

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Theater van de Amsterdamse Hogeschool voor de Kunsten

Gegevens

datum	Naam instelling	:	Amsterdamse Hogeschool voor de Kunsten
30 september 2014	Naam opleiding	:	hbo-master Theater (120 ECTS)
onderwerp	Datum aanvraag	:	20 juni 2014
Besluit	Variant opleiding	:	voltijd
accreditatie hbo-master	Locatie opleiding	:	Amsterdam
Theater van de Amsterdamse	Datum goedkeuren	:	
Hogeschool voor de Kunsten	panel	:	31 maart 2014
(003125)	Datum locatiebezoek	:	7 en 8 april 2014
uw kenmerk	Datum visitatierapport	:	30 mei 2014
14 1060/NvD			
ons kenmerk	Instellingstoets kwaliteitszorg	:	ja, positief besluit van 24 februari 2014
NVAO/20143374/AH			
bijlagen			

3 Beoordelingskader

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

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding excellent heeft bevonden. Het visitatierapport geeft de bevindingen en overwegingen weer van het panel over de masteropleiding Theater van de Amsterdamse Hogeschool voor de Kunsten.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the assessment committee).

On 7 and 8 April 2014 an assessment committee performed an assessment of the programme Master of Theatre of the Amsterdam School of the Arts. The overall judgement of the committee regarding the quality of the programme is excellent.

The programme Master of Theatre (or, DasArts) of the Amsterdam School of the Arts is a residential two-year programme (120 ECTS) and aims to provide an international theatre laboratory in which students can improve the artistic competencies they have developed as young professionals in the stage arts. Though the programme demands a keen interest in theatre arts from its participants, it fosters a broad and inclusive interpretation of the notion

Pagina 2 van 7 of theatre, and is explicitly oriented towards innovative developments in the international field of theatre practice. The curriculum of DasArts, which alternates between collective courses and individual trajectories, is designed with the intention of offering students an environment in which they are able to develop and investigate their own artistic questions. In addition, the programme puts great weight on its structural feedback sessions. The feedback approach, which is highly structured and formatted, is aimed at effectively and constructively supporting the students in the development of their artistic theatre practices.

Intended learning outcomes

The intended learning outcomes are assessed as excellent. The goals of the programme are fully aligned to the (inter)national qualifications for a Master of Theatre, even exceeding these standards through a strong orientation on making and a focus on the students' own artistic inquiries. According to the committee, the intended learning outcomes challenge students to excel as they develop their research and artistic practice throughout the course. The committee applauds the programme's aim to educate students who are able to engage with and intervene in a rapidly changing professional field, contributing to the field with their own forms of sustainable theatre practice. In the eyes of the evaluation committee, the vision of the programme conveys a much needed approach to education in the stage arts, both nationally and internationally. The programme is highly attuned to (inter)national developments in the field and actively engaged in the improvement and fine tuning of its intended learning outcomes to the ongoing transformation in the theatre domain. As the interviews with students, alumni and experts in the field made clear, the goals of the programme demonstrate a highly critical perspective on theatre, one that is fully engaged with the present developments in the stage arts. The students the evaluation committee spoke to, both first years and second years, were of the opinion that the objectives of the programme are highly relevant for their development as professional stage practitioners. They were also greatly appreciative of the international orientation of the programme. In short, the orientation of the learning outcomes fit with the (inter) national qualification frameworks. They have been concretised into specific performance levels and are given a specific interpretation based on the programme's explicit and unique views. The programme serves as an example both nationally and internationally.

Teaching-learning environment

The teaching-learning environment is assessed as excellent. The committee observes that the programme offers an excellent environment in which students are empowered to research, experiment and further develop their artistic identities as theatre makers. Students receive (and are taught to give) constructive feedback throughout the two years and are also challenged to engage with new methods, approaches and concepts in the collective study activities. The programme remains closely aligned to the developments in theatre domain and the cultural field at large, through the structural involvement of external mentors, advisors and guest lecturers, and through the cultivation of an ongoing dialogue between staff, students and the professional field; DasArts is thus able to be in a constant process of renewal and reflection. The permanent instructors and guest teachers, all of whom have an international background, are highly qualified as educators and professionals in the field. Given the careful selection of qualified students, most of the participants thrive in the challenging environment of the programme. Not only do the students receive ample coaching from the mentors and lecturers, the small scale and intensive collective projects enable students to give and receive feedback from each other in a constructive and professional manner. The facilities and space at DasArts at present are excellently suited for what the programme has in mind, according to the committee. To conclude, according to the

Pagina 3 van 7 committee the curriculum, staff, services and facilities together constitute an innovative and original learning environment.

Assessment and achieved learning outcomes

Assessment and achieved learning outcomes are assessed as excellent. The validity and reliability of the assessments are guaranteed by the fact that students are evaluated on the basis of their own goals (which in turn are based upon the intended learning outcomes of the programme) and the exceptionally responsible and thorough manner in which students are assessed, both formally and informally, by the staff members. The evaluation criteria and specific qualifications for the DasArts programme always figure as a frame of reference during assessments. In addition, the programme structurally involves external specialists for its formal assessments and two external assessors are invited to assess the students at the final exam. The students the committee spoke to were all very satisfied with the demands of the course assessments, which require independence, investment, self-reflection and vision. The course's high starting level, intensive personal supervision and the small scale enhance its success rate. Students and alumni, as well as the responses in the surveys, are without exception positive about the manner in which the programme prepares them for the professional field. Graduates of the programme are passionate and innovative theatre makers who are able to contribute to their profession through new forms of sustainable theatre practice. They have received awards and also publish (inter)nationally. This potential is also evident in the most recent final essays and graduation projects the evaluation committee reviewed. The graduation projects are of excellent quality and are the product of a thorough methodology and research trajectory.

Recommendations

At present, the programme is in the process of rethinking notions such as entrepreneurship, innovation and sustainable artistic practice. The committee would like to encourage the programme in this process of reflection and its aim of devising new ways of 'being in the market'. In the discussions the evaluation committee had with the students and alumni, it became clear that the collective Blocks were experienced as very intensive, with little time left for them to attend to other professional commitments. The committee would therefore like to encourage DasArts to investigate if more room could be created within the Blocks themselves so that students are able to fulfill other obligations related to their practice. It also thinks that students coming from abroad could be offered temporary or permanent housing. This would help them to dedicate themselves completely to the programme in the first semesters, rather than having to organise their stay in the Netherlands. To conclude, the evaluation committee is very positive about the assessment system of the programme and encourages it to continue its focus on the individuality of the students in its assessments and exams, rather than increasing the formatting of its procedures.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

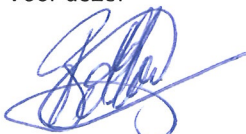
Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Amsterdamse Hogeschool voor de Kunsten te Amsterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 1 september 2014 naar voren te brengen. Bij e-mail van 16 september 2014 heeft de instelling laten weten geen opmerkingen te hebben.

De NVAO besluit accreditatie te verlenen aan de hbo-master Theater (120 ECTS; variant: voltijd; locatie: Amsterdam) van de Amsterdamse Hogeschool voor de Kunsten te Amsterdam. De NVAO beoordeelt de kwaliteit van de opleiding als excellent.

Dit besluit treedt in werking op 30 september 2014 en is van kracht tot en met 29 september 2020.

Den Haag, 30 september 2014

De NVAO
Voor deze:



Lucien Bollaert
(bestuurder)

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

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Excellent
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Excellent
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Excellent
Eindoordeel		Excellent

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

Tabel 1: Rendement.

Cohort	2008	2009	2010
Rendement	100%	66%	100%

Tabel 2: Docentkwaliteit.

Graad	Ma	PhD
Percentage	75%	0%

Tabel 3: Student-docentratio.

Ratio	5,9:1
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Tabel 4: Contacturen.

Studiejaar	1	2
Contacturen	6	6,1

- R. Van Aalst, (voorzitter) frequently chairs assessments by AeQUi;
- H. Roms, (lid) is director of Postgraduate Studies and Convenor MA Practising Theatre and Performance, Aberystwyth University UK;
- C. Saraiva, (lid) is a co-artistic and production director of festival Panorama, Brasil;
- R. Heremans, (student-lid) is a masterstudent Music (ArtScience) at the Royal Academy in The Hague.

Het panel werd ondersteund door J. Batteau, secretaris (gecertificeerd).