



**CREATING
PIONEERS**

Competence and profession oriented assessments

**Assessment policy and assessment plan
Fine Art
Design**

*Willem de Kooning Academy
Rotterdam University of Applied Sciences
Academic year 2018 - 2019*

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1 Introduction

This document successively presents the framework, the vision, the policy and the planning (plan) of assessments of the Bachelor's degree programs in Fine Art and Design at the Willem de Kooning Academy. Framework, vision and policy (as described in chapters 2, 3 and 4) are the same for these two programs. There are differences in the design of assessments that stem from the varied nature of the study programs and the various specializations within them.

Chapter 5 deals specifically with the actual planning of assessments throughout the courses.

2 Key frame

The assessment policy of the Willem de Kooning Academy is implemented within the following frameworks:

- a. WHW: art. 7.11, 7.12, 7.13. The most important elements are set out in the WdKA assessment policy.
- b. NVAO accreditation framework. Can be found via: www.nvao.net/ assessment frameworks
- c. HR assessment policy. Can be found via: hint.hro.nl/HR/Hogeschool-Rotterdam/Kwaliteit-en-onderwijs/Toetsing/Toetsbeleid/

3 Education and assessment vision

3.a Vision on education and assessments of Rotterdam University of Applied Sciences

The basic principle of the assessment policy at Rotterdam University of Applied Sciences (RUAS) is to take care of and to be able to demonstrate the level of graduates that meet internal and external frameworks.

Central elements are:

Qualify for the labor market

RUAS wants to deliver well-qualified HE students to the labor market. Every study program therefore assesses their students integrally at least three times during their study. In this integrated test, the study program assesses whether the student can act in a professional manner and the student can account for these actions and at what level of competence the student operates. The WdKA accomplishes this through competence assessments after approximately 18, 30 and 45 months of study.

Promote study success

RUAS wants to promote students' study success. Each study program chooses the moments and forms of assessments in such a way that students are challenged to study actively. Moreover, the course provides feedback and feed forward: every student is always well informed of their own position and progress.

Guaranteeing quality

The quality of assessments and the level of graduates meet the external and internal frameworks. To that end, institutes and training establish a Plan-do-check-act cycle that guarantees the quality and the right level.

3.b Vision on education and assessments at WdKA

It is WdKA's mission to train students to become creative pioneers who can play an innovative role in society and to prepare them for international professional practice. The WdKA therefore organizes the direct involvement of professional practice in education and assessments.

Education focuses on the acquisition of professional competences for artists and designers. Competence-based education means that the students follow a study program that enables them to acquire the final qualifications level by level, related to the professional competence profile of the relevant study program, within the specified period.

These competences described in the Hogeschoolgids / Education and Examination Regulations (OER). Each component of the study program contributes to the acquisition of these competences at a predetermined competence level, which is described in a competence matrix.

3.c Concrete starting points

In line with the vision, WdKA applies the following principles for assessments:

Assessment is aimed at measuring competences and acquired competences.

The purpose of the assessment cycle is to determine to which extent the student shows the competences (knowledge, skills and attitude) that correspond to the study phase and the professional perspective.

The assessments themselves are part of the educational process.

Assessments contributes to the acquisition of the competences associated with the training.

Students are tested individually.

The teacher assesses each student individually, also for group assignments. Student counseling is aimed at individual progression of the study posture, the quality of the study results and of the acquired competences in a broader sense.

The WdKA uses a diversity of forms of assessments.

As a whole, they ensure that the various aspects of the final level to be achieved and the process are assessed accordingly. For the forms of assessments that the study program uses: see chapter 5.

The assessments of the WdKA are of a selective, qualifying and/or diagnostic nature.

Selecting means that a student will or will not be admitted to the next phase of the study program based on the assessment.

Qualifying assessments means that in addition to a grade (or another qualification), credits are awarded to a unit of study based on the assessments.

Diagnostic (formative) are assessments or presentations that are not associated with credits. These function as progress control and provide insight into the performance in a (sub) area of the education program.

Assessments is objective (intersubjective)

The WdKA is aware of the limits of the objective measurability of study results, in particular within art education. Completely objective assessment is often not possible within this field. That is why the WdKA speaks of intersubjectivity: arbitrariness and subjective aspects of assessments are eliminated as much as possible. This is done by:

- o Involve external assessors, second readers and observers in the graduation phase (and where possible and useful also in other study phases);
- o To inform the student at the start of the study of the final qualifications to be achieved and the way in which this will be assessed per study phase;
- o Informing the student in advance of forms of assessments, moments of assessments and assessment criteria as part of the description of the curriculum on mywkda;
- o To provide the student with oral and written feedback in order to provide insight into the way in which the assessment was made;
- o Allow the individual (project) assessments to take place in the group context in which the students have worked as much as possible;
- o To discuss the student's progress in teacher teams and to offer the student joint study advice based on this.

Every component is tested and every qualifying form of Assessment has a resit opportunity.

Every part of the program that is offered in any academic year is tested in that academic year. Qualifying components can be retaken once per academic year. A student may - including the resit - take an assessment of a certain component at a maximum of two times per academic year. If the first assessment opportunity has not been taken, the right to resit will expire; the resit opportunity is therefore the one and only option. (In the event of force majeure, an exception can be made. A decision to this end will be taken by the Examination Board)

The responsible team of teachers formulate what the resit will consist of preferably within a week after the insufficient result has been established. The relevant course is not taught again for the resit. Teacher teams organize the resit. Resit of the admission assessment is not possible. However, the candidate can participate again the following academic year. Resit of the propaedeutic exam is also not possible, since it consists of obtaining credits for components that can already be retaken. Diagnostic (formative) assessments are also not retaken, because they measure the level of the student, without any credits.

There is a clear relationship between study load and credits

Credits are recorded in the administration after allocation. Each EC point corresponds to 25/28 hours of guided and / or unaccompanied study. Students and SLC have permanent access to the overview of the results achieved (credit overview).

The final qualifications are determined per study program.

These are related to the general HE competences for bachelor and master, the Dublin Descriptors, the international standards for art education (ELIA) and the final qualifications of the national professional profiles of the study program (OBK 2014). Each study program uses a competence matrix, with a distinction between levels per study phase, providing insight into the acquisition of competences throughout the entire study program.

The Examination Board can grant exemptions.

For specific components for which the student already considers her/himself competent, thanks to earlier obtained study results, the student can request an exemption from the Examination Board. This is always done in advance, via an application form and in accordance with the established protocol. The student must provide the relevant proof. Only the examination Board is authorized to grant exemptions.

The student knows at the start of the module how and based on which criteria assessments takes place.

It must also be clear what options the student has for resits or exemptions. Because the student receives feedback orally and in writing, s/he gains insight into what still needs to be learned and into the strategy for further training.

4 WdKA assessment policy

The assessment policy of the WdKA consists of all the agreements regarding the assessments process, in line with the assessments framework and the assessments vision. This means that the WdKA's assessment policy consists of:

- a. the Education and Examination Regulations (OER);
- b. the Assessment plans per study program;
- c. the quality assurance of assessments;
- d. the duties and responsibilities with regard to assessments

4.a The Education and Examination Regulations (OER)

The OER (part of the Hogeschoolgids) contains the formal procedures for assessments and resits. The WdKA bachelors Hogeschoolgids is available through HINT.

4.b Guidelines for the Assessment plans per study program

The Assessment plan contains the following elements:

- Used figures and qualifications
- Generic forms of assessments
- Learning plans; reference to the OER
- Assessment program; reference to education calendar
- Relationship between assessments and final qualifications
- Overview of assessment forms

• Examination Board

The Examination Board determines in an expert manner whether a student meets the conditions set by the OER with regard to the knowledge, insight and skills required for obtaining a degree. This Board guarantees the quality of the assessments and exams. To this end, it also establishes guidelines and instructions within the OER framework. It also grants exemptions based on substantiated requests by the student and relevant advice from the study program or dean, using the form prepared for this purpose. Within the WdKA, one exam commission is active for all programs.

• Assessment Board

The Examination Board is responsible for assuring the quality and level of assessments and exams within a study program or cluster of study programs and mandates this responsibility to the Assessments Board. The Assessment Board advises the Examination Board on assessments, solicited and unsolicited.

The Assessment Board is responsible for implementing its own work plan, recording and archiving its findings and for reporting their findings to the Examination Board and management.

The work plan describes in concrete terms how the Assessment Board checks the level and quality of assessment within the study program. The Assessment Board is not responsible for the implementation of the

advice given and the archiving of all assessments. Within the WdKA there is a separate Assessments Board active for Fine art and Design (KUO).

- Curriculum Board

The purpose of the curriculum Board is to monitor and improve the quality of the curriculum in terms of education and content. It supports the courses in curriculum development and formulation. The KUO courses have their own Curriculum Board, with experts in the field of art and design education, research and theory.

- Professional field Board

The Professional field Board contributes to the alignment of the training profiles with the relevant professional profiles and to ensuring the intended civil effect. From this perspective, she can provide solicited and unsolicited advice on assessments within the study program. The three Professional field Boards at the KUO courses are organized around the Practices: Autonomous, Social and Commercial.

- Student

The student is expected to have a learning attitude with regard to assessments. This means that the student is actively participating in the assessments of one's own study results. The student pays attention to the feedback and assessment of the teacher and to his or hers own progress. Students are entitled to oral and written feedback after review and assessment. This can be offered during a scheduled time of discussion, or in a separate appointment with the teacher or team of teachers.

- Teacher

Teachers prepare the range of lessons (usually as a team) in line with the set frameworks. They place the curriculum on the intranet at the start of the teaching period. With this they inform the student about the assessments and assignments with the corresponding Assessment criteria, in line with the competences and learning objectives. Matters related to assessments are also explained orally. Teachers (teams) carry out the assessment and provide feedback on the assessment to the student. They also give the student the opportunity to inspect.

After specific training, teachers can also act as a competence assessor (in pairs).

- Study career coach (SIC)

The SLC talks to the student about follow-up steps in study progress based on the results and, if requested, provides an explanation of the assessments procedures. For substantive feedback, the SLC refers to the responsible teachers (teams).

- Department teacher or coordinator

The department teacher or coordinator is responsible for the implementation of the Assessment plan at the level of the specialization or the academic year and is accountable for this to the education manager.

- External expert / external assessor.

The external expert supervises, the correct application of the procedures, the transparency and the quality of the decision-making, specifically (but not exclusively), during the final exams. The external expert can also, after appointment by the Examination Board, act as examiner or second reader and in this capacity have a say in decision-making as a result of the assessment.

- Education manager

The education manager is responsible for the organization and monitoring of the assessment cycle within the study program and can delegate these tasks to the department teacher or coordinator. He or she guarantees the implementation of the cycle in accordance with assessment vision, policy and plan.

- WdKA management

The management of WdKA determines the vision and policy of the institute, which sets the framework for the assessment plans of the programs. The management also bears final responsibility for all facets of educational quality (and therefore Assessment quality) at the institutional level.

- Executive Board of Hogeschool Rotterdam

The Executive Board establishes educational and substantive frameworks for the test vision and test policy of the institutes. The Executive Board bears ultimate responsibility for the quality of education (and therefore the quality of assessment).

5 WdKA Assessment Planning 2018 – 2019

Bachelors Fine Art and Design (Autonome Beeldende Kunst en Vormgeving)

5.a Marks and qualifications

Components from the study program are marked with a numeric mark or a qualification. See Attachment 5.a, for marks and qualifications used.

5.b Generic forms of assessments

Below is an overview of the generic methods and characteristics of the current forms of assessments within the KUO bachelor's degrees. They allow for specific assessments methods, if applicable and possible. The more specific assessment methods and their assessment criteria are described in the curriculum. The graduation process is described separately. See Attachment 5.b for a diagram of assessment forms

Admission assessment (selective)

Upon admission prior to the start of the study program, it is determined whether the student meets the admission criteria (competence level 1). If the student does not meet these requirements, he or she will not be admitted. Resit of this assessment in the same academic year is not possible. The candidate can, however, participate in the admission assessment again in a following academic year.

Propaedeutic exam and admission to the second study year (selective)

To be admitted to the second study year, a student must have obtained at least 48 EC's in the first year of study. If the student has not met this admission standard, the student will receive a negative binding study advice (BSA) and must leave the study program, unless the management advises the Examination Board differently on the basis of advice from the study program or the dean.

Project assessments (qualifying)

A Project Assessment takes place when the unit of study is offered in a project form, has a duration and structure related to the project form and is part of the regular Bachelor's program.

The assessment of the project has an integral character. The final presentation, in which the student presents the work individually or in collaboration based on the entire bundle of learning objectives, usually is also part of the assessment. The EC's for a project are awarded immediately the presentation of the project, if the learning outcomes prove to be sufficient on average.

The Project assessment is carried out by at least one teacher who is associated with project supervision. Not all supervising teachers of a project need to be involved in the assessment. Before the project starts, it is determined who are assessors and who enters the results of the project in the administration.

The assessment is also recorded individually for each student, also in the case of collaborative projects, in the corresponding assessment form, which states the mark or qualification and the substantiation thereof.

The student has access to the document. Students who have completed courses or programs without a pass mark will be informed how and when they can resit the assessment or exam.

Work assessments (qualifying)

Work assessments are assessments of separate study units that are included as components in the study program in addition to the projects. These units of study are:

- theory components
- + plus weeks
- optional modules / electives
- minors
- internships / exchanges
- slc activities

The assessment is carried out by the relevant teacher (teams), study coach or internship supervisor based on the learning outcomes and study behavior within the study component. Different study components can also use different forms of assessments. These are announced to the students in advance and possibly trained. The assessment is also recorded individually for each student, also in the case of collaborative projects, in the corresponding assessment form, which states the mark or qualification and the substantiation thereof. The student has access to the document. Students who have completed courses or programs without a pass mark will be informed how and when they can resit the assessment or exam.

Competency assessments (qualifying and diagnosing)

Competency assessments are qualifying, although it also has a diagnostic effect (in the lower years of study). They are qualifying because they are associated with credits and they are diagnostic because they involve a progress check based on an integral assessment of the student's level of competence at that time. Based on an evaluation (in portfolio), a presentation to the assessors and an interview, students demonstrate that they have the HE competences formulated for the program at the required level. The student uses works, work processes and other study activities from the previous period as part of the evidence. The project and work assessments are not part of the competence assessments.

A competency assessment is conducted by at least two trained assessors who have knowledge of the field in which the student is studying, but who did not supervise the student directly in the teaching period immediately prior to the assessment. There are four levels of competence:

CA1: starting level, the entrance examination; selective.

CA2: starting level, after approximately 18 months of study; qualifying, diagnosing.

CA3: advanced level, after approximately 30 months of study; qualifying, diagnosing.

CA4: end level, exam component, after approximately 45 months of study; qualifying.

In competence assessments CA2 and CA3 the emphasis is on the diagnostic nature: they are mainly developmental assessments and they give the student an insight into the current level of competence and thus into their own qualities and the less strong aspects, both of which are important for making follow-up choices within the study.

The opportunity to resit the competency assessment exists only (once) for the student who has not demonstrated one or more competences. Only the non-demonstrated competences are part of the resit. In special cases it is possible to resit a Competence assessment in the subsequent assessment (C2 for CA3 and CA3 for CA4). The conditions for this are described on mywdka.nl. Competency assessment CA4 is part of the graduation process.

Graduation process (Qualifying). See also the current Graduation Manual on mywdka.nl.

Students graduate within one of the Practices. The choice for this has usually already become final with the choice for the minor. Within the chosen Practice, the student makes a choice for a specific challenge (vraagstuk). The graduation takes place on the basis of the same challenge as the minor. But where the minor is about deepening (acquiring new perspectives and learning to work with new methods), the student demonstrates that he is able to apply these views and techniques independently in a complex professional context, that combines practice-oriented research with the development of products or works that fit the chosen professional field (Major). Working independently (and being tested individually) does not exclude the possibility of working in a team or collaborative setup

Competency assessment CA4 (Qualifying)

The student demonstrates to be competent according to the formulated final level of the Bachelor's degree. The student evaluates the professional ambitions. The assessment has the same structure as the previous assessments and the same forms: portfolio, presentation and interview. The assessor team is from the Major and from the Practice of the student combined, not being the student's tutor or supervisor at that moment. There are 15 credits associated with this final assessment. There are conditions (minimum EC's already achieved) attached to participation in CA4, which are stated on mywdka.nl.

If the result is insufficient, the assessment can be retaken in the same academic year.

The student applies for CA4 at the student administration by uploading a complete portfolio. The portfolio was created during the minor and the first half of the graduation phase under the supervision of the SLC.

Final exam presentation (qualifying). See also the Exam guide on mywdka.nl.

The products of the exam work are tested in term 4.3 for relevance and artistic content level by two examiners and at least one external expert. There are 14 credits associated with the graduation work as a whole. In the event of insufficient results, all or part of the graduation work must be retaken at a time to be determined by the examiners.

The exam consists of two components of 7 EC each, which are tested in full:

- Research project

Report of the practical research that the student has conducted as a basis for problem analysis and/or concept development in the form of a written (and optional illustrated) account. The research project is tested by a supervisor and a second reader. Further details in the Graduation manual on mywdka.nl

- Final project

Body of work, professional products, and graduation activities within the Major and chosen Practice. This always concerns (prototypes of) artistic products, designed products or services that can be performed in practice or can be shown in a public manifestation. Assessments takes place by a representative of the Major, the research supervisor and at least one external expert. Further details in the Graduation manual on mywdka.nl

5.c Curricula; reference to OER

The curricula are laid down in the Hogeschoolgids / OER, WdKA Bachelors 2018-2019, chapter 10.3 (Fine Art) and 10.4 (Design). This guide can be consulted via HINT. The curricula indicate how the study program is constructed and what contact hours, credits and forms of assessments are associated with it.

5.d Assessment program; reference to academic calendar

In the academic calendar, which is made available to students and teachers via mywdka.nl, is stated when the exam and resit weeks are. Exact Assessment data is provided in writing by the teacher, via the Planning and reservation system.

5.e Relationship between assessments and final qualifications

The relations diagram shows where (and possibly how) students acquire the competences in the curriculum.

5.f Overview of assessment forms

Fine Art and Design have the following assessment forms:

- Admission form.
- Project review forms
- Subject and work assessment forms
- Internship assessment forms
- Graduation exam forms
- Forms of competence assessments

For SLC (study coaching), a separate form is not used, result are directly registered in the administration (Osiris).

Attachments: diagrams

5a Marks and qualifications used. [English translation will follow]

| | | | | |
|----|------------------|--|--------|------------------------------------|
| 1 | Zeer slecht | | Fail | Niet behaald |
| 2 | Slecht | | O | Onvoldoende |
| 3 | Zeer onvoldoende | | NQ | Not Qualified |
| 4 | Onvoldoende | | Fraude | Fraude |
| 5 | Bijna voldoende | | ND | Niet deelgenomen (onbeoordeelbaar) |
| 6 | Voldoende | | V | Voldoende |
| 7 | Ruim voldoende | | Pass | Behaald |
| 8 | Goed | | Q | Qualified |
| 9 | Zeer goed | | Vrij | Vrijstelling |
| 10 | Uitstekend | | | |

Red: no EC's awarded, resit / Green: EC awarded

Numeric marks are always rounded: 5.5 becomes 6 (sufficient); 5.4 becomes a 5 (insufficient)

Credits are awarded per study component to which ECs are linked, after a sufficient mark or a pass has been achieved

5.b Generic forms of assessments & Curricula; reference to OER

| KUO year 1 | | | | |
|--|----------------|----|-----------------|-----------------------------------|
| Project | Code | EC | Type | Form |
| Term 1.1 | | | | |
| Major 1.1 | ~MAJ11* | 18 | Projecttoetsing | Assignment, Presentation |
| Major Theory 1.1 | ~MTH11* | 6 | Werktoetsing | Assignment, Paper |
| <i>Elective Plusweeks 1.1</i> | | 4 | Werktoetsing | Assignment, Paper or Presentation |
| Term 2.1 | | | | |
| Practice 1.2 | WDKPRC12* | 9 | Projecttoetsing | Assignment, Presentation |
| Practice theory 1.2 | WDKPRT12* | 3 | Werktoetsing | Assignment, Paper |
| Term 3.1 | | | | |
| Major 1.3 | ~MAJ12* | 9 | Projecttoetsing | Assignment, Presentation |
| Major theory 1.3 | ~MTH12* | 3 | Werktoetsing | Assignment, Paper |
| <i>Elective Plusweeks 1.3</i> | | 2 | Werktoetsing | Assignment, Paper or Presentation |
| Year | | | | |
| <i>Electives Program (in Plusweek)</i> | <i>program</i> | 4 | Werktoetsing | Assignment, Paper or Presentation |
| SLC 1 | ~SLC1* | 2 | Werktoetsing | Portfolio |
| | | 60 | | |
| KUO year 2 | | | | |
| Project | Code | EC | Type | Form |
| Term 2.1 | | | | |
| Major 2.1 | ~MAJ21** | 18 | Projecttoetsing | Assignment, Presentation |
| Major Theory 2.1 | ~MTH21** | 6 | Werktoetsing | Assignment, Paper |
| <i>Elective Plusweeks 2.1</i> | | 4 | Werktoetsing | Assignment, Paper or Presentation |

| | | | | |
|---------------------------------|-------------|-----------|-----------------------|--|
| Term 2.2 | | | | |
| Major 2.2 | ~MAJ22** | 8 | Projecttoetsing | Assignment, Presentation |
| Major Theory 2.2 | ~MTH22** | 3 | Werktoetsing | Assignment, Paper |
| Competence assessment 2 | ~ASS2** | 1 | Competentieassessment | Assessment: Portfolio, Presentation, Interview |
| Term 2.3 | | | | |
| Practice 2.3 | WDKPRC23** | 9 | Projecttoetsing | Assignment, Presentation |
| Practice Theory 2.3 | WDKSGN23** | 3 | Werktoetsing | Assignment, Paper |
| Elective Plusweeks 2.3 | | 2 | Werktoetsing | Assignment, Paper or Presentation |
| Year | | | | |
| Electives Program (in Plusweek) | program | 4 | Werktoetsing | Assignment, Paper or Presentation |
| SLC 2 | ~SLC2** | 2 | Werktoetsing | Portfolio |
| | | 60 | | |
| KUO year 3 | | | | |
| Project | Code | EC | Type | Form |
| Term 3.1 | | | | |
| Major 3.1 | ~MAJ21** | 12 | Projecttoetsing | Assignment, Presentation |
| Practice 3.1 | ~MTH21** | 9 | Projecttoetsing | Assignment, Presentation |
| Practice Theory 3.1 | | 3 | Werktoetsing | Assignment, Paper or Presentation |
| Competence assessment 3 | ~ASS2** | 1 | Competentieassessment | Assessment: Portfolio, Presentation, Interview |
| Plusweeks 3.1 | | 4 | Werktoetsing | Assignment, Paper or Presentation |
| Term 3.2 | | | | |
| Major 6 (Fine Art) 3.2 | ~MAJ22** | 28 | Projecttoetsing | Assignment, Presentation |
| Presentation (Fine Art 3.2) | | 1 | Werktoetsing | Paper, Presentation |
| Internship (Design/Photo) | ~MTH22** | 28 | Werktoetsing | Assignment, Paper |
| Internship (Design/Photo) | | 1 | Werktoetsing | Paper, Presentation |
| Year | | | | |
| SLC 3 | ~SLC2** | 2 | Werktoetsing | Portfolio |
| | | 60 | | |
| KUO year 4 | | | | |
| Project | Code | EC | Type | Form |
| Term 4.1 | | | | |
| Minor Research project | | 13 | Werktoetsing | Assignment, Paper or Presentation |
| Minor Practice project | | 13 | Projecttoetsing | Assignment, Paper or Presentation |
| Plusweeks 4.1 | | 4 | Werktoetsing | Assignment, Paper or Presentation |
| Term 4.2 | | | | |
| Research project | ~OND4* | 7 | Examenpresentatie | Assignment, Paper or Presentation |
| Practice project | ~EIND4* | 7 | Examenpresentatie | Assignment, Paper or Presentation |
| Competency assessment 4 | ~ASSM4* | 14 | Competentieassessment | Assessment: Portfolio, Presentation, Interview |
| Year | | | | |

| | | | | |
|-------|--------|----|--------------|-----------|
| SLC 4 | ~SLC4* | 2 | Werktoetsing | Portfolio |
| | | 60 | | |

5.d Assessment program; reference to academic calendar [Wanneer is wat]

5.e Relationship between assessments and final qualifications [Waar haal je je diploma]