



Communication and Information Sciences
Tilburg University

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Project code P2320



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Summary

Standard 1. Intended learning outcomes

The bachelor's and master's programmes in Communication and Information Sciences offered at Tilburg University are distinctively characterized by a focus on technology and digital media. The intended learning outcomes of both programmes are worded clearly, are logically derived from the described profile and tie in with international standards concerning the level, orientation and scientific field through the connection to the Dublin descriptors. The programmes both offer three tracks and an option to not choose a track. The tracks are clearly distinct from each other and are topical. The domain descriptions, which supplement the intended learning outcomes, offer good direction for the tracks. The programmes update the profile and intended learning outcomes yearly, which is positive. The input of work field representatives in this process can be organized more structurally and at programme level. The panel concludes that the programmes meet standard 1.

Standard 2. Teaching-learning environment

The well thought-through academic curricula offer students topical themes, professional as well as good academic research skills and student-centred and creative didactical methods. Admission criteria for both programmes are suitable. About two-thirds of the master students enter the programme through a premaster's programme which prepares students well for the master's programme. Students are guided in a personal and professional manner and staff is committed and knowledgeable. There are adequate regulations for students with an impairment in place. The courses link logically to the intended learning outcomes and students evaluate the programmes as feasible and feel well informed about their studies. The tracks in the bachelor's and master's programme are the same but clearly reflect the difference between bachelor's and master's levels. Thesis set-up and procedures are clearly described, and students are well guided during their thesis. The bachelor's programme is almost completely in Dutch; the master's programme is offered in English and that choice is motivated by the programme and matches the academic and professional fields. The programmes offer students a relatively wide range of free choice to shape their own profile with tracks, electives, an optional internship, a bachelor's honours' programme and a master's dual degree with a university in Vienna. The master's programme with the flexible structure with an almost completely free choice of courses is a strong concept and attractive to large numbers of aspiring students. Student community building and communication about the coherence of the master's programme can be strengthened, for example by a core course such as the planned research course and by more explicit communication about learning tracks and matching career perspectives. The master's programme can also do more to integrate international students into the student community. The panel concludes that the programmes meet standard 2.

Standard 3. Student assessment

The programmes have a well-designed system of assessment, with assessments that logically develop in level and complexity. Policy and regulations are adequately safeguarded in appropriate documents. The assessment system is valid and assessments are diverse, meaningful and creative. The programmes have responded quickly and adequately to the use of large language models by students. Assessment is transparent: students are aware of the criteria that they must meet. The four-eyes principle is applied in the assessment development process and the grading of theses. For thesis assessment a more clear and consistent procedure in grading is needed: there is some unclarity about guidelines for the cooperation between the first and second (and if needed a third) examiners. An additional advice is to structurally let students make use of the second assessor's feedback for the research proposal. The quality of assessment is safeguarded well by the TSHD examination board, which ensures test quality in the specific programmes

through its dedicated chamber with members from within the programmes. The assessment committee and the TSHD assessment specialist contribute to safeguarding assessment quality by checking the quality of assessment procedures and advising teachers and management. A recommendation is to implement a procedure for the checking of theses by the examination board or the assessment committee, to safeguard the quality of theses (processes) even better. The panel concludes that the programmes meet standard 3.

Standard 4. Achieved learning outcomes

Bachelor's students achieve the intended learning outcomes for the academic bachelor's level and alumni are well-equipped to continue their studies in a (research) master's programme. The students' theses demonstrate good academic skills, address relevant topics, and exhibit a clear structure. Master's students achieve the intended learning outcomes for the academic master's level and find themselves well prepared for a PhD trajectory. Master alumni are well-equipped for a wide range of jobs in terms of substantial knowledge and skills, but the programme can do more to give students a better view on, and tools to enter, the labour market (see Standard 2). The master students' theses demonstrate a strong scientific focus and topical issues that match the programme. The master's programme can guide students more consistently and help students to make better methodological choices. The panel concludes that the programmes meet standard 4.

Score table

The panel assesses the programmes as follows:

Bachelor's programme Communication and Information Sciences

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Master's programme Communication and Information Sciences

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Prof. dr. G. (Geert) Jacobs (panel chair)

Drs. M. (Marieke) Schoots (panel secretary)

Date: 17 July 2025

Introduction

Procedure

Assessment

On 19 and 20 May 2025, the bachelor's and master's programmes Communication and Information Sciences of Tilburg University were assessed by an independent peer review panel as part of the cluster assessment WO CIW and Media. The assessment cluster consisted of 23 programmes, offered by Erasmus University Rotterdam, Radboud University, University of Amsterdam, Utrecht University, Leiden University, Tilburg University, University of Groningen, Maastricht University and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster WO CIW and Media. Fiona Schouten acted as coordinator and Marieke Schoots acted as panel secretary for the assessment of the programmes of Tilburg University. They have all been certified and registered by the NVAO.

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 22 January 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

Thesis selection

The bachelor's programme provided the coordinator with a list of graduates from the academic years 2020-2021, 2022-2023, 2023-2024 and 2024-2025, and the master's programme provided a list of graduates from the academic year 2023-2024. In consultation with the coordinator, the panel chair selected 15 theses of the bachelor's programme. From the track Bedrijfscommunicatie en Digitale Media 8 theses were selected, from the track Communicatie en Cognitie 2 theses were selected, from the track New Media Design 2 theses were selected, 1 general thesis was selected, 1 thesis for the track 'Leraar Nederlands' (this track does not exist anymore) and 1 honours thesis was selected. From the master's programme they also selected 15 theses. From the tracks Business Communication and Digital Media 7 theses were selected, from the track Communication and Cognition 2 theses were selected, from the track New Media Design 4 theses were selected and 2 general theses were selected. They took the diversity of final grades and examiners into account. This selection reflected the number of graduates in each particular track proportionally.

By mistake, there were at first no theses of part-time students selected. Because of this, the panel asked for more than 15 theses per programme. The 1 thesis of the only part-time bachelor graduate over the past six years was additionally requested, and all 4 part-time master theses of the past six years were requested.

Documentation

Prior to the site visit, the programme provided the panel with all theses mentioned above and the accompanying assessment forms. For the other documentation, the programmes used the possibility to deliver the documents development-oriented: the programmes offered an opening document with descriptions and reflections on the programmes, following the structure of the four NVAO-standards, a SWOT-analysis and additional materials to substantiate the opening document and SWOT-analysis (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visit and report.

Site visit

The programmes composed a site visit schedule in consultation with the coordinator (see appendix 3). They selected representative partners for the various interviews. The site visit had a particular developmental character: next to regular dialogues to help the panel to assess the programme, several development dialogues were part of the site visit. A separate development report was made based on these dialogues. The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinators for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to Tilburg University in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the Tilburg University.

Panel

The panel assessing the bachelor's and master's programmes Communication and Information Sciences at Tilburg University consisted of the following members:

- Prof. dr. G. (Geert) Jacobs, professor in English Business Communication at the Faculty of Arts and Philosophy of Ghent University (Belgium) (panel chair);
- Dr. S.E. (Susanne) Baumgartner, associate professor in Youth and Media Entertainment at the Faculty of Social and Behavioural Sciences of the University of Amsterdam;
- Prof. dr. P. (Peter) Kerkhof, professor in Social Media at the Faculty of Social Sciences of the Vrije Universiteit Amsterdam;
- Prof. dr. H.H.J. (Enny) Das, professor in Communication and Persuasion at the Department of Language and Communication of Radboud University;
- M.V. (Marnix) van den Berg BA, master's student Communication and Information Sciences at the University of Groningen (student member).

Each panel member and the panel secretary have filled out the Statement of Impartiality and non-disclosure agreement, as required by the NVAO.

