

Master of Education in Arts
Hogeschool Rotterdam,
Rotterdam University of Applied Sciences

Report of the limited programme assessment
11-12 May 2023

Colophon

Master of Education in Arts

Hogeschool Rotterdam, Rotterdam University of Applied Sciences

HBO-Master

Location: Rotterdam

Mode of study: part-time

CROHO: 49117

Result of institutional assessment: positive

Panel

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The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of

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Summary

On 11 and 12 May 2023 an assessment committee of AeQui has visited the Master of Education in Art programme (MEiA) at the Piet Zwart Institute (PZI) of Rotterdam University of Applied Sciences. The programme is part of a network of Dutch Master programmes in *Kunsteducatie* (MKE). The part-time two-year 60 ECTS programme in Rotterdam is offered in English and caters for students who combine the study with their working practice as teachers in arts and design education, as educators in museums, or as artists and designers with an interest in pedagogical practices. The assessment committee has established that the MEiA programme meets all four standards of the 2018 NVAO framework for limited programme assessment. As a result, the committee's overall assessment of the quality of the Master of Education in Arts at the Piet Zwart Institute of Rotterdam University of Applied Sciences is **positive**.

Intended learning outcomes

Within the network of MKE programmes, MEiA takes up a specific position given its focus on interdisciplinarity, research, the combination of arts and design, and its embedding in an international context with English as language of instruction. The vision of the MEiA programme is reflected in its profile, translated in competencies, and incorporated in the curriculum. Students and alumni choose consciously for the MEiA programme because of its specific features. The intended learning outcomes are based on the nationally agreed competency set for MKE programmes which the professional field has validated. The twist given by the programme to these exit qualifications respects both the features of the MEiA programme and the national profile. Over the years the MEiA programme has built a good cooperation with the professional field, as well as with its fellow MKE programmes, to monitor the relevance of the curriculum. The assessment committee judges that the MEiA programme **meets this standard**.

Teaching-learning environment

The MEiA programme can rely on a robust teaching and learning environment. The curriculum does not only allow students to achieve the learning outcomes, but is also designed in such a way that it aligns with the profile of the programme and addresses the learning needs of a heterogeneous group of art education student-professionals. The curriculum's concentric modular structure of intensive seminars constitutes a

learning trajectory for students who – together with their tutors – zoom in and zoom out of their study and practice. The underlying educational model befits the specific features of the MEiA programme at PZI. The feedback from students and alumni indicate that the programme offers a meaningful learning trajectory to all students, irrespective of their specific background and/or learning need. Moreover, the use of English as language of instruction and the attention to the international dimension are an added value for all participants, also for those students who primarily operate in a Dutch context. The staff is sufficiently numerous and the individual tutors are knowledgeable and bring in a good mixture of pedagogical and professional skills to support both the cohort and the individual students in their learning trajectory. The assessment committee judges that the MEiA programme **meets this standard**.

Assessment

The MEiA programme can rely on a robust system of assessment that is in line with the vision of the programme and the didactical underpinning of the curriculum. While firmly embedded in the overall policy of the Willem de Kooning Academy, the programme has put great effort in formulating a proper assessment philosophy, in developing adequate assessment modes, and in enhancing the quality of its graduation project assessment. In this endeavour, the programme has taken on board also the voice of the student through various moments of self-assessment and peer assessment. The graduation project review

has shown that Graduation Exam Committees complete the dedicated evaluation forms meticulously. Furthermore, the Examination Board is adequately fulfilling its tasks and actively engaged in the assessment process. In sum, the committee commends the programme for its efforts on assessment and for the outcomes of these efforts. The way assessment is currently organised in the MEiA programme is exemplary and constitutes a good practice that should be shared within the institution and beyond. The assessment committee judges that the MEiA programme **meets this standard**.

Achieved learning outcomes

In order to establish whether the intended learning outcomes have been achieved, the committee has studied the quality of a sample of graduation projects and looked at the professional whereabouts of alumni. The programme's attention to research is very visible in the quality of the research projects: students do not only achieve the intended learning outcomes, but also accomplish a high level of intellectual capacity, research skills and professional attitude by the time they graduate. These features, moreover, live on in the informed and engaged directions of the alumni

practices. The assessment committee judges that the MEiA programme **meets this standard**.

Recommendations

The assessment committee has issued a positive judgement on the MEiA programme and on the quality of each individual accreditation standard. Nonetheless, the committee also sees room for improvement. In order to bring the programme to an even higher level of quality in the future, the committee advises to

- make the artistic dimension more explicit in the communication about the programme;
- embed the external view on the curriculum more systematically through a professional advisory body that is representative of the broad target group and the interdisciplinary nature of the programme;
- include a more systematic ethical review of every graduate research project at some point in the trajectory;
- organise a more systematic follow-up of graduates and (the impact of) their research projects (on their professional environment);
- shift away from a strong emphasis on language in the course deliverables towards a better balance between doing and thinking.

In view of its positive assessment of the programme quality as a whole and its judgement on each of the four accreditation standards, the committee issues a positive advice to NVAO regarding the accreditation of the Master of Education in Arts programme at the Piet Zwart Institute (PZI) of Rotterdam University of Applied Sciences.

