

Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor International Bachelor's Programme in Communication and Media van de Erasmus Universiteit Rotterdam en de toekenning van het bijzonder kenmerk Internationalisering**

Gegevens

datum	Naam instelling	: Erasmus Universiteit Rotterdam
30 september 2014	Naam opleiding	: wo-bachelor International Bachelor's Programme in Communication and Media (180 ECTS)
onderwerp	Datum aanvraag	: 31 maart 2014
Besluit accreditatie wo-bachelor International Bachelor's Programme in Communication and Media van de Erasmus Universiteit Rotterdam (002877)	Variant opleiding	: voltijd
uw kenmerk	Locatie opleiding	: Rotterdam
O.OOS/RL/261.104	Datum goedkeuren panel	: 30 juni 2014
ons kenmerk	Datum locatiebezoek	: 12 december 2013
NVAO/20143427/SL	Datum visitatierapport	: 17 maart 2014
bijlagen	instellingstoets kwaliteitszorg	: ja, positief besluit van 17 oktober 2013
3	Beoordelingskaders	
	Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523) en voor het bijzonder kenmerk internationalisering.	

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk internationalisering.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Quality of the International Bachelor's programme in Communication and Media

The programme management has taken up the suggestions for improvement presented by the panel which conducted the initial accreditation of the programme in 2009. The programme management has compared the intended learning outcomes with the learning outcomes of similar programmes in this field and has found these quite comparable. Therefore, the programme management decided not to alter the intended learning outcomes of this programme. On the other hand, a substantial change to the curriculum has been made. So-called focus areas have been introduced in the curriculum, allowing students to gain more in- depth knowledge in two specialised areas within the programme.

Pagina 2 van 9 The panel regards the main objectives of the programme to be sound and to demonstrate the breadth of the programme. At the same time, the panel is positive about the focus areas which will allow students to acquire specialised in-depth knowledge and understanding of two specific areas of study within the broader field of communication and media. The intended learning outcomes of the programme are comprehensive and appropriate operationalisations of the programme's objectives. These learning outcomes, rightly, refer to communications as well as to media, address the major social sciences (e.g. sociology and psychology) relevant for this area of study, include research methods and techniques (qualitative and quantitative), address skills in communication and collaboration and, especially, specify the students are to acquire a critical attitude towards media and communication related issues. The panel is impressed by the high level and the very ambitious nature of the programme. The learning outcomes specify the knowledge, skills and attitudes the students ought to acquire in a rather demanding manner, challenging the students to achieve a high level of performance in the areas the learning outcomes cover. For the panel, these learning outcomes definitely meet and, in a number of respects, surpass the bachelor's level. The learning outcomes correspond to the views of the international community of experts in this domain, as the learning outcomes have been compared with a number of relevant Dutch and international frameworks and standards. The panel is positive about the efforts of the programme management to keep track of the labour market and the careers of the alumni and to discuss the programme's objectives regularly with representatives in the professional field.

The large number of students applying and the numerous clauses the programme management has the right to enforce, enable the programme management to apply very strict admission requirements. In the opinion of the panel, the admission requirements of the programme ensure to only admit students who are motivated and talented enough to have a fair chance of completing the programme. The admission procedure is conducted appropriately by the selection committee and is supervised by the examination board.

The panel considers the intended learning outcomes to be appropriately represented in the curriculum. The curriculum covers the theoretical and methodological topics adequately in the theoretical courses, the methodological courses and the research workshops. The students are trained to acquire statistical knowledge up to the level of the multivariate analysis, thereby ensuring a satisfactory level of knowledge of quantitative research methods. In the communication workshops, the students obtain sufficient academic skills. The panel has, however, some reservations concerning the extent to which the students are taught to develop critical views and opinions on media and communication related issues, as has been specified in one of the intended learning outcomes. As topics like power, political aspects of communication and media and critical cultural studies seem to be somewhat underrepresented, the panel recommends to give these a more prominent place in the curriculum. The focus areas seminars allow the students to specialise in one of the sub-areas of the media and communication fields of study. In addition, the students have a satisfactory degree of choice to customize the curriculum, being able to select a number of electives and to take a minor or go on an exchange programme.

The panel finds the programme well-organised and considers the lecturers and the support staff to be a very motivated team, meeting the requirements for a bachelor's programme like this one. The research and educational qualities of the lecturers meet the requirements and the support staff, really, is an asset to the programme, allowing the teaching staff to fully

Pagina 3 van 9 concentrate on lecturing. The panel welcomes the appointment of a third full professor in the foreseeable future, an appointment that will broaden the basis of the programme.

The educational concept of the programme is appropriate, especially enabling the students to experience various, relevant study methods to engage in. The panel approves of the efforts of the programme management to encourage the students to learn in a self-directed way. The study guidance and the information provided to the students are adequate and allow the students to complete their studies.

