



**School of Fine Art and Design  
AKV|St. Joost  
Avans University of Applied Sciences**

**Master of Arts in Fine Art and Design**

**Limited Study Programme Assessment**



## Summary

In March 2018 the hbo-master programme Master of Arts in Fine Art and Design of Avans was visited by an audit panel from NQA. The master programme is a full time two year programme and is offered in a new location in Den Bosch. The audit panel assesses the quality of the study programme as **conditionally satisfactory**. Improvement of the shortcomings identified in the third standard Assessment is easily realistic and feasible within two years.

### Standard 1: Intended learning outcomes

The programme receives the assessment **satisfactory** on standard 1.

The master programme aims to encourage young artists and designers with various cultural backgrounds and diverse talents to grow into unique professionals. Graduates need to connect their individual interests to large societal or professional issues. The panel supports this vision on social artistic development. The panel agrees that the programme adopted the nationwide learning outcomes of Fine Art and Design and meets the standards of a master education. The panel finds the programme profile to be relevant for the development of students to the master level in fine arts and design.

### Standard 2: Teaching-learning environment

The programme receives the assessment **good** on standard 2.

The panel concludes that the teaching-learning environment is of an outstanding level and considers this an example for master in arts education programmes. The educational vision is based on the principles of transformative learning, meeting others, the balance between collective and individual learning and self-organisation. The panel thinks that this educational vision is very well reflected in the programme design, structure and location. The programme design is focusing on the individual artistic development of students. The research, methods, interdisciplinary intercultural experiences and self positioning training are offered in a structured way. The panel finds them supportive to the student's artistic development. The physical spaces in the current location effectively facilitate intercultural and interdisciplinary collaboration, collective learning and self-organisation, since students have to create and manage their own workspace and the disciplines are mixed. Thanks to these unique qualities of the physical spaces, the programme succeeds very well in creating inspiring learning communities. Students are well facilitated by technical provisions such as a ceramic studio, wood and metal, digital printing, AV media and techlab. The panel is very enthusiastic about the 24/7 access to the studio's. This is a crucial feature for ensuring an organic community of self-reliant cultural producers. Students are well facilitated by the staff to deepen their artistic skills and to question their position choices and development through artistic research. The approach in tutoring is on master level; students and staff are considered equally. There is a lot of room for self initiative. Students are challenged and feel in charge whilst the programme facilitates their artistic development. The panel experienced a good atmosphere, students feel at home and are at ease. The panel finds the learning communities very contributing to the intended learning outcomes.

### **Standard 3: Assessment**

The programme receives the assessment **unsatisfactory** on standard 3.

The programme implemented very recently a new assessment vision and policy. The panel finds them in line with the educational policy and the intended learning outcomes. Because of the very recent introduction of the assessment policy, the execution of this policy was not embedded and therefore was not up to standards during the site visit. Assessment criteria and assessment follow up are unclear for students. The resit procedure although clearly explained in the policy, was confusing for students. Assessment criteria were not addressed in the feedback formulated. The distinction between summative and formative assessments in the procedure was unclear. Therefore the panel concludes that the assessment execution needs to be improved urgently. The examination board has acknowledged that inspection of assessments is needed. The examination board inspected selected assessments and advised to clarify criteria. The panel recommends to clarify criteria, for example regarding self organisation and to relate feedback or feedforward to these criteria. Also the distinction between the formative or summative assessments needs to be clarified in the procedure and follow up and a shared opinion across specialisations on integral assessments is needed. The panel thinks these improvements are possible to come to a satisfactory level within a year.

### **Standard 4: Achieved learning outcomes**

The programme receives the assessment **satisfactory** on standard 4.

The panel examined fifteen graduation works of the past two years, at the lower, middle and upper ranges and concluded that all the graduation works and assessments live up to the domain standards for Master of Arts in fine art and design. Some graduation works are strong and others meet the minimum standards in any case. The student's development is in line with the intended learning outcomes. Work field representatives find the graduates cooperative, social and capable of working together. They show awareness of the environment they are working in and have learned to adapt to different situations.

The audit panel recommends an improvement period of one academic year. In the academic year 2018 – 2019 the programme can demonstrate that the execution of integral assessments is in line with the assessment policy.

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## Introduction

This is the assessment report of the existing master of arts programme in Fine Art and Design offered by the Master institute of the School of Fine Art and Design St. Joost (AKV|St. Joost). AKV|St.Joost is a part of Avans University of Applied Sciences. The assessment was conducted by an audit panel compiled by NQA on behalf of Avans University of Applied Sciences and in consultation with the Fine Art and Design programme. Prior to the assessment process the audit panel has been approved by NVAO.

The report describes the panel's findings, considerations and conclusions. It also contains some recommendations for the study programme. The report has been prepared in accordance with the *Assessment framework for the higher education accreditation system of the Netherlands* (NVAO, 2016) and the *NQA Protocol 2017 for limited programme assessment*.

The site visit took place on 15 March 2018.

The audit panel consisted of:

I.R. Farren, MFA BA (Hons) PG Cert Ed (FE) (panel chair)

J.W. Day, PhD (domain expert)

K. Vanbellegem, MA (domain expert)

J. Kotlaris, BA (student member)

Ir. A.B.C. Hoitink, NQA-auditor, acted as secretary of the panel.

The Master of Arts in Fine Art and Design is part of the visitation group HBO Master Beeldende Kunst en Vormgeving Zuid. Alignment between the sub-panels was first of all ensured by the assessment framework instruction the panel members received. The assessment criteria calibrated between Hobéon and NQA are part of this instruction. Prior to this, alignment is guaranteed by overlap in the composition of all subpanels. In addition, taking into account the fact that each programme evaluation concerns an individual evaluation, on the basis of overlap across the panels, there has been continuous reflection of the previous site visits within this visitation group. Furthermore, the alignment between the panels is guaranteed by the support of, as much as possible, the same auditor from both Hobéon and NQA and by the recruitment of trained chairmen.

The study programme has provided the panel with a self-evaluation report. Its form and content comply with the requirements of the appropriate NVAO assessment framework and the NQA protocol 2017. The panel studied the self-evaluation report as well as a sample of fifteen theses completed in 2015-2016 and 2016-2017. The panel visited the study programme on 15 March 2018. The visit consisted of a tour around the studios and ateliers. Also an exhibition with final products was visited by the panel. The self-evaluation report and other materials, interviews with students, staff, work field, management and the tour enabled the panel to reach a well-considered judgement.

The panel declares that the assessment of the study programme was carried out independently.

Utrecht, June 2018

Panel chair



I.R. Farren, MFA BA (Hons) PG Cert Ed (FE)

Lead auditor



Ir. A.B.C. Hoitink



## Short outline of the programme

The master programme Master of Art in Fine Arts and Design is offered by the Master Institute. The Master Institute is a part of the School of Fine Art and Design St. Joost (AKV|St. Joost) which is a part of Avans University of Applied Sciences. Since September 2017 the master programme has undergone some major changes. These changes are related to the programme itself, the educational building and the position within the University.

Until September 2017 the master institute offered three master programmes; Fine Art, Graphic Design and Photography. Since then these three programmes are converted into one master programme. This conversion took place at national level with approval from NVAO as part of a large-scale art education agenda. Within this master programme the three former master programmes are now specialisations.

In September 2017 the programme moved from two locations in Breda and Den Bosch to one independent location in Den Bosch. The location is a former Post Office distribution building. The building has large open spaces, offices and rooms that are used as studios by the master students. In this building the professional master of Animation and three professional bachelor art programmes are also located. During regular opening hours the whole building is available for lectures, trainings, meetings and workshops. Master students have the opportunity to meet and work 24/7 in their studios.

The master institute aims to be a place for research. Therefore it has plans to formulate research domains. These research domains are to be shared with other programmes so that students can interact with each other through their research. Therefore the institute works together with the Avans Expertise Centres, such as the Centre for Research in Art, Design and Technology (CARADT). The research themes 'Autonomy in Art, Design and Technology' and 'Human-Centred Creation in Art, Design and Technology' are foundations for research topics. Together with the Willem de Kooning Academy in Rotterdam the institute started the expertise centre 'Bio Based Art & Design'. The institute aims also to be the foundation for students who want to continue into a PhD trajectory at a university. Therefore the institute works with Universities like the University of Tilburg and the University of Antwerp.



## Standard 1

## Intended learning outcomes

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

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The panel assesses this standard as **satisfactory**

### Conclusion

The master programme of Art in Fine Arts and Design aims to encourage young artists and designers with various cultural backgrounds and diverse talents to grow into unique professionals. Graduates need to connect their individual interests to large societal or professional issues. The panel supports this vision on social artistic development. The panel agrees that the programme adopted the nationwide learning outcomes of Fine Art and Design and meets the standards of a master education. The panel finds the programme profile to be relevant for the development of students to the master level in fine arts and design.

### Substantiation

#### *Vision and ambition*

The Master programme aims to support and encourage students to grow into unique professionals who are able to shape their practices in art and design intentionally, strategically and ethically. According to the Master programme, alumni need to have a thorough knowledge of their artistic abilities and they need to know how to make the most of their talents in the working field. Alumni should connect their individual interests and practice to larger societal or professional issues.

The Master programme strives for a people-oriented culture where students study in openness and safety and learn how to independently develop themselves also after the education. Students raise their practices to a higher professional level and develop their skills to the master's level. The institute wants to offer an interdisciplinary and international learning community and the educational approach is integrated and interdisciplinary. The panel supports this social artistic vision and agrees that the integration and interdisciplinary approaches are valuable themes for this master programme.

#### *Competencies*

The Master programme applies the nation wide learning outcomes and competencies for Master's programmes in art and design education from 2014. The learning outcomes are formulated in close cooperation with other Dutch master programmes and with the professional work field. Therefore, the panel concludes that the learning outcomes and competencies are sufficiently programme specific and compatible with the national quality framework. These competencies are:

- **Creative ability;** Students should be able to produce visual work based on research and clearly demonstrate their artistic vision. The visual work should have a meaning and be a product of the artist's or designers personal ambition.
- **Research ability;** Students should be able to research their own work and working methods through contemplation, analysis, problematisation, positioning and assessment and use this to develop research methods.
- **Ability to grow and innovate;** Students should be able to continue to develop and deepen their own work and working methods, using this progress to bring about change in the profession, discipline, culture and society.
- **Organisational ability;** Students should be able to create and sustain an inspiring, professional work situation.
- **Communicative ability;** Students should be able to express their ideas, concepts, work, working methods, motives, reasoning and research conclusions for professionals and the audience within and outside their discipline.
- **Field orientation;** Students should be able to actively and critically change the context of their work, working methods and research.
- **Collaborative ability;** Students should be able to initiate collaboration and contribute actively and independently to creating an artistic product or process.

The panel agrees that the vision ambition and competencies are in line with the nation wide profile for Master in Arts in Fine Art and Design. The Master Institute is also a member of the European League of Institutes of the Arts (ELIA). Therefore the programme is also in line with international standards for a Master in Arts.

#### *Research profile*

The master programme's research profile can be characterized as a continuously curious and reflective attitude towards societal changes. The programme strives to understand what the drivers behind cultural and political shifts are and educates students to understand them as well. Another characteristic of this programme is that each student has to gain his own understanding of the conditions for his practice and research.

The panel sees that each specialisation has a distinctive profile. The fine art specialisation emphasises on the further development of an authentic position and authentic studio practices. The photography specialisation focuses on the position and opportunities of modern photography in art, documentaries, journalism and media criticism. The graphic design specialisation explores the history of the professional field and the radical changes currently happening within it. The specialisation enables the graphic designers to increase their activities outside the traditional field of graphic design itself.

## Standard 2

## Teaching-learning environment

*The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.*

In this chapter the audit panel describes the findings, considerations and conclusions on the learning environment. The panel assesses this standard as **good**.

### Conclusion

The panel concludes that the teaching and learning environment is of an outstanding level and considers this an example for master in arts education. The programme applies an educational vision based on the principles of transformative learning, meeting others, the balance between collective and individual learning and self-organisation. The panel thinks that this educational vision is very well reflected in the programme design, structure and location. The programme design is focusing on the individual artistic development of students. The research, methods, interdisciplinary intercultural experiences and self positioning training are offered in a structured way. The panel finds them supportive to the student's artistic development. The physical spaces in the current location effectively facilitate intercultural and interdisciplinary collaboration, collective learning and self-organisation, since students have to create and manage their own workspace and the disciplines are mixed. Thanks to these unique qualities of the physical spaces, the programme succeeds very well in creating inspiring learning communities. Students are well facilitated by technical provisions such as a ceramic studio, wood and metal, digital printing, AV media and techlab. The panel is also very enthusiastic about the 24/7 access to the studio's a crucial feature for ensuring an organic community of self-reliant cultural producers. Students are well facilitated by the staff to deepen their artistic skills and to question their position choices and development through artistic research. The approach in tutoring is on master level; students and staff are considered equally. There is a lot of room for self initiative. Students are challenged and feel in charge whilst the programme facilitates their artistic development. The panel experienced a good atmosphere, students feel at home, are at ease. The panel finds the learning communities very well contributing to the intended learning outcomes.

### Substantiation

#### *Educational vision*

To support the students' growth into unique professionals the programme applies an educational vision that is based on the following four principles:

1. Transformative learning: Students are challenged to view their beliefs and perspectives in a way that it changes their working practice.
2. Meeting others: The learning environment facilitates students meeting other students, teachers, alumni, those working in the professional field and all others that could contribute towards a student's development.

3. The Collective/Individual: Learning is stimulated in discussions and reflections conducted in both individual and collective formats.
4. Self-organisation: During the study programme students develop from a method of self-management to self-organisation to establish their own sustainable working practice. The students develop their self-organisation based on their learning and research questions throughout their programme.

The students interviewed by the panel confirm that this vision is applied. Students experience artistic development as the key of the programme. Students are challenged and feel in charge whilst the programme facilitates the artistic development. Students feel part of a community and working in a group is typical for this programme. Students experience a great deal of freedom but also feel both supported and challenged by the programme.

The programme wants to have an integrated approach and encourages an interdisciplinary way of working. It aims to prepare students to deal with changes within society and the profession. It also aims to prepare students to deal with the complex problems that stem from these changes. The panel notices that gaining knowledge and experience is on a good level and the programme offers many options for interdisciplinary working. The panel believes that the recent relocation to one location will lead to an even further integrated interdisciplinary approach in the near future.

During the visitation the panel met students who show integrity in who they are as artists and in their artistic development. Students are well aware of their position and their development. They realize the importance of building a network and learn to bring their work to the right platforms, organisations and people. In the graphic design specialisation students work on real life assignments. Tutors and students meet on weekly basis. Moderated feedback sessions are regularly organised. The programme uses the DasArt feedback method to empower the students who get feedback on their work. The panel finds the balance between freedom and structure a success. It is great that the dynamics of self-organization makes the programme more student driven. This can only be encouraged and the panel advises to define this more specific in goals that students want to obtain. It would also be advisable that the notion of self-organisation is more intensively extended towards skills and attitudes necessary for an own successful independent practice once students are graduated.

### *Programme structure*

The programme consists of three specialisations fine art, graphic design and photography. The specialisations have different programmes but have the same structure of four semesters and the same focus per semester on the phase of artistic development as the table below explains.

semester	Phase	Focus for the student
1	Exploring	Which development do I want as a creator? What qualities and expertise do I already possess? What change do I envisage? Which field do I want to work in? Is this the right course for my development?
2	Experimenting	Try out new ways of working, achieve different results and test out different roles, attitudes and forms of collaboration. Broaden my horizon as a creator.

3	Testing	Test the new position as a creator within the Master programme and the work field.
4	Concluding	Consolidate the new position as a creator. Graduation project is a well-considered visual research.

Each semester consists of building blocks, with their own dynamics. There are structural building blocks that relate to the general development. Examples of these blocks are lectures, individual supervision, workshops, general academic studies and individual study. Next to these structural blocks events are organised that relate to unexpected challenges and to inspire students. Examples of these events are the orientation week in semester one, the study trip in semester two and four and the end of year exhibition or graduation show.

At the end of each semester students are evaluated. Students have to send in products like a portfolio, a research proposal or a self reflection on the progress made of the studies. The evaluation is divided into the following three aspects related to the learning tracks:

1. Positioning
2. Methods
3. Self-organisation

The competencies with criteria are linked to these three aspects. At the end of the first and third semester students receive a performance descriptor with feedback for each learning track. At the end of the second and fourth semester students get marks and feedback for each learning track.

#### *Admission requirements*

Applicants are asked to supply a digital portfolio, CV and cover letter. A board assesses this material on criteria such as, artistic abilities and analytical skills, research questions and theoretical knowledge, motivation and level of English. All applicants eligible for admission are interviewed to assess motivation and level of English. The final judgement is made and substantiated by at least two examiners. From the 200 to 250 applicants each year, around 30 – 40 are admitted to the master programme. The panel finds the admission process appropriate, adequate, thorough and respectful. Students feel appreciated during the admission process. They experience a lot of understanding for their personal situation and find the intake to be a thorough check on their expectations.

#### *Internationalisation*

The student group is international: students from various nationalities study in one community. Students find the atmosphere of the programme very intercultural. An international study week is part of the programme in both year one and year two. Also, a scholarship is offered to study in Berlin for three months. The staff is intercultural aware, in spite of the fact that almost all the tutors are Dutch. Staff acknowledges the lack of international colleagues. Guest tutors have international backgrounds and currently two temporarily appointed tutors have a non-European background.

### *Tutor team*

The staff is organised in one disciplinary tutor team. In total around twenty tutors guide students in their development and research. Each tutor is appointed for half to one day per week. To ensure contact between tutors, structural building blocks are scheduled on Mondays and Tuesdays. During these two days information and experiences are exchanged and students receive guidance in their research and professional development. Next to the tutor team an extensive number of guest tutors contribute to the student's development and research.

The panel finds the guidance good; students are very satisfied with the quality of tutoring and mention the good balance between guidance and self development. Tutors are experienced and most of them have a strong relation with the professional work field. They bring their own perspectives, knowledge and experiences from the professional field. A certified training programme ensures that tutors also have the educational competencies. Later in 2018 a programme for improving proficiency in assessing and feedback will begin. All tutors will participate in this programme the coming years. Three tutors participate in research groups for the development of professional research skills.

The panel notices that, although tutors are in one team, they are linked to one of the specialisations fine Arts, graphic design or photography more than to a certain discipline. To the panel's opinion improvement from good quality to excellent quality is easy to achieve via sharing good practices and successful educational approaches between tutors linked to different specialisations.

### *The working and learning environment*

In 2017 Avans University brought the Master's programmes together in one independent location in Den Bosch. In this environment students work 24/7 in studios and ateliers; during the day they can make use of workshops in the adjacent building for Bachelor's art education. It is a physical place where the learning community is taking shape and forming its identity. There are technical provisions available such as a ceramic studio, a wood and metal atelier, autographic and digital printing, AV media and a technical lab. The location makes the Master programme more visible for the professional field and it represents the physical form of the profiling parameters: because students of the different specialisations occupy one space. This creates conditions for students to discuss, test and challenge their work in a community of artists and designers from very different cultural backgrounds and disciplines. Peer to peer learning is stimulated, students become aware of each other's practice in a natural context and it provokes debate and interdisciplinary collaboration. The learning environment is also flexible enough for students to alter their practice during the programme and to experiment with other techniques and disciplines.



## Standard 3                      Assessment

*The programme has an adequate assessment system in place.*

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The panel assesses this standard as **unsatisfactory**

### **Conclusion**

The programme implemented very recently a new assessment vision and policy. The panel considers the assessment vision and policy satisfactory. The assessment policy is in line with the educational policy and the intended learning outcomes. Because of the very recent introduction of the assessment policy, the execution of this policy was not embedded and was therefore not up to standards during the site visit. Assessment criteria and follow-up were confusing for students. The resit procedure although, clearly explained in the policy, was confusing for students. Assessment criteria were not addressed in the feedback formulated. The distinction between summative and formative assessments in the procedure was unclear. Therefore the panel concludes that the assessment execution is unsatisfactory and urgently needs to be improved. The examination board has acknowledged that inspection of assessments is needed. The board inspected selected assessments and advised to clarify criteria. The panel assesses this standard as a whole as unsatisfactory. The panel thinks it is possible to improve the assessment execution to satisfactory levels within a year and will make some recommendations in this report.

### **Substantiation**

#### *Assessment policy*

With the conversion of the programme a new assessment policy has been introduced. The panel sees that the assessment policy is based on the educational vision of the Master programme and meets the relevant provisions in the Dutch Higher Education and Research Act. The national competencies for art and design education at master's degree are embedded into the assessment policy.

The assessment policy states that assessments should increase the students' autonomy. Therefore, the focus is on the professional development and not on the work itself. Assessments assess the relevance of criteria students set for their own work and also address the student's professional practice development. This includes working methods, but also the positioning and participation in the work field. Finally, assessments should be feasible, reliable, valid and transparent. Therefore, assessments are conducted in teams of tutors and assessors who are active in the professional field.

#### *Assessment procedure*

The master programme has two types of assessment: modular assessments and integral assessments. Modules like the General Academic Studies are assessed modular. The integral assessments draw conclusions about the students' level and progress. These assessments have

three components: Positioning, Methods and Self-organisation. These components are similar to the learning tracks.

The integral assessments take place at the end of each semester. At the end of the first and third semester assessments have a formative nature. The outcome determines whether a student is able to sit the examination of the following semester. At the end of the second and fourth semester the assessments have a summative nature. For each semester criteria are formulated per component to ensure a continuous educational path. The national exit competencies are embedded within these three components.

During the panel visit it became clear that the assessment procedure was implemented in January 2018 to all four semesters. Although the new procedure was communicated by the tutors, students were confused about the new criteria and the assessment markings. Staff found it difficult to implement the new assessment procedure and the assessment forms viewed by the panel reflected this situation. Feedback given and the substantiation were not linked to the components with their criteria. The component self organisation was missing in the feedback given. The panel has not seen standards or qualifications towards self-organisation. Although considerable effort was made to implement the new procedure the panel concludes that the actual execution has to improve.

#### *Quality assurance*

Tutors evaluate students in teams and external experts are involved in the final assessment. In the coming years all tutors will be certified in BKE<sup>1</sup>. The examination board is in a position to conduct random checks independently and it advises the master programme for improvement. The curriculum committee manages the assessment policy in collaboration with the programme coordinator and tutors involved. The panel finds the quality assurance satisfactory. The examination board's full attention is needed on monitoring follow up on advice given to ensure a satisfactory level in assessment execution within a year.

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<sup>1</sup> Basic Qualification Examination

## Standard 4 Achieved learning outcomes

*The programme demonstrates that the intended learning outcomes are achieved.*

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. The panel assesses this standard as **satisfactory**.

### Conclusion

The panel examined fifteen graduation works of the past two years, at the lower, middle and upper ranges and concluded that all the graduation works and assessments live up to the domain standards for Master of Arts in fine art and design. Some graduation works are strong and others meet the minimum standards. The student development is in line with the intended learning outcomes. Work field representatives find the graduates cooperative, social and capable of working together. They show awareness of the environment they are working in and have learned to adapt to different situations.

### Substantiation

The panel examined a representative selection of fifteen graduation works, five per specialisation. The panel concludes that some graduation works are strong and that all graduation works meet the minimum standards.

The graduation work starts at the end of the third semester when students submit a proposal for the graduation research to be deployed in the fourth semester. Students work in the fourth semester on a research project to prepare themselves for career as an artist or as a designer. They work on their capacities and qualities to act at master degree level in the context of their profession and society. The final work is exhibited during a public exhibition in which students have to demonstrate a high degree of self-organisation.

#### *Description examination*

The final examination takes place during the exhibition and consists of two components, an oral examination and a review of the final work. The oral examination assesses the working- and research method applied. The student presents the final work and reflects on the context, both theoretical and with regard to public and platforms. The student also refers to the study plan and thesis to substantiate the final work. In the second part of the examination the final work itself is reviewed. The work should be more than an illustration of the process. The final work must be able to take up an autonomous role in the world and be convincing in it's own right.

#### *Execution examination*

The graduation work is examined by at least two tutors from the master programme. They assess first if the graduation research has led to a sustainable artistic or designer development. Then the graduation work is assessed to its quality in relation to the chosen context, its relevance with regard of the chosen context and the effectiveness of choices made with regard to the podium

and public. An external independent expert assesses the process of examination. The external expert gives a written judgement on the process and the level of the graduation work.

#### *Performance graduates*

The external experts and work field representatives confirm to the panel that graduates learned how to adapt to different situations and that they learned how to work autonomously. Graduates are also able to work well together. They look after their colleagues and they work together to make an exhibition. Some representatives of the work field questioned if the graduates are equipped to be successful individually.

The alumni are positive about the open and inviting atmosphere during the programme. Typical for this programme is the artistic work as a group. There is a lot of freedom and room for self initiation, as an individual and as a group. Alumni express that they have learned to adapt to different situations, and have become flexible and autonomous. The practice of artistic work was always leading. The practical research and theoretical research are felt to be supporting to the artistic practice.

#### *Quality assurance graduation work*

The examination board examines a selection of final works and examines the judgements of external examiners. Findings are discussed during educational development days to improve and standardize the final assessments.

# General conclusion of the study programme

## Assessments of the standards

The audit panel comes to the following judgements with regard to the standards:

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Satisfactory
<i>Standard 2 Teaching-learning environment</i>	Good
<i>Standard 3 Assessment</i>	Unsatisfactory
<i>Standard 4 Achieved learning outcomes</i>	Satisfactory

The master programme Master of Arts in fine art and design offers a good community for international artists and designers who want to grow into unique professionals. The social artistic development is well implemented in the programme. The unique location and institute network is inspiring and inviting for interdisciplinary and intercultural development. Although graduates perform well, more robust and transparent assessments would contribute more to the artistic development and support graduates to succeed as autonomous artists or designers.

The audit panel assesses the quality of the master study programme Master of Arts in fine art and design of AKV|St.Joost, Avans University of applied sciences **conditionally satisfactory**. Improvement of the shortcomings identified in the third standard is easily realistic and feasible within two years.

The audit panel recommends an improvement period of one academic year. In the academic year 2018 – 2019 the programme can demonstrate that the execution of integral assessments is in line with the assessment policy. More specific:

- The assessment policy is adopted and embedded by the team.
- Assessment experiences are exchanged each semester to ensure standardisation across disciplines.
- Criteria for self organisation are defined and applied
- Integral assessments in the first and third semester have a formative nature
- Integral assessments in the second and fourth semester have a summative nature
- Feedback or feedforward substantiates the assessment judgement
- Criteria per component are part of the feedback or feedforward given.
- The positive aspect of constructive and directed feedback which is currently given shape through resits needs to find another form, allowing resits to be appropriately treated as formative assessments.
- Examination board findings lead to improvements in the assessment execution

# Recommendations

The audit panel has the following recommendations for the study programme:

## General

- Consider the journey this programme is in, pay attention to the new environment and new programme.

## Standard 2

- Keep health and safety issues in mind concerning studio work especially with oil paint.
- Embed more professional practice in the fine art programme
- Exchange tutors in their different roles between specialisations to enhance interdisciplinary working and to increase insight in each others programmes.
- Offer alternatives for the analogue dark rooms that are located in Breda.
- More international, multi-cultural staff to give students realistic preparations for work in the field which is by definition international and multi-cultural

## Standard 3

- Reframe resits in the execution from a summative assessment into a formative assessment
- Clarify the criteria for self organisation
- Define the terms used in feedback or feedforward and relate them to the criteria
- Benchmark the integral assessments to come to a shared opinion across specialisations.

## Standard 4

- Prepare the artist or designer to be successful in presenting their work to the professional work field.
- Use the graduation event more as a kick off for the artist's or designer's career

# Appendices





## Appendix 1: Programme for the site visit

Secretary: also indicate titles discussion partners.

<b>Time</b>	<b>Subject</b>	<b>Participants</b>
09.00-09.30	Presentation by study programme (20 minutes maximum) in which it positions itself with regard to choices made, current state of affairs, aspirations and intentions.	Management Femke den Boer (dean) René Bosma (vice dean) Una Henry (coordinator master courses)
09.30-10.45	Study of material and preparation	Panel
10.45-11.45	Tour	Panel, management
11.45-12.45	Interview students	Students (6) Student Council Elena Chemerska (FA, y1) Cindy Bakker (FA, y2) Marco Dalle Fratte (GD, y1) Tiemen de Blanken (GD, y2) Dorien Scheltens (PH, y2) Aubane Berthomme (PH, y2)
12.45-13.30	Lunch + consultation	Panel
13.30-14.30	Interview team of tutors	tutors (5): Noud Heerkens (PH) Martine Stig (PH) Drs. Mariska van den Berg (GAS) Dr. Annemarie Quispel (GD theory) Drs. Bas van den Hurk (FA theory) Dr. Sebastian Olma (research area Autonomous Creation)
14.30-15.15	Interview Quality Assurance and graduates	Exam committee: Inge Vlugter (chair) Coordinator quality assurance: Annemarie Quispel Work field representatives: Alfons Hooikaas, Wouter Huis, Nicole Robbers Alumni: Marta Masiero Ramos (FA, 2016), Emmy van Thiel (GD, 2014), Matija Pekic (2017)
15.15-15.30	Break	
15.30-16.00	Interview study programme	Management
16.00-17.00	Assessment consultation audit panel	panel
17.00-18.00	Closing talks study programme management feedback (15 min) and development discussion (30 min)	Management and staff involved

## **Appendix 2: Documents examined**

Academy Guide

Assessment policy

Study programme framework for Master of Arts in Fine Arts & Design 2017 - 2019

Educational Vision

Education and examination regulations masters 2017 – 2018

Handout final exam Master of Fine Arts

Handout final exam Master of Photography

Hand out final exams Graphic Design.

Semester description semester 1 Fine art programme

Semester description semester 1 Photography programme

Semester description semester 1 Graphic Design programme