rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

Bachelor Media Studies

1 / Vision of teaching and assessment

The program's teaching philosophy is based on the principles of active and inclusive learning.

The programme aims to provide an active learning environment that stimulates students to engage with the field of study. In all three learning pathways, students are expected to participate actively. This approach assumes that teaching, learning, and assessment methods stimulate students to take ownership over their own learning. We practise a range of learning and teaching methods aimed at self-development, with the support and inspiration of staff members.

The department creates an inclusive learning environment through its focus on collaboration between students, and between students and staff, with a close focus on intercultural skills; students' cultural backgrounds are made productive in teaching, as students are encouraged to draw from and reflect upon media through their own cultural backgrounds.

The large majority of teaching in the programme is team-based, with a team of lecturers involved in a course. One of them acts as course coordinator who follows departmental guidelines to organise the course, including documentation and grades, in close consultation with colleagues before, during, and after the course. Team-based teaching reflects the teaching philosophy of the programme and ensures coherence in and between courses. It prevents the rise of stand-alone courses that become "hobby horses" of individual lecturers departing from the principles that guide the programme as a whole.

The assessment policy of the degree follows from its student-oriented educational vision in which a learning environment focused on activating students is key. Emphasis lies with what students should know, understand, and be able to do in order to have the best possible preparation for entering media-related professions, weighed against the intended learning outcomes. Students are thus endowed with a balanced combination of domain-specific and generic competences (knowledge, understanding and skills) at an academic level.

Assessment is considered a steering mechanism that helps students achieve the learning outcomes. It guides their learning behaviour and reflects the content of what they learn. To ensure the quality of the programme and study progress within it, assessment is both summative and formative, and as such has three functions:

1. To assess whether the learning outcomes of the degree, and its individual course units, are achieved (summative; at the end of the course unit);
2. To provide feedback to students about their performance throughout courses which helps them to get the most out of their learning experiences (formative; during the course unit);
3. To provide information for the staff on how to cater to the learning needs of students and to improve courses and the programme.

Though summative assessment is deemed crucial to measure to what extent the students have achieved the intended learning outcomes, it is the formative assessment that lies at the heart of the programme and its teaching philosophy. In all learning pathways, assessment is organised in the form of regular assignments throughout the courses on which formative feedback is given. Providing feedback during the instruction process helps students to learn and grow, pinpointing points of development, and allowing feedback to be considered in re-writes and future assignments. The learning environment and emphasis on teaching in smaller groups facilitate active learning. Students are invited to engage with the subject

	matter, exchange ideas and opinions through a mix of group and individual assignments, in order to acquire and train the critical and analytic attitude and skills crucial to both academic study and work of media professionals. Formative assessment is thus pivotal in the programme because it both instructs and motivates students in the way they do their work.

2 / How to follow the assessment cycle (from design to evaluation and optimization)

The assessment system is designed in such a way that each assessment method suits the intended learning outcomes of the various phases and learning pathways of the degree. Here we apply the model for programmatic assessment in action, where assessment takes place not just at the end of a course, but also integrated by way of formative and complementary tests and assignments (see above). Final (summative) assessment is spread as much as possible throughout the exam period so these are productive, rather than punitive, measures of students' achievement of intended learning outcomes.
Students are assessed through a variety of forms, including through exams using open essay-type questions, portfolios, journal entries, group or individual presentations, as well as individual literature and research essays.

All syllabi contain information about the nature of and the criteria for assessment. These are discussed and evaluated by course coordinators and the programme coordinator to ensure a mix of different assessment methods, balanced between those which evaluate written accuracy under pressure (i.e. written exams, assignments on deadline), or longer-term sustained engagement with a topic (i.e. essays/papers, larger portfolio work). Assessments also include continuous assignments (of variable, yet appropriate length) throughout a course unit that require students to stick to deadlines, often as part of a group, towards a final product.

Except for lecture series, 80% attendance in class is a prerequisite for passing in all course units, in accordance with the Teaching and Examination Regulations (Appendix 2). Across course units, the passing threshold of 5,5 is used except for the Bachelor's thesis (6,0), with students given opportunities to re-sit assignments according to criteria stipulated in the Teaching and Examination Regulations and included in each course syllabi.

