

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor Vormgeving van de Design Academy Eindhoven

	Gegevens
datum	Naam instelling : Design Academy Eindhoven
2 januari 2013	Naam opleiding : hbo-bachelor Vormgeving (240 ECTS)
onderwerp	Datum aanvraag : 4 juli 2012
Besluit	Variante opleiding : voltijd
accreditatie hbo-bachelor	Locatie opleiding : Eindhoven
Vormgeving van de Design	Datum goedkeuren panel : 15 november 2011 (#5489)
Academy Eindhoven	Datum locatiebezoeken : 13, 14 en 15 maart 2012
(000656)	Datum visitatierapport : 29 juni 2012
uw kenmerk	
AE/HB	
ons kenmerk	Aanvullende informatie
NVAO/20124099/AH	De NVAO heeft in een gesprek met de instelling van 26 september 2012 de instelling aanvullende informatie gevraagd over tegenstrijdigheden in het toepassen van de
bijlagen	beslisregels door het panel. Op 2 november 2012 heeft de NVAO van de secretaris van het
3	panel een herzien rapport ontvangen met een begeleidend schrijven. In dit rapport heeft het panel de beoordeling van de facetten 13, 14 en 15 betreffende Kwaliteitszorg gewijzigd van 'voldoende' in 'goed'. Blijkens het begeleidend schrijven is de goede kwaliteitscultuur van de opleiding daarvoor doorslaggevend geweest. Deze informatie is in het besluit opgenomen.

Beoordelingskader

Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

Bevindingen

De NVAO stelt vast dat in het visitatierapport en de aanvullende informatie deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

1. Intended learning outcomes

Standard 1 Intended learning outcomes: good

The Design Academy Eindhoven (DAE) has derived the intended learning outcomes of the

Pagina 2 van 9 bachelor programme Design from the "National Education Profile Design" formally set up in the context of the so-called "Overleg Beeldende Kunstonderwijs" (OBK), which is the Dutch consultative body for education in visual arts, within which all Dutch Academies of Arts are represented. To the seven competencies listed therein, DAE added an extra competence (conceptual ability) and extended the ability to create with the ability to visualize. DAE approaches design as a part of general human needs and is focused on a humanitarian perspective. This means that it looks for meaning, relevance and value, within the cultural, social and economic context. DAE converted the outcomes into specific indicators, which make it possible to handle the learning outcomes as an appropriate tool to define the successive learning goals in the course programme. The nature of the intended learning outcomes shows that these outcomes are focused on highly skilled designers. Thanks to an extended international network DAE is fully informed about current developments. Through biannual consultations of the heads of the departments and the co-coordinating lecturers these are identified and evaluated to what extent they should affect the intended learning outcomes.

2. Curriculum

Standard 2 Orientation: good

The bachelor programme Design has a flexible curriculum, based on two pillars: the Design departments and the Compass departments. The Design departments, forming the profile areas in which students graduate, are: (1) Man and Activity, (2) Man and Communication, (3) Man and Identity, (4) Man and Leisure, (5) Man and Living, (6) Man and Mobility, (7) Man and Public Space, (8) Man and Well Being. The 4 Compass departments (Atelier, Forum, Market and Lab) each represent an attitude or interest of the designer. 'Atelier' is focused on the development of personal craftsmanship, 'Forum' is focused on cultural reflective skills; 'Lab' is focused on the relation between technology and design, on methodological research and on in-depth experiments; 'Market' is focused on economic and entrepreneurial issues. Deepening of knowledge and skills takes place through the four Compass departments. In the panel's opinion the Compass programmes really lay a solid and clearly defined foundation that enables the students to gradually learn to make their own choices, according to their ambitions. However, the panel thinks that the lectorate Design Theory should play a more prominent role in 'Lab'. During their training, students choose a combination from each of the two pillars as their graduation profile. International expertise is brought in by the annual so-called "White Lady"-programme, consisting of 10 lectures by internationally renowned thinkers from within and out of the world of design. In the 4th year students follow an internship, after careful consideration and coaching by the co-ordinators.

Standard 3 Contents: good

Design departments have no definite and specific curricula, which are determined by current social themes. The continuity of education is guaranteed by the composition of each of the teams, which consist of a permanent core of specialized lecturers. The relationship between the intended learning outcomes and the respective learning goals is well established by specification in a matrix and in the module books.

