

The logo for AeQui, featuring the letters 'AeQui' in a purple, sans-serif font. A light blue, brush-stroke-like line loops around the letters, starting from the 'A', passing under the 'e', looping around the 'Q', and ending under the 'i'.

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**M Professional Master in Media  
Innovation  
Breda University of Applied Sciences**

*Report of the extended programme assessment  
12 and 13 February 2019*

Utrecht  
April 2019  
[www.AeQui.nl](http://www.AeQui.nl)

*Assessment agency for higher education*

## Colophon

Breda University of Applied Sciences  
Monseigneur Hopmansstraat 2  
4817 JS Breda

Programme: M Professional Master in Media Innovation  
Location: Breda (fulltime) and Hilversum (part-time)  
Mode of study: Fulltime and part-time  
Croho-registration: 49121

### **Assessment committee**

René Kloosterman, chair  
Iekje Smit, domain expert  
Rik Riezebos, domain expert  
Bert Mosselmans, domain expert  
Philippe van Meerbeeck, domain expert  
Laurie Limburg, student member  
Titia Buising, secretary  
The committee was presented to the NVAO for approval.

The assessment was conducted under the responsibility of  
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## Summary

On 12 and 13 February 2019 an AeQui committee performed an assessment of the master programme in Media Innovation of Breda University of applied sciences. The overall judgement of the committee is that the quality of the programme is **satisfactory**.

### Intended learning outcomes

The intended learning outcomes have been concretised with regard to content, level and orientation and meet international requirements. The programme ties in with the Skillset of the British Sector Skills Council (SSC) for Creative Media. The core tasks of this profile have been translated into learning objectives per course / component. The committee values the programmes broad perspective on innovation, ranging from innovation in technology to innovation in research methods used.

The committee noted however that the skillset referred to is rather outdated, and it therefore supports the planned update of the roles and competences in the next academic year.

The committee assesses the intended learning outcomes as **satisfactory**.

### Programme

The programme enables students to realise the intended learning outcomes. Professional skills are part of the Industry Case, in which students work on a real-life industry problem. Regarding research skills, the focus is on applied research and the ability to transfer insights into problems and (research) questions as well as to translate findings into practical recommendations. The committee values the active involvement of the professorship Digital Media Concepts in the programme. The small scale of the programme and the structure of the learning environment allow for interactive teaching methods. With the two different tracks the programme caters to different backgrounds of students.

The assessment committee assesses the orientation of the programme and intake as **good**. The other standards are assessed as **satisfactory**.

### Staff

The staff involved in the programme is very competent and approachable. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample (international) academic and professional experience. Lecturers

meet on a regular basis to share knowledge and experience. The academy facilitates professional development and the realisation of personal ambitions. The committee assesses this standard as **good**.

### Facilities

At the Breda location different and up-to-date studios, equipment and software are available. At the Hilversum location, adequate facilities are offered. The committee also concludes that the tutoring of students is tailored to the needs of the students and reflects the independence expected of master students. The online learning system provides students with information about the programme, exams, overview of marks and their progress. The committee assesses the standards regarding facilities (standard 7) and tutoring (standard 8) outcomes as **good and satisfactory**.

### Quality Assurance

An adequate quality assurance system is in place. BUas's quality assurance system and planning and control cycle is translated with the academy and the programme. The committee notes that all relevant stakeholders are involved in the quality assurance process. The committee assesses this standard as **satisfactory**.

### Assessment

An adequate system of assessment is in place. The intended learning outcomes / roles and competences are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using a yearly assessment plan, test blue prints, assessment matrices, the four-eye-principle and rubrics. In addition, internal calibration sessions are frequently organised. The assessments studied by the committee reflect the expected level and match the learning objectives of the modules involved. The assessment committee concludes that the programme has an

adequate system of assessment in place, and assesses this standard as **satisfactory**.

#### **Achieved learning outcomes**

Graduates of the programme achieve the required master level and intended learning outcomes. The committee also established that the programme has an adequate graduation procedure in place. The studied theses were adequately written and showed sufficient use of research methodology. The committee assesses this standard for as **satisfactory**.

#### **Recommendations**

The committee noted that the skillset referred to is rather outdated, and it therefore supports the

planned update of the roles and competences in the next academic year.

The committee recommends the programme to examine the distribution of the study load of the executive track.

The committee noted, in general, that reliability and validity of the research conducted and reflection on the methodology used could be made more explicit in the studied theses.

In addition, it recommends to include the role (competence) of innovator in the assessment of the pure thesis.

All standards of the NVAO assessment framework are assessed positively, hence the committee awards a positive recommendation for the accreditation of the master programme in Media Innovation. The committee concludes that the overall assessment of the programme is **satisfactory** for both fulltime and part-time mode.

On behalf of the entire assessment committee,  
Utrecht, April 2019,

René Kloosterman  
Chair

Titia Buising  
Secretary

## Overview assessment

The following table shows the assessment for each standard.

