

**AKV|St. Joost  
Master Institute of Visual Cultures**

**Avans University of Applied Sciences**

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



## Summary

In July 2019 the reassessment of the Master of Arts in Fine Art and Design programme of Avans took place. The original assessment of this study programme was in March 2018. In the original assessment the audit panel assessed standard 1 as satisfactory, standard 2 as good, standard 4 as satisfactory and standard 3 as unsatisfactory. The audit panel expected that the improvements needed could be achieved within two years. Therefore, the quality of the study programme was assessed as conditionally satisfactory.

After an improvement period of fifteen months the audit panel revisited the study programme on 9 July 2019 and reassessed the quality of standard 3 Assessments. The study programme receives the judgement **satisfactory** for standard 3.

Since March 2018 the learning track Self-organisation was discussed within the programme teams and with students. The study programme decided to redefine and rename this track to 'Self Directed Learning'. The assessment criteria were also reformulated.

The whole assessment programme has been redesigned. In the new assessment programme, the distinction between summative and formative assessments is clear. Formative assessment takes place throughout the whole semester and summative assessment at the completion of a semester. Resits of summative assessments are scheduled five weeks after the completion of the semester. The panel agrees with the new assessment programme and advises the study programme to keep under review the usefulness of the resits, e.g. at the end of the summer after the final semester and consider any changes necessary to support student development.

The study programme managed to bring the tutors together as one team. The three specialisation teams merged into the new team of Visual Arts and post Contemporary Practice. The panel is very positive about the continuous professional development. The focus on assessments contributed effectively to the improvements needed. The panel finds the progress made impressive and anticipates further progress, which can be considered at the next institutional review.

The study programme introduced a new grading matrix that is applied in every semester. Students are adequately informed about assessments. The dialogue between staff and students is good and students find the assessment process to be supporting to their artistic development. Finally, it is clear that the Examination Board played an important role in the improvement of the assessment process.

Since the study programme receives the assessment **satisfactory** on standard 3, the overall assessment is **satisfactory** for the Master of Arts in Fine Art and Design programme.



# Contents

<b>Summary</b>	<b>3</b>
<b>Introduction</b>	<b>7</b>
<b>Short Outline of the programme</b>	<b>8</b>
<b>Standard 3 Assessment</b>	<b>9</b>
<b>General conclusion of the study programme</b>	<b>11</b>
<b>Appendices</b>	<b>12</b>
<b>Appendix 1: Programme 9 July 2019</b>	<b>12</b>
<b>Appendix 2: Documents examined</b>	<b>13</b>



## Introduction

This is the assessment report reassessing standard 3 Assessment of the Master of Fine Arts in Fine Art and Design programme. The programme is offered by the AKV|St.Joost Master Institute of Visual Cultures. This institute is part of Avans University of Applied Sciences. The reassessment is conducted by an audit panel compiled by NQA on behalf of Avans University of Applied Sciences. Prior to the reassessment the audit panel has been approved by NVAO.

### *Reason and process*

During the former assessment on March 15, 2018 the panel came to the assessment unsatisfactory for standard 3 Assessment. The study programme submitted on October 10, 2018 an improvement plan to NVAO. The NVAO decided on January 30, 2019 to grant an improvement period until January 30, 2020.

This report describes the findings, considerations and conclusion of the panel regarding the improvements and the quality of standard 3 Assessments. Prior to the audit visit the panel studied the improvement plan, a progress report and several assessment forms belonging to the different semesters of the programme. On 9 July 2019 the panel revisited the study programme. During the site visit the panel discussed the progress with students, tutors, representatives of the examination board and joint curriculum committee and with the programme management. The panel also visited the graduation show and examined the final works of various students with the corresponding assessment forms. All information has enabled the panel to reassess standard 3 Assessment. The report was prepared according the *Assessment Framework for the Higher Education Accreditation System of the Netherlands (NVAO2016)* and the *NQA-protocol 2017 for Limited Programme Assessment*.

The reassessment was conducted by three of the four panel members that assessed the programme on March 15, 2018. This was decided in consultation with the study programme and is approved by NVAO. The audit panel for this reassessment consisted of:

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

K. Vanbellegem, MA (domain expert)

J. Kotlaris, MA (student member)

The fourth panel member J.W. Day has been informed and supports the findings of the reassessment.

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

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


Utrecht, November 2019

Panel chair



I.R. Farren

Panel secretary



A.B.C. Hoitink

## Short Outline of the programme

Since the panel visit in March 2018 the institute developed a new vision on the study programme. The programme aims to address global challenges and focuses more on situated design and ecology futures. In line with this new vision a new programme name will be used from next academic year onwards. The new name is Visual Arts and Post Contemporary Practices. The new programme has a more interdisciplinary educational approach, and this seems to have a positive effect on the student numbers. Since March 2018 the number increased from 75 to 100 students in total in June 2019. The programme's ambition is to grow to 125 students next academic year.



## Standard 3 Assessment

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

### Conclusion

The study programme receives the judgement **satisfactory** for standard 3. After the panel visit in March 2018 the learning track 'Self-organisation' was considered and discussed within the programme team and with students. The study programme decided to redefine and rename this track into 'Self Directed Learning'. The assessment criteria have been reformulated. The whole assessment programme is redesigned. In the new assessment programme, the distinction between summative and formative assessments is clear. Formative assessment takes place throughout the whole semester and summative assessment at the completion of a semester. Results of summative assessments are scheduled five weeks later. The panel agrees with the new assessment programme and advises the study programme to keep under review the usefulness of the results, for example in the summer after the final semester and consider any changes necessary to support student development.