Information on the programmes

Name of the institution:	Tilburg University
BRIN-number:	21PN
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B Communicatie- en Informatiewetenschappen
CROHO number:	56826
Orientation of the programme:	Academic
Level of the programme:	Bachelor (NLQF 6)
Number of credits:	180 EC
Language of instruction:	Dutch
Specializations or tracks:	General Bedrijfscommunicatie en Digitale Media (BDM) Communicatie en Cognitie (CC) New Media Design (NMD)
Location:	Tilburg
Mode(s) of study:	Fulltime, part-time
Awarded degree:	BSc
Submission date NVAO:	1 November 2025
Programme name:	M Communication and Information Sciences
CROHO number:	66826
Orientation of the programme:	Academic
Level of the programme:	Master (NLQF 7)
Number of credits:	60 EC
Language of instruction:	English
Specializations or tracks:	General Business Communication and Digital Media (BDM) Communication and Cognition (CC) New Media Design (NMD)
Location:	Tilburg
Mode(s) of study:	Fulltime, part-time
Awarded degree:	MSc
Submission date NVAO:	1 November 2025

Description of the assessment

Organization

The bachelor's and master's programmes in Communication and Information Sciences are both embedded in the Tilburg School of Humanities and Digital Sciences (TSHD) of Tilburg University. TSHD has a strong focus on technologies since a long period of time, and neighbouring teaching programmes within TSHD are for example Cognitive Science & Artificial Intelligence and Data Science and Society. The Communication and Information programmes share one academic director and three track coordinators. Track names in both programmes are identical. Responsibilities of the track coordinators include discussing developments at course level, such as changes in assessment and course evaluations, and managing the coherence of the courses within the tracks. The academic director is responsible for the curricula and staff and is the linking pin with academic directors and others within TSHD.

Programmes

The bachelor's programme consists of a common core and next to that students have a fair share of free electives. The master's programme completely consists of elective courses (and a common thesis), which can lead to a customized track for each student. Level wise, the master is a continuation of the bachelor, and knowledge, understanding and skills of the bachelor are deepened in the master's programme with integration, reflection, specialisation and accumulating research skills. Next to its 'own' bachelor's graduates, the master programme attracts quite large numbers of students from other universities (of applied sciences) who mainly enter the programme through a premaster's programme (see Standard 2).

Both bachelor's and master's programmes offer the opportunity to study in part-time mode. Only a few students use this opportunity, and more students do so in the master's than in the bachelor's programme. The courses, educational concepts, contents and guidelines are the same as for fulltime students. Part-time students follow classes with fulltime students but spread out the fulltime programmes in twice the time. This means that the text in this report concerns both the fulltime and part-time programmes. When there is a difference, this is explicitly indicated in the text.

Recommendations previous panel

At the previous NVAO assessment in 2019, the programmes were assessed as satisfactory. Positive points and recommendations were almost identical for both programmes. The previous panel was positive about the intended learning outcomes, the profile, the constant search to keep up with actual developments, the content, the enthusiastic and knowledgeable teaching staff and the sound system of testing. The panel recommended the programmes to set up a societal advisory council to keep up with the rapid developments in the field. It also recommended extending the attention for qualitative research skills, carefully considering what kind of expertise is needed for the new track New Media Design, improving the formal test structure by making the four-eye principle compulsory in advance of every test and recording the second reader's judgement and final assessment. In addition, it recommended regularly calibrating and making sure the faculty-wide examination board starts monitoring the test quality and final level of the programmes more on a programme level. For the master's programme, the panel specifically recommended ensuring that the individual contribution is always traceable when students work together on final projects.

The current panel concludes that the positive remarks from the previous site visit still apply to both programmes and that they have clearly worked on the recommendations of the previous panel. Most recommendations have been successfully followed up. Two have been picked up but can be lifted to the next level: the implementation of a societal advisory council on a programme level next to the implemented

board for TSHD, and the checking of theses by the examination board next to programme specific safeguarding of procedures. Details about the current situation are described in the standards.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

Both programmes act in line with the core values of Tilburg University: caring, connected, curious and courageous. With these values in mind, teaching in the programmes is based on the TSHD strategy ‘Shaping our future society together’. The programmes state that the field of communication and information sciences is deeply rooted in daily life and society; the world is facing urgent societal issues linked to new technologies and communication methods. The programmes attempt to strike a balance between taking a critical stance towards the risks involved in these new media, such as privacy issues, and the opportunities they afford.

Examples are digital and social media, and the growing interference of large language models such as ChatGPT in our daily lives. The programmes combine existing theories from fields such as communication science, psychology, sociology, linguistics, philosophy, culture studies, cognitive science and artificial intelligence with new research and ethical discussion. The goal is to teach students to understand communication and human interaction with (digital) media and technologies, and to prepare them to critically participate as citizens and professionally contribute to solutions for today’s and tomorrow’s issues, using the communication and information scientists’ tools and insights. The programmes display a specific focus on technology and digital media, to distinguish themselves from other communication and information programmes.

The panel finds this a clear and relevant profile catering to international needs in research and society for the communication and information domain. The panel sees the specific focus on technology and digital media as a distinctive feature of the Tilburg Communication and Information Sciences programmes. The panel remarks that the distinctiveness might fade as digital media play an increasing role in all communication and information programmes and encourages the programmes to keep on evaluating their profile in the face of new developments.

Due to the comparatively strong focus on computational skills and technology, and the focus on educating knowledgeable, critical researchers, the programmes lead to a Bachelor and Master of Science title. The programmes take pride in this, and the panel heard from students and alumni of both programmes that they see this as an important feature of the programme, one that offers advantages when entering the labour market or pursuing a master’s degree or PhD trajectory. The panel is of the opinion that the titles are in line with the focus and contents of the programmes.

Both programmes offer three substantive tracks. The tracks in both programmes have the same focus and name:

- Bedrijfscommunicatie en Digitale Media/Business Communication and Digital Media (BDM)
- Communicatie en Cognitie/Communication and Cognition (CC)

- New Media Design (NMD)

The programmes also offer the possibility to not choose a specific track, but the general track. Bachelor's students then still are required to pass the obligatory courses, in order to make sure the intended learning outcomes are met. In addition, bachelor's students choose 6 courses from different tracks. For the master all courses are labelled with intended learning outcomes, and students need to choose in a way they achieve all intended learning outcomes (see Standard 2).

Although the tracks have the same names and thematic focus in both programmes, the content, level and depth are different for the bachelor's and master's programme (see Standard 2). The panel sees a clear distinction between the tracks within each programme and finds the tracks innovative and suitable for the current large topics in the field of communication and information sciences.

Intended learning outcomes

The programmes' intended learning outcomes (see Appendix 1) are track independent and tie in with respectively the Dublin descriptors for bachelor's and master's programmes, reflecting international academic standards. As such, they also match the Dutch qualification framework NLQF levels 6 and 7. For each substantive track, a domain description with knowledge domains and central disciplines has been additionally formulated. The panel feels the intended learning outcomes and the track-specific domain descriptions reflect the above-described profile and connect well to the needs in society concerning communication and information. The learning outcomes are clearly worded.

There is a yearly cycle of checking the profile and intended learning outcomes. For example, the programmes intend to integrate collaboration skills more into the intended learning outcomes next year. The panel saw that the researchers from the programmes have several work field contacts, that are used for informal mirroring of the programme. On top of that, there is a TSHD societal advisory council, but this council is hardly used for mirroring. The panel feels that the mirroring to the professional field can be organised more formally, structurally and programme specific.

Considerations

The bachelor's and master's programmes in Communication and Information Sciences offered at Tilburg University are distinctively characterized by a focus on technology and digital media. The intended learning outcomes of both programmes are worded clearly, are logically derived from the described profile and tie in with international standards concerning the level, orientation and scientific field through the connection to the Dublin descriptors. The programmes both offer three tracks and an option to not choose a track. The tracks are clearly distinct from each other and are topical. The domain descriptions, which supplement the intended learning outcomes, offer good direction for the tracks. The programmes update the profile and intended learning outcomes yearly, which is considered as positive by the panel. The input of work field representatives in this process can be organized more structurally and at programme level.

Conclusion

The panel concludes that the programmes meet standard 1.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curricula

The bachelor's programme lasts three years and consists of seven thematical core courses of 6 EC and eight methodological courses of 3 or 6 EC for all students in the first two years. In the second semester of year 1, students start their track with one track-specific 6 EC course (see later in this Standard). In year 2, students follow five track specific courses of 6 EC. The track-specific courses concern different sub-disciplines and/or application domains that are particularly relevant for that track. Students can also choose not to follow a track and choose a combination of track courses. In year 3, students fill 48 EC with a minor and free electives and 12 EC with a bachelor thesis that relates to their chosen track. Bachelor's students highly appreciate the free electives and track choices. For bachelor students who wish for an extra challenge and have shown to prosper, there is an honours programme in place. These students can follow research-oriented variants of courses and write an empirical bachelor thesis. Each year, a small group of students uses this possibility.

