

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Vrije Vormgeving van de Gerrit Rietveld Academie

Gegevens

datum	Naam instelling	: Gerrit Rietveld Academie
20 december 2012	Naam opleiding	: hbo-master Vrije Vormgeving (120 ECTS)
onderwerp	Datum aanvraag	: 11 juli 2012
Besluit	Variant opleiding	: voltijd
accreditatie hbo-master	Locatie opleiding	: Amsterdam
Vrije Vormgeving van de Gerrit Rietveld Academie	Datum goedkeuren	
(000691)	panel	: 3 april 2012
uw kenmerk	Datum locatiebezoeken	: 3 en 4 april 2012
28.12.03/CvB/TvG	Datum visitatierapport	: juli 2012
ons kenmerk	Instellingstoets kwaliteitszorg	: aangemeld en geaccepteerd in het kader van het invoeringsregime instellingstoets kwaliteitszorg als bedoeld in artikel 18.32 b en c van de WWH
NVAO/20124147/ND		
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.

Inlichtingen

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Samenvatting bevindingen en overwegingen panel.

Standaard 1: Intended learning outcomes

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as excellent.

The goals and competencies of the programme are not only in line with the (inter)national qualifications for a Master of Design, but strive to redefine the role of the designer as an autonomous, creative actor who is able to engage with and intervene in a rapidly changing professional field. With its central focus on the creative process ('making') and the artistic signature of the designer, the programme strives to eradicate the divide between 'pure art' and applied art. From a position of independence, students are expected to research and connect to the social, political and economic contexts of their assignments and projects, while at the same time questioning the parameters of their discipline and social-political reality as it is. Rather than operating within the given boundaries, the students must become creators of new contexts and disciplines, developing new ways of thinking about design and how it effects our daily lives. In the eyes of the evaluation committee, the timely vision of the programme, expressed in the new working-title, the 'Dirty Art' department, is as radical as it is ambitious and remains true to the core values of the Sandberg Instituut.

The intended learning outcomes are kept up to date in various manners, via student- and alumni surveys, the consultation of external experts and the maintenance of an extensive network with high profile institutes and actors in the professional field. Because the course intends to involve young designers as tutors in its programme and expects students to contribute to the content of the curriculum, the master's is able to respond quickly to new developments and issues in the field. External experts interviewed during the accreditation indicated that they are following the paradigm-shift at the department of Applied art with much interest and expect to see great results in the future. Students the committee spoke to were all highly appreciative of the new direction of the department, lauding its critical engagement, the focus on autonomy, and the challenge it sets its students to contribute to this new way of thinking.

The evaluation committee is impressed by the ambitious and radical aims of the master's programme for Applied Art. Their vision, expressed in the new name 'Dirty Art' department, comes at precisely the right moment. In the views of the committee, the programme has translated the urgent issues raised by the swiftly changing parameters in the professional field into inspirational and challenging objectives for the department. These changes are attuned to the Sandberg approach as well, which combines an autonomous and artistic understanding of the profession with an unrelenting engagement with society. Therefore the committee values the intended learning outcomes of the programme as excellent.

Standaard 2: The teaching-learning environment

The assessment committee qualifies the teachinglearning environment as excellent.

The two-year programme offers students four semesters in which they attend workshops, lectures, excursions and exhibitions, while at the same time following a personal study trajectory of individual and collaborative projects. The content and tutors of the programme support students in their development of a unique professional identity. It challenges them not only to critically question the discourses structuring the field of art and design, but also to engage with social reality as hybrid artist-designers.

Pagina 3 van 8 The structure of the programme is fixed, its content is tailored to respond to urgent issues and the shifting requirements of the professional field.

The assessment committee is particularly impressed by the highly articulated discourse of the programme which actively engages its students in its search for a new vocabulary for the profession. Students are involved in the development of the content of the programme and contribute to it by organising lectures, workshops and other collective events. Theory is introduced in a gradual way during the programme, culminating in the writing of the final thesis. Although the main focus is on the artistic practice of the students, the course expects them to theoretically contextualise their practice and to link their work to the discourses in the relevant disciplines.

The permanent instructors, all of whom have an international background, are highly qualified as designers, curators, writers, editors and tutors. They have initiated influential projects, many of which engage with the social-political as well as the artistic dimensions of design. Their relationship with the students is one of professional equality, and as 'privileged collaborators' they push students to venture beyond the familiar in the formation of a professional identity.

Given the careful selection of qualified students, most of the participants thrive in the challenging environment of the programme. The small scale and intensive collective projects and events enable students to function as each other's fellow critics and coaches.

The committee is highly appreciative of the didactic concept, which combines a clearly defined structure and the specialised input of the lecturers with an openness towards the interests and questions of the students. In other words, the structure of the programme demonstrates a healthy balance between fixed elements and flexibility. The committee also highly appreciates the clear articulation of the theoretical discourse and the innovative ambitions of the programme, which push the students out of their comfort zone in search of new solutions and approaches to the central issues in the profession. The committee qualifies this as excellent.

Standaard 3: Assessment and achieved learning outcomes

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

The validity and reliability of the assessments is due to the clear and precise formulation of the evaluation criteria and the objective manner in which students are assessed, both formally and informally. During formal end-of-year assessments there are always two or three external critics present, who are either practicing artists or designers, or have an academic background.

The external experts the committee spoke to indicate that the 'Dirty Art' department represents a relevant development in art and design education and that it might even contribute to a new wave in Dutch design. The committee agrees that the recent paradigm shift of the programme has much potential. The students are passionate and innovative designers who are eager to redefine their profession – theoretically as well as in practice. This potential is also evident in the most recent final essays and graduation projects the evaluation committee reviewed. The (concept-) theses of these students are of promising quality and have the potential to be published, according to the committee. The theses follow the academic standards, display coherent and convincing arguments that address design issues in an innovative manner.

The committee applauds the international orientation of the programme. The committee would however like to add that the programme could also benefit from connections closer to home, in the form of the existing master's departments (fine art, (graphic) design and interior architecture) at the Sandberg Instituut. These programmes deal with similar questions of identity and positioning, and the committee is convinced that an interaction and dialogue between these programmes will contribute to the quality of the institute as a whole.

All three standards of the NVAO assessment framework are assessed positively and hence the review committee awards a positive recommendation for the accreditation of the programme.

Aanbevelingen

De NVAO onderschrijft de bovengenoemde aanbeveling van het panel.

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	<i>voltijd</i> E
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	E
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.

Docent-student ratio	1,15 fte voor 18 studenten
Kwalificatie docenten	De vijf vaste docenten hebben allen een mastergraad; van de gemiddeld negen gastdocenten heeft 70% een mastergraad.
Studielast	44 uur per week
Contacturen	24 uur per week
Rendement	<p>Rendement</p> <p>2005-06: 60% na twee jaar en 90% na drie jaar 2006-07: 100% na twee jaar 2007-08: 71.4% na twee jaar en 85% na drie jaar 2008-09: 70% na twee jaar en 80% na drie jaar 2009-10: 88.9 % na twee jaar</p> <p>Uitval</p> <p>2005-06: 1 van de 10 studenten 2006-07: 0 van de 8 studenten 2007-08: 0 van de 7 studenten 2008-09: 2 van de 10 studenten 2009-10: 1 van de 9 studenten</p>

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- Ir. R.S. Kloosterman, voorzitter;
- Y. Chateigné Tytelman, lid;
- M. Kries MA, lid;
- I. Földényi, studentlid.

Drs. J.M. Batteau, secretary, gecertificeerd oktober 2011