The department applies a peer-review system for the design of exams and assignments. Draft exam questions and their answer keys are circulated among all lecturers involved in a course plus a colleague who is not directly involved to provide feedback on the level, content, and phrasing of questions. The programme also uses assessment forms with clear criteria to mark similar assignments such as presentations, essays, research papers and the Bachelor's thesis.

Alongside close consultations among the teaching teams for each course and the programme coordinator and/or professor of practice, uniform assessment throughout course units is ensured. This includes making sure work is assessed fairly within a course as well as across courses and the programme. Issues such as efficacy (does the assessment accurately assess aligned course-specific learning outcomes?), workload (are assessment demands balanced within the theory and skills courses, across theory and skills teaching, and in relation to the credit weighting?), and type (is there a variety of assessment types utilised within and across courses?) are considered here.

3 / Assessment dossier

a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.
When requested, the examiner of the programme provides the Board of Examiners with an 'assessment dossier' containing the following:
a. the syllabus

b. the list of marks, comprising all marks that count towards the final mark

c.
- for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
- for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms

d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available.

b. Parties involved

In 'Rules and responsibilities for the assessment of the Faculty of Arts', laid down by the Faculty Board of Arts on 28 May 2019 (modified on 13-02-2020), all parties involved in fulfilling duties related to the assessment are described.

With regard to the assessment dossier, the following guidelines and responsibilities are relevant. If a course is part of the periodic evaluation of Board of Examiners, the lecturer (or course coordinator) is requested to provide the information for the assessment dossier (upload on the Nestor site of the course).

If, as a result of the evaluation, shortcomings are found in the basic quality of the assessment, the Board of Examiners will draw up a recommendation to the Cluster Board. The Cluster Board is responsible for drawing up an improvement plan with concrete measures to improve the identified shortcomings. The Board of Examiners will automatically include the course in question in its next assessment round.

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier	Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning

outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'**x**', i.e. underlined, is used for summative[1] assessments at the level specified in the programme-level learning outcomes 'x' for summative assessments at lower performance levels 'fx' for formative assessments at lower performance levels that are not tested summatively

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.
In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).

Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

b. Safeguarding of assessment quality at course unit level

The Board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is evaluated.

6 / Archiving

When selected, all necessary documents of the assessment dossier of a course unit are uploaded in the Nestor environment via the button 'Board of Examinars'. Per academic year an inventory list of all evaluated courses is made by the cluster secretariat.

[1] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

	7 /	List of documents relevant to assessment
		Faculty vision of teaching and assessment – see https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education. **Rules and Regulations** – the internal regulations of the Board of Examiners. **Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*)** – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts. **Matrix of learning outcomes** – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment. **Placement manual** – a manual for the placement course unit. **Syllabus** – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys. **Assessment Programme** – the implementation of the TER, Part A, Article 8.5

Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

Learning outcomes of the Bachelor degree programme Media Studies

1. Knowledge and understanding
   a. have broad comparative and interdisciplinary knowledge and understanding of media in their cultural, historical, institutional, political, economic, social and technological contexts;
   b. have knowledge and understanding of the role and impact of media in their global context, in (inter-)national, regional and local communities, and in the daily lives of audiences and users;
   c. have an understanding of cultures and practices of media use and production, including the role of platforms and institutions;
   d. have knowledge and understanding of new media forms and their relation to earlier and established forms in the domain of media and information;
   e. have general knowledge and understanding of key theories and concepts in the domain of media studies;
   f. have general understanding of the main methodologies used in the domain of media studies to study media content, use and production.
   g. have demonstrated knowledge and understanding of a complementary discipline domain, delivered as a designated minor programme, aimed at deepening or broadening the major programme
2. Applying knowledge and understanding
   a. can apply the requisite research skills to gather, process and critically evaluate information relating to media;
   b. are able to critically examine media content, use and production in relation to their div erse social and cultural contexts, applying the acquired methodological skills and tools;
   c. are able to apply knowledge of key theories and scholarship to academically and socially relevant issues and debates in the domain of media and information;
   d. can produce conceptually, methodologically and theoretically sound essays, empirical research papers and other academic output;
   e. are able to devise creative and feasible solutions for problems related to media and information, demonstrating the ability to adopt multiple perspectives and tools;
   f. are able to plan, manage and execute individual and group projects, work under time pressure and show initiative ;
   g. are able to develop various media products, applying acquired knowledge, methodological tools and practical skills.
3. Making judgments
   a. are able to conduct guided and semi-independent research, to evaluate relevant primary and secondary sources and other information within the domain of media studies;
   b. are able to develop empirically and/or theoretically informed judgments about transformations in the field of media and information and their impact on culture and society;