In the one-year master's programme students compose a completely personalized programme: they choose six substantive courses out of 23 thematic courses of 6 EC. All courses are on the NLQF level 7 and are labelled with intended learning outcomes, and all intended learning outcomes need to be covered in students' choices. On top of that, all intended learning outcomes come together in an integrated way in the final thesis. Courses are also labelled with one or more tracks, and students can apply for listing one track on their diploma, matching their choices. Students also choose 2 out of 8 research skills courses of 3 EC.

According to the panel, the curricula (see appendix 2 for an overview) are well thought through and topical. Themes such as climate communication and digital inequality are a proof of this topicality in the eyes of the panel. The literature used is of the expected academic level. The intended learning outcomes are translated into clear learning objectives per course, as the panel has seen in several syllabi. In line with this, the programmes build logically towards the academic bachelor's and master's level. The panel commends the large possibilities for students to shape their own learning path and choose their own specializations.

Especially the master's programme has a unique flexibility in the opinion of the panel, one that is attractive to large numbers of (aspiring) students from different types of prior education. The panel heard from master students that their expectations are met by the programme: they appreciate the flexibility and topical content. At the same time, the panel understood from students that a community feeling is sometimes missing within the master's programme. Most students find their individual ways and friends, but some do not (especially international students, see later on in this Standard). Master students also mention to the panel that they do not always see the whole picture of the programme and the career paths that they can follow, which makes it harder to make the right choices. The panel is of the opinion that more of a community sense and coherence could lead to more academic growth of and better choices by students and advises the master's programme to take steps to enlarge the community bonding and information about the programme amongst students. The panel suggests that this could be done with one core course for all students, for example the core research course that the master's programme intends to offer from the next academic year on (see later at this Standard under Research skills).

Tracks

As described in Standard 1, the programmes offer three substantial tracks.

- **Business Communication and Digital Media:** this track focuses on communication processes within organisations, as well as external communication. In both programmes this track has the highest number of students.
- **Communication and Cognition:** this track focuses on the psychological theory of language and communication.
- **New Media Design:** in this track students learn about strategies and applications of digital media. This relatively new track has established a firm position within the master's programme by being second in student numbers. For the bachelor's programme the track has sufficient students but relatively fewer than in the master's programme.

Track names are the same for the bachelor's and master's programme, but the panel has seen in the syllabi, and heard from teachers and students, that the track courses in the master's programme build up logically in level from the bachelor courses. The bachelor courses offer basic knowledge and appliance to cases. In the master courses subjects are deepened, courses have a higher pace and there is a focus on more complex academic skills like reflecting on and integrating multidisciplinary knowledge. The master's programme also offers specialistic courses on topics that are not offered in the bachelor's programme. For bachelor students and graduates, the logical build-up from bachelor to master concerning content is not always clear, which sometimes leads to (unnecessarily) switching tracks or even choosing another master's programme. The panel advises the programmes to make the connection and build-up from bachelor to master more explicit for bachelor students.

Dual Degree master

Since 2021 the master's programme has offered students the possibility to obtain a dual degree with Vienna University of Economics and Business. After successfully completing this trajectory, students receive both the master's diploma from Tilburg University and the diploma MSc Business Communication of Vienna University. Students start their studies in Vienna, where they are admitted by an admission committee from Vienna University, which includes a staff member of Tilburg University. First, students follow the first year of the two-year master's programme in Vienna, and the second year they follow the complete master's programme of Tilburg University. For their thesis in Tilburg, an extra examiner from Vienna is added. On average, two students a year use this opportunity. For the programme, the dual degree is easy to organize thanks to long-standing contacts with Vienna University, and it offers ambitious students with an international orientation an interesting opportunity. Both universities are complementary: the Tilburg programme describes Vienna University's programme as smaller and more business-oriented. The panel concurs with this set-up and motivation of the programme to offer the dual degree.

Inflow and admission requirements

Aspiring bachelor students are admitted with a VWO-degree or an HBO-propaedeutic. Students who are 21 years or older, can apply through a 21+ assessment. Students experience a good connection to prior education and feel well guided to start up their studies successfully. The inflow in the bachelor's programme has been increasing for some years up to 122 students a year in 2022-2023 and has now decreased to 71 enrolments in 2024-2025. The programme thinks this is due to demographic developments, which is a fair possibility according to the panel.

The inflow in the master's programme has been relatively high for some years (up to 348 students per year in 2021-2022) but also shows a decrease to 220 enrolling students in 2024-2025. The master's programme has a more extensive set of admission criteria: next to a relevant bachelor's degree, academic research skills and

English language skills. For aspiring students who do not meet the criterium of a relevant bachelor's degree, Tilburg University offers a 30 EC English premaster's programme. The premaster consists of the Research seminar course, the Methodology course, the Statistics course, the Academic English course and an elective course. About two thirds of the students apply through this premaster's programme: they have an HBO-bachelor's degree from a Dutch university of applied sciences in the field of communication and/or information, a bachelor from the Netherlands in a different field or an international degree that is seen as equivalent to an HBO-bachelor's degree by Nuffic. Students who have entered the master's programme with a premaster, confirm to the panel that this prepares them well for the programme. Other students come from a WO-bachelor from Tilburg University or another research university in the field of the master. The programme indicates that students coming from the premaster are as successful during the programme as students coming from a research bachelor's programme Communication and Information Sciences. Students have indicated to the panel that they feel well guided in the beginnings of their studies.

The panel finds the admission requirements suitable and concludes that students with a premaster or WO-bachelor can successfully enter and finish the programme. The guidance in the beginning of the studies to get started is sufficient according to the panel.

Teaching methods and student guidance

Tilburg University's core values are: Caring, Connected, Curious and Courageous. The programmes educate students in line with this philosophy and the TSHD Strategy of 'Shaping our Future Society together' (see Standard 1). They do this by offering students knowledge, skills, and character development in face-to-face classes and with a focus on personal interaction and guidance. Next to larger lectures on knowledge, students have smaller project or work groups to apply knowledge and skills. The panel saw that the programmes offer student-centred and creative teaching methods, and that students are personally challenged by the teachers to develop their knowledge and skills. The panel noted that personal attention and accessibility of teachers play a large role in this educational approach. Concerning feasibility, the programmes have recently taken measures to avoid peak loads by spreading assessments across several weeks each period, and students are experiencing a relief from that measure. Students indicated to the panel that they find these improvements to be valuable and that they experience the curricula as challenging but feasible.

Students are very satisfied with the personal and professional guidance and find Tilburg University's campus a warm and welcoming environment. They feel they can always ask questions to teachers during or after classes and get helpful answers and support. First year bachelor students are also supported by senior students in getting to know their studies and the campus, which is appreciated by students. The academic advisors guide students in learning skills, career orientation and choosing tracks and electives. For part-time students the academic advisors play an extra important role in planning their studies at a slower pace. The panel is positive about this explicit support for part-time students, and the student guidance in general. The panel also states that there is a good university wide policy in place for students with functional disabilities, which includes for example guidance and facilities concerning illness, informal care, financial struggles or disabilities. Campus and educational buildings are modern and accessible for students in a wheelchair or with visual impairments.

International students also experience the good atmosphere with teachers and on campus, but the panel has also heard that they feel less integrated in the student community. The programme has recently made changes: in each student cooperation group there is now more than one international student, to create a better balance between Dutch and international students, and the common language within smaller groups

is more often English. The panel has not yet seen positive results of this change and advises to monitor the effects closely and take more action to integrate international students better if needed.

Students are informed about their studies and courses through the digital system of Canvas, which looks clear and complete to the panel. First year bachelor and master students are also orally informed about the programmes in an information session. On Canvas, the programmes also offer extra content such as knowledge clips, quizzes and discussion boards. Students are satisfied with the information provision and mention to the panel that the availability and the accessibility of teachers also contribute to this.

Research skills

Bachelor students lay a solid foundation in research skills in year 1 through the courses Methodologie (6 EC), Practicum Survey & Interview (3 EC), Academisch Nederlands (3 EC), Statistiek voor Bachelors (6 EC) and Academic English (6 EC). In year 2 this is followed by three more research courses: Inleiding programmeren (6 EC), Practicum Experiment (6 EC) and Practicum Inhoudsanalyse (6 EC). A recommendation from the previous panel was to pay more attention to qualitative methods. The panel has seen syllabi of research courses and spoke to teachers as well as students about these. It concludes that the balance between qualitative and quantitative research methods is good now and that students get ample space in the curriculum to develop their broad research skills. The panel adds that the explicit attention for research ethics is commendable.

