

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Interior Architecture & Retail Design van de Hogeschool Rotterdam

Gegevens

datum	Naam instelling	: Hogeschool Rotterdam
31 oktober 2014	Naam opleiding	: hbo-master
onderwerp		Interior Architecture & Retail Design (120 ECTS)
Definitief besluit	Datum aanvraag	: 24 december 2013
accreditatie hbo-master	Variant opleiding	: voltijd
Interior Architecture & Retail	Locatie opleiding	: Rotterdam
Design van de Hogeschool	Datum goedkeuren	
Rotterdam (002570)	panel	: 22 juli 2013
uw kenmerk	Datum locatiebezoeken	: 18 en 19 september 2013
U1102-2013WdB/MK	Datum visitatierapport	: december 2013
ons kenmerk	Instellingstoets kwaliteitszorg	: ja, positief besluit van 5 november 2013
NVAO/20143731/ND		
bijlagen		
3	Beoordelingskader	

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

Bevindingen

De NVAO stelt vast dat in het visitatierapport 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 van het panel.

Standard 1 Intended learning outcomes

The MIARD (Master Media Design and Communication) aims to develop a set of eight competencies that enable the student to enter the professional field. The set of competencies is based on the guidelines defined by the National Platform Master Interior Architecture and the Dublin descriptors.

The competencies are in line with relevant frameworks and match the orientation of the programme. The involvement of the professional field on the level of the intended learning outcomes is established through the Advisory Board. Until recently, the Piet Zwart Institute, had one central Advisory Board. As a result of an internal audit, a discipline-specific board is set up and consists of national and international members. In the programme the panel recognizes a proper focus on research, which is well implemented. The program is very

Inlichtingen

Nancy Van San
+31 (0)70 312 23 65
n.vansan@nvaio.net

Parkstraat 28 | 2514 JK | Postbus 85498 | 2508 CD Den Haag
P.O. Box 85498 | 2508 CD The Hague | The Netherlands
T + 31 (0)70 312 2300 | F + 31 (0)70 312 2301
info@nvaio.net | www.nvaio.net

Pagina 2 van 7 consistent in teaching students the value of (self-directed) research. The panel comes to the judgement good.

Standard 2 Teaching-learning environment

The MIARD Student Handbook describes the aims of the MIARD curriculum. One of these aims is to offer students an educational and training platform to be designers of the highest international profile, by fostering their creative vision, research abilities, technical expertise and professional network. Another is to provide a stimulating curriculum structure and applied research methodologies for the advancement of Interior Architecture & Retail Design, through a strong focus on developing inventive research and making skills. To promote entrepreneurship and growth, enabling students to determine the perspective of their work and perform independent research in a relevant framework of subjects. The program consists of nine modules. In a chart the program shows how these modules lead up to the intended learning outcomes. The content of the MIARD-programme is well-derived from the competencies.

The MIARD is developing a Body of Knowledge and Skills. Tailored to specific modules, the BoKS gives specific references and a current overview of the knowledge and skills that students will gain in each module of the study programme. The panel studied the content of the current bibliography and notes that the programme offers relevant and suitable literature.

Skills students need are tuned with their individual path and depends for example on the material students want to work with. Research skills are general part of the programme and have a prominent place in the curriculum. The panel states that this is well elaborated. Furthermore regarding the content of the programme, the panel appreciates the thematic projects. In these projects is very clear how the programme supports their students to interact and collaborate with the professional field. And the panel states that the ambition of the programme to act on an international platform is well executed.

The MIARD programme has designed the teaching and learning environment as a dynamic 'laboratory' setting with highly equipped production facilities, where students work closely together with a diverse faculty of internationally established interior architects, architects, designers, scholars and invited experts. A key element of the curriculum is the exploration of and experimentation that interior architecture is a multi-disciplinary practice. The individual approach (self-directed learning) is very much appreciated and is considered a strong element of the course.

The staff quality is sufficient for the execution of the MIARD programme. The programme composes a team with a variety of cultural backgrounds, professional experience and academic perspectives. The RUAS aims at 70 percent of the teaching staff with at least a masters degree in 2016. The MIARD programme already lives up to this standard. Students and the professional field are very satisfied about the qualifications of the members of the team.

The panel is furthermore impressed with the high level of facilities, which offer a great learning environment with access to many resources. The panel comes to the overall judgement good for standard 2.

