



## **Assessment Report**

for the accreditation by NVAO of the  
**Bachelor of Arts in Fine Art**  
**Bachelor of Arts in Design**

At



**Willem de Kooning Academy**  
**Rotterdam University of Applied Sciences**

**EQ-Arts**

**Amsterdam, September 2019**

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## **Summary Judgement**

This document reports on the programme assessment of two bachelor's programmes, 'Bachelor of Arts in Fine Art' (BFA) and 'Bachelor of Arts in Design' (BD), offered by the Willem de Kooning Academy (WdKA), which is part of the Rotterdam University of Applied Sciences (RUAS). The assessment was carried out by EQ-Arts, an Amsterdam-based evaluation agency for the Arts.

With the BFA and BD programmes WdKA aims to educate students to become entrepreneurial artists and designers who have a wide variety of talents and an interdisciplinary set of skills. The two programmes have an identical set of intended learning outcomes. Also, they have an identical curriculum, teaching-learning environment and assessment system. The difference between the two programmes merely lies in the majors the programmes offer.

The programmes have undergone large changes since the last accreditation in 2013, with the purpose of better preparing students for a professional career in the current cultural sector. The redesign was focused on enhancing interdisciplinarity, project-based and competency-driven learning, research (through making), entrepreneurship, media focus and literacy, and internationalisation.

WdKA defined seven competencies, which constitute the programmes' intended learning outcomes. The review team considers the competencies to be adequately defined and appropriate for professional bachelor's programmes. They are also well aligned to (inter)national benchmarks and the needs of the professional field. The review team applauds WdKA's ambition to educate students for the future and recognizes that the programmes go beyond merely supplying graduates for today's professions and actively contribute to shaping the future cultural sector.

The review team highly commends the drive and ambition with which the institution put into place an innovative curriculum and learning environment. It agrees that this redesign contributes to the redefinition of art education to better match the requirements of the current and future professional field. The curriculum is well structured and fosters transdisciplinarity by combining both disciplinary components (majors) and interdisciplinary components (practices), according to the review team. The review team also notes that research is well embedded and strongly integrated in the programmes. Moreover, the programmes facilitate students to develop resourceful and entrepreneurial skills and allow students to create their own learning path, according to the review team. The study career coaches, who support students in this area, are considered a great asset of the programmes by the review team. Also, teaching staff are adequately qualified. The

review team especially appreciates the student-centred approach and accessibility of the teachers.

The review team is impressed by WdKA's facilities and the Stations in particular, providing students with a very good environment for developing skills and experimenting across disciplines.

The review team considers the assessment system to be adequate and establishes that throughout the curriculum there is a clear link between the competencies, the learning goals of courses and the assessment criteria. The programmes have also set up good procedures for assessing student work, working with different assessors to ensure the reliability and objectivity of the assessment process. Also, the Examination Board is sufficiently qualified to monitor and safeguard the quality of assessment in the programmes. The review team commends the Assessment Committee and recognizes its dynamic impact on driving the improvement of assessment quality.

The review team reviewed 25 graduation projects and concluded that all reviewed projects are of sufficient quality, adequately reflecting the competencies (intended learning outcomes) of the programmes. It sees that the changes in the curriculum have resulted in a particularly transdisciplinary graduate profile, which meets the needs of the professional field. According to the review team, the programmes successfully prepare students for a career in the cultural sector and/or for further study at master's level.

In addition to the positive findings and considerations, the review team feels there is (still) room for improvement in some areas. It therefore advises WdKA to:

- adopt a more systematic and proactive strategy regarding the continuous monitoring and improvement of the programmes and to better evidence (adjustments in) the strategic plans.
- to make more effective use of data and feedback from the professional field, students and staff, to help inform the development of the programmes;
- put in place a 'succession planning' policy to ensure timely replacement of study career coaches, when needed;
- continue working on strengthening the global perspective in the programmes and to further improve the consistent use of English as teaching language;
- implement a mechanism to enforce the timely publication of timetables and schedules;
- continue to review the quantity of assessments in the programmes;
- review and improve written student feedback in order to enhance its coherence, consistency and transparency. (This process should be overseen in a more proactive way by the Examination Board and the Assessment Committee.);

- generate more systematic feedback from alumni in order to get a more comprehensive picture of how the entire group of alumni is engaging in the professional field or further studies.

Hence, the review team issues a **positive recommendation** to NVAO for the accreditation of the Bachelor of Arts in Fine Art and the Bachelor of Arts in 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, 1 November 2019

Ian R. Farren MFA  
(chair)



Anne-Lise Kamphuis MSc  
(secretary)



## Introduction

### Institution

The programmes under review are delivered by the Willem de Kooning Academy (WdKA), which is part of the Rotterdam University of Applied Sciences (RUAS). RUAS is a multi-sectoral institute for higher professional education with a variety of programmes across nearly all educational domains. RUAS seeks strong connections and interactions with business and government organisations in the metropolitan region of Rotterdam.

While part of RUAS, WdKA 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. It is located in the heart of the city of Rotterdam. The city is an important part of WdKA's identity and allows the Academy to build local and international partnerships. WdKA's ambition is to create connections between the fields of art and design and broader social issues and to educate students to become 'pioneers' and entrepreneurial artists and designers.

Following major changes to the educational concept at WdKA, 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.

### Programmes

The Bachelor of Arts in Fine Art (BFA) and the Bachelor of Arts in Design (BD) have undergone large changes since the last accreditation in 2013. The redesign of the programmes is WdKA's response to several developments in art education and the professional field. Following the mandate given to art academies by the Dutch government to renew art education, the national leading body for art education 'OBK' (Overleg Beeldende Kunsten) developed a new set of competencies. Another development concerns the unprecedented economisations in the Dutch cultural sector, resulting in major changes in the number and types of employers and the rise of self-employment and (new types of) collaborations among artists and designers. With the new curriculum, WdKA seeks to better prepare students for a professional career in the current cultural sector, by focusing on interdisciplinarity, project-based and competency-driven learning, research (through making), entrepreneurship, media focus and literacy, and internationalisation.

Both programmes are offered as full-time four-year programmes. BFA offers two majors ((De)Fine Art and Photography), while BD students choose one out of nine majors (Advertising, Animation, Audiovisual Design, Graphic Design, Illustration, Spatial Design, Lifestyle Transformation Design, Fashion Design and Product Design). Besides specialising in

the discipline related to their major, students of both programmes develop interdisciplinary knowledge and skills during the interdisciplinary components of the programmes called ‘practices’. Students can choose between Autonomous Practices, Social Practices and Commercial Practices.

WdKA gives specific students the opportunity to pursue a Double Degree Programme through its collaboration with Codarts and Erasmus University Rotterdam (EUR). In 2016, the three institutions founded the Rotterdam Arts & Sciences Lab (RASL), which fosters collaborative research and knowledge exchange and facilitates the Double Degree Programme. WdKA students in the Double Degree Programme follow the courses related to their major and practice at WdKA, while simultaneously studying at EUR, which provides education related to theory and academic research. The Double Degree Programme is a full-time five-year programme of 300 ECTS.

The administrative data on both programmes and the institution are provided in Annex 1 to this report.

## **Assessment**

WdKA assigned EQ-Arts to perform the quality assessment of the BFA and BD programmes. This assessment takes place in the framework of a broader exercise, the assessment cluster *HBO Bachelor Beeldende Kunst en Vormgeving Diagonaal*. The bachelor programmes in this cluster are offered by four different institutions: HKU University of the Arts in Utrecht, Hanze University of Applied Sciences in Groningen, Saxion Next in Deventer and RUAS. Each institution assigned a different evaluation agency to perform the assessment.

The review team (assessment committee) that performed the underlying assessment in Rotterdam is presented in Annex 2. The composition of the review team and secretary was approved by the NVAO. The chair received training about the 2016 NVAO assessment framework by evaluation agency NQA and subsequently chaired a programme assessment at the Academy of Fine Art and Design AKV|St. Joost in 2018. Prior to the programme assessment at WdKA the chair was informed about (the changes regarding) the new 2018 NVAO assessment framework. The review team members were instructed and informed about the assessment framework and procedure prior to and during the preparatory meeting by the chair and secretary.

In the run-up to the site visit, the review team studied the self-evaluation report prepared by WdKA, as well as several supporting documents that were made available online. WdKA also made a selection of 25 final graduation projects available (digitally) to the review team. The selection was made by WdKA and approved by the chair. Based on the consideration that there are great similarities between the two programmes, relating to both the intended learning outcomes, contents and curriculum, the chair agreed with and approved of a total

of 25 graduation projects for the two programmes, instead of 15 graduation projects per programme (adding up to 30 in total). A list of all documents examined by the review team is available in Annex 6.

The review team shared their first impressions with the chair prior to the preparatory meeting on July 9<sup>th</sup>, 2019. During the preparatory meeting the review team members discussed their impressions and identified key issues for discussion. From July 10<sup>th</sup> to 12<sup>th</sup> the review team visited WdKA in Rotterdam. On July 10<sup>th</sup> and 11<sup>th</sup> it conducted interviews with management, teaching staff, committees, students, alumni and representatives of the professional field. It also viewed graduation work and visited WdKA's facilities, including the 'Stations'.

As required by the 2018 NVAO assessment framework, WdKA staff and students were given the opportunity to address and discuss issues with the review team in confidence. They were notified in an email by WdKA. In order to address an issue, staff/students were asked to contact the secretary prior to the site visit. On the second day of the site visit an 'open hour' was scheduled to allow for the review team to meet with staff/students who responded. In the present programme assessment, no responses were received and so no meetings were held during the open hour.

The review team used the final day (12<sup>th</sup> July) of the visit to clarify any outstanding issues with the dean, course directors and policy advisor and to issue a judgement on the programmes according to the four standards of the 2018 NVAO assessment framework for limited programme assessment. The review team assessed the programmes in an independent manner. At the end of the visit, the chair of the review team presented the initial findings (orally) to the senior managers, academic, professional services and student representatives of the programmes.

The programme of the site visit is described in Annex 3.

The underlying report contains a systematic presentation of the review team's findings, considerations and conclusions according to the 2018 NVAO assessment framework for limited programme assessment. A draft version of the report was prepared by the secretary after the site visit and was sent to the review team members for comments. The draft report was then edited based on the review team's comments and subsequently endorsed by the chair. Thereafter, the report was formally endorsed by the EQ-Arts board. The report was then sent to the management at WdKA for a review on any factual inaccuracies. Upon their response, this report has been finalised and endorsed by the chair.

## **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**

With the programmes ‘Bachelor of Arts in Fine Art’ (BFA) and ‘Bachelor of Arts in Design’ (BD) WdKA aims, as described in the self-evaluation report, to educate students to become entrepreneurial artists and designers who have a wide variety of talents and an interdisciplinary set of skills. They should not only be prepared for today’s professions in the cultural sector, but also be able to imagine speculative futures and possibilities.

WdKA defined seven competencies based on the OBK profiles, which constitute the programmes’ intended learning outcomes. The two programmes have an identical set of competencies. Therefore, the difference between the programmes is expressed mainly in the difference between the majors the programmes offer. WdKA established the competencies in accordance with several external benchmarks: (1) the Dublin Descriptors, (2) the professional profile published by ‘OBK’ in 2014 (Overleg Beeldende Kunsten: a Dutch body of consultation between art academies and the professional field) and (3) the profile and competencies defined by ELIA (a consortium of European higher education arts institutions).

The competencies were also aligned with the requirements of the professional field. The professional field is represented in WdKA’s Field Committees, which are organised by Practice, resulting in an Autonomous Field Committee, a Social Field Committee and a Commercial Field Committee. During the site visit, members of the Field Committees confirmed having been consulted about the programmes on a regular basis, meeting two to three times a year. They confirmed that the competencies are in line with the needs, requirements and expectations of the professional field. They appreciate WdKA’s focus on interdisciplinary skills and agree these are certainly relevant in the current and future professional field.

#### **Considerations**

The review team considers the intended learning outcomes (competencies) to be adequately defined and appropriate for professional bachelor programmes. They reflect the bachelor’s level as described in the Dublin Descriptors. The review team appreciates that the

competencies are aligned to national and international benchmarks, namely the profiles and learning outcomes published by OBK and ELIA.

The review team applauds WdKA's ambition to educate students for the future and for professional paths that have not yet been forged. In doing so, the programmes go beyond merely supplying graduates for today's professions and actively contribute to shaping the future cultural sector, according to the review team.

In the opinion of the review team, the programmes have made sufficient use of input from the professional field in developing the competencies. The review team recognizes that the Field Committees are regularly consulted to inform the development of the programmes. Also, the review team is convinced the competencies align with the needs and requirements of the professional field, as was confirmed by representatives of the professional field. However, the review team thinks the input from the professional field could be more clearly formalised and reported on systematically. The review team also advises the programmes to make smarter use of data and feedback from the professional field.

### **Conclusion**

Based on the interviews and examination of the underlying documentation, the review team concludes that both programmes **meet standard 1**, intended learning outcomes.

## **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**

#### Curriculum

BFA and BD are offered as fulltime four-year programmes of 240 ECTS. The programmes have a similar curriculum. An overview of the curriculum is described in Annex 5. WdKA has implemented several fundamental changes in the curriculum of both programmes in recent years. The current curriculum is built around disciplinary components on the one hand (majors) and interdisciplinary components on the other hand (practices). The curriculum displays an increasingly interdisciplinary focus from the first to the last year. In the major courses students deepen their knowledge and skills regarding the major of their choice. In the interdisciplinary components, student choose one out of three Practices (Autonomous, Social or Commercial). In the practices, students work on projects with other students from different majors, thus broadening their horizon.

Most terms in the curriculum include electives and timetabled ‘Plusweeks’ as well. These components allow students to explore their own interests and/or experiment with different disciplines. During the site visit, staff and students explained that Plusweeks can be used by students for varying purposes, including developing specific skills at one of the Stations, doing resits or reflecting on one’s learning pathway. Students indicated that they experience a lot of freedom and flexibility in the curriculum to create their own individual learning pathway.

WdKA worked out a competency matrix in which the competencies (intended learning outcomes) are translated into learning goals at four progressive levels and corresponding sets of knowledge, skills and attitudes. Specific learning goals and sets of knowledge, skills and attitudes are assigned to each course in the curriculum, as described in the course descriptions. These serve as the starting point for teaching teams to work out the lesson plans for the courses. To ensure harmonisation and coherence between the competencies and (the learning goals of) the individual courses in the curriculum, the Curriculum Committee reviews the course descriptions and lesson plans on a regular basis.

WdKA implemented several changes in order to solidify the focus on research in the curriculum. One of the actions taken was to move WdKA’s research professorships from another RUAS location to the WdKA building, hence reinforcing the connection between the research professors and education at WdKA. WdKA has appointed (senior) research lecturers connected to the Practices, which constitute the main areas of research. During the site visit the research lecturers mentioned they are part of the teaching teams developing the

courses and as such make sure research is embedded in all courses and aligns with the methodologies characteristic of the majors and/or themes. The senior research lecturers take part in the Curriculum Committee, allowing them to ensure a coherent focus on research throughout the entire curriculum. The Stations also contribute to research as they revolve around iterative research through making. Moreover, the Research Station in particular functions like a hub for research-related issues.

WdKA offers an Honours Programme for students that excel. It is a student-driven programme in which students work alongside senior lecturers, research professors and external experts on complex and self-formulated societal questions. The Honours Programme results in a ‘Declaration Honours Degree’ as an addition to the standard diploma. Another opportunity for excellent students is the Double Degree Programme that WdKA offers through the co-founded research centre Rotterdam Arts and Sciences Lab (RASL) in collaboration with Codarts and Erasmus University Rotterdam.

The fundamental curriculum changes naturally led to some issues and problems during the implementation phase. One of the problems that arose was the high work load experienced by the teaching staff, as described in the self-evaluation report and confirmed by the management and teaching staff during the site visit. To tackle this problem (among other issues) a bottom-up process called ‘RASP’ (Restructuring Academic Study Practices) was initiated by course leaders, practice coordinators and core teachers in 2016. Implementing ‘Drive & Development Weeks’ in the academic year planning was one of the actions initiated by RASP. During the Drive & Development Weeks there are no regular educational activities, allowing the teaching staff to reflect, improve courses and plan and prepare for the next term. During the site visit, the WdKA management explained to the review team that optimising the new curriculum is still work in progress and an ongoing process of solving issues that arise. The management considers that this is an organic process of which the (long term) progress is difficult to predict. It therefore feels it has only limited possibilities for systematic planning and monitoring of the process.

#### Learning environment

The learning environment for students is centred around the Stations: work spaces and labs built around certain disciplines, themes and/or techniques, e.g. the Drawing Station, the Image & Sound Station, the Material Station, the Fabric Station and the BlueCity Lab. During a tour to several Stations, WdKA informed the review team that around 50 instructors work at the Stations. There is always at least one instructor present at each Station to make sure students can always get the support they need. Also, the Stations offer (mini) workshops to students as well as teachers when there is a need for it.

It is WdKA’s ambition to create a student-centred learning environment, encouraging students to follow their own individual study pathway through the programme and helping

them reflect on their study progress. To support students in this process, each student is assigned to a study career coach. Study career coaches interviewed by the review team indicated that each year they have two group sessions with students and about eight one-on-one sessions. They also support students in building up the portfolio and prepare for the Competency Assessments. Students mentioned they mostly receive adequate to very good support from the study career coaches, although some have a less positive experience with certain coaches. Besides the support from the study career coaches, students say they also receive support from teachers, who, according to them, are very accessible and willing to help.

### Internationalisation

WdKA has been working on strengthening the international focus of the programmes. In recent years it has made an effort hiring more international teaching staff, resulting in an increase of international teachers. WdKA explained it is now in the process of 'decolonising' the programmes, offering more culturally diverse sources and content. Students confirmed the growing focus on global and culturally diverse perspectives. Some students expressed their concern that some teachers should be more tolerant of differing values and political positions and the Review Team strongly support this concern and see this as a critical aspect of the institutions Equal Opportunities policy and strategy. If this persists the institution must act and rectify the issue.

In recent years the programmes have seen a shift from Dutch to English. Gradually the learning environment has become more international and English-based. Students have noticed this transition and recognise that communication, materials and teaching have become increasingly English-based. Although this has posed problems for some (Dutch) students, they could get adequate support in improving English language skills when needed.

WdKA has positioned the programmes as international programmes bearing English names, taught in English. Upon being asked for the rationale behind these choices, WdKA explained that an international programme better prepares students for the professional field, which is international by nature. Also, WdKA wishes to attract high quality international students. Subsequently, the presence of international students necessitated the switch to English as the dominant language.

### Admission

Before being admitted to the programmes, candidates have to pass the first Competency Assessment (CA1). To accomplish this, candidates spend a full day in one of WdKA's studios working on assignments. The admission procedure also includes a home assignment and finishes with an interview by two assessors, who decide whether or not a candidate is admitted. WdKA indicated keeping track of the number of applications, admission percentage and no-show rates.

### Teaching staff

The teaching staff consists of a diverse group of teachers who, according to the self-evaluation report, are all highly qualified and bring their professional experience and network into the learning environment. The WdKA management explained all teachers are required to have (or obtain within two years) a formal didactical certification (Basiskwalificatie Didactische Bekwaamheid). The Education Station supports teaching staff in various ways, including professional guidance, a helpdesk for project-oriented teaching, a quick start training for new tutors and courses to obtain certifications.

According to students, the English spoken by teachers is of varying quality. Although most teachers are sufficiently fluent in English, students find some teachers struggle with the language. WdKA recognizes this issue and explained it offers an English language course, specifically focussed on the vocabulary in the context of art education, to teachers who need it.

### Student services

Students are informed of all practical aspects of their programme, as well as of their own study progress, in the online portal MyWdKA. Students reported being sufficiently satisfied with the student services and the range of communication platforms, except for the issue of scheduling. Students mentioned that timetables are often published only shortly before the start of the new term. They also complained about last-minute changes. These issues make it difficult for students to plan their activities, especially when they combine studying with a part time job. WdKA recognizes the issue and explained that the teaching teams are responsible for making and publishing the timetables in time. WdKA has worked on creating a procedure for the timely publication of schedules, but acknowledged the procedure is not always followed through in practice.

### **Considerations**

The review team highly commends the drive and ambition with which the institution put into place an innovative curriculum and learning environment for both programmes over the last few years. It agrees that this redesign contributes to the redefinition of art education to better match the requirements of the current and future professional field. It sees that WdKA's innovative achievements in this respect are recognised locally and internationally.

While the review team appreciates the ambitious redesign of the programmes, it does want to point out the importance of putting in place a systematic approach to further develop, monitor and improve the programmes. Although the review team recognizes that WdKA works on ongoing improvements as part of an organic process, it finds WdKA's approach to lack (long term) systematic strategic planning and to be mostly reactive. The review team advises WdKA to adopt a more systematic and proactive strategy regarding the continuous

monitoring and improvement of the programmes and to better evidence (adjustments in) the strategic plans. Along these lines, the review team thinks the Curriculum Committee and the Programme Advisory Board (Dutch: opleidingscommissie) could be more proactive and systematic in identifying structural problems in the programmes. Also, the review team thinks that RASP is a good, bottom-up practice advancing the quality of the teaching-learning environment, but feels it needs to be formalised and deliberately structured as a generator of strategic thinking.

The current curriculum for both programmes is well structured, in the opinion of the review team. The review team appreciates that the curriculum consists of both disciplinary components (majors) and interdisciplinary components (practices). It considers the way transdisciplinarity is worked out in the curriculum a strength of the programmes. The review team also notes that research is well supported and embedded across all disciplines, practices and Stations of the institution and as such strongly integrated in the programmes. Moreover, the review team is positive about the degree to which the programmes facilitate students to develop resourceful and entrepreneurial skills and creative problem solving capabilities. Furthermore, the programmes allow students to create their own learning path, thanks to the flexibility and freedom built in the curriculum, for instance in the Plusweeks. Specific students are also offered different opportunities to excel, like the Honours Programme and the Double Degree Programme (RASL).

According to the review team, the curriculum allows students to achieve all competencies (intended learning outcomes) as these are adequately addressed in the different programme components. The Competency Matrix shows that the competencies were appropriately translated into learning goals at different levels, reflecting the progression in complexity in the course of the programme. Also, for each competency a set of knowledge, skills and attitudes (Body of Knowledge & Skills) is described. The review team considers that relevant learning goals and sets of knowledge, skills and attitudes are linked to each course in the programmes, as shown in the Curriculum Descriptions, resulting in a coherent curriculum.

The review team considers that the programmes provide students with a strong learning environment. The review team especially appreciates the Stations that give students ample opportunity to work on projects and experiment with varying techniques and disciplines. The review team believes the facilities, coaching and training at the Stations are well laid out.

Another strength of the learning environment the review team identifies, is the accessibility of teachers and their willingness to help students develop and grow in their individual learning path, as is confirmed by the students interviewed. According to the review team, the programmes reflect a truly student-centred approach, encouraging students to take ownership of their progress and shape their individual journey through the programme. The study career coaches are of crucial importance in coaching the students in this process. The

review team sees that the study career coaches generally provide intensive coaching with a personal approach. It considers them a great asset of the programmes, but also finds the arrangement to be vulnerable. The quality of coaching appears to vary, depending on the particular coach. Therefore, students could be put at a disadvantage when their study career coach is not able to provide the required coaching, for instance when he/she is absent for a long period of time. The review team recommends WdKA to put in place a ‘succession planning’ policy to ensure timely replacement and/or succession of study career coaches when needed.

WdKA’s choice to position the programmes as international programmes bearing an English name and taught in English, is sufficiently motivated by WdkA, according to the review team. The review team agrees that the choice for the English language reflects the programmes’ international focus and is appropriate for the professional field the students are prepared for.

The review team recognizes that WdKA has put effort into reinforcing internationalisation in the programmes. It agrees WdKA has made progress in this area in the last few years, as is shown for instance by the increase in international teaching staff and by actions taken to include more culturally diverse literature and sources in the study material. The review team does feel, however, that internationalisation still needs to be more fully embedded in the entire organisation. It advises WdKA to continue working on strengthening the global perspective in the programmes and to further improve the consistent use of English as teaching language. In addition to this, the review team recommends WdKA to not only embrace cultural diversity but also political diversity.

The admission criteria of the programmes are appropriate, in the opinion of the review team. The review team is positive about the comprehensive admission procedure of the programmes. The diversity of incoming students is handled well, according to the review team, thanks to the flexibility in the programmes and the student-centred approach of teachers. The review team considers that the programmes are, although intensive, sufficiently feasible for students. However, it does want to point out that WdKA could make greater and more systematic use of admissions and drop-out data, to better inform the admissions process and initial induction into the programmes of study.

The review team considers the programmes’ teaching staff to be adequately qualified. It also establishes that the teaching staff in general has sufficient command in English. Teachers who struggle in this area, are adequately supported by WdKA to improve their English language skills, according to the review team. The review team appreciates the fact that most teachers have a strong link with the professional field. Also, it sees that WdKA has a good professionalisation policy, ensuring all teachers have (or obtain) a formal didactical certification. The quality of teaching is further enhanced by the Education Station.

Moreover, the review team recognizes that the introduction of the Drive and Development Weeks has contributed to reducing the work load of staff.

The review team is impressed by WdKA's facilities and the Stations in particular, providing students with a very good environment for developing skills and experimenting across disciplines. Although student services are sufficient for the most part, the review team does signal issues with regard to scheduling, as timetables are not always published to students in time. The review team notes that an adequate system is in place, but that procedures are not always followed correctly. It recommends WdKA to implement a mechanism to enforce the timely publication of timetables and schedules. This is imperative in order to allow students to plan their workload in combination with other activities.

### **Conclusion**

Based on the interviews and examination of the underlying documentation, the review team concludes that both programmes **meet standard 2**, teaching-learning environment.

### **Standard 3. Student assessment**

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

#### **Findings**

##### Assessment system

The programmes' system of assessments is based on WdKA's 'Assessment Policy and Planning Document'. This document provides the formal framework for developing and carrying out assessments in both programmes. It also describes the assessment procedures and every participant's role in them. The programmes make use of different assessment methods, including oral presentations, visual (standalone) presentations, written/visual portfolios, interviews, reflection document, research reports, assignments and internship reports. Each course in the curriculum has a dedicated (combination of) assessment method(s) as is shown in a table in the self-evaluation report.

In addition to assessments related to the specific major and practice courses, the programmes make use of Competency Assessments that specifically address the seven competencies (intended learning outcomes) as the students progress through the different levels of the curriculum. During the site visit WdKA explained that the Competency Assessments are the most important components of its assessment policy. The admission procedure is the first Competency Assessment (CA1). CA2 takes place in the second year, while CA3 takes place in the third year. The final Competency Assessment (CA4) is part of the graduation project in year 4. For each Competency Assessment students prepare a portfolio, in which they reflect on their achievements with reference to the competencies. The portfolio then serves as basis for an assessment interview of the student by two independent assessors.

During the site visit, the Assessment Committee indicated to the review team that overassessment is a concern it is currently looking into. WdKA is in the process of exploring ways to tackle this issue. The Examination Board mentioned that it recognizes the Assessment Committee's concern and would value a stronger focus on the Competency Assessments, rather than on many different projects and assignments.

Teachers involved in assessing students are supported in various ways to make sure the assessment quality is up to standards. First of all, WdKA explained that all teaching staff are required to hold an assessment certification (Basis Kwalificatie Examinering) by 2020. To increase reliability and objectivity across different assessors, calibration (moderation and standardisation) sessions are regularly organised by the Education Station, so that teachers share and discuss assessments and feedback. The Education Station also supports teachers by offering (refresher) training.

### Final graduation project

All seven competencies (the programmes' intended learning outcomes) are addressed in the final graduation project. In this project, students are required to show that they have achieved the end level of the programme. The graduation project consists of three components: the final Competency Assessment (CA4), the Research Project and the Final Project. To prepare for CA4 students create a portfolio in which they reflect on all seven competencies and evidence their achievements in these areas. This portfolio is the starting point for the assessment interview held by two specially trained assessors. Passing CA4 allows students to continue the graduation process by completing the Research Project (in the form of a research document) and subsequently the Final Project (in the form of a standalone exam presentation). The research document describes the research underpinning the Final Project.

During the site visit the Assessment Committee explained that all three components of the graduation project are assessed by at least two independent assessors. The Research Project and the Final Project are assessed by three assessors: the research tutor, another teacher from the major not involved in coaching the student and an external examiner. All assessors read the documents independently beforehand and come to an agreement about the grades after the presentation of the Final Work. When assessors strongly disagree, i.e. when their grades diverge more than two points, an extra reader is asked to assess the project. Moreover, when assessors disagree on the pass versus fail, the Examination Board will be involved.

### Feedback

Students indicated they are provided with sufficient feedback and are given sufficient opportunity to receive more feedback. All written feedback is recorded on 'MyWdKA', the online student portal. Although students are predominantly satisfied with the quality of the feedback, they did mention that argumentation for the given grade is not always clear to them, especially not when compared to the grades other students received.

After having examined varying examples of completed feedback forms, the review team noted that the feedback did not always relate to the assessment criteria and was not always consistent with the type of assessment (formative or summative). Also, the feedback was sometimes written in English and at other times in Dutch.

### Examination Board

The Examination Board is responsible for safeguarding the quality of examination and assessment in both programmes. As such, it is in charge of appointing examiners. It has mandated the Assessment Committee to evaluate assessment procedures and results. Representatives of the Assessment Committee explained to the review team that one of its

activities is to monitor and audit assessments, feedback and procedures on a random basis. It also supports and advises teaching teams on how to improve the quality of assessment.

Upon being asked by the review team, representatives of the Examination Board confirmed recognizing inconsistencies regarding the feedback given to students. According to the Examination Board representatives, the inconsistencies are due to the changes in the programmes over the last few years, including the transition from Dutch to English. The Board representatives assured the review team that they are working on increasing the consistency and quality of feedback.

During the site visit WdKa mentioned that all members of the Examination Board, Assessment Committee and Curriculum Committee have (or are in the process of obtaining) a senior certification regarding assessments (Senior Kwalificatie Examinering).

### **Considerations**

The review team considers the assessment system of the programmes to be adequate, making use of a variety of assessment methods appropriate for the competencies, learning goals and level of the courses. It establishes that throughout the curriculum there is a clear link between the competencies, the learning goals of courses and the assessment criteria. The programmes have also set up good procedures for assessing student work, working with different assessors/markers to ensure the reliability and objectivity of the assessment process. The review team recognizes that standardisation of the assessment process and reliability and objectivity of assessments are further enhanced by the calibration sessions. Furthermore, the review team is positive about WdKA's ambitions with regard to the professionalisation of teachers in the area of assessment, requiring all teachers to hold an assessment certification by 2020.

Although the assessment system in general meets the standard required, the review team recognizes the need expressed by WdKA to review the quantity of assessments in the programmes. The review team encourages WdKA to act on this and to identify a timeline and action plan for implementation.

Students are given sufficient (formative) feedback, according to the review team. But while the review team recognizes that the oral feedback students receive is adequate, the review team does observe weaknesses with regard to the written feedback. According to the review team, the written feedback lacks consistency, transparency and coherence. Written feedback is of crucial importance for the student's learning process and the transparency of assessments. Therefore, the review team recommends WdKA to review and improve written student feedback in order to enhance its coherence and transparency: feedback should consistently refer to the learning goals and assessment criteria, articulate the differentiation between varying grades and align with the goal of the assessment (formative or summative).

Also, the review team recommends WdKA to ensure greater consistency of language throughout.

The review team considers the Examination Board to be sufficiently qualified to monitor and safeguard the quality of assessment in the programmes. It commends the Assessment Committee and recognizes its dynamic impact on driving the improvement of assessment quality. The review team also applauds WdKA's ambition for all members of the Examination Board, Assessment Committee and Curriculum Committee to hold a senior certification regarding assessments (Senior Kwalificatie Examinering). The review team does feel, however, that the process of improving written feedback should be overseen in a more proactive way by the Examination Board and the Assessment Committee. It advises the Examination Board and Assessment Committee to further prioritize measures to ensure greater consistency and transparency of written assessment feedback.

### **Conclusion**

Based on the interviews and examination of the underlying documentation, the review team concludes that both programmes **meet standard 3**, student assessment.

## **Standard 4. Achieved learning outcomes**

*The programme demonstrates that the intended learning outcomes are achieved.*

### **Findings**

#### Graduation project

In order to establish the exit level students have achieved by the end of the programmes, the review team examined 25 graduation projects, including accompanying completed assessment and feedback forms. The selection of 25 graduation projects was made by WdKA and approved by the chair of the review team. The selection consisted of 12 projects from BFA and 13 from BD from the last two years (11 projects from 2016/2017 and 14 from 2017/2018). The selected graduation projects were equally distributed over low, middle and high grades. Also, all practices and all majors, with the exception of Audiovisual Design, were represented in the selection. For each student the review team was provided with documentation of the Final Project, the Research Project (research document), the CA4 portfolio (student's reflection on all seven competencies) as well as the completed assessment and feedback forms. In addition to the 25 graduation projects, the review team spoke with 7 graduating students and viewed their graduation projects in the Graduation Show during the site visit.

#### Employability

In the self-evaluation report and during the site visit the review team was presented with a variety of examples of alumni achievements in the professional field, including current work and positions, publications and awards. Besides that, the self-evaluation report contains an overview of master's programmes completed by alumni. WdKA also provided the review team with results from alumni surveys from the last few years. Because WdKA feels the alumni surveys do not provide sufficient information on alumni achievements, due to the low response rate, it has tried to collect more data by interviewing alumni and keeping in touch with them through its website 'Beyond Social'. WdKA further indicated it maintains a large informal network of alumni.

### **Considerations**

The review team established that all graduation projects it reviewed are of sufficient quality, in line with a professional bachelor's end level. It also notes that the graduation projects adequately reflect the competencies (intended learning outcomes) of the programmes. The review team sees that the changes in the curriculum have resulted in a particularly transdisciplinary graduate profile, which meets the needs of the professional field. Therefore, graduates are able to reinvent and innovate the field of the creative industries and design and contribute to the enhancement of culture locally, nationally and internationally.

According to the review team, the programmes successfully prepare students for a career in the cultural sector and/or for further study at master's level. The review team recognizes that some alumni have proven to be successful in the professional field, evidenced from the variety of examples described in the self-evaluation report and by alumni and representatives of the professional field during the site visit. However, the review team notes that most evidence for alumni achievements provided by WdKA is anecdotal in nature. It therefore recommends WdKA to generate more systematic feedback from alumni in order to achieve a more comprehensive picture of how the entire group of alumni is engaging in the professional field or further studies.

### **Conclusion**

Based on the interviews and examination of the underlying documentation, the review team concludes that both programmes **meet standard 4**, achieved learning outcomes.

## Overall Conclusion

The review team has assessed the BFA and BD programmes along four standards. The team concludes that both programmes meet all standards (learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and subsequently assesses the overall quality of both the BFA programme and the BD programme as positive.

In the previous sections, the review team has evidenced and articulated its positive considerations about the programmes per standard. It established that:

- the competencies (intended learning outcomes) are adequately defined, appropriate for professional bachelor programmes and well aligned to (inter)national benchmarks and the needs of the professional field;
- the innovative curriculum contributes to the redefinition of art education to better match the requirements of the current and future professional field;
- the curriculum is well structured and fosters transdisciplinarity by combining both disciplinary components (majors) and interdisciplinary components (practices);
- research is well embedded and strongly integrated into the programmes;
- the programmes facilitate students to develop resourceful and entrepreneurial skills and allow students to create their own learning path;
- teaching staff are adequately qualified, accessible and student-centred;
- WdKA's facilities provide students with a very good environment for developing skills and experimenting across disciplines;
- the programmes have an adequate assessment system and good procedures for assessing student work;
- the Examination Board is sufficiently qualified to monitor and safeguard the quality of assessment in the programmes;
- the graduation projects are of sufficient quality, adequately reflecting the competencies (intended learning outcomes) of the programmes;
- the programmes successfully prepare students for a career in the cultural sector and/or for further study at master's level, going beyond merely supplying graduates for today's professions and actively contributing to shaping the future cultural sector.

In addition to the positive considerations, the review team considers there is (still) room for improvement on several aspects of the programmes. It therefore suggests WdKA to:

- adopt a more systematic and proactive strategy regarding the continuous monitoring and improvement of the programmes and to better evidence (adjustments in) the strategic plans;
- make more effective use of data and feedback from the professional field, students and staff, to help inform the development of the programmes;

- put in place a ‘succession planning’ policy to ensure timely replacement of study career coaches, when needed;
- continue working on strengthening the global perspective in the programmes and to further improve the consistent use of English as teaching language;
- implement a mechanism to enforce the timely publication of timetables and schedules;
- continue to review the quantity of assessments in the programmes;
- review and improve written student feedback in order to enhance its coherence, consistency and transparency. (This process should be overseen in a more proactive way by the Examination Board and the Assessment Committee.);
- generate more systematic feedback from alumni in order to get a more comprehensive picture of how the entire group of alumni is engaging in the professional field or further studies.

## Annexes

### Annex 1. Administrative data

#### Information on the institution

Name: Rotterdam University of Applied Sciences (Hogeschool Rotterdam)  
[\(\[www.hr.nl\]\(http://www.hr.nl\)\)](http://www.hr.nl)

Status: publicly funded

Result ITK: positive (2013)

Address: Museumpark 40, 3015 CX Rotterdam

Faculty: Willem de Kooning Academy ([www.wdka.nl](http://www.wdka.nl))  
Blaak 10 / Wijnhaven 61, 3011 Rotterdam

#### Information on the programmes

Name: Bachelor of Arts in Fine Art (Dutch: Autonome Beeldende Kunst)  
Bachelor of Arts in Design (Dutch: Vormgeving)

CROHO: 39110 (Fine Arts)  
39111 (Design)

Level: bachelor

Orientation: professional

Credits: 240 ECTS

Mode of study: full-time

Language: English

Majors:

- Fine Art:
  - (De)Fine Art
  - Photography
- Design:
  - Advertising
  - Animation
  - Audiovisual Design
  - Graphic Design
  - Illustration
  - Spatial Design
  - Lifestyle Transformation Design
  - Fashion Design
  - Product Design

Practices

- Autonomous Practices
- Commercial Practices
- Social Practices

Location: Rotterdam, Wijnhaven 61

## **Annex 2. Review team members**

### **Ian Farren, chair**

Ian Farren holds an MFA (Master of Fine Arts) from Virginia Commonwealth University USA. He has worked in the Higher Education sector for over thirty-five years, managing a number of arts, design, media, craft and art education disciplines, at both undergraduate and postgraduate levels.

Ian has held a range of academic positions including Associate Dean Academic Development, Head of the Graduate School and International at Plymouth College of Art and Head of the School of Art and Design at the University of Cumbria. Ian was recently awarded an Honorary Professorship in learning and teaching from Sichuan Fine Arts Institute, Chongqing China.

Ian has chaired a significant number of accreditations and approvals at both undergraduate and postgraduate level for a range of arts, design, media, craft and art education programmes in the UK and internationally. He has been an External Examiner for a range of undergraduate and postgraduate programmes and is currently External Examiner of the MA Art and Education Practices at Birmingham City University. Ian has additionally chaired a significant number of Module and Programme Examination Boards at both undergraduate and postgraduate level.

Ian has trained and worked internationally for the last thirty-eight years supporting the development of arts, design, media, craft and art education programmes and arts education provision globally. Ian was until very recently working as a consultant developing a new art school in China based on the European studio-based pedagogical model, working with partners in the UK, North America and Continental Europe.

Ian's professional activities have in addition to his work in Higher Education included exhibiting prints, paintings and drawings both nationally and internationally.

Ian has been trained as a UK QAA Reviewer and EQ-Arts expert and most recently chaired an international accreditation panel for the Master of Fine Art and Design programme at AKV|St. Joost, Avans University of Applied Sciences for the Netherlands Quality Agency.

### **Rainer Usselmann**

Rainer trained as a commercial photographer in Germany, before studying fine art photography at Bournemouth, and taking an MA in History of Art at University of Southampton with a thesis about immersive art. Rainer has since published in peer-reviewed journals on the subject of art and media, and he has presented at conferences in the UK, Germany, and the US. He collaborates regularly with designers, developers, and creatives on projects in commercial, as well as fine-art contexts. As co-founder and chairman of HF Group, a creative collective specialising in digital asset production and immersive technologies, Rainer brings extensive start-up, and board level experience in a global context with a track record of building operational, commercial and creative capabilities from the ground up. Rainer serves as Commercial Development Director at Prospect, a London-based agency specialising in Service Design and Customer Experience. Rainer's creative credits

include commissions for System, Garage, 10, ID, Numero, Dazed and Confused, Harpers Bazaar, Another Magazine as well as British-, Italian-, Chinese Vogue. Rainer's advertising work includes projects for brands such as Dyson, Martini, Credit Suisse, BT, Nike, Virgin, Smirnoff, and others. Rainer is a fellow of the RSA, fellow of the HEA, member of APHE, and the Industry Liaison Group at AUB.

### **Barbara Asselbergs**

Barbara Asselbergs (b. 1978) is Head of Education Graphic and Spatial Design at AKV|St.Joost, the art academy of Avans University of Applied Sciences in Breda and 's-Hertogenbosch. As Head of Education she's responsible for the academic leadership and management of the course. She was responsible for the design, development and delivery of a new curriculum in 2018.

Barbara is also a researcher in the Human-Centred Creation research group of the Centre of Applied Research for Art, Design and Technology (CARADT). One of her primary objectives is to reflect on how we can maintain livable cities. In particular, to identify the concrete steps we can take as individuals to influence our surroundings and what kind of contribution situated design methods can make in this respect. She has presented at conferences in the NL, DE, UK, CN and the US.

### **Karen Harsbo**

Karen Harsbo lives and works in Denmark and is an artist and associate professor at the Royal Danish Academy of Fine Art where she teaches at the sculptural department. She is specialised in ceramic art and 3D printing. She exhibits her work in Denmark and abroad. Karen has been external examiner in Scandinavia and on national and international exhibition selection committees and curated several exhibitions. She is also research coordinator for the faculty and has been part of national and international artistic research groups such as Topographies of the Obsolete (2013-17) and Mediated Matter (2015-17). She is currently working on the research project Lunar Concrete. Karen has taken the EQ-Arts international expert training course and has previously been part of an accreditation panel for Vilnius Academy of Art, Lithuania.

### **Fleur Sophie de Boer, student-member**

Fleur Sophie de Boer is a graduate of the University of the Arts Utrecht, 2D Animation. During her studies Fleur was a member of the Education Committee Media. She graduated in 2018 with a stop-motion animated short film called 'Tides', which has since appeared in various national and international film festivals. She has had exhibitions and presentations of her graduation work in Utrecht and Amsterdam. Besides working in the animation field, Fleur is trained and has been employed as a caretaker in the mental health care for about seven years.

The review team was supported by Anne-Lise Kamphuis, senior consultant at Odion Onderzoek, as secretary. She has extensive experience as NVAO-certified secretary.

The composition of the review team and secretary was approved by the NVAO. The team members and secretary all signed a declaration of independence.

### **Annex 3. Site visit programme**

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

#### **Tuesday July 9<sup>th</sup> 2019**

- 15h00 Preparatory meeting review team  
19h30 Dinner review team

#### **Wednesday July 10<sup>th</sup> 2019**

- 08h30 Arrival at Willem de Kooning Academy (WdKA)  
09h00 Meeting with the dean of WdKA and the policy advisor  
10h00 Meeting with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year Fine Art students  
11h15 Meeting with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year Design students  
12h15 Lunch and internal meeting  
13h00 Meeting with the management team of the programmes  
14h15 Viewing of selected graduation work (from '17 and '18): internal meeting  
16h00 Viewing of current graduation work (from '19) in the graduation show  
17h00 Meeting with graduating students and alumni  
18h30 Internal meeting review team  
19h30 Dinner review team

#### **Thursday July 11<sup>th</sup> 2019**

- 09h00 Meeting with teaching teams from the Majors  
09h45 Meeting with teaching teams from the Practices  
10h45 Meeting with committees (Programme Advisory Board, Examination Board, Assessment Committee, Curriculum Committee and Ethics Committee)  
12h00 Tour to Stations  
13h00 Lunch and internal meeting  
14h00 Meeting with research lecturers  
15h15 Meeting with representatives of the professional field  
16h30 Open hour for students and staff<sup>1</sup>  
17h30 Internal meeting review team  
19h00 Dinner review team

#### **Friday July 12<sup>th</sup> 2019**

- 09h00 Meeting with the dean of WdKA, course directors and policy advisor  
09h45 Internal meeting review team  
13h00 Plenary feedback  
14h00 End of site visit

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<sup>1</sup> As required by the 2018 NVAO assessment framework, WdKA staff and students were given the opportunity to address and discuss issues with the review team in confidence. They were notified in an email by WdKA. In order to address an issue, staff/students were asked to contact the secretary prior to the site visit. The open hour was intended for the review team to meet with staff/students who responded. In the present programme assessment, no responses were received. Therefore, the open hour was used for an internal meeting instead.

## **Annex 4. Intended learning outcomes**

### **BA in Fine Art and BA in Design**

#### *Creative ability*

The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision. The visual work generates meaning and is based upon the designer's personal ambition.

#### *Ability to reflect critically*

The student is able through research to examine, analyse, interpret, problematise, position and evaluate his/her own work and work process and that of others.

#### *Ability to grow and change*

The student is able to continuously develop and deepen his/her own work and work process, thus contributing to further development of the profession, the professional field, culture, and society at large.

#### *Organisational ability*

The student is able to create and maintain an inspiring and professional working situation.

#### *Communicative ability*

The student is able to articulate his/her ideas, concepts, work, work process and artistic vision for professionals and the public, within and outside the professional field.

#### *Context awareness*

The student maintains an active and critical attitude toward the context in which he/she produces and presents his/her work.

#### *Collaborative ability*

The student is able, in the context of a collaborative effort, to independently and actively participate in the realisation of an artistic product or process.

## Annex 5. Curriculum BA in Fine Art and BA in Design

### Year 1 (60 ECTS)

<b>Term 1</b>	<b>16 weeks</b>
Major	18 ECTS
Major Theory	6 ECTS
Plusweeks	4 ECTS
Electives	2 ECTS
<b>Term 2</b>	<b>8 weeks</b>
Practice 1	9 ECTS
Practice Theory	3 ECTS
<b>Term 3</b>	<b>8 weeks</b>
Major	9 ECTS
Major Theory	3 ECTS
Plusweeks	2 ECTS
Electives	2 ECTS
Study Career Coaching	2 ECTS

### Year 2 (60 ECTS)

<b>Term 1</b>	<b>16 weeks</b>
Major	18 ECTS
Major Theory	6 ECTS
Plusweeks	4 ECTS
Electives	2 ECTS
<b>Term 2</b>	<b>8 weeks</b>
Major	8 ECTS
Major Theory	3 ECTS
Competency Assessment	1 ECTS
<b>Term 3</b>	<b>8 weeks</b>
Practice	9 ECTS
Practice Theory	3 ECTS
Plusweeks	2 ECTS
Electives	2 ECTS
Study Career Coaching	2 ECTS

### **Year 3 (60 ECTS)**

<b>Term 1</b>	<b>16 weeks</b>
Major	12 ECTS
Practice	9 ECTS
Practice Theory	3 ECTS
Competency Assessment	1 ECTS
Plusweeks	4 ECTS
<b>Term 2</b>	<b>16 weeks</b>
<i>Fine Art:</i>	
Fine Art	28 ECTS
Presentation	1 ECTS
<i>Design:</i>	
Internship	28 ECTS
Internship Report	1 ECTS
Study Career Coaching	2 ECTS

### **Year 4 (60 ECTS)**

<b>Term 1</b>	<b>16 weeks</b>
Practice Project	13 ECTS
Research Project	13 ECTS
Plusweeks	4 ECTS
<b>Term 2 (graduation)</b>	<b>16 weeks</b>
Practice Project	7 ECTS
Research Project	7 ECTS
Competency assessment	14 ECTS
Study Career Coaching	2 ECTS

## **Annex 6. Documents**

### **Self-evaluation report**

- Self-evaluation Report, 2019, Willem de Kooning Academy, Bachelor of Fine Art & Design
- Charts & Graphs, 2019, Willem de Kooning Academy, Bachelor of Fine Art & Design
  - WdKA Organogram
  - WdKA Partners
  - Fine Art & Design Curriculum
  - Competency development
  - Competencies Major-Practices
  - Stations
  - Evaluation cycle
- Selected Alumni, 2019, Willem de Kooning Academy, Bachelor of Fine Art & Design

### **Materials made available electronically**

- Reinventing the Art School, 21st Century
- Beroepsprofiel en opleidingsprofielen beeldende kunst en vormgeving, december 2014
- Research at the Willem de Kooning Academy
- WdKA Research Senior Lectures
- EQ Arts Quality Enhancement Report for Willem de Kooning Academy 2017
- WdKA Handbook Quality Assurance 18-19
- ELIA Tuning Design
- ELIA Tuning Fine Art
- Selection of Curriculum Descriptions:
  - Curriculum description\_3.1 AP Digital Craft
  - Curriculum description\_1.1 Major Fine Art
  - Curriculum description\_2.1 Major Fine Art
  - Curriculum description\_2.2 Major Fine Art
  - Curriculum description\_3.1 Major Graphic Design
  - Curriculum description\_1.3 Major Photography
  - Curriculum description\_2.1 Major Photography
  - Curriculum description\_2.2 Major Photography
  - Curriculum description\_3.1 Major Photography
  - Curriculum description\_1.1 Major Product Design
  - Curriculum description\_2.2 Major Product Design
  - Curriculum description\_3.1 Major Product Design
- WdKA competency matrix Design
- WdKA competency matrix Fine Art
- WdKA position papers Practices 2018
- RUAS Honours 1819-student-handbook-f-a-h

- RASL (WdKA, Codarts & EUR) Double Degree Curricula
- Curriculum Description Social Practices New Earth, term 3.1
- RUAS Handreiking borgen eindniveau
- RUAS Handreiking borgen toetskwaliteit
- WdKA 2018-2019\_Ba\_Course and Examination Regulations
- WdKA Assessment Policy and Plan 2018-2019
- WdKA 2018-2019 CA statistics - CA chart
- WdKA Programme Evaluations Major 2.2 Product Design 18-19
- WdKA Programme 2.2 Advertising 18-19
- WdKA Graduation Guide Design & Fine Art 2018-2019
- Results national survey (Kunstenmonitor) from 2013, 2014 and 2015
- WdKA alumni survey, results from 2013, 2016 and 2019

#### **Materials made available during site visit**

- RASL compositions
- How we make research, 2018-2019, WdKA
- Welcome: start up kit for new teachers
- Reinventing the art school, 21<sup>st</sup> century
- Education Day 2017, WdKA
- Drop-out rates for 2009-2017
- Various WdKA publications, including
  - Recrafting craft
  - She knows how she might behave
  - Form follows organism
  - Retour afzender
  - Meat market
  - Blindly organised

#### *Electronically*

- MyWdKA.nl: electronic learning environment WdKA
- Curriculum descriptions of the 2018-2019 modules in both programmes
- Examples of student work, including grading and feedback
- Six portfolios of graduating students of 2019
- Hybrid Publishing Research Awards series

#### **Final graduation projects**

WdKA made a selection of 25 final graduation projects available (digitally) to the review team, of which 12 from Fine Art and 13 from Design. The selection consisted of 11 projects from 2016/2017 and 14 from 2017/2018. The selected graduation projects were equally distributed over low, average and high grades. Also, all practices and all majors (with the

exception of Audiovisual Design) were represented in the selection. For each student the review team was provided with documentation of the Final Project, the Research Project (research document), the portfolio (student's reflection on the competencies) and the filled-in assessment and feedback forms.