Master students choose two research skills courses out of eight that are offered by the programme. Examples of courses are Survey, Interview and Online data collection. The panel feels that the quality of the research skills courses is good, and the panel sees that the balance between qualitative and quantitative research skills courses has also improved in the master's programme. The choice for research skills courses by students can be guided better in the opinion of the panel: there is not always a match between the methods that are addressed in the chosen courses and the methods that students use in their theses. The programme is already addressing this issue and is planning to offer a compulsory, common research skills course focusing on qualitative as well as quantitative methods for all master students as of September 2025. In this course, the choice for the second research skills course will also be discussed and guided. The panel supports this plan.

Professional skills

The bachelor's programme offers practice with several professional skills. To start with, learning to collaborate is an important aspect of the programme: students often work on group assignments during courses to practice these skills. A successful pilot led to the introduction of collaboration agreements and tools for group reflection in all group assignments. Peer feedback is highly stimulated, and the programmes use the digital system Feedbackfruits for this. Secondly, students have the possibility to pursue a 6 EC internship (as a free elective) for getting acquainted with the professional field. Finally, in the domain of communication and information there are several executive professional skills that students will probably need in their (first) job to academically reflect on communication and information. These are skills like digital designing, writing and developing. The programme offers some possibilities to practice these skills. The bachelor's programme also connects education to practice by inviting guest lecturers regularly, for example from the Efteling or Autoblogger, and making assignments about a case from real practice. Students appreciate this highly.

The panel is positive about the good guidance on cooperation skills and the collaboration agreements for group work in the bachelor's programme. Practicing executive skills such as designing is a must according to students, especially in the track New Media Design. The internship was introduced six years ago, because

students requested this possibility. The panel feels that this a valuable option, which students do not use as often as hoped for. A practical barrier is that the internship is only 6 EC, and most companies request a larger commitment. The programme feels committed to letting more students benefit from an internship experience and is actively following other programmes at Tilburg University that have recently started a 12 or 15 EC internship, to see if this works out better. The panel advises to keep on motivating and supporting students who want to do an internship and, if proven successful elsewhere, consider expanding the internship.

In the master's programme students also work on collaboration skills in group assignment, and this is appreciated by students. For the master's programme students indicate that they do not always have a clear view on their career perspective and that students, especially for the New Media Design track, need a portfolio to enter the labour market. They would like to work on such a portfolio and prepare for job interviews more during the programme. The programme offers career events, but students indicate that they would prefer them earlier in the year, because when they are working on their thesis, they do not have a lot of time left and have already chosen their courses. The panel advises to provide students with more information about career paths for master graduates and to consider letting students work on a portfolio during the programme. The panel sees a few easy possibilities to improve job preparation in the programme: invite alumni more often through the already appointed alumni officer, make better use of the career events by planning them differently and use the broad range of work field contacts that both programmes already have (see Standard 1).

Language of instruction

The bachelor's programme is offered almost completely in Dutch, and a maximum of 24 EC of the non-elective course load is in English to prepare bachelor students for a globalized labour market and society, and for English taught master's programmes. The English learning path consists of a course on academic English in the first year, and part of the teaching in some courses is in English in later years. Students are supported in developing their English language skills during these classes, as they told the panel. The programme also offers students international cases and literature to prepare them for an international environment. In addition, students have the possibility to do their minor abroad. The panel supports the English learning path within the bachelor's programme and considers it to be of added value for students.

The master's programme is taught in English and has an English name. This is motivated by the programme as necessary due to the international character of the labour market for communication and information and of the academic field. About 20% of the master students are international and do not speak Dutch. The panel discussed the language policy of the master's programme with management and students. International students might indeed enter the international labour market. While Dutch students not often aim for an international career, they do come across English as a *lingua franca* in their careers in the Netherlands. The panel concludes that the programme has motivated the choice for the English teaching language clearly and supports it. It found that teaching staff are well capable to deliver the programme in English.

Thesis set up and guidance

Bachelor students finish the programme by writing a literature review (12 EC) on a self-chosen topic within the communication and information domain. The supervision process is partly in groups, and partly individual. Processes for guidance are clear to students, who experience sufficient guidance. The panel considers the hours spent on guidance to be ample, which it finds positive. The panel feels that the choice for a literature review is interesting and challenging, because this asks for synthesis skills of students. The quality of the theses show that this is an adequate choice for the bachelor's programme that is well executed, and that is clearly distinctive from the empirical set-up of the master's theses. The process of the

students is weighed in grading, which offers a basis to check competencies of students despite students using generative artificial intelligence.

Master students write an empirical thesis (18 EC) in which they conduct their own individual study. The set-up of the master's thesis is logical for a master's programme, according to the panel. The master students feel they receive sufficient individual guidance, and the panel is pleased to see the ample hours for guidance for these theses as well. For the master thesis guidance, procedures are also clear in the opinion of the students. The panel feels that the guidance can be more consistent and improved to achieve a higher quality of theses (see Standard 4).

Expertise teaching staff

The panel met with a selection of involved team members from a team of 50, who teach in the bachelor's as well as the master's programme. All teaching staff has a PhD. Teachers have 40% research time and 60% teaching time, and the panel noted that research experiences and results flow back into classes naturally. The team also consists of 25 PhD candidates and post-doctoral researchers and 4 teachers with temporary positions. Almost all teaching staff has a University Teaching Qualification or is obtaining it. Teaching staff who teach in the English language, must prove to be proficient in English. Co-teaching is deeply integrated in the programmes: about two-thirds of all courses are co-taught by two teachers, often with the aim to provide complementary perspectives and interdisciplinary views. New teachers are assigned a buddy teacher. The master's programme also works together with other programmes to learn from each other and use each other's expertise: the Research Master Communication, Culture and Digital Culture, the Master Universitaire Lerarenopleiding Nederlands and the Master Culture Studies. The programmes share several master courses and co-teach. Team members meet regularly in team meetings, track meetings and a yearly two-day team conference. Students are very satisfied with their teachers: they find them competent, involved and accessible. For the relatively new track New Media Design, the previous panel recommended to monitor the needed expertise. Students indicate in the student chapter and in the conversations with the panel that teachers in this track are knowledgeable and up to date with topical themes.

The panel concludes that the close and coherent team of teaching staff is knowledgeable on a wide range of expertise's and didactically skilled. The panel compliments the teaching staff with their personal approach towards students and their commitment to the programmes.

Considerations

The panel sees two well thought-through academic curricula that offer students topical themes, professional as well as good academic research skills and student-centred and creative didactical methods. Admission criteria for both programmes are suitable. About two-thirds of the master students enter the programme through a premaster's programme which prepares students well for the master's programme. Students are guided in a personal and professional manner and staff is committed and knowledgeable. There are adequate regulations for students with an impairment in place. The courses link logically to the intended learning outcomes and students evaluate the programmes as feasible and feel well informed about their studies. The tracks in the bachelor's and master's programme are the same but clearly reflect the difference between bachelor's and master's levels. Thesis set-up and procedures are clearly described, and students are well guided during their thesis. The bachelor's programme is almost completely in Dutch; the master's programme is offered in English and that choice is motivated by the programme and matches the academic and professional fields. The programmes offer students a relatively wide range of free choice to shape their own profile with tracks, electives, an optional internship, a bachelor's honours' programme and a master's dual degree with a university in Vienna. The panel especially compliments the master's programme with the flexible structure with an almost completely free choice of courses, that is attractive to large numbers of

aspiring students. Student community building and communication about the coherence of the master's programme can be strengthened according to the panel, for example by a core course such as the planned research course and by more explicit communication about learning tracks and matching career perspectives. The master's programme can also do more to integrate international students into the student community.

Conclusion

The panel concludes that the programmes meet standard 2.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment policy and practice

The assessment system of the programmes is based on the TSHD Assessment Policy, which in turn is based on the Tilburg University's Assessment Policy. The TSHD policy describes the vision on assessment and the guidelines and rules TSHD has adopted to ensure the quality of assessment. The TSHD assessment procedures are described in the Education and Examination Regulations and in the Rules and Guidelines. The programmes also use the TSHD Assessment Handbook, which provides suggestions and promotes best practices. The panel is positive about the safeguarding of policy and regulations for assessment in these documents.