<b>Standard</b>	<b>Assessment Fulltime</b>	<b>Assessment Part-time</b>
1. Intended learning outcomes	Satisfactory	Satisfactory
2. Orientation	Good	Good
3. Content	Satisfactory	Satisfactory
4. Learning environment	Satisfactory	Satisfactory
5. Intake	Good	Good
6. Staff	Good	Good
7. Facilities	Good	Satisfactory
8. Tutoring	Satisfactory	Satisfactory
9. Quality assurance	Satisfactory	Satisfactory
10 Assessment	Satisfactory	Satisfactory
11 Achieved learning outcomes	Satisfactory	Satisfactory
<b>Overall</b>	<b>Satisfactory</b>	<b>Satisfactory</b>

## Introduction

The master programme in Media Innovation has a multidisciplinary approach and aims to deliver graduates that look beyond the surface of digital media, distinguish crucial digital processes and design tomorrow's media products. Graduates are prepared for international managerial, consultancy or strategic positions, such as interactive marketer, creative consultant, digital strategist, product owner, innovation manager, and creative brand strategist.

### The institute

The programme ties in with the mission of Breda University of Applied Sciences (BUAS): 'to deliver students who are trained to develop and use their talents as well as their personal innovative capacity to the fullest potential in order to provide innovative solutions to the (international) professional field and be meaningful to our globalising society'. BUAS offers bachelor's and master's programmes within five academies:

- Academy for Digital Entertainment;
- Academy of Hotel & Facility;
- Academy for Leisure;
- Academy for Tourism and;
- Academy for Urban Development, Logistics & Mobility.

The master programme in Media Innovation is part of the Academy for Digital Entertainment, which also offers the bachelor programme in Creative Media and Games Technologies, the bachelor programme in Creative Business and the master programme in Game Technology. The academy's mission is 'to create an international educational and research environment where academics, industry professionals and students collaboratively develop innovative and relevant knowledge, expertise, and products in Digital Entertainment'. The academy consists of 1,586 students. The academy's research unit comprises three research lines: Digital Media Concepts, Creative and Entertainment Games and Applied Games, Innovation and Society. Each research line has a leading professor. Lecturers are actively involved in research projects within these lines, in close cooperation with organisations / companies in the professional field.

### The programme

The one-year master programme is offered in fulltime and part-time mode. The fulltime modus (regular track) starts in September and is offered in Breda. The part-time mode (executive track) starts in February and is offered in Hilversum. The executive track is intended for students already working in the field of media innovation.

The programme consist of several sequential modules (or programme lines) on media theory, business and technology. Parallel to these modules, the module on research & communication and the Industry case are planned. The latter give students the opportunity to put theory into practice. The programme is finalised with the graduation phase.

Both tracks share the same competences, content, modules, assessments and lecturers. The structure of the teaching is however different. Where students of the regular track attend the modules during the week in Breda, students of the executive track attend the modules during eleven weekends in Hilversum.

In this report, both modes are assessed integrally. In case the assessment differs for both modes, it is noted in the text.

### The assessment

Breda University assigned AeQui VBI to perform a quality assessment. In close co-operation with AeQui, an independent and competent assessment committee was convened. A preparatory meeting with representatives from the programme has taken place.

The site visit took place on 12 and 13 February 2019 in accordance with the programme in appendix 2. The committee explicitly oriented itself on the cluster of which the programme is part. This took place during the preparatory meeting and the last committee meeting in which the final assessment took place. Members of the committee have participated in other assessments part of this cluster.

The committee assessed in an independent manner. At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report.

Initiated by the programme, a developmental meeting will take place in the course of 2019. The results of this meeting will not influence the assessment written down in this report.

## Intended learning outcomes

The committee concludes that the intended learning outcomes have been concretised with regard to content, level and orientation and meet international requirements. The programme ties in with the Skillset of the British Sector Skills Council (SSC) for Creative Media. The core tasks of this profile have been translated into learning objectives per course / component. The committee noted however that the skillset referred to is rather outdated, and it therefore supports the planned update of the roles and competences in the next academic year. The committee values the programmes broad perspective on innovation, ranging from innovation in technology to innovation in research methods used. The programme has very good contacts in the (international) professional field, which contribute to the relevance and topicality of the intended learning outcomes and the programme.

*Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.*

### *Findings*

The programme aims to educate students that can develop insightful media-related research and innovative, market-oriented media products. The programme provides students with in-depth knowledge of the digital media processes and aims to bridge the gap between theory and practice in media studies. The guiding principles of the programme are to appreciate that innovation is led by problem-based thinking, and to recognise that successful media innovations built upon existing recognisable elements that, once understood, allow new connections. These principles allow students to arrive at new concepts that are innovative and future-oriented, with the purpose of giving media professionals the ability to 'bring something new into use'.

### *Intended learning outcomes*

The intended learning outcomes are based on the Skillset of the British Sector Skills Council (SSC) for Creative Media. The intended learning outcomes are formulated in professional roles, that are described in terms of competences: 1) researcher, 2) innovator, 3) new business developer, 4) content strategist, 5) user experience designer, 6) interface / interaction designer, 7) consumer insight manager and 8) self and team manager. These

roles and accompanying competences have been translated into learning outcomes per module.

The programme focuses on the transformation of abstract knowledge into guiding principles for design and innovation; particularly how scientific insights can be made applicable to media practice. Students learn to develop innovative media concepts and products on the basis of insight into fundamental processes in the field of media theory, media technology, business models, communication science, and concept development/product design.