On behalf of the entire assessment committee,

Utrecht, August 2023

Raoul van Aalst
Chair

Mark Delmartino
Secretary

Introduction

The external assessment of the Master of Education in Arts programme in Rotterdam is part of the cluster assessment *HBO Master Kunsteducatie*. The MEiA programme at the Piet Zwart Institute of Rotterdam University of Applied Sciences addresses both Arts and Design, emphasises research and is taught in English by Dutch and international staff who are active practitioners and researchers. It is essentially a multidisciplinary programme that pays attention to contemporary developments in art and design education, including socially engaged practices in art. It prepares students-professionals to engage with formal educational structures and informal learning environments.

Institution

The Piet Zwart Institute (PZI) of Rotterdam University of Applied Sciences was set up in 1999 as an international centre for master studies and research in the fields of art, design and art education. As an alliance of makers and thinkers, the institute is invested in questioning what constitutes practice and research in an art and design context at the graduate level today. PZI is part of the Willem de Kooning Academy (WdKA), which in turn belongs to the Rotterdam University of Applied Sciences. PZI is home to around 150 students and 50 tutors and offers four full-time two-year and two part-time one-year master programmes.

Programme

The Master of Education in Arts (MEiA) is a part-time 60 ECTS programme taught in English. Originally offered as a Dutch language course connected to the teacher training department of WdKA, it exists in its current form since 2014. MEiA targets students who combine the study with their working practice. The programme consists of a modular structure of seminars that take place every two weeks on Fridays and Saturdays. During their study, participants develop a research project that deepens their existing educational artistic practice or opens new directions within it.

MEiA is part of a network of six Education in Arts master programmes in the Netherlands. These programmes have a joint agenda and cooperate on several levels, yet have individual and distinct profiles. Compared to the other '*Kunsteducatie*'

master programmes (MKE), MEiA at PZI addresses both Arts and Design, emphasises research and is taught in English by Dutch and international staff who are active practitioners and researchers. While it is called education in arts, MEiA is multidisciplinary and pays attention to contemporary developments in art and design education, including socially engaged practices in art. The curriculum caters for teachers in secondary, vocational and higher arts and design education, educators in museums and community arts, as well as artists and designers with an interest in pedagogical practices. It prepares graduates to engage with formal educational structures as well as informal learning environments.

Assessment

The external assessment of the MEiA programme in Rotterdam is part of the cluster assessment *HBO Master Kunsteducatie* which comprises all MKE programmes offered by seven institutions. The cluster has assigned AeQui to perform the assessment. In close co-operation with the Piet Zwart Institute of Willem de Kooning Academy, Rotterdam University of Applied Sciences, AeQui convened an independent and competent assessment committee, which is presented in Attachment 1.

The contextualisation of the programme within its cluster was conducted by the complete panel during the preliminary meeting and the final deliberations. A preparatory meeting with representatives of the programme was held to ex-

change information and plan the date and programme of the site-visit. The visit took place on 11 and 12 May 2023 according to the programme in Attachment 2. The assessment committee also organised an Open Consultation for students, tutors and staff; nobody signed up to speak confidentially with the committee.

Preparing the site visit, the committee has studied the self-evaluation report of the programme, as well as a sample of 15 graduation projects which students submitted during the academic years 2020-2021 and 2021-2022. An overview of the materials reviewed is available in Attachment 3.

The committee has assessed the MEiA programme in an independent manner; at the end of

the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution. A draft version of this report was sent to the programme management at the end of June 2023; its reactions have led to this final version of the report.

In the latter half of 2023, the programme will organise a Development Dialogue with the members of the assessment committee. The results of this dialogue have no influence on the assessment of the MEiA programme as presented in this report.

1. Intended learning outcomes

The MEiA programme at PZI takes up a specific position within the network of Dutch MKE programmes. It stands out for its focus on interdisciplinarity, research, arts and design, as well as for its international dimension – features which convince(d) students and alumni to opt for this programme. The intended learning outcomes are based on the nationally agreed competency set which the professional field has validated. The twist given by the programme to the exit qualifications respects both the features of the MEiA programme and the national profile. The resulting Competencies and Grading Chart is fully compliant with the national and international standards regarding content, level and orientation. As points for future enhancement, MEiA could communicate more explicitly about the artistic dimension of the programme and have a professional advisory committee monitor and validate the relevance of its curriculum. The assessment committee judges that the MEiA programme **meets this standard**.

Findings

Profile

The Master of Education in Arts programme is part of a national network of Education in Arts master programmes (*Master Kunsteducatie*, MKE) in the Netherlands. All programmes are based on the same set of competencies, which were developed by the National Consultation Committee Master of Education in Arts (*Landelijk Overleg MKE*), in which all programmes are represented, and the Consultation Committee of Art Teachers (*Kunstvakdocentenoverleg*, KVDO). The current competencies were published in 2018 and constitute an update of the initial set of competences from 2013. The five nationally defined competencies are: (i) Artistic Ability; (ii) Pedagogic and Didactical Ability; (iii) Cultural Entrepreneurship Ability; (iv) Researching Ability; and (v) Ability to Reflect Critically.

