

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

Gegevens

	Naam instelling	: Design Academy Eindhoven
datum	Naam opleiding	: hbo-master Vormgeving (120 ECTS)
2 januari 2013	Datum aanvraag	: 4 juli 2012
onderwerp	Variant opleiding	: voltijd
Besluit	Locatie opleiding	: Eindhoven
accreditatie hbo-master	Datum goedkeuren panel	: 15 november 2011 (#5489)
Vormgeving van de Design	Datum locatiebezoeken	: 13, 14 en 15 mei 2012
Academy Eindhoven	Datum visitatierapport	: 29 juni 2012
(000657)		

uw kenmerk

AE/HB

ons kenmerk

NVAO/20124099/AH

bijlage

Aanvullende informatie

De NVAO heeft in een gesprek met de instelling van 26 september 2012 de instelling aanvullende informatie gevraagd over tegenstrijdigheden in het toepassen van de beslisregels door het panel. Op 2 november 2012 heeft de NVAO van de secretaris van het panel een herzien rapport ontvangen met een begeleidend schrijven. In dit rapport heeft het panel de beoordeling van de facetten 13,14 en 15 betreffende Kwaliteitszorg gewijzigd van 'voldoende' in 'goed'. Blijkens het begeleidend schrijven is de goede kwaliteitscultuur van de opleiding daarvoor doorslaggevend geweest. Deze informatie is in het besluit opgenomen.

Beoordelingskader

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

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

1. Intended learning outcomes

Standard 1 Intended learning outcomes: good

The Design Academy Eindhoven (DAE) has derived the intended learning outcomes of the master programme from the framework set up for the bachelor programme Design by the so-called "Overleg Beeldende Kunstonderwijs" (OBK), which is the Dutch consultative body for education in visual arts, within which all Dutch Academies of Arts are represented.

Inlichtingen

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Pagina 2 van 9 DAE determined the intended learning outcomes in close co-operation with and through consultations of a great number of professionals from the Netherlands and in particular from abroad. By doing so, DAE has explicitly placed the master learning outcomes in a national and international perspective. The nature of the intended learning outcomes shows that these outcomes are focused on highly skilled, innovative and leading designers who are not only able to practise and to innovate their profession in a creative and well-considered way (like the 'bachelor'-designer) but who are also able to guide the thinking about 'design' and to influence the further development of the design-world. The set of intended learning outcomes also encompasses a well-defined 'design-research' component. What in particular is an asset, is the way DAE has transformed their conceptual and contextual approach into the learning outcomes.

2. Curriculum

Standard 2 Orientation: good

The master programme has a flexible curriculum, based on three research departments: 'Contextual Design', 'Social Design' and 'Information Design'. These departments form the substantive areas in which students graduate. In order to learn new working methods, students work in individual projects during the first three trimesters. Each third trimester of the two-year programme, students implement an individual project in collaboration with either the business community, the government or non-profit agencies. The projects relate directly to realistic and complex issues and dilemmas in the design-world as well as in the specific professional practice.

Standard 3 Contents: good

The departments have no definite and specific curricula, which are determined by current social themes. The continuity of education is guaranteed by the composition of each of the teams, which consist of a permanent core of specialized lecturers. The projects together reflect all intended learning outcomes. The intended learning outcomes and the projects are linked by means of their assessment criteria. According to the panel these evidently reflect the intended learning outcomes. The research depends mainly on the individual choices made by the students. In that respect the panel suggests to bring the master research topics round to a limited number of broad and relevant issues, handled by the lectorship Design Theory. The methodological training is still a point for improvement.

Standard 4 Structure: good

Basically the programme structure consists of two main components: projects and supporting lectures, scheduled in the programme component 'Source'. The learning goals grow gradually in complexity and scope. Learning by doing (and reflecting) is the leading principle in all education provided. Through targeted research, a student learns to turn an idea into a concept. By focussing on user and context, the student learns to involve social, professional and ethical considerations.

Standard 5 Incoming students

Design students, architects and visual artists or interior architects are admissible to the master Design if their portfolio demonstrates that they have the talent and the ability to train themselves in conceptual design. Scope and character of the admission requirements are derived from the set of intended learning outcomes. About 90% of the applicants come from abroad. The instruction language is English.

Standard 6 Feasibility: good

Pagina 3 van 9 From the very beginning, the master student faces a heavy program. Students' evaluations show that in general the distribution of the study load is adequate. Coaching is offered to overcome the main obstacles in the first year (demanding project assignments, the students' need for structure whilst the lay-out of the programme is open). DAE has taken initiatives to improve support and coaching and to redesign the project assignments into tailor-made assignments. DAE has formulated a policy on disabled students, including an annual evaluation of the implementation and effects of the policy concerned, for which the Examination Committee is responsible.

3. Staff

Standard 8 Staff policy: good

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

Standard 9 Quality of staff: good

Staff members are well-equipped to teach 'Design'. Both from their CVs, the classroom visits and the audit interviews, the panel have concluded that lecturers possess the actual expertise to execute the programme. Many members of the teaching staff have qualifications, up-to-date expert knowledge and skills of high standing. In their role as teacher they are properly-equipped, as a result from the regularly organized workshops on (e.g.) 'teaching and didactics', 'coaching students' and 'assessments'. Further didactic schooling of lecturers is now one of the main issues. Fragmentation of the staff as a consequence of small appointments is successfully counteracted by the thematic framework and frequent consultative meetings with individual lecturers.

Standard 10 Size of staff: good

With a teaching ratio of 1:20, the number of staff is quite sufficient. Both students and lecturers are satisfied about the size of the staff.

4. Services and facilities

Standard 11: Housing and infrastructure: good

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

Standard 12: Tutoring and information: good

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

Pagina 4 van 9 Apart from the Student Information System – SiS, a broad range of communication means have been instituted: the electronic newsletter, the information counters, the digital information screens and the renewed DAE website. Student can also make use of a support centre.

5. Quality assurance

Standard 13: Evaluations: good

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

Standard 14: Measures for improvement: good

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

Standard 15: Involvement of stakeholders: good

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

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

6. Assessment and achieved learning outcomes

Standard 16 Assessment and learning outcomes: good

DAE has a solid system of integral summative and formative 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.

To assess the level achieved, two components are crucial: the (physical) product and the underlying conceptual design-report. Prior to the audit the expert panel members selected and assessed 20 final assignment reports. During the audit the panel examined also the 20 corresponding products / objects. Completed and signed assessment forms were included. The panel members are unanimously not that positive about the content level of the underlying assignment reports they have evaluated. Not all of them appeared to be well-structured and well-considered. It was not always clear which research methods and instruments are substantiated. In general the consulted literature is substantial and exceeds the regular literature list. As far as the (physical) final products / object are concerned, the panel considers their quality as amazingly meaningful and uncommonly powerful. However,

Pagina 5 van 9 the assessment forms lack in transparency. These will be redesigned. For the panel the excellent quality of the products outweighs these shortcomings.

Overall conclusion: good

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

Both DAE's internalised quality drive and culture show ambition and, in the eyes of the panel members, could eventually lead to an 'excellent' rating for the master Design. 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, including the strengthening of the research component in the master programme. However, the audit came too early to measure these outcomes.

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

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

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

De NVAO besluit accreditatie te verlenen aan de hbo-master Vormgeving (120 ECTS; variant: voltijd; locatie: Eindhoven) van de Design Academy Eindhoven te Eindhoven. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

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

Den Haag, 2 januari 2013

Nederlands-Vlaamse Accreditatieorganisatie



Lucien Bollaert
(bestuurder)

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

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

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

Docent-student ratio	1 : 20
Kwalificatie docenten	3,85% PhD 0% wo- ma 38,46% wo-ba 0% hbo- ma 57,69% hbo-ba 0% lager dan hbo-ba
Studielast	28 uur per week
Contacturen	28 uur/week
Rendement	diplomarendement na twee jaar per cohort: 2006:60%; 2007:63%; 2008:60%; 2009:50%

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

Co-ordinator

drs. Robert Stapert