

Besluit

Besluit strekkende tot een positief oordeel van een aanvraag toets nieuwe opleiding van de hbo-master Master Performing Public Space (PPS) van de Fontys Hogescholen

	Gegevens	
datum	Instelling	: Fontys Hogescholen
9 oktober 2016	Opleiding	: hbo-master Master Performing Public Space (PPS)
onderwerp	Graad opleiding	: Master of Arts
Besluit	Variant	: voltijd
Toets nieuwe opleiding	Locatie	: Tilburg
hbo-master	Studieomvang (EC)	: 60
Master Performing Public Space	Datum macrodoelmatigheidsbesluit	: 10 december 2015
(PPS) van de	Datum aanvraag	: 12 april 2016
Fontys Hogescholen		
(004706)	Datum locatiebezoek	: 9 september 2016
uw kenmerk	Datum paneladvies	: 15 september 2016
JBG/2016/014/MHL	Instellingstoets kwaliteitszorg	: ja, positief besluit van 5 september 2013
ons kenmerk		
NVAO/20162321/ND		

bijlage

2 Beoordelingskader

Beoordelingskader voor de beperkte toets nieuwe opleiding van de NVAO (Stcrt. 2014, nr 36791).

Bevindingen

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

Advies panel

Samenvatting bevindingen en overwegingen van het panel.

The master Performing Public Space intends to offer artists a repertoire of artistic strategies for meaningful interaction with (new) audiences, for working in and with a diversity of environments in the public domain through interdisciplinary co-operation and creation.

The traditional ways of presenting and experiencing art are changing, there is a growing number of innovative festivals, cross-overs and more and more artists arrange their own performance Space.

Pagina 2 van 7 These new Space also demand a different way for the artists to create new forms of entrepreneurship for their work and to collaborate with other disciplines to do so.

Since the programme aims at an interdisciplinary and innovative profile of the graduating artist there is no (inter-) national validated profile available of a similar programme. The programme formulated the intended learning outcomes in discussion with several relevant stakeholders and independent artist pioneers pursuing the novel position of the artist performing public places.

The panel was convinced by discussions with the working field that the aims of the programme are relevant and the interdisciplinary approach well defined, making realisation plausible. In the panel's opinion, the institution made a good start but will need time to realize social innovation, but possibilities to create more ambitions are also feasible.

The profile of the programme is in line with the recent strategic development of Fontys School of Fine and Performing Arts (FHK). Structural interdisciplinary working; a new position and role of the artist in society, co-creation and social innovation and the development of an international working community are both at the heart of this new programme and the strategic developments of FHK. The implementation of the programme will generate discussion and learning in the bachelors education and thus contributes to the development of the strategic ambitions within FHK. In this respect the panel suggests to make the programme well visible within FHK.

The intended learning outcomes of the programme are well defined with regard to content, the professional orientation and master level as internationally defined. However, the panel suggests to refine the qualifications of artistic research. The definition of artistic research is open – as it should be to fit the ambitions and the project of the student – but is also rather vague and it is not clear which product is required and what the requirements to pass the exam exactly are. The panel suggests to formulate it more related to action research of which at least the action has to be pursued.

The Master PPS is a full time programme of 60 EC. Students with a BA in one of the art disciplines or a BA in education of one of the art disciplines are eligible to take part in the selection for the intake. An important admission requirement is the maturity of the candidate's (emerging) artistic practice. Next to that the candidate has to put forward a project proposal and the candidate will be tested on motivation, attitude and learning abilities: (i) the disposition to work together, to be a member of the learning community (ii) the disposition to analyse complex issues, (iii) the disposition to formulate (own) learning targets and devise and establish an appropriate strategy for implementation and evaluation, (iv) the ability to communicate effectively, both orally and in writing, (v) the ability to reflect in a systematic way.

The programme labels this intake procedure as 'auditioning'. The panel gives in consideration to use another word since it is not the performance of craftsmanship in the own discipline that is tested. Despite the panel's wish for extra emphasis on recruitment, the procedure is well designed on the other hand and looks for the necessary disposition, skills and accomplishments.

The programme is offered in English and aims for an international market. Proficiency in English of both students and lecturers is monitored and if needed improved. All persons interviewed proved to be fluent in English.

Pagina 3 van 7 The programme consists of three periods and a graduation project, has a hybrid design and offers an *interrelated teaching-learning-environment*. This means interactions are between in-residence education, an online platform and feedback and non-residence education in the own professional artistic practice.

In residence teaching consists of three intensive two week 'boot camps'. The panel had the opportunity to study a detailed design of one of these boot camps. During the whole year the student will work on his/her graduation project. The student will also work on his/her project and assignments in their artistic professional practice. The latter is labelled 'base camp' by the programme. Interrelation and a learning community is provided by an online platform. Also two weekly online tutoring and guidance will be offered if the student is at basecamp. This in combination with structured assignments.

The panel suggests to provide for local support and supervision at the boot camp to ensure sufficient feedback and avoid postponement of the projects and assignments. The lecturers recognize the need for the local supervision.

The programme has the ambition to accept 10 to 15 students per year, from which a majority from outside the Netherlands to ensure the development of an international learning community.

The panel studied the design of the curriculum and more detailed first drafts of a boot camp. It concludes that the *intended learning outcomes are systematically translated to the content of the programme and the teaching methods*. The design process is well structured and takes the learning outcomes as a reference. The assessment is conducted by using detailed rubrics, also closely related to the intended learning outcomes. The rubrics will be used for the portfolio assessment at the end of each of the three periods. This brings in a systematic test of meeting the intended learning outcomes.

The panel therefore concludes that the curriculum makes it possible to acquire the intended learning outcomes. As mentioned, artistic research needs some additional thinking through. The panel underlines the ambition of the programme to educate students as a self-sustaining artistic entrepreneur, able to run their own artistic practice after graduation. This means also financial and networking skills and reputation building. The programme does contain several elements of this, but, because of the gap between school and the work field after graduating, the need for an artist to master these skills, cannot be overemphasised, especially if the ambition is to perform in public places. The tensions between entrepreneurship and engagement with public space are very important and need to be highlighted within the programme, according to the panel.

The foreseen staff from FHK consists of six lecturers and is already highly involved in the *design and development of the programme*. The panel met a *dedicated and motivated staff* during the interviews. Lecturers come from the several disciplines present within FHK, bringing in the interdisciplinary approach. The staff is qualified in arts, both theoretical as with respect to performing and visual arts. The team members demonstrated to be reflective and open to constructive criticism. The panel only has the concern that performing public Space is also new to the lecturers. Guest lecturers and supervision in the basecamp has to provide for experienced guidance in these projects.

The panel also suggests to make the ethical implications of the interventions in public space explicitly part of the curriculum, the assessment and the reflection of the lecturers.

Pagina 4 van 7 Discussion of this issue during the day with all involved convinced the panel that there is sufficient sensitivity on this subject present in the team.

The programme will use an array of assessments across the curriculum, related to structural and substantive assignments. These include written and oral, formative and summative testing to be gathered as a portfolio. The staff will be professionalized for the use of new forms of assessment. Assessments are well spread across the several periods. The rubrics for the portfolio assessment are being developed, which is commendable. This system of testing, the assessment of the portfolio using rubrics, is also used in another master of FHK. The staff therefore can build from this experience.

The Examination Board demonstrated to be well informed and involved in the development of the assessment and the regulations concerning examination. The panel considers the Examination Board as sufficiently in control to guarantee the level of the degree.

The director of FHK and the leader of the Theatre school, under which the programme will be executed, and the management of the programme presented a budget plan. Both this budget and the commitment to make the programme a success demonstrated that necessary financial provisions are taken care of. The investments needed to start and develop the programme and in the eventuality that some more time is needed to attract sufficient students are covered by available means. On the basis of the information provided, the panel has no reason to question the financial viability of the programme.

The panel judges all standards as positive. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed professional (hbo) master programme Master Performing Public Space (PPS) at Fontys Hogescholen

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Ingevolge het bepaalde in artikel 5a.10, derde lid, in verbinding met artikel 5a.11, zesde lid, van de WHW heeft de NVAO het college van bestuur van de Fontys Hogescholen te Eindhoven in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit d.d. 3 oktober 2016 naar voren te brengen. Bij e-mail van 10 oktober 2016 heeft het college van bestuur ingestemd met het voornemen tot besluit.

De NVAO besluit de aanvraag Toets nieuwe opleiding hbo-master Master Performing Public Space (PPS) (60 EC; variant: voltijd; locatie: Tilburg) van de Fontys Hogescholen te Eindhoven als positief te beoordelen.

Graad: Master of Arts

De toevoeging 'of Arts' wordt aan de graad master (zie referentielijst) toegevoegd indien ten minste 70% van de opleidingen binnen een cluster is geaccrediteerd na 1 januari 2012¹.

Advies Croho-onderdeel: taal en cultuur.

Visitatiegroep: nader te bepalen².

Van kracht tot en met 8 oktober 2022

Den Haag, 9 oktober 2016

De NVAO
Voor deze:

Dr. A.H. Flierman
(voorzitter)

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 Stcrt. 2013, 35337. De NVAO publiceert maandelijks een overzicht van deze clusters op haar website.

² De opleiding dient ten minste twee jaar voor de vervaldatum gebruik te maken van de zogenoemde aprilronde om zelf zorg te dragen voor een indeling in een visitatiegroep. Daarna neemt de NVAO het besluit over de indeling in een visitatiegroep.

Onderwerp	Standaarden	Oordeel
1 Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Voldoet
2 Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Voldoet
3 Toetsing	De opleiding beschikt over een adequaat systeem van toetsing	Voldoet
4 Afstudeergarantie en financiële voorzieningen	De instelling geeft aan studenten de garantie dat het programma volledig kan worden doorlopen en stelt toereikende financiële voorzieningen beschikbaar	Voldoet
Algemene conclusie		Positief

Pagina 7 van 7 **Bijlage 2: Samenstelling panel**

- Dr. Jeroen Boomgaard (chair), lector at the Lectoraat Art & Public Space at Gerrit Rietveld Academie and head of the research master Artistic Research at the University of Amsterdam;

Other panelmembers:

- Merlijn Twaalfhoven, componist en developer of concerts, lead big interdisciplinary projects and is founder and artistic leader at of the Foundation La Vie sur Terre;
- Dr. Philip Lawton, lecturer in Geography in NUI Galway; studies the relationship between society, urban form and everyday life within cities. Before that, he worked in the field of Technology and Society Studies at Maastricht University. He also worked at Urban Studies in Amsterdam);
- Eline Leo (student member) student at the master Educational Sciences at the University of Amsterdam.

On behalf of the NVAO, Frank Wamelink, policy advisor at NVAO, was responsible for the process-coordination. Astrid Koster, educationalist at Edukos Advies was responsible for the drafting of the experts' report.