The committee gathered from the materials and the discussions that the five competencies are relevant for – and validated by – the professional field. Moreover, their concise and internally cohesive formulation allows individual MKE programmes to align the five competencies with their own distinctive profiles.

During the visit, the programme and institution management indicated that the unique selling proposition of the MEiA programme at PZI lies in

its focus on interdisciplinarity aspects of art, design and education, on the international dimension of the programme, its staff and students, and on the position of research in the curriculum. Moreover, the committee noticed that the “learning community” plays an important role in the programme: a small community of professionals with different disciplinary backgrounds who share an interest and expertise in formal/informal educational practices. Such learning community advocates for the idea of peer learning and for the ability to see things from different perspectives and disciplinary contexts.

Students and alumni mentioned that they chose explicitly for the MEiA programme at PZI because of one or more of its distinctive features: the combination of arts and design, the focus on the artist as educator, the mixed group of practitioners, the language of instruction, the international perspective on contemporary art developments, etc. Moreover, all students and alumni confirmed that the programme has been/is living up to their expectations: the reality of the programme delivery matches with the ambitions set out in the communications and presentations before.

The panel who visited the programme in 2017 noticed that the MEiA programme at PZI had an explicit and distinct profile. While the programme-specific pedagogic, research and reflective competencies were aligned with the national profile,

the then panel saw room for a more accurate incorporation of the artistic and entrepreneurial abilities in the curriculum. The current assessment committee learned from the materials and the discussions that over the past six years, all competencies have been further refined. This is particularly visible in the case of the Cultural Entrepreneurship Ability, which has been renamed into the Ability to Act and now emphasises among others the implementation of education in broader social and ethical dimensions, and the students' organisational skills and ability to reach out to relevant parties. According to the committee, this change is relevant as it remains compliant with the national framework yet makes it more applicable to the MEiA course. Furthermore, the committee noticed that adjustments had also been made to the Artistic Ability which now stress the connection between artistic and pedagogical practice, the collaborative aspect of interdisciplinarity and the student's positioning in the field. While agreeing to these principles, the committee initially had difficulties in seeing the relation between pedagogy and art and in establishing how much art there is in the programme. The discussions with staff and students have convinced the committee that also this component is properly addressed in the programme. Nonetheless, the programme could do with some more explicit attention in its (external) communication, emphasising how art (or practice) is incorporated in the critical pedagogy underlying this interdisciplinary programme.

Intended learning outcomes

The learning outcomes of the MEiA programme are informed by two sets of guidelines: the above-mentioned KVDO programme profile of a master of education in arts, and the European-wide Dublin Descriptors at master level on knowledge and insight, application of knowledge and insight, judgement, communication, and learning skills. In line with the Dublin Descriptors, the MEiA programme educates students to develop an independent, critical, ethically grounded, research-like attitude and a collaborative interdisciplinary mindset. The five nationally agreed "abilities" of

an MKE graduate have been translated in so-called competency indicators. These indicators are formulated as a set of incentives, which are marked by keywords and partly overlap with those determined at national level. In addition, these indicators have been adjusted to the specific content of the curriculum and the dedicated philosophy of the programme at PZI.

Further to its findings on the MEiA profile, the committee acknowledges the efforts of the programme to fine-tune the previous set of competencies into learning outcomes that incorporate even more explicitly than before the distinctive features of the programme. In this regard, the committee notices that the MEiA programme at PZI is much more than a set of learning outcomes: the five competencies are intertwined and practiced from different perspectives throughout the two-year programme; in this way the curriculum constitutes a transformative learning experience for students.

The committee noticed, furthermore, that both national and European frameworks have been integrated in the MEiA Competencies and Grading Chart, featuring five competencies and a total of twenty competency indicators, as well as achievement levels for each of the abilities ranging from Fail to Pass with distinction. According to the committee, this Chart does not only constitute a useful reference framework at both programme and course level, but its competencies and indicators are also formulated at the appropriate master level. In fact, students who graduate at master level should be able to contextualise and conceptualise their practice, to reflect on and engage with their teaching practice by applying theoretical knowledge, and to develop and master an interdisciplinary viewpoint.

Professional Field

The committee gathered from the materials and the discussions that the professional field is very much engaged in both the overall developments at national level and the MEiA programme at PZI.

The national set of competencies came into being in close collaboration with, and were validated by, the professional field. Moreover, members of the KVDO maintain close contact with the professional field and are represented in national consultation bodies. In order to ensure the relevance and actuality of the MKE programmes, the degree programmes hold annual peer reviews as well as regular joint study days.

The work field dimension of the programme is in part ensured by the MEiA tutors who combine their educational career with an artistic, design or research practice. Moreover, external experts as well as alumni look at individual aspects of the curriculum, e.g. during guest lectures or in graduation exam committees. In addition, the programme has an advisory board to evaluate and support the programme, that meets two to three times per year.

Considerations

Based on the above-mentioned findings, the committee considers that the MEiA at PZI is a relevant programme that continues to deserve its specific place within the network of Dutch MKE programmes. The MEiA programme had its own vision already in the past, and has made it even more strong and coherent since the previous external assessment visit. This vision has been trans-

lated properly in competencies and learning outcomes and is incorporated in the curriculum. The profile of the programme stands out from other MKE programmes – focus on interdisciplinarity, research, arts and design, the international dimension – and this is also perceived by students and alumni, who chose consciously to follow the MEiA at PZI. The programme therefore has an English name and runs in English; the panel considers this a well-founded decision. If anything, the committee sees room for making the artistic dimension more explicit in the communication about the programme.

The intended learning outcomes are based on the nationally agreed competency set which the professional field has validated. The twist given by the programme to these exit qualifications respects both the features of the MEiA programme and the national profile. The resulting MEiA Competencies and Grading Chart is a robust framework, according to the committee, and fully compliant with the national and international standards regarding content (arts education), level (master), and orientation (professional). The professional field is, in various ways, actively engaged in the MEiA programme. Thi

In view of the above findings and considerations, the assessment committee judges that the MEiA programme **meets standard 1**.

2. Teaching-learning environment

The teaching and learning environment of the MEiA programme is robust. The curriculum does not only allow students to achieve the learning outcomes, but is also designed in such a way that it aligns with the profile of the programme and addresses the learning needs of a heterogenous group of art education student-professionals. The concentric modular structure of intensive seminars constitutes a learning trajectory for students who – together with their tutors - zoom in and zoom out of their study and practice. This underlying educational model befits both the overall purpose of an MKE programme and the specific features of this MEiA programme at PZI. Students and alumni know very well why they apply for this particular MKE programme and invariably indicated that their expectations were/are met. The committee endorses the decision of the programme and the institution to offer the programme in English: the international dimension is an added value for all participants, also for those students who primarily operate in a Dutch context. The staff is sufficiently numerous and the individual tutors are very knowledgeable. They bring in a good mixture of pedagogical and professional skills to support both the cohort and the individual students. In view of the size of the research, the methods adopted and the topics addressed, the committee suggests the programme to include a more systematic ethical review of every graduate research project at some point in the trajectory. The assessment committee judges that the MEiA programme **meets this standard**.

Findings

Programme

All MKE programmes in the Netherlands are offered as part-time programmes of 60 ECTS and target working professionals. At PZI, this means that for six trimesters, students have classes every two weeks on Friday and Saturday. Modules are conceived as intensive seminars of (a multiplication of) 5 ECTS. In between classes, students prepare through reading, writing, research and working on a self-directed research trajectory, which may include practical experience in education, pedagogy and curriculum development. While self-direction is an important feature of the programme, students receive intensive guidance through group lessons, individual tutorials, and peer feedback models.

In the first year, students follow three thematic seminars on contemporary issues that are relevant to the field of art and design education; moreover, the Practice and Research Seminar spans the entire first year and aims to develop and position the student as a practitioner / educator in the broad field of arts education by offering an integral perspective on what it means to

do practice-based research. The second year consists of a graduation project seminar to support the student's research and two semesters of individual research to produce the graduation project.

The committee gained extensive insight in the curriculum and its modules through the self-evaluation report, the course profile publication and the MEiA curriculum overview. During the visit, moreover, the committee was introduced to and discussed several course deliverables. The materials and discussions have complemented – and further enhanced - the committee's initial impression that the curriculum and its respective modules are highly relevant and internally consistent. The committee also noticed that there is a strong link between the intended learning outcomes at programme level and the way these competencies and competency indicators are addressed in the respective seminars.

An important feature of the MEiA programme is its attention to research. Students are instructed in the basic method of a practice-based research cycle. They learn the different stages and step in this cycle and are encouraged to choose their

own research method(s) at hand, which may vary from action research, interviews, design or artistic research to a comparative case study. The committee noticed that the graduate research trajectory takes up a considerable amount of study credits and is spread over a longer period: students start already in the third trimester with a research proposal and by the fourth semester they have done a first iteration of the research and reshuffled their plan. The bulk of the work is done during the final two trimesters when students are assigned two supervisors and discuss their progress on the research project with fellow students. While the quality of the graduate research will be addressed in section four, the committee noticed that the size and length of the graduation project are reflected in the deliverables. In fact, the attention paid to the graduate research in this one-year programme resembles the importance of a research master thesis that is produced at the end of a two-year full-time programme.

Given the type of graduate research, the committee wondered to what extent MEiA students are actively seeking validation of their endeavours by an ethics committee. The programme team indicated that students are introduced to ethics in research, have tutorials on topics such as interview ethics, and discuss the ethical dimension of their research with their peers. In view of the size of the research, the methods adopted and the topics addressed, the committee suggests the programme to include a more systematic ethical review of every graduate research project at some point in the trajectory.

Since its integration with the Piet Zwart Institute in 2014, the programme has been taught in English. The programme admits students from the Netherlands and the rest of the European Union. Although the majority of students is Dutch and/or works in a Dutch context, the programme noticed that higher art education in the Netherlands has gradually become more international and is increasingly taught in English, a tendency that is also visible in the application and intake for the

programme. The assignments and graduate research project are written in English, but students who develop an educational project/product that caters specifically to a Dutch context can write that part in Dutch. The committee noticed in the discussion with students and alumni that both Dutch and non-Dutch students chose consciously for the international dimension – and the English language of instruction and delivery – of the MEiA programme. The committee concurs with the programme and institutional management that this international dimension is a relevant and intrinsic component of the MEiA profile, which distinguishes the programme at PZI from other MKE programmes in the Netherlands. It also endorses the decision to allow for Dutch-language deliverables where this is relevant.

Didactics

The MEiA programme is set up as a learning community of students, staff, tutors and professional peers from different disciplines who share and exchange their knowledge, skills, and research on different levels. Throughout the curriculum, work and study interrelate in a productive tension between what the programme offers and how this resonates with the student's professional practice. Peer reviews and tutorial feedback are essential learning tools within all modules. These evaluations take the form of an exchange in which students partly develop their own criteria for their work, establish methodologies, and advance their thinking against a developing critical framework.

The two-year part-time curriculum is designed as a concentric modular structure of intensive seminars. This concentric model is based on a constructive view of teaching and education. There are two movements in each trimester, 'zooming in' and 'zooming out': on the one hand students reflect on their practice and develop a growing body of research related to a topic with which they are concerned (zooming in); on the other hand, they are also becoming familiar with key topics/themes/theories in contemporary art education and look for connections with their own practice (zooming out).

The committee gathered from the extensive descriptions in the programme documents and the informative discussions on site that the learning trajectory of MEiA students has been well thought through and aligns fully with the programme profile. In this regard, the committee commends the programme for the way it has visualised in a very clear and intelligible way both the concentric structure of the curriculum and the two-year learning journey students undertake by zooming in and zooming out on their work and study.

Asked by the committee about the role of the arts and pedagogy in the student learning trajectory, tutors indicated that the programme is not so much about the development of the student as an artist, but about facilitating students to think through their pedagogy about art and translate their individual artistic practice in their respective educational settings. In this regard, the MEiA programme welcomes pedagogical experimentation that transgresses the boundaries of art, design and education, whereby the subject of the student research should be feasible in the context of an educational programme.

Students

The MEiA programme targets a wide range of students who all have a link to both art and education. Hence, student cohorts consist of a mixture of educators in the field of secondary, vocational and higher arts and design education, educators in museums and community arts, as well as artists and designers with an interest in pedagogical practices. According to the programme team, experience has shown that a cohort of 10-15 students perfectly matches MEiA's educational approach.

In order to be admissible for the programme, students should have a bachelor degree in art education (or a related field), a sufficient command of English, some affinity or experience with research in art education, and the intention to combine the study and their professional practice in a meaningful way. Moreover, applicants are expected to

master basic academic skills in writing and thinking, and possess a sufficient degree of self-direction to focus, plan and shape their studies and their research. Candidates who fulfil the admission criteria are invited for an interview to discuss their portfolio, CV and motivation letter.

The committee gathered from the presentations and discussions with students and alumni that applicants know what they sign up for and explicitly choose for the MKE programme as it is offered by MEiA at PZI. Moreover, students have sufficient room within the programme to address their specific learning needs/questions. In this way, the MEiA programme with its specific features manages to offer a meaningful learning trajectory to (secondary school) art teachers, museum educators and artists with an interest in pedagogy. It prepares graduates to engage with formal educational structures as well as with informal learning environments. The committee is moreover convinced that the programme's international dimension constitutes an added value also for those students who primarily operate in a Dutch context.

Students and alumni indicated that the study load is/was considerable, notably because MEiA students combine their study with work and often also have family commitments. Students confirmed that over the past few years the programme team has been paying good attention to the study load and has effectively adjusted the size of certain assignments when this proved to be necessary.

Students who at the time of the site visit had just graduated or were about to graduate have followed at least part of the programme during the COVID-19 pandemic. The committee gathered from the discussions that the pandemic has impacted considerably on both the delivery of the programme at PZI and the interaction with the respective professional environments of the students. While the programme team has gone at lengths to facilitate the delivery, the pandemic did make the study period more complicated. Hence,

many students incurred a study delay and were supported by the programme to extend their study and finalise all deliverables, including the graduation project, during an additional period of six months. The committee noticed that, compared to pre-pandemic times, this extension has allowed students to get the most out of their study and to produce deliverables of similarly high quality.

Staff

The committee gathered from the written materials and the discussions on site that the programme is taught by a good number of highly qualified staff. Although their respective involvement in FTE's is rather limited, there are currently 10 internal tutors who take up a teaching and/or research supervisory role in the MEiA programme. The programme team indicated that the high student-tutor ratio allows to attune to the diversity of research projects and educational contexts in the programme and to address students in a personal, individual and tailored manner. About 30% of the programme is delivered by external lecturers.

The short bios of the tutors indicate that their disciplinary know-how is outstanding and that they have both educational and professional skills – and often qualifications – to accompany students in their learning trajectory. All together the tutors make up for a complementary team that reflects the interdisciplinary context and international dimension of the MEiA programme.

Students and alumni indicated during the visit that they highly appreciate the expertise of the tutors as well as the genuine interest they show in the competencies and the learning question of the individual students. The discussion with tutors led to the committee having a very similar appreciation: the individual tutors as well as the team are not only competent and skilled, but also enthusiastic about the programme and committed to the students. Notwithstanding their relatively small FTE's, tutors have time allocated for frequent staff meetings, which allow them to get a

full picture of the entire curriculum, to be in sync with programme developments and to be aware of the progress of the individual students in the cohort. Furthermore, the committee was informed that tutors can follow professionalisation courses (for instance on assessment) and are supported when they follow a master programme or a PhD trajectory.

Considerations

Based on the above-mentioned findings, the committee considers that the teaching and learning environment of the MEiA programme is robust. The curriculum not only allows students to achieve the learning outcomes, but is also designed in such a way that it aligns with the profile of the programme and addresses the learning needs of a heterogenous group of art education student-professionals.

The committee thinks highly of the way in which the curriculum has been set up: the concentric modular structure of intensive seminars constitutes a learning trajectory for students who – together with their tutors - zoom in and zoom out of their study and practice. This underlying educational model befits both the overall purpose of an MKE programme and the specific features of this MEiA programme at PZI. According to the committee, the self-evaluation report's tagline Holding Spaces stands for the opportunities the programme creates for students to take the time and the space to create, to fail safely, and to create again.

The committee learned that students and alumni know very well why they apply for this particular MKE programme and invariably indicated that their expectations were/are met. Hence, the committee is convinced that the MEiA programme offers a meaningful learning trajectory to all students, irrespective of their specific background and/or learning need. Moreover, the committee endorses the decision of the programme and the institution to offer the programme in English: the

international dimension is an added value for all participants, also for those students who primarily operate in a Dutch context. Furthermore, staff have an adequate command of the English language, according to students and the panel.

Finally, the committee considers that the staff is sufficiently numerous and that the individual tutors are very knowledgeable. They bring in a good mixture of pedagogical and professional skills to support both the cohort and the individual students in their learning trajectory.

Amidst all positive considerations, the committee sees room for further enhancing the programme's teaching and learning environment in

two ways: first, by including an ethical review of every graduate research project; and secondly, by organising a more systematic follow-up of (recent) graduates and (the impact of) their research projects (on their professional environment).

In view of the above findings and considerations, the assessment committee judges that the MEiA programme **meets standard 2**.

3. Assessment

The MEiA programme can rely on a robust system of assessment that is in line with the vision of the programme and the didactical underpinning of the curriculum. While embedded in the overall policy of WdKA, the programme has put great effort in formulating a proper assessment philosophy and in enhancing the quality of its graduation project assessment. Moreover, the programme has taken on board the student voice in the assessment. The Examination Board is adequately fulfilling its tasks and actively engaged in the assessment process. The committee commends the programme for its efforts on assessment and for the outcomes of these efforts. The way assessment is currently organised in the MEiA programme is exemplary and constitutes a good practice that should be shared within the institution and beyond. The assessment committee judges that the MEiA programme **meets this standard**.

Findings

Assessment system

The panel who visited the programme in 2017 reported that MEiA was paying good attention to assessment and evaluation, and that its assessment system was based on the assessment policy of the Willem de Kooning Academy, which in turn followed the broader framework set by the Rotterdam University of Applied Sciences. The current assessment committee acknowledges that these findings are still valid in 2023 and that assessment continues to be an integrated part of the design, delivery and evaluation of the curriculum. The assessment system still ensures that students build up competencies throughout the courses towards a level that matches the exit qualifications.

The committee furthermore noticed that since the previous visit, the programme has continued to enhance the system of assessment, in line with the changes to the structure and didactical underpinning of the curriculum. Moreover, an Assessment Workgroup of tutors and students was created to work on reformulating the course's assessment philosophy and improve its student-centredness. Hence, at the time of the current site visit, MEiA features a student-centred assessment model in which self-assessment, peer-assessment, individual, group and tutor assessment go hand-in-hand. This model is described extensively in both the self-evaluation and the course profile documents and features three principles:

(i) assessments are for learning and place emphasis on student engagement, self-assessment and feedback; (ii) assessments are tailored to fit the content and pedagogical foundation of each seminar and are formulated in a specific, clear and transparent language; (iii) assessment and feedback processes are designed to actively engage both staff and students in a dialogue about the standards. According to the committee, the assessment system is highly appropriate as it reflects the vision, profile, curriculum and didactical principles of the programme.

Course assessment

Student progress is measured in two ways: through seminar evaluations and via integrated evaluations. Assessments that take place in the framework of course seminars are both formative and summative and combine tutor assessments of group and individual performances with self-assessment and peer-assessment. The integrated assessments take place at the end of the first year, as well as after every trimester in year two. The focus of these evaluations is on the integration of experiences and knowledge as a learner and practitioner. Depending on the product to be evaluated, the integrated assessment takes the form of a formative, summative, peer- and/or self-assessment.

The committee gathered from the Curriculum Overview that each programme component is extensively described in terms of assessment model

and criteria. Students and alumni indicated to the committee that they appreciate the efforts of the programme to make the assessment truly student-centred, to pay extensive attention to feedback, and to familiarise them with the principles and practicalities of the assessment models and criteria. Moreover, students want to know where they are in their development towards achieving the learning outcomes and that is exactly what this assessment system provides them with.

The tutors indicated that MEiA students are mature, want to learn and are keen to receive a professional judgement. The assessment system with milestones creates clarity for students and allows both students and tutors to check in an integrated way to what extent students are on their way to achieving the exit qualifications. Similarly, students see where they are on schedule and on which competencies – e.g. research ability after the Practice and Research Seminar – require priority attention in the forthcoming period.

According to the panel, the course assessment is well organised as it reflects the needs of mature and professionally active students who are keen on receiving relevant feedback. The assessment moments are balanced in the sense that they do measure performance and progress without overloading students with too many assessment deadlines. The integrated assessments moments are well chosen and serve their purpose of clearly indicating where students are in their development trajectory and which competencies require priority attention.

Assessment of graduation works

The aim of the Graduation Project is to have students demonstrate their ability to operate as an independent and critically reflective educational practitioner. The project is evaluated according to the full set of competencies and competency indicators. Students receive a grading form with an elaborated, integrated assessment written by two graduation supervisors, based on the discussion in the Graduation Exam panel.

As part of its external review, the committee studied a sample of 15 graduation projects and their assessment. The quality of the projects will be discussed in the next section. The committee noticed that both the graduation exam and the evaluation procedure are described extensively. In so far as the integrated assessment is concerned, the committee found that both the final grade and the scores for each of the five abilities were in line with the quality of the respective graduation projects. Moreover, the feedback on student performance and his/her achievement on the five competencies was both extensive and informative. In this regard, the committee notices a clear improvement compared to the findings of the previous panel who reported that the evaluation of the graduation project could be enhanced by including systematic feedback on all five competencies. In sum, the current assessment committee thinks that the assessment of the graduation works in both its organisation and implementation does justice to the assessment philosophy of the programme.

Quality assurance

The quality of the course and graduation project assessments is assured by the Examination Board. This Board operates at the level of the entire Willem de Kooning Academy. It features a Master Chamber that looks into all master programmes at PZI. The discussion on site with representatives of the Examination Board showed that the Board is adequately fulfilling its tasks. The individual members are skilled, and well informed about the MEiA programme and its recent adjustments to the assessment system and course assessments. The Examination Board attends individual graduation exams and monitors with hindsight the quality of the research projects, the assessment procedure, and the completed evaluation.

Furthermore, the Examination Board indicated that there have been no specific issues with the MEiA programme recently, on the contrary: when it revised the quality of both graduation projects and their assessment, the Examination Board was satisfied with the master level of the products, the

role of the external examiner in the Graduation Exam Committee and with the way the assessment was executed according to the handbook. In sum, the committee gathers from the discussion on site that the Examination Board is actively engaged in the assessment process.

Considerations

Based on the above-mentioned findings, the committee considers that the MEiA programme can rely on a robust system of assessment that is in line with the vision of the programme, as well as the didactical underpinning of the curriculum. While firmly embedded in the overall policy of WdKA, the programme has put great effort in formulating a proper assessment philosophy and in enhancing the quality of its graduation project assessment. Acknowledging the efforts of the programme to take on board the student voice in the assessment, the committee considers that the current level of student involvement through self-assessment and peer-assessment is appropriate. According to the committee it is now time to take

stock of the results of the recent assessment efforts without aspiring further / continuous change in the short run.

The committee's appreciation of the assessment system also extends to the assessment modes and to the way Graduation Exam Committees complete the dedicated evaluation forms. Moreover, the committee considers that the Examination Board is well equipped for its tasks and actively engaged in the assessment process.

In sum, the committee commends the programme for its efforts on assessment and for the outcomes of these efforts. The way assessment is currently organised in the MEiA programme is exemplary and constitutes a good practice that should be shared within the institution and beyond.

In view of the above findings and considerations, the assessment committee judges that the MEiA programme **meets standard 3**.

4. Achieved learning outcomes

The MEiA graduation project is very much in line with the objectives and profile of the programme. The sample of graduation projects show that students did not only achieve the intended learning outcomes, but have also accomplished a high level of intellectual capacity, research skills and professional attitude by the time they graduate. These features, moreover, live on in the informed and engaged directions of the alumni practices. The assessment committee judges that the MEiA programme **meets this standard**.

Findings

There are two ways to establish whether the intended learning outcomes have been achieved: by reviewing the quality of the graduation projects and by looking at the professional whereabouts of the alumni after their graduation. The committee has looked at both elements when assessing the quality of the MEiA programme.

Quality of graduation projects

The MEiA Graduation Project is a partly guided, partly self-directed research endeavour. It constitutes the accumulation of the two-year educational trajectory and is geared towards achieving all programme learning outcomes. The graduate research starts in the third trimester of the first year when students write an elaborate proposal and concludes with a public presentation of the outcomes during a two-day symposium at the very end of the programme. Apart from a compulsory written component, students are encouraged to present the outcome of their graduation project also through other media.

As part of its external review, the committee studied a sample of 15 graduation projects and their assessment. The assessment of the projects has been addressed in the previous section. The committee found that the quality of the final works was high. All projects definitely fulfilled the minimum standards one may expect of a final product at master level and of professional orientation. In most cases, the graduation projects were well beyond this generic quality level. While certain projects were of better quality than others, this variation was visible in the final grades and properly accounted for.

The committee noticed that the graduation project is spread over a long period and takes up a considerable part of the study credits. In fact, the programme's graduate research represents a similar number of credits as the thesis in a research master programme. Moreover, every MEiA student is looked after by two supervisors from the core tutor team. In several cases, the committee was impressed by the quality of the graduate research work and thought it constituted a good basis for further doctoral work.

Performance of graduates

The committee gathered from the materials and discussions that MEiA students and graduates come from different directions and professional levels. Most participants already have a career in education, art or design by the time they enrol. Programme graduates work in the field of primary, secondary or vocational art education, higher art and design education, museum education, but also in maker education spaces or socially engaged participatory practices with a clear educational incentive. MEiA alumni often continue to work in the same field as before their study but transform or innovate the institutional environment they work in. The alumni the committee spoke during the visit reflected the breadth of educational practice and clearly had an inclination for transformation and innovation.

In line with its findings on the quality of the graduation projects, the committee endorses the statement in the self-evaluation that the MEiA programme, and in particular the graduate re-

search work, has a considerable impact on the intellectual capacity, research skills and professional attitude of the graduating students and the alumni. The programme has boosted their critically reflective attitude, which in turn affects the informed and engaged directions of their practices.

Considerations

Based on the above-mentioned findings, the committee considers that the MEiA graduation project is very much in line with the objectives and profile of the programme. It thinks highly of the attention to research in the programme and

of the results demonstrated by the students. According to the committee, the sample of graduation projects show that students did not only achieve the intended learning outcomes, but have also accomplished a high level of intellectual capacity, research skills and professional attitude by the time they graduate. These features, moreover, live on in the informed and engaged directions of the alumni practices.

In view of the above findings and considerations, the assessment committee judges that the MEiA programme **meets standard 4**.

Attachments

Attachment 1 Assessment committee

Raoul van Aalst

Raoul studied Business Economics at Groningen University. Since his student period he is involved in education quality as student representative and as part-time teaching staff. Raoul has extensive experience in chairing accreditation panels for AeQui.

Nancy Vansieleghe

Nancy studied and obtained a PhD in pedagogics at Ghent University. She currently teaches in the Education Master in Art at LUCA School of Arts in Brussels. Nancy's research domains include education theory, philosophy of the child, art education and radical pedagogy.

Tara Page

Tara studied Visual Arts at the Queensland University of Technology and obtained a PhD at Goldsmiths University of London. She is an artist-researcher teacher and currently the Academic Director of International Development and Academic Partnerships at Goldsmiths University.

Gina Sanches

Gina was initially trained as fashion designer and later retrained as an art teacher. She teaches teaching methodology at the Reinwardt Academy and currently follows the Master Kunsteducatie at the Amsterdam University of the Arts.

Mark Delmartino, secretary

Mark Delmartino is owner of the Antwerp-based company MDM CONSULTANCY. As certified NVAO secretary he regularly supports assessment committees.

All committee members and the secretary have signed a declaration of independence. The assessment committee has been submitted to, and validated by, NVAO prior to the site visit.

Attachment 2 Site visit programme

Venue: Piet Zwart Institute, Willem de Kooning Academy, Rotterdam University of Applied Sciences

Thursday 11 May 2023

- 10.45 Arrival assessment committee and welcome
- 11.00 Introduction to the MEiA programme
- 11.30 Internal preparation and lunch
- 13.15 Festival of Presentations and workshops by students and alumni
- 15.45 Break
- 16.00 Meeting with students and alumni
- 17.00 Internal preparation and dinner
- 19.00 End of day 1

Friday 12 May 2023

- 09.45 Arrival assessment committee
- 10.00 Meeting with course tutors
- 11.15 Break
- 11.30 Presentation of internal cooperation project
- 12.00 Break
- 12.15 Meeting with Examination Board
- 12.45 Meeting with Management of institution and programme
- 13.15 Lunch and internal deliberation
- 15.15 Presentation of preliminary findings
- 15.45 End of site visit

Attachment 3 Overview of Materials

- Holding Space. Self-Evaluation Master of Education in Arts, Piet Zwart Institute, February 2023.
- Experimental and Engaging Practices of Art and Design Education, Master of Education in Arts Course Profile / Student Handbook, Piet Zwart Institute, November 2022.
- Opleidingsprofielen 2018 Kunstvakdocentenopleidingen
- MEiA Curriculum Overview with course descriptions 2022-2023
- Schematic overview MEiA Curriculum cohorts 2020-2022, 2021-2023 and 2022-2024
- MEiA Graduation Project Proposal Guide
- Graduation Projects of 15 students who graduated in the academic years 2020-2021 and 2021-2022