Moreover, students learn to apply research, to analyse and assess industry problems, and how to create media innovations that consider the needs of both stakeholders and end users. In addition, future developments of digital media as well as a current and historical picture and ethical responsibilities are addressed.

During the site visit, the committee discussed the interpretation of the concept of innovation with several representatives. It became clear that the programme holds a broad perspective on innovation. Innovation is related to the specific content of the modules and can focus on new innovative technology or innovative media theories. The interpretation of innovation is also discussed with the Industry Advisory Board, for example related to innovative concepts that can be implemented in the programme.

### *Links with professional practice*

Different ways are used to align the programme with the demands of and developments in the professional field. The Industry Advisory Board, which operates for the academy, meets twice a year. During these meetings, the curriculum is reviewed to help the programme stay abreast of new trends and developments. In addition, lecturers have ample experience in the (international) professional field of media innovation and participate in research projects with the professional field and implement the results in the programme. The professional field is involved in and committed to the programme as guest lecturers, external reader in the graduation phase and commissioner of the Industry case.

During the site visit, the committee met with several representatives from the professional field (and the industry advisory board).

### *Considerations*

Based on interviews and the examination of underlying documentation, the committee concludes that intended learning outcomes of the programme tie in with (inter)national requirements for (international) media innovation and

are in tune with the demands from the professional field. In addition, it concludes that the Dublin descriptors are reflected in the intended learning outcomes. The programme covers the entire media spectrum. The committee values the programme's broad perspective on innovation, ranging from innovation in technology to innovation in research methods used.

The committee noted however that the skillset referred to is to some extent outdated. The committee supports the planned update of the roles and competences in the next academic year, as revealed during the site visit.

The committee notes that the programme has very good contacts with the professional field, which contribute to the relevance and topicality of the programme. Lecturers have ample (international) professional experience; guest lecturers are invited on a regular basis and the industry advisory board is involved in the programme.

Based on the above, the committee assesses this standard as **satisfactory**.

## Programme

The committee concludes that the programme enables students to realise the intended learning outcomes. Professional skills are part of the Industry case, in which students work on a real-life industry problem. Regarding research skills, the focus is on applied research and the ability to transfer insights into problems and (research) questions as well as to translate findings into practical recommendations. The committee values the involvement of the professorship Digital Media Concepts in the programme. The small scale of the programme and the structure of the learning environment allow for interactive teaching methods. With the two different tracks the programme caters to different backgrounds of students. The committee recommends the programme to examine the distribution of the study load of the executive track.

### Orientation

*Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.*

### Findings

As mentioned in standard 1, the professional field is actively involved in the programme. In almost all courses professionals provide guest lecturers and the lectures bring their own ample experience in and contacts with the professional field to the programme.

The Industry case (3 EC) runs parallel to the modules and allows for students to put their knowledge and understanding from the modules into practice. The industry case consists of a problem from an industry client that students have to solve by using their knowledge of media theory, business and technology. Students are also expected to formulate and suggest conceptual solutions. The case differs each year and the industry client is involved in establishing the case's problem, in providing formative feedback, and in the assessment of students final work.

Research is part of the research & communication programme line (11 EC), which runs throughout the programme. In the research & communication line, students gain a solid understanding of scientific methods and the general knowledge and basic practical skills of conducting applied scientific research and applying research insights to create innovations. In addition, it provides a theoretical grounding in communication theory

and academic skills and theory-based argumentation in general. Students also learn to maintain a critical view on conducted research within the field of media. The module is connected to research conducted within the professorship Digital Media Concepts and in 2018/2019, the focus was on virtual, mixed and augmented reality. Students are also participating in research projects with researchers and industry representatives. In addition, research skills are part of the graduation phase. This is further elaborated upon in standard 11.

The site visit learned that students of the executive track value that they can directly apply the learned knowledge in their own practice. Students remarked in general that the level and experience in research is very different among students.

### Considerations

The committee concludes that the programme adequately addresses professional and research skills. The professional skills are part of the Industry case, in which students work on a real-life industry problem. As the Industry case runs parallel with the other modules, students can directly apply their learned knowledge and skills.

The committee also notes that research skills are sufficiently being addressed. The focus is on applied research and the ability to transfer insights into problems and (research) questions as well as to translate findings into practical recommendations. The committee values that the course is connected to the professorship Digital Media

Concepts. This ensures the topicality of the research addressed. In addition, lecturers are very much involved in research and bring their experiences and research results in the course.

Based on the above, the committee assesses this standard as **good**.

### **Content**

*Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.*

### *Findings*

The programme is offered in four programme lines: media theory, business, technology and research & communication (11 EC each). The latter is elaborated upon in standard 2.

The media theory learning line is aimed at providing students with an integral picture of the development of media and to ensure that students become acquainted with the ways in which media messages are designed and structured. By enabling students to also become acquainted with an ontology of meaning structures, students can design concepts by utilising a sustainable design tool within an academic background. This programme line covers topics such as narratology, semiotics, remediation theory, media ethics, performative works, game design, and transmedia storytelling.

