



Report on Development Dialogue

Programme details	
School	Erasmus School of History, Culture and Communication (ESHCC)
Programme name	B International Bachelor's Programme in Communication and Media (IBCOM)
CROHO	50374

Accreditation details		
NVAO framework	2016	
Date site visit	1 February 2019	
Panel	<i>Chair</i>	Prof. dr. H. Vandebosch
	<i>Member</i>	Prof. dr. A.A. Maes
	<i>Member</i>	Prof. dr. T. Smits
	<i>Member</i>	C.H.W. Buurman
	<i>Member</i>	Prof. dr. K. Schoenbach
	<i>Student member</i>	P.A.M. Kwakman BSc
	<i>Secretary</i>	Drs. W. Vercouteren (Certiked-vbi)
Panel conclusion	<i>Standard 1</i>	Satisfactory
	<i>Standard 2</i>	Satisfactory
	<i>Standard 3</i>	Satisfactory
	<i>Standard 4</i>	Good
	<i>Programme</i>	Satisfactory
NVAO decision	19 June 2019	
The most recent results of the programme accreditation can be consulted at https://www.nvao.net/en/decisions/educations .		

Development dialogue details	
Date	1 February 2019
Participants	Assessment panel and programme management

Context development dialogue	
<p>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.</p>	

Discussion points

- Position/profile in relation to other programmes: international character, internship
- Curriculum: electives, specialisations, academic and professional balance

Discussion takeaways

Position/profile in relation to other programmes: international character, internship

The assessment panel sees a number of parallels between the Communication Science programmes in The Netherlands. What stands out for the assessment panel is the international character of IBCOM. What is also different for IBCOM is the obligatory internship in the second year.

The panel notes that, for Dutch students, either the internship or the exchange (or both) need to be international. For international students, internship or exchange in their home country should not count. It is added that the international students typically do not go on exchange in their home country, but that some indeed do their internship there. However, for them, studying in The Netherlands is already an experience abroad, and the panel agrees.

In addition to the above, it is mentioned that the internship is now planned in Term 4 of BA-2 (also quite unique in The Netherlands as internships typically take place in BA-3). This gives students more flexibility to extend their internship (making it easier to find one) and to travel abroad for it.

Curriculum: electives, specialisations, academic and professional balance

The assessment panel notes the wide range of optional courses in the curriculum of the programme. The panel signals that students have a lot of freedom, and that they have their own interpretation of what choices are and what choices are not allowed (i.e., not all realize or understand the principles behind the choices).

Certificates for specialisations make the formal requirements for the focus areas relatively stringent. In one of their meetings the PC discussed the idea of consulting alumni to see if the focus areas were of value (i.e., did they help them to get into a certain master or careers?), but this was never made into any concrete action item.

The assessment panel mentions the richness in the IBCOM curriculum. The panel signals that some of the students and alumni worry that the programme is becoming too practical. Learning about practice is important, but developing intellectual skills, critical skills, reflective skills etcetera even more so. Staff adds that some particular skills such as coding and video editing can be learned extracurricular through the CLI and the students-for-students initiative. The panel suggests to be aware of the academic and professional balance in the programme, being critical towards adding practical courses and adding only practical courses which may be needed.