



ASSESSMENT REPORT

Extensive programme assessment

hbo-bachelor course Design
fulltime

Design Academy Eindhoven – DAE

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CROHO registration 39111

Design Academy Eindhoven – DAE

Hobéon Certificering BV

Date

29 June 2012

Audit panel

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Co-ordinator

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INHOUDSOPGAVE

1.	BASIC DATA	1
2.	SUMMARY JUDGEMENT	3
3.	CHARACTERISTIC OF THE BACHELOR PROGRAMME	7
4.	JUDGEMENT PER STANDARD	9
5.	OVERALLL CONCLUSION	38
6.	RECOMMENDATIONS	40
APPENDIX I	Results table	42
APPENDIX II	Subject-specific framework and the learning outcomes of the programme	44
APPENDIX III	Overview of the programme	46
APPENDIX IV	Site-visit	Fout! Bladwijzer niet gedefinieerd.
APPENDIX V	Documents examined	54
BIJLAGE VI	Composition of the audit panel	55

1. BASIC DATA

NAME of the INSTITUTION	Design Academy Eindhoven – DAE
Status of the institution	publicly funded
Outcome of the institutional quality assurance assessment:	not applicable
Nomenclature of the course according CROHO	Design – Vormgeving
Croho registration number	39111
Croho domain/sector	Arts – Kunstvakonderwijs
Orientation of the course	Professional
Level of the course	Bachelor
Number of credits (ecs)	240 (4-years)
Specialisations	Not applicable
Location	Eindhoven
Mode of study	Fulltime
Relevant lectorships	Design Theory
Date assessment ¹	13-14-15 March 2012

Data on intake, transfers and graduates pertaining to – if possible – the last 6 cohorts						
cohort	2006	2007	2008	2009	2010	2011
▪ intake	169	158	175	165	140	175
Cohort	2004	2005	2006	2007	2008	2009
▪ success rate foundation course after 2 years	71%	45%	60%			
Cohort	2001	2002	2003	2004	2005	2006
▪ success rate after 5 years	57%	60%	58%	64%	63%	46%
staff – student ratio achieved	1 : 30					
contact hours / face-to-face instructions	year 1	year 2	year 3	year 4		
▪ average number per week	32	32	32	32		

¹ During the site-visit the panel assessed both the bachelor and the master course. The findings from the assessment of the master course are laid down in a separate report. Since both the bachelor course and the master course are devised and implemented starting from one all-embracing DAE-vision on the required nature of education, on the quality of the educators involved, on the provisions needed and on quality assurance, the Assessment Report on the master course is in that respect quite similar to the report presented here.

2. SUMMARY JUDGEMENT

Introduction

Design Academy Eindhoven (DAE) is part of the professional arts education indeed, but DAE's very specific profile makes DAE to a so-called 'monosectorial' school within the Dutch Higher Vocational Education system. The main distinctive feature of DAE is the openness and responsiveness of their education programmes to the occupational field, partially also reflected in the school's organisation and in the background of the education staff. DAE brings 'design' and 'designer' explicitly into a creative, socio-economic and socio-cultural context. All this is about artistic and conceptual creativeness, about having an open eye for the needs of individuals and /or of society and about being aware of the implications of designs. The education goals, the curriculum and the assessments mirror this contextual approach as well as this broad perspective that surpasses the mere design of objects.

1. Intended learning outcomes

The intended learning outcomes, both the general and the design-specific learning outcomes, are covering all aspects of a creative, highly skilled, context-sensitive and professional designer who can perform individually and in co-operation with colleagues within different (and changing) settings. The pivot of the learning outcomes is focused on 'conceptualizing'. This focus and the emphasis on context-sensitivity make the intended learning outcomes revealing and demanding. In that respect the intended learning outcomes also reflect DAE's high ambitions.

In the intended learning outcomes all elements such as knowledge & understanding, skills, attitude and critical self reflection are further elaborated into performance indicators: a clear cue indeed for arranging the bachelor course programme.

DAE determined the intended learning outcomes in close co-operation with colleague institutions and through consultations of a great number of professionals from the Netherlands and in particular from abroad. By doing so, DAE explicitly has placed the design-specific learning outcomes in a national and international perspective. From that the intended learning outcomes meet the international professional design requirements. The set of intended learning outcomes also encompasses a well-defined 'applied research' component. All this implies that the intended learning outcomes *fully* meet the quality requirements as set out in standard 1. Therefore the panel's judgement on the Intended learning outcomes reads 'good'.

2. Curriculum

Fully in line with the intended learning outcomes, the driving force behind the curriculum are clearly the requirements of the design world: the very open and flexible programme puts a strong focus on conceptual design and presents to students a well-balanced variety of theoretical knowledge, the application of acquired knowledge and the practising of conceptual, operational and behavioural skills. This all is done in an apt and very challenging learning and teaching environment, for both the students and the education staff. The programme is coherent in its 'vertical' interaction between the respective programme components and the learning activities, since the distinctive education pathways are focused on learning goals that gradually are growing in complexity and scope. In the panel's view, this really evokes a step-by-step progression in the student's command of the profession, eventually leading to the mastery of all final bachelor qualifications, laid down in the intended learning outcomes. Therefore the panel's judgement on Curriculum reads 'good'.

3. Staff

The teaching staff is deeply rooted in the occupational field: *all* teachers are mainly active in the design-world either as renowned and experienced professionals who already have won their spurs or as young professionals generally recognised as very promising designers – a combination DAE deliberately wants to be represented in their teaching staff. From that the teaching staff is, as it were, the occupational field itself. To put it into other words: the occupation field is not only next to DAE, but it is an integral part of DAE: in the Dutch education sector a unique feature indeed. In this respect the panel considers the quality of the teaching staff as 'excellent'.

From a teaching point of view, the panel considers all members of the teaching staff, above-average. Those interviewed made a strong, positive impression on the panel. The teaching staff are quality-driven and strongly focused on the development of students' learning capacities. In their role as teacher they are properly-equipped, as a result from both the regularly organised compulsory workshops on (e.g.) 'teaching and didactics', 'coaching students' and 'assessments' and the 'Introduction meetings for starters' in which incoming lecturers will take part from September 2102. Many students testify they are inspired by their lecturers thanks to their teaching approach and their instructive assessments. The number of staff and the student-lecturer ratios throughout the programme are quite sufficient. The execution of the HR performance cycle is done properly. The panel has seen good examples of how performance interviews have led to individual training of staff members. Weighing carefully the exceptionally strong links the teaching staff have with the occupational field on the one hand and their proper education capacities on the other, the panel's judgement on Staff reads 'good'.

4. Services and facilities

The housing as well as the availability and quality of the facilities DAE are quite appropriate in keeping with the rather open and challenging educational and didactical approach of the programme: classrooms, ateliers, exhibition room, auditorium, media and resources centre, all of these accommodate competency learning and contribute to the adoption by the students of DAE's quality standards. The panel has observed an open door policy amongst lecturers and an effective system of individual tutoring of students. Therefore the panel's judgement on Services and facilities reads 'good'.

5. Quality assurance

Although quality awareness and quality assurance are firmly embedded in DAE's nature, a solid and more formal quality assurance system has not fully come into place yet. The panel considers the choice of DAE to give priority to a substantial education reform a legitimate one, hence the next step for DAE is to close the PDCA cycle. In view of the strong focus on quality, the panel's judgement on Quality assurance reads 'good', even though the quality assurance *system* as such is not fully recorded yet.

6. Assessment and learning outcomes achieved

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 work field is involved in the assessment of students' professional skills.

The achieved learning outcomes, in terms of the final assignment reports and products / objects definitely reflect the bachelor level and the results of research assignments contain added-value to the professional field. Therefore the panel's judgement on Assessment and learning outcomes achieved reads 'good'.

Overall conclusion: good

According to the panel members, it is first-and-foremost the achievements that count. And these are quite convincing: at DAE the panel has seen (i) a clear 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 and, at the time of the audit, is partly under reconstruction. Although the grades reflect the right levels achieved, students' final assessment needs a few improvements, especially in the field of transparency of the assessors' judgements, but on the whole the achieved level is good.

Taking into account all of the findings as they are, the auditors have concluded that the bachelor course Design shows a quality that is without any doubt high and good, both from a Dutch and from an international perspective.

Date: 29 June 2012

drs. J.N.M. van den Eijnde

drs. R.F.H.M. Stapert

A handwritten signature in black ink, appearing to read 'J.N.M. van den Eijnde', written over a horizontal line.A handwritten signature in blue ink, appearing to read 'R.F.H.M. Stapert', written over a horizontal line.

chair

co-ordinator

3. CHARACTERISTICS OF THE PROGRAMME-STRUCTURE

Up till now the core of the DAE's educational organization consists of 8 Design departments. Through a targeted introduction to each Design department during the first year, the student chooses one of the following eight options in the second year: (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 Design departments are self-managing organizations under the supervision of the Board. The head of a Design department does not teach, but determines the content and strategy of the department, manages the evaluations, final exams and department meetings. Together with the co-ordinator, the head determines the program and established the education team. Since the head does not fulfil any teaching or organizational tasks, it is the co-ordinator who translates the policy into concrete and operational activities.

Next to the Design departments the programme encompasses four so-called Compass departments. The 4 Compass departments each represent an attitude and interest of the designer. Atelier: craft and personal style, Forum: culture and reflection, Market: presentation and entrepreneurship and Lab: research and experiment.

The Design Departments together with the Compass departments are the two pillars the curriculum is based on. During their training, students choose a combination from each of the two pillars as their graduation profile.

4. JUDGEMENT PER STANDARD

4.1 Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for level (bachelor or master) and orientation (professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Basically Design Academy Eindhoven (DAE) has derived the intended learning outcomes of the bachelor programme Design from the “National Education Profile Design” formally set up in the context of the so-called “Overleg Beeldende Kunstonderwijs” (OBK), being the Dutch consultative body for education in visual arts within which all Dutch Academies of Arts are represented. This education profile corresponds to the professional profile ‘designer’ the occupational field concerned agreed on in the context of the national “Advisory Body Design”, in Dutch: the “Advies Commissie Vormgeving”. This is (in a nutshell) the basic process through which the Academies that offer education programmes in ‘Design’, established their common education goals to be considered as the overall standard the Academies should meet.

Following the seven competencies listed therein, Design Academy Eindhoven added an extra competence (conceptual ability) and extended the creating ability with visual ability. So, DAE distinguishes the following competencies, briefly presented below.