c. are able to critically engage with different theories and approaches in media studies and reflect on their historical and (inter-)cultural specificity;
d. are able to critically engage with different methods in media studies and reflect on their limitations
e. are able to reflect critically on the strengths and limitations of their own work and that of peers

4. Communication
a. have the ability to communicate effectively, both orally and in writing, the results of research and to present complex information in a clear and concise manner to specialist and non-specialist audiences;
b. is able to select the most effective media format for different audiences, communicative purposes and contexts;
c. have the skills to interact respectfully and constructively with others, share and discuss academic knowledge, and work towards attaining common goals;
d. have acquired the requisite intercultural awareness and respect to act ethically and effectively in an international academic environment, and in future international employment contexts.

5. Learning skills
a. have the ability to collect, select and process relevant information quickly and efficiently, demonstrating a high level of responsibility, self-discipline and initiative;
b. have the ability to think in a problem- and solution-oriented way and possess the appropriate learning skills and strategies to independently identify, analyse and evaluate specific knowledge gaps and stay up-to-date with developments in the field of media studies;
c. have the ability to successfully undertake specialized second cycle degree programs requiring BA-level domain-specific knowledge and understanding as well as independent research skills, in particular in media studies and related fields, as well as research master programmes.

Appendix 2. Learning outcomes and their assessment in course units

Matrix of learning outcomes attained/course units passed in the bachelor degree programme in Media Studies

YEAR 1	1 a	1 b	1c	1 d	1 e	1f	1 g	2 a	2 b	2c	2 d	2 e	2f	2 g	3 a	3 b	3c	3 d	3 e	4 a	4 b	4c	4 d	5 a	5 b	5c
Media Platforms and Industries	x		x	x																x						
Media, Culture and Society	x	x								x						x				x						
Studying Media in Everyday Life			x			x			fx				fx						fx			x	fx			
Media History	x			x												x										
Academic Skills								x							x				x	x		fx	fx	fx		
Introduction to Media Studies		x			x			x			x				x		x			x						
Professional Writing													x	x					x		x	x	fx			
Imagining the Digital	x			x						x	x			fx		x						fx	fx			
Media Spaces and Practices	x		x						x	x						x				x		x				
Social Lab									x			x	x	x		x						x	x	fx	fx	

YEAR 2	1 a	1 b	1c	1 d	1 e	1f	1 g	2 a	2 b	2c	2 d	2 e	2f	2 g	3 a	3 b	3c	3 d	3 e	4 a	4 b	4c	4 d	5 a	5 b	5c
Analysing Media Texts						x		x	x		x				x			x				x				
Audiovisual Culture				x		x		x	x		x				x		x	x		x				x		
Media Theory		x			x					x	x				x	x	x			x				x		
Analysing Production and Use						x		x	x		x				x			x				x				
Theory Pathways	x	x	**x**	x	x					x	x						x									
Professional Skills													x	x						x	x	x	fx			
Technology and Creative Destruction	**x**	**x**		**x**	x					x						x	x									
Political Action in the Network Society	**x**	**x**		**x**	x					x						x	x									
Methods in Media Studies							x	x	x									x	x	x						
Research Seminar					x	x		x	x	x	x		x		x	x	x	x	x	x				x		