The types of assessment and assessment criteria in the programmes depend on the intended learning outcome(s) involved. The examiner decides which assessment type matches the course best, in cooperation with the academic director to safeguard the coherence of the assessment programme. Every assessment is developed by at least two examiners, as was advised by the previous panel and is stated in the TSHD Assessment Policy. The panel sees valid assessment programmes with diverse, meaningful and creative test types that match current practice well and logically build up in level and complexity over the course of the programmes. Next to more commonly seen papers, essays and presentations, the panel sees creative assessment forms such as experiments, video presentations, debates (bachelor), and campaign proposals, designs, pitches and artefacts (master). Some assignments are executed in cooperation with, or even in, the work field, which is highly appreciated by students. Group work can only decide on 40% of the grade for a course, which safeguards the individual achievement of the intended learning outcomes according to the panel. The panel is impressed by the quick and adequate response of the programmes to the use of large language models such as ChatGPT by students, by clearly communicating about responsible and allowed use of these models and adding a reflection form if students use large language models for assignments or examining on site when it is not allowed.

For each assessment the assessment criteria in rubrics are provided to students upfront. Grading is done in a sufficiently reliable manner according to the panel, and students are aware of the criteria that they must meet. For important assessments, such as theses, the four-eyes principle is applied in the grading.

Thesis assessment

Theses in both programmes are graded by two examiners: the main supervisor and an independent second reader. The examiners assess a research proposal in the beginning of the thesis process and make a final

assessment at the end. The second reader does not give feedback on the proposal. The panel suggests that since this examiner has already read the research proposal, giving independent feedback from a second reader would be of additional value for the student while not creating too much extra work for the second reader.

The two examiners first assess a thesis independently from each other, which they clearly document in line with the recommendation of the previous panel, and then decide on a final grade together. The panel has seen that examiners work carefully, and assessment rubrics are filled in well. Students are satisfied with the grading process. The panel has read thesis guidelines and other information about the theses processes, and talked with students, teachers and management about the assessment procedures. However, the panel finds that the decision process of the two examiners' assessments requires further clarification. According to the panel, the procedures followed when the first and second assessors differ in grading, the weighing of the student's development while writing the thesis and the guidelines on when and how a third examiner must be involved are not interpreted in an equivalent manner by all examiners. The panel therefore recommends making the grading process clearer and more consistent.

Regarding the bachelor's theses, the panel sees that the grades of the first and second examiners do not differ much, which is a positive fact according to the panel as it shows that they have calibrated well. For the master's theses the panel sees larger differences in grading between the first and second examiners, which mostly leads to grading close to the assessment of the first examiner, which is usually higher when weighing the student process. This stresses the importance of clear guidelines for examiners according to the panel, as was recommended above.

Quality assurance of assessment

The quality of assessment is safeguarded according to legal standards by the TSHD examination board. The examination board advises programme management on all matters concerning assessment, deals with cases of fraud and plagiarism if they occur and reviews the programme assessment plans. The board works with chambers, and there is a chamber for the bachelor's and master's programmes in Communication and Information Sciences, which ensures programme-specific safeguarding as was recommended by the previous panel. The chambers decide on a diversity of student requests and check the quality of assessment procedures for the programmes. The examination board speaks to the programme management formally on faculty-level a few times a year and the chambers have informal meetings with the programme, to advise the management. Two teachers from the programmes are in that chamber, next to several other members. The panel studied annual reports of the examination board and talked to several members during the site visit. From this, the panel concludes that the examination board is competent for its tasks and is in control of the quality processes for assessment of the specific bachelor's and master's programme. Because the panel has seen improvement possibilities in theses grading procedures (see above), the panel recommends implementing a procedure for the checking of theses and thesis procedures by the examination board.

The programmes also benefit from a TSHD assessment committee in a good way. The assessment committee contributes to ensuring test quality by checking the quality of assessment procedures, mandated by the examination board. The committee checks four assessments per programme every year, using a standardized quality checklist, and reports their findings to the examination board. For advice and support, the TSHD assessment specialist is a great help, as the panel learnt from teachers and management. The assessment specialist also organizes calibration meetings once a semester for examiners, which are helpful in aligning according to the teachers.

Considerations

The panel concludes that the programmes have a well-designed system of assessment, with assessments that logically develop in level and complexity. Policy and regulations are adequately safeguarded in appropriate documents. The panel sees a valid assessment system and concludes that assessments are diverse, meaningful and creative. The panel compliments the programmes on the quick and adequate response to the use of large language models by students. Assessment is transparent for students: they are aware of the criteria that they must meet. The four-eyes principle is applied in the assessment development process and the grading of theses. For thesis assessment, the panel recommends a more clear and consistent procedure in grading: there is some unclarity about guidelines for the cooperation between the first and second (and if needed a third) examiners. An additional advice of the panel is to structurally let students make use of the second assessor's feedback for the research proposal. The quality of assessment is safeguarded well by the TSHD examination board, which ensures test quality in the specific programmes through its dedicated chamber with members from within the programmes. The assessment committee and the TSHD assessment specialist contribute to safeguarding assessment quality by checking the quality of assessment procedures and advising teachers and management. The panel recommends implementing a procedure for the checking of theses by the examination board or the assessment committee, to safeguard the quality of theses (processes) even better.

Conclusion

The panel concludes that the programmes meet standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Achieved level bachelor

The panel selected and examined the theses and corresponding assessment forms of 16 graduates of the bachelor's programme. The panel concludes that the bachelor's theses demonstrate the expected academic bachelor's level. The panel sees no significant differences between the level and quality of theses from fulltime and part-time students. All theses show a similar and accessible structure, based on clear formats and guidelines from the programme. The choice for a literature review works out well according to the panel: students show that they master the academic skills to achieve the intended learning outcomes though this set-up. Topics of the theses are a good fit for the programme and the respective tracks and reflect topical issues for communication and information sciences. The panel can clearly see the focus on technology and digital media reflected in the students' choices for topics.

Achieved level master

The panel selected and examined the theses and corresponding assessment forms of 19 graduates of the master's programme. The number of theses was expanded from 15 to 19 to see sufficient theses from part-time students. The panel concludes that the master's theses demonstrate the expected academic master's level. The panel sees no significant differences between the level and quality of theses from fulltime and part-time students. Students achieve the intended learning outcomes individually in their thesis, the panel has not seen group work such as the previous panel encountered. The theses show a strong scientific focus, topics are a good fit for the programme and respective tracks, and theses reflect topical issues for communication and information sciences. The panel can clearly see the focus on technology and digital media reflected in the students' choices for topics. For the master's theses, the panel sees some general

improvement points. The panel recommends the programme to guide master students more consistently from clearer textual guidelines, guidelines for (higher) numbers of participants and an optimal fit between research design and research question. On top of that the panel saw in some theses that the argumentation leading up to hypotheses and subsequently into a research design was not always a logical line. For a more optimal fit between the research design and research question, the panel believes that the new general research course might offer a solution (see Standard 2).

After graduation

The panel is of the opinion that alumni of both programmes are well-equipped for a wide range of jobs. Alumni have up to date academic and substantive knowledge and skills, according to the panel. Bachelor's alumni feel well prepared for a master's programme and have chosen the master Communication and Information Sciences at Tilburg University or other (research) master's programmes. Master's alumni who are now in a PhD trajectory also feel well prepared, so they told the panel. Most alumni find a job in the field of their studies, for example as a marketing professional, consultant, advisor, (project)manager or teacher. The master's programme could offer students more of a view on, and preparation for, their professional possibilities after graduation (see Standard 2).

Considerations

The panel concludes that bachelor's students achieve the intended learning outcomes for the academic bachelor's level and that alumni are well-equipped to continue their studies in a (research) master's programme. The students' theses demonstrate good academic skills, address relevant topics, and exhibit a clear structure. The panel concludes that master's students achieve the intended learning outcomes for the academic master's level and find themselves well prepared for a PhD trajectory. Master alumni are well-equipped for a wide range of jobs in terms of substantial knowledge and skills, but the programme can do more to give students a better view on, and tools to enter, the labour market (see Standard 2). The master students' theses demonstrate a strong scientific focus and topical issues that match the programme. The master's programme can guide students more consistently and help students make better methodological choices.