In view of the design process

1. Conceptual ability: The student is able to oversee and analyse a complex situation and to follow his own intuition as driving force in the research and in the establishment of the concept. Besides he is able to gather and interpret relevant data. The student is able to apply the outcomes from scientific research and from his own practical research in concepts and designs. In addition the student is able to deploy his own intuition and ideas as driving force.
2. Creating ability & Visual ability: The student is able to develop a concept, based on his own ideas and artistic visions and to realize and visualize that concept. The student is able to apply his knowledge and insight into and experience with design processes in an (international) unfamiliar, changing living and working environment, to defend his choices in this from a social, ethical and / or professional perspective.
3. Ability to provide critical reflection: The student is able to consider, analyse, interpret and evaluate his own work and that of others in the light of social, professional and ethical perspectives. The student is able to reflect on his own development and he knows how to guide that by always being informed about the state of the art of the design trade, targeted (follow-up) study, substantial debate with colleagues and acquiring or collaborating in challenging assignments.
4. Ability to collaborate: The student is able to deliver an active, responsible, constructive and contribution to the guidance of a targeted design process as a member of a collaborating multidisciplinary (project) team, observing the different roles in the team, the qualities of his own team performance and the envisaged design result.

In view of the design result

5. Context orientation / awareness: The student is able to acknowledge complex problems in society and in the field of design and he is able to solve them, taking into account socioeconomic, professional and ethical beliefs of others and of himself. His ability is based on broad knowledge and critical understanding of the design trade and topical subjects and discussions within the field of design, which enables him to justify his own position in that. Design proposals of the student demonstrate advanced insight into the current international design-field and (broader) into the current social reality based on a well-informed judgment about the results of his systematic and intuitive research and on an original way to convey these results.

6. Communicative ability: The student is able to obtain and interpret an assignment, negotiate about it with principals and other stakeholders and to convey and to present the result of his work in an original manner. The student is able to form a well-informed opinion about design concepts and results and he is able to communicate about it in a targeted and critical way with fellow specialists and non-specialists, supervisors, principals and users.

In view of the attitude of the student

7. Ability to grow and innovate: The student is able to further develop, deepen and widen the craftsmanship, his personal position in the world of design and his artistry.

8. Organizational ability: The student is able to create and maintain an inspiring and functional work situation and work environment for himself under changing circumstances and during various design assignments and he is able to involve and connect others to that.

In the audit panel's opinion the above competences reflect the very specific –at least in the Dutch context – view of DAE on the meaning and function of 'design' and designers. DAE's vision can be summarized as follows: DAE is focused on the humanitarian perspective that looks for meaning, relevance and value, in the cultural, social and economic field. DAE wants to meet the demand of society for designers in the broadest sense. After all, the present role of designers transcends the mere product design. Designers think about the usefulness and meaning of services, information strategies and scenarios for change processes. Their designs are often characterized by unexpected combinations of knowledge fields and solutions that transcend traditional professional disciplines. DAE approaches design as a part of general human needs. This requires from the students a fully developed contextual awareness and a strong ability to conceptualize, based on advanced insight in the socio-economic and socio-cultural environment. To the panel DAE has properly embedded these components in the intended learning outcomes.

Since the heads of departments and the (co-ordinating) lecturers are also working in the professional field they all together can be considered as the continuous linkage to the outside 'design world'. Actually the heads of the departments and the co-ordinating lecturers function not only as educators but also as advisors from the professional field. Through biannual consultations among the heads of departments and the co-ordinating lecturers new developments relevant to the bachelor programme are identified and they are judged to what extent they should affect the goals of the programme. One of the issues DAE has incorporated in the programme goals as a result of these consultations, is strengthening the entrepreneurial dimension.

Moreover DAE operates actively in an extended international network: (e.g.) Royal College of Art in London, Rhode Island School of design (ISD) in New York, University of Art and Design (UIAH) in Helsinki (currently Aalto University School of Art and Design), École Cantonale d'Art (ECAL) in Lausanne, International Council of Societies of Industrial design (ICSID) in Montreal, Salone del Mobile in Milan, International Association of Universities and Colleges of Arts, design and Media (CUMULUS) together with Danmarks Designskole, Gerrit Rietveld Academy in Amsterdam, Universität Gesamthochschule Essen and Hochschule für Angewandte Kunst in Vienna. All these contacts are maintained by Board, Heads of departments and, last but not least, the (co-ordinating) lecturers. Thanks to this international environment DAE is fully informed about the current developments abroad and the design professionals from abroad can bring-in their experiences in DAE.

Considerations and Judgement

The nature of the intended learning outcomes shows that these outcomes are focused on highly skilled designers who are able to practise their profession in a creative and well-considered way. What in particular is an asset, is the way DAE has transformed their conceptual and contextual approach into the learning outcomes. Hence the audit panel is of the opinion, that the professional orientation of the intended learning outcomes is fully secured. Moreover, since DAE converted the outcomes into specific indicators, the learning outcomes can be handled as an appropriate tool to define the successive learning goals in the course programme. The international designer-requirements are incorporated in the learning outcomes, which is not surprising, since DAE operates very actively in an international network and due to the international scope of DAE's staff. The (practice oriented / applied) research component is sufficiently exposed too.

The audit panel's conclusion is that the intended learning outcomes of the bachelor course 'Design' fully meet the quality requirements standard 1 refers to, including the international aspect and the applied research dimension of this standard. The audit panel's judgement, therefore, is 'good'.

4.2 Curriculum

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Explanation: The curriculum has demonstrable links with current developments in the professional field and with the discipline.

Introduction

DAE has a flexible curriculum, based on two pillars: the Design departments and the Compass departments, which together function as warp and woof. The Design departments, as described in section 3, form the substantive areas in which students graduate. The 4 Compass departments (Atelier, Forum, Market and Lab) each represent an attitude and interest of the designer. During their training, students choose a combination from each of the two pillars as their graduation profile.

Design departments have no definite and specific curricula. The curriculum is determined by current social themes, observed in the frequent dialogue between department heads, Creative Board and the Executive Board. The continuity of the education is guaranteed by the composition of each team. It consists of a permanent core of specialized lecturers, who bring a certain expertise of the design trade to the table, with, in addition, an annually alternating group of lecturers who provide knowledge around these themes. This flexible way of curriculum development is possible, since the lecturers are able to fully devote to their teaching task. All indirect/supporting tasks are provided by the Education Bureau of the academy. A fairly unique situation in the world of education, indeed.

Findings

The professional context of the bachelor course

After having analysed the particular programme components of the curriculum and through discussions with the DAE management and lecturers, the audit panel noticed the following: DAE's basic vision is that the pivot of the programme should be the concept of learning by doing. Accordingly the study programme is strongly oriented towards the profession and its practice. This is not surprising, since the staff is deeply rooted in the occupational practice and they maintain close contacts with a great number of professionals from the 'design-world'. More than that, one could say that all lecturers themselves comprise the occupational field. So, the occupational field is not (only) next to DAE but within DAE.

The 'learning by doing'- concept, being the leading principle of the education model, becomes apparent in the great number of assignments given to the students throughout the entire programme. Having examined many assignments the audit panel is of the opinion, that they are in direct connection to realistic professional practice. They also require an active and involved attitude and they call on empathic abilities. Realistic design assignments together with businesses, governments and social organizations, provide an authentic and challenging learning environment, in which the reality check occurs.

As far as the discipline (design) is concerned the programme provides for deepening the knowledge and skills through the four Compass departments. The Compass 'Atelier' is focused on the development of craftsmanship, the Compass 'Forum' is focused on reflecting skills by exploring and researching the implications of developments in society for the designer and on guiding the design process within a particular context, the Compass 'Lab' is focused on the relation between technology and design, on methodological research and on depth experiments, the Compass 'Market' is focused on economic and entrepreneurial issues.

In the panel's opinion the Compass programmes really lay a solid and clearly defined foundation which enables the students to gradually learn to make their own choices, according to their ambitions.

In this respect it is worth to mention that the lay-out of the programmes in 'Forum' and in 'Lab' is not based on subjects, but they are grafted into 'detecting social phenomena that are affecting industry, art, culture, mobility, social and economic values and design'. DAE has integrated all this in the profiles such as 'Man and Communication', 'Man and Identity', 'Man and Leisure', 'Man and Well Being'.

The openness of the course programme

Not only the learning outcomes (see under standard 1) but also the curriculum as such is the result of the intensive biannual consultations among the heads of departments and the co-ordinating lecturers through which new developments relevant to the bachelor programme are identified and they are judged to what extent they should affect the programme. One of the most visual result is the development of the minor 'Textile' in co-operation with "de Ploeg", a Dutch textile manufacturer and with the Audax Textile Museum in Tilburg.

As already stated under standard 1, thanks to DAE's international network DAE is fully informed about the current developments abroad and the design professionals from abroad bring-in their experiences in DAE, for example through the annual so-called "White Lady"-programme, consisting of 10 lectures by internationally renowned thinkers from within and outside the design trade. The programme is part of the overall Bachelor curriculum and is compulsory for Bachelor students, and strongly recommended for Master students. Speakers are asked to combine their introduction with a workshop session or specific lecture for a Bachelor or Master department prior to or after their lecture.

The research component of the programme

The Compass department 'Lab' is in every respect the laboratory of DAE. This is where methodical research is conducted and where in-depth experiments take place. Students learn to think abstractly and to work in an analytical manner. They experiment from a personal research method that is scientific or intuitive, but is always documented so that it can be reapplied. The final results of the 'training in research' all students get, become apparent in the final projects, in particular in the underlying conceptual design-report. The panel considers the design-reports the panel examined, as to of good quality. See under standard 16. However, to further enhance the methodological devise of the students' research the actual research-track is still a point for improvement. The lectorship Design Theory should play here a more intensive role.

Finally, the audit panel learned from the discussions with the DAE students, that the lecturers constantly bring-in their experience and expertise in their education, which the students highly appreciate.

Considerations and judgement

To the audit panel it is quite evident that DAE has substantial and effective links with the national and international professional field the bachelor course is focused on. The professional background and the (inter)national network of the staff are effectively applied in the actual education and training of students and it has resulted into an open lay-out of the programme in which out-school projects are incorporated. From that students are educated and trained through realistic interactions with the professional field. All this is fully in line with the intended learning outcomes. The audit panel's conclusion is that the orientation of the curriculum of the bachelor course 'Design' fully meets the quality requirements standard 2 refers to. The judgement is: good.

