

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Media Design and Communication van de Hogeschool Rotterdam

Gegevens

| | | |
|-------------------------|---------------------------------|--|
| datum | Naam instelling | : Hogeschool Rotterdam |
| 31 oktober 2014 | Naam opleiding | : hbo-master |
| onderwerp | | Media Design and Communication (120 ECTS) |
| Definitief besluit | Datum aanvraag | : 24 december 2013 |
| accreditatie hbo-master | Variant opleiding | : voltijd |
| Media Design and | Locatie opleiding | : Rotterdam |
| Communication van de | Datum goedkeuren | |
| Hogeschool Rotterdam | panel | : 22 juli 2013 |
| (002569) | Datum locatiebezoeken | : 18 en 19 september 2013 |
| uw kenmerk | Datum visitatierapport | : december 2013 |
| U1102-2013WdB/MK | Instellingstoets kwaliteitszorg | : ja, positief besluit van 5 november 2013 |
| ons kenmerk | | |
| NVAO/20143731/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.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Standard 1 Intended learning outcomes

The MMDC (Master of Media Design & Communication) aims to develop a set of eight competencies that enable the student to enter the professional field. The set of competencies is aligned with the Dublin descriptors and with the domain-specific framework provided by ELIA (European League of Institutes of Arts), the ELIA DesignTuning document. The competencies match the orientation of the programme. The involvement of the professional field on the level of the intended learning outcomes is established through the Advisory Board. Until recently, the Piet Zwart Institute, had one central Advisory Board. As a result of an internal audit, a discipline-specific board is set up and will consist of national and international members. In the programme the panel recognizes a proper focus

Inlichtingen

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Pagina 2 van 7 on research, which is well implemented. The program is very consistent in teaching students the value of (self-directed) research. The panel comes to the judgement good.

Standard 2 Teaching-learning environment

The teaching environment of the MMDC operates from the perspective that 'media' are neither neutral nor self-evident, and have vastly different meanings for different practitioners, theoreticians, geographical locations and schools. Issues of access, technology, infrastructures, economy, representation and education, create the terms on which media are experienced and produced. Therefore the curriculum is designed to situate technology within these frameworks and pose questions about the current mediascape. The 30 percent specialisations (Networked and Lens-based Media) allow closer attention to specific media and technical literacies, while the other 70 percent of the curriculum addresses the broader field of media design and hybrid languages indicative of contemporary media. The program consists of five modules: 1. Prototyping, 2. Reading, Writing, and Research Methodologies, 3. Graduate Project Seminar, 4. Graduate Research Seminar, 5. Self-directed research. In a chart the program shows how these modules lead up to the intended learning outcomes. The content of the MMDC-program is well-derived from the competencies.

The MMDC is developing a Body of Knowledge and Skills. Tailored to specific modules, the BoKS gives specific references and a current overview of the knowledge and skills that students will gain in each module of the study program. The panel studied the content of the current bibliography and notes that the program offers relevant and suitable literature. Skills students need are tuned with their individual path and depends for example on the material students want to work with.

Research skills are general part of the program and have a prominent place in the curriculum. The panel states that this is well elaborated. Furthermore regarding the content of the program, the panel appreciates the thematic projects. In these projects is very clear how the program supports their students to interact and collaborate with the professional field. And the panel states that the ambition of the programme to act on an international platform is well executed.

The MMDC program has dialogue-based learning as its main didactic approach. Through an ongoing dialogue with tutors and peers, students are challenged to formulate artistic questions, to develop working methods, to explore critical perspectives, and to relate practice to approaches in contemporary art and theory. This individual approach (self-directed learning) is very much appreciated and is considered a strong element of the course.

The staff quality is sufficient for the execution of the MMDC program. The program composes a team with a variety of cultural backgrounds, professional experience and academic perspectives. The RUAS aims at 70 percent of the teaching staff with at least a masters degree in 2016. The MMDC program already lives up to this standard. Students and the professional field are very satisfied about the qualifications of the members of the team. The panel is furthermore impressed with the high level of facilities, which offer a great learning environment with access to many resources. The panel comes to the overall judgement good for standard 2.

