



Report (verslag)

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Onderwerp

Development dialogue (Ontwikkelgesprek) Research Master Media Studies

- In the first semester of the Research Master programme, the differences in requirements for students of the Master programme and of the Research Master programme should be made explicit in formal terms. The panel advises to make this difference visible by requiring students to log the extra-curricular activities they are already undertaking in the first semester. These activities may be graded, thus giving these activities a formal status in the programme. These extra-curricular activities may be logged by students in portfolios, offering the recount of the activities. One other line of action could be to have students of the Research Master programme study more literature than Master students in the first semester.
- At the moment, it is quite difficult to fit the studying abroad option into the curriculum schedule of students. Programme management is considering to add more flexibility to the curriculum. This is done in order to allow students to go abroad. The panel advises to offer replacement options for students who may miss some courses, when they go abroad. One of these options may be tutorials.
- The issue of converting the grades between grading systems of different countries is quite hard to resolve. In some countries, on average higher grades will be given. This is quite different from the Netherlands, where intermediate grades tend to be given. As one of the solutions, the panel suggests to add to the grades the percentages of these grades for the whole class or student body, thus synchronising the grade distribution across countries.
- The model for monitoring the assessment standards is discussed. The Examinations Board works on the level of the whole Faculty and may have quite some distance to the individual programmes, such as this Research Master programme. The panel recommends to consider having representatives of this and other programmes sitting on the Examinations Board. The advantage of this model may be that these representatives are more close to the programmes. Furthermore the more intense monitoring of the assessment standards in the programme is advised by the panel to prevent the programme being exposed to the risk of assessment standards, being considered not to be up to par by the outside world.