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Explanation: The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

Findings

Introduction

The bachelor course programme is a very open programme. Students entering DAE will not find a well made bed, they will not find a course to graduation, mapped in detail. What they will find is a challenging and rather demanding environment in which education and the professional field are strongly tied together. In this respect even the lay-out of the programme reflects the nature of the intended learning outcomes. Nevertheless the programme consists of a variety of well-determined and properly scheduled components as described below.

Structure and contents: outline

During the first year, the foundation year, students get introduced to the four Compass departments in four quarters. In addition, they follow in each of the Design departments an introductory course. In total eight courses.

In the second year students will follow two design modules, each lasting one semester, at the Design department of their choice, while still following the four compulsory Compass departments during four quarters.

During the third year of his study, the student spends his time on the Design department of his choice. Here he will follow the design module 3 and 4 for a period of 2 semesters. At the same time, he specializes in his favourite Compass department.

In the 4th year students follow an internship and work on their graduation assignments. Each of the lecturers, and the head and the coordinator as well, often involve their extensive network in the choice of the internship. Coordinators coach students in their choice. The choice of an internship often is the outcome of a careful consideration of the quality of the student and the relevant learning objectives versus the possibilities of the internship provider.

Although each Design department makes its own variations and may deviate from the description below, the design modules can be described as follows:

Module 1 is an intense introduction to the designer profession, aimed at 'doing'. Longer and shorter assignments that encourage 'creation' due to which students experience what it is to continuously go through the creative design process. The descriptions of the assignments are often specific and offer more guidance than in the next modules.

Module 2 is equal to module 1, and is aimed at 'doing', in different time spans and dynamics. Some assignments are open and call on the growing ability of the student to design his own design process. Other assignments are more closed in nature and guiding in terms of planning and work of the student.

The assignments of module 1 and 2 are mainly aimed at separate practice and learning of intellectual and hands-on skills as part of the design process: conceptual skills, research skills, analytical skills, presentation skills and skills aimed at implementing the design, all focused on discovering the dynamic of one's own design process and on increasing one's own design skills.

Module 3 and 4 represent the broadening and deepening of the conceptual mind-set. Students apply what they learned in module 1 and 2 simultaneously and in mutual cohesion in the larger context of a fullfledged design assignment. He learns to independently design the design process and to go through it. In addition, he connects his own personality more and more to the design process and the design result. In other words, the professional requirements in module 3 and 4 are much higher than in the 'first stage' of module 1 and 2.

In view of the intended learning outcomes this basic structure is appropriate. However the audit panel noticed that the coherence between the programmes in the design departments on the one hand and the programmes in the Compass departments on the other, is not always that strong. According to the students and to the lecturers involved, the education and training in the Compass departments do not have a substantial relation with the education in the design departments, and vice versa. DAE is fully aware of this special point of interest. In the framework of the planned Education Reform (see under standard 14) a restructuring of the course is foreseen partially aiming at the integration of the Design departments and the Compass departments.

Learning goals

DAE made the relation between the intended learning outcomes and attainment targets visible through an overall matrix in which all programme components are linked with the particular learning outcomes. Based on that matrix (to be considered as an 'umbrella') DAE specified the linkage between learning outcomes and learning goals.

Thanks to the fact that DAE specified the intended learning outcomes into so-called indicators, the linkage between the learning outcomes and the successive learning goals of the programme components is rather transparent – also to the students, so learned the audit panel from the discussions with them.

The audit panel examined the programme descriptions of all programme components as well as the module books concerned. Every description comprises a definition of the specific learning goal(s) in terms of knowledge & understanding, general & specific skills & competences and attitude. In that respect the learning goals evidently reflect the intended learning outcomes, qua scope and nature / content.

These learning goals recur in the four successive years, in an even more complex and extensive way. For example regarding skills: simple – multiple – all-embracing. Or regarding the comprehensiveness of the learning process: guided learning (e.g. through instruction) – learning by doing & analysing – learning through experimenting & reflecting – learning via conceptualisation, creating, designing & justifying.

Considerations and Judgement

Although DAE has described the bachelor course programme in a comprehensive way, which enabled the audit panel to get grip of the course and which also clarifies to the students what DAE is offering to them and what DAE is expecting from them, the programme gives the lecturers and the students very much room to for an individual 'colouring', an individual filling-in of the education path. This is fully in line with DAE's vision to educate 'open-minded' designers who even at conceptual level are able to provide for professional answers on social changes and insecurities. Actually DAE creates through the very open programme an educational environment which fully reflects the characteristics of the 'real world'. This in particular is the main asset of the course programme. The audit panel is very positive about that.

Apart from that, the basic structure and the contents of the particular programme components are arranged in such a way that they indeed enable the students to achieve the intended learning outcomes. In particular the relation between the intended learning outcomes and the respective learning goals are well established, since the learning goals are specified in a proper way so that they indeed function as the backbone of the programme (and the assessments).

The audit panel's conclusion is that the curriculum of the bachelor course 'Design' meets the quality requirements standard 3 refers to. More than that, the panel appreciates very much the openness of the programme. That is the reason that the judgement is 'good', even though the coherence between the design departments and the Compass department is not so strong as it should be.

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Explanation: The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept.

Findings

Structure

Under standard 3 the structure of the bachelor course programme already has been described. To the panel the main asset of the structure is the openness in the lay-out, which forces the students to find their own way, which is just what they have to do in their future profession and which is exactly what DAE has laid down in the intended learning outcomes. From that the audit panel thinks the structure of the programme encourages the students to achieve the intended learning outcomes, which are demanding, indeed.

The teaching concept

Not 'being taught', but 'to learn' is the basic concept of DAE's education approach. From that learning by doing (and reflecting) is the leading principle in all education provided by DAE. From the discussions with lecturers and students during the audit, the panel learned that this didactic approach is consistently implemented in the education. In fact, in the panel's opinion, this learning-by-doing-principle fits in the nature and scope of the intended learning outcomes. After all, by undergoing the design process in a different scale and complexity, by shaping it, by reflecting on it and then by refining it, students develop their own design methodology. Moreover, the panel fully endorses DAE's didactical approach, since learning is mainly doing indeed. Expanding or deepening knowledge through intense experiences. DAE offers the students the opportunity to experiment throughout the entire programme.

The central teaching models are those that enable the student to gain knowledge and skills by trial and error: realistic practical exercises, projects with external parties, active assignments, creating assignments instead of reproductive assignments. All this will constantly challenge the student to go through the creative process.

Conceptualization is characteristic to the study. Through targeted research, a student learns to turn an idea into a concept, a supportive thought that forms the basis for the actual design result. By aiming the focus on the user and the context within which the design will have a place, the student learns to involve social, professional and ethical considerations of others and himself in his design proposals.

To summarize: the bachelor course is offered in a learning environment where the occupational practice has a central position on a "daily" basis, for instance with the help of lecturers who have proven experience in occupational practice, supported by occupational practice-led projects both inside and outside the school and about professional situations in the field (such as internship/ learning at the place of work, exhibitions).

At the very start of the study students are guided. After all, they are hardly aware of their potential and qualities, let alone of realistic ambitions. In that respect The Compass program lays a solid and clearly defined foundation in the first year, on which the student gradually learns to make his own choices and follow his own ambitions.

Considerations and Judgement

The audit panel noticed, that in the course programme the correspondence among the intended learning outcomes, the learning goals, the didactic approach and teaching methods is apparent. Moreover, the teaching methods will indeed challenge the students to actively participate in the learning process. This regards in particular the assignments and the projects.

The audit panel's conclusion is that the structure of the curriculum of the bachelor course 'Design' fully meets the quality requirements standard 4 refers to. As already stated under standard 3 the audit panel values the openness of the programme structure highly. From that the judgement is 'good'.

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Explanation: The admission requirements are realistic with a view to the intended learning outcomes.

Findings

Any student who signs up and who has successfully passed the acceptance procedure, may start his study at the academy, regardless of the profile with which he or she has completed secondary education.

Acceptance / entry procedure

During the previous academic year, the acceptance procedure was refined and improved as follows.

- The 1st round consists of a digital portfolio presentation, which is assessed on motivation, vision, creating ability, expressive ability and ability to reflect.
- 2nd round candidates are given a home assignment. The assessment of the presentation, during a meeting between two members of the admission committee and several candidates, is based on vision and understanding of the assignment, analytical abilities, creating abilities, expressive abilities and, if applicable, 3D quality. In addition, DAE assesses the 2nd round candidates on motivation, reflecting abilities, communicative abilities and, in case of foreign candidates, on their English language skills.
- In recent years, the gap between students who were accepted and students who actually started, was significant. A backup list of candidates helped DAE to reach the desired minimum of 160 accepted students this year.

An adjusted approach applies to the candidates of Sint Lucas in Boxtel and of the 'Eindhovense school'. They present their work in person during the 1st round, giving them the opportunity to adjust their portfolio where necessary for the 2nd round. The quality of their work during the 1st round may earn them an exemption for the 2nd round.

After having analysed the admission criteria (laid down into more detail in the Education and Examination Regulations) , the audit panel noticed that the criteria altogether correspond to the range of the intended learning outcomes, basically covering skills, creativity and learning, cognitive & reflective capacity, visual ability. From that the curriculum ties in with the qualifications of the incoming students.

However, the panel will make one suggestion. DAE should focus the information to future students on the demanding nature of the bachelor programme, which requires from the students a strong discipline, due to the fact that the education is not built up from ready-made programme components. Secondly the panel recommends to introduce a preparatory course offered to prospective applicants. By doing so, the selection (at present done through entry exams and during the 1st year) will be advanced which will affect in a positive way the number of drop-outs.

Foreign students

About 40% of the applicants come from abroad. After the entry procedure the students accepted, will follow the foundation year with English as the instruction language.

DAE provides for mandatory English lessons for 1st year students who need it. For that they are assessed by the English teacher.

Guidance

DAE has chosen for a relatively strict direction of the 1th year in order to safeguard that with regard to the content the foundation from which they will develop their self-reliance will be solid.

Considerations and Judgement

To the audit panel DAE is handling the admission carefully. The additional admission criteria are relevant to the Design educational requirements, because they reflect the necessary skills, the motivation and dedication, the artistic sensitivity and visual ability. In fact the scope and nature of the admission requirements are derived from the set of intended learning outcomes.

The audit panel's conclusion is that the admission to the bachelor course 'Design' meets the quality requirements standard 5 refers to. So, the judgement could be 'good'. The panel, however, confines themselves to the judgement 'satisfactory' in view of the panel's opinion that DAE should bring-in more focus in the information to future students.