Conclusion

The panel concludes that the programmes meet standard 4.

General conclusion

The panel's assessment of programmes is positive.

Recommendations

1. Both programmes: create a more consistent procedure for thesis assessment, especially when it comes to the cooperation between the first and second (and if needed third) examiners in determining the final assessment.
2. Both programmes: implement a procedure for the checking of theses and thesis procedures by the examination board.
3. Master's programme CIS: guide students more consistently for their theses and while doing that, help students make better methodological choices in their theses.

Appendix 1. Intended learning outcomes

Bachelor's programme Communication and Information Sciences

Knowledge and Understanding

Graduates have

- theoretical and conceptual knowledge to identify and analyze problems in communication and information;
- theoretical and conceptual knowledge to identify and analyze the way in which people use different media in different communicative and social settings.

Applying Knowledge and Understanding

Graduates are able to

- define and analyze determinant variables in different communicative settings (interpersonal, professional, societal);
- define and analyze determining variables in different media situations (human- human; human-computer; computer-human).

Judgement Skills

Graduates are able to

- collect, analyze, and evaluate data from the field of communication and information sciences and transform them into information useful in research and practice;
- interpret and analyze phenomena and problems in the field of communication and information sciences and critically evaluate the theoretical and methodological adequacy of academic literature.

Communication Skills

Graduates are able to

- report adequately in Dutch and English, orally and in writing, about their research results, findings, and opinions to academic, professional, and general audiences;
- communicate effectively in interpersonal settings (orally, in writing, and using various media);
- select and use appropriate resources to present their findings and opinions, including digital techniques and visualizations.

Learning Skills

Graduates are

- able to organize and carry out supervised projects to achieve the intended learning outcomes, demonstrating self-discipline, responsibility, empathy, and awareness of relevant ethical and social considerations;
- attentive to recent developments in the field and are able to revise their judgements and change their behavior in the light of new evidence;
- able to use digital skills (ranging from basic competences such as data analysis to web-based technology and multimedia) and academic skills to conduct (applied) research.

Supplement for BDM (Business Communication and Digital Media)

Graduates of the BDM track are able to demonstrate the above qualities in the following areas

- interpersonal and group communication, collaboration, and decision-making within organizations;
- reputation management of organizations and communication of organizations with customers and other target groups and stakeholders;

- digital media in communication, both in organizational and interpersonal contexts.

Supplement for CC (Communication and Cognition)

Graduates of the CC track are able to demonstrate the above qualities in the following areas

- the cognitive, functional, and social aspects of human communication;
- the flexibility and adaptivity of human communication, the use of language and other forms of communication, such as visual and non-verbal communication;
- the role of the context in which communication takes place.

Supplement for NMD (New Media Design)

Graduates of the NMD track are able to demonstrate the above qualities in the following areas

- the cognitive, social, and aesthetic characteristics of developing, evaluating, and using new media;
- the role of creativity and innovation in developing, evaluating, and using new media,
- the role of storytelling in developing, evaluating, and using new media.

Master's programme Communication and Information Sciences

Knowledge and Understanding

Graduates of the CIS master program

- have advanced knowledge and understanding of theories, methods and techniques concerning communication, cognition and information in online and offline communicative settings;
- are able to synthesize, compare, evaluate and use existing knowledge (theories, empirical findings) to formulate new understandings of (human-human/humancomputer/computer mediated) communicative situations and novel ways of producing and processing (human-human/human-computer/computer mediated) information.

Applying Knowledge and Understanding

Graduates of the CIS master program are able to

- identify and analyze original phenomena related to various contexts in the field of cognition, communication and information sciences, and transform them into interesting research topics.
- investigate how communication and information affect and are affected by different aspects of the communicative situation (individual, professional, societal) and media setting (human-human, human-computer, digital human-human, game, etc.).

Judgement Skills

Graduates of the CIS master program are able to

- critically select information in the field of communication and information sciences, also in case of complex, incomplete, limited, and/or biased information, and use it in an original and creative fashion to formulate arguments and make decisions in both theoretical and practical settings, while taking into account ethical values and societal norms and consequences.
- re-evaluate and formulate judgment on the strengths and limitations of their own and other disciplines, including the methodological strengths and limitations of research and research paradigms.

Communication Skills

Graduates of the CIS master program are able to

- communicate their findings and conclusions, based on available information in academic Dutch and English, clearly and unambiguously to an audience of specialists and non-specialists, both orally and in writing, and by using appropriate communication tools and technologies to present their findings and opinions, including digital techniques and visualizations.

- formulate and express sound judgments, and argue positions and opinions in discussions in both interpersonal and professional settings.

Learning Skills

Graduates of the CIS master program are able to

- take initiative and responsibility for their own education and to steer their own learning process, in order to continue to learn independently and to develop professionally, both individually and in collaboration with others.
- contribute to creating new knowledge in the field, attend to recent developments in the field, revise judgments and change behavior in light of new evidence.

Supplement for BDM (Business Communication and Digital Media)

Graduates of the BDM track are able to demonstrate the above qualities in the following areas

- interpersonal and group communication, collaboration, and decision-making within organizations;
- reputation management of organizations and communication of organizations with customers and other target groups and stakeholders;
- digital media in communication, both in organizational and interpersonal contexts.

Supplement for CC (Communication and Cognition)

Graduates of the CC track are able to demonstrate the above qualities in the following areas

- the cognitive, functional, and social aspects of human communication;
- the flexibility and adaptivity of human communication, the use of language and other forms of communication, such as visual and non-verbal communication;
- the role of the context in which communication takes place.

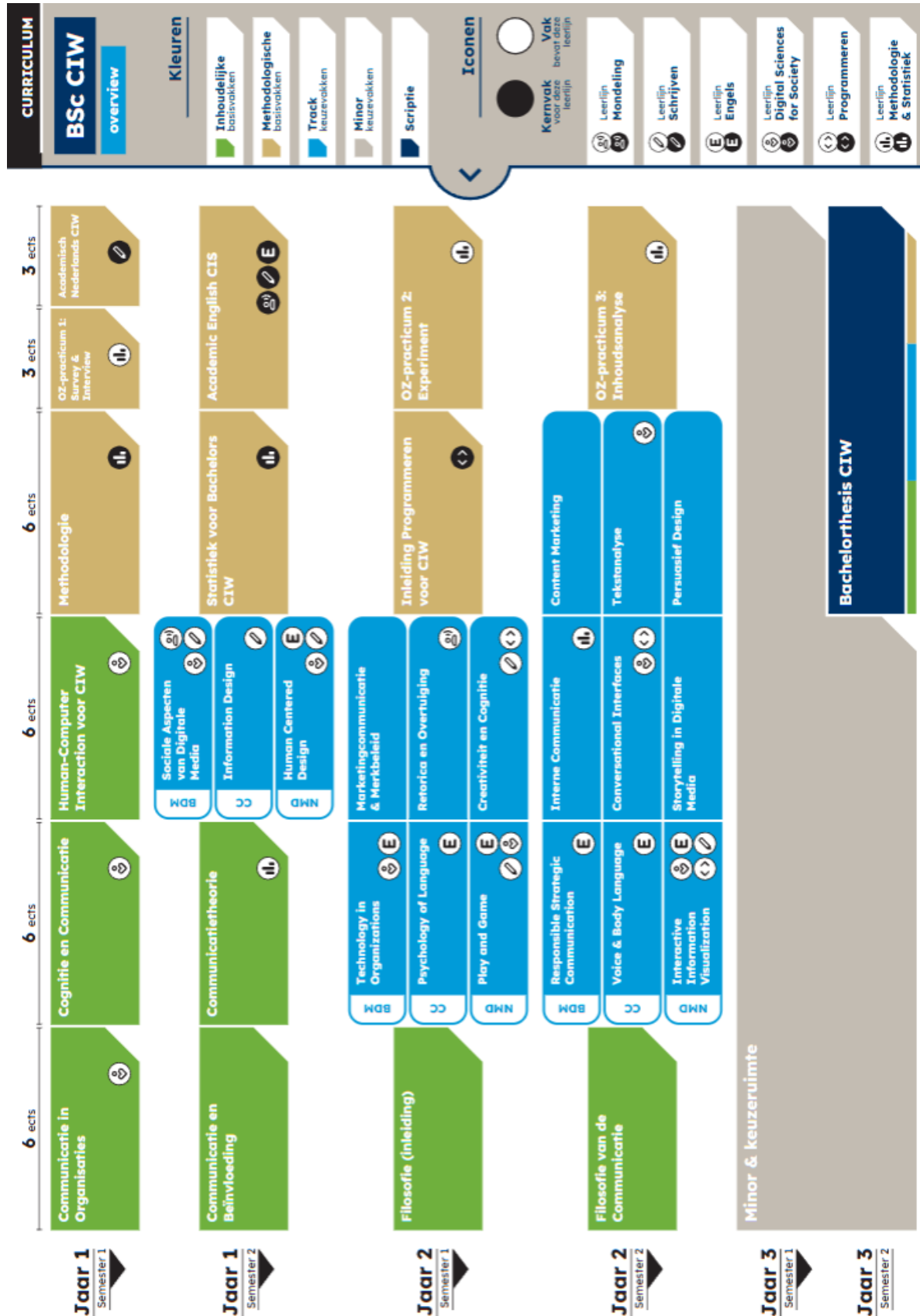
Supplement for NMD (New Media Design)