Standard 4 structure: good

The coherence between the Design and the Compass departments is not as strong as it should be, but the panel very much appreciates the openness of the programme. The educational concept is that of 'learning by doing' and results in a great number of assignments given to the students throughout the entire programme. Having examined

Pagina 3 van 9 many assignments, the panel is of the opinion that these are realistic professional practices, through their direct interaction with the professional field in business, government and social organizations. The first year the students are guided; the way the assignments build up in complexity ensures that by trial and error the students develop their own design methodology.

Standard 5 Incoming students: Satisfactory

The scope and character of the admission requirements are derived from the set of intended learning outcomes. In recent years, the gap between application and intake was significant. 40% of the applicants come from abroad. The panel suggests that DAE should focus the information to prospect students on the demanding nature of the bachelor programme, which requires a strong self discipline. And secondly to improve selection by offering a preparatory course to prospective students, in order to reduce the number of drop outs. English is the teaching language. DAE provides for mandatory English lessons for 1st year students who need it. For that they are assessed by the English teacher.

Standard 6 Feasibility: satisfactory

DAE makes high demand to the students. Students consider the study to be heavy and severe and in their view the study load is high. The audit panel thinks that to some extent it is inevitable that the 'study load' is high. However, the study load is also an impediment to successfully complete the course in the time given. DAE has taken initiatives to improve support and coaching and to reshape the programme structure. DAE has formulated a policy on disabled students, including an annual evaluation of the implementation and effects of the policy concerned, for which the Examination Committee is responsible.

3. Staff

Standard 8 Staff policy: good

The educational team is established every year, based on the chosen themes, by the heads of the departments and the co-ordinators, who themselves form the core staff of the programme. In recruiting and selecting lecturers, proven professional quality as a designer in the (international) occupational practice plays a decisive role. DAE has an annual performance and assessment cycle in operation. Once a year interviews with all staff members are held as standard by the HR-department, based on performance and assessment reports. These showed a clear focus on lecturers' performance on the basis of student evaluations and, if need be, measures for improvement in terms of training and further schooling.

Standard 9 Quality of staff: good

The audit panel examined all CV's as well as a comprehensive overview of the professional network of the staff. From that the audit panel noticed that the links with the professional field (national and international) are very strong and extensive. In their role as teacher they are properly-equipped, as a result from the regularly organized workshops on (e.g.) 'teaching and didactics', 'coaching students' and 'assessments'. Fragmentation of the staff as a consequence of small appointments, is successfully counteracted by the thematic framework and frequent consultative meetings with individual lecturers.

Standard 10 Size of staff: good

With a teaching ratio of 1:30, the number of staff is quite sufficient. Both students and lecturers are satisfied about the size of the staff.

Standard 11: Housing and infrastructure: good

The venue encourages a direct and open interaction between students, tutors, employees and management. It accommodates also a sufficient number of study places, reading rooms, engineering textile- and ceramic-ateliers and digital workplaces as well as a big exhibition room and an auditorium which is equipped with up-to-date facilities for light, sound and projection. Furthermore the panel noticed that DAE has a 'well-stocked' library with a broad and deep collection of professional literature.

Standard 12: Tutoring and information: good

DAE has an elaborate and effective system of tutoring in place. Individual counseling is provided, but also scheduled tutoring groups. Tutoring focuses on remedial measurements and activities that aim at facilitating student's personal growth. The panel is particularly impressed by the extensive coaching during the final stage of study.

Apart from the Student Information System – Sis, a broad range of communication means have been instituted: the electronic newsletter, the information counters, the digital information screens and the renewed DAE website. Student can also make use of a support centre.

5. Quality assurance

Standard 13: Evaluations: good

DAE has the several instruments in place to periodically evaluate modules and curriculum by means of questionnaires and meetings, but most of the evaluation takes place informally and continuously. Not fully satisfied with the current practice – which as yet does not provide in the Check and Act segment of the PDCA-cycle – DAE will start a number of improvements of their instruments and quality assurance processes.

Standard 14: Measures for improvement: good

The panel presents in its report a number of measures for improvement which makes it apparent that (i) DAE is fully aware of the weaknesses in its performance and (ii) DAE's evaluations evidently lead to actions for improvement. One example is the strengthening of the entrepreneurial dimension in the programme. Substantial and far-reaching results from the evaluations are laid down in the Education Reform Plan.

Standard 15: Involvement of stakeholders: good

Programme committees, examining board, core-staff, lecturers, supporting staff, students, graduates and the relevant professional field are actively involved in the programme evaluations. Since the QA-system is not properly recorded yet, the impact of the stakeholders' involvement is not always transparent. However, the panel has observed that all relevant stakeholders have contributed to the development of the curriculum. Tasks and authority of the examination board have not crystallized out yet.