Standard 6: The programme is feasible.

Explanation: Factors pertaining to the programme and hindering students' progress are removed as far as possible. In addition, students with functional disabilities receive additional career tutoring.

Findings

DAE makes high demand to the students. The individual development of the students shows sometimes a rather irregular route by fits and starts. Students consider the study as to be heavy and severe and in their view the study load is high. However, the panel noticed during the audit, that the students have strong ambitions and an inner urge to achieve. Still the drop-out rate in the first year and the study delay is rather high.

The intensive guidance in the 1st year is meant to manage the study process in such a way that the main obstacles (lack of self-reliance, the need for structure whilst the lay-out of the programme is open) can be surpassed. Actually DAE decided to re-assess the entire bachelor programme structure, partially in order to reduce the drop-out rate and the study delay.

This reassessment of the programme is embodied in DAE's Education Reform plan (see under standard 14.) Basic elements with regard to the improvement of the feasibility are (e.g.): intensifying study career counseling / student coaching throughout the entire programme, offering retakes, fine-tuning of the didactical approach as well as the structure of the programme to the needs of the students, integration of the Design departments and the Compass departments, reconsidering the scheduling of the internships and intensifying the guidance during internships. Still DAE should not make too many concessions to the openness of the programme. In fact DAE has to establish a well-considered balance between a fixed structure and a floating filling-in by the students and lecturers. According to DAE's vision and in view of the intended learning outcomes the bachelor programme must be to some extent 'chaotic'. On the other hand bachelor students need guidance. In the discussions during the audit the panel addressed this looking for a balance as a task for DAE to find a proper way to 'manage their madness'.

Students with functional disabilities

Because of the nature of the programme itself, students with a disability are relatively scarce at DAE. Still, DAE has formulated a policy on disabled students consisting of five steps.

(1) Specific information to incoming students, (2) Accessibility of the building: from 2013 the building will be wheelchair-accessible, (3) One overall DAE-protocol 'studying with a functional disability', (4) Focusing the coaching and expanding the expertise with the help of 'Expertise Centrum Handicap + Studie', (5) Annual evaluation of the implementation and effects of the policy concerned. The Examination Committee responsible for implementing this policy assesses requests from students on an individual basis and ensures that the student is able to sit examinations.

Considerations and Judgement

Actually the audit panel thinks the 'study load' of the bachelor course Design is to some extent inevitably high for students and students are fully aware of this. Moreover, the audit panel noticed that the students expect (and that they want) a high work load. However, the study load is an impediment to successfully complete the course in the time given.

DAE has taken initiatives to improve the support and guidance of the students and to reshape the programme structure. DAE planned to bring into action an appropriate system of tutoring.. So, the workload will be a burden and will remain a burden. That is all in the game of this demanding course.

The audit panel's conclusion is that the feasibility of the bachelor course 'Design' does not fully meet the quality requirements standard 6 refers to, but according to the planned Education Reform (see under standard 14) the audit panel believes that the feasibility of the programme will considerably improve. The judgement is: satisfactory.

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Explanation: Scope and duration of a bachelor programme (professional orientation) equal 240 ecs.

Findings

The programme description of the course Design shows, that all components together equal 240 ecs.

Considerations and judgement

The bachelor programme Design meets the statutory requirements regarding the scope and duration of the curriculum. Judgement: in compliance.

4.3 Staff

Standard 8: The school has an effective staff policy in place.

Explanation: The staff policy provides for the qualifications, training, assessment and size of the staff required for the realisation of the programme.

Findings

The staff policy of the bachelor course Design is attuned to the staff policy of DAE as a whole. The basic concept of DAE's staff policy is to establish through the staff a structural interwovenness between education and the occupational field. In recruiting and selecting lecturers, proven professional quality as a designer in the (international) occupational practice plays therefore a decisive role. Through this, the programme has very strong links indeed with the occupational practice.

As already has been stated, the heads of the Design departments decide on the direction and the themes of the respective programmes. Dependent on the themes chosen, the heads of de Design departments together with de co-ordinating lecturers look for the expertise needed. The expertise needed determines the recruitment process. Actually the education team will be established every year, since DAE every year reconsiders what the main themes will be in education. In that way DAE secures an almost perfect match between the education themes and the expertise of the lecturers. Within the framework of the given themes it is to the lecturers to determine the contents and the nature and range of the assignments to students. This freedom of the lecturers to model the way they teach according to their own insights, to their own accents and angles is relatively big. Within the substantive and educational vision of DAE and under supervision of the department heads, they are the ones who for the most part determine the curriculum of the course.

DAE has an annual performance and assessment cycle in operation. Once a year interviews with all staff members are held as standard. The heads of departments are provided with all policy information and the relevant forms, which are used to prepare and conduct the interviews, by the HR Department. The outcome of these interviews is stored centrally and possible follow-up actions are started. HR also plays an initiating role (policy) and a coordinating role (implementation) with regard to performance and assessment. The panel has inspected a few performance and assessment reports of staff members. 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.

DAE also puts emphasis on safeguarding the basic knowhow of the didactical concept among its staff, and deepening and broadening its implementation. This all is the responsibility of the heads of departments and the co-ordinators who all together form the core staff of DAE.

Considerations and Judgement

DAE's staff policy, explicitly focused on the recruitment and involvement of staff strongly rooted in the professional field, is fully implemented in the bachelor course Design. Performance & assessment interviews are held periodically and, according to the staff, in an effective way. Further didactic schooling of lecturers is now one of the main issues. 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. To put it into other words: the staff policy turns out to be effective.

The audit panel's conclusion is that the staff policy of the bachelor course 'Design' fully meets the quality requirements standard 8 refers to. Thus, the panel rates standard 8 a 'good'.

Standard 9: The staff are qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Explanation: The actual expertise available among the staff ties in with the requirements set for professional or academic higher education programmes.

Findings

From the curricula vitae of the lecturers who are working in the programme, it is apparent that they are emphatically rooted in the occupational practice. In addition, these CVs also offer insight into the diversity of professional disciplines, which comes from the diversity of required subject disciplines in the different teaching modules.

The majority of the lecturers is teaching one day a week at DAE. When they are not active at the academy, they are running their own design agency or they work as designer, artist, writer, journalist, art historian, etc. Originating from work areas such as applied and autonomous fine arts, architecture, theatre, music, industrial design, autonomous and traditional design and large and small design agencies, they jointly reflect the colourful palette of the national design field. This makes the inspiration from the concrete design and related art practice a constantly returning incentive for both lecturers and students, as well as a tangible focal point for growing ambitions.

Since the majority of the lecturers only have a small appointment, fragmentation of focus and approaches lie in wait. Therefore DAE deserve special attention to secure the consistency within the entire bachelor course. The audit panel observed that the core-staff (heads of the Design departments and the co-ordinating lecturers) succeed in safeguarding the required consistency in the Design programme. Not only through formal tools (contracts, thematic framework and the like) but also and in particular through effective communication and through the frequent consultative meetings with individual lecturers. Furthermore, the core-staff regularly organise workshops about (e.g.) 'teaching and didactics' and 'coaching students'. New lecturers will take part in so-called "Introduction meetings for starters" to be organised from September 2012.

Considerations and Judgement

Staff members are well-equipped to teach 'Design'. Both from their CVs, the classroom visits and the audit interviews the panel has concluded that lecturers possess the actual expertise to execute the programme. Many members of the teaching staff have education qualifications and bring in up-to-date expert knowledge and skills of high standing. Students are very pleased with the way lecturers demonstrate their expertise and working knowledge of the Design World'. Also students appreciate lecturers' didactical approaches and skills.

Therefore the panel rates Standard 9 a 'good'.

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Findings

DAE works with a teacher-student ratio of 1:30. Based on the current number of students (619), the number of staff is sufficient to provide the teaching. This regards: implementation of the curriculum, guidance of the students, further development of the course programme.

Since most of the lecturers mainly have a limited part-time appointment DAE can quite easily absorb a growth in the number of students through a (temporary) increase in the size of their contract. In addition to the teaching staff, capacity has been provided within the whole staff body of DAE for educationally supportive processes, finances, personnel management, innovative processes and contract activities.

Considerations and judgement

DAE applies sufficient staff to execute the programme. This includes both educational and support staff. Lecturer/student ratios facilitate a smooth execution of the programme and ties in nicely with the didactical concept. Both students and lecturers are satisfied about the size of the staff. Therefore the panel rates Standard 10 a 'good'.

4.4 Services and facilities

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

Design Academy Eindhoven is situated in a monumental modernistic factory building, de Witte Dame, in the heart of Eindhoven, symbol of history, industry, culture, openness, transparency and accessibility. The interior of the building encourages a direct and open interaction between students, tutors, employees and management. Open areas and flexible workplaces are an invitation to casual contact, regardless of status or position. The nature of the interior could be characterized as person-oriented, innovative, practice-oriented and informal. To the panel the venue really reflects the vision of DAE.

The venue 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.

The panel has established that there are more than enough work areas and classrooms. Students on the discussion panel did not complain about the capaciousness, although some found the availability of the ateliers as a problem, in particular in the periods before assessment.

The most frequently used classrooms are equipped with a multimedia projector which is connected to a PC with sound. This means that students and lecturers always have access to the Internet and other multimedia applications. For rooms not equipped with a multimedia projector the lecturer can reserve a (mobile) multimedia projector plus PC. For larger meetings the school has an auditorium available

Considerations and Judgement

Both the DAE's accommodation and infrastructure blend in very well with DAE's educational concept. DAE has all the facilities available for students to come to grips with their hospitality management skills within the school. The panel is impressed by the way the DAE has implemented vocational practice into its curriculum and facilities accordingly. The panel thinks they both are really challenging.

Classrooms offer enough space and are well-equipped with modern audio-visual facilities. A wide variety of applicable resources is available. Students' access to information networks is most competently and enthusiastically supported.

Overall the panel considers the services and facilities of DAE of a high quality. This holds especially for the total lay-out of the interior, which in the eyes of the panel members tie in very well with the competency based curriculum of design course. It therefore rates Standard 11 good.

Standard 12: Tutoring and student information provision further students' progress and tie in with the needs of students.

Findings

In addition to the guidance on subject-related content and design skills training by the lecturers, DAE also offers the students guidance in the more process-related and organizational sides of the education and in their personal development (career orientation). Important areas of attention for DAE are a good information provision in the area of study-related and non-study-related matters and adequate tutorage.

Tutorage

Every student has a mentor who at least once a year meets the student for an individual discussion about (among others) personal circumstances, study-style, motivation, expectations. The purpose of these discussions is to identify possible impediments which may hinder the study progress. Apart from that the mentor also takes care of student groups for discussions about contents, organisation and study load of the course programme. The mentor takes the initiative for these scheduled discussions, but the student can always approach him or her, if needed. The mentor informs the executive board, the student council and the lecturers about his/her findings, in particular if it regards bottlenecks in the lay-out of the programme and/or problems in the implementation.

In the graduation year the students are followed intensively in order to avoid that they, being under great pressure, withdraw or that they detach themselves from the school environment and their studymates. Every week graduating students can make an appeal to one of his lecturers for advice and reflection.

In fact, the panel noticed, that the lecturers are very committed to the students and to their progress in the study. From the discussions during the audit the panel learned, that students and lecturers appreciate very much the open ambiance in which they can discuss the study progress and the study results. In that respect students are very positive about the personal coaching by the lecturers.

Still, the panel would like to make one comment: the tutoring is mainly focused on students who are inside. However, the panel thinks that DAE also has a responsibility towards the drop-outs, which in the panel's view implies that DAE should look after the students who untimely break off their study.

Information supply

The IT infrastructure for communicating with students and staff has been much improved over the past few years through developing and implementing the digital Student Information System – SiS, and through putting the DAE Intranet and the DAE email account into operation. With the account and the desktop service, staff and students will be able to reach their own digital DAE environment from anywhere in the world. Besides, a broad range of communication means have been instituted: the electronic newsletter, the information counters, the digital information screens and the renewed DAE website.

Considerations and Judgement

DAE has an elaborate and effective system of tutoring in place. Not just individual counselling is available, but also scheduled tutoring groups are used to detect and overcome students' deficiencies. Tutoring does not only focus on remedial measurements but also incorporates activities that aim at facilitating student's personal growth. The panel is particularly impressed by the extensive coaching during the final stage of the study. Furthermore students are well-provided with all necessary information to follow their study. In this field the school has a digital platform as well as a support centre in place. On the basis of these considerations the panel rates this Standard a 'good'.

4.5 Quality Assurance

Standard 13: The programme is evaluated on a regular basis, partly on the basis of measurable targets.

Explanation: The school ensures the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The school also collects management information regarding the success rates and the staff-student ratio.

Findings

Thanks to their organisational structure DAE is able to react quickly and properly on signals from the occupational field and (broader) from society. Information from the 'design-world' is recognised, understood and (almost) immediately translated into adaptation in the course.

A great part of quality care takes place in 'the corridor', during informal encounters or open consultations. The panel agrees with DAE that this informal and continuous way of evaluating can be very effective. Actually, this approach turns out to be really effective, due the fact that it is a structural part of DAE's procedure to reconsider *every year* the lay-out of the programme and the education themes.

Still a sound quality assurance system should encompass formal feedback mechanisms. DAE has the following instruments in place:

- Quarterly Compass module evaluation by students
- Six-monthly Design module evaluations by students
- Yearly evaluation of the White Lady programme
- Six-monthly evaluative meetings: the core-staff and the lecturers
- Course evaluations by alumni: every three years
- Evaluative meetings with the student council: two times a year
- Evaluative meetings with the representative advisory board: three times a year
- Evaluative meetings with external commissioners: every year
- Periodical monitoring by the examining board of the (technical) quality of the student assessment: this regards both the lay-out and the actual execution of the assessments.

The outcomes of the evaluations by bachelor students will be laid down in the SiS-system, which will be fully operational from the 1st of January 2013.

The DAE QA-system now is under revision, since DAE is not fully satisfied with the current practice. The procedure does not provide yet in the Check and Act segment of the PDCA-cycle. In that respect DAE will start the following actions, to be completed in June 2013.

- Analysis of the current evaluation tools
- A detailed design of the PDCA process and the role of the immediate QA-stakeholders
- Reshaping the measuring of the satisfaction of education staff and supporting staff.
- Designing a monitoring tool to follow the implementation of improvement actions, resulting from the evaluations.
- Strengthening the authority and clarifying the position of the examining board.

Considerations and Judgement

DAE exploits very effectively -and the audit panel strongly advocates this approach- one feedback tool in particular: well-structured evaluative discussions with students, lecturers and (other) representatives from the professional field. It is the audit panel's strong opinion that evaluative meetings, provided that they are sharply focused, are a much more effective feedback tool than standardised questionnaires. In that respect the audit panel fully supports the way DAE is dealing with evaluative consultations of the stakeholders.

The feedback tools are evidently effective which is shown by the continuous improvement process. DAE uses the feedback tools intensively in a rather natural, but still goal-oriented way, which enhances the effectiveness considerably. A qualification 'good' seems to be justified. However, from a quality assurance *system* point of view the objectives on the basis of which evaluations are carried out, are not sufficiently measurable. Moreover the QA-system up till now is not sufficiently recorded. The panel's judgement therefore is: satisfactory.

Standard 14: The outcomes of these evaluations constitute evidently the basis for measures for improvement that contribute to the attainment of the targets.

Findings

One of the main and far-reaching results from the evaluations is laid down in the Education Reform Plan. As far as education is concerned, this plan is focused on:

- To enhance the internal coherence and the feasibility of the study programme
- To extend the flexibility and responsiveness of the programme, in particular the programme of the 3rd year.
- To integrate the Design- and the Compass departments and to establish a better connection between the new bachelor programme and the Research departments of the master course.
- To reshape and to rearrange the education of DAE in such a way that there will be one 6-year education curriculum leading to a master degree in which after 4 years a clear-cut caesura leading to a bachelor degree.

Apart from that the periodic evaluations resulted in some specific measurements for improvement, such as:

- Strengthening the entrepreneurial dimension in the programme
- Intensifying the guidance in the 1st year
- Reshaping the QA-system (see under standard 13)
- Reshaping and strengthening the guidance during the internships

Considerations and Judgement

The audit panel presented in the above paragraph some measures for improvement in order to make it clear that (i) DAE is fully aware of the weaknesses in its performance and (ii) DAE's evaluations evidently lead to actions for improvement. A qualification 'good' seems to be justified. However, the objectives of the improvement actions not always are defined in measurable targets, which makes the monitoring less transparent than it should be from a quality assurance *system* point of view. The judgement, therefore, is: satisfactory.

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field are actively involved in the school's internal quality assurance.

Findings

In accordance with the panel's findings presented under standard 13, the panel has established that the Quality Assurance approach of DAE provides for an active involvement in the school's internal quality assurance of all parties involved. 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 transparently reducible to the specific feedback given by the stakeholders. Furthermore the QA-tasks and QA-authority of the examining board are not cristallized out yet. DAE has scheduled a plan to improve the current set up of the examining board. This in particular should be focused on clarifying and determining (i) the scope of the board's field of activity, (ii) the position within DAE, (iii) the tasks and the authority, (iv) the composition, (v) the specific expertise needed (vi) the QA-assurance methods to be used and the way of reporting. According to this plan the re-established examining board will be in force from 2013.

Considerations and Judgement

The QA-approach incorporates all relevant stakeholders. However, so far the school has carried out evaluations in a more informal way and due to the imperfect recording the panel has not been able to judge on the full implementation of the QA system, the results of all evaluations being transferred into measures for improvement, and the formal involvement of all stakeholders. On the other hand, the panel has observed that all relevant stakeholders have contributed to the development of the curriculum.

As far as the involvement of the examining board is concerned, the audit panel observed that the board's in safeguarding the quality of the assessment system and the actual assessments is not fully elaborated yet.

Conclusion: all stakeholders are involved but the actual involvement of the examining board still has to be implemented in a systematic way. The panel's judgement, therefore, is: satisfactory.

4.6 Assessment and learning outcomes achieved

Standard 16: The school has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

In the audit panel's opinion DAE's assessment system is really all-embracing. The system covers not only all intended learning outcomes, but also students' individual professional development and growth. The panel will found this positive statement by describing the complete outline of the system.

Assessment system

Within the Design departments, each academic year is divided into two design modules of 18 weeks each. Each semester is subdivided into two periods of 9 weeks. Design departments give both long-term and short-term assignments. Some assignments last the entire semester, others are focused on interim assessments, the so-called Midterms. This means that the student is able to conclude a number of assignments halfway the semester and have these assessed during the midterm interviews. If the result is inadequate, the student is given the opportunity to do a retake. The final assessment of the module is determined by the overall impression left behind by the student after a semester. This does not make the assessment procedure less sensitive to unnecessary delays and calamities. The fact remains that when a student does not pass his module, he has to redo the semester.

Within the Compass departments, the student is frequently given the opportunity to do a retake. With a special task to be performed during the following quarter, the student can still successfully complete the former quarter. Again, the final assessment of a module is formed by the overall impression left by the student during the quarter or semester. When the study results of the Compass quarter are inadequate, the possibility of performing a task is not offered, instead the entire period has to be redone.

During quarter and semester assessments, students are given the opportunity to present all their work in the form of an exhibit. They will show all work they made during the previous quarter or semester.

Under supervision of the head, the team of tutors of the student jointly assesses the work, so they get a chance to see the results of each other's assignments. Not only the quality of the (design) result is assessed, but also the process the student has gone through. Some departments deliberately choose a brief presentation of the work by the students. In this way, students learn how to present in a brief manner and to distinguish main issues from side issues. In addition, tutors and the head monitor the quality of the assignments and make agreements about the necessary adjustments for the next academic period. Such an assessment is the dynamic place where the confrontation between assignments given and results achieved is the subject of discussion and reflection. It is not just the student who is being assessed, tutors also assess and discuss each other's assignments and address each other on quality.

Students always receive immediately feedback that addresses the competencies and how they have been achieved. If students fail an assignment, they get written feedback about what is missing and what needs to be done to demonstrate the stipulated competences. Such structured, specific feedback is a key feature of a competency based curriculum because it demonstrates progression towards achieving the intended learning outcomes.

Assessments are always carried out by at least two assessors. The final assessment is carried out by an exam panel in which at least five DAE experts are represented. The professional field also is represented in the exam panel. The rules and criteria of the final assessment by the panel are laid down in the Education and Examination Regulation and fully elaborated in the assessment forms. The criteria cover the following steps in the design process: the analytical phase, the conceptual & creative phase, the production phase and finally the product / object itself.