Graduates of the NMD track are able to demonstrate the above qualities in the following areas

- the cognitive, social, and aesthetic characteristics of developing, evaluating, and using new media;
- the role of creativity and innovation in developing, evaluating, and using new media,
- the role of storytelling in developing, evaluating, and using new media.

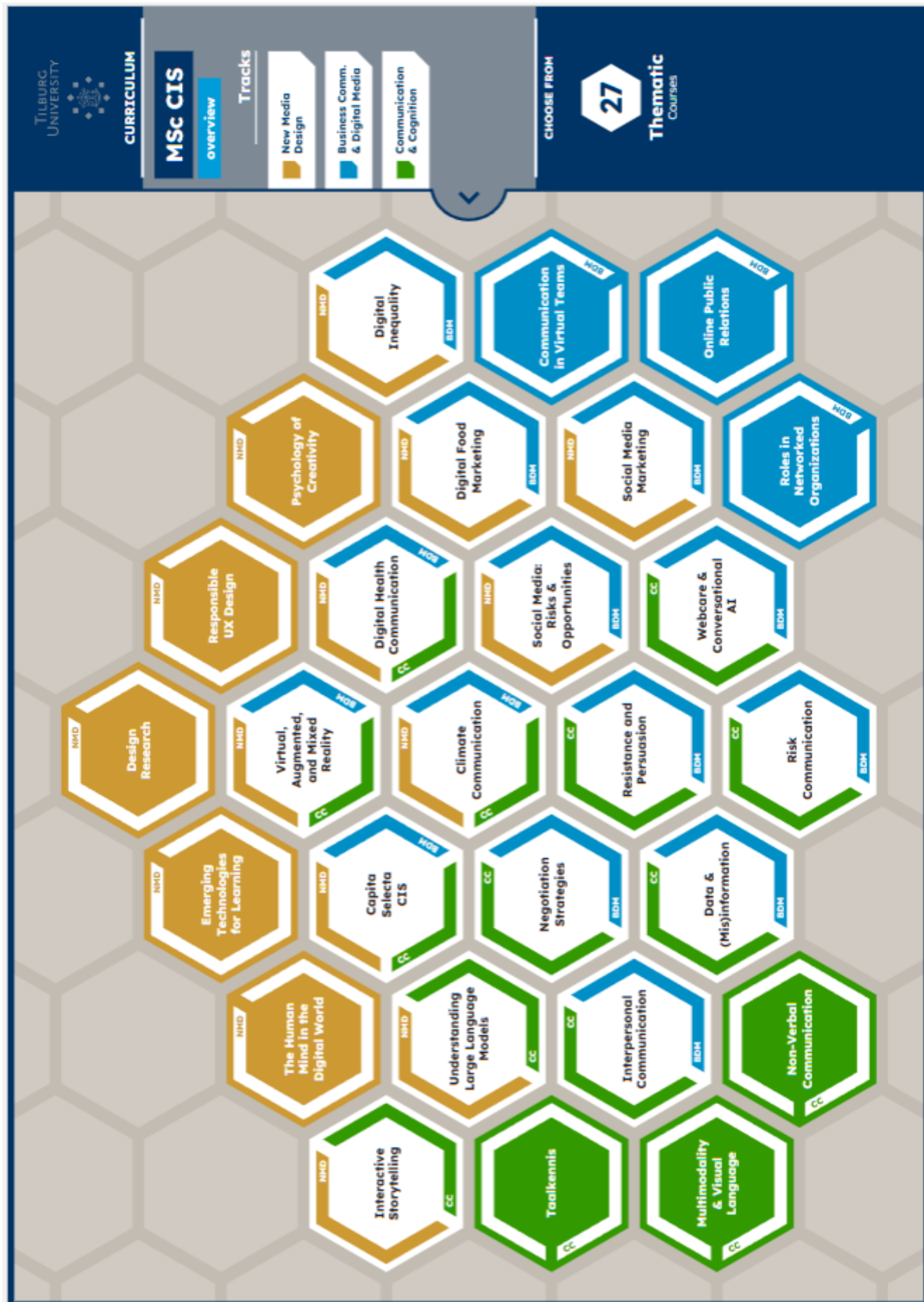
Appendix 2. Programme curriculum

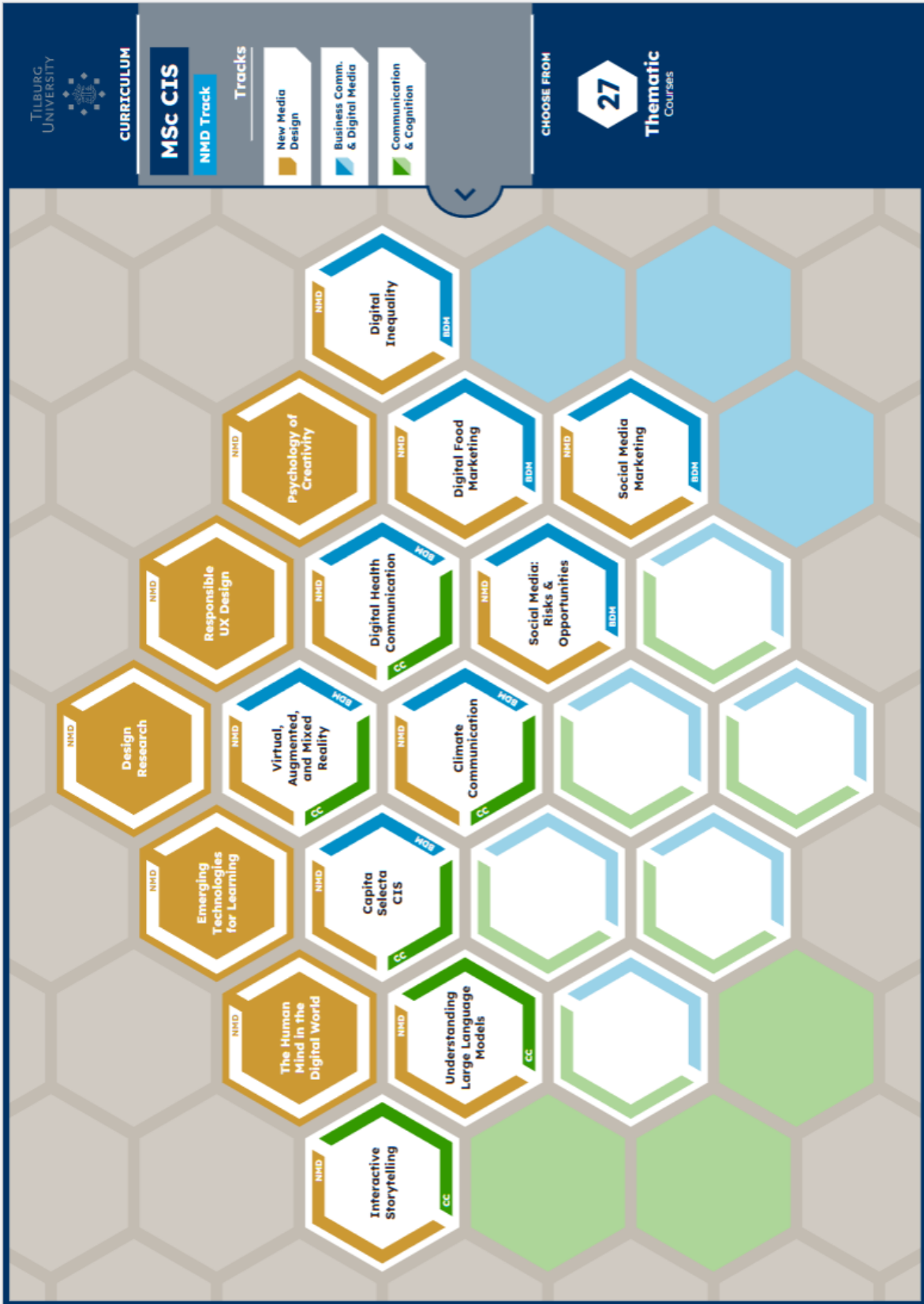
Bachelor's programme Communication and Information Sciences



Masters's programme Communication and Information Sciences

In the master programme, all students must select and pass 6 thematic courses (6 ects each) and two research skills modules (3 ects each). They also write a master thesis (18 ects).





