

## Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Muziek van de Codarts Hogeschool voor de Kunsten**

### Gegevens

	Naam instelling	: Codarts Hogeschool voor de Kunsten
datum	Naam opleiding	: hbo-master
15 januari 2013		Muziek (120 ECTS)
onderwerp	Datum aanvraag	: 21 mei 2012
Besluit	Variant opleiding	: voltijd
Accreditatie	Afstudeerrichtingen	: Performing musician (classical music, jazz, pop, world music); Compositie; Music Technology; New Music Theatre
hbo-master		
Muziek	Locatie opleiding	: Rotterdam
van de Codarts Hogeschool	Datum goedkeuren panel	: 17 april 2012
voor de Kunsten	Datum locatiebezoeken	: 14 en 15 mei 2012
(000526)	Datum visitatierapport	: 12 juli 2012
ons kenmerk		
NVAO/20130098/LL		

### bijlage

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### Aanvullende informatie

De NVAO heeft in een gesprek op 2 oktober 2012 en bij e-mail van 8 oktober 2012 de instelling aanvullende informatie gevraagd over de regelingen en instrumenten van kwaliteitszorg op systeemniveau en de rol van de examencommissie in de borging van de toetskwaliteit. Bij e-mail van 2 november 2012 heeft de NVAO de aanvullende informatie ontvangen. De NVAO heeft deze aanvullende informatie betrokken in haar besluitvorming.

### Beoordelingskader

Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

### Bevindingen

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

### Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

### *Intended learning outcomes*

Codarts has designed an all-embracing and solid course framework with a very well elaborated set of intended learning outcomes (final competences) to guide the master

Pagina 2 van 9 students through the programme. These competences cover the four roles of the master of music (performer, innovator, culture bearer and researcher) and they are further specified in view of the four specific profiles the master course is aimed at: performer, composer, music technologist, new music theatre maker. The final competences show a distinct orientation towards the work field of the professional master of music. The enhancement, reinforcement and deepening of the student's professional capacity, musical artistry and research skills are the main focus of the final competences.

The panel considers the intended learning outcomes fully adequate and very appropriate to attaining the master level. They are clearly tied in with the so called Dublin Descriptors, developed by the AEC (the European membership organisation for conservatoires) which specify the general level of the Professional Master of Music.

The set of intended learning outcomes is clearly recognized as very relevant by the work field. Level-wise the set of qualifications is pitched where it should be, but the intended learning outcomes of the course do not spell out any distinctive features that would necessarily make them demonstrably superior to other sets of final qualifications in the field of Conservatoires, either in the Netherlands or abroad. Therefore the panel's judgement on this standard reads 'good'.

#### *Curriculum*

Basically the curriculum is programmed in five domains: arts, theory, profession, research and a so-called free domain. The master course is structured alongside clear-cut learning goals, evidently derived from the intended learning outcomes. Since the successive and recurrent learning goals (from the 1st year up to the 2nd year) become more extensive, more complex and -thus- more demanding, the coherence of the programme is obvious and strong. Moreover, the nature of the learning goals (related to skills, to knowledge & understanding, to self-reflection, to professional attitude, to entrepreneurship and to research) is translated not only into contents but also into working methods. These working methods reflect the didactic approach of the 'Master of Music' which in a nutshell can be defined as 'authentic learning': learning in a real-life context. The openness to the world of work is secured in several ways: by the staff who have an extensive national and international network, by frequently calling-in visiting experts and artists, by active participation of students in out-school performances, productions and projects.

The judgement of the panel would read 'good', be it that the research component is not fully in line with the corresponding – and for a master course pivotal – research competence as set out in the final qualifications. The panel noticed that from a methodological point of view the research track in the master programme should be strengthened. Therefore the overall judgement on this standard reads only 'satisfactory'.

#### *Staff*

The teaching staff are well-qualified and well-motivated and those interviewed made a strong, positive impression on the panel. All staff have a higher education background. Many students testify they are inspired by their lecturers. Since the majority of the staff is strongly rooted in the world of work and since they have an extensive professional network in the areas concerned, the professional quality of the staff (their focus on and their interaction with the work field) is obvious, indeed. However, what still is needed is schooling in research methodology to enable the master course lecturers to improve the research training of their students. Staff numbers are sufficient. Altogether the panel's judgement on 'Staff' reads 'good', because the panel considers the actual quality of the staff to outweigh the quantity of the staff.

The Codarts' accommodation and infrastructure blend in with Codarts' educational concept. Moreover, the venue is well-equipped with modern IT- and audio-visual facilities. A wide variety of applicable resources is available. Overall the panel considers the housing and facilities of Codarts of a good quality. The library has a topical (broad and deep) collection of repertoire, study books, CDs/DVDs and videos for the professional music and dance teaching and it offers access to international information databases in the field of music and dance. From a spatial point of view the housing is only just sufficient, but the other provisions are of high quality. The panel rates 'Services and facilities' as good, because the good quality of the library and of the IT-infrastructure is the decisive factor for the panel. Codarts has an appropriate and effective system of tutoring in place. Tutoring does not only focus on remedial measurements but also incorporates activities that aim at facilitating student's personal growth. As far as information supply is concerned, the students say that they are not always very well provided with all necessary information to follow their study. However the panel thinks that Codarts have taken appropriate measures to improve the channelling of the information supply.

Altogether the panel's judgement on 'Services and facilities' reads 'good', because the panel considers the quality of facilities and the quality of tutoring to outweigh the elements 'housing' and 'information supply'.

#### *Quality assurance*

Master of Music exploits very effectively one feedback tool in particular: well-structured evaluative discussions with students, lecturers and (other) representatives from the professional field. The feedback tools are evidently effective which is shown by the continuous improvement process. Master of Music uses the feedback tools intensively in a rather natural, but still goal-oriented way, which enhances the effectiveness considerably. A qualification 'good' seems to be justified. However, from a quality assurance system point of view, the objectives on the basis of which evaluations are carried out are not sufficiently measurable. Moreover the QA-system up till now is not sufficiently recorded. The panel's judgement therefore reads only 'satisfactory'.

#### *Assessment and learning outcomes achieved*

Master of Music has an examination system in place that matches both its didactical approach and the intended master level of the programme. Examination procedures which were directly evaluated were judged to be valid in their outcomes, but at some points in the process not always transparent in their methods and controls. The panel considers this as a point for improvement. All test and exams that the panel has inspected are definitely of a master level. In spite of the fact that at the exams' assessment criteria are not always explicitly referred to in the juries' judgements, students seem to feel well-prepared by their teachers, and by their day-to-day assimilation of institutional standards and expectations. The panel members are positive about the master level achieved by the students. The panel has reached its conclusion on the basis of reviewing research materials (i.e. theses) and students' performances (solo and in ensembles) during the audit. Considering, that the assessment system is reliable and solid, that the performances the panel attended, are of very high quality and that the scope of the theses, the panel examined, are definitely of master level, the panel rates 'Assessment and intended learning outcomes' as 'good', although the underlying methodological approach in the students' research should be strengthened.

In weighing up all of the above, according to the panel, the achievements of Codarts Master of Music are in line with the requirements a master of music should meet. The panel has seen

(i) a clear set of qualifications that lays down the right standards for the entire programme, (ii) a well-designed and challenging curriculum that offers ample opportunities for individual masters students to bring out the best in themselves, (iii) highly motivated and inspiring lecturers, (iv) a stimulating environment with appropriate facilities and (v) a solid and reliable assessment system.

An overall judgement 'good' on the entire course Master of Music would be justified, be it that the research component – the pivot in all master courses, indeed – is not strong in its methodological training, which for its part becomes apparent in the final theses of the students. From that the overall judgement of the panel reads only 'satisfactory'.

Taking into account all of the findings, the auditors have concluded that the Codarts Master of Music course-programme shows a quality that undoubtedly justifies a 6-years extension of the current accreditation.

### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel:

1. The audit panel strongly recommends to reshape the organisational context in which the master course is implemented now. Since five academies are responsible for the teaching of the main subjects within the particular profiles, the management of the master course is rather complicated and fragmentation of the education approach and/or the quality care mechanisms lie in wait. In the panel's view the master course should be embedded in one distinct organisational body with one director. This will advance and strengthen the internal coherence as well as the opportunities for cross-overs among the different disciplines (classical music, pop, jazz and world music). See also recommendation 2.

2. What still is missing is a student panel for the overall course Master of Music. Students are involved in the evaluation of the teaching in their 'home'- academies, but the audit panel strongly recommends to establish a specific student panel for the master course. Only then Codarts will get comprehensive qualitative feedback about the entire master of music course.

3. In particular in Arts education the concept of 'research'/ 'artistic research' is often subject to divergent discussions. Research focused on self-development, on detecting trends, on the relation between arts and society etcetera. Whatever the focus may be, the underlying methodology must be solid and reliable. In that respect the panel argues in favour of strengthening the connection with the professorships by involving them actively in the research-training of students and by involving on a regular base the master students and their lecturers in the research, conducted under the umbrella of the professorships 'New Music Theatre / Present Practice, Praxis of Presence' and 'Sustainable Performance'.

In general: the professorship's role should be more explicitly defined not only with regard to the devise and implementation of the research-track but also with regard to the quality assurance and assessment of all research done by the master students.

Pagina 5 van 9 4. To be more responsive to the ambitions of the students, Codarts should expand the number of optional subjects / electives. Strengthening the intended co-operation with The Hague Conservatoire (to be established in short-term) will indeed create the possibility to achieve this.

5. Codarts should accelerate the re-arrangement of the examining board in order to enable this as soon as possible to fully play the required pivotal role in the quality assurance of the assessments of Codarts. The institution should unequivocally determine: (a) the range of the sphere of activity, (b) the tasks, (c) the responsibilities, (d) the authority, (e) position within Codarts' organisation, (f) the composition, (g) the expertise needed, (h) the working methods, (i) the reporting.

6. Quality assurance (QA) as such turns out to be embedded in the culture of Codarts Master of Music. However, from a managerial point of view and from an accountability point of view, the current quality assurance is not fully traceable, because the entire QA-process is not fully implemented according to the formal (evaluation, monitoring and reporting) procedures the Codarts' QA-system already provides for, Codarts Master of Music should accelerate the implementation of these procedures.

As far as the evaluative consultations with internal and external stakeholders are concerned, the audit panel strongly recommends to improve the recording of these meetings and to lay down the outcomes of these meetings as well as the planned actions for improvement in clear-cut reports.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Codarts Hogeschool voor de Kunsten te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 13 november 2012 naar voren te brengen. Bij brief van 6 december 2012 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een enkele tekstuele aanpassing.

De NVAO besluit accreditatie te verlenen aan de hbo-master Muziek (120 ECTS; variant: voltijd; locatie: Rotterdam) van de Codarts Hogeschool voor de Kunsten te Rotterdam. De opleiding kent de volgende afstudeerrichtingen: Performing musician (classical music, jazz, pop, world music); Compositie; Music Technology; New Music Theatre. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

#### **Bestuurlijke afspraak**

De NVAO heeft een bestuurlijke afspraak gemaakt met de instelling om, in het licht van de aanbevelingen in het visitatierapport en gelet op de aanvullende informatie die de instelling heeft verschaft, een herbeoordeling te laten uitvoeren van de kwaliteitszorg en de borging van de toetsing door de examencommissie op opleidingsniveau en hierover uiterlijk 1 september 2015 aan de NVAO te rapporteren. Het college van bestuur van de instelling heeft deze afspraak bij e-mail van 21 november 2012 bevestigd.

Dit besluit treedt in werking op 22 mei 2013 en is van kracht tot en met 21 mei 2019.

Den Haag, 15 januari 2013

Nederlands-Vlaamse Accreditatieorganisatie



Lucien Bollaert  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
<b>1. Beoogde eindkwalificaties</b>	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
<b>2. Programma</b>	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	G
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	V
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	V
	6. Het programma is studeerbaar.	G
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	<b>3. Personeel</b>	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		G
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		V
<b>4. Voorzieningen</b>	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	G
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
<b>5. Kwaliteitszorg</b>	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	V
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	V
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	V
<b>6. Toetsing en gerealiseerde eindkwalificaties</b>	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	G
<b>Opleiding als geheel</b>		V
<b>Eindoordeel</b>		V

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Docent-student ratio	1 : 10						
Kwalificatie docenten	1% PhD (+3% daarvoor studierend) 13% wo-ma 2% wo-ba 1% hbo- ma 64% hbo-ba 19% overig/onbekend/gastdocenten						
Studielast	Varieert tussen 7 en 15 uur per week, afhankelijk van individueel programma van de studenten.						
Contacturen	7-15 uur per week (afhankelijk van individueel programma van student)						
Rendement	Cohort	2006	2007	2008	2009	2010	2011
	Instroom	43	64	52	61	42	53
	Rendement na 2 jaar	23%	36%	58%	66%		



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- Drs. Hans Stoltenberg, (voorzitter), senior adviseur bij Hobéon;
- Jan Rispens, (lid), voormalig Departementshoofd Muziek en Drama van het Koninklijk Conservatorium Gent, België;
- Dr. Claire Mera-Nelson, (lid), director of Music – Trinity Laban Conservatoire of Music and Dance (voorheen Trinity College of Music), UK;
- Etay Waisman, (student-lid), student in de opleiding hbo-master Muziek van het Amsterdams Conservatorium.