



**Follow-up Programme Accreditation
[NVAO Standard 3]**

REPORT

Bachelor of Dance

**Royal Conservatoire The Hague
University of The Arts The Hague**

The Netherlands

April 2022



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Summary

In June 2019, a review team assessed the Bachelor of Dance programme at the Royal Conservatoire of the University of the Arts The Hague. It concluded that the programme met the NVAO standards 1 (intended learning outcomes), 2 (teaching-learning environment) and 4 (achieved learning outcomes) and partially met standard 3 (assessment). Based on the 2019 Review Report and the programme's improvement plan submitted in April 2020, the NVAO established that the Bachelor of Dance programme should implement the necessary measures to improve the quality of its assessment by summer 2022. The present report describes the findings of the panel reviewing the progress made by the programme regarding the quality of its assessment system in spring 2022.

The panel gathered from the evidence collected during this follow-up procedure that progress has been made on each and every element of the above mentioned improvement plan. The adjustments affect both the delivery and assessment of the courses and have been implemented in a systematic way. The institution has evidently seized every opportunity to reflect on the programme, to evaluate its strengths and weaknesses, and to improve the entire curriculum. The panel thinks highly of the work undertaken by the institution and the Dance department, which goes above and beyond what it had recommended and what the NVAO set out as conditions.

In addition to the many positive observations, the review team also sees room for further development: the Dance department now has to focus on enhancing and fine-tuning the assessment forms for the exam sessions and the graduation interview. The review team therefore encourages the programme to continue delivering on the goals it set for itself in the four-year improvement plan that received unanimous commendations from the panel.

A systematic review of the improvement measures demonstrates, according to the review team, that the Bachelor of Dance programme has delivered on the MusiQuE condition and recommendations and on the NVAO conditions through a comprehensive set of actions. The fulfilment of the NVAO conditions is a pre-requisite to meet standard 3 and to switch from a conditionally positive to a positive assessment decision. Based on its review, **the panel judges that the Bachelor of Dance programme fulfils the NVAO conditions and now meets standard 3 (assessment). It advises NVAO to take a positive decision on the accreditation of the Bachelor of Dance programme at the Royal Conservatoire in The Hague.**



Introduction

This report concerns the external assessment of the conditions set by NVAO in order for the Bachelor of Dance programme at the Royal Conservatoire of the University of the Arts The Hague to maintain its accreditation.

In June 2019, a review team convened by the evaluation agency MusiQuE and validated by NVAO carried out the accreditation assessment of the Bachelor of Dance programme at the Royal Conservatoire (KC) in The Hague. The review team used NVAO's Assessment framework for the higher education accreditation systems of the Netherlands (September 2018) to serve as a basis for its assessment. According to the panel, the programme met the NVAO standards 1 (intended learning outcomes), 2 (teaching-learning environment) and 4 (achieved learning outcomes) and partially met standard 3 (assessment). The NVAO adopted the advice which the review team presented in its report of September 2019 and invited the programme to produce an improvement plan. Following the panel's review of this plan in April 2020, the NVAO decided in July 2020 to grant a conditionally positive accreditation and established that the Bachelor of Dance at KC should implement the necessary measures to improve the quality of its assessment system. Moreover, it invited the review team to assess whether these improvement measures would be implemented in due course and the Bachelor Dance programme to issue a report on its compliance with the conditions by July 2022.

This report describes the findings of the panel reviewing the progress made by KC's Bachelor of Dance programme regarding the quality of its assessment system in spring 2022. However, rather than performing a review of the entire NVAO standard 3 (*the programme has an adequate assessment system in place*) and the corresponding MusiQuE standards 3.1 (*there are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme*) and 3.2 (*assessment methods are clearly defined and demonstrate achievement of learning outcomes*), the panel has focused its review first and foremost on the specific conditions set by NVAO in its Decision of 13 July 2020. In this decision, the NVAO established that in order to obtain a positive accreditation, the programme should implement adequate measures to improve the quality of its assessment system with regard to: (i) developing clear and coherent assessment criteria for all courses, based on the intended learning outcomes; (ii) establishing the bachelor level of the graduates; and (iii) safeguarding the quality of assessment by the Exam Committee. These conditions, in turn, were based on the condition set and the recommendations made by the panel in its Review Report of June 2019, as follows:

Condition

There is clear evidence of good practice, including the assessment process in place for the classical ballet classes and the quality of feedback that students receive. However, this was not consistently observed across the programme, and the programme team is required to elaborate clear and coherent assessment criteria for all courses based on the learning outcomes. As a condition for further improvement, the panel recommends that the programme draw up a 4-year plan to strengthen the quality of the assessment process including an integrated



method to assess the Bachelor level and to let the exam committee comment yearly on the effect of the measures taken.

Other recommendations

- define clear criteria for assessment of solo, modern techniques and reflective skills
- define clear criteria to assess the internship linked to learning outcomes
- consider an integrated and specific product to proof that allow students to demonstrate that they have achieved the Bachelor level
- reflect on the task and responsibility of the exam committee
- define criteria (for exemptions) for external candidates to fit them into the programme

The review team who performed the external assessment in 2019 consisted of five members, including a student and an NVAO-certified secretary¹. Of the five members, three were available for the current review of the improvement measures in 2022. The current panel is composed of:

- Pascale De Groote, Vice-chancellor of the Artesis Plantijn University College Antwerp, Belgium, chair;
- Gianni Malfer, Operational Director of the Bachelor and Master programmes at the Department of Performing Arts & Film at the Zurich University of the Arts, Switzerland, member;
- Rosie Mackley, former student BA Modern Ballet and MA in Dance Producing and Management, Scotland, student-member.

The current review team was assisted by Mark Delmartino, an NVAO-certified secretary. MusiQuE's policy and review officer Crina Mosneagu, who had been involved in the 2019 external assessment, now also liaised between the programme and the panel before, during and after the 2022 assessment. Annex 2 contains a brief description of the Review Team members.

Since the previous assessment visit the staff at the KC and the Dance department have further developed the Bachelor of Dance programme along the lines described in the improvement plan, producing materials that would allow the current panel to assess whether the conditions were met. In the run-up to the review it was agreed that these materials would become available one month before the site visit and that this visit would take place online. The schedule of the visit is reported in Annex 1. A list of the materials provided can be found in Annex 3. The review team members studied the documents and reported on their findings to the panel secretary who, in turn, compiled these impressions in view of the panel's internal preparatory meeting on 18 April and its online meeting with programme representatives on 20 April 2022. Immediately after the meeting sessions, the panel discussed internally whether the conditions were met and on what findings and considerations its decision would be based.

¹ The composition of the review team performing the programme accreditation procedure in 2019 is included in the 2019 Review Report (p. 7), available for consultation here: <https://musique-ge.eu/completed-reviews/quality-enhancement-reviews-and-accreditation-processes/report/53362/>.



At the end of the site visit, the chair presented the conclusions of the review team to the institutional and programme management.

The panel secretary then produced a draft version of this report and circulated it among the panel members for further contributions and revision. The pre-final version of the document was validated by the chair of the review team and sent to the MusiQuE Board for approval. Amendments suggested by the MusiQuE Board were implemented by the secretary and validated by the chair of the review team. The resulting report was shared with the programme on 30 May 2022 for a factual accuracy check. Following the programme's feedback, the review team produced, and the chair validated the final version of this report, which was submitted to the KC in The Hague on 3 June 2022, after the final endorsement of the MusiQuE Board.



Key data on the programme

1. Nomenclature of the programmes in CROHO [central register of higher education programmes]: Bachelor of Dance
2. Orientation and level of the programme: Bachelor HBO (Hoger Beroepsonderwijs)
3. Number of credits: 240 EC
4. Location(s): Royal Conservatoire The Hague
5. Mode(s) of study: full time
6. CROHO registration number: 34798 (Bachelor Dans)
7. Number of students 2018-2019: 25
8. Name of the institution: Hogeschool der Kunsten Den Haag, Koninklijk Conservatorium / University of the Arts The Hague, Royal Conservatoire
9. Status of the institution: publicly funded institution providing higher education
10. Outcome of the institutional quality assurance assessment: granted in 2014 and again in 2020



Assessment of the Conditions set by NVAO relating to standard 3 (assessment)

Findings

Preparing for its online site visit in April 2022, the review team studied several documents submitted by the KC and its Dance Department, as listed in Annex 3 below. In the **Progress Report Bachelor of Dance**, the KC describes which steps the Dance department has taken since the previous accreditation visit in 2019. The programme team thereby used the improvement plan as a framework to describe the developments.

The review team gathered from the written materials it received for its review that progress has been made on each and every element of the **improvement plan**. This plan, which was produced after the previous accreditation visit and reviewed on its feasibility by the 2019 review team before the NVAO issued a conditional positive accreditation, was – and still is - comprehensive: it identified eight themes for action and included objectives, actors involved, and a timeline for implementation. The review team was informed during the online visit that this improvement plan has been guiding the development work of the Dance department, which started immediately after the Review Report was received; to this effect, the KC hired an educational expert to support the Dance department's management. Moreover, the panel learned that the improvements undertaken with regard to assessment are framed in the department's broader agenda. The interviewees during the online visit confirmed that many stakeholders have been involved in this process ranging from students, teachers, and staff across various constituencies – from working field representatives and Exam Committee members to the KC's quality culture office. Finally, the review team noted that the issues addressed in the materials were not confined to the domain of assessment but went beyond the recommendations included in the 2019 Review Report.

In terms of **exam organisation**, the Dance students at KC are assessed twice a year: around Christmas and in spring. To give more weight to the assessment of modern dance, the department decided to change the format of the spring examination: instead of one day when several styles are assessed, the department now organises two full exam days: a classical exam day and a modern exam day. This new format was implemented for the first time in early April 2022, i.e. right before the site visit of the Review Team. The discussions with students and teachers revealed that the new format was appreciated and will be maintained – possibly with small adjustments – in the future.

The educational expert has been supporting the programme team in fine-tuning the assessment policy and the **system of assessment**, which resulted in a new set of programme documentation: for the academic year 2021-2022, the department introduced a new Curriculum Handbook, a revised Study Guide and an updated Admissions and Assessment policies document.

The panel studied the revised **Admissions and Assessment policies document** and noted that it makes a clear distinction between policies and processes for the Young KC Dance programme (primary school children of groups



5 and 6), the School for Young Talent (pupils from primary school group 7 until the end of secondary school / bachelor of dance education level), and the two-year Bachelor of Dance programme (the HBO-3 and HBO-4 groups). The document describes in good detail both the selection and admission procedures for the three programmes, as well as the assessment criteria and indicators for the first two programmes. The review team noted that this way, the document now provides a good quality answer to its observations and recommendations in 2019 regarding the distinction between the three programmes and the admission requirements for students applying from other schools in the Netherlands and abroad. While the document also contains the overall approach to examination for the Bachelor of Dance programme, specific information related to bachelor course assessments is provided in the Curriculum Handbook (see below).

Although admission / student intake does not fall under the NVAO standard assessment, it does relate to the corresponding MusiQuE standard. The review team gathered from the materials at their disposal that the Dance department, the KC vice-principal for education and the Exam Committee looked into the **admission of external candidates**. This led to a clarified procedure for the intake of candidates who did not study at the School for Young Talent. The panel noticed that the entry requirements and selection procedure are described in detail in the Admission and Assessment policies document. It gathered from the discussions that while the pandemic caused certain delays in the implementation of the admission and selection procedures, the newly formulated procedures are nevertheless being used for the current admission, selection and intake of the student cohort that will start the HBO-3 group in September 2022.

In its 2019 Report, the review team recommended to adjust several course components in the programme curriculum. Contemplating this recommendation, the programme team decided to review all courses with the support of the educational expert, and to streamline their delivery and assessment. The result of this exercise is presented in a new piece of programme documentation, the **Curriculum Handbook**. The panel studied this document and found it very informative: it provides in one place all the information students need concerning the curriculum and the courses of the Bachelor of Dance programme. The document brings together the programme objectives (intended learning outcomes), the curriculum overview, and a detailed description of each course featuring content, learning goals, study load, teaching and exam method, the assessment criteria and indicators, and the grading scales. The panel welcomes the initiative to bring all course related information together in one document and commends the programme team for their diligent work in this regard. Moreover, the updated course descriptions demonstrate that a lot has changed since the previous accreditation visit. Finally, the panel was pleased to see that the current Bachelor of Dance course presentation in the Curriculum Handbook aligns with the documentation used in other degree programmes at KC.

During the online visit, the panel also discussed the developments on several individual course components. While the recent changes have impacted all courses, the adjustments are certainly visible in the courses Creating a Solo and Modern Dance. The objectives of the **Creating a Solo course** no longer focus only on the solo performance,



but also include reflective elements. In connection to this, the assessment process has been reworked and its assessment criteria and indicators have become more precise. According to the review team, the new course objectives, course contents and assessment process not only do justice to their previous recommendation, but result in a stronger course that contributes better to the overall programme objectives. The review team did however note that the course content has been extended, while the number of ECTs has remained the same. Students interviewed by the panel indicated that the preparations are integrated in other courses, which makes up for the limited study load. Having been made aware of this issue, the programme management confirmed that it would look further into the matter. The course is currently implemented for the first time in its new format – students had their exam a week before the site visit – and both students and teachers shared that they were satisfied with the approach. According to both students and staff, the fact that students have to reflect on the chosen solo and present the concept of the solo in a pitch, explaining the choice of music and the inspiration for the work, gives them more insight into the piece and allows them to display originality in their performance.

The panel gathered a similar impression from the revised outline of the **Modern Dance course**. The course objectives now focus more on the student ability to put skills into practice, on reflection and on cooperation. While the assessment was previously based on class attendance, it now forms part of the Modern Exam day in spring and consists of a group lesson and a solo performance, both in a stage setting. The review team was satisfied to hear that the first impressions from the exam were positive. Students and staff mentioned as a positive point that the split in two exam days allows the examination committee and the students to get together after the exam performance for a feedback session in which committee members and students share their first impressions.

Further to the suggestions of the accreditation panel, the Bachelor of Dance programme also developed additional course objectives and assessment criteria for the **internship**. The review team learned during the interviews that the pandemic has impacted on the organisation of the internship and that the Dance department is currently reflecting on the role of the internship in the curriculum, in particular on its educational possibilities and limitations. The main challenges lie in the variety of internship formats, the different requirements and timing of these internships, and the limited places available. Regarding the latter point, the programme announced that students who do not find an external internship can join the KC's own Dance Ensemble. The review team gathered from meetings with several groups of internal stakeholders that an (external) internship constitutes a value added for the competencies and the professional career of the student. However, the varying formats and timings of such internship do not align with the study load (2 EC) foreseen in the curriculum; the credits allow students to write a reflection report on their internship and/or on the audition(s) they have participated in, but do not cover the time students spend on the internship itself.

The national Network Dance defined seven competencies, which the Royal Conservatoire has taken as starting point for the formulation of the programme objectives of the Bachelor of Dance programme. One of these competencies is research and reflective capabilities. Further to the suggestion of the accreditation panel, the Dance



department has developed new assessment criteria for **reflective skills**: the review team was informed that reflection is an important skill for all courses which is addressed – and assessed – more specifically in three courses: the solo, the internship and the graduation interview. For each of these courses students have to reflect in writing, using formats developed by the Dance department. The review team, having analysed all relevant information made available before the online visit and during the interviews, is able to confirm that the course descriptions have been adjusted, that students are trained to build reflective skills throughout the curriculum, and that the assessments align with the learning goals and programme outcomes. The panel notes and appreciates the team effort and the proactive way in which the Dance department delivered on the recommendations conveyed in the 2019 Review Report in this regard.

The review team suggested in 2019 to consider an integrated assessment method to establish the **bachelor level** of students. Taking this into consideration, the Dance department introduced a graduation interview at the end of the second year: a 45-minute interview with the director, assistant-director, a teacher and a guest teacher. The interview is part of a broader course on study and career planning, with specific course contents and assessment products. The role of the graduation interview as a moment of programme closure is described in the Admission and Assessment policies document: after collecting all necessary study credits, the student is eligible to receive the Bachelor of Dance degree. When they are about to finish the programme, students are required to take the graduation interview that addresses their development throughout the duration of their studies based on written reports (including a final reflection report), the performance standard of the student in relation to the professional dance field, and the future plans and expectations of the student. The review team gathered from the discussions that the graduation interview is an add-on to the programme: while HBO-4 students demonstrate their end level competencies (achieved learning outcomes) during the two-day exam, the graduation interview constitutes an additional proof that students have not only passed all courses and collected all necessary study points, but are also performing at bachelor level. The review team welcomes the graduation interview, and endorses the position it will take in the Bachelor of Dance curriculum.

The assessment quality of the programme is safeguarded by KC's **Exam Committee**. There is one Exam Committee for all KC departments and programmes, and every department is represented in this committee. As a response to the review team's recommendation from 2019, an internal review of the Exam Committee's existing procedures with regard to the Dance department was undertaken. This review demonstrated that all necessary processes were in place and did not require revising. The panel gathered, from the written materials and the discussions with interviewees during the visit, that the Exam Committee has been dedicating ample time to the Dance department over the past two years, and has been following-up (pro-)actively the execution of the programme's improvement plan. As such, it was reported to the panel that four committee meetings focused on the Dance programme and the Dance programme director was invited twice to Exam Committee meetings during this time. Further, the review team was able to verify that the developments in the Dance programme were being closely



monitored by the Exam Committee, whose representatives were pleased to observe that the new curriculum handbook and course descriptions are in use in the 2021-2022 academic year.

Finally, the review team established on the basis of the written materials and the discussions with members of the department, that the **COVID-19 pandemic** has influenced the speed with which the different elements of the improvement plan are being implemented. In fact, the implementation plan had been produced and submitted to NVAO prior to the outbreak of the pandemic in March 2020, while the conditionally positive accreditation decision was taken in July 2020. At the time of the current review visit, all elements of the plan are being addressed, but the implementation of the actions is slightly delayed compared to the initial timeline. Overall, it is fair to state that the paperwork has been done, that the implementation phase is ongoing and that the evaluation of the results (and possible adjustments based on the analysis of the evaluation) are still to be carried out.

Notwithstanding this delay in implementation, the review team was provided during the visit with the newly developed **assessment forms** which the examination committees have been using for the spring 2022 session of examinations. The panel noted that the forms are nicely aligned with the new assessment criteria and indicators, yet they would deserve further attention and adjustment. The review team gathered from teachers who had been on an examination committee that there are many assessment indicators, and that it is not always possible to score students on each and every criterion during a relatively short performance. Further, the panel also noted and conveyed to the programme team that the new evaluation forms could strike a better balance between the scores and the feedback. In any case, the review team understood – and agreed – that the format of the two-day exam was well received and appreciated across department constituencies, and that the current evaluation form merely constitutes a first attempt to capture the new assessment criteria and indicators, being subject to further fine-tuning once it has passed the trial of current exams. Finally, the review team advised the programme to prioritise the organisation of the graduation interview and its evaluation (form), as students who are about to finish the programme indicated that it was not yet evident to them what to expect from this interview.



Considerations

The review team considers that since its visit in June 2019 and the conditionally positive Decision of NVAO in July 2020, the programme team at KC has gone at lengths to develop its Bachelor of Dance programme and that these developments are clearly for the better. The panel is impressed to see that all of its recommendations have been tackled in a consistent and effective manner, through concerted effort across the department and with full support by the KC. Moreover, the interviews carried out during the online visit confirm that the adjustments were not simply surface-level amendments, but have effectively been implemented in a systematic way. According to the review team, the programme and the institution have seized every opportunity to reflect on the programme, to evaluate its strengths and weaknesses, and to improve the entire curriculum. In this regard, the work undertaken and the results under review go above and beyond what the panel recommended and the NVAO set out as condition. The review team takes the opportunity to commend the Department and the KC for the laudable achievements towards enhancing the programme as a whole, as well as for their flexibility and openness to embrace change, which has clearly impacted the whole organisational culture in a positive way.

In its report from September 2019, the review team recommended the Bachelor of Dance programme to produce a four-year action plan in order to strengthen the quality of its assessment process. It was advised that the plan include an integrated method to assess the bachelor level, and that the effect of its measures be reviewed yearly by the Exam Committee. The systematic review of the results presented in the above section on findings demonstrates, according to the review team, that the “KC Dance team” has delivered on their recommendations through a comprehensive set of actions. The panel was able to verify that the assessment system of the Bachelor of Dance programme has been enhanced in different ways, the end level of the programme will be safeguarded in an appropriate way, and the Exam Committee has played an important role in monitoring the developments and continues to do so. The review team was pleased to observe that the numerous actions undertaken have been finetuned across the programme, and have resulted in deliverables that align with the documentation used in other degree programmes at KC. Finally, the review team thinks highly of the attention paid to its individual recommendations on course elements, the integrated bachelor exam and the admission criteria for external candidates.

In its conditionally positive decision of July 2020, the NVAO established that in order to obtain a positive accreditation, the programme should implement adequate measures to improve the quality of assessment. Also in this regard, the systematic review of the results has demonstrated that the Bachelor of Dance programme has developed clear and coherent assessment criteria based on the intended learning outcomes for all of its courses, that the programme has now found an effective way to establish the bachelor level of its graduates, and that the quality of assessment continues to be safeguarded by the Exam Committee.

Based on the above findings and considerations, the review team holds that the Bachelor of Dance programme at the KC The Hague **meets the conditions set by the NVAO**. The review team appreciates all the work that has



been done towards implementing its recommendations in an effective and consistent manner, and encourages the programme to continue in this direction by fine-tuning the elements that still require further attention. In this regard, the review team notes the good progress that the programme team has made in implementing the improvement plan, while stressing that the registered delays in the context of the COVID-19 pandemic also need to be addressed in the foreseeable future. The revision of the assessment process has been carried out on paper and the implementation phase is ongoing, yet the results still need to be evaluated, and the analysis of this evaluation needs to be incorporated in the deliverables. Likewise, work still lies ahead with regard to fine-tuning the assessment forms used for the exam sessions and the graduation interview.

In addition to its positive appreciation on the materials that meet the conditions set by NVAO, the panel would like to share in the following a few overall conclusions it reached, having analysed the information gathered from the written materials and the interviews carried out during the online evaluation visit.

Firstly, the review team noted that the previous external assessment, and the resulting conditions, set the KC's Bachelor of Dance on a trajectory of change that allowed the programme to reach its potential in a very short period of time. In this regard, the panel commends the KC Dance team for the way they used the suggestions for revision of their assessment system to rethink the programme as a whole. It was clear to the review team that in this endeavour, the Dance department took into account the vision of the KC and how to better align with it, developed the objectives of the programme, and revised not only the assessment process, but also the curriculum and the profile of the programme.

Secondly, this development trajectory stands as proof that both the KC and the Dance department are not afraid of change. To this end, the KC Dance team involved a wide range of stakeholders in the creation, development, and implementation of the improvement plan and its respective themes. The review team discussed with several groups of stakeholders – students, teachers, guest teachers, exam committee, management of programme and institution – who invariably confirmed that they have been asked for advice and input to the development plans and the resulting deliverables: teachers identified and validated the assessment criteria and indicators for their own courses; students were informed of the plans and student panels tested the new assessment criteria by performing a mock assessment according to the new assessment criteria; the Exam Committee checked its own internal procedures, paid specific attention to the work in progress at the Dance department, and provided solicited and unsolicited advice on the assessment criteria. The panel appreciates both the approach of the programme to effectively involve these stakeholders, and the enthusiasm of the stakeholders towards the changes that the improvement plan effected.

Thirdly, the review team was impressed by the atmosphere across all the discussion groups. Despite the current evaluation visit being held exclusively online, the panel sensed that the programme was surrounded by a very positive and collaborative environment: teachers functioning as a team and open towards the programme and



institutional leadership; students being well informed of the changes, showing confidence and satisfaction, and trusting both the programme direction and their teachers. The review team concluded that the many meetings on the improvement plan and its respective elements have installed a sense of belonging and cooperation among the teachers. More than before, teachers are looking for a common language, for an understanding of one another, and are increasingly collaborating with each other in different programme components. This positive environment – in combination with the recent transfer to new premises with state-of-the-art facilities – constitutes an enormous asset for the development of the students and for the future of the programme.

Finally, having completed the evaluation visit, it became evident to the review team that the Dance department now occupies a different – and better – position within the KC than before. While still a small department within an institution that focuses on music, the Dance department has gained “a voice” of its own and consolidated its position within the Royal Conservatoire.

Conclusion

In sum, the panel considers that the Bachelor of Dance programme has met the conditions set by the NVAO in 2020 and the corresponding recommendations in its own report from 2019. The fulfilment of the NVAO conditions is a pre-requisite to meet standard 3 and to switch from a conditionally positive to a positive assessment decision. Based on its review, **the panel judges that the Bachelor of Dance programme fulfils the NVAO conditions and now meets standard 3 (assessment). It advises NVAO to take a positive decision on the accreditation of the Bachelor of Dance programme at the Royal Conservatoire in The Hague.**



Annex 1. Site-visit schedule

Wednesday 20 April 2022

- 09.00 Preparatory meeting of the Review Team
- 09.30 Meeting with the management of the institution and the programme
- 11.00 Internal Review Team meeting
- 11.45 Meeting with students of the Bachelor Dance
- 12.45 Internal Review Team meeting
- 13.00 Lunch
- 14.00 Meeting with teachers of the Bachelor Dance
- 15.00 Internal Review Team meeting
- 15.30 Meeting with programme management
- 16.00 Internal Review Team meeting
- 16.30 Feedback session
- 16.45 End of site visit

The site visit was held online.



Annex 2. Review Team composition

Name of panel member	Brief job description
Pascale De Groot	Pascale De Groot is since 2012 Vice-chancellor of the Artesis Plantijn University College Antwerp, Belgium.
Gianni Malfer	Gianni Malfer is since 2014 the Operational Director of the Bachelor and Master programmes at the Department of Performing Arts & Film at the Zurich University of the Arts, Switzerland.
Rosie Mackley	Rosie Mackley has completed a BA in Modern Ballet from the Royal Conservatoire of Scotland and an MA in Dance Producing and Management. She is now working as a freelance dance artist in Scotland.

Secretary (certified by NVAO):	Mark Delmartino, MDM CONSULTANCY bv, Antwerp
Process coordinator	Crina Mosneagu, policy and review officer MusiQuE, Brussels

All Review Team members and the Secretary signed a declaration of independence and confidentiality prior to the accreditation process.



Annex 3. List of documents provided to the review team

The following documents were provided by the programme to the review team in advance of the site-visit:

- Progress Report Bachelor of Dance, March 2022
- Improvement Plan Dance Department 2019
- Study Guide Dance Department 2021-2022
- Study Guide Bachelor of Dance 2018-2019
- Curriculum Handbook Bachelor of Dance 2021-2022
- Admission and Assessment Policies Dance Department 2021-2022
- Annual Plan Dance Department 2021-2022
- Report Reading Panel meeting, July 2021
- Report Student panel meetings, October 2021 and March 2022
- Annual Report Exam Committee 2020-2021
- Completed evaluation forms examination session April 2022