The technology programme line helps students to develop a concept, an intangible idea of a new medium, into a tangible artefact. That tangible artefact has as main purpose to clearly communicate the following: its potential use to the management, its value for potential users to investors, its features and system architecture to the development team. The topics addressed in this module include user interface design, user experience design, use case development, personas, user stories, rapid prototyping, and a review of emerging technologies.

The business programme line gives students insight into the economic aspects of digital media on a strategic level, enabling them to carry out analyses of media and media products on the basis of an ontology of business models and consumer behaviour and teaching them to use this ontology in the development of products with a sustainable and positive flow of income through the application of entrepreneurial theories. The three sections of this programme line, on managing IP, consumer behaviour and innovation & entrepreneurship, address topics such as intellectual property law, business models, business strategy, entrepreneurship, and consumer behaviour theory

Next to the aforementioned programme lines, the programme consists of the Industry Case (3 EC) and the graduation phase (13 EC). The first is elaborated upon in standard 2, the latter will be discussed in standard 11.

The site visit made clear that students of both tracks are in general quite satisfied with the programme. They value the in-depth character of the programme. Alumni value that the programme offers ample room for bringing their own ideas and topics of interest. Alumni also appreciated the international character of the programme and working with students with different international backgrounds.

### *Considerations*

The committee concludes that the content of the programme enables students to achieve the intended learning outcomes. The programme lines ensure the coherence of the programme and the Industry case connects theory to practice.

During the site visit, the committee noted that the literature and articles used in the programme are up-to-date and relevant for a professional master programme in Media Innovation.

Based on the above, the committee assesses this standard as **satisfactory**.

### Learning environment

*Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.*

#### *Findings*

The programme's educational philosophy ties in with BUAs' educational vision. The programme aims to offer a student-centred approach and to keep students motivated and involved. In addition, the programme wants to create a learning community in which academic discourse and interaction between all types of participants (students, lecturers, media industry and knowledge institutes) takes place. The regular track is taught as a fulltime programme. The executive track is taught as a part-time programme, and consists of eleven weekends, with equivalent time periods for each module in the regular track. To arrive prepared for the weekend, students are expected to engage in self-study. Teaching methods include lectures, digital lectures, knowledge clips, workshops, tutorials, pitches, Q&A's, debates, et cetera.

The site visit learned that students and alumni of both tracks value the small scale of the programme. It was also remarked that the study load of the executive track is not evenly spread throughout the programme.

#### *Considerations*

The committee concludes that an adequate learning environment is in place. The small and informal scale of the programme allows for interactive contact between students and lecturers and a personal approach.

The committee recommends the programme to facilitate students of both tracks to meet each other more frequently and to actively look into

the distribution of the study load of the executive track.

Based on the above, the committee assesses this standard as **satisfactory** for both tracks.

### Intake

*Standard 5: The curriculum ties in with the qualifications of the incoming students.*

#### *Findings*

The programme is offered in fulltime (the regular track) and part-time modus (the executive track). Next to the statutory admission requirements, the selection procedure includes a resume, a motivation letter, an intake assignment and a selection interview by the programme coordinator and others.

The executive track is also open to candidates without a bachelor's degree, provided they can demonstrate a sufficient level of industry experience. This is assessed in an extended selection interview. Based on the recommendation from this interview and the candidate's experience, the board of examiners decides on the admission. Candidates can inform themselves about the programme during open days and orientation days.

#### *Considerations*

The committee concludes that the legal enrolment criteria are applicable to the programme. With the two different tracks the programme caters to the different backgrounds of the students. The committee is impressed by the personal role of the programme coordinator in this process. Thus, the selection procedure ensures that motivated students enrol the programme.

Based on the above, the committee assesses this standard as **good**.

## Staff

Based on the site visit and the documents studied, the committee concludes that the staff involved in the programme is very competent and approachable. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample (international) academic and professional experience. Lecturers meet on a regular basis to share knowledge and experience. The academy facilitates professional development and the realisation of personal ambitions.

*Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.*

### Findings

The academy and the programme tie in with BUAs's HRM policy. The HRM policy follows BUAs's strategic ambitions and multi-annual strategy. Important aspects of this policy are professional development, future oriented employability and organisational and cultural development.

Part of the HRM policy is the annual performance management cycle. This cycle consists of yearly interviews with each staff member to discuss feedback according to agreed performance standards. Staff members are encouraged to attend workshops, seminars, conferences and short-term industry placements. In addition, due to participating in international networks and associations, staff members are invited to participate in international conferences and engaged in cooperative research projects. Besides, the exchange of staff is facilitated.

15 lecturers (2.7 fte), including one external lecturer (from Eindhoven University of Technology) are involved in the programme. All lecturers hold a master's degree and 53% hold a PhD. In addition, ample guest lecturers are involved, from industry as well as other universities. A dedicated programme coordinator and operational manager are available. Staff involved obtained a Basic University Examiner Qualification certificate or are currently undergoing the training. The staff student ratio is 1:9 (excluding guest lecturers).

Staff members are active in one of the three research lines of ADE (contextual connected media, playful organisation & learning systems, and content, creation, and culture of artistic and entertainment video games). Lecturers are involved in research and knowledge development, the results of which are subsequently embedded in the educational programmes, as well as disseminated via academic and professional meetings (e.g. specialist conferences, expert meetings, advisory boards) and publications (e.g. academic journals, trade publications, policy reports, books). The Professor of Digital Media Concepts, one of three professors within ADE, is the head lecturer for the Research and Communication Studies module, and a member of the programmes curriculum committee.