MSc CIS

BDM Track

Tracks

New Media Design

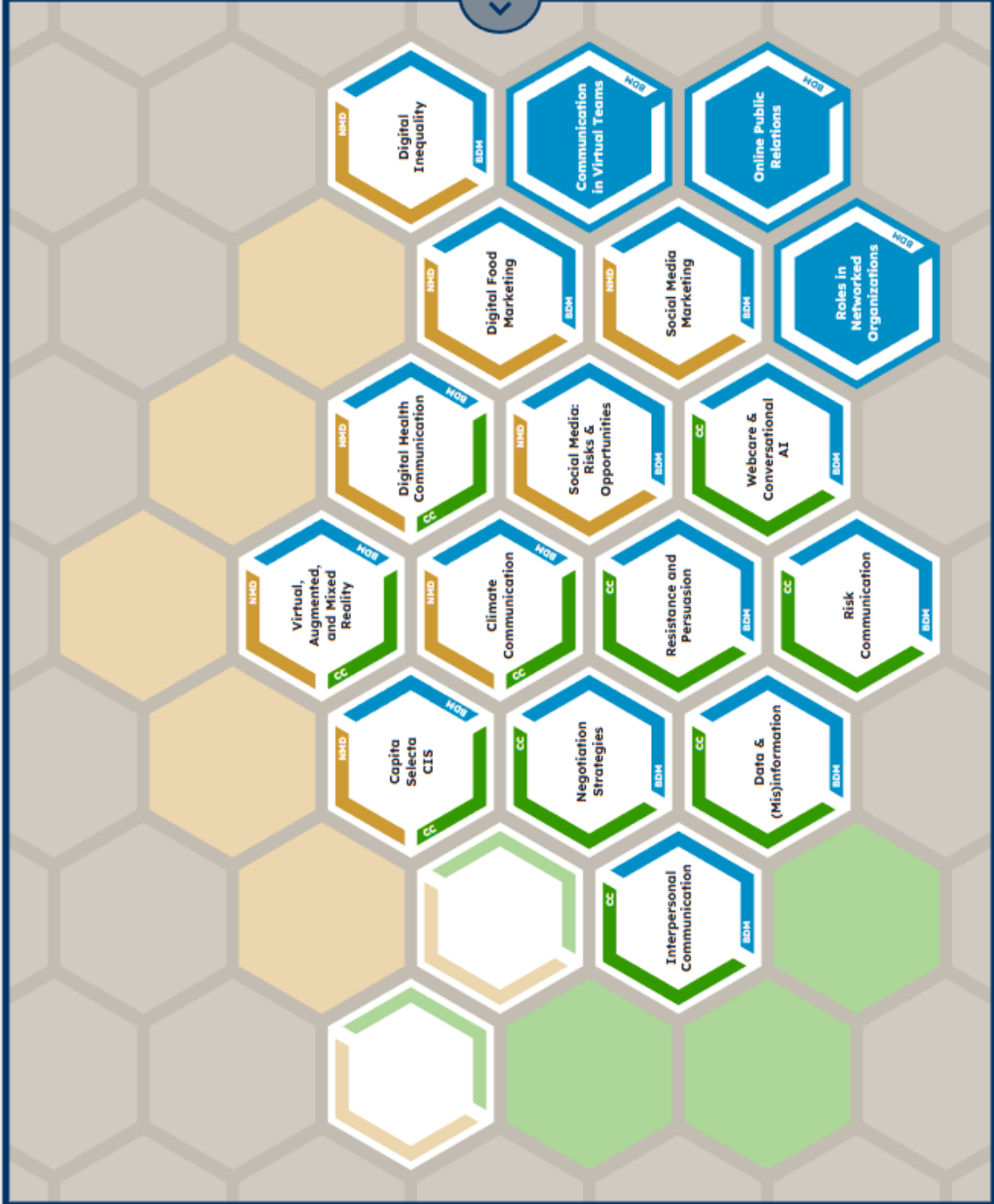
Business Comm. & Digital Media

Communication & Cognition

CHOOSE FROM

27

Thematic Courses





Appendix 3. Programme of the site visit

Monday 19 May 2025

11.00	11.30	Arrival and welcome
11.30	12.00	Panel preparation
12.00	12.45	Lunch
12.45	13.30	Interview programme management
13.30	14.00	Internal panel meeting
14.00	14.45	Interview bachelor's students and alumni
14.45	15.30	Interview master's students and alumni
15.30	16.00	Internal panel meeting
16.00	17.00	Theme session 1: Future-oriented curricula
17.00	17.15	Break
17.15	18.00	Interview teaching staff bachelor and master

Tuesday 20 May 2025

08.30	09.00	Panel preparation
09.00	09.30	Extra conversation about thesis assessment
09.30	09.45	Internal panel meeting
09.45	10.30	Interview Examination Board and Assessment Specialist
10.30	10.45	Internal panel meeting
10.45	11.30	Theme session 2: Innovation in an era of cuts
11.30	11.45	Break
11.45	12.30	Theme session 3: Student community building and mental well-being
12.30	13.30	Lunch
13.30	15.00	Internal panel meeting / establishing findings
15.00	15.45	Concluding session programme management
15.45	16.15	Internal panel meeting
16.15	16.45	Oral feedback panel

Appendix 4. Materials

Prior to the site visit, the panel studied 16 theses of the bachelor's programme Communication and Information Sciences and 19 theses of the master's programme Communication and Information Sciences. In both selections alumni of the fulltime and part-time programme were included. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

Opening document reaccreditation CIS 2025
SWOT Analysis Teaching programs CIS 2025
Accreditation report CIS 2020
Development Points reaccreditation BSc MSc CIS
Measures after recommendations of the previous panel
Curriculum changes 2019-2025
Annual Program File BSc and MSc CIS 2023-2024
BSc MSc CIS administrative data and student inflow numbers
Memo TSHD Quality Assurance for Education including appendices
Organization Chart - Department of Communication and Cognition
TSHD - Strategy 2022-2027
TSHD School Regulations 2024
Student guidance within the BSc and MSc CIS
Visualization Program Bachelor CIS
Visualization Program MSc CIS
Visualization Program pre-MSc CIS
Dual Degree Agreement WU Wien -TiU
Rapportage Onderwijsevaluatie BSc CIW voor Program Committee CIW semester 2 2023-2024
Rapportage Onderwijsevaluatie MSc CIS voor Program Committee CIS semester 2 2023-2024
Flowchart - Verwerking Toelatingsaanvragen BSc
Overview Teaching Staff
Study guide CIS Master 2024-2025
Study guide CIS Bachelor 2024-2025
Examples of (group) assignments bachelor
Examples of syllabi bachelor
Examples of syllabi master
Annual Report Examination Board BaMa TSHD 2023-2024
CIS Msc Program Assessment Plan 2024-2025
CIW Bsc Program Assessment Plan 2024-2025
EER Bachelor and Master programs TSHD 2024-2025
Example Assessment Committee Report
Thesis Guidelines BSc CIW 2024-2025
Thesis Guidelines MSc CIS 2024-2025
Annual Alumni Report TSHD 2023