The programme's assessment system is in line with the assessment policy of the Erasmus University Rotterdam and of the Erasmus School of History, Culture and Communication. The panel considers this assessment system to be comprehensive and adequate, covering all the rules and regulations required, be it the system has been implemented fairly recently. In the programme's assessment protocol, relevant assessment quality criteria have been specified and the required tasks and responsibilities of the examination board as well as of the examiners have been outlined. The assessment forms for the courses, being a substantial number of small assignments during the courses and a written examination or larger assignment at the end of the courses, are quite appropriate to test the students' knowledge and skills. The thesis procedure has been well-elaborated, having as a good starting point the bachelor's thesis class in which the students draft their research question problem and their research design. The panel is very positive about the thesis assessment procedure, which involves not only two examiners but also the second reader panel, which consists of a number of lecturers scrutinizing the bachelor's theses and thereby ensuring the theses' quality.

Having studied and discussed the quality of a sample of theses, the panel members consider the theses to be solid, to address the relevant subject matter and to be especially strong in exposing the students' own ideas about this subject matter. As the research designs, problem statements, handling of problems and conclusions have been executed very well, the panel regards the theses to be methodologically sound, especially for a bachelor's programme. Mainly because the majority of the theses in the panel's sample were oriented towards the media study area rather than the communication study field, the qualitative research method was more prominent than the quantitative research method. The panel asks the programme management to pay attention to this aspect. The marks which were given by the lecturers correspond to the marks the panel members would have given.

As the panel has noted, the majority of the graduates go on to study in master's programmes of Erasmus University or other universities in the Netherlands or abroad. These programmes may be in the study area of media and communication but may also be in related areas. The panel has observed the graduates do not experience any major obstacles in being admitted to these programmes, some of these being offered by prestigious institutes.

Bijzonder (kwaliteits)kenmerk: Internationalisering

With regard to the internationalisation features of the programme, the programme management regards the bachelor programme International Business Administration of Rotterdam School of Management of Erasmus University Rotterdam as an example and as

Pagina 4 van 9 a benchmark. This bachelor programme is one of the first programmes of this university, if not the first, to have acquired the distinctive quality feature Internationalisation of NVAO.

The panel has observed the programme management to have a clear vision on internationalisation. The programme management focuses on preparing the students for an international career in an international business setting, requiring the students to be able to collaborate with people from other countries and from other cultural backgrounds. This vision is shared by the major stakeholder groups (lecturers, students and alumni) with whom the panel has met. The panel would invite the programme management to enrich the internationalisation vision to include other perspectives than the Anglo-Saxon and European ones on which the vision primarily rests and to add deeper, cultural and philosophical dimensions. The programme's international and intercultural objectives are in line with the vision on internationalisation and are appropriate operationalisations of this vision. For each of the objectives target figures have been set. The panel is pleased to understand the programme management will compare these objectives more systematically with other, similar programmes in the Netherlands and abroad. These objectives are included in the programme's quality assurance system which is up to standard. The panel has studied the projects the programme management intends to implement in the coming years and is confident these projects will lead to further improvements regarding the international and intercultural dimensions of the programme.

The panel considers the intended learning outcomes to reflect the programme's internationalisation vision clearly and convincingly. According to the learning outcomes, the students are to master the international and intercultural dimensions of the media and communication subject matter and are to be able to communicate and collaborate with people from other nationalities and other cultural backgrounds. The panel considers the assessment methods which are used to test the students' achievements on the international and intercultural learning goals to be satisfactory. The written examinations or individual assignments are appropriate to assess the knowledge-oriented international learning goals, whereas the intercultural learning goals are adequately tested by means of group assignments including process-oriented evaluations and self-reflection reports. The panel considers the results the graduates have achieved to be very much up to standard. The graduates perform well, measured by their rates of admission to international master's programmes in the Netherlands and abroad. Some of the graduates are admitted to prestigious institutes.

From the list of courses, the panel concludes the number of courses with an international or intercultural orientation to be significant. Therefore, the panel finds the curriculum to be an appropriate reflection of the international and intercultural learning outcomes. The panel, however, considers coverage of Europe and North America (and possibly perspectives that originate in these areas) to be rather dominant and coverage of other parts of the world (Asia, Africa, Latin America, Middle East) to be somewhat lacking and, therefore, recommends the programme management to try and include more coverage of the wider world, including distinctive research programmes and theories associated with those regions. The teaching methods, on the other hand, foster the active participation of the students in class and promote their international and intercultural awareness and skills. The small-group tutorials allow for the intense international and intercultural interaction between the lecturers and the students and among the students, since the groups are composed of students with different nationalities and students are supervised by both tutors from the Netherlands and tutors from abroad. Also, the IBCoMpanion study guidance programme is a stimulus for the international and intercultural awareness of the students. Finally, the small

Pagina 5 van 9 internationally and culturally diverse groups of students working on group assignments foster the communication and collaboration between students from different countries and with different cultural backgrounds.

The panel has observed the teaching staff to be very much internationally composed. This applies, very strongly, to the junior staff and, to a somewhat lesser extent, to the senior staff. The panel welcomes the appointment of a third, non-Dutch full professor, as planned by the programme management. Of the lecturers, 50% are Dutch, 18% are from European countries and 32% are from countries outside of Europe. The international research qualities of the lecturers are up to standard, as these lecturers participate in important international organisations in the media and communication disciplines. Also, the lecturers are experienced regarding teaching international and interculturally diverse student groups and, definitely, meet the requirements of this international programme. The panel assesses the command of the English language by the lecturers to be good. The lecturers are offered relevant services and receive appropriate support, concerning the international and intercultural features of the programme.

The panel considers the composition of the student population to be very international on the one hand and to be balanced in terms of nationalities on the other hand. The students have ample opportunity to meet students from other countries and other cultures. The students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in. The percentage of students going abroad in the course of the curriculum is very high. Therefore, many of the students will have a real-life international and intercultural experience in the programme. The panel has verified the programme management to provide adequate information, guidance, counseling and housing services as well as diploma supplements to the students.

Aanbevelingen

De NVAO onderstreept de aanbevelingen van het panel, in het bijzonder om in het toetsbeleid expliciet te beschrijven hoe de toetsing van interculturele en internationale leerdoelen tot stand komt. Deze aanbeveling ten aanzien van het bijzonder kenmerk internationalisering, heeft het panel in de hoofdtekst van het visitatierapport opgenomen.

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Erasmus Universiteit Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 28 juli 2014 naar voren te brengen. Bij e-mail van 17 september 2014 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot enkele aanpassingen in het besluit.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor International Bachelor's Programme in Communication and Media (180 ECTS; variant: voltijd; locatie: Rotterdam) van de Erasmus Universiteit Rotterdam te Rotterdam en tot toekenning van het bijzonder kenmerk Internationalisering aan de opleiding wo-bachelor International Bachelor's Programme in Communication and Media van de Erasmus Universiteit Rotterdam te Rotterdam. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 30 september 2014 en is van kracht tot en met 29 september 2020.

Den Haag, 30 september 2014

De NVAO
Voor deze:

A handwritten signature in black ink, appearing to read 'Ann Demeulemeester', is written over a horizontal line. To the right of the signature, there is a small, separate handwritten mark.

Ann Demeulemeester
(vicevoorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Goed
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Voldoende
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Goed
Eindoordeel		Goed

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent.

BKK Internationalisering

Onderwerp	Standaard	Beoordeling door VBI
		voltijd
7. Bijzonder kenmerk Internationalisering	7.1 vision on internationalisation	Voldoende
	7.2 learning outcomes	Goed
	7.3 teaching and learning	Voldoende
	7.4 Staff	Goed
	7.5 Students	Goed
Beoordeling BKK	Eindoordeel	Goed

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent.

Tabel 1: Uitval na 1, 2, en 3 jaar.

Cohort	2009	2010	2011	2012
Uitval na 1jr	17%	11%	12%	9%
Uitval na 2jr	24%	14%	12%	
Uitval na 3jr	24%	14%		

Tabel 2: Rendement (vwo-instroom).

Cohort	2009	2010
Rendement na 3 jaar	59%	75%
Rendement na 4 jaar	88%	
Rendement na 5 jaar		
Rendement na 6 ⁽⁺⁾ jaar		

Tabel 3: Rendement (totale instroom).

Cohort	2009	2010
Rendement na 3 jaar	69%	80%
Rendement na 4 jaar	89%	
Rendement na 5 jaar		
Rendement na 6 ⁽⁺⁾ jaar		

Tabel 4: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	100%	75%	60%

Tabel 5: Student-docentratio.

Ratio	31:1
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Tabel 6: Contacturen.

Studiejaar	1	2	3
Contacturen	14	12	5

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- Prof. H.D.Y. Van den Bulck PhD, professor of Communication Studies, University of Antwerp, panel chair;
- Prof. D. Hesmondhalgh PhD, professor of Media and Music Industries, University of Leeds, panel member;
- Prof. P. Vorderer PhD, professor of Media and Communication Studies, University of Mannheim, panel member;
- M. Koopmans MSc, graduated from University of Amsterdam, master's programme Corporate Communication, student member.

Het panel werd ondersteund door W.J.J.C. Vercouteren, secretaris (gecertificeerd).