


Master Education in Arts Piet Zwart Institute

*Report of the limited programme assessment
11-12 May 2017*

Utrecht, The Netherlands
August 2017
www.AeQui.nl
Assessment Agency for higher Education

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Summary

On 11 and 12 May 2017 the Master Education in Arts (MEiA) of the Piet Zwart Institute in Rotterdam was visited by an assessment committee of AeQui. The assessment of this programme takes place in the framework of a broader exercise: in the course of 2017 a cluster of seven master programmes in arts education is assessed. The programme was set up in 2006 and is offered in its current form since September 2013. It targets arts, design and education practitioners who combine their study with a professional career. The curriculum is taught in English, consists of 60 EC and is offered in a part-time variant spread over two years. As part of the course portfolio of the Piet Zwart Institute at the Willem de Kooning Academy (WdKA) in Rotterdam, MEiA stands out from other arts education master programmes because it focuses not only on arts but also on design education, its international dimension, its trans-disciplinary approach and its emphasis on research. For this assessment the committee has used the NVAO framework for limited programme assessment. The committee judges the overall quality of the Master Education in Arts programme at the Piet Zwart Institute in Rotterdam to be **good**.

Intended learning outcomes

Since its inclusion in the Piet Zwart Institute (PZI), the Master Education in Arts programme has gone through an extensive process of renewal and transformation. It is now 'PZI-proof' offering an explicit and distinct course profile featuring particular attention to recent developments in arts and design, internationalisation, research, and trans-disciplinary approaches. The profile is different from other arts education master programmes in the Netherlands, most notably in its international orientation, and is also perceived as such by students, alumni and external stakeholders. Students who enrol on this programme choose very consciously for MEiA and its particular profile. The professional field in which students and staff are active is broad, and the programme follows-up closely the most recent developments in this broad field through its staff and the locally-embedded Advisory Board. The intended learning outcomes are taken from the nationally agreed competency set which is validated by the professional field. The exit qualifications are adequate and fully in line with the national and international standards regarding content (arts education), level (master), and orientation (professional). Nonetheless, there is room for a more accurate incorporation of the artistic and entrepreneurial abilities in the curriculum, two components that have not yet the distinctive PZI-flavour as do the pedagogic, research and reflective competencies. The committee assesses this standard as **satisfactory**.

Teaching-learning environment

The MEiA programme consists of an interesting mixture of thematic modules, research oriented seminars and a graduation research project. The concentric structure of the programme is both solid and flexible. Students are offered new skills and knowledge and start working on their own research trajectory from the very start of the programme. The curriculum is very much in line

with the objectives and profile of the programme. The course director ensures that the curriculum is coherent and is supported in this by the tutors who are committed to the programme and operate as a team. Also content-wise, the staff is a particular strength of the programme: highly qualified academically oriented experts with a good reputation in the field. This same team is responsible for the good quality intensive and individualised student guidance. The programme facilities are up to standard and MEiA students will definitely benefit from the forthcoming move to the WdKA building where they have their own rooms and can mingle with fellow master students from other PZI programmes. The committee assesses this standard as **good**.

Assessment

The programme pays good attention to assessment and evaluation. Its assessment system is based on the assessment policy of WdKA, which in turn follows the broader framework set by the Rotterdam University of Applied Sciences. Assessment at MEiA forms an integrated part of the design, delivery and evaluation of the curriculum; it ensures that students build up competencies throughout the courses towards a level that matches the exit qualifications. Specific features of the MEiA assessment system are the combination of modular and integrated assessment modes, the detailed grading chart, the extensive provisions to assure the assessment quality of individual modules and the evaluation of the graduation project, and the systematic and elaborate feedback on exams. The Exam Board and its assessment committee cover a wide variety of programmes within WdKA and are well equipped for their tasks. Notwithstanding the adequacy of the assessment overall, the evaluation of the graduation project can be enhanced by including systematic feedback on all five competencies to be achieved, by commenting on the

academic features of the research and education products and by highlighting the individual viewpoints and appreciations of the different supervisors in the evaluation form. The committee assesses this standard as **satisfactory**.

Achieved learning outcomes

The MEiA graduation project is very much in line with the objectives and profile of the programme. It consists of a theoretical (research) and a practical (education) component, which are closely intertwined. Based on a sample of fifteen recent graduation projects, the committee considers that students demonstrate through their 'meesterproef' that they have achieved the intended learning outcomes. If anything, thesis supervisors could provide more guidance to students in terms of academic rigour when performing research and drafting the product. In terms of creativity, innovation and relevance, however, the commission judges that the current graduation projects are beyond the standard level of accomplishment that can be expected of a master's thesis of professional orientation. Alumni furthermore demonstrate that the programme is having a considerable impact on the intellectual capacity, the research skills and the professional attitude of both students and graduates. The committee assesses this standard as **good**.

Recommendations

The Master Education in Arts exists for ten years now, and has been considerably adapted over the past four years. According to the committee, the programme can be proud of its achievements. Nonetheless, there is (always) room for improvement. In order to bring the programme to an even higher level of quality in future, the committee issues the following recommendations:

- the management may want to consider a radical appropriation of the competency set and its indicators re-writing these into learning outcomes that benefit the specific MEiA profile;
- as the intensive small-scale character of the programme with individual trajectories could lead to a study overload, the management may want to schedule moments in the curriculum for students to step back and tutors could proactively support students to scale down rather than expand the size of their assignments and graduation project;
- the evaluation of the graduation project can be enhanced by including systematic feedback on all five competencies to be achieved, by commenting on the academic features of the research and education products and by highlighting the individual viewpoints and appreciations of the different supervisors in the evaluation form;
- thesis supervisors could provide more guidance to students in terms of academic rigour when working on the graduation project.

All standards of the NVAO accreditation framework are assessed positively (satisfactory and good). Consequently, the assessment committee issues a **positive recommendation** with regard to the accreditation of the Master Education in Arts, offered by the Piet Zwart Institute at the Willem de Kooning Academy in Rotterdam. The committee assesses the overall quality of the programme as **good**.

On behalf of the entire assessment committee,

Utrecht, Augusts 2017,



Drs. Raoul van Aalst
Chair



Mark Delmartino MA
Secretary

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Colophon

Institute and programme

Piet Zwart Institute
Willem de Kooning Academy – Rotterdam University of Applied Sciences
Wijnhaven 61, Rotterdam
Status institution: publicly funded
Result of institutional assessment: positive

Programme: Master Education in Arts
Level: HBO Master
Number of credits: 60 EC
Nomenclature: Master of Education
Location: Rotterdam
Mode of study: part-time
ISAT: 49117 M
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: Ingrid Commandeur, Course Director

Assessment committee

Raoul van Aalst, chair
Jan van Boeckel, domain expert
Ariadne Urlus, domain expert
Juri Teijgeler, student
Mark Delmartino, secretary

The Committee was presented to the NVAO for approval.

The assessment was conducted under responsibility of
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Introduction

The Master Education in Arts (MEiA) programme was set up in 2006 and is offered in its current form since September 2013. The programme targets arts, design and education practitioners who combine their study with a professional career. The curriculum is taught in English, consists of 60 EC and is offered in a part-time variant spread over two years. As part of the course portfolio of the Piet Zwart Institute at the Willem de Kooning Academy in Rotterdam, MEiA stands out from other arts education master programmes in the Netherlands because of its focus not only on arts but also on design education, its international dimension, its trans-disciplinary approach and its emphasis on research.

The institute

The Piet Zwart Institute (PZI) in Rotterdam was set up in 1999 as an international centre for master studies and research in the fields of art, design and art education. PZI is not a separate entity, but part of the Willem de Kooning Academy (WdKA), which in turn belongs to the Rotterdam University of Applied Sciences. PZI offers four small-scale CROHO-registered English language programmes at master level: Fine Art, Interior Architecture, Media Design and Education in Arts.

An important feature of these master programmes is the combination of collective learning, individual tutorials, practice-based research and theoretical enquiry. Through its curricula, PZI aims to educate professionals who have a critically reflective, innovative, questioning and imaginative approach to their work. The notion of 'making public' is core to the activities of PZI: exhibitions, conferences and publications are a means of expanding its research beyond academia, while valuing at the same time the space for reflection and knowledge-building in an academic framework.

PZI currently operates from two locations in the centre of Rotterdam: a school building at the Karel Doormanhof and the WdKA building at Blaak / Wijnhaven. Since 2013, students of the Master Education in Arts (MEiA) programme have been taught at the Karel Doormanhof, while programme staff and administration were located at WdKA. From September 2017, the offices and teaching environment of the entire PZI, including MEiA, will be housed on the recently renovated fourth floor of the WdKA at Wijnhaven.

Following major changes to the educational concept at WdKA, the building has been adjusted in recent years and is now set-up around state-of-the-art 'stations': thematically orientated work spaces and labs that do not belong to any particular major, minor or practice, but are meeting places where students can find all the expertise and facilities to follow courses and carry out their work. As the MEiA programme will soon bring offices, seminar rooms, students and staff together on one floor, their move to the building at Wijnhaven also offers opportunities for exchange with and proximity to the other master programmes of PZI, to the WdKA bachelor programmes, and as access to all facilities of WdKA, including the thematic stations.

The programme

The Master Education in Arts (MEiA) programme exists since 2006 and became part of PZI in 2013. Prior to that, the language of instruction was Dutch and the programme was directed and taught by staff members of the Bachelor Teacher Training Department of WdKA. Since all master programmes resided under PZI, the decision was made to also add the MEiA to PZI and use the momentum of this change to further develop and improve the programme. The current course director was hired in 2013 to accompany the transition of the programme from a Dutch school-oriented master programme to a multi-disciplinary outward-looking curriculum with an international dimension that befitted the PZI philosophy.

Besides sharing common features in terms of underlying educational philosophy and curricular structure, MEiA differs from other PZI master programmes in the sense that it is a part-time pro-

gramme designed for practitioners from the field who combine their study with a professional career. Notwithstanding the international dimension, the share of non-Dutch students (25-30%) at MEiA is smaller than in the other master programmes.

The MEiA is part of a network of seven Education in Arts master programmes in the Netherlands. These programmes have a clearly formulated joint agenda, they cooperate on several levels, but have individual and distinct profiles: compared to the other Education in Arts programmes, MEiA is more internationally oriented, is taught in English, addresses both Arts and Design, and features both Dutch and international staff who are active practitioners and researchers with a passion for education.

The assessment

The Rotterdam University of Applied Sciences assigned AeQui VBI to perform a quality assessment of the Master Education in Arts (MEiA) programme. In close co-operation with the Piet Zwart Institute and the Willem de Kooning Academy, AeQui convened an independent and competent assessment commit-

tee. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

The quality assessment of MEiA takes place in the framework of a broader exercise: in the course of 2017 a cluster of seven master programmes in Arts Education are assessed. In the case of this MEiA programme, the committee reports on its findings, considerations and conclusions following the NVAO framework for limited programme assessment.

The site visit was carried out according to the programme presented in attachment 2. The committee has assessed MEiA 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 in June 2017; its reactions have led to this final version of the report.

1. Intended learning outcomes

Since its inclusion in the Piet Zwart Institute, the Master Education in Arts programme has gone through an extensive process of renewal. It is now 'PZI-proof' offering an explicit and distinct course profile featuring particular attention to recent developments in arts and design, internationalisation, research, and trans-disciplinary approaches. The profile is different from other arts education master programmes in the Netherlands, and is also perceived as such by students, alumni and external stakeholders. Students who enrol on this programme choose very consciously for MEiA and its particular profile. The intended learning outcomes are taken from the nationally agreed competency set which the professional field has validated. The exit qualifications are adequate and fully in line with the national and international standards regarding content (arts education), level (master), and orientation (professional). Nonetheless, there is room for a more accurate incorporation of the artistic and entrepreneurial abilities in the curriculum, two components that as of yet do not have the distinctive PZI-flavour as do the pedagogic, research and reflective competencies. Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **satisfactory**.

Findings

Profile

Since the last visitation in 2011, the programme has been through a process of transformation. In 2013 a new course director was appointed with the assignment to integrate the Dutch-taught master programme with the international framework of PZI and to strengthen its profile. The new course features: (i) more attention to the reciprocal relationship between recent developments in art and design and the cultural scene at large, emerging interdisciplinary practices, and innovation in education; (ii) more attention to reading writing and research skills, and to critical reflection; (iii) a graduation phase consisting of both a research and an education product that are closely related to each other; (iv) classes taught in English attracting foreign students and art education professionals with an international dimension; (v) a structure that is more flexible for students, includes guest tutors and is built around seminars that allow for more group dynamic.

Staff and students have evaluated the new course profile regularly in the past few years. At present the curriculum is consolidated, it has a distinct profile, is (better) known nationally and internationally, and student numbers have increased. Although the title refers to arts education, the programme presents itself as a Master of Education in Art and Design with a broad focus ranging from contemporary cultural production, socially engaged art and design practices, to curriculum design, audience advocacy, museum education and design activism.

The panel learned during the meetings with students and alumni that they chose very consciously for PZI. Most students who wanted to follow a Master programme in Arts Education have considered different programmes before applying to this particular MEiA at PZI because of its distinct profile, notably the international dimension and the focus on both arts and design. Students and alumni also indicated they appreciate very much the variety of backgrounds in each cohort.

Competencies

As far as the intended learning outcomes are concerned, the MEiA at PZI uses the competency set defined at national level by the National Council of Masters in Education in Arts (Landelijk Overleg Master Kunsteducatie) and the KVDO (Kunstvakdocentenoverleg) in 2013. This set consists of five competencies: artistic ability; researching ability; pedagogic and didactic ability; cultural entrepreneurship ability; and ability to reflect critically. Each competency is operationalised through measurable indicators. The competencies tie in with the level of study determined by the Dublin Descriptors for a master's education. The substance of the competencies, moreover, is geared to the demands of the professional field.

Because the competency set is formulated sufficiently open to accommodate for the distinct profiles of the different arts education master programmes, the

MEiA at PZI has decided to use the competency set and its indicators as learning outcomes to be achieved throughout the curriculum. As such, they are tailored to the international standards of content, level, and orientation of the programme.

Throughout the curriculum the components of the competency set are applied in a synergetic way and not treated as separate elements: according to PZI skill sets always overlap and intertwine at the master level and are not developed separately, but rather through a synergy of activities. Furthermore, the international orientation and the transdisciplinary setting in terms of both art and design are emphasised strongly, while research and critical reflection are central features in the programme. Finally, the programme reformulated the cultural entrepreneurship ability as a more ethically grounded entrepreneurial attitude in education.

Given the current complexity and interdisciplinarity in the art and design fields, it is not possible to provide students with a complete overview of recent developments in art education, museum education, or pedagogical theory within the timespan of two years. Nonetheless, students can be trained to adopt an independent, critical, ethically grounded, research-minded attitude and an interdisciplinary mindset. Relating this to the MEiA at PZI, graduates are able to: (i) contextualise and conceptualise their practice and relate both to the specific institutional context and the larger cultural, societal and ethical context; (ii) reflect on, and engage with, their teaching practice at an increasingly conceptual and theoretical level - theorising their practical knowledge and experience, and applying theoretical knowledge to their daily practice; (iii) develop a transdisciplinary viewpoint, which they acquire in a so-called 'learning community' of professionals from different disciplines. This learning community advocates the idea of peer learning and the ability to see things from different perspectives and disciplinary contexts.

Professional field

In order to ensure that the competencies tie in with the requirements of the professional field and the discipline, the MEiA at PZI has consciously chosen to use the nationally defined and extensively validated set of competencies both as a guiding principle within the programme's curriculum and as one-on-one

assessment criteria for students' graduation projects. The programme follows up national and international developments in art and design education in order to ensure – in cooperation with the professional field and its fellow art education programmes across the Netherlands – that these exit qualifications remain relevant.

The professional field in which MEiA students are active is broad and can be divided in four areas: (i) art and design education as part of the school curriculum within secondary or vocational education; (ii) higher art and design education at bachelor and master level; (iii) art educational and public programmes in museums and cultural initiatives; (iv) art education outside institutional environments within the larger public cultural realm.

Developments in the profession – and in the MEiA programme - are discussed in the Advisory Board of the programme. PZI has opted explicitly for a small advisory body of three locally embedded representatives who cover the school, museum and non-institutional dimensions of the field. The members' proximity to PZI and the local exposure (Rotterdam as city of arts and design) of the programme explain the rationale for this option. Apart from formal discussions within the Advisory Board, the programme staff meets the individual members at different occasions in and around Rotterdam and often uses their expertise also in an informal way.

Considerations

The MEiA programme has undergone extensive changes since the previous accreditation visit. Making the programme 'PZI-proof' was not an easy task, according to the committee, but the result is positive. MEiA now has its own distinct profile, which makes it different from the other art education master programmes in the Netherlands.

The committee thinks highly of the way in which the programme has developed and incorporated its unique selling propositions: the international dimension, the focus on art and design, the transdisciplinary approach, the emphasis on research. Moreover, the committee notes that the MEiA and PZI are very much aware of – and an active player in - the most recent developments in arts and design. Even to the extent that recent initiatives such as the

'Agents in the Anthropocene' may raise expectations from the outside world that will be difficult to keep up with in future.

Moreover, the committee considers it a strength of the programme that students choose very consciously for this arts education programme because of its profile and not for reasons of geographic proximity or convenience. Students appreciate the intensive interaction with fellow students and staff from a broad variety of educational-artistic backgrounds, which offers them a meta-perspective on their own practice, and lends an additional dimension to what MEiA has to offer, according to the committee.

When building up a programme, there is always a risk that developers continue to build and fine-tune without checking and consolidating the achievements. According to the committee, the programme has arrived at a point where taking stock of accomplishments is useful. It was an apt move of the management to understand that the programme has indeed arrived at this stage and that entering into a consolidation period is warranted. This does not mean that all developments should be put on hold, but rather that, based on what has been achieved and is available, existing components can be optimised.

One area where the committee sees room for improvement is the competency set. Throughout the

discussions and in the materials the committee noticed that artistic ability and entrepreneurial ability are not yet entirely and properly represented in the curriculum, nor in the way these competencies are assessed or their final level of achievement is established. Whilst the committee thinks very highly of the way the pedagogic, research and reflective abilities are incorporated and get their own distinctive PZI-flavour, this is not yet happening to the same extent for the artistic and entrepreneurial ability.

Furthermore, in terms of suggestions to bring this programme to an even higher level of quality, the committee recommends the programme management to consider a more comprehensive appropriation of the full competency set. It was a good idea to use the nationally agreed and validated competency set as backbone of the programme objectives and learning outcomes during the development stage of MEiA. Given that the new course profile is successfully set and known, there is room for taking this a step further by re-writing the competency set and its indicators towards learning outcomes that befit the specific MEiA profile. According to the committee, the programme is sufficiently distinct and the staff properly qualified to engage in this endeavour.

Based on these considerations, the committee assesses this standard as **satisfactory**.

2. Teaching-learning environment

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

The MEiA programme consists of an interesting mixture of thematic modules, research oriented seminars and a graduation research project. The concentric structure of the programme is both solid and flexible. Students are offered new skills and knowledge and start working on their own research trajectory from the very start of the programme. The curriculum is very much in line with the objectives and profile of the programme. The course director ensures that the curriculum is coherent and is supported in this by the tutors who are committed to the programme and operate as a team. Also contents-wise, the staff is a particular strength of the programme: highly qualified academically oriented experts with a good reputation in the field. This same team is responsible for the intensive and individualised student guidance, which is qualitatively of high standard. The intensive small-scale character of the programme with individual trajectories, however, could potentially lead to a study overload if enthusiasm and groupthink are not contained. The programme facilities are up to standard and MEiA students will definitely benefit from the forthcoming move to the WdKA building where they have their own rooms and can mingle with fellow master students from other PZI programmes. Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the teaching-learning environment as **good**.

Findings

Programme

The MEiA programme is designed as a concentric, modular structure of intensive seminars that relate to each other content-wise. The curriculum consists of four modules (20 EC) that cover relevant subjects in art and design education today: contemporary issues in art and design education; critical / committed pedagogy, digital cultures and making things public: museum education and participatory and public pedagogies. Parallel to these thematic seminars in the first four trimesters, students follow research related modules for a total of 20 EC: reading, writing and research; self-directed research, and graduate research and project. The final two trimesters are entirely dedicated to the graduation project (20 EC).

The concentric model of the curriculum is based on a constructive view on teaching and education, according to which the construction of knowledge is regarded equally important as knowledge transfer. Education is individually oriented with the individual learning path of each student taking centre stage. Students are offered new skills and knowledge but also start working on their own specialised research trajectory from the very start of the programme.

The underlying rationale of the MEiA is to create an inspiring and interdisciplinary learning community for students, consisting of strongly profiled staff, an elaborate programme of guest tutors and speakers, and a circle of professional peers. In this learning community, professionals from different disciplines share and exchange knowledge, skills, and research on different levels. As most students already have a professional career in art education, peer feedback and mutual exchange of experience and knowledge within the group are of vital importance. In this respect it may be added that the different backgrounds of the students are of a distinctive added value rather than a challenge that needs to be overcome.

The programme strives to have a balanced variation in content, pedagogical working methods and concluding assignments of the different seminars. Tutors have a decisive role in developing the content of the seminars. However, the internal cohesion of the programme as a whole and productive synergetic relations between the different seminars are important points of reference as well. The course director plays a crucial role in monitoring the consistency of and interplay between the different modules.

The committee noticed that the specific profile of the MEiA programme is clearly visible in the curriculum: research, contemporary developments in art

and design education, the international dimension and trans-disciplinary approach are all covered extensively in the seminars.

Asked whether the concentric modular structure of the curriculum is not too rigid and whether it sufficiently allows for an open and flexible programme, several interviewees indicated that the contents of the modules are quite open and so are the individual classes/seminars and the assignments. Moreover, the specific expertise of the tutors and the different backgrounds of the students enhance this variation even more. Moreover, students and alumni mentioned repeatedly that each module offers new knowledge and skills that are generally relevant and also contribute to the very different individual learning paths of students.

The new course profile has increased the attractiveness of the programme, resulting in a slight rise of the amount of students and considerably more applications. However, it is explicit policy of the programme and the institution to keep the number of students fairly limited and stable: in recent years about 12 students have enrolled. The WdKA dean and the MEiA course director consider that given constraints such as availability of staff and specific demands that the educational concept of the programme brings forth, each cohort should consist of maximum 16 students. Alternatively the programme should at least double in size to remain financially viable, but this may reduce the level and quality in skills of the incoming students and jeopardise the sustainability of the programme in the long run. Currently, the growing number of applications allows the programme to admit only the most qualified candidates.

Staff

The programme has a staff of ten tutors and graduation supervisors. The panel gathered from the CV's and the discussion on site that the staff is highly qualified: they are specialists in their field combining an educational career with an artistic/design or research practice. All tutors have a master's degree, three have a PhD and three others are preparing a PhD. Three tutors live and work abroad. As a team they represent the ambition of the programme to focus on interdisciplinary art and design education and on fostering education practices both inside and outside institutional contexts.

Students and alumni indicated to the committee that they are very satisfied with the expertise, didactic quality and availability of the tutors. This seems to confirm the positive results of internal and national student evaluations. In the 2016 NSE survey, staff and tutors of the MEiA programme received an overall rating of 4.0, with engagement/inspiring teaching scoring 4.1 and content expertise 4.3 (on 5).

Facilities

PZI currently operates from two locations in the centre of Rotterdam: a school building at the Karel Doormanhof and the WdKA building at Blaak / Wijnhaven. Since 2013, students of the MEiA programme have been taught at the Karel Doormanhof, while programme staff and administration were located at WdKA. From September 2017, the offices and teaching environment of the entire PZI, including MEiA, will be housed on the recently renovated fourth floor of the WdKA at Wijnhaven. As the MEiA programme will soon bring offices, seminar rooms, students and staff together on one floor, their move to the building at Wijnhaven offers opportunities for exchange with and proximity to the other master programmes of PZI and to the WdKA bachelor programmes. Students will have access to all facilities of WdKA.

The assessment visit was held at Wijnhaven, and the committee visited the new MEiA premises, as well as the facilities of WdKA. Following major changes to the educational concept at WdKA, the building has been adjusted in recent years and is now set-up around state-of-the-art 'stations': thematically oriented work spaces and labs that do not belong to any particular major, minor or practice, but are meeting places where students can find all the expertise and facilities to follow courses and carry out their work. In principle, MEiA students will have access to these stations, although it remains to be seen to what extent the part-time students with an intensive curriculum and their professional and family commitments will effectively use these stations.

Considerations

The committee considers that contents-wise, the curriculum offers an interesting mixture of thematic seminars and research oriented components that are very much in line with the objectives of MEiA

and its unique selling propositions. It comes as no surprise to the committee that the programme is getting increasingly known in the Netherlands and beyond and that the number of applications is growing. The level of the students that eventually are admitted is of high quality, as became apparent to the committee during the interviews and in the graduation projects. The committee is satisfied to notice that students and alumni have chosen this programme in particular for its international dimension, its trans-disciplinary approach and its focus on arts and design education.

The concentric structure of the programme is both solid and flexible. According to the committee, the educational/didactic approach is well thought through and particularly relevant for an intensive part-time programme such as this, at which high quality staff and often well-experienced professionals are brought together. By aligning form and content within the curriculum, the programme challenges students to position the knowledge and skills they acquire in the seminars to their own individually defined research thematic. The committee appreciates that students start working on their own specialised research trajectory from the very start of the programme. Moreover, the committee thinks highly of the cohesion of the curriculum, which is adequately monitored by the course director and comes about also more informally through the interplay of the different tutors.

The tutors are a particular strength of the programme: they are highly qualified content experts within their own field, with an academic orientation and – very importantly – highly committed to the programme. The committee was impressed by the maturity of the team and the team spirit during the interview. Although this has not yet occurred, several tutors clearly have the capacity to support students who would want to continue their research project further beyond the level that is offered in the programme.

The facilities at WdKA are up to standard and MEiA students will definitely benefit from the move to the building at Wijnhaven where they can mingle with fellow master students from other PZI programmes. As some students indicated that they like the opportunities for quiet reflection at the other building, the programme should ensure that the new premises continue to facilitate spaces for having moments of silent contemplation in the future.

The committee thinks highly of the good quality and intensive guidance offered by the programme in general and the individual tutors in particular. Whilst definitely facilitated by the small scale of the programme, it is also the individual commitment of the tutors and their attention to the individual learning and development needs of the students that make students increase their competencies and eventually achieve their learning outcomes.

However, the intensive programme with individual trajectories also raises a concern with regard to the study load. The committee has noticed in the discussions with students and alumni an ethos based on a form of group-think, where students feel that they are being challenged by themselves and the cohort to do increasingly more and more, far beyond the regular study load that can be expected in a part-time programme. The committee considers that this overload is not caused by a problem in terms of feasibility of the individual seminars. Nonetheless, it is an issue that needs to be addressed by both programme management and individual tutors. The programme may want to schedule moments in the curriculum to step back. At such occasions, tutors and graduation supervisors can actively support students to scale down rather than expand the size of their assignments and graduation project.

Based on these considerations, the committee assesses this standard as **good**.

3. Assessment

The programme has an adequate assessment system in place

The MEiA programme at PZI pays good attention to assessment and evaluation. Its assessment system is based on the assessment policy of WdKA, which in turn follows the broader framework set by the Rotterdam University of Applied Sciences. Assessment is an integrated part of the design, delivery and evaluation of the curriculum; it ensures that students build up competencies throughout the courses towards a level that matches the exit qualifications. Specific features of the MEiA assessment system are the combination of modular and integrated assessment modes, the detailed grading chart, the extensive provisions to assure the assessment quality of individual modules and the evaluation of the graduation project, and the systematic and elaborate feedback on exams. The Exam Board and its assessment committee cover a wide variety of programmes within WdKA and are well equipped for their tasks. Notwithstanding the overall adequacy of the assessment, the evaluation of the graduation project can be enhanced by including systematic feedback on all five competencies to be achieved, by commenting on the academic features of the research and education products and by highlighting the individual viewpoints and appreciations of the different supervisors in the evaluation form. Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the assessment of the programme as **satisfactory**.

Findings

Assessment system

The assessment system of MEiA is based on the assessment policy of WdKA, which in turn follows the broader framework set by the Rotterdam University of Applied Sciences (RUAS). The general policy on assessment and evaluation has been developed at central level in cooperation with the faculties and academy. The RUAS-broad policy allows for academy- and institute- specific provisions on assessment that befit the specific objectives and underlying educational concepts. At WdKA/PZI assessment forms an integrated part of the design, delivery and evaluation of the curriculum, and is in line with the didactical concept of the different seminars. The assessment procedure ensures that the building of competencies throughout the course is effective leading up to learning outcomes that match the exit qualifications. The individual assessments are valid and transparent to the students. Learning outcomes and assessment criteria are defined for each module. Students indicated to the committee that they are properly informed about the assessment criteria of the different modules by means of the course descriptions they receive during the year. The course director guards the overall assessment process, as well as the relationship between the different modules and their respective assessments.

MEiA uses two modes of assessment to monitor and reflect on student progress: modular and integrated

assessments. During the first four blocks, students are assessed on their performance in each module (seminar) according to the specific criteria defined by the tutor and listed in the course description. These modular assessments function as indicators of the student's progress and development in the course. The integrated assessments take place during the last four trimesters of the programme and evaluate how students integrate knowledge and skills into their developing practice. These assessments involve a larger team of tutors, as well as students who are invited to assess themselves by means of a critical self-evaluation.

In both types of assessment, feedback plays an important role. Tutors have indicated that they take holistic evaluations seriously and provide extensive feedback. Students confirmed to the committee that they receive ample feedback and appreciate the efforts of the tutors very much as this constitutes an important source of learning. One former student mentioned that "for some of us the grading is less important than the feedback of the tutor as we do not study to fit into the assessment or to get a certain grade, but want to develop ourselves as professionals."

Assessments

During the site visit the committee has looked at a sample of modular and integrative assessments and noticed that the system that was described on paper

is also implemented in the day-to-day reality of the programme. Moreover, discussions with tutors and students showed that students are indeed involved in the assessment process. Currently students (and their tutors) are developing a format that will allow them to provide constructive feedback on the performance of their fellow students.

The graduation assignment consists of a research project and an education project. The requirements and criteria for achieving each stage in the graduation procedure are defined and described in detail in the Master Education in Arts – Graduation Project Guide. The graduation project is assessed on the basis of the full set of learning outcomes. In compliance with policy at PZI, the programme has ‘translated’ the competencies and sub-markers into different levels/grades of assessment. These grades and grading descriptors are formalised in the MEiA Grading Chart, which is used during the graduation procedure and the Graduation Exam. The chart has been developed taking as example the assessment rubrics of the Central Saint Martin’s University of the Arts in London.

Quality assurance

The WdKA features one Exam Board (*examencommissie*) for all study programmes. In line with the provisions of the Dutch Law on Higher Education, the Exam Board operates fully independent from programme / institution management. It ensures the quality of the exams and the assessments in line with the provisions of the Teaching and Examination Regulations (*OER*). The Exam Board also states, in an objective and professional manner, whether a student meets the conditions regarding the acquisition of knowledge, insight and skills required to obtain a degree. Within the Exam Board, an assessment committee (*toetscommissie*) looks into the quality of the assessments and their adherence to the overall assessment system and policy.

The chair of the Exam Board indicated to the committee that there is communication and discussion with other RUAS Exam Boards and that there are two/three meetings per year between the Exam Board and the course directors at PZI. These meetings allow learning from each other, identifying common challenges in assessment, and looking for solutions by exchanging good practices.

The quality of the assessments is secured in different ways: (i) assessments and assessment results are extensively motivated in writing and discussed by several tutors; (ii) the course director monitors all assessments, forms and criteria of the programme, and discusses these with tutors; (iii) the assessments are discussed and evaluated in quality assurance interviews and in meetings with students; (iv) the ability to conduct assessments is a point of attention in the professional development pathway of the tutor.

The Graduation Exam has an extensive quality assurance system in place. Besides the graduation supervisors, there is an external examiner who monitors the procedure. Moreover, an external critic from the professional field with specific knowledge of the student’s graduation topic provides written advice on the research and education projects. Finally, a calibration session is held at the end of each exam session.

The committee learned that the Exam Board and its assessment committee perform regular controls to check the exit level of the programmes and to verify whether the individual PZI programmes effectively implement what they announce they will do. The Exam Board chair emphasised that these controls show that the MEiA programme “teaches as it preaches”, that the quality of individual assessments is assured and the exit level of students is adequate.

Considerations

The committee considers that the MEiA pays good attention to assessment: the structures and procedures are in place and are implemented adequately in the day-to-day reality of the modules and the graduation project. The combination of modular and integrative assessment modes including opportunities for student peer review and self-evaluation reflect the purpose and educational approach of the MEiA programme. The Grading Chart is a relevant tool and an adequate translation of the competency set the students need to achieve at the end of the programme. Information provision with regard to the exams and their evaluations is transparent and comprehensive: the committee noticed that students are satisfied with the way assessments are organised and evaluated. The committee thinks highly of the efforts of tutors to provide students

with extensive - and much appreciated – feedback on their assessment products.

According to the committee, the Exam Board is well equipped for its different tasks. It has good oversight of assessment practices because it covers all WdKA degrees and uses this expertise to facilitate the exchange of good practices among PZI master programmes, including MEiA. The quality assurance mechanisms that are operative in individual modules and in the graduation project are well developed. It is clear according to the committee that with such provisions for quality control students eventually get the score they deserve and are entitled to graduate when they finish the graduation exam successfully.

Based on its review of graduation projects and their evaluation, the committee underscores that there is room for improvement in ensuring that all competencies are covered systematically in the feedback by the supervisors. Moreover, elements relating to the academic outlook of the graduation project such as the quality of the academic writing, the rigour in distinguishing between description and analysis/interpretation, the definition of concepts used and ample display of motivation for the methodological choices made seem rarely assessed or commented on in the evaluation forms. Whilst appreciating the quality and depth of the comments, the committee considers that the evaluation form would benefit from highlighting the viewpoints and appreciations of the individual supervisors.

Based on these considerations, the committee assesses this standard as **satisfactory**.

4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

The MEiA graduation project is very much in line with the objectives and profile of the programme. It consists of a theoretical (research) and a practical (education) component, which are closely intertwined. Based on a sample of fifteen recent graduation projects, the committee considers that students demonstrate through their 'meesterproef' that they have adequately achieved the intended learning outcomes. If anything, thesis supervisors could provide more guidance in terms of academic rigour when students perform research and draft the product. In terms of creativity, innovation and relevance, however, the commission judges that the current graduation projects are beyond the standard level of accomplishment that can be expected of a master's thesis of professional orientation. Furthermore, alumni convincingly demonstrate that the MEiA programme is having a considerable impact on the intellectual capacity, research skills and professional attitude of both students and graduates. Based on the interviews and on examination of the supportive documentation, the assessment committee qualifies the achieved learning outcomes as **good**.

Findings

Graduation project

Throughout the curriculum, the MEiA programme pays considerable attention to research, culminating in the module 'Graduate Research and Project'. The aims of this graduation project are to have students demonstrate their ability to operate as independent and critically reflective educational practitioners; to develop their own practice in teaching and support; and to encourage innovation in the learning and teaching context of their work. It consists of a theoretical and a practical component, which are closely intertwined: in the thesis, students report on the research they have undertaken and on the education project in which they applied the theoretical framework of their research. Students are challenged to use different (visual or digital) media to document the results of the field research and/or the education project. Apart from the compulsory written component, students can present the outcome of their graduation project in a different medium. Another particular feature of the graduation project is the so-called 'external critic', a professional expert who is knowledgeable on the specific topic of the graduation research and has been contacted by the student to provide guidance and to write a critical review of the final result of the project.

Students start preparing for the graduation project in the third semester. Upon approval of the proposal, students elaborate the theoretical framework and the education project during the second year of the programme, focusing exclusively on the thesis in the final two trimesters. The graduation project is

conceived as a 'meesterproef' in which students need to address all the competencies and demonstrate they master these abilities at the required level. The assessment consists of an integral appreciation based on the five competencies and their sub-markers and is scored according to the grading chart.

Thesis assessment

In order to establish the quality of the achieved learning outcomes, the committee has studied 15 graduation projects that have been developed and approved in the academic years 2014-2015 and 2015-2016. The list of graduation projects is available through the student numbers in attachment 6. Moreover, the committee has looked into the Graduation Project Guide, which provides a comprehensive overview of the graduation programme, including the thesis trajectory, supervision and exam.

The committee noticed first and foremost a wide variety of interesting topics. The combination of the theoretical and practical tasks was in most cases successful. Components mutually strengthened each other and brought the final product on a higher level in terms of quality and relevance.

The feedback from the supervisors is extensive and the input from the external critic provides an additional viewpoint on the (quality of the) work undertaken by the student. Whilst the committee noticed that the individual quality of the graduation projects is different, it also found that this difference is reflected in the evaluations by the supervisors. In

terms of scoring, the evaluation by the committee is consistent with the grades and feedback given by the supervisors.

Studying the graduation projects, the committee noticed in several cases the struggle of students between deepening, widening or restricting the theoretical framework, the research questions and the level of analysis. Alumni indicated that they very much liked the research part of the programme, even if this meant that they were spending more time than envisaged. Moreover, it proved to be difficult for some students to balance the excitement of performing the research and education project with the awareness that deadlines for finalisation and graduation are pending. According to the committee, the result of this was that the academic rigour of the reports was often not at the same level as the visual quality of the deliverable. Moreover, the committee gathers from the documents and the discussions that supervisors did not point students sufficiently to flaws in academic thoroughness and in cases where this would be warranted, they did not always encourage students to reduce rather than expand the focus of their research.

Alumni

When establishing the extent to which learning outcomes are achieved, the assessment committee does not only look at the quality of the graduation projects, but also at the accomplishments of graduates upon completing the degree. MEiA students combine the programme with a professional career that they have been building up for some time. Therefore, alumni usually do not move on to other professional endeavours right after graduation. This, however, does not mean that the programme has no impact on graduates, on the contrary: the four alumni whom the committee interviewed indicated that MEiA has broadened their (trans-disciplinary) perspective of the professional field and deepened their competencies. They might be in a similar job position before, during and after the programme, but the graduates have changed and this change reflects positively on their current work. Moreover, all interviewees mentioned that the topic of their graduation project still lives on in one way or the other in their current professional life. One second-year student told the committee she was recently promoted within her organisation because of the

competencies she had already acquired during the first year of the programme.

Considerations

In the opinion of the committee the graduation project is an asset of the programme offered, it befits its objectives and has been minutely described in terms of requirements, assessment and quality control. Having studied a sample of graduation projects, the committee is impressed by the broad variety of interesting topics, which often have a sense of urgency and actuality. The panel, moreover, welcomes the interesting and innovative research approaches students have been using during the graduation trajectory. The final products have been scored adequately by the supervisors, in line with the grading chart and consistent with the appreciation of the committee. In terms of creativity, innovation and relevance, the committee considers the graduation projects to be beyond standard levels of accomplishment that can be expected of a master's thesis of professional orientation.

After having looked at the graduation projects and after having spoken to students and alumni, the committee is convinced that the MEiA programme is having a considerable impact on the intellectual capacity, the research skills and the professional attitude of the graduates, both as professional artists and educators.

According to the committee, the quality of the thesis projects and the capacity of the alumni clearly demonstrate that students graduating from the MEiA programme have achieved the learning outcomes that were envisaged.

Programme management, tutors and students can be proud of their accomplishments. Yet there remains room for improvement, notably with regard to the touchstone of academic rigour as displayed in the graduation projects. The committee therefore suggests that supervisors provide students, where necessary, more guidance with respect to upholding standards of academic rigour and keeping the scope of the research project within boundaries that are appropriate to the theme concerned. Based on these considerations, the committee assesses this standard as **good**.

Attachments

Attachment 1 Assessment committee

Naam

Drs R.R. van Aalst
Drs. A. Urlus

J.E. van Boeckel PhD

J. Teijgeler

M. Delmartino lic

Korte functiebeschrijving van de panelleden

Raoul van Aalst is voorzitter namens AeQui
Ariadne Urlus is adviseur bij West (Den Haag) en
projectleider bij SKARlokaal (Rotterdam)

Jan van Boeckel is professor of Art Pedagogy and
Didactics of Art bij de Estonian Academy of Arts,
EAA, in Talinn, Estonia

Juri Teijgeler is docent Creative Design aan de Hogeschool Utrecht, en heeft in 2016 succesvol zijn deeltijdopleiding M Kunsteducatie afgerond bij Codarts

Mark Delmartino is gecertificeerd secretaris

Attachment 2 Programme of the assessment

Thursday 11 May 2017

12.00 Arrival panel and short tour around Piet Zwart Institute

- Ingrid Commandeur, Course Director MEiA
- Jeroen Chabot, Dean Willem de Kooning Academy
- Anneke Seelen, Policy officer Education and Development HR

12.15 Lunch and closed meeting panel

13.00 Introduction

- Ingrid Commandeur, Course Director MEiA

13.15 Interview with management

- Ingrid Commandeur, Course Director MEiA
- Jeroen Chabot, Dean Willem de Kooning Academy

13.45 Short tour around Willem de Kooning Academy

14.00 Closed meeting panel – study materials

15.15 Interview with Advisory Board MEiA

- Yoeri Meessen, Associate Director Education & Public Affairs, Witte de With Rotterdam
- Mirjam van Tilburg, Project Leader Innovation at Kenniscentrum Cultuureducatie Rotterdam

16.00 Interview with Alumni

- Annelies de Leede (2014-2016)
- Mascha van Zijverden (2014-2016)
- Karin Arink (2014-2016)
- Marleen van Arendonk (2013-2015)

17.00 Closed meeting panel

17.30 End of day one

Friday 12 May 2017

09.45 Showcase – presentation graduation projects

- Annemarie Piscaer (2015-2017)
- Marina Martinez Garcia (2015-2017)
- Ingrid Commandeur, Course Director

10.30 Interview with Students MEiA

- Emily Huurdeman (2016-2018)
- Fieke Dieleman (2016-2018)
- Vasiliki Zioga (2016-2018)
- Annemarie Piscaer (2015-2017)
- Marina Martinez Garcia (2015-2017)
- Janneke Baken (2015-2017)

11.30 Interview with Course tutors and graduation supervisors

- Renee Turner, Course tutor Critical Pedagogy, Graduation supervisor
- Frans-Willem Korsten, Course Tutor Critical Pedagogy, Graduation supervisor
- Irina Shapiro, Tutor Graduation presentation, Graduation supervisor
- Anthony Schrag, Course tutor Contemporary Issues in Art and Design Education, Graduation supervisor
- Jolande Bosch, Course tutor Reading Writing and Research Seminar
- Sjoerd Westbroek, Course tutor Self-Directed Research, Graduation supervisor, Member Programme Advisory Committee

13.00 Lunch and closed meeting panel

14.00 Interview with Exam Board

- Jan van Heemst, Chair Exam Board

15.00 Closed meeting panel

16.30 Feedback to MEiA team

17.00 End of visitation

Attachment 3 Quantitative data

1. Data on MEiA intake, transfers and graduates

	Intake	Diploma within 2 years	Diploma within 3 years	Diploma within 4 years	Still studying	Switch	Dropout
2016	13				13		
2015	12				11		1
2014	13	10			2	1	
2013	9	3	3		2		1
2012	7	4	1	1			1

2. Teacher-student ratio achieved at MEiA

- Teachers: 1.5 fte
- Students: 29
- Teacher-student ratio: 1:19

3. Average amount of face-to-face instruction MEiA

The study year is divided into 3 trimesters of each 12 weeks

- Contact hours in year 1: 9 hours per week
- Contact hours in year 2: 5 hours per week

Attachment 4 Final qualifications

The following table links the general competencies as derived from the Dublin descriptors with detailed final competencies, established by the KVDO. For each descriptor in the left-hand column, there is a detailed elaboration in the right-hand column. Skill sets overlap and intertwine, since at the master level, skills are not developed separately, but rather through a synthesis of activities.

Main competency set derived from the Dublin Descriptors	Final detailed competencies/Exit Qualifications as defined by the KVDO in 2013.
<p>Artistic ability Based on a personal and idiosyncratic vision, the student designs interdisciplinary artistic processes and situates these within contemporary art-education contexts.</p>	<p>The student produces, observes and reflects based on a clearly personal approach to his/her own profession of art education.</p> <p>The student demonstrates expertise in the creative interdisciplinary process within a broad international, educational, social and artistic context.</p> <p>The student guides and directs artistic and educational processes, imaginatively assuming different roles as required.</p> <p>The student actively participates in the (inter)national discussion on art and design education and contributes original material to this discussion, drawing on insights from other disciplines.</p>
<p>Researching ability Based on a well-grounded methodology, the student designs and conducts practice-oriented research and is able to report, to critically evaluate and to communicate the results of this research.</p>	<p>The student puts into practice research questions, which are relevant to the profession of art and design education.</p> <p>The student critically assesses and analyses national and international sources of information and research data in the fields of art and design education, and is able to relate these to his/her own research.</p> <p>The student systematically collects, analyses and interprets data, and draws conclusions based on this data.</p> <p>The student is able to clearly communicate his/her research data to relevant audiences, thus providing a contribution to the professional field.</p>
<p>Pedagogic and didactic ability Based on a personal vision of both art and education, the student initiates, designs, guides and evaluates processes and products in the field of art education, and implements these processes and products within a contemporary context.</p>	<p>The student observes and investigates new pedagogic insights, experimentally applies these insights, and contributes to innovation within his/her own professional context.</p> <p>The student applies knowledge and insights drawn from various theories and fields of knowledge to relevant, contemporary didactic methods focused on various contexts and 'target groups'.</p> <p>The student positions his/her knowledge of cross-disciplinary or interdisciplinary processes within contemporary professional contexts.</p> <p>The student uses his/her own vision, theoretical insights and professional ethics as guidelines for his/her professional practice.</p>
<p>Cultural entrepreneurship ability The student bases his/her professional</p>	<p>The student anticipates new developments and questions in the field of art and design education, and applies these to new contexts.</p>

<p>practice on an entrepreneurial attitude, while demonstrating a professional attitude grounded in social and ethical engagement.</p>	<p>The student cultivates his/her professional network and functions as an intermediary between individuals and organisations in the fields of art and education and social stakeholders.</p> <p>The student is able to communicate, consult and negotiate on organisational matters as well as content-related aspects of the professional practice, and take up a representational function within his/her own context.</p> <p>The student contributes to the ongoing debate about the economic, political, social and ethical dimensions of the professional field of art and design education.</p>
<p>Ability to reflect critically The student demonstrates an autodidactic and critically reflective attitude, grounded in an awareness of artistic and pedagogic visions as well as complex social and ethical issues.</p>	<p>The student shapes his/her own (lifelong) learning process in a meaningful way.</p> <p>The student critically analyses and evaluates his/her own professional practice within various roles and contexts.</p> <p>The student is able to argue the merits of his/her own vision of art and design education, and to refine this vision in an ongoing process of acquiring knowledge from national and international sources.</p> <p>The student critically evaluates his/her own broad cross-disciplinary knowledge of theories, core concepts and methodologies, with an eye on potential original applications in the professional practice.</p>

Attachment 5 Overview of the programme

Trimester 1

- Contemporary Issues in Art and Design Education (5 EC)
- Reading, Writing and Research (3 EC)
- Self-Directed Research (2 EC)

Trimester 2

- Critical / Committed Pedagogy (5 EC)
- Reading, Writing and Research (2 EC)
- Self-Directed Research (3 EC)

Trimester 3

- Digital Cultures (5 EC)
- Reading, Writing and Research (2 EC)
- Self-Directed Research (3 EC)

Trimester 4

- Making Things Public (5 EC)
- Graduate Research and Project Seminar (5 EC)

Trimesters 5 and 6

- Graduate Research and Project (20 EC)

Attachment 6 Documents

- Master Education in Arts, Piet Zwart, Institute. Critical Reflection, March 2017
 - Appendices: administrative data, qualitative data, competency profile, grading chart, curriculum overview, staff profiles, source
 - Appendices as separate documents: curriculum overview, course profile, proposal guide, graduation project guide, overview of graduation projects
- Exam Board reports and minutes
- Programme Advisory Committee reports and minutes
- Advisory Board minutes
- Course descriptions, assessments and student work
 - Seminar Contemporary Issues in Art and Design Education
 - Seminar Digital Cultures
 - Seminar Critical / Committed Pedagogy
 - Seminar Making Things Public
 - Reading, Writing and Research Seminar
 - Self-Directed Research
 - Graduate Research and Project Seminar
- Graduation Projects of students with following student numbers:

007250	013285	881452
0894366	0893018	0494518
0892077	0901465	0763501
0892565	0892356	0765606
0805982	763501	0886209

Attachment 7 Declarations of independence

Onafhankelijkheids- en geheimhoudingsverklaring
voorafgaand aan het beoordelingsproces

Ondergetekende verklaart hierbij het volgende:

Ik ben verzocht op te treden als lid van de visitatiecommissie van de opleiding M Kunsteducatie van het Piet Zwart Instituut. Ik ben bereid en in staat deze rol te vervullen op een wijze die overeenkomt met de NVAO Gedragscode voor Panelleden.

Tevens verklaar ik hierbij

- geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker/docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben;
- strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan mij bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken;
- op de hoogte te zijn van de NVAO gedragscode.

Aldus opgemaakt,

Handtekening:



Naam:

R. VAN AALST

Datum:

11 mei 2017

Plaats:

ROTTERDAM

Onafhankelijkheids- en geheimhoudingsverklaring
voorafgaand aan het beoordelingsproces

Ondergetekende verklaart hierbij het volgende:

Ik ben verzocht op te treden als lid van de visitatiecommissie van de opleiding M Kunsteducatie van het Piet Zwart Instituut. Ik ben bereid en in staat deze rol te vervullen op een wijze die overeenkomt met de NVAO Gedragscode voor Panelleden.

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- strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan mij bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken;
- op de hoogte te zijn van de NVAO gedragscode.

Aldus opgemaakt,

Handtekening:



Naam:

Jan van Boeckel

Datum:

11 mei 2017

Plaats:

Rotterdam

Onafhankelijkheids- en geheimhoudingsverklaring

voorafgaand aan het beoordelingsproces

Ondergetekende verklaart hierbij het volgende:

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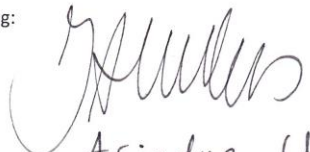
Tevens verklaar ik hierbij

- geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker/docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
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- op de hoogte te zijn van de NVAO gedragscode.

Aldus opgemaakt,

Handtekening:

Naam:


Ariadne Urlus

Datum:

11/5/2017

Plaats:

Rotterdam

Onafhankelijkheids- en geheimhoudingsverklaring
voorafgaand aan het beoordelingsproces

Ondergetekende verklaart hierbij het volgende:

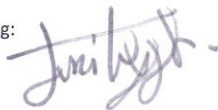
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- op de hoogte te zijn van de NVAO gedragscode.

Aldus opgemaakt,

Handtekening:



Naam:

Juri Teugelke

Datum:

11/05/2017

Plaats:

Rotterdam



Onafhankelijkheids- en geheimhoudingsverklaring
voorafgaand aan het beoordelingsproces

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- op de hoogte te zijn van de NVAO gedragscode.

Aldus opgemaakt,

Handtekening:

Naam: MARK DELMARTINO

Datum: 11.05.2017

Plaats: ANTWERPEN