



Report on Development Dialogue

Programme details	
School	Erasmus School of History, Culture and Communication (ESHCC)
Programme name	B Algemene Cultuurwetenschappen (B Arts and Culture Studies), M Kunst- & cultuurwetenschappen (M Arts & Culture)
CROHO	56823, 60087

Accreditation details			
NVAO framework	2018		
Date site visit	28 February and 1 March 2019		
Panel	<i>Chair</i>	Prof. dr. J. Baetens	
	<i>Member</i>	Prof. dr. A. Schramme	
	<i>Member</i>	Drs. P.H.G.J. Cramers MPM	
	<i>Member</i>	Drs. Y.H.M. Meessen	
	<i>Student member</i>	E.M. van der Wal MA	
	<i>Secretary</i>	dr. F. Schouten (QANU)	
Panel conclusion		<i>Bachelor</i>	<i>Master</i>
	<i>Standard 1</i>	Meets the standard	Meets the standard
	<i>Standard 2</i>	Meets the standard	Meets the standard
	<i>Standard 3</i>	Meets the standard	Meets the standard
	<i>Standard 4</i>	Meets the standard	Meets the standard
	<i>Programme</i>	Positive	Positive
NVAO decision	Follows		
The most recent results of the programme accreditation can be consulted at https://www.nvaonet/en/decisions/educations .			

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

Context development dialogue
<p>In line with the NVAO assessment framework, 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

- Curriculum: digitalisation, Dutch and English stream, interdisciplinarity

Discussion takeaways

General remarks

The panel observes that the bachelor programme is very well organised: it is coherent, doable and the two student groups (ACW and IBACS) are successfully integrated. According to the BSA results, the programme seems to have good students. There is a lot of commitment to teaching and to the students in the department, despite the demanding nature of organising the education. The positive contribution of the support staff is highlighted by the programme management. The panel states that RASL can be an example to other double bachelor programmes.

Curriculum: digitalisation, Dutch and English stream, interdisciplinarity

As far as digitisation is concerned, the panel advises to extend the Academic Skills course in some form to other years. It is noted that the programme already uses Canvas and Blended Learning. It might be good to add a MOOC in cultural economics; this subject also has international appeal. Consider international pre-master students from different backgrounds. The MOOC would help them orient themselves better. A MOOC can also be a marketing instrument: 'An online tool, all kinds of people together in an international environment.' Educational innovation is not only about digitisation, students also like old-fashioned classes.

It is mentioned that it is important to differentiate between the Dutch and English streams in the bachelor programme. If this doesn't happen, student numbers for the Dutch stream will continue to fall. Cultural Policy is a good example. The course is included in both streams but has a completely different content. This does not apply to Cultural and Creative Industries, which is just an English translation of Culturele en Creatieve Industrieën. For the Dutch stream, the focus on the local perspective could be important. The panel supports the BA-1 coordinator's ideas for the Dutch stream.

It is observed that whereas interdisciplinarity is in the genes, it is not yet apparent in the theses of all students. The programme management notes that the question is whether interdisciplinarity should be addressed in all theses. Students regularly come into contact with the theme of interdisciplinarity during their studies in different courses. Also, the department is considering a Thesis award, which could provide an incentive to include the interdisciplinarity element in the thesis. It is suggested that also local stakeholders could be involved in assessing the theses that are considered for the award.