The MIARD programme works with two modes of assessment: module assessments and integrated assessments. At the midpoint and at the end of trimesters 1 - 4 students have formal module assessments. These modular assessments operate as indicators of progress and development within the learning trajectory of the programme. The integrated assessments occur verbally in the thematic design projects during trimester 1 - 4, and more formally during the graduation project process in trimesters 5 and 6. Each integrated assessment has assessment criteria, focusing on the students' abilities to steer and develop their work, by identifying research questions, ideas and issues relevant to the development of their projects. The MIARD assessment panel consists of core tutors and guest critics and is moderated by the course director. The system of assessment is suitable for the programme and in line with the intended learning outcomes. The formative aspect of the assessments stimulates further self-evaluation and development of students' work. The involvement of multiple assessors is valuable and sharpens the vision of students, so learned the panel from interviews with students and tutors. Furthermore the panel has seen that the written feedback of tutors is well documented in assessment forms. Regarding quality assurance the panel concludes that further development and establishment of the examination and assessment committee is necessary to function as a solid mechanism. The panel is convinced that graduates all have reached the intended Masters level.

The description of the professional field/industry of the graduates of the programme demonstrates that the level of the course comply with the expectations and requirements of the respective professional domain. The panel comes to the overall judgement good for standard 3.

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 Hogeschool Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 8 september 2014 naar voren te brengen. Bij e-mail van 9 oktober 2014 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot aanvulling van bijlage 2 in het definitieve besluit.

De NVAO besluit accreditatie te verlenen aan de hbo-master Interior Architecture & Retail Design (120 ECTS; variant: voltijd; locatie: Rotterdam) van de Hogeschool Rotterdam te Rotterdam. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 31 oktober 2014 en is van kracht tot en met 30 oktober 2020.

Den Haag, 31 oktober 2014

De NVAO
Voor deze:



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	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Goed
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Goed
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Goed
Eindoordeel		Goed

Table 1: Graduation rates

Definition: the proportion of the total number of full-time master students who graduate within the nominal length of the programme + one year, if possible, for the last three cohorts

Cohort	2008	2009	2010
Graduation rates programme	66.7	92.3	85.7
Graduation rates full-time programme	66.7	92.3	85.7

BRON: 1CIJFER HO 2013.

Table 2: Staff quality

Definition: the proportion of teachers (OP) with a master-degree and the proportion of teachers with a PhD in the total number of teachers (OP).

Degree	MA	PhD
Percentage	83%	25%

Table 3: Student-faculty ratio

Definition: the ratio between the total number of students enrolled and the total number of FTE teaching staff of training in the most recent academic year.

Ratio	9.2
--------------	------------

Please note, to provide accurate information about the program, the student and faculty ratio includes both contractual and freelance employees. The faculty of the Piet Zwart Institute consists of contractual and freelance core tutors who guide the curriculum and take part in formal assessments. Guest tutors who teach modules and workshops are also brought in on a freelance basis and constitute contact hours through their scheduled tutorials and lectures. Guest lecturers who work incidentally (who give a single lecture or only a day of tutorials) are not included.

Tabel 4: Contact hours

The average number of clock hours per week of scheduled contact time for each year of training

Year	1	2
Contact hours	17	17

- Dr. M. Unger-de Boer, voorzitter, kunsthistorica en publicist, met specialisatie in vormgeving en toegepaste kunsten.
- P.P. Mortier is artistiek en zakelijk coördinator bij Courtisane Festival te Gent.
- E. Willers zelfstandig ontwerp consultant en docent bij de masteropleiding Interieur Design aan Hogeschool voor de Kunsten Utrecht.
- Drs. A. Quispel is docent Beeldende Kunst en Vormgeving, coördinator kwaliteitszorg en accreditaties, lid van de onderwijscommissie en lid van de kenniskring lectoraat Visuele Retorica bij AKV|St.Joost, Avans Hogeschool.
- Drs. S.M.C. Niederer MA is directeur van CREATE-IT, kenniscentrum applied research, onderdeel van Hogeschool van Amsterdam, alsmede onderzoeker/ analyst/ coördinator - Digital Methods Initiative.
- D. Gielis volgt de opleiding master Fine Arts aan AKV Sint Joost nadat hij de bachelor- en masteropleiding Vrije Kunsten aan Provinciale Hogeschool Limburg te Hasselt (België) heeft afgerond.

Het panel werd ondersteund door P. van Achteren BLL, secretaris (gecertificeerd).