The MMDC programme employs three types of assessment procedure at different stages of the two-year course. Assessment type one consists of the summative evaluations of individual modules in the first four terms of the programme. The element of self-directed research within the course is judged by a series of integrated assessment procedures throughout the program as formative evaluations (second type of assessment). The third type of assessment is the graduate project/thesis. The system of assessment is suitable for the program and in line with the intended learning outcomes. The formative aspect of the assessments stimulates further self-evaluation and development of students' work. The involvement of multiple assessors is valuable and sharpens the vision of students, so learned the panel from interviews with students and tutors. Furthermore the panel has seen that the written feedback of tutors is well documented in assessment forms. Regarding quality assurance the panel concludes that further development and establishment of the examination and assessment committee is necessary to function as a solid mechanism. The panel is convinced that graduates all have reached the intended Masters level. The description of the professional field/industry of the graduates of the program demonstrates that the level of the course comply with the expectations and requirements of the respective professional domain. The panel comes to the overall judgement good for standard 3.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Hogeschool Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 8 september 2014 naar voren te brengen. Bij e-mail van 9 oktober 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 Media Design and Communication (120 ECTS; variant: voltijd; locatie: Rotterdam) van de Hogeschool Rotterdam te Rotterdam. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

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

Den Haag, 31 oktober 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 |
|---|---|----------------------------|
| 1. Beoogde eindkwalificaties | De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen | Goed |
| 2. Onderwijsleeromgeving | Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren | Goed |
| 3. Toetsing en gerealiseerde eindkwalificaties | De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd | Goed |
| Eindoordeel | | Goed |

Table 1: Graduation rates

Definition: the proportion of the total number of full-time master students who graduate within the nominal length of the programme + one year, if possible, for the last three cohorts

| Cohort | 2008 | 2009 | 2010 |
|--------------------------------------|------|------|------|
| Graduation rates programme | 100 | 100 | 80 |
| Graduation rates full-time programme | 100 | 100 | 80 |

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Table 2: Staff quality

Definition: the proportion of teachers (OP) with a master-degree and the proportion of teachers with a PhD in the total number of teachers (OP).

| Degree | MA | PhD |
|------------|-----|-----|
| Percentage | 80% | 0% |

Table 3: Student-faculty ratio

Definition: the ratio between the total number of students enrolled and the total number of FTE teaching staff of training in the most recent academic year.

| | |
|--------------|------|
| Ratio | 8.21 |
|--------------|------|

Please note, to provide accurate information about the program, the student and faculty ratio includes both contractual and freelance employees. The faculty of the Piet Zwart Institute consists of contractual and freelance core tutors who guide the curriculum and take part in formal assessments. Guest tutors who teach modules and workshops are also brought in on a freelance basis and constitute contact hours through their scheduled tutorials and lectures. Guest lecturers who work incidentally (who give a single lecture or only a day of tutorials) are not included.

Tabel 4: Contact hours

The average number of clock hours per week of scheduled contact time for each year of training

| Year | 1 | 2 |
|---------------|------|------|
| Contact hours | 17.5 | 10.2 |

- Dr. M. Unger-de Boer, voorzitter, kunsthistorica en publicist, met specialisatie in vormgeving en toegepaste kunsten.
- P.P. Mortier is artistiek en zakelijk coördinator bij Courtisane Festival te Gent.
- E. Willers zelfstandig ontwerp consultant en docent bij de masteropleiding Interieur Design aan Hogeschool voor de Kunsten Utrecht.
- Drs. A. Quispel is docent Beeldende Kunst en Vormgeving, coördinator kwaliteitszorg en accreditaties, lid van de onderwijscommissie en lid van de kenniskring lectoraat Visuele Retorica bij AKV|St.Joost, Avans Hogeschool.
- Drs. S.M.C. Niederer MA is directeur van CREATE-IT, kenniscentrum applied research, onderdeel van Hogeschool van Amsterdam, alsmede onderzoeker/ analyst/ coördinator - Digital Methods Initiative.
- D. Gielis volgt de opleiding master Fine Arts aan AKV Sint Joost nadat hij de bachelor- en masteropleiding Vrije Kunsten aan Provinciale Hogeschool Limburg te Hasselt (België) heeft afgerond.

Het panel werd ondersteund door P. van Achteren BLL, secretaris (gecertificeerd).