



Report on Development Dialogue

Programme details	
School	Erasmus School of History, Culture and Communication (ESHCC)
Programme name	M Media Studies
CROHO	60830

Accreditation details		
NVAO framework	2016	
Date site visit	11 and 12 April 2019	
Panel	<i>Chair</i>	Prof. dr. D. Biltreyst
	<i>Member</i>	Em. prof. dr. P.C. Neijens
	<i>Member</i>	Prof. dr. S. Paulussen
	<i>Member</i>	Dr. M. Wermuth
	<i>Student member</i>	Ms. B. Becker
	<i>Secretary</i>	Drs. L. te Marvelde (QANU)
Panel conclusion	<i>Standard 1</i>	Satisfactory
	<i>Standard 2</i>	Good
	<i>Standard 3</i>	Satisfactory
	<i>Standard 4</i>	Good
	<i>Programme</i>	Good
NVAO decision	27 January 2020	
The most recent results of the programme accreditation can be consulted at https://www.nvaio.net/en/decisions/educations .		

Development dialogue details	
Date	12 April 2019
Participants	Assessment panel and programme management

Context development dialogue
In line with the NVAO assessment framework (2018), each study programme or cluster of study programmes conducts a 'development dialogue' (ontwikkelgesprek) with the assessment panel following the assessment visit. During this development dialogue, future developments and potential improvements are discussed from a development perspective. The agenda is drawn up by the study programme. Although the development dialogue is part of the programme review, the outcomes are not part of the accreditation assessment. Pursuant to the Higher Education and Scientific Research Act (WHW), Article 5.13, paragraph 6, we publish the report of these discussions with this document.

Discussion points

- Curriculum: profile, digital, interdisciplinary, international and practical aspects, thesis
- Premaster Media Studies

Discussion takeaways

Curriculum: profile, digital, interdisciplinary, international and practical aspects, thesis

The programme management mentions that it is a challenge to attract the right students for each programme specialisation. It is suggested that the way the programmes are distinctive should be clearer: distinctive from each other, but also from similar programmes at other universities. The question is: what can we do more to stand out? The assessment panel notices that compared to other programmes, the EUR Media Studies programme differs on paradigms and is more empirically oriented. Also, other comparable programmes seem to be hanging more towards the Humanities department. The panel recommends to further clarify and articulate this profile.

The programme management notes that it would be interesting to become more digital in terms of surveillance. Another suggestion is that in the future it may be worthwhile to develop a programme situated between social science and humanities. This would probably need to be a new programme rather than a specialization.

The assessment panel proposes to consider turning the journalism specialisation in an international, English-taught programme, taking into consideration the UK example. It is noted that the Media and Creative Industries specialisation has undergone a similar transition and this has changed the dynamics of the programme for the better.

The programme management remarks that opportunities need to be investigated to include more practical aspects into the programme. Many students would like to see an improved practical aspect– and more specifically, an internship – in order to gain more experience. Yet, it is observed that it may be a challenge to insert it into the programme. Options to consider include: (a) Student can choose between a practical seminar (offered within the university) or an internship; (b) Combining an internship with a thesis; (c) More company visits; (d) Students gain access to an alumni database to see what they are doing as a job, to see what is possible for them.

Options are discussed for not writing a master thesis. It is concluded that there should be an individual product at the end of the master, but this can take different forms.

Premaster Media Studies

The programme management notes that currently the premaster is a point of discussion; could we make the programme shorter? The panel notes that this would be worthwhile to explore but a solid basis, in combination with the thesis, needs to be guaranteed. Online education might be a way of changing the existing programme, this might offer international students the opportunity to follow the programme in their own country.