The system provides also for tests to measure the required knowledge & understanding: written tests, essays, reports. Up till now these tests mostly are assessed by only one lecturer. DAE will change this into a so-called '4-eyes' approach: all written tests, essays and reports will be assessed by two lecturers. (To be implemented from September 2012.)

The assessment of the *internship* takes place on 4 occasions:

- approval of the place of internship by the head and / or co-ordinator of the Design department.
- assessment by the counsellor of the internship provider after completion of the internship by means of an assessment form for companies.
- the student writes an internship report, gives a verbal presentation to the entire Design department in accordance with the directives of that department.
- the student provides a brief and clear description of his internship provider for the digital internship database: information about the internship provider, his experiences, possibilities and requirements for others who want to follow an internship there.

Panel assessment of the level achieved

The school provided a complete list of graduates over the last two academic years. This list contained the names of the students, the student numbers, the graduation dates, the names of the examiners and the results achieved in the final study phase. To assess the level achieved two components are crucial: the (physical) product and the underlying conceptual design-report in which the student describes (among others) the reasons why he/she has made this particular product / object and the underlying considerations, the reasons and underlying considerations that resulted in the particular shape, nature and materials chosen, the intended function, purpose and impact of the object / product.

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. Selections were made randomly and differentiated by grades achieved. Also completed and signed assessment forms were included to give panel members insight into the standards used by the examiners. A list of the final projects as evaluated by the panel members is included in annex V of this report. In addition the panel members also looked into some of the final project reports that were on display during the audit.

Judgement of the panel

The panel members are unanimously positive about the content level of the underlying assignment reports they have evaluated. All of them appeared to be well-structured and well-considered and substantial accounts of applied research assignments of which the results and recommendations 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.

Quite a number of project reports were put in Dutch, usually grammatically correct and neatly written, but rather awkward for the English speaking panel members to read. The panel is of the opinion that given the international focus of the school, 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.

Students are very much aware of the standards by which they are judged. DAE has a clear instruction manual in place to guide students through their final study phase. However, the assessment forms hardly give any information on how the assessors have come to their final judgements and also some more detailed information on student's individual performance is required. The panel considers these points as distinct measures for improvement.

The school is aware of these points of improvements and intends to redesign the assessment forms for the final phase of the course. The panel would gladly have evaluated these, but to materialize this, the audit came too early.

Considerations and Judgement

DAE has a solid system of tests, exams and assessments in place, rendering a valid measuring of students' achievements and a reliable assessment and rating. Testing criteria/requirements are clear to the students. The professional field is involved in the assessment of students' final achievement.

The achieved learning outcomes, in terms of the final reports and the products / objects are definitely of bachelor level and the results of research assignments contain added-value to the professional field.

However, the assessment forms lack transparency. DAE is aware of these and has taken measures to improve these aspects in the framework of the planned 'Education Reform'.

Given the fact that the content level of the final projects that the panel has evaluated is quite excellent, the panel – in weighing up the lack of transparency in the assessment forms on the one hand and the excellent quality of the course outcomes on the other, rates Standard 16 as good.

5. OVERALL CONCLUSION

The panel was foremost impressed by the academy as a community in which social life, realistic design practice and scholarly learning are combined and offered in such a well-structured manner. The curriculum clearly serves as a backbone to guide students through an interesting and challenging programme that has all the features needed to cater for proficiency, creativity and craftsmanship.

- A set of demanding and inspiring final qualifications, that have a clear international focus;
- A programme that fully ties in with competency based learning in an international setting, as adhered by the school;
- An experienced and encouraging staff that safeguards the presence of international high-end professional craftsmanship;
- High-quality services and facilities.
- An output that undoubtedly reflects the bachelor level.

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. This could definitely have been the case now, 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 tune with the NVAO assessment rules, the panel's judgement on the entire programme reads 'good'. It recommends the NVAO to extend the programme's accreditation for another six years.

6. RECOMMENDATIONS

Main challenges

The main challenges DAE has to deal with, are: (1) Establishing a well-balanced and well-considered equilibrium between the current context-sensitive, mainly conceptual oriented education approach on the one hand and the –still context-sensitive– technology oriented education approach also encompassing technical craftsmanship. (2) Establishing a well-balanced and well-considered equilibrium between the current flexible, open and floating course programme on the one hand and a settled course programme, conveniently arranged. (3) Strengthening the methodological training in both the object oriented (bachelor) design-research and in the context oriented (master) design-research.

Recommendations

1. In order to decrease the number of drop-outs in the 1st year of the bachelor course, DAE should
 - seriously consider to introduce a preparatory course offered to prospective applicants
 - channel the expectations of applicants by focusing the information to them on the very particular demands arising from the nature of the education programme and on the de facto career- & job opportunities.
2. The tutoring is mainly focused on students who are inside. However, the panel thinks that DAE also has a responsibility towards the drop-outs, which in the panel's view implies that DAE should look after the students who untimely break off their study.
3. DAE should reshape the outline of the bachelor programme arrangements to secure that the education path is manageable for the students. Though, the panel does not argue in favour of easily smoothing the education path. That would be in full contradiction with DAE's vision and ambition, after all.
4. In view of the panel's plea for a more technology-oriented education, DAE should pay more attention in the bachelor curriculum to the development of technical craftsmanship / -skills and accordingly to the specific infrastructure and expertise needed.
5. DAE and in particular the Lectorship 'Design Theory', being fully aware of the necessity to strengthen the research abilities of both the bachelor- and master students, should accelerate their efforts to devise and implement a well-targeted research track in the bachelor and in the master programme.
 - In general: the lectorship's role should be more explicitly defined not only with regard to the devise and implementation of the research-track but also with regard to the quality assurance and assessment of all research done by both bachelor and master students.
6. In view of the intended learning outcomes the scope of DAE's assessment system as well as the assessment criteria are appropriate and valid. Still, the actual process of assessment is not fully transparent yet. In that respect DAE should urge the assessors to explicitly record in a standardized way their underlying reasoning and considerations. This will further the transparency to both the education staff and to the students. Moreover it will serve to the accountability.
7. DAE should accelerate the re-arrangement of the examining board in order to enable them as soon as possible to play the required pivotal role in the quality assurance of DAE's assessments. In that respect DAE should unequivocally determine: (a) the range of the sphere of activity, (b) the tasks, (c) the responsibilities, (d) the authority, (e) position within DAE's organisation, (f) the composition, (g) the expertise needed, (h) the working methods, (i) the reporting.

8. Quality assurance (QA) as such turns out to be embedded in the culture of DAE. However, from a managerial point of view and from an accountability point of view, the current quality assurance is not fully traceable, because the entire QA-process is not streamlined through formal (evaluation, monitoring and reporting) procedures. DAE should accelerate the establishment and implementation of effective and transparent procedures to be incorporated in an overall QA-system.

APPENDIX I Results table

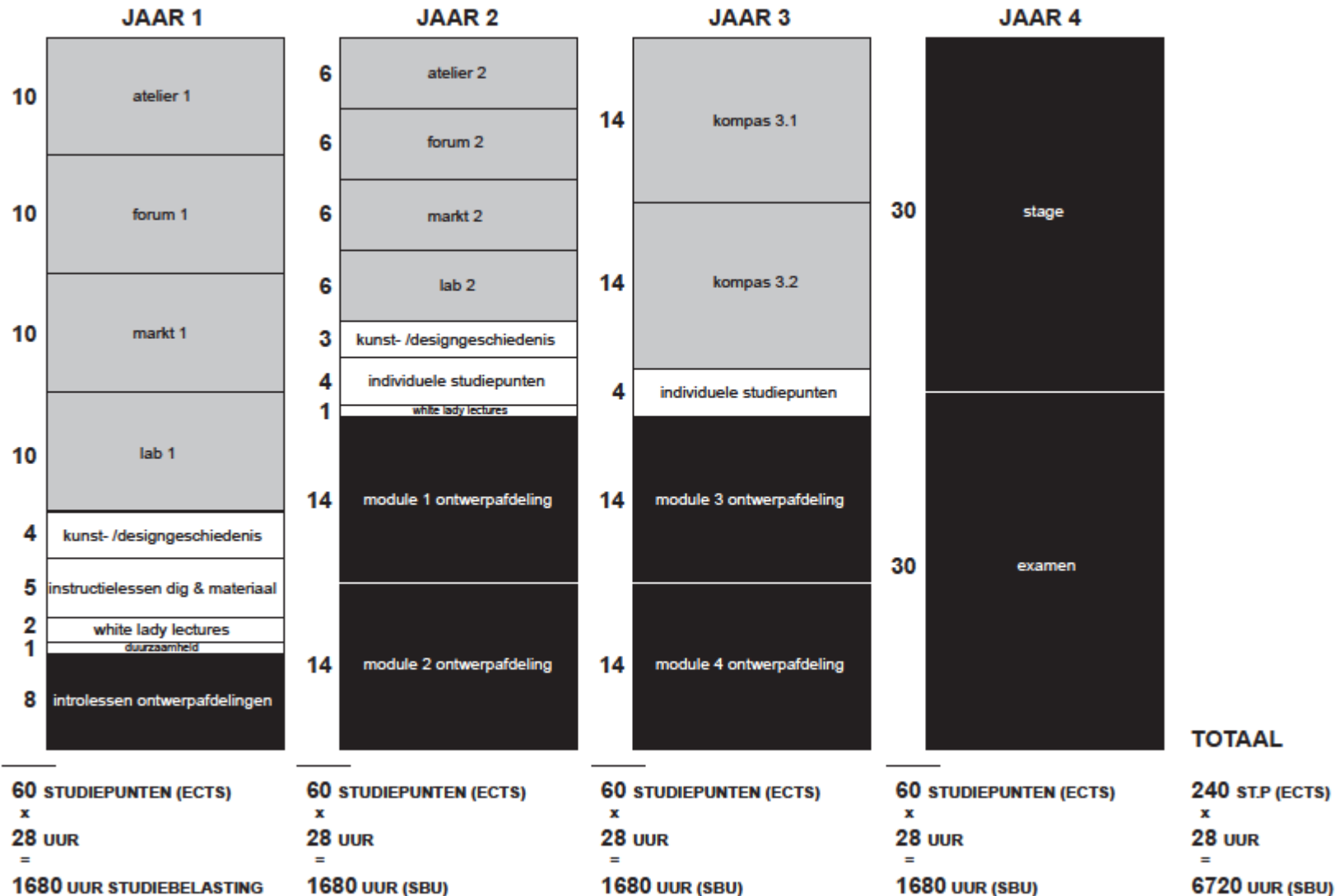
Results table	
bachelor course Design	
Standards	Judgement
Intended learning outcomes	
Standard 1: Intended learning outcomes	Good
Curriculum	
Standard 2: Orientation of the curriculum	Good
Standard 3: Contents of the curriculum	Good
Standard 4: The structure of the curriculum	Good
Standard 5: Incoming students	Satisfactory
Standard 6: Feasibility of the programme	Satisfactory
Standard 7: Scope and duration of the curriculum	In compliance
Staff	
Standard 8: Staff policy	Good
Standard 9: Quality of the staff	Good
Standard 10: Size of the staff	Good
Services and facilities	
Standard 11: Housing and infrastructure	Good
Standard 12: Tutoring and information	Good
Quality assurance	
Standard 13: Evaluations	Satisfactory
Standard 14: Measures for improvement	Satisfactory
Standard 15: Involvement of stakeholders	Satisfactory
Assessment and learning outcomes achieved	
Standard 16: Assessment system and learning outcomes achieved	Good
Overall judgement	Good

APPENDIX II Subject-specific framework and the learning outcomes of the programme

Dublin descriptoren <input type="checkbox"/> Bachelor competenties <input type="checkbox"/>	Kennissen en inzicht	toepassen kennis en inzicht	oordeelsvorming	communicatie	leervaardigheden
conceptueel vermogen	De student kan onder begeleiding uitkomsten van wetenschappelijk onderzoek en eigen praktijkonderzoek toepassen in zijn concepten en ontwerpen, Daarnaast kan hij zijn eigen intuïtie en ideeën als drijvende kracht inzetten bij de ontwikkeling en toepassing van zijn concept binnen wisselende contexten		De student heeft een gefundeerd oordeel over ontwerpconcepten en –resultaten en kan daarover op een doelgerichte en kritische manier met collega specialisten en niet-specialisten, leidinggevend, opdrachtgevers en gebruikers communiceren. Hij weet daarbij relevante gegevens te verzamelen en te interpreteren		
creërend vermogen					
vermogen tot kritische reflectie	De student bezit een brede kennis en kritisch begrip van beginselen van het designvak en actuele onderwerpen en discussies binnen het veld van design en kan daarin zijn eigen positie verantwoorden	De student is in staat zijn kennis en inzicht in en ervaring met ontwerpprocessen toe te passen in een (internationale) onbekende, wisselende leef- en werkomgeving, zijn keuzes daarin te beargumenteren vanuit sociaal - maatschappelijk, ethisch, en/of beroepsmatig perspectief	De student kan reflecteren over zijn eigen ontwikkeling en weet die te sturen door op de hoogte te blijven van de 'state of the art' van het designvak, gericht (vervolg) studie, inhoudelijk debat met collega's, en het verwerven van of meewerken aan uitdagende opdrachten		
vermogen tot samenwerken					
communicatief vermogen					
omgevings- gerichtheid	Designvoorstellen van de student geven blijk van geavanceerde kennis van en inzicht in het actuele internationale veld van design en de actuele maatschappelijke realiteit, van een gefundeerd oordeel over de resultaten van zijn systematisch en intuïtief onderzoek en van originele manier om de resultaten uit te dragen		Als deel van een multidisciplinair team is de student in staat een verantwoordelijke en constructieve bijdrage te leveren bij het aansturen van processen tijdens het ontwerpproces, rekening houdend met de verschillende rollen in het team, de kwaliteiten van zijn eigen teamfunctioneren en het beoogde ontwerpresultaat.		
organiserend vermogen					
vermogen tot groei en vernieuwing	De student is in staat zijn groeiend zelfbewustzijn, zijn intuïtie, zijn eigen aardigheden en kwaliteiten te honoreren en als authentieke invloeden te integreren in zijn ontwerpen	De student is in staat onder wisselende omstandigheden en tijdens verschillende ontwerp opdrachten een inspirerende en functionele werkomgeving voor zichzelf te creëren en weet anderen daarin te betrekken en daaraan te verbinden		De student signaleert beperkingen in de bestaande designkennis en –praktijk in relatie tot sociaal-maatschappelijke verschijnselen en onderneemt actie om die kloof te overbruggen	

APPENDIX III Overview of the course programme

OVERZICHT STUDIEBELASTINGSUREN DAE (ba) 2004-2011



Lay-out of the programme: 1st day 13 March 2012

Time schedule	Auditees	Auditors	Topics
08.15 – 09.00		audit panel	preparatory discussion within the panel
09.00 – 10.15	<p>Board of the School: Anne Mieke Eggenkamp Igor van Hooff</p> <p>Advisory Board: Ilse Crawford (curator) Walter Amerika (connector)</p>	audit panel	<ul style="list-style-type: none"> - mission & strategy - developments in professional field - market position / competitive position - education performance / success rate - interaction with professional field / customer relationship management - international focus - (applied) research & development - personnel management / staff policy - quality assurance
10.15 – 10.30			- retrospective
10.30 – 11.30	<p>Heads of the particular Bachelors departments Bernardine Walrecht (Atelier) Nicoline Dorsman (Forum) Irene Drooglever (Leisure) Axel Enthoven (Mobility) Declan and Garech Stone (Communication) Hilde Blank (Public Space)</p>	audit panel	<ul style="list-style-type: none"> - involvement professional field - intrinsic backbone of the programme's contents - distinctive features of the programme - practical components - learning assessment (methods, standards, parties involved, scoring & feedback) - tutoring - (applied) research & development - education performance / success rate
11.30 – 12.00			<ul style="list-style-type: none"> - retrospective - examining additional documents
12.00 – 13.00	<p>Heads of the research departments of the Masters Gijs Bakker (head of the master course) Louise Schouwenberg (head of research Contextual Design) Jan Boelen (head of research Social Design) Joost Grootens (head of research Information Design)</p>	audit panel	<ul style="list-style-type: none"> - involvement professional field - intrinsic backbone of the programme's contents - distinctive features of the programme - practical components - learning assessment (methods, standards, parties involved, scoring & feedback) - tutoring - (applied) research & development - education performance / success rate
13.00 – 13.45	Lunch	audit panel	<ul style="list-style-type: none"> - retrospective - examining additional documents
13.45 – 14.45	<p>Exhibition / Guided tour Henri Beelen and Peter van Nugteren</p>	audit panel	<ul style="list-style-type: none"> - accommodation and provisions (e.g. multi-media centre / library, it-provisions, student tracking system)
14.45 – 15.45 Parallel session	Open consultation	audit panel	Open Consultation must be published widely within the academy, everyone should know that they have the opportunity to speak with the audit panel
14.45 – 15.45 Parallel session	<p>Examination board Yolande van Kessel (chair) Tessa Blokland (teacher/member) Arjo de Vries (staff member)</p>	audit panel	<ul style="list-style-type: none"> - quality assurance learning assessment - authority of the examination board - relation to the management - assessment: involvement of the professional field - assessment expertise

15.45 – 16.45	Bachelor Students Nils CHudy (Activity 1) Maartje Slijpen (Communication 2) Victoria Ledig (Identity 3) Laura Ferriere (Leisure 4) Marcis Ziemins (Living 4) Anke Verstappen (Mobility 3) Maarten Scherpenisse (Public S. 2) Jason Page (Well Being 1) Shay Raviv (1 st year) Jens Rasmussen (1 st year)	audit panel	- quality teachers - information provision - learning assessment / feedback - tutoring (incl. practical periods) - feasibility and workload - provisions - final projects
16.45 – 17.00	Project 'Appeltoer' (Leisure)	audit panel	retrospective – determining pending issues
17.00 – 17.30			

Lay-out of the programme: 2nd day 14 March 2012

Time schedule	Auditees	Auditors	Topics
08.15 – 09.00		audit panel	preparatory discussion within the panel
09.00 – 10.15	Bachelor Teachers Rien Derks (Atelier) Marietta de Vries (Atelier) Robert Adolfsson (Forum) Vincent van Baar (Communication) Allard Roeterink (Lab) Wytse Rodenburg (Activity) Maya Skujeniece (Living) Jan Melis (Leisure)	audit panel	<ul style="list-style-type: none"> - relation with / input from professional field - developments in professional field - international focus - curriculum development - contents - learning assessment - tutoring - enhancing professionalism - work load
10.15 – 10.30			- retrospective
10.30 – 11.30	Coordinators Masters and Bachelors Anna Crosetti (co-ordinator Master) Mona Smits (co-ordinator Bachelor) Saskia van Gelder (Identity) Hans van der Markt (Public Space) Natassia Jacobs (Activity) Liesbeth Fit (Atelier and Lab) Catalijne van Middelkoop (Communication)	audit panel	<ul style="list-style-type: none"> involvement professional field - intrinsic backbone of the programme's contents - distinctive features of the programme - practical components - learning assessment (methods, standards, parties involved, scoring & feedback) - tutoring - (applied) research & development - education performance / success rate
11.30 – 12.00			<ul style="list-style-type: none"> - retrospective - examining additional documents
12.00 – 13.00	Master teachers Dick van Hoff (Social Design) Aldo Bakker (Social Design) Koen Kleijn (Contextual Design) Gijs Assman (Contextual Design) Gert Staal (Information Design) Ted Noten (Contextual Design) Simon Davies (Information Design)	audit panel	<ul style="list-style-type: none"> - relation with / input from professional field - developments in professional field - international focus - curriculum development - contents - learning assessment - tutoring - enhancing professionalism - work load
13.00 – 13.45	Lunch	audit panel	<ul style="list-style-type: none"> - retrospective - examining additional documents
13.45 – 14.45	Master Students <i>1st year students:</i> Pablo Calderon Salazer (Social D.) Jeanette Petrik (Contextual D.) Antonio Samaniego (Information D.) Jin Hee Kwon (Information D.) <i>2nd year students:</i> Irma Földényi (SD) Aleksandra Szymanska (SD) Alicia Ongay Perez (CD) Tamar Shafir (CD)	audit panel	<ul style="list-style-type: none"> - quality teachers - information provision - learning assessment / feedback - feasibility and workload - provisions - final projects / thesis
14.45 – 15.45	Quality assurance staff Jochem Otten (Head of Education) Yolande van Kessel (Staff) Arjo de Vries (Staff) Wieke Martens (Head HRM) Olga Pullens (student counselor, student affairs)		<ul style="list-style-type: none"> - evaluation results - measures for improvement - involvement stakeholders - internal monitoring and reporting
15.45 – 16.30		audit panel	<ul style="list-style-type: none"> - retrospective - determining pending issues
16.30 – 17.30	Exhibition and visit at the Design House: Focus on Crafts by students (Forum)	audit panel	