73% of the lecturers involved have an international background, covering ten nationalities. International lecturers are recruited through the central BUAs personnel office and through lecturers international contacts and networks. For non-native English speakers, level C1 is the minimum requirement. Dutch lecturers also have international working experience. All lecturers have (international) professional experience, through working in the field of media innovation, through participation in research projects or through the Industry case and contacts with companies as a supervisor.

The site visit revealed that students and alumni are in general quite content with their lecturers. They appreciate the small scale and informal

character of the programme and the approachability of their lecturers. Students and alumni of both tracks feel they are part of the programme's community.

#### *Considerations*

Based on the interviews conducted during the site visit and the provided information about the lecturers, the committee concludes that lecturers are very involved and competent. In addition, the programme is able to realise a good balance between academic and industry expertise. Half of the lecturers hold a PhD. In addition, all lecturers are involved in research. The composition of the staff is quite international (73%), covering ten nationalities. Moreover, the committee notes that

the lecturers have extensive international professional experience. The Professor of Digital Media Concepts is strongly committed and actively involved in the programme.

During the site visit, the students and alumni confirmed this. Furthermore, it was understood from students during the visit that lecturers are easily accessible and approachable.

Based on the above, the committee assesses this standard as **good**.

## Facilities and tutoring

The committee concludes that a sufficient infrastructure is in place for realising the programme. At the Breda location different and up-to-date studios, equipment and software are available. In addition, the relocation to the BUAs campus next academic year, with proximity of all BUAs programmes will facilitate the cooperation between programmes and the realisation of cross overs. At the Hilversum location, adequate facilities are offered. The committee also concludes that the tutoring of students is tailored to the needs of the students and reflects the independence expected of master students. The online learning system provides students with information about the programme, exams, overview of marks and their progress.

### Facilities

*Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.*

### Findings

The regular track is currently offered at the BUAs location "Sibeliusslaan" in Breda. This is a temporary relocation (for twelve-months) while the central BUAs campus is being renovated and expanded. In the academic year 2019-2020, the programme will be located at the central Hopmansstraat campus.

The Breda location provides class rooms, open works spaces, lecturer's offices, Production House areas and separate smaller offices, video edit suites, audio studios, the MacLab, a production equipment office and counter, Audio Video 'green screen' room, the Creative Lab, Cradle Lab (the research unit), a TV studio production room, a VR and showcase room and a library. Software such as Adobe Creative Cloud e.g. Photoshop, Premiere Pro, Illustrator, InDesign is also available. The library offers access to multiple online databases.

For their projects, students can obtain cameras, audio kits, lighting kits and virtual reality devices such as VR glasses, 360-degree cameras and AR glasses for their projects at the production equipment desk. The desk is occupied by three employees.

In 2020 the programme will be offered at the campus, which will make the exchange of knowledge, meeting each other and the realisation of cross overs easier. The new facilities will contain ample and different learning spaces for groups of different sizes (lecture halls, class rooms, project rooms, study landscapes and an academic lab), a variety of workplaces for staff and students, the Production House, a library, catering facilities and a service desk.

The executive track is offered in Hilversum. From February 1st, the programme has moved to the centre of Hilversum Media Park. This location is also home to Media Perspectives, that makes connections between government and industry with respect to digital transformation within the media industry. The location offers a dedicated classroom, a number of break-out spaces, and access to the Media Park and all of its numerous facilities. Students have Wi-Fi access throughout the building. Students can also make remote use of the electronic resources of the library, in addition to being able to visit the library in person. Students of the executive track visit the Breda location and especially the Cradle Lab at least once a year.

### Considerations

The committee concludes that the current facilities in Breda, even though temporary, are good. State-of-the-art equipment is available for students. The new location, at the central campus will even more facilitate learning communities and

the realisation of cross-overs. The facilities in Hilversum are adequate.

Based on the above, the committee assesses this standard as good for the fulltime mode and **satisfactory** for the part-time mode.

### **Tutoring**

*Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.*

#### *Findings*

Students are primarily guided by their lecturers. In addition, the programme coordinator is available to discuss academic progress or any study related issues. The programme coordinator also contacts students in case their progress and academic performance is not up to par.

In addition, the academy's student counsellor is available for all students that need more specialised guidance. The student counsellor can refer to other professional counselling services if needed. The student counsellor is also available for students with functional limitations of disabilities.

Students are informed about the programme through BUAs's learning management system. This is a platform for all course-related materials, submission of assignments and to disperse feedback reports after round table evaluations. Exam registration, overviews of grades and monitoring student progress is also part of the online environment. In addition, in the Breda location, screens in the building, social media and weekly and monthly information bulletins are used.

The students the committee met, are satisfied with the guidance from their lecturers. They noted that a great deal of independence is expected from them.

#### *Considerations*

The committee concludes that adequate tutoring is available for students. The tutoring ties in with the independence expected from students in a master programme.

Based on the above, the committee assesses this standard as **satisfactory**.

## Quality assurance

The committee concludes that the programme has an adequate quality assurance system in place. BUas's quality assurance system and planning and control cycle is translated with the academy and the programme. The committee notes that all relevant stakeholders are involved in the quality assurance process. Each module is evaluated, by means of an online survey and a round table meeting with students. The degree programme committee has an active role in the quality assurance system.

*Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.*

### *Findings*

BUas's quality assurance system for education is leading for the academy and the programme. This system consists of a planning and control cycle with performance agreements. Each academy reports three times per year to the Executive Board. Based on these meetings, the academy formulates its own specific plans, in line with overall BUas strategy.

Accreditations, internal audits, round table meetings, performance interviews and input from curriculum committee, assessment committee and degree programme committee are used to check the quality of the programme.

All modules are evaluated by means of a standardised online survey. In addition, round table meetings are organised at the end of every module with students and the programmes year coordinators or the education manager. These meetings provide qualitative information and offer students the opportunity to express their opinions and share their experiences of the overall quality of the programme. The results of the evaluation are cross matched with feedback from the round tables, to identify common feedback. The findings are made available to all staff, discussed with lecturers responsible for the module and in the curriculum committee and degree programme committee. The feedback reports from the round table meetings are made available for students.

The curriculum committee meets with the programme coordinator on a monthly basis to discuss for example the content and coherences of the modules and the evaluation results.

During the site visit the committee discussed quality assurance with several representatives. It became clear that lecturers are also informally involved in quality assurance in discussing the lecturers afterwards with students. In all courses at least two lecturers are involved who regularly attend each other's lectures. Lecturers of a course meet frequently to discuss and benchmark for example the content, assessment and grading of assignments.

The committee also met with representatives of the degree programme committee. Student representatives gather information from their peers for discussion in the meetings of the degree programme committee. The committee meets every two months and is also involved in the round table meetings. For the executive track, round table meetings are held during lunchbreak. The students the committee met, feel heard by the programme and can see their feedback leads to improvement.

### *Considerations*

The committee concludes that an adequate quality assurance system is in place. The system contains checks and balances to ensure the quality of the programme. Relevant stakeholders such as students, lecturers and the professional field are involved.

Based on the above, the committee assesses this standard as **satisfactory**.

## Assessment

The committee concludes that an adequate system of assessment is in place. The intended learning outcomes / roles and competences are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using a yearly assessment plan, test blue prints, assessment matrices, the four-eye-principle and rubrics. In addition, internal calibration sessions are frequently organised. The assessments studied by the committee reflect the expected level and match the learning objectives of the modules involved. In general students are content with their assessments and the feedback they receive. The board of examiners and assessment committee are pro-active in safeguarding the quality of the assessments.

*Standard 10: The programme has an adequate student assessment system in place.*

### Findings

The institution wide testing framework and the thereon based academy's testing policy are leading for the programme's assessment system. The academy's assessment policy defines the principles and procedures for the design, organisation, administration and evaluation of assessment.

In constructing assessments, the assessment cycle is used. Important aspects of this cycle are the development of a test blue print that shows the relation between the learning objectives of the course and the intended learning outcomes of the programme, the check and validation of this blueprint by the assessment committee and the use of the four-eye principle in the construction of the assessment. Each assessment is provided with answer or assessment model and a rubric. For developing a summative assessment, lecturers have to follow a flowchart. In addition, assessment matrices are used to enhance the quality of assessments by standardising the format for formulating learning objectives and assessment criteria.

Calibration sessions and blind/anonymous marking are used to ensure that examiners follow a uniform and consistent approach to the assessment criteria across the programme. During graduation periodic intervision sessions are organised to ensure that all assessors are using the assess-

ment criteria in the uniform way. In addition, assessments (and assessment results) are evaluated as part of the module evaluation by the lecturing team involved.

Varying assessment methods are used in the programme for example written essay, transmedia concept, product design, user testing, presentation, written report, debate, business concept. In all modules, multiple forms of assessment are used. Formative assessments, including peer assessment, are also used throughout the programme.

The programme has undertaken a review of the modules, Industry case and the graduation process, aiming for a greater consistency between intended learning outcomes, course learning objectives and assessment methods. Therefore, a more detailed course design document is used in designing courses, which includes for example an assessment matrix. In addition, a workshop has been held on formulations learning objectives and design of assessments. For this, the programme uses Dee Fink's taxonomy of significant learning to define learning objectives per module.

Students are informed about the assessments and criteria in the course descriptions and/or project briefs and during the courses. A summative assessment is provided with the assessment criteria and the assessment rubric that outlines in detail how the grades are calculated.

Students revealed that in general they are very content with the feedback they receive from their lecturers. During the lecturing weekends of the executive track, sessions are planned to discuss feedback with lecturers.

### **Board of examiners**

The board of examiners is responsible for all programmes of the academy. The board conducts a yearly programme check on the level and quality of assessment and the integrity of the assessment programme and the results administration. The board also performs random checks of theses, assessment forms and procedures and appoints external examiners. The board draws up a yearly report and meets on a regular basis. The members of the board of examiners and the assessment committee are in the process of obtaining a Senior Examiner Qualification or have already achieved it.