The study programme managed to bring the tutors together as one team. The three specialisation teams merged into the new team of Visual Arts and post Contemporary Practice. The panel is very positive about the continuous professional development from May 2018 onwards. The focus on assessments contributed effectively to the improvements needed. The panel finds the progress made impressive and anticipates further progress in light of the recently implemented changes.

The study programme introduced a new grading matrix that is applied in every semester. This matrix is a positive outcome and should be kept under annual review to ensure that it is fit-for-purpose. Students are adequately informed about assessments. The dialogue between staff and students is good and students find that the new assessment process to be supporting their artistic development. The Examination Board played an important role in the improvement and implementation of the assessment process.

### Substantiation

#### **The criteria for Self-organisation are redefined**

The study programme evaluated the criteria with students and tutors in May 2018. They concluded that tutors found it difficult to apply the criteria for Self-organisation and that students were unable to interpret the criteria. Therefore, it was decided to reformulate Self-organisation into Self Directed Learning and to introduce this new definition from study year 2018 – 2019 onwards. In the summer also, the criteria for Methods and for Positioning are clarified and revised. In October 2018 a new assessment matrix is discussed with the whole tutor team and introduced to all students.

### **The distinction between formative and summative assessment is clear**

The study programme redesigned the assessment programme. Every semester is completed with a summative assessment. Formative assessment is taking place during the semesters. In addition, the study programme reshaped the final assessment to increase transparency and open the assessment principles to the public. The panel finds the new assessment trajectory to be much better. The panel recommends keeping the language used in the feedback under review to prevent confusion between the formative and summative nature of the feedback.

### **Tutors apply the assessment policy consistently**

The panel concludes from the progress report that all tutors involved in the final examinations were trained in June 2018. As a result, the new assessment programme has been applied from that moment onwards. The progress report shows also that tutors from the three specialisations practiced the revised criteria in December 2018. After the assessments of the first and third semester in January 2019 assessing and giving feedback was evaluated in February 2019.

The assessment forms demonstrate that the use of criteria and the feedback is satisfactory and consistent. The tutors interviewed by the panel are positive about the developments in the assessment process and find that their role as an assessor, clarified.

The panel is convinced that the quality of the assessment and feedback given is satisfactory. The panel studied several completed assessment forms from all the semesters and recommends keeping the language used in all assessments under review. Also, keep under review the resit procedures is advised; the resit of the summative assessment is scheduled 5 weeks later, in case of the second and fourth semester students are pretty much on their own during the summer months to prepare themselves for a resit.

The new approach of the final assessment is refreshing, the panel is positive about the external representatives that advise the internal examiners. Also, the public presentation with an audience and tutors is very positive to get prepared for the final examination.

Students substantiate the findings of the panel, they are quite happy with the new assessment system and experienced that the dialogue with the tutors about the assessments improved significantly. Students indicate that the assessments support their professional and artistic development very well. The panel advises to keep under review the new approach to ensure students do not become too dependent on the institutional assessments.

### **The Examination Board plays an important role**

The study programme made significant progress in assessing since March 2018. The Examination Board played an important role. Systematically tutors are trained in adopting the new assessment programme. The Examination Board was involved in this progress and gave valuable recommendations like about the feedback given. Initially the feedback given was sometimes very development oriented and the link with the work assessed too weak. During the professional training the quality of the feedback has improved, and the criteria supported the students better. The panel recommends continuing the debate on feedback in relation to formative and summative nature of the feedback. The panel also suggests using the term 'public presentation' instead of viva voce, the name that is used at the moment.

# General conclusion of the study programme

## Assessments of the standards

The audit team 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>	Satisfactory
<i>Standard 4 Achieved learning outcomes</i>	Satisfactory

## Considerations and conclusion

Sixteen months after the last visit, the panel concludes that significant progress has been made in the quality of assessments. The panel met students who presented themselves very well, we very positive and happy with the new assessment programme. The tutors are brought together as one team for Visual arts and Post Contemporary Practices. They also experienced the developments in assessing as positive. The continuous professional development is effective and contributing very well to the improvements needed in assessments and will lead to further improvements. 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 as **satisfactory**.

# Appendices

## Appendix 1: Programme 9 July 2019

08.30 – 09.00	Welcome, coffee/tea	
09.00 – 09.15	Introduction course management	Head of the Master Institute Programme manager
09:15 – 10.00	Tour through the master graduation show	
10.00 – 10.30	Panel with tutors: assessments:	Core tutor Fine art and Photography Theory tutor Practice tutor Coordinating tutor new design Practice tutor Practice tutor Visual Design.
10.30 – 11.00	Panel with students: assessments:	Student Fine Art year 2 Student Fine Art year 1 Student Photography year 2 Student Photography year 2 Student Graphic Design year 1 Student Graphic Design year 1
11.00 – 11.15	Break	
11.15 – 11.45	Panel wit representatives: assurance and supervision assessment development.	Representative Master Studies Committee Education Policy Advisor Chair Examination Board Chair Joint Consultative Committee
11.45 – 12.30	Discussion visitation panel,	
12.30 – 13.00	Feedback	Course management and representative's assurance and supervision assessment development

## **Appendix 2: Documents examined**

Repair plan

Progress report Master Fine Arts

Assessment matrix Masters 18-19

Education and Examination Regulations Masters 18-19

External examiners report masters 18-19

Assessment forms from various students of different semesters

Agreement Joint Consultative Committee on repair plan