

Besluit Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Choreografie van ArtEZ

Gegevens

datum	Naam instelling	:	ArtEZ
21 december 2012	Naam opleiding	:	hbo-master Choreografie (120 ECTS)
onderwerp	Datum aanvraag	:	4 oktober 2012
Besluit	Variant opleiding	:	voltijd
accreditatie hbo-master	Locatie opleiding	:	Arnhem
Choreografie van ArtEZ	Datum goedkeuren panel	:	27 juni 2012 (000590)
(000919)	Datum locatiebezoeken	:	29, 30 en 31 augustus 2012
uw kenmerk	Datum visitatierapport	:	oktober 2012
2012.153.02-02 /cvb/ltl/kk	Instellingstoets kwaliteitszorg	:	aangemeld en geaccepteerd voor het invoeringsregime van de instellingstoets kwaliteitszorg als bedoeld in artikel 18.32 b en c van de WHW
ons kenmerk			
NVAO/20124151/AH			
bijlagen			

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Beoordelingskader

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

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

Intended learning outcomes

The assessment committee evaluates the intended learning outcomes as good.

The final qualifications and formulated competencies of the Master of Choreography anticipate and reflect the demands of the contemporary field of dance, dancemaking and choreography. The programme demonstrates a keen awareness of the social and political pressures affecting the (inter)national professional field and the ability to respond in a flexible way to these transformations. The aims of the programme are structurally related to the issues and questions raised by the individual research trajectories of the students themselves. The fact that the students are all experienced choreographers with an independent artistic practice, ensures that the programme's goals are attuned to the debates and issues arising in the contemporary field of dance, and enables students to

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Teaching-learning environment

The teaching-learning environment is evaluated as good.

The committee was able to establish that the students are supported by both content and the programme tutors themselves being artists and researchers, in their development of a singular artistic identity, in relation to developments in the professional field of choreography and culture at large. The programme encourages the students to navigate in new directions in choreography. It does so by stimulating them to look beyond the disciplinary boundaries of the field of dance and challenges them to strive towards an integration of research goals, artistic vision, choreographic work and the presentation of their work in various forms and through various media. The two-year programme is structured by the three educational strands: Compositional Models, Art Branding and Discursive Practices, approaches which each student is expected to employ and integrate within his or her individual research trajectory. The programme alternates taught episodes, during which students have access to the studios and theatres of the faculty, with periods in which the students attend to the various projects and activities in their independent research trajectories. Much of the content of the programme is dependent on the issues and questions emerging from the individual research projects of the students. Because the structure of the programme allows students to sustain an artistic practice (often abroad) while studying, the programme is able to relate quickly and flexibly to the urgent issues and debates in the professional field. The systematic involvement of guest teachers is another way in which the programme stays in touch with the debates in the field of dance and choreography.

The evaluation committee judges that the method of education and corresponding supervision are distinctive and tailored to the final goals of the Master's programme. The committee considers the part-time residency and the involvement of the students in their own practice during their studies, to be an effective educational model which supports artists to develop their artistic signature in a critical and independent manner. Staff members take the students seriously and regard themselves as privileged coaches who support the students on the basis of shared values and standards.

The committee noted that all permanent instructors have an international background, are well-qualified, each with his/her own expertise. They have initiated influential projects, combine artistic experience with an academic background, are skilled educators and assessors, and their relationship with the students aims at professional equality in certain circumstances.

Assessment and achieved learning outcomes

The assessment committee evaluates the assessment and achieved learning outcomes as good.

It is clear that the validity and reliability of the assessments are due to the clear and precise formulation of the evaluation criteria in the work plans of the modules and the objective manner in which students are assessed, both formally and informally. The seven final qualifications of the master programme always figure as a frame of reference during

Pagina 3 van 7 assessments, which in most cases take on the form of a dialogue between student, fellowstudents, staff and external assessors. Formal end-of-year- assessments always involve external assessors, who are either practising choreographers and artists or academic experts in disciplines relevant to the field of dance and choreography. Students are provided with written reports of all their assessments, that is, of both the summative and the formative evaluations. The course's high starting level, small scale and intensive individual supervision enhance its success rate. The committee found that students and alumni, as well as the representatives of the professional field, are without exception positive about the way in which the programme prepares its participants for the professional field. The evaluation committee finds the graduates of the programme to be passionate choreographers who are eager to redefine their profession through various means. They demonstrate knowledge of the relevant discourses and are able to integrate their views in the presentation and representation of their choreographic work. The potential of the graduates of the masters programme is evident in most of the final graduation projects the evaluation committee reviewed. They make clear that the programme is able to support unique and relevant contributions to contemporary field of choreography.

Recommendations

The committee is of the opinion that the content of the programme is of high quality and relevant to the field. Yet, the programme's visibility, exposure and impact could be improved. The committee judges that the programme would benefit from an intensified focus on its own 'branding' and public exposure, and by doing so would attract more potential students to select from. The evaluation committee would like to add that the programme could also benefit from connections closer to home - that is, undergraduate departments (Dance/Maker and Dance Education) within the institute itself. The students the committee spoke to, were of the opinion that the visibility of the master's programme could be improved – an observation also echoed in the international postgraduate community, as the committee observed.

De NVAO onderschrijft de aanbevelingen van het panel.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van ArtEZ te Arnhem in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 13 november 2012 naar voren te brengen.

Van deze gelegenheid heeft het college van bestuur geen gebruik gemaakt.

De NVAO besluit accreditatie te verlenen aan de hbo-master Choreografie (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 24 april 2013 en is van kracht tot en met 23 april 2016 (2019)¹.

Den Haag, 21 december 2012

Nederlands-Vlaamse Accreditatieorganisatie



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.

¹ Gelet op het bepaalde in artikel 18.32c, derde lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW) bedraagt de geldigheidsduur van de accreditatietermijn van de opleiding maximaal drie jaar zolang de instelling nog niet beschikt over een positieve instellingstoets kwaliteitszorg. Zodra de instellingstoets is verkregen, wordt de accreditatietermijn verlengd naar zes jaar.

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

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

Tabel 1: Rendement.

Cohort	2006	2007	2008
Rendement na 2 jaar	100%	100%	100%

Tabel 2: Docentkwaliteit.

Graad	MA	PhD
Percentage	100%	70%

Tabel 3: Student-docentratio.

Ratio	1:0,8
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Tabel 4: Contacturen.

Studiejaar	1	2
Contacturen	15/week	15/week

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- Ir R. Kloosterman, voorzitter; directeur AeQui
- Dr A. Aalten, lid, universitair hoofddocent (UHD), Afdeling Sociologie en Antropologie, Universiteit van Amsterdam en was lector 'Excellence and well-being in the performing arts' aan de Hogeschool voor Muziek en Dans in Rotterdam;
- Prof. S. Melrose, lid, professor in Performance Arts and Research Degrees Convenor, School of Arts and Education, Middlesex University;
- Drs M. Stenvers, lid, mediator en procesbegeleider, Stenvers & Beran, Mediation in Onderwijs en Kunsten;
- L. Walkey, studentlid, performer, choreographer and teacher based in Berlin, and currently a student in the Master of Choreography programme, Amsterdamse Hogeschool van de Kunsten.

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