Transmedia Production												x	x	**x**					x	x	**x**	x	fx		x	

YEAR 3	1 a	1 b	1c	1 d	1 e	1f	1 g	2 a	2 b	2c	2 d	2 e	2f	2 g	3 a	3 b	3c	3 d	3 e	4 a	4 b	4c	4 d	5 a	5 b	5c
Thinkers and Theories					x					x	x					x	x		x	x				x		x
Media Careers												**x**								x		x	fx	x	x	x
Research Seminar					x	x		x	x	x	x		x		x	x	x	x	x	x		**x**		x	x	x
BA Thesis					**x**	**x**		**x**	**x**	**x**	**x**		**x**		**x**	**x**	**x**	**x**	**x**	**x**				**x**	**x**	**x**
Minor/Electives							**x**																			

x = final assessment of programme learning outcome

Appendix 3. Schematic overview of the assessment programme

Year 1

Year 1 semester 1*							semester 1A		semester 1B	Resits		Resits
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	week 1-7 classes	week 8-9 assessment	week 10-16 classes	week 20	week 21-22 assessment	sem 2, week 8
										resits semester 1A		resits semester 1B
							Assessment methods					
Media Platforms and Industries	TBA	10	c	lectures, seminars, exam preparation, self-study	4	theoretical	oral presentation		oral presentation	oral presentation	digital exam	oral presentation, digital exam
Media, Culture and Society	LJX009P05	5	c	lectures, self-study	2	theoretical	literature assignment	written exam		literature assignment, written exam		
Studying Media in Everyday Life	LJX013P05	5	c	seminars, supervised self-study, self-study	4	methodological	portfolio	oral presentation		oral presentation, portfolio		
Media History	LJX006P05	5	c	lectures, exam preparation, self-study	2	theoretical			literature assignments		written exam	literature, assignments, Written exam
Academic Skills	LJX005P05	5	c	seminars, labs, practical exercises, self-study (supervised), self-study	4	methodological			portfolio, participation		written assignment	portfolio, written assignment

Total of assessed ECTS		30			10							
Year 1 semester 2							semester 2A	Resits	Semester 2B	Resits		Resits
Course unit	Course code	ECTS	c/e	Learning methods	Hours p/w	Learning pathway	week 1-7 classes	week 8-10 assessment	week 11-18 classes	week 19	week 20-21 assessment	week 22
								* week 8: resits semester 1B		resits semester 2A		resits semester 2B
							Assessment methods					
Imagining the Digital	LJX015P05	5	c	lectures, practical exercises, self-study	2	theoretical	literature assignments, written assignment			literature assignments, written assignment		
Introduction to Media Studies	TBA	10	c	lectures, seminars, reading list, exam preparation, self-study	4	theoretical	oral presentation**		oral presentation **		written exam	written exam
Professional Writing	LJX007P05	5	c	seminars, labs, practical exercises, self-study (supervised), self-study	4	professional skills	portfolio	portfolio		portfolio		
Media Spaces and Practices	LJX016P05	5	c	lectures, seminars, exam preparation, self-study	4	theoretical			oral presentation written assignment		written assignment	written assignment, written assignment

Social Lab	LJX010P05	5	c	seminars, labs, practical exercises, self-study (supervised), self-study	4	professional skills			written assignment, presentation, participation		written assignments	written assignments
Total of assessed ECTS		30			12							
* The terms for assessment that are used are general; a written assignment can range from an essay to a research paper. For specifics on the assessment forms, we refer you to the course outlines of the specific courses. ** Students do one oral presentation, but this could take place either in block 2a or 2b												

Year 2

Year 2 semester 1*								semester 1A		semester 1B	Resits		Resits
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	**Profile**	week 1-7 classes	week 8-10 assessment	week 11-16, 19 classes	week 20	week 21-22 assessment	sem 2, week 8
											resits semester 1A		resits semester 1B
								Assessment methods					
Audiovisual Culture	LJX019B05	5	c	lectures, seminars, self-study, viewing of audiovisual material	3	theoretical/methodological		oral presentation, participation	written assignment		written assignment		

Analysing Media Texts	LJX018B05	5	c	seminars, method lab, computer practicals, practical exercises, self-study	4	methodological		written assignment, written exam,			written assignment, written exam		
Theory Pathways	TBA	5	e	lectures, seminars, exam preparation, self-study	3	theoretical	Audiovisual Culture	presentation	written assignment		written assignment		
Analysing Production and Use	LJX017B05	5	c	Seminars, Learning labs	4	Methodological				written assignments		written exam	written assignment, written exam
Professional Skills	TBA	5	e	learning lab, self-study	4	professional				written assignments		written assignment	written assignments
Technology and Creative Destruction	LJX043B05	5	e	lectures, seminars, exam preparation, self-study	4	theoretical	Audiovisual Culture, Cultural Industries, Digital Culture			written assignments		written exam	written assignments, written exam
Political Action in the Network Society	LJX030B05	5	e	lectures, seminars, exam preparation, self-study	4	theoretical	Journalism Studies, Politics and Global Citizenship			written assignment		written exam	written assignment, written exam
Total of assessed ECTS		30			10/12								
Year 2 semester 2								semester 1A		semester 1B	Resits		Resits
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	**Profile**	week 1-7 classes	week 8-10 assessment	week 11-18 classes	week 19	week 20-21 assessment	Week 22

									*** week 8: resits semester 1B**		resits semester 2A		resits semester 2B
Media Theory	TBA	10	c	lectures, seminars	4 (block 3), 2 (block 4)	theoretical			digital exam		digital exam	digital exam	digital exam
Research Seminar	TBA	10	e	seminars	3	theoretical/methodological	AC	written assignment, oral presentation	written assignment		written assignment		
Methods in Media Studies	TBA	5	e	seminars, learning labs	4	methodological		written assignments or literature assignments	written assignment and/or written exam		written assignments		
Transmedia Production		5	c	seminars		professional				written assignment		written assignment	written assignments
Total of assessed ECTS		30			11/7								
* The terms for assessment that are used are general; a written assignment can range from an essay to a research paper. For specifics on the assessment forms, we refer you to the course outlines of the specific courses.													

Year 3

Year 3 semester 1 & 2*							semester 1A		Resits	semester 1B	Resits		Resits
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	week 1-7 classes	week 8-10 assessment	1 - not applicable, 2 - week 8	week 11-16, 19 classes	week 20	week 21-22 assessment	sem 2, week 8
							Assessment methods						
Year 3 semester 1							semester 1A	Resits		Semester 1B	Resits		
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	week 1-7 classes	week 8 assessment	week 9-10 assessment	week 11-16, 19 classes	week 20	week 21-22 assessment	sem 2, week 8
											resits semester 1A		resits semester 1B
							Assessment methods						
Minor		30	**e**		var								
Total of assessed ECTS		30											
Year 3 semester 2							semester 2A	Resits		Semester 2B	Resits		Resits
Course unit	**Course code**	**ECTS**	**c/e**	**Learning methods**	**Hours p/w**	**Learning pathway**	week 1-7 classes	week 8 assessment	week 9-10 assessment	week 11-18 classes	week 11-18 classes	week 19	week 20-21 assessment
								resits semester 1B			resits semester 2A		resits semester 2B
							Assessment methods						
Research Seminar	LJX037B10	10	e	seminars, peer-review, self-study (supervised), self-study	3	theoretical	written assignment	written assignment	written assignments				

Thinkers and Theories	LJX045B05	5	e	seminar, self-study	3	theoretical	presentation	written assignment	written assignment				
Media Careers	LJX041B05	5	e	learning lab, self-study, group work	4	professional skills				written assignments		portfolio	portfolio
BA Thesis	LJX999B10	10	e	seminars, self study	2	theoretical						written assignment	written assignment
Total of assessed ECTS		30											
* The terms for assessment that are used are general; a written assignment can range from an essay to a research paper. For specifics on the assessment forms, we refer you to the course outlines of the specific courses.													

Appendix 4. Additional regulations for the graduation dossier