According to the letter from the committee's secretary of November 2nd 2012, the deciding factor in judging the quality assurance of the programme as good, is that DAE's quality assurance *approach* is over all well-focussed, effective and therefore good. Whereas in DAE's quality assurance *system* there is still some room for improvement.

Standard 16 Assessment and learning outcomes: good

DAE has a solid and all-embracing system of tests, exams and assessments in place which enables DAE to measure the achievement of curriculum outcomes. It renders valid and reliable tests and examinations. Testing criteria/requirements are clear to the students. The professional field is involved in the assessment of students' professional skills and final achievement. To assess the level achieved, two components are crucial: the (physical) product and the underlying conceptual design-report. Prior to the audit the expert panel members selected and assessed 25 final assignment reports. During the audit the panel examined also the 25 corresponding products / objects. Completed and signed assessment forms were included. The final projects that the panel has evaluated are quite excellent. All of the reports appeared to be well-structured and well-considered. They account substantially for the applied research assignments, the results and recommendations of which are generally relevant and clearly add value. Research methods and instruments are substantiated and both desk and field research are being applied. In general, the consulted literature is substantial and exceeds the regular literature list. They were usually grammatically correct and neatly written. However, given the international focus of the school, the final reports should actually be written in English or at least contain English management summaries. The panel members also agreed with the marks given: a six is clearly a six and the panel's assessment of project reports never varied more than 0.5 with the school's assessment. However, the assessment forms lack in transparency. These will be redesigned.

Overall conclusion: good

According to the panel members, it is first-and-foremost the achievements that count. And these are quite convincing: the panel saw (i) a clear and integrated range of qualifications directing appropriate standards for the entire programme; (ii) an open, flexible, well-designed and challenging curriculum that offers ample opportunities for individual students to bring out the best in themselves; (iii) professional, motivated and inspiring lecturers; (iv) a stimulating teaching and learning environment and distinct facilities; and (v) a proper assessment system that renders fine results.

Both DAE's internalised quality drive and culture show ambition and, in the eyes of the panel members, could eventually lead to an 'excellent' rating for the bachelor Design. This could definitely have been the case ad present, had the panel been able to see the full results of the installed QA system and the results of the Education Reform. However, the audit came too early to measure these outcomes.

Therefore, in accordance with the NVAO assessment rules, the panel's judgement on the entire programme reads 'good'.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Design Academy Eindhoven te Eindhoven in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 6 november 2012 naar voren te brengen. Bij brief van 27 november 2012 en e-mail van 20 december 2012 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot enkele tekstuele aanpassingen.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor Vormgeving (240 ECTS; variant: voltijd; locatie: Eindhoven) van de Design Academy Eindhoven te Eindhoven. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 19 juni 2013 en is van kracht tot en met 18 juni 2019.

Den Haag, 2 januari 2013

Nederlands-Vlaamse Accreditatieorganisatie



Lucien Bollaert
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
1. Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	G
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	V
	6. Het programma is studeerbaar.	V
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	3. Personeel	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		G
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		G
4. Voorzieningen	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	G
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
5. Kwaliteitszorg	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	G
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	G
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	G
6. Toetsing en gerealiseerde eindkwalificaties	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	G
Opleiding als geheel		G
Eindoordeel		G

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Docent-student ratio	1:30
Kwalificatie docenten	0,95% PhD 2,86% wo-ma 20,95% wo-ba 3,81% hbo- ma 69,52% hbo-ba 1,9% lager dan hbo-ba
Studielast	45 uur per week
Contacturen	32 uur per week
Rendement	diplomarendement na twee jaar per cohort: 2004:71%; 2005:45%; 2006:60%; 2007:61%; 2008:57%; 2009:63% diplomarendement na vijf jaar: 2001:57%; 2002:60%; 2003:58%; 2004:64%; 2005:63%; 2006:46%

- drs. Jeroen van den Eijnde, chair, docent vaktheorie/designgeschiedenis opleiding Product Design, ArtEZ, hogeschool voor de kunsten te Arnhem;
- Glenn Adamson, PhD, expert member, is Head of the History of Design graduate course, administrated by the V&A Museum together with Royal College of Art in London. He was assistant professor at the University of Wisconsin at Madison USA;
- Ivar Björkman, PhD, expert member, running a project based design company called Pyra;
- ir. Herman Kossmann, expert member, designed and managed a large number of exhibitions. In 1998 he set up "Kossmann.dejong" design office.
- Alike van der Kruijs, student member, Masterstudent Applied Arts, Sandberg Institute Amsterdam.

Co-ordinator

drs. Robert Stapert