The task of controlling the quality of (formative and summative) assessments has been delegated to the assessment committee. The assessment committee operates under the responsibility of the board of examiners, to which they are accountable. The assessment committee checks the quality and monitors the extent to which the assessment form and content are consistent with the assessment policy requirements, the test blueprint and with the form and content of teaching. The assessment committee reports to the board and gives feedback to examiners where necessary.

During the site visit, the committee met representatives of the board of examiners and the assessment committee. It became clear that the external member of the board is part of the board of examiners of one of the other academies at BUAs and attends every other meeting of the board. The academies education policy officer is

an external member of the assessment committee. The assessment committee meets frequently, to evaluate all assessments and the grading. The board of examiners meets every two weeks for student related affairs. The board meets every other week to discuss more strategic themes. The committee also learned that recently a new assessment form for the master thesis has been implemented and that there is no assessment plan in place. The education policy advisor and the assessment committee check whether the academy's assessment policy is adequately implemented.

### *Considerations*

The committee concludes that an adequate system of assessment is in place. The quality assurance of the assessment system is solid and adequate measures are taken to guarantee the validity, reliability and transparency of the assessments. These include the use test blue prints, assessment matrices and the four-eye principle in grading the thesis. The different assessments studied by the committee during the site visit reflect the expected level and match the learning objectives of the specific courses.

Based on the documents studied, the committee suggests that lecturers and assessors improve their use of English language in the written feedback.

The board of examiners and assessment committee are pro-active in safeguarding the quality of the assessments. The board randomly checks the quality of graduation projects. The roles of the committees involved in the quality of assessments are clear for all stakeholders. The committee values the internal calibration sessions.

Based on the above, the committee assesses this standard as **satisfactory**.

## Achieved learning outcomes

Based on the studied documents and the interviews, the committee concludes that graduates of the programme achieve the required master level and intended learning outcomes. The committee also established that the programme has an adequate graduation procedure in place. The studied theses were adequately written and showed sufficient use of research methodology. The committee noted, in general, that reliability and validity of the research conducted and reflection on the methodology used could be made more explicit in the studied theses. In addition, it recommends to include the role (competence) of innovator in the assessment of the pure thesis.

*Standard 11: The programme demonstrates that the intended learning outcomes are achieved.*

### Findings

The programme is completed with the graduation phase. Students can opt for a product-based graduation or a pure thesis graduation. The latter was introduced to offer students of both tracks the opportunity to pursue in-depth research.

Students express the preference for one of the options in their graduation proposal. This proposal also includes an overview of the chosen topic, the research problem, a literature review, the preliminary research question and sub-questions, an overview of the methodology used and a reference list. In addition, students indicate their preferred graduation supervisor. Students opting for the product-based graduation also have to submit a proposal for their product, which includes information about the nature, market and the innovativeness of the product.

The graduation coordinator assesses the proposal and after a sufficient assessment, appoints a supervisor. Students are in the lead in making appointments with their supervisor.

Students opting for the pure thesis graduation, write a thesis. Students opting for the product-based graduation write a smaller thesis and a product report. The latter details the design and functionality of the product and provides a consideration of the market need and positioning of the product. An electronic proof of concept ( an

electronic simulation of how a game, application, or product will work) should be included.

The thesis is assessed by two examiners: the student's supervisor and a second internal examiner. An external reader from the industry is involved as chair of the oral defence. The grade of the oral defence is however determined by the two internal examiners. The external reader ensures the integrity of the process and monitors the relevance and connection to industry. The written document or thesis accounts for 70% of the final grade while the oral defence accounts for 30%. In case of a product-based graduation, the thesis and the product report weigh the same in the grading of the written part.

Students receive their final grade after the defence and the deliberation of the examiners about the grade. The graduation manual provides students with information about the procedures, criteria and assessment of the graduation project.

The programme keeps in touch with the alumni through Facebook and LinkedIn. Alumni are involved in the programme as guest lecturers, as external readers and in the introduction programme.

Alumni are employed throughout the media and entertainment industry within the Netherlands and internationally, in companies such as RTL and Warner Brothers, and in media-focused roles within a range of other industries, such as Unilever and ING. Alumni also start their own compa-

nies or continue their education. Several graduates have presented their work at conferences or in an article.

The committee discussed the differences in feedback on students' theses with several representatives of the programme. It became clear that the rubric is leading in the assessment of the thesis and that the rubric is used by some lecturers as a source for feedback. The differences in scope and nature of feedback were recognised by the programme. To improve this, a new assessment form has been introduced in which examiners have to give a grade and feedback for each part (criteria) of the form.

The committee also discussed the roles that are assessed in the different theses. The role of innovator is assessed in the product thesis and not in the pure thesis. The committee learned however that also in the pure thesis, students are expected to show innovativeness. For example, in the translation of research results to practical recommendations or in the research methods used.

#### *Considerations*

The committee concludes that the programme has an effective graduation project and graduation procedure in place. With the two different types of graduation, students can choose one fitting their ambitions and interests. In assessing the thesis, two examiners are involved. An external reader is involved in the oral defence.

The committee reviewed fifteen theses of the programme. The committee concludes that the overall quality of the studied theses is adequate and graduates achieve the required level. In general, the studied theses were sufficiently written and showed adequate use of research methodology. The committee agreed with the grades given. The committee noted, in general, that the reliability and validity of the research conducted and the reflection on the research methodology used could be made more explicit in the studied theses.

The committee recommends to include the role (competence) of innovator in the assessment of the pure thesis, as this is a crucial part of the programme and of the intended learning outcomes.

The committee expects that the new assessment form will provide students with more substantiated feedback on their thesis.

The meetings with students and alumni during the site visit confirmed the adequate level of the thesis / the programme. The students and alumni seem capable to the panel of creating their own professional career path. This was attested by the overview of job positions held by alumni.

Based on the above, the committee assesses this standard as **satisfactory**.

## Appendices

## Appendix 1 Assessment committee

Naam panellid (incl. titulatuur)	Korte functiebeschrijving van de panelleden (1-3 zinnen)
Ir. René S. Kloosterman	René Kloosterman zit met regelmaat visitaties voor in het hoger onderwijs
Drs H.C. Smit	lekje Smit was tot en met 2017 programmadirecteur van de bacheloropleiding International Communications van de Hanzehogeschool. Ze is tevens producent en documentairemaker
Prof.dr. B.M. Mosselmans	Bert Mosselmans is assistant professor, associate professor and professor in economics and philosophy, Roosevelt Academy and University College Roosevelt, Middelburg
Dr. R. Riezebos	Rik Riezebos is Program director EURIB/European Institute for Brand Management. Hij is tevens consultant bij het strategisch adviesbureau Brand Capital
P. Van Meerbeeck	Phillippe Van Meerbeeck is projectmanagerTrack lead Education @VRT SANDBOX, boosting collaborative innovation between edutech startups, SME's and VRT. He is also a member of the Flemish Commission for Audiovisual Arts (CAV).
L. Limburg	Laurie Limburg is student Liberal Arts and Sciences aan de UU, tevens is zij voorzitter van de Studievereniging Atlas

Het panel werd ondersteund door drs Titia Busing, secretaris

## Appendix 2 Programme site visit

### 12 February 2019: exploration

- 10.30 – 11.00 **Arrival of the panel**  
Welcome
- 11.00 – 13.00 **Internal meeting and lunch**
- 13.00 – 13.45 **Management**  
Introduction, purpose and program of the assessment
- 14.00 – 15.00 **Show-case CB**  
Demonstration-possibility for the programmes
- 15.15 – 16.00 **Board of examiners (including representatives of the assessment committee)**  
Assessments and assessment policy, graduation
- 16.15 – 17.15 **Representatives of the professional field and alumni**  
Connection between programme and professional field, examination and intended learning outcomes
- 17.30 – 17.45 **Feedback of preliminary findings**  
Focus-points for the next assessment day

### 13 February 2019: In-depth assessment

- 09.00 – 09.30 **Arrival of the panel and internal meeting**
- 09.30 – 10.30 **Teaching staff CB (including a representative of the programme degree committee)**  
Intended learning outcomes, programme, assessment, staff expertise, academic climate
- 10.45 – 11.45 **Teaching staff MMI (including a representative of the programme degree committee)**  
Intended learning outcomes, programme, assessment, staff expertise, academic climate
- 11.45 – 12.45 **Lunch and document review**
- 12.45 – 13.30 **Show-case MMI**
- 13.45 – 14.45 **Students CB and IMEM (including a delegation of the programme degree committee)**  
Programme, assessment, staff expertise, graduation
- 15.00 – 16.00 **Students MMI**  
Programme, assessment, staff expertise, graduation
- 16.15 – 16.45 **Short show-case**
- 16.45 – 17.45 **Additional research, formulating conclusions**
- 17.45 – 18.00 **Feedback on findings and conclusions**

## Appendix 3 Studied documents

- Self-evaluation report
- Education@Work 2014-2024, Educational Vision. Breda University of Applied Sciences.
- strategy and vision
- Creating Professional Value, Strategy 2018-2021. NHTV Breda University of Applied Sciences.
- Strategy Map, 2018-2021. Breda University of Applied Sciences.
- Research Vision, 2017. NHTV Breda University of Applied Sciences.
- ADE Industry Advisory Board Minutes 2017 and 2018. Academy for Digital Entertainment.
- Intended learning outcomes
- Integration of Business Ethics in all NHTV Curricula, 2013-2017. NHTV Breda University of Applied Sciences.
- MMI Course Descriptions 2018-2019
- MMI NSE results 2018. Academy for Digital Entertainment.
- Minutes of the Degree Programme Committee 2018. Academy for Digital Entertainment.
- ADE Quality Management System Policy, 2018. Academy for Digital Entertainment.
- Regulations on Degree Programme Committees, 2017. NHTV Breda University of Applied Sciences.
- MMI-R and MMI-E survey results, 2017-2018
- Testing Framework NHTV, 2017. NHTV Breda University of Applied Sciences.
- ADE Assessment Policy, 2018-2021. Academy for Digital Entertainment.
- MMI Graduation Manual, 2018-2019. Academy for Digital Entertainment.
- MMI/MGT TER 2018-2019. Academy for Digital Entertainment.
- Fifteen graduation reports