Lay-out of the programme: 3rd day 15 March 2012

08.30 – 09.00			- retrospective 2nd day
09.00 – 10.15	Lectorships Louise Schouwenberg (Design R.) Gert Staal (Design Research) Bas Raaijmakers (CRISP) Danielle Arets (CRISP) David Hamers (City and Countryside)	audit panel	- research - impact on the programme - involvement teachers and professional field - results
10.15 – 11.00 Parallel session	Works Council (<i>Ondernemingsraad</i>) Piet Hein Clijisen (Chairman) Margret Wiersma (Secretary) Ingrid Swinkels Anita Pauwels Lo Hielema Anna Crosetti	audit panel	- interaction with the management - role in quality assurance - the extent of student participation in the school's decision making
10.15 – 11.00 Parallel session	Student Council (<i>Studenten Raad</i>) Anne Ligtenberg Well Being (ex juni) Coen de Koning Public Space (ex juni) Marit vd Gevel Communication mod 3 Ron Krielen Leisure module 4 Sarah Linde Forrer Identity module 3 Zeno Koenigs Communication mod 4 Katja van Heugte Communication mod 3 Carri Harwig Leisure module 4 Samuel Bazeley Master CD year 1	audit panel	- interaction with the management - role in quality assurance - the extent of student participation in the school's decision making
11.00 – 11.15		audit panel	- retrospective
11.15–12.15		audit panel	- attending teaching – learning situations
12.15 – 13.15	Lunch		- retrospective
13.15 – 14.15	<i>Representatives of the design field</i> Piet Hein Eek Jeroen van Erp Koert van Mensvoort Mary Hessing <i>Alumni</i> Maurizio Montalti (Masters) Tineke Beunders (Bachelors) Maarten Kolk (Bachelors) Heather Daam (Masters) Dennis van Melick (Bachelors)	audit panel	- overall quality of the programme & the graduates - involvement in quality assurance
14.15 – 15.15		audit panel	- retrospective
15.15 – 15.45	Performance of students during the lesson of Ton de Gouw in the Witte Dame Zaal 5 th floor (12 min maximum)	audit panel	
15.30 – 15.45	To whom it may concern		- (if applicable) pending issues
15.45 – 16.30		audit panel	- determining overall judgement
16.30 – 17.15		audit panel	- brief feedback to the school

Selection of the delegation / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the school's documents prior to the audit. An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public correctly and timely to all parties involved in the school community. Eight bachelor students attended the open consultation session. The topics discussed and the outcomes were similar to these arisen in the planned discussion with students. During the site-visit the members of the audit panel spoke randomly to students and attended a comprehensive exhibition of bachelor (and master) final projects.

APPENDIX V Documents examined

- A Critical Self-reflection: Organisation Design Academy Eindhoven (2012)
 - Mission and Policy
 - Facilities
 - Quality Care and Quality Assurance
 - Statistics on total number of students, intake, drop-out, number of graduates
 - Time table Education reform
- Masterplan Renewed Education (2012) en onderliggende documenten zoals:
 - Verslagen (Stand van zaken) van de vier betrokken werkgroepen
 - Doelstellingen Onderwijsvernieuwing
 - Blueprint Renewed DAE (2011)
 - Onderwijs als Onderzoek – Onderzoek als Onderwijs (2011)
- A Critical Dialogue Bachelor Course Design (2012)
 - Mission and position
 - Objectives and competences
 - Curriculum overview
 - Eight Design departments
 - Four Compass departments
 - Curriculum
 - Results and assessment
 - Quality care
 - Bachelor competences in relation to Dublin Descriptors
 - Overview credit table
- Literatuurlijst
- Onderwijs- en Examenregeling DAE (OER – 2011)
- Landelijk Opleidingsprofiel Vormgeving (2002)
- Curricula Ontwerp Afdelingen (2011)
 - Man and Activity – Man and Communication – Man and Identity – Man and Leisure – Man and Living – Man and Mobility – Man and Public Space – Man and Well-Being
- Curricula Kompas Afdelingen:
 - Atelier – Forum – Lab – Market (2011)
- Examencommissie Minutes (2012)
- 19 Toetsen inclusief beoordelingen.
- Overview of Education staff (2012)
 - education background – function – occupational background
- Projectplan Kwaliteitszorg
- Verslagen Studentevaluaties 2011-2012
- Beleidsplan Stage (2012)
- Beleidsplan Studenten met een Functiebeperking (2012)
- Graduation Book Bachelors 2010
- Graduation Book Bachelor 2011
- Doorstroom Bachelor studenten (2010)

List of final projects examined²

- Final projects (2010) of the following students: 552182 – 572174 – 54060 – 552104 – 562119 – 562109 – 562091 – 552098 – 552172 – 552160 – 552031.
- Final projects (2011) of the following students: 562051 – 572155 – 572049 – 56019 – 562068 – 562075 – 56153 – 562161 – 562158 – 532087 – 552063 – 562013 – 562086 – 552018.

² Following NVAO regulations student enrolment numbers have been denoted here. For reasons of privacy names of students and projects are known to the panel members and the panel secretary only.

APPENDIX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	work field	discipline	international	student-related
<i>chair</i> J. van den Eijnde	X	X		X		
<i>expert</i> G. Adamson	X	X	X	X	X	
<i>expert</i> I. Björkman	X	X	X	X	X	
<i>expert</i> H. Kossmann	X		X	X		
<i>student</i> A. van der Kruijs		X				X

Scope of expertise	Origin of expertise
Developments in the discipline	<i>Jeroen van den Eijnde</i> doet momenteel promotie onderzoek naar theorie in het toegepast kunstonderwijs, initiator/programmameider 'Open minds, Open sources' (stimuleren samenwerking ontwerpers en producenten in de regio Gelderland), docent vaktheorie/designgeschiedenis opleiding Product Design, ArtEZ, hogeschool voor de kunsten te Arnhem. <i>Glenn Adamson</i> 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, he is co-editor of a journal on the history, criticism and theory of applied arts in the modern period, and he is curator of an independent foundation that promotes and collects decorative arts. <i>Ivar Björkman</i> , has an interdisciplinary background. He has done research in different fields within social sciences and the humanities in design, art, anthropology and organizational theory and he has been involved in the practice of arts and design through curating and running a project based design company called Pyra. He is now President of Konstfack, University College of Arts, Crafts and Design, Stockholm, Sweden.
International	<i>Glenn Adamson</i> is Head of the History of Design graduate course, administrated by the V&A Museum together with Royal College of Art in London and was Assistant Professor at the University of Wisconsin at Madison USA. <i>Ivar Björkman</i> , is now President of Konstfack, University College of Arts, Crafts and Design.
Occupational field	<i>Ivar Björkman</i> , has done research in design, art, anthropology and organizational theory and has been involved in the practice of art and design through curating and running a project based design company called Pyra. <i>Herman Kossmann</i> designed and managed a large number of exhibitions. In 1998 he set up "Kossmann.dejong" design office. Kossmann.dejong has grown into an agency with over 20 employees. Alongside temporary and permanent museum interiors, the studio also designs interiors for visitors' centers, clubs, hotels and large-scale events.
Education management / Curriculum design	<i>Jeroen van den Eijnde</i> in zijn rol als docent vaktheorie/designgeschiedenis opleiding Product Design, ArtEZ hogeschool voor de kunsten Arnhem. <i>Glenn Adamson</i> was Assistant Professor at the University of Wisconsin at Madison USA. <i>Ivar Björkman</i> , as President of Konstfack, University College of Arts, Crafts and Design.
Auditing and quality assurance	<i>Glenn Adamson</i> in his role as Head of the History of Design graduate course, administrated by the V&A Museum together with Royal College of Art in London and as Assistant Professor at the University of Wisconsin at Madison USA. <i>Ivar Björkman</i> , in his role as President of Konstfack. <i>Herman Kossmann</i> was member of the audit panel for HKU Utrecht.
student-related issues	<i>Aliki van der Kruijs</i> is Masterstudent Applied Arts, Sandberg Institute Amsterdam, the Netherlands.

The panel composition was validated by the NVAO on 15 November 2011 – # 5489.

Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Aliki van der Kruijs

HOME ADDRESS:
Domselaerstraat 66 G
1093 MA AMSTERDAM

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Bachelor Design
Master Design

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Design Academy Eindhoven

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Amsterdam*

DATE: *29/00/2011*

SIGNATURE:

006045

ONTVANGEN 07 SEP 2011

AdU



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: GLENN ADAMSON

HOME ADDRESS: FLAT 13
208 LONG LANE
LONDON SE1 4QJ

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

EINDHOVEN DESIGN ACADEMY

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

EINDHOVEN DESIGN ACADEMY

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *London* DATE: *1 SEPTEMBER 2011*

SIGNATURE: *[Handwritten Signature]*

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

HERTAN KOSSMANN

HOME ADDRESS:

Gijsbrecht van AETSTELSTRAAT 7
109-1 TA AMSTERDAM

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Vormgeving Bachelor / Master

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Design Academy Eindhoven

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Amsterdam

DATE: 08/11/2011

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Ivar Björkman, President Konstfack

HOME ADDRESS: Götgatan 13
116 46 Stockholm
Sweden

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Bachelor- and Masterprogramme

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Design Academy Eindhoven

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Bursvik
Gotland
Sweden*

DATE: *14/7 - 11*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Jeroen van den Eynde

HOME ADDRESS:
Kerkstraat 45B
6883 HS Velp

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Credit Panel NVAO

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Design Academy Eindhoven

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Amheim*

DATE: *28 september 2011*

SIGNATURE:

Declaration of Independence and confidentiality to be submitted prior to the assessment of the programme

The undersigned (name and home address):

Drs. Robert F. Stapert
Hobéon – Lange Voorhout 14
2514 ED The Hague

Has been asked to co-ordinate the assessment of the following two programmes as secretary:

-
- (1) Professional Bachelor Course Design – Design Academy Eindhoven
(2) Professional Master Course design – Design Academy Eindhoven
-

Application submitted by the following institution:

Design Academy Eindhoven – Eindhoven

- Hereby certifies to not maintaining any (family) connections or ties of a personal nature or as a researcher / teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense;
- Hereby certifies to not having maintained such connections or ties with the institution during the past five years;
- Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, institution of NVAO;
- Herby certifies to being acquainted with the NVAO code of conduct.

Place:
The Hague

Date:
08 November 2011

Signature:

