Assessment Report

for the accreditation by NVAO of

Master of Arts in Fine Art and Design

Study Pathways Fine Art, Lens-Based Media, and

Experimental Publishing

At

Piet Zwart Institute

Willem de Kooning Academy

Rotterdam University of Applied Sciences

EQ-Arts

Amsterdam, June 2019

Table of Contents

Summary Judgement

This document reports on the programme assessment of the Master of Arts in Fine Art and Design at the Piet Zwart Institute in Rotterdam. The institute is part of the Willem de Kooning Academy, which in turn belongs to the Rotterdam University of Applied Sciences. The assessment was carried out by EQ-Arts, an Amsterdam-based evaluation agency for the Arts. Given that the programme consists of three distinctive pathways, the assessment included an extended visit, from 12 to 15 May 2019, by a Review Team of international experts with domain specific competences across the three pathways.

In the run up to the visit, the Review Team studied the Self-Evaluation prepared by the programme, as well as several supporting documents that were made available online. During the visit, the team conducted interviews with the management of the Academy and the programme, as well as with several groups of pathway stakeholders. Moreover, the team visited the programme premises and reviewed a recent sample of theses and evaluation forms. The Review Team has made good use of these materials and tried to have this diversity and wealth of information reflected in its report.

The Master of Arts in Fine Art and Design (MFAD) exists in its current form since 2017. Following a consolidation of master programmes initiated by the Dutch Government, two previously existing programmes were merged into one MFAD degree with three separate study pathways: Fine Art, Lens-Based Media and Experimental Publishing. The Review Team found that the intended learning outcomes of the 'new' MFAD programme are befitting in terms of domain, level and orientation, and contain the international perspective embodied by the professional field. Moreover, each pathway has its own distinct profile that is relevant to the education provided and the professional ambitions envisaged.

The pathways are offered as full-time two-year curricula of 120 ECTS. Their design is built around three common elements: a taught programme, a public component and a backbone of self-directed research. The curricula allow for flexible adjustment and development of course content in view of contemporary developments in the respective fields and the often diverse research interests of individual students. The Review Team established that the structure of the programme and its three pathways is adequate. Moreover, the team met with programme tutors who are highly dedicated professionals with great commitment to the students and the respective pathways. The programme can also rely on good material facilities, a strong virtual learning environment and a robust supporting infrastructure.

The assessment system is set up in such a way that assessment forms an integral part of the learning trajectory of MFAD students and verifies the progressive achievement of the final competencies in the respective pathways. Each curriculum component consists of learning goals, which contribute towards the learning outcomes at programme level. The Review

Team noticed during the visit that these learning goals are effectively tested through a limited number of integrated assessments. In this regard, the team thought highly of development-orientated feedback students receive as part of their ongoing assessment. Furthermore, the Exam Board safeguards the quality of assessment and does so in an adequate and knowledgeable way.

Based on the sample it reviewed, the Review Team found that the graduation projects all represent master level achievement and accomplishment. It is fair to state that by the time they graduate, MFAD students have achieved the competencies and learning outcomes of the programme (pathway). Furthermore, the discussions on site have demonstrated that MFAD graduates are ready for a befitting professional and possibly academic career.

In addition to the many positive findings and considerations, the Review Team noticed that there is (still) room for improvement on individual components of the programme. It therefore suggests the MFAD programme (pathways):

- to revisit the intended learning outcomes in order to do more justice to each pathway's ethos and ambitions, and to reflect the distinctiveness of the Piet Zwart Institute;
- to look into the ways research is addressed across the pathways and work out a consistent coverage of research across all the course documents from the Programme Curriculum to the Student Handbook;
- to revisit, possibly as part of the above exercise, the course objectives for the graduation project across the three pathways;
- to improve the system of educational quality assurance through a direct representation of FMAD students and staff in the Programme Advisory Board, by systematically involving alumni and by seeking targeted input from the professional field;
- to review whether the patterns of assessment and credit awarding are optimally used and ensure developmental progress and student awareness of learning.

The Review Team assessed the programme along four standards: it qualifies the intended learning outcomes, the student assessment and the achieved learning outcomes as 'good' and one standard, the teaching-learning environment, as 'satisfactory'. In sum, the Review Team considers the overall quality of the MFAD programme to be **good**. This overall judgement is based on the perceived and demonstrated quality of the MFAD programme and its Fine Art, Lens Based Media and Experimental Publishing pathways across the four evaluation standards, in the Self-Evaluation and through the insightful discussions on site.

Hence, the Review Team issues a **positive recommendation** to NVAO for the accreditation of the Master of Arts in Fine Art and Design at the Rotterdam University of Applied Sciences.

The chair and the secretary of the Review Team hereby declare that all members of the team have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Amsterdam, 18 June 2019

Prof. John Butler
(chair)
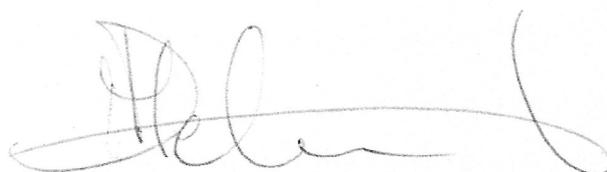
Mark Delmartino, MA
(secretary)

Introduction

Institution

The programme under review is delivered by the Piet Zwart Institute (PZI) in Rotterdam. PZI is part of the Willem de Kooning Academy (WdKA), which in turn belongs to the Rotterdam University of Applied Sciences (RUAS). RUAS is a multi-sectoral institute for higher professional education with a variety of programmes across all educational domains. It is closely connected to developments in the metropolitan region of Rotterdam.

While part of RUAS, the Willem de Kooning Academy is autonomous in realising its goals and in positioning its national and international profile. The Academy's origins date back to 1753; it is one of the largest art academies in the Netherlands and currently educates over 2000 students. Following major changes to the educational concept at the Academy, the building has been adjusted in recent years and is now set up around state-of-the-art 'stations': thematically orientated work spaces and labs that do not belong to any particular major, minor or practice, but are meeting places where students find expertise and facilities to follow courses and carry out their work.

The Piet Zwart Institute was set up in 1999 as an international centre for master studies and research in the fields of art, design and art education. PZI attracts students and staff from around the globe and connects the variety of their cultural backgrounds with the local urban environment in Rotterdam. Currently, PZI hosts about 120 students who are enrolled in one of four CROHO-registered master programmes: Design, Interior Architecture Research and Design, Education in Art, and Fine Art and Design. A common feature of these programmes is the combination of collective learning, individual tutorials, practice-based research and theoretical enquiry. Through its curricula, PZI aims to educate professionals who have a critically reflective, innovative, questioning and imaginative approach to their work. The notion of 'making public' is core to the activities of PZI: exhibitions, conferences and publications are a means of expanding its research beyond academia, while valuing at the same time the space for reflection and knowledge-building in an academic framework. Master students from PZI have access to all facilities of WdKA, including the thematic stations.

Programme

The Master of Arts in Fine Art and Design (MFAD) exists in its current form since 2017. Until then, the Master of Fine Art (MFA) and the Master Media Design and Communication (MMDC) were two separate programmes with a long-standing history. Following a consolidation of master programmes initiated by the Dutch Government, it was decided to bring both programmes together under the overarching MFAD degree featuring three separate study pathways: Fine Art (FA), Lens-Based Media (LBM) and Experimental

Publishing (EP). The administrative data on both programme and institution are provided in Annex 1 to this report.

MFAD students work towards competencies that prepare them for the professional field: creative ability, research ability, ability to grow and innovate, ability to organise, ability to communicate, environmental orientation, and ability to cooperate. The translation of these competencies differs to some extent across the three pathways. The MFAD programme combines independent work with thematic programme-directed studies. Each pathway consists of a full-time two-year curriculum of 120 ECTS.

The programme currently operates from two locations in the centre of Rotterdam: the MFAD programme office, the main teaching environment and the studios for the LBM and EP pathways are located on the fourth floor of the WdKA building at Blaak / Wijnhaven. The studios for the FA pathway are located in a former school building at the Karel Doormanshof.

Assessment

The Willem de Kooning Academy assigned EQ-Arts to perform the quality assessment of the MFAD programme. This assessment takes place in the framework of a broader exercise, the assessment cluster *HBO Master Beeldende Kunst en Vormgeving Diagonaal*. In Spring 2019 a cluster of three Master of Arts programmes in Fine Art and Design was assessed. These programmes are offered by three different institutions: HKU University of the Arts in Utrecht, Hanze University of Applied Sciences in Groningen, and Rotterdam University of Applied Sciences. Each institution assigned a different evaluation agency to perform the assessment; the respective assessment committees are constituted based on a pool of experts approved by NVAO.

The Review Team that performed the underlying assessment in Rotterdam is presented in Annex 2. Given that this single MFAD programme consists of three distinctive pathways, EQ-Arts and WdKA agreed on an extended assessment visit featuring an extended panel of members who have domain specific expertise across the three pathways.

In the run-up to the site visit, the Review Team studied the self-evaluation report prepared by PZI, as well as several supporting documents that were made available online. The list of documents perused by the Review Team is available in Annex 6.

From 12 to 15 May, the EQ-Arts team visited Rotterdam. On 12 May it held a preparatory meeting to discuss its impressions from the report and to identify the key issues for discussion. Moreover, the team members were informed about the assessment framework and procedures. On 13 and 14 May the team conducted interviews with representatives of the pathways, visited the programme premises, and reviewed a recent sample of theses and evaluation forms. The team used the final day of the visit to clarify any outstanding issues

with the Dean and the Programme Directors and to issue a judgement on the programme and its pathways according to the four standards of the NVAO evaluation framework for limited programme assessment. The programme of the site visit is described in Annex 3.

The Review Team assessed the programme in an independent manner; at the end of the visit, the chair of the Review Team presented the initial findings to representatives of the programme, the Academy and the University. The underlying report was prepared after the site visit and contains in a systematic way team's findings, considerations and conclusions according to the 2018 NVAO framework for limited programme assessment. A draft version of the report was sent to the management at PZI/WdKA in Rotterdam for review on factual mistakes. Upon their reaction, this report has been finalised.

Programme Assessment

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

Based on the written materials and the discussions on site, the Review Team gathered that the Master in Fine Art and Design (MFAD) is grounded in practice-based research, in critical reflection and in exposure to the professional field. Students engage with societal issues in the fast-changing field of art, design and cultural production. The Fine Art (FA) pathway educates students toward the fulfilment of their own creative and professional autonomy and encourages them to shape the field of international contemporary art. The integration of Media Design and Communication into MFAD has refined the position of the programme in relation to the professional field and allowed it to address the domains of lens-based media (LBM) and experimental publishing (EP) as self-standing pathways instead of mere focus points within the programme.

The professional field of FA, LBM and EP is rapidly developing, and the number of sub-specialisations is increasing. The team noticed that the programme uses different mechanisms to refine the alignment of its professional profiles with the latest developments: it gathers feedback from invited curators, writers, artists and gallerists, promotes collaborations and exchanges, and relies on its own professionally active staff. Throughout these initiatives and contacts, the institute's network of relevant local and regional partners plays an important role.

Furthermore, the Review Team noticed that each of the pathways has its own distinct profile that is relevant to the education provided and the professional ambitions envisaged. In addition to the stated objective that MFAD offers a combination of in-depth specialisation and interdisciplinary exchange in an intimate learning environment, the team found that the FA pathway provides a complementary and distinctive opportunity for students to develop critical depth as artists without disciplinary constraints. The objectives of the LBM and EP study programmes are relevant as they address the requirements of a contemporary practice in the rapidly changing and expanding field of 'media' and 'publishing'. The LBM pathway is clear in the course delivery and the type of student projects: students explore the media from a DIY-approach based on legacy equipment to using new media technologies. The scope of the EP pathway is relevant in veering away from a design, format and representation driven approach to publishing: in this trajectory publishing is conceptualized

within a larger social, political, technological and historical context and is spanning technology, critical theory, software and hardware programming/hacking.

If anything, the Review Team noticed that on paper, the LBM pathway could be more differentiated from the EP pathway. While they have some common elements, it would serve their distinctiveness better to review and edit shared text elements. This finding applies to both the objectives (intended learning outcomes) of the pathways and their respective (and often common) description of curriculum components in the Programme Handbook. By doing so, a more individualised treatment in the 'paperwork' would reflect more adequately the distinctiveness of both pathways in the day-to-day delivery of the respective education programmes and in the rapidly changing professional domain.

Intended learning outcomes
Throughout the programme, MFAD students acquire competencies – knowledge, skills and attitudes – that prepare them for entering the relevant professional field in which they will operate both independently and in teams. These competencies have been developed by the *Overlegorgaan Beeldende Kunsten* (Dutch Consultation committee on Visual Arts, OBK), which included representatives from all higher education Arts Academies in the Netherlands and were laid down in a specific professional profile and in education programme profiles for Fine Art and Design. Following on from this framework, the same OBK network produced a vision document on the Master profile for Fine Art and Design. This document defined four points of reference that are relevant to – and should be pursued by - all Dutch Master programmes in Fine Art and Design: context, disciplinarity, research, and self-direction.

All MFAD programmes actively develop the following seven competencies: (i) creative ability; (ii) research ability; (iii) ability to grow and innovate; (iv) ability to organise; (v) ability to communicate; (vi) environmental orientation; and (vii) ability to cooperate. The programme at PZI has used these competencies as a basis to develop and formulate its own pathway-specific intended learning outcomes (ILO). These ILO are listed in Annex 4 to this report. The team noticed that the FA pathway features seven competencies; the LBM and EP pathways share a common set of eight competencies, which are formulated slightly differently from the corresponding learning outcomes for the FA students.

Furthermore, the Review Team understood from the self-evaluation report that in formulating the respective ILOs, the programme has taken into account the qualifications for a master level degree as described in the Dublin Descriptors for second cycle studies. Moreover, the pathways have aligned their final competencies with the benchmarks set by the European League of Institutions of the Arts (ELIA) in its 'Fine Art Tuning Document' and its 'Design Tuning Document'. The team was able to verify these benchmarking documents in an annex to the Self-Evaluation Report, as well as the links between the respective

competencies set by the Dublin Descriptors, the ELIA documents and the MFAD programme at PZI.

Considerations

Based on the written material and the discussions on site, the team considers that the intended learning outcomes are formulated adequately in terms of domain (fine art and design), level (master) and orientation (professional). The team recognises that in formulating these competencies, the programme has followed adequately the national domain-specific framework. Moreover, the Review Team applauds that PZI has gone beyond the national framework thereby ensuring that the MFAD final qualifications are also matching the master level requirements of the Dublin Descriptors and ELIA's domain-specific benchmarking documents. According to the Review Team, the ILO demonstrate that the study programme at PZI is set at master level and contains the international perspective envisaged by the professional field. Finally, the team found that both students and staff were fully aware of the ILOs and that both groups knew how they would (contribute to) achieve them.

The Review Team considers that the changes in the programme master structure as instigated by the Dutch Government have worked out positively in the case of the single MFAD programme with three pathways under review. The MFAD programme at PZI consists of one - previously existing - appealing pathway in FA and of two new LBM and EP pathways that are unique for the Netherlands. Throughout the visit, moreover, the team has obtained clear, consistent and convincing indications on the distinctiveness of each pathway. According to the team this single programme – multiple pathway approach of PZI is justified, timely and effective.

Whilst upholding its appreciation for the quality of the ILO and acknowledging that they constitute the basis for more detailed and specific descriptions in learning goals per course, the Review Team considers that the distinctiveness of the respective pathways could be reflected better in their respective sets of competencies. The team therefore recommends the programme to revisit the formulation of the ILO in order to do more justice to each pathway's ethos and ambitions. In this developmental process of fine-tuning and upscaling, the programme may also want to identify areas of best practice that are common to the three pathways and to have these commonalities reflected in the formulation of the respective learning outcomes. Furthermore, as both programme and pathways are embedded within PZI, the distinctiveness of the Institute's mission, vision and operations could also feature more prominently in the ILO. The Review Team is proposing this development advice after having ascertained with the Exam Board that there is room within the current ILO for a more distinctive formulation of the characteristics of the pathways and the Institute, whilst still complying with the national domain specific provisions set by OBK.

Conclusion

Based on the interviews and examination of the underlying documentation, the Review Team qualifies standard 1, intended learning outcomes, as **good**.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Learning

The MFAD programme consists of three pathways, each featuring a full-time two-year curriculum of 120 ECTS. The pathways share three important elements in the design of their curricula: a taught programme, a public component and a backbone of self-directed research. The curricula are designed in such a way that they allow for a flexible adjustment and development of course content in view of contemporary developments in the respective fields and the often diverse research interests of individual students. The Review Team learned from the discussions on site and the extensive description in the Self-Evaluation that the structure of the programme and its three pathways is adequate. An outline of the curricula is provided in Annex 5 to this report.

The FA curriculum and credit structure emphasise an incremental development of the student's self-directed research and practice: 80% of the credits in the first year are taken up by studio research and practice, while 90% of the second year credits are dedicated to graduate research and practice. The curriculum provides students with the time and space to experiment and take risks, refine their research and working methods, and critically contextualise their motivations and positions as artists. The thematic projects constitute a strong thread throughout the two years, and stimulate students' thinking as advanced practitioners, while the topics are current and motivating. Students indicated to the Review Team that they appreciated the choice of both practice and theory thematic projects each year. The proseminar provides an introduction to artistic research methods. Anticipating its considerations in standard 4, the team found less evidence of artistic research methods in the graduation work than could be expected on the basis of the proseminar content.

The LBM and EP curricula are structured around two key elements: self-directed research (80% of the credits), and reading, writing and research methods (20%). The team noticed that the programme's stated ambitions to 'combine design and publishing practice, writing and theoretical reflection, and technological learning', and to 'strive to balance self-directed research with self-organisation to allow empowerment and to support collective thinking and action' have been well achieved in all aspects. Students indicated to the Review Team that they feel challenged by the curriculum but that the workload is feasible.

In so far as the EP curriculum is concerned, the team noticed that the so-called 'three pillars of self-directed research' (Special Issues, parallel Seminars and recurrent Prototyping sessions) make sense in the first year. The course aims and the activities undertaken align with the ILO and set a thorough base for activities in the second year. By presenting diverse critical approaches to contemporary 'publishing' and 'media' landscapes and simultaneously facilitating the specific/focal points, the first year allows students to develop individual

perspectives, trajectories, toolkits and vocabularies and to find a topic for their MA thesis without losing sight of the sociopolitical and technological context of the 'publishing' activities. Moreover, the Special Issues component in the EP pathway is widely cherished by staff and students. Students engage with pressing socio-political and technological topics of their future professional field, employ a broad range of media, tools and methods, meet experts from diverse fields, and experience core activities that anticipate their professional career. The parallel seminars allow students to develop research and writing methods and instruments, and to discuss the political nature and ethical implications of both research and applied practice.

Amidst these positive findings that are drawn from interviews with enthusiastic staff and students, the Review Team did observe that there could be opportunities to converge part of the curricula for all three pathways. One example would be at the beginning of the second year when all students (i.e. not only LMB and EP, but also the FA students) share their graduate research and practice proposals. This in turn would help test and validate the breadth of approaches that were present in the student graduation work. Furthermore, the team found that the terminology adopted throughout the pathways can become more consistent, for instance when signalling synthesis between research and practice.

Furthermore, the thesis review has shown that there is room for improvement with regard to the organisation and implementation of the curriculum component 'graduation project'. From an organisational point of view, the Review Team found an inconsistency of the required word count for the written component. Also, it was not clear from the sample it reviewed whether referencing was required or optional. In terms of feasibility, the team noticed that the thesis project is spread over the entire second year, but that actual writing time is relatively limited. The programme should consider whether it is feasible to introduce a thesis development seminar towards the end of the first year so that the students enter year two with a research question and have begun to explore research methods in preparation for resuming thesis work at the beginning of year two. The Review Team understood from the written materials, the discussions and the graduation projects that research methods are an important component of the curriculum. The team found in the graduation projects that while the creative thesis output is admirable, creative practice as a research method might not suit all students. The academic staff should consider revisiting the curriculum for better research options for the final project: from the traditional academic thesis on one end of the scale to the very different creative practice research option on the other end, and with the common element being the research question that motivates the choice of method. In this respect, the reading list could be updated to include references for creative research methods for students to prepare in advance for classes and tutorials.

Because the international student body comes to MFAD with little common educational experience and sometimes limited critical and contextual training, the pathways try to create a common ground for all students while respecting different learning styles, paces and capacities. Hence the programme's choice for dialogue-based learning and for establishing

relationships of mutual trust as the main didactic approach. Teaching involves individual tutorial support as well as collective learning in group critiques, seminars, workshops and lectures. Prior to the visit, the Review Team was introduced extensively to the didactic approach and the different modes of engagement in the Self-Evaluation. The discussions on site showed that teaching is student-centred, both in studio visits and group tutorials. Students indicated to the team that they highly valued the critique method, which is part of the Analysis of Practice-Group Critique: this so-called 'group crit' provides significant learning moments because students have to listen to close feedback rather than explain their projects at the outset. In these sessions, students act as moderators and tutors assume a less pivotal role. The Review Team learned that students appreciate that they are given substantial and useful feedback, both formal and informal. Moreover, staff and students attach much importance to the study trips as opportunities for intensive teaching and learning. This academic year, however, there were no study trips due to budget constraints, and this was felt as a detriment to the programme.

Teaching

The curriculum is implemented by a combination of in-house core tutors and international guest tutors. The core tutors guarantee pedagogical coherence as they are in continuous contact with students through regular studio visits. International guest tutors are invited for individual tutorials and public programmes to complement the expertise of the core team. The Review Team learned from the Self-Evaluation that the final competencies of the programme are always covered by more than one tutor to ensure that the curriculum is not reliant on a single tutor for a specific area of expertise.

The discussions on site demonstrated that staff are highly experienced, knowledgeable and have up-to-date practical skills in their areas of delivery. The teaching is of high quality and relevant to current trends in the subject. It struck the Review Team that all tutors are as enthusiastic about teaching as about their specialist discipline. As they show an unwavering commitment to both students and their learning trajectory, it comes as no surprise that most tutors have been contributing to MFAD and its predecessor programmes for a number of years now.

Core staff are very well networked nationally and internationally and share their networks with students to enhance learning across the range of FA, LMB and EP contexts. The students appreciate this commitment and acknowledge the expertise of both core and guest tutors. They feel taken seriously and well accompanied – be it with regards to their projects, study progress, graduate work or the development of professional career trajectories. Also the alumni felt taken care of by tutors after graduation, notably but not exclusively concerning application writing or career development.

In terms of educational delivery, core tutors cater to the educational aims set by the pathway, as well as to the intended learning outcomes of the programme. The time dedicated to each self-directed and self-reliant work, seminar assignment, individual mentoring moment and formative/summative assessment seems well balanced. As a team

MFAD tutors seem to get along well; they are aware of each other's teaching content and research interests. Taken together, staff represent a good gender balance, combine teaching with practice, and cover a broad range of fields that is relevant to the respective pathways.

During the visit, core tutors raised concern at the recent constraints placed on hiring external teachers, and at the pressure this avails on them. In fact, tutors seem to be working on the upper level of their contractually defined capacities. If student numbers are increasing it would be highly recommended to expand staff contracts and/or hire more staff. The Review Team noticed, though, that notwithstanding the limited staff time available in FTE hours, student contact time is rigorously structured and aims to be continuous.

The Review Team understood from the discussions that staff have almost no possibility to pursue their own research activities as part of their employment at PZI/WdKA. Moreover, there are only limited opportunities for further training/development. In so far as this affects directly the quality of research-based education in the MFAD pathways, the Review Team suggests to consider these elements in the MFAD staff appraisal and - where possible - integrate these in the overall policy on staff development, training and appraisal.

Finally, the Review Team was informed of two positive developments that deserve continuation and expansion: the increasing of staff at PZI and the appointment of tutors teaching at both MFAD and WdKA may increase the ties between MA and BA courses in the Academy.

Environment
The teaching and learning environment plays a significant role in supporting the curricula. The FA pathway operates in a largely self-governed studio building outside WdKA and houses shared studios, collective areas, a small and large project room for the presentation of work, seminars and lectures, and the offices of FA. Eleven studios are shared between two or three students. The studio is the primary campus-based learning environment and is supplemented by technical workshops and academic resources in the WdKA building at Blaak/Wijnhaven. The Review Team visited the FA building and noticed that the studios are of an appropriate size for master students and provide a supportive, communal and unrestricted context for experimentation in making and thinking. In this regard, the 24/7 opening hours should be cherished and protected.

Since 2017, the LBM and EP pathways have been located on the fourth floor of the WdKA building. This floor is home to all other PZI master programmes. The LMB- and EP-specific facilities are good but straining at capacity and on the borderline of undermining the ability to teach and learn effectively. While the working places are well equipped, the programme could consider a means of reconfiguring the studios for practice, for teaching and research reading in the short term; in the meantime it could pursue the longer-term space development plans with PZI and WdKA.

In addition to the programme-specific facilities, students have access to the stations of WDKA. Stations are places for creating prototypes, experimenting, remixing and improving ideas, where students can explore the viability of their ideas and the methods and techniques to turn them into fully-functioning creations. Students and staff appreciate these facilities, although MFAD students reported that the printing / publishing station are difficult to use during BA exam periods.

Furthermore, students use an online platform that is accessible to both staff and students. IT consists of three systems that all together form a unique approach to virtual learning: wikis for staff, students, guests and alumni; servers for staff, students, guests and alumni; and email discussion lists. The team gathered from the discussions that the shared learning environment is used consequently and is much appreciated by students, staff and alumni.

Considerations

This standard comprises three major elements: learning, teaching and environment. Based on the written materials and the discussions on site, the Review Team considers that two elements – teaching and environment – are good and that the component learning is satisfactory.

Regarding teaching, the team considers that across all three pathways, tutors are of very good quality. This appreciation covers both their domain-specific knowledge and didactic abilities. Moreover, the discussions have demonstrated that the staff are highly dedicated professionals with great commitment to the students and the respective pathways.

With regard to the learning environment, the Review Team considers that all three pathways have adequate to good material facilities. This is particularly the case for the spaces in the Fine Art studios, the virtual learning environment and the supporting infrastructure through the stations at the Academy. At the time of the site visit, the programme is (still) providing a supportive, communal and quasi-unrestricted context for experimentation in making and thinking. If anything, the studio spaces for LBM and EP students at WdKA are relatively limited. An expansion of the two rooms would be commendable; if this is not feasible, then there is opportunity according to the Review Team for organising the available space more effectively.

In so far as learning is concerned, the Review Team considers that the design of the programme is adequate: each pathway consists of similar but not identical curriculum components that often feature big courses with many credits. Across the pathways, the intended learning outcomes at programme level are translated properly in measurable and assessable learning goals per course. Teaching and learning are fully aligned in the programme's educational philosophy that promotes self-directed, studio-based and dialogue-based learning through a combination of group and individual tutoring. The

integration of practice and theory in the respective curricula is commendable, according to the Review Team. It applauds in particular the high level of commitment of the staff and educational management to developing practice based research in the respective pathways. Furthermore, the team considers that across pathways, the admissions process allows to select from a wide range of Dutch, European and global candidates the students with the most befitting profiles for the limited number of available positions.

In addition to the above-mentioned positive findings on teaching, learning and environment, the Review Team has identified four elements that require attention and/or development. First of all, the team was informed during several sessions that budget constraints have already affected the material provision of the MFAD programme and are putting under considerable strain the capacity of the current team to deliver the teaching programme. While the WdKA Dean is confident that the budget for the programme will not be reduced further – in terms of both staffing and facilities - he was not yet in a position to substantiate this claim with hard evidence.

Secondly, the Review Team has found inconsistencies in the way research is described across the pathways in both course documentation and the verbal explanations during the visit. It therefore recommends to convene a staff forum to work it through. The team has the impression that staff have good ideas about research but do not necessarily manage to apply these in their courses.

Thirdly, and in connection with the previous point, the team considers that the course objectives for the thesis across the three pathways need to be rewritten and aligned.

Finally, the Review Team thinks that there is room for improving the system of educational quality assurance as applied to the specific MFAD programme under review. While instruments are developed and used, the team considers that the identification, uptake and follow-up of programme- and pathway-specific issues can be enhanced by a Programme Advisory Committee that is representative for MFAD. Moreover, the quality and relevance of the FA, LBM and EP education programme will be guaranteed (even) more by systematically involving alumni in possible programme adjustments and by seeking targeted input from the work field with regard to the alignment of programme components and course contents with the latest developments in the respective domains.

Conclusion

Based on the interviews and examination of the underlying documentation, the Review Team qualifies standard 2, teaching-learning environment, as **satisfactory**.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment system
The assessment system is set up in such a way that assessment forms an integral part of the learning trajectory of MFAD students and verifies the progressive achievement of the final competencies in the respective pathways. Each curriculum component consists of learning goals, which contribute towards the learning outcomes at programme level. The Review Team noticed during the visit that these learning goals are effectively tested through a limited number of integrated assessments across the two-year programme.

The integrated assessments are described in detail in the Self-Evaluation. Each integrated assessment considers a substantial, precise and complete body of research and takes the specificities of students' own practices into account. What is being assessed is not a set of separated skills and aspects of knowledge, but the ability to use and integrate skills and knowledge to be an independent learner and practitioner and to produce work at an advanced professional level. The Review Team gathered from the discussions that both formative and summative assessments are used and that assessment is organised in a similar but not identical way across the three pathways. There are four main assessment moments, once in the first year and three times in the second year. Students receive personal feedback during assessment meetings, as well as a written report with suggestions and recommendations on the outcome of each integrated assessment. This approach leaves sufficient time for additional work and research before the final assessment of the graduate project.

Students from all three pathways indicated to the Review Team that they were well aware of the course learning goals and the programme learning outcomes and where to find them written. Moreover, they confirmed that the assessment criteria are well and clearly communicated and used as indicators by the tutors during the assessments. Overall, students are comfortable with the assessments, feel well prepared and accompanied. They consider the assessments, and in particular the feedback they receive, as relevant with regards to their works, to their practices in general and to their future career possibilities. They take the critiques and suggestions for development seriously given that these comments are constructive, comprehensible, actionable, and usually lead to an improvement of the work/process under assessment. Finally, students indicated that they appreciate the group assessments as a valuable way to learn from and with their peers but also to reflect on their own approaches.

The sequence of assessments is set out in the assessment plan. The Review Team heard and read that the tutors undertake assessments together to ensure moderation of grades. The

team queried the rationale for the summative assessment in year one being held only in the third trimester and was reassured that if students have met the learning goals of the Thematic Projects and the Proseminars then they would be awarded credits for that component even if they did not pass the integrated assessment. According to the team, it would be useful for this provision to be shown in the assessment plan along with the credits awarded at each assessment. In discussions with the tutors, moreover, the panel heard that the small cohort size allows for any student at risk of failure in trimesters 1 or 2, to be alerted to this possibility by their tutor or the programme director.

The Self-Evaluation states that there is a risk of over-assessment in the MFAD programme. Testing this statement with students and staff, the Review Team noticed that this is not experienced as such by students, who find the assessment modes well balanced between formative and summative assessments in individual and group settings. Staff indicated that the assessment system as such is fine. However, there is a risk that the limited time they have available in their contracts for teaching is taken up too much by the robust assessment modes in place. This is particularly a concern with those tutors who are not permanently on the programme but deliver their component in small and intensive units. According to the Review Team, there is an opportunity to review the existing types of assessment and include other formats such as student self-assessment and peer assessment. In addition, it would be time-saving and equally feasible for the learning process to reduce the quantity of assessment and introduce non-assessed evaluation of student progress. A further time-saving and quality-assured approach is to use more detailed rubrics on the feedback with shorter personalised notes.

Graduate project assessment
Throughout the entire second year, students work on their graduate research project, which consists of a concrete work and a writing component (thesis) and is assessed three times: the project proposal in trimester 4, the project progress in trimester 5 and the final deliverables in trimester 6. Students are assigned a panel of advising tutors to guide them through the project; their appraisal is essential in the integrated assessments. The writing component is marked by two tutors: the first marker is the tutor who has not been the main adviser to the student. All grades and feedback are moderated in the final graduate assessment meeting. Moreover, the final graduation assessment is monitored by one external examiner who ensures that assessment procedures are carried out properly and students are treated fairly. This external examiner also ensures that the graduation projects are of an appropriate professional standard, up to par with comparable master programmes elsewhere.

As part of its graduate project review, the Review Team studied the evaluation forms connected to the works and theses of 15 students who graduated in 2016-2017 and 2017-2018. The team noticed that the assessment of the graduate projects is taking place according to the provisions that were presented in detail in the Self-Evaluation. Each

assessment form – for proposal, progress and product - is using rubrics that are covering the intended learning outcomes of the programme. All in all, it is a robust process that is documented in good detail.

Across the sample and for all three pathways, the evaluation forms contain useful feedback for both students and external auditing bodies like this Review Team. In almost all cases, the team agreed to the final score of the examiners; where its opinion on the score differed, the team was able to follow the reasoning of the examiners as they had underpinned extensively and insightfully the motivation for their final appreciation.

Quality Assurance
The Review Team gathered from the written materials that the MFAD programme assures the quality of its assessments in several ways. The level, clarity and fairness of assessments are gauged through a matrix of checks and balances that occur on multiple levels from students, staff, external examiners and the Exam Board. At FA collective internal moderation is used in order to ensure assessments are fair, accurate and consistent. Assessment panels and individual tutors determine a student grade, based on the grading criteria and the learning outcomes for each module. For LBM and EP all integrated assessments involve a formal presentation to a panel of core tutors chaired by the course director who each give their individual appraisal and then agree on a joint assessment. The final graduation assessment is monitored by an external examiner who ensures assessment procedures are carried out properly and students are treated fairly.

The Exam Board is legally in charge of quality assuring the assessment of the MFAD programme. It monitors the implementation of the assessment policy, the quality of examinations and the end level attained by students. The Review Team understood from the discussion with the chair of the Exam Board and the member who represents the MFAD programme that the Exam Board is taking its different tasks at heart. In order to guarantee the quality of examinations, the Exam Board exerts two types of control on assessment: it appoints the examiners based on their respective professional and educational expertise at master level, and it checks the quality of individual examinations. The Exam Board features a Master Chamber, where it meets with the MFAD pathway directors. In this setting, it has discussed at length the translation of the programme learning outcomes into feasible curriculum items and befitting assessment modes. Since the previous accreditation visit, assessment procedures were regulated and formalised across PZI. These adjustments have been monitored attentively by the Exam Board. According to the Exam Board, the MFAD programme took up the recommendations of the previous accreditation panel and now features a valid, reliable and transparent assessment system.

Considerations

Based on the written materials and the discussions on site, the Review Team considers that student assessment at MFAD is organised well. The assessment system is extensive and described in good detail. The individual assessments are valid, reliable and transparent. The team established that throughout the curricula there is a clear link between the programme learning outcomes, the learning goals at course level, the assessment modes and the assessment criteria.

The team appreciates that there is considerable attention to development of orientated feedback in all three pathways. Based on its own review of the master thesis evaluation and the input from the students on formative and summative assessments, the Review Team considers that the assessment feedback is insightful.

Furthermore, the team considers that the Exam Board adequately safeguards the quality of assessment: it guarantees the end level qualifications, validates examiners, monitors the development of the assessment system, and assumes the tasks of an assessment committee. Moreover, the Exam Board reviews any appeals and disciplinary actions for plagiarism.

The Review Team applauds the MFAD team in how they have addressed the findings from the previous accreditation committee and how they have incorporated the assessment procedures decided on at PZI. The team considers that, at the time of its visit, the quality of the MFAD student assessment definitely complies with national and international standards.

The Review Team sees one point for improvement: the assessment that leads to awarding credits can be better and more systematically linked to activities and deliverables per course and per trimester. It recommends the programme to convene a working group, including students, to review whether the patterns of assessment and credit awarding are optimally used and ensure developmental progress and student awareness of learning.

Conclusion

Based on the interviews and examination of the underlying documentation, the Review Team qualifies standard 3, student assessment, as **good**.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Graduation project

In order to establish whether students achieve the end level qualifications, the Review Team has reviewed a sample of fifteen graduation projects submitted during the academic years 2016-2017 and 2017-2018. The final graduation projects consist of a body of new work and a writing component / thesis. The body of work takes into consideration the final competencies.

In the run-up to the site visit, the chair of the Review Team and the programme management selected the graduation projects of five students per pathway. The resulting sample represents more than half of the cohorts that graduated in the academic years 2016-2017 and 2017-2018. During the visit, the team reviewed the work and the thesis, as well as the completed evaluation forms. For each set of products, the Review Team looked into four issues: (i) Is the work of sufficient quality to pass? (ii) Do you agree to the score given by the assessors? (iii) Based on the evaluation form, is the assessment clear and insightful? (iv) Are there any particularly strong or weak elements in the execution of the project? The Review Team's findings on the assessment of the graduation projects have been described in the previous section on student assessment.

The Review Team found that the graduation projects all represent master level achievement and accomplishment. In almost all cases, the team agreed to the scores of the programme assessors. FA students had pursued varied approaches to critical writing, and in this regard the abstract had to provide a conduit 'in' for the reader. If anything, greater emphasis could have been given in each abstract to the place of artistic research in the projects. The quality of the LBM work is very high in conceptualisation and realisation and the range of the student projects is admirably diverse. The show reel demonstrates a wide variety of styles from fiction to documentary and experimental that are aimed for various viewing situations: in the cinema, in the gallery, and online. The EP projects show a high originality and innovative approaches, a broad range of topics and media-fluency. They demonstrate the students' ability for self-directed research, thorough theoretical contextualization, creative thinking and acting, for working across digital and analogue means, both collaboratively and cross-disciplinary. The graduate topics usually are well conceptualized, theoretically embedded, and politically and socially contextualized. The writing skills acquired within the research and writing seminars are well employed, meaningfully interwoven and aligned with the practical part of the theses.

The thesis review did reveal a number of inconsistencies. According to the Review Team, these flaws are due to the organisation of the curriculum component rather than an intrinsic

weakness in the quality of thesis execution. Hence, these findings have been addressed in section on the teaching and learning environment.

Employability

The Review Team gathered from the Self-Evaluation that a significant number of FA graduates have created and sustain their own artist-led cultural initiatives, both locally and internationally. Professional field representatives indicated to the team that FA graduates benefit from the research emphasis in the MFAD programme. In this respect, the FA curriculum is very fit for purpose in preparing the students for future challenges. Fine Art students were also identified as independent and spirited, with graduation work that is sophisticated and of a high quality - on a nationally comparable level. As a result, graduates are successful in securing places in PhD programmes, are granted funding and have been entrepreneurial in creating and sustaining a number of artist-led initiatives.

The written materials and discussions show that most LBM graduates find work opportunities within the arts cultural sectors: LBM alumni have made careers in the arts, photography, animation or video, and digital and 16mm filmmaking. Several graduates are self-employed, some are teaching, and occasionally a graduate undertakes a PhD.

Given, that the publishing landscape is an ever-changing field that does not fit with traditional design/editorial professions/trainings, EP graduates have to be inventive, adaptive and responsive, as well as purposive and dedicated. For this they are well equipped. Moreover, several EP students already completed a degree in graphic design or visual communication prior to MFAD, so for them the EP pathway is a good opportunity to broaden and deepen their skills and ideas for a professional practice within the pathway's trajectory. As a result, EP graduates include artists, hackers, writers, print and web graphic designers, platform developers, system administrators, performers, musicians, sound designers, teachers and digital archivists. The Review Team noticed, moreover, that EP alumni are well equipped for teaching positions and for a continuation of their academic trajectory.

The Review Team noticed that the MFAD programme does not prioritise the employability of its graduates in the respective pathway curricula. While informal briefings from staff will help to coach students for a professional or academic career, the team sees an opportunity to formalise assistance for second year students and graduates to be supported onwards. This assistance could for instance take the form of a day of seminars covering topics such as basic finance and accounting skills; pathways into the respective professional fields; applying for arts and media funding; the crowd funding model; and forging professional partnerships while protecting intellectual property.

Finally, the team noticed that alumni play an important role in linking the MFAD students with the professional field. In order to safeguard this link, the programme set up an informal network of connections with and among its alumni. The team welcomes this initiative and encourages the programme to embed the network further in the operations of the programme. One area where (organised) alumni could play an important and useful role, is to reflect with the programme pathways (staff and students) on an appropriate format for the graduate exhibition in which future graduates can showcase their work, network with professional contacts and have their work assessed/validated.

Considerations

The achievement of the intended learning outcomes is established by looking at the quality of the graduation projects and at the jobs master graduates move into after their studies. The Review Team considers that all the graduation projects it reviewed are definitely of a quality that can be expected of a final product at master level. As the graduation projects are developed taking into account the entire set of programme competencies, it is fair to state that upon graduation, the intended learning outcomes of the three MFAD pathways are achieved.

The discussions have demonstrated according to the team that the respective programme pathways prepare MFAD students for life after PZI/WdKA. If anything, the programme could organise in-house seminars on topics that facilitate the employability of its future graduates and new alumni. Although there are no fixed employment trajectories for FA, LMB and EP alumni, MFAD graduates are held in high esteem by the professional field and (potential) employers. The Review Team fully understands this appreciation: throughout the visit, the team was very impressed by the intelligence, knowledge, passion and commitment of the students and alumni it met.

Conclusion

Based on the interviews and examination of the underlying documentation, the Review Team qualifies standard 4, achieved learning outcomes, as **good**.

Overall Conclusion

The Review Team has assessed the MFAD programme along four standards: the team qualifies the intended learning outcomes, the student assessment and the achieved learning outcomes as 'good' and one standard, the teaching-learning environment, as 'satisfactory'.

In the previous sections, the Review Team has motivated its appreciation of the programme pathways per standard. It established that:

- The intended learning outcomes are befitting in terms of domain, level and orientation, and contain the international perspective embodied by the professional field;
- Each pathway has its own distinct profile that is relevant to the education provided and the professional ambitions envisaged;
- Programme tutors are highly dedicated professionals with great commitment to the students and the respective pathways;
- MFAD can rely on good material facilities, a strong virtual learning environment and a robust supporting infrastructure;
- Student assessment is particularly strong in development-orientated feedback;
- The Exam Board safeguards the quality of assessment:
- By the time they graduate, students have achieved the competencies and learning outcomes of the programme (pathway);
- MFAD graduates are ready for a befitting professional and possibly academic career.

In addition to the many positive findings and considerations, the Review Team noticed that there is (still) room for improvement on individual components of the programme. It therefore suggests the MFAD programme (pathways):

- to revisit the intended learning outcomes in order to do more justice to each pathway's ethos and ambitions, and to reflect the distinctiveness of the Piet Zwart Institute;
- to look into the ways research is addressed across the pathways and work out a consistent coverage of research across all the course documents from the Programme Curriculum to the Student Handbook;
- to revisit, possibly as part of the above exercise, the course objectives for the graduation project across the three pathways;
- to improve the system of educational quality assurance through a direct representation of FMAD students and staff in the Programme Advisory Board, by systematically involving alumni and by seeking targeted input from the professional field;
- to review whether the patterns of assessment and credit awarding are optimally used and ensure developmental progress and student awareness of learning.

In sum, the Review Team assesses the overall quality of the MFAD programme as **good**. This overall judgement does not constitute the mathematical average of individual conclusions, but is based on the perceived and demonstrated quality of the MFAD programme and its FA,

LMB and EP pathways across the standards, in the Self-Evaluation and through the insightful discussions on site.

Annexes

Annex 1. Administrative data

Information on the institution

Name: Rotterdam University of Applied Sciences (Hogeschool Rotterdam)
         www.hogeschool-rotterdam.nl
Status: publicly funded
Result ITK: positive (2013)
Address: Museumpark 40, 3015 CX Rotterdam
Faculty: Piet Zwart Instituut
         Willem de Kooning Academy www.wdka.nl
         Blaak 10 / Wijnhaven 61, 3011 Rotterdam

Information on the programme

Name: Master of Arts in Fine Art and Design
CROHO: 49114
Level: master
Orientation: professional
Credits: 120 ECTS
Mode of study: full-time
Language: English
Tracks: Fine-Art (FA)
         Lens-Based Media (LBM)
         Experimental Publishing (EP)
Location: Rotterdam, Wijnhaven 61 (LBM – EP)
         Rotterdam, Karel Doormanshof 45 (FA)

Annex 2. Panel members

John Butler, chair
Professor Butler is the Chief Executive Officer of EQ-Arts and Emeritus Professor at Birmingham City University, where he headed the Birmingham School of Art. His professional activities include his work as an exhibiting fine artist, curating, writing and being on Boards of various galleries and network organisations. As past President of the European League of Institutes of the Arts (ELIA), John established ELIA as the EC Thematic Network for the Arts, which was the forerunner of EQ-Arts.

Sarah Bennett, domain expert Fine Art
Dr. Bennett is Head of School Art & Architecture at Kingston University, where she works with colleagues in the Departments of Fine Art, Architecture & Landscape, and Film & Photography to develop new disciplinary and research synergies within the School, and partnerships external to the School. Previously, Sarah worked for Plymouth University, where she obtained her PhD. She has extensive experience as both internal and external examiner.

Helen Doherty, domain expert Lens-Based Media
Dr. Doherty is the Course Chair of the MA Broadcast Production (Radio and Television) at the Institute for Art, Design And Technology (IADT) in Dublin. While her main role is in radio and television broadcasting, Helen's experience ranges widely across media subjects such as design communications, model making, animation, photography and digital media. She has extensive experience as both internal and external examiner in the UK and Ireland.

Rebekka Kiesewetter, domain expert Experimental Publishing
Mrs. Kiesewetter holds an MA in Art History, Economics and Modern History from the University of Zurich and is currently involved in a variety of curatorial, research, editing and publishing projects. Rebekka's works in critical theory, practice and making as critique evolve on the intersections of experimental publishing, art, design, architecture, and the humanities.

Elena Chemerska, student-member
Mrs. Chemerska is a Netherlands-based student from Macedonia, where she obtained her Bachelor in Fine Art. Currently Elena is in her second year of study at the MA in Fine Arts at AKV St. Joost in 's-Hertogenbosch.

Mark Delmartino, secretary
Mr. Delmartino is managing director of Antwerp-based MDM CONSULTANCY. He has extensive experience as freelance NVAO-certified secretary.

Annex 3. Site visit programme

Venue: Willem de Kooning Academy, Blaak 10 / Wijnhaven 61

Sunday 12 May 2019
16h00   Preparatory meeting review team
20h00   Dinner review team

Monday 13 May 2019
08h30   Arrival at Piet Zwart Institute
09h00   Meeting with Dean Willem de Kooning Academy (WDKA)
10h00   Meeting with Course Directors
11h15   Review of student graduation work FA – LBM - EP
12h45   Lunch and internal meeting
13h30   Meeting with students from Fine Art
14h45   Meeting with students from Experimental Publishing
16h00   Meeting with students from Lens-based Media
17h15   Meeting with lecturers from Fine Art
18h30   Internal meeting review team
20h00   Dinner review team

Tuesday 14 May 2019
09h00   Meeting with lecturers from Experimental Publishing and Lens-based Media
10h45   Visit WDKA stations and EP / LBM studios
12h00   Visit FA studios at Karel Doormanshof
13h00   Lunch and internal meeting
13h45   Meeting with alumni
15h15   Meeting with Exam Board and Programme Advisory Board
16h30   Meeting with Professional Field and Employers
17h30   Internal meeting review team
20h00   Dinner review team

Wednesday 15 May 2019
09h00   Meeting with Dean and Course Directors
10h00   Internal meeting review team
13h00   Plenary feedback
13h30   End of site visit

A detailed programme with interviewees is available.

Annex 4. Intended learning outcomes

MA in Fine Art and Design – Track: Fine Art

Creative independence
They have developed an imaginative approach to research and practice and create distinctive artworks or art projects that acknowledge an awareness of critical concerns in contemporary art.

Capacity to conduct self-directed research
They can identify relevant subject matter, questions and methods to formulate areas of research and inquiry in art and writing practices.

Capacity for innovation
They have developed flexible work practices that can be employed in a wide variety of (autonomous and cooperative) production contexts and have acquired the technical and conceptual skills for dealing with new forms and unforeseen challenges.

Organisational skills
They have the capacity to self-organise and cooperatively plan, manage and execute complex and creative projects of a meaningful scale at a professional level.

Motivations for practice
They demonstrate they understand the underlying formal, material and conceptual concerns that motivate their research and practice.

Critical reflection and awareness of context
They can critically reflect on issues relevant to their practice and make informed decisions about positioning their work, their methods of production, and distribution within a broader contemporary context.

Communication skills
They can communicate their intention, context, process and perceived results with clear written and oral descriptions.

MA in Fine Art and Design – Tracks: Lens-based Media and Experimental Publishing

Creative ability
They have developed the independent learning ability required to create innovative, challenging, significant and coherent projects that are based on clearly articulated approaches and intention.

Capacity to conduct self-directed research
They can identify relevant subject matter and questions, and formulate distinct areas of research.

Research methodologies
They can harness skills of research, analysis and synthesis for the development of creative projects.

Technical fluency
They can demonstrate an analytical grasp of the underlying technical and conceptual principles of practices relevant to their field and work.

Organisational skills
They have the capacity to design, manage and execute effectively, on their own and in collaboration with others, complex and creative projects which bring together original combinations of media forms.

Capacity for innovation
They have developed flexible work practices that can be employed in a wide variety of production contexts and have the technical and conceptual skills for dealing with new forms and unforeseen challenges.

Critical reflection and awareness of context
They can critically reflect on relevant issues related to a larger social context and make informed decisions about the positioning of their work and methods of production. This critical reflection should be expressed through both practice and verbal analysis of intention; reflections on process and creative output.

Communication skills
They can communicate their intention, context, process and perceived results with clear written and oral descriptions to both experts and general audiences.

Annex 5. Curriculum

What follows is the curriculum as implemented in the academic years 2017-2018 and 2018-2019. Each academic year consists of three trimesters.

Fine Art

Year 1 (60 ECTS)
- Studio Research and Practice (16 ECTS)
- Methods (2 ECTS)
- Studio Research and Practice (16 ECTS)
- Methods (2 ECTS)
- Studio Research and Practice (16 ECTS)
- Methods (2 ECTS)
- Thematic Projects / Seminars (6 ECTS)

Year 2 (60 ECTS)
- Graduate Research and Practice – proposal (16 ECTS)
- Graduate Research and Practice – project (18 ECTS)
- Graduate Research and Practice – completion (20 ECTS)
- Thematic Projects / Seminars (6 ECTS)

Lens-Based Media & Experimental Publishing

Year 1 (60 ECTS)
- Self-directed research (16 ECTS)
- Reading, Writing and Research methods (4 ECTS)
- Self-directed research (16 ECTS)
- Reading, Writing and Research methods (4 ECTS)
- Self-directed research (16 ECTS)
- Reading, Writing and Research methods (4 ECTS)

Year 2 (60 ECTS)
- Self-directed research (16 ECTS)
- Graduate Research seminar (4 ECTS)
- Self-directed research (16 ECTS)
- Graduate Research seminar (4 ECTS)
- Self-directed research (16 ECTS)
- Graduate Research seminar (4 ECTS)

Annex 6. Documents

Information report

Master of Arts in Fine Art and Design, Self-Evaluation, Piet Zwart Institute, 2019.

Materials made available electronically and/or on site

- *Beroepsprofiel en Opleidingsprofielen* (2014)
- National Profile Master Fine Art and Design (2016)
- Student Handbook including Exam Regulations 2017-2018 & 2018-2019
- Curriculum overviews including contact hours and study credits
- Course handbooks
- Outlines of curriculum contents
- Assessment plan
- Grading forms
- Description of facilities WDKA & PZI
- Reading lists
- Exam Board materials: Annual Reports, Meeting minutes, minutes appointing examiners
- Regulations for Exam Board and Examiners
- External examiner reports
- Strategic Plan and annual reports
- Programme Advisory Board materials 2016-2017, 2017-2018 and 2018-2019
- WDKA's Ethics Committee
- WDKA's integral approach to Inclusiveness: RUAS policy '*Ons Werkplan'*, WDKA Strategic Plan, WDKA research publication 'WDKA makes a Difference Reader 2017'
- Professionalisation of staff: RUAS Strategic HRM Policy (2016), WDKA plan of professionalisation (2019), *Gesprekscyclus personeel WDKA, etc.*

Final Graduation Projects

15 master theses, portfolios and their evaluations from students who graduated in 2017 and 2018. The selection contained 5 projects per track: Fine Art, Lens-Based Media, Experimental Publishing. The list of student numbers is available.