

Competency 1: 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.

Level 1: Starting qualification

- Demonstrates a basic (artistic) creative ability and a general knowledge of artistic processes, methods and techniques.
- Demonstrates an aptitude for conceptual and abstract thinking.
- Demonstrates a researching and learning attitude (curiosity).
- Has the courage to work outside of existing frameworks.

The student demonstrates in the admission assessment the following behaviour:

- Can enthusiastically talk about his/her own work, and shows interest in art, culture and design.
- Can create a design or product which is based on an original perspective and a personal artistic vision.
- Reflects upon his/her own work in terms of technique.
- Demonstrates the ability to complete a design process.

Level 2: Profession & Concept (quarter 7)

Characteristics of the professional-critical situation:

The student is evaluated on his/her *supervised performance in simple professional situations*. The student demonstrates the ability to:

- Conduct practice-oriented research on backgrounds and current developments in the field of visual art and design, and to draw conclusions based on this research.
- Formulate artistic ideas based on observations, and to apply these ideas in a design.
- Based on the developed concept, acquire and integrate the knowledge and skills necessary to realise the design.

The student has attained the required level, as demonstrated through at least the following actions and behaviours:

- Explains, using professional sources, the ways in which designs create experiences and convey meanings.
- Explores, through theoretical research, contemporary ideation in the field of visual art and design.
- Based on given starting points, develops a concept into a design.
- Explores his/her artistic qualities and artistic vision, expresses these in a design, and reflects upon this process.
- Experiments with technologies, techniques, materials and visual aspects.
- Makes use of successful and unsuccessful experiments in the design process.

Level 3: Professional Practice (Quarter 10)

Characteristics of the professional-critical situation:

The student is evaluated on his/her *supervised performance in various professional situations*. The student demonstrates the ability to semi-independently:

- Develop a personal artistic vision based on current trends.
- Complete design assignments in a variety of contexts, and based on a broader cultural and social perspective.
- Apply a personal perspective in the working and design processes.
- Apply a variety of work processes in the development of a design.

The student has attained the required level, as demonstrated through at least the following actions and behaviours:

- Based on research and design, establishes the relationship between his/her personal artistic vision and the contemporary theoretical discourse.
- Completes assignments using a variety of work processes; is able to choose appropriate work processes and to explain these choices.
- Understands the effects of the materials and techniques used.
- Develops his/her own design process based on successful and less successful experiences.
- Reflects, independently and together with others, on his/her own work from the perspective of the professional contexts.

Level 4: Deepening and graduation phase (quarter 15)		
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>independent professional performance in complex professional situations</i>. The student demonstrates the ability to independently:</p> <ul style="list-style-type: none"> • Develop concepts for a design, based on an original idea, vision or theme as well as the requirements of the intended user. • Apply new knowledge and insights in his/her own research and implementation methods. • Develop his/her personal artistic vision in relation to a variety of assignments and activities, contexts and social situations. • Is able to assume responsibility for the vision and the work. 		<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Completes design assignments from the perspective of various professional situations. The result meets the requirements of the user. • Researches, experiments and reflects upon various methodologies in order to arrive at a design. • Demonstrates a professional attitude with attention for normative-cultural aspects, the professional code, and ethical principles of professional behaviour. • Actively engages in collaborative efforts outside the education programme, in order to further deepen his/her professional practice.
Body of Knowledge & Skills		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> • (International) history of art and culture (developments). • Important theories, concepts or authors/artists/designers within the domain of design and the professional context. • Current (international) developments and insights in the field of visual art and design, other artistic disciplines and visual culture in general. • Core concepts, structures, work processes/methodologies and (international) theories of visual art, design, etc. • The various professional contexts and professional roles in the context of design. • Guiding (international) theories of concept development, proposition and message. • The ways in which the used images, language, forms, colours, materials and dimensions create experiences and convey meanings. • Knowledge of techniques and processes for design and production. • Knowledge of colour and material as well as language concepts. • Communication, software and practical applications. 	<ul style="list-style-type: none"> • Collecting information: finding and using current (international) sources in the fields of art and culture and design. • Analysis: making connections, seeing patterns, summarising, drawing conclusions for one's own work and professional practice. • Being able to set up and conduct basic practice-oriented research in one's own practice situation, to analyse the results and present one's findings as conclusions. • Production insight: concept notation/visualisation/design. • Technical skills for developing an idea into a concept using various techniques and resources (analog/digital). • Communication skills: is able, using words and images, to report on his/her research findings, give analog and digital presentations, etc. Is able to present and explain his/her artistic ideas / developed concepts. • Personal development: SMART formulation of personal academic goals and directing the personal learning process. 	<ul style="list-style-type: none"> • Demonstrates interest in the professional field, society and various current developments, and expresses this through visual processes. • Finds inspiration in learning, through experimental exploration of his/her own boundaries. • Makes constructive use of any possible setbacks for further improvement of the design development process. • Demonstrates a general learning and researching attitude, drawing on experiences with the chosen techniques, materials or media in order to take a new step in his/her artistic development. • Has an open attitude toward other visions and opinions regarding developments within the professional field, as well as the use of other insights (methods, techniques, etc.). • A professional attitude with attention for normative-cultural aspects, respect for others, a professional code, and ethical principles of professional behaviour.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Scientific application / (Dublin: application of knowledge and understanding). • Social-communicative competency / (Dublin: communication). • Problem-oriented work practice (Dublin: application of knowledge and understanding). 	<p>ELIA:</p> <ul style="list-style-type: none"> • Communication skills. • Conceptualisation skills. • General knowledge. • Theoretical skills. • Fine design skills. • Ideation skills.

	<ul style="list-style-type: none"> • Creativity and complexity in actions (Dublin: application of knowledge and understanding). • Transfer and broad applicability / (Dublin: learning skills). • Broad professional attitude / (Dublin: learning skills). • Multidisciplinary integration / (Dublin: knowledge and understanding). • Thinking and acting methodically and reflectively / (Dublin: judgment). 	<ul style="list-style-type: none"> • Creative skills. • Learning skills.
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Competency 2: Ability to reflect critically <i>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.</i>	
Level 1: Starting qualification	
<ul style="list-style-type: none"> • Demonstrates a critical, researching and curious attitude. • Is open for feedback of others, and is able to deal constructively with this feedback. 	The student demonstrates in the admission assessment the following behaviour: <ul style="list-style-type: none"> • Reflects upon the professional products in the portfolio. • Expresses the intention to learn and to receive feedback. • Describes areas he/she wishes to work on during the education programme.
Level 2: Profession & Concept (quarter 7)	
Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in simple professional situations. The student demonstrates the ability to:</i> <ul style="list-style-type: none"> • Gain through research a basic understanding of developments within the profession. • Reflect upon the choices made in the design process, and to present and explain these choices. • Analyse his/her own work in relation to that of others, and to developments within the professional field. 	The student has attained the required level, as demonstrated through at least the following actions and behaviours: <ul style="list-style-type: none"> • Recognises the important ongoing discussions in the professional field and develops a personal vision. • Reflects upon his/her own actions, and is able to explain and defend the choices made. • Has gained experience with some of the dilemmas faced in the design process, and is able to make use of this experience. • Proactively seeks feedback on his/her own professional performance.
Level 3: Professional Practice (Quarter 10)	
Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in various professional situations. The student demonstrates the ability to semi-independently:</i> <ul style="list-style-type: none"> • Systematically reflect upon his/her own work and consider this work in relation to that of others. • Based on research, orient him/herself in relation to various professional roles in the professional contexts. 	The student has attained the required level, as demonstrated through at least the following actions and behaviours: <ul style="list-style-type: none"> • Independently conducts research of professional roles and professional contexts in relation to his/her own work, and has formulated a vision based upon the results of this research. • Seeks possibilities for further professional development. • Has completed assignments in various professional contexts, and presented the results of these assignments. • Has proactively requested feedback from others and drawn conclusions based on this feedback for his/her own professional profiling.
Level 4: Deepening and graduation phase (quarter 15)	
Characteristics of the professional-critical situation: <i>The student is evaluated on his/her independent professional performance in complex professional situations. The student demonstrates the ability to independently:</i>	The student has attained the required level, as demonstrated through at least the following actions and behaviours: <ul style="list-style-type: none"> • Expands his/her boundaries by reflecting on and experimenting with new concepts and techniques.

<ul style="list-style-type: none"> • Reflect visually, verbally and in writing upon the possibilities of the profession and upon his/her own vision. • Analyse and evaluate his/her own work and that of others based on knowledge of relevant theories and developments within visual art and design. • Engage in peer dialogue and establish (international) contacts within other disciplines, and make good use of these dialogues and contacts. • Position his/her own work within contemporary social, artistic, cultural and economic contexts. 	<ul style="list-style-type: none"> • Actively seeks out and reflects upon (international) sources in order to further deepen his/her concepts. • Evaluates and defends the artistic value of his/her own work in relation to that of others. • Based on (national and international) research and dialogue, the student has formulated a clear position in relation to iconic artists and/or designers. 	
Body of Knowledge & Skills		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> • (International) history of art and culture (trends / developments). • Important guiding theories, concepts or authors/artists/designers within the domain of design and the professional context. • Current (international) developments and insights in the field of visual art and design, other artistic disciplines and visual culture in general. • Core concepts, structures, work processes/methodologies and (international) theories of visual art, design, etc. • The various professional contexts and professional roles in the context of design. • Guiding (international) theories of concept development, proposition and message • The ways in which the used images, language, forms, materials, dimensions and colours create experiences and convey meanings. • Ethics and aesthetics in the field of design. • Reflection methodologies (giving and receiving feedback). 	<ul style="list-style-type: none"> • Research skills: consulting authoritative sources, analysing, making connections, and formulating conclusions as well as one's own vision or opinion. • Reflection: Is able to consider his/her own professional activities from a broader perspective, to reflect from this perspective, and to assess these activities based on this reflection. Is also able to draw conclusions for these activities in future (comparable) professional situations, professional roles and professional contexts. • Organising, receiving and processing feedback as learning goals for further professionalisation • Communicating on various levels; in terms of professional tasks this includes matters such as: analog and digital presentation of one's own work, providing information, holding consultations, generating support, providing encouragement and motivation, convincing others, negotiating, and expressing decisions as well as one's own vision. 	<ul style="list-style-type: none"> • Is self-critical and reflects upon his/her professional performance. • Shows interest as well as an open and researching attitude toward other opinions within the professional field. • Has an open attitude (thinking out of the box). Demonstrates this ability to gain insight in the visual design process and the final product.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Problem-oriented work practice (Dublin: application of knowledge and understanding). • Scientific application / (Dublin: application of knowledge and understanding). • Social-communicative competency / (Dublin: communication). • Thinking and acting methodically and reflectively / (Dublin: judgment). • Broad professional attitude / (Dublin: knowledge and understanding). • Multidisciplinary integration / (Dublin: knowledge and understanding). • Awareness of social responsibility (Dublin: judgment). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> • General knowledge. • Theoretical skills. • Communication skills. • Conceptualisation skills. • Fine design skills. • Ideation skills. • Creative skills. • Learning skills. • Entrepreneurial skills.

<p>Competency 3: Ability to grow and change <i>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.</i></p>	
<p>Level 1: Starting qualification</p>	
<ul style="list-style-type: none"> • Is able to proceed through various steps in the design process. • Demonstrates an inner drive to further develop through learning and experimentation. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Has a general idea of the requirements for further development. • Expresses the intention to grow by making good use of the learning experiences within the design process for continued input in his/her artistic development. • Has a general idea of his/her personal learning style and learning preferences.
<p>Level 2: Profession & Concept (quarter 7)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in simple professional situations</i>. The student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Orient him/herself toward the formulation of a personal artistic vision, and to further develop this vision through research. • Demonstrate personal initiative and interest in giving shape to the development of the design process. • Make use of new insights in study choices for further development. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Analyses the development of the professional field (in theoretical and historical terms) and makes good use of this information for the development of a personal artistic vision. • Makes good use of authoritative sources for the exploratory (practice-oriented) research. • Explains in a well-reasoned manner the choices and decisions made during the design process. • Constructively embraces criticism and makes good use of this criticism for his/her personal artistic growth.
<p>Level 3: Professional Practice (Quarter 10)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in various professional situations</i>. The student demonstrates the ability to semi-independently:</p> <ul style="list-style-type: none"> • Appreciate the qualities of design principles, and relate these qualities to the development of his/her own artistic vision. • Complete design projects in various professional contexts, thus gaining insight into the various professional roles in relation to his/her position. • Make use of new insights in the development of his/her professional practice. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Based on research, establishes the relationship between his/her personal artistic vision and the contemporary theoretical discourse. • Evaluates his/her own development as a starting point for further innovation, growth and deepening in the professional field. • Evaluates his/her own thinking and acting in the context of the future professional role. • Is interested in and open to feedback of others, and is able to constructively apply this feedback for his/her further development.

Level 4: Deepening and graduation phase (quarter 15)		
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>independent professional performance in complex professional situations</i>. The student demonstrates the ability to independently:</p> <ul style="list-style-type: none"> • Acquire new knowledge and insights necessary for innovation within the student’s own research and implementation methods. • Develop a personal artistic vision in relation to various assignments, contexts and social situations. • Engage in collaborative efforts within a national or international professional context, in order to further deepen his/her professional practice. 		<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Makes good use of experiences with professional challenges and research for deepening his/her professional profile as a designer. • Researches current developments in the (international) professional practice, focusing specifically on innovative and interdisciplinary artistic practices, strategies and methods. • Demonstrates a professional attitude that naturally embraces collaborative efforts with various professional disciplines and within various contexts. • Demonstrates the ambition to contribute to a high-quality visual culture.
Body of Knowledge & Skills:		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> • (International) history of art and culture (trends / developments). • Important guiding theories, concepts or authors/artists/designers within the professional context. • Current (international) developments and insights in the field of visual art and design, other artistic disciplines and visual culture in general. • Core concepts, structures, work processes/methodologies and (international) theories of visual art, communication and design, etc. • The various professional contexts and professional roles in the context of design. • Guiding (international) theories of concept development, proposition and message • Reflection methodologies. • Theory on giving and receiving feedback. • Making academic goals SMART 	<ul style="list-style-type: none"> • Analysis: developing a clear general view of information: making connections, seeing patterns, summarising, drawing conclusions. • research of sources: finding and using sources in the field of design, focusing on the relevance of the information. • Communicating on various levels; in terms of professional tasks this includes matters such as: analog and digital presentation of one’s own work, providing information, holding consultations, generating support, providing encouragement and motivation, convincing others, negotiating, and expressing decisions as well as one’s own vision. 	<ul style="list-style-type: none"> • Demonstrates passion and enthusiasm for visual arts and design. • A basic learning and researching attitude. • Is able to manage and give direction to his/her own learning process, and proactively seeks opportunities for further professionalisation. • Is able to reflect; demonstrates a critical attitude in the professional context; deals constructively with feedback and is able to use this feedback in the (design) process and the final product.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Broad professional development / (Dublin: knowledge and understanding). • Creativity and complexity in actions (Dublin: application of knowledge and understanding). • Social-communicative competency / (Dublin: communication). • Transfer and broad applicability / (Dublin: learning skills). • Multidisciplinary integration / (Dublin: knowledge and understanding). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> • Communication skills. • Conceptualisation skills. • General knowledge. • Theoretical skills. • Fine design skills. • Ideation skills. • Creative skills. • Learning skills. • Entrepreneurial skills.

<p>Competency 4: Organisational ability <i>The student is able to create and maintain an inspiring and professional working situation.</i></p>	
<p>Level 1: Starting qualification</p>	
<ul style="list-style-type: none"> • Has an inspiring, self-guiding and proactive design attitude which focuses on his/her own learning and work process. • Has a rudimentary skill for structuring his/her design process into a series of steps toward achieving concrete results. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Describes factors which contribute to an inspiring and functioning professional situation. • Has an general understanding of how to organise a productive creative process.
<p>Level 2: Profession & Context (quarter 7)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in simple professional situations</i>. The student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Have an understanding and sense of the technical, facility and material resources required for the realisation of a design. • Through research and experiment, gain insight into the methodologies necessary for the design process. • Make constructive use of disruptions in the learning process. • Document the realised work for the benefit of his/her further development. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Researches existing design practices in order to gain insight into efficient professional working situations. • Experiments with his/her own design process and improves this process based on experiences. • Makes constructive use of feedback received on the organisation of the design, production and learning processes.
<p>Level 3: Professional Practice (Quarter 10)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in various professional situations</i>. The student demonstrates the ability to semi-independently:</p> <ul style="list-style-type: none"> • Make good use of experiences from previous design and production processes for improving the work, production and learning process. • Make the necessary technical, logistical, material and publicity preparations for the realisation of a design. • Document the completed work in a way that contributes to presenting this work to third parties. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Organises his/her own learning, working and production processes according to a recognisable methodology. • Makes good use of previous experiences with professional challenges toward the development of his/her own design methodology. • Makes good use of theoretical and visual research for the development and organisation of his/her own design practice. • Recognises opportunities for the development of his/her own professional practice.
<p>Level 4: Deepening and graduation phase (quarter 15)</p>	

<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>independent professional performance in complex professional situations</i>. The student demonstrates the ability to independently:</p> <ul style="list-style-type: none"> • Make the necessary preparations for the realisation of a design. • Plan and structure his/her own design process in an inspiring and result-oriented fashion, whether working individually or within a collaborative effort. • Realise a design, taking into account his/her own goals as well as the (multidisciplinary) collaborative effort. 		<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Is able to achieve a balance between artistic and practical-operational activities. • Is able to manage the professional design and production process. • Recognises the connections and common ground between the professional context and his/her own work, and is able to make good use of this insight in specific practical assignment(s). • Demonstrates an entrepreneurial attitude and has established a basic foundation for his/her own professional practice.
Body of Knowledge & Skills:		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> • The balance between artistic activities, and activities focused on creating conditions for the development or production of a design. • Methodologies for the planning and organisation of one's own work, production, and learning processes. • Guiding regional, national and international collaborative efforts in the fields of art, culture and design. • Knowledge of materials. • Design process and production processes. • Feedback methodologies. • Peer consultation. • Networking and principles of cultural entrepreneurship. • STAR methodology (Situation, Task, Action, Result) for reflecting on the academic goals (those reached and those yet to be reached) and learning effects 	<ul style="list-style-type: none"> • Analysis: developing a clear general view of one's own work process: making connections, seeing patterns, summarising, drawing conclusions. • Planning and organisation: is able to organise his/her work, taking into account and adequately solving any setbacks. • Communication: is able to convince others to contribute to the design and production process. • Collaboration in a professional environment, with specific requirements in the following areas: multidisciplinary and interdisciplinarity, sharing and gaining knowledge, a client-focused approach, a collegial attitude in the development of a product design and the possible production of this design. 	<ul style="list-style-type: none"> • Uses the feedback received to formulate a realistic planning and improve the design and production process.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Problem-oriented work practice (Dublin: application of knowledge and understanding). • Multidisciplinary integration / (Dublin: knowledge and understanding). • Thinking and acting methodically and reflectively / (Dublin: judgment). • Social-communicative competency / (Dublin: communication). • Basic qualification for management functions / (Dublin: communication). • Transfer and broad applicability / (Dublin: learning skills). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> • General knowledge. • Communication skills. • Creative skills. • Procession skills. • Entrepreneurial skills. • Learning skills.

<p>Competency 5: Communicative ability <i>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.</i></p>	
<p>Level 1: Starting qualification</p>	
<ul style="list-style-type: none"> • Possesses the communication skills necessary to present his/her work. • Respects different views and opinions, and is able to engage in a constructive dialogue. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Demonstrates passion for visual work and clearly communicates his/her own ideas. • Demonstrates the ability to convey a message through images. • Makes use of means of communication in order to support his/her arguments.
<p>Level 2: Profession & Concept (quarter 7)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in simple professional situations. The student demonstrates the ability to:</i></p> <ul style="list-style-type: none"> • Communicate his/her fascination for art and culture in an inspiring way. • Present the choices made, in all phases from idea to design. • Present the idea or concept using various resources. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Is able to describe and reproduce existing research. • Is able to draw conclusions and relate these to his/her own vision as well as to current trends. • Convincingly explains the well-reasoned choices made during the design or production process. • Convincingly presents the design in a way that takes into consideration the context. • Makes use of means of communication in order to support his/her arguments. • Documents and describes his/her own work.
<p>Level 2: Professional Practice (Quarter 10)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in various professional situations. The student demonstrates the ability to semi-independently:</i></p> <ul style="list-style-type: none"> • Communicate to others his/her personal visual style as a designer. • Give presentations in order to promote his/her own work. • Acquire a work commission or internship by convincingly presenting his/her work using the appropriate communication media. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Explores, on a theoretical and practice-oriented level, which aspects are important for positioning and presenting his/her own work. • Makes use of various resources and means of communication in order to support his/her arguments, and experiments with new methods and technologies. • Explores the various professional contexts and researches relevant communication methodologies. • Improves his/her use of language and images and his/her social and communication skills, taking into consideration the backgrounds and interests of the person(s) with whom he/she is communicating.
<p>Level 4: Deepening and graduation phase (quarter 15)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her independent professional performance in complex professional situations. The student demonstrates the ability to independently:</i></p>	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Applies various skills in order to present his/her artistic ideas to different target audiