

## Besluit

### Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Autonome Beeldende Kunst van ArtEZ

#### Gegevens

<b>datum</b>	Naam instelling	:	ArtEZ
31 december 2014	Naam opleiding	:	hbo-master
<b>onderwerp</b>			Autonome Beeldende Kunst (120 ECTS)
Definitief besluit	Datum aanvraag	:	23 september 2013
accreditatie hbo-bachelor	Varianten opleiding	:	voltijd
Autonome Beeldende Kunst van	Locaties opleiding	:	Arnhem
ArtEZ	Datum goedkeuren panel	:	26 augustus 2013
(002069)	Datum locatiebezoeken	:	26 en 27 november 2013
<b>uw kenmerk</b>	Datum visitatierapport	:	juni 2014
2013.096.02-02/cvb/ lc/kk			
<b>ons kenmerk</b>			
NVAO/20144408/ND			

#### Aanvullende informatie

**bijlagen**  
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De NVAO heeft bij e-mail van 11 augustus 2014 het evaluatiebureau en de instelling aanvullende informatie gevraagd over het oordeel per standaard en de gevolgde toepassing van de beslisregels. Bij e-mail van 19 augustus 2014 heeft de NVAO de aanvullende informatie ontvangen van het evaluatiebureau, met akkoord van de instelling. Blijkens deze informatie heeft het panel van deskundigen om tot het gewenste oordeel excellent te kunnen besluiten de beslisregels van het nieuwe, nog goed te keuren (en dus nog niet operationele) 'Concept nieuwe beoordelingskader van 8 april 2014' toegepast en zodoende bewust niet het toepasselijke beoordelingskader gevolgd met de daarin neergelegde beslisregels. Vast staat dat, indien de beslisregels van het toepasselijke beoordelingskader in dit geval waren gevolgd, dit niet had geleid tot het oordeel excellent.

De NVAO heeft bij brief van 2 september 2014 een aangepaste beoordelingstabel opgevraagd, waarbij het vigerende beoordelingskader met bijhorende beslisregels wordt toegepast. Tijdens een bestuurlijk overleg met de instelling op 5 november 2014 heeft de NVAO haar verzoek verder toegelicht. De NVAO heeft het visitatierapport met een aangepaste beoordelingstabel ontvangen op 2 december 2014.

#### Beoordelingskader

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

De NVAO stelt vast dat in het visitatierapport en de aanvullende informatie deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden.

#### **Advies van het visitatiepanel**

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee)..

On November 26 and 27, 2013, an assessment committee of AeQui has performed an assessment of the programme M Fine Arts of ArtEZ, a.k.a. the Dutch Art Institute. The committee regards this as an excellent master's programme. However, according to NVAO regulations, this programme is rewarded as good. The programme of DAI is structured by monthly residential programmes of one week, which are attended by students, staff and guest lecturers. During these so-called DAI-weeks students attend seminars, reading groups, lectures, performances, presentations, publishing courses and take part in face-to-face conversations. This highly concentrated period of time functions as a pressure cooker for the exchange of knowledge. Students are expected to continue developing their own independent research and artistic practice while engaging with the DAI's discursive input projects, workshops et cetera. Part of the curriculum of DAI is based upon one- or two-year projects with long-time partners: If I Can't Dance, I Don't Want To Be Part Of Your Revolution (Amsterdam), the Van Abbe museum (Eindhoven) and Casco, Office for Art, Theory and Design (Utrecht). These art institutions curate and tutor projects commissioned and programmed by the DAI. Each has a particular perspective on the art world and is able to offer a variety of projects that are anchored in the institutional field. As 'Roaming Academy', the DAI also offers an itinerant programme that combines courses in the Netherlands with travel abroad. Since 2004, collaborations with various institutions and individuals have brought students and faculty to places all over the world, ranging from Bilbao to New York, from Beirut to Siberia and from Tehran to Taipei.

#### *Intended learning outcomes*

The assessment committee establishes the intended learning outcomes of the programme as excellent. The course aims to educate artists who are aware of the wide range of developments in the art world and who, through in-depth critical reflection, arrive at new forms of art production and distribution that reflect, and contribute to, the ongoing renewal of the discipline. The committee highly appreciates the manner in which the programme strives to continually question the role of art in society as well as the form and function of art education. Furthermore, the committee applauds how the programme aims to prepare its students for the reality of an (inter) national art practice in the field through intensive collaborative projects with long-time partners in the artistic field. The committee judges that the profiles of the programme has been translated into concrete intended learning outcomes, the level and orientation of which are fully aligned with the (inter) national requirements of a master's programme in fine arts. The programme monitors and evaluates its profile and final qualifications through exchanges with its professional working field as well as through structural student- and alumni evaluations. In addition, given the programme's structural collaboration with a wide range of partners in the field, it is continually able to register and respond to new developments taking place within the discipline, both nationally and internationally. The committee is very positive about the programme's capacity for learning and transforming, and considers its profile to be an inspiring example for art education in the Netherlands and abroad.

The assessment committee observes that the programme provides an excellent environment in which students can develop their artistic identities and in such a way that they are able to engage in a knowledgeable manner with relevant issues in the art domain, deploying these insights in their individual and collaborative art practices. The strong orientation of the programme towards the professional field through the structural involvement of highly esteemed national and international art institutions ensures that the students acquire the skills necessary to sustain an art practice after graduation; they must familiarise themselves with various forms of collaboration, negotiate different time-frames and processes of production and find ways to formulate and realise their own point-of-view within these common projects. The committee stresses that –compared to other master's courses – the interdisciplinary and international orientation of the programme is uniquely effective, productive and sustainable; the nature of the exchange and research projects, the participation in (inter)national networks and the expertise of (guest) lecturers all ensure that the programme is continually in touch with the professional field and, thus, able to anticipate and contribute to new emerging developments and trends. The committee is very positive about the structure of the programme, which due to its intensive weeklong residencies, offers students a stable and inspiring community of fellow artists, curators and art experts, all of whom are highly engaged and motivated to renew the field through ongoing research, reflection, discussion and exchange. Together they continually question what art can or should be and explore new forms of interdisciplinary collaboration. The committee is of opinion that with this unique structuring of the curriculum, the programme has arrived at an ideal balance between consistency, contingency and commonality, creating an environment in which everybody can thrive – students and tutors alike. In essence, the committee is of opinion that the DAI has been able to develop a future model for art education in which continuity and transformation are ideally balanced. The committee judges the programme to be feasible: the intensive DAI weeks ensure the open communication between staff, students and management. The students receive effective guidance and coaching from the lecturers, as well as from their personal tutors throughout the programme.

#### *Staff*

The assessment committee has been able to establish that the DAI programme is taught by a team of excellently qualified tutors who are highly esteemed within the art domain, the majority of whom maintain a successful practice as artists, curators or art experts. The committee is very positive about the manner in which the programme ensures the cohesion between its staff members who are fully part of and contribute to the dynamic DAI-community. The committee observes that the tutors are dedicated, knowledgeable and experienced, effectively communicating a true critical engagement with art and art education as well as seeking out new venues for artistic discovery and interdisciplinary exchange. The committee is of the opinion that the size of the staff is adequate for the curricula in question. The lecturers made clear, they perceived their involvement with DAI to be a valuable enrichment of their own artistic or critical practices.

#### *Facilities*

The assessment committee observes that the location, facilities, tutoring and provision of student information is of a good standard. The location offers the students a suitable learning environment in which they can work with and consult fellow students and lecturers. According to the committee, continuous instruction and mentoring is facilitated by the relatively small team of core/permanent tutors and the structural DAI weeks in which students can be part of intensive exchange with lecturers and their personal tutors.

The assessment committee has been able to establish that the programme is evaluated on a regular basis through student- and alumni surveys, regular student interviews and formal and informal staff evaluations. The programme regularly verifies with its students, tutors and partners whether the programme's goals, content and structure are aligned with relevant developments in the field. Every year, the programme convenes a faculty meeting to discuss and evaluate recent and current projects as well as the programme's plans for the next academic year. The committee is very positive about the selfcritical open-mindedness of the programme and its responsiveness to issues and questions, actively seeking to create new forms of making and thinking about art through a programme intrinsically orientated towards flexibility and transformation.

#### *Assessment and learning outcomes achieved*

Based on the interviews and examination of the underlying documentation, the assessment committee has been able to establish that the assessments are of an excellent standard. The validity of the assessments is guaranteed by the structural and shared monitoring of the intended learning outcomes of the projects by the head of the programme and the tutors involved. Formative and summative assessments involve in depth interviews as well as written reviews and are inherently aimed at helping students to develop their self-critical capacities to become pro-active and self-critical in their own learning processes. The objectivity of the assessments is ensured by the structural inclusion of multiple as well as external assessors at key moments in the curricula. The committee is also positive about the transparency of the assessment procedure. Evaluations are always motivated by tutors and students have the opportunity to discuss their results with their examiners. The assessment committee has also been able to establish that the achieved learning outcomes are of an excellent standard. The committee was able to conclude that the graduates succeed in achieving the intended qualifications of the programme. This is not only demonstrated by the exceptional quality of the theses and final graduation products but also by the manner in which graduates are able to carve a place for themselves in the art world. On the basis of its discussions with alumni and the representatives of the working field, the committee recognises that the graduates are able to critically engage with relevant issues in the art world through discussion, reflection and research, exploring new ways of thinking, making and communicating art through the initiation of interdisciplinary collaborations within the art field and beyond. The great majority of graduates are able to maintain an artistic practice in the field or have found work in the cultural field. Many combine their practices with other activities, such as research, curating and teaching. Alumni of DAI have presented their work in workshops and exhibitions in the Netherlands and abroad.

#### *Recommendations*

In such a vibrant environment as the DAI programme, it is hard to find serious recommendations. The physical space at the Kortestraat in Arnhem is a leap forward in comparison with the former Enschede premises, though the amount of fresh air and daylight leaves to be desired. More in general the committee would like to support the programme in its desire to admit more non- European students and to create equal conditions for the most promising students. The committee recognises that the heterogenic and multicultural composition of the student population is of crucial importance for the DAI, which strives to incorporate different points of view, experiences, backgrounds and histories.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de ArtEZ te Arnhem in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 24 november 2014 naar voren te brengen. Bij e-mail van 15 december 2014 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot aanvulling van bijlage 2 in het definitieve besluit.

De NVAO besluit accreditatie te verlenen aan de hbo-master Autonome Beeldende Kunst (120 ECTS; variant: voltijd; locatie: Arnhem) van ArtEZ te Arnhem. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

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

Den Haag, 31 december 2014

De NVAO  
Voor deze:



Lucien Bollaert  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard		Beoordeling door het panel
<b>1. Beoogde eindkwalificaties</b>	1.	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	<b>Excellent</b>
<b>2. Programma</b>	2.	De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	<b>Excellent</b>
	3.	De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	<b>Excellent</b>
	4.	De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	<b>Excellent</b>
	5.	Het programma sluit aan bij de kwalificaties van de instromende studenten.	<b>Goed</b>
	6.	Het programma is studeerbaar.	<b>Excellent</b>
	7.	De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	<b>Goed</b>
	<b>3. Personeel</b>	8.	De opleiding beschikt over een doeltreffend personeelsbeleid.
9.		Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.	<b>Excellent</b>
10.		De omvang van het personeel is toereikend voor de realisatie van het programma.	<b>Voldoende</b>
<b>4. Voorzieningen</b>	11.	De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	<b>Goed</b>
	12.	De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	<b>Goed</b>
<b>5. Kwaliteitszorg</b>	13.	De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	<b>Goed</b>
	14.	De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	<b>Goed</b>
	15.	Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	<b>Goed</b>
<b>6. Toetsing en gerealiseerde eindkwalificaties</b>	16.	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	<b>Excellent</b>
<b>Eindoordeel</b>			<b>Goed</b>

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

**Tabel 1: Rendement.**

<b>Cohort</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Rendement</b>	93%	67%	79%

**Tabel 2: Docentkwaliteit.**

<b>Graad</b>	<b>Ma</b>	<b>PhD</b>
<b>Percentage</b>	37%	37%

**Tabel 3: Student-docentratio.**

<b>Ratio</b>	1:12,5
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**Tabel 4: Contacturen.**

<b>Studiejaar</b>	<b>1</b>	<b>2</b>
<b>Contacturen</b>	14	14

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- Ir. R. Kloosterman, voorzitter, director at AeQui, assessment agency for higher education;
- Y Dröge Wendel, MSc, Head of Fine Arts Department, Rietveld Academy, and PhD researcher;
- M.K. Gronlund, M Phil, editor and writer based in London. She teaches on the MRes Moving Image course at Central Saint Martins and on artists' film at the Ruskin School of Drawing & Fine Art, University of Oxford;
- T. Holert, PhD, an art historian, critic, curator and artist. Holert is honorary professor of art theory and cultural studies at the Academy of Fine Arts Vienna, and founding member of the Academy of arts of the world in Cologne;
- G. van Mil B Des, student at the Sandberg Institute, at the programme School of Missing Studies.

Het panel werd ondersteund door drs. J. Batteau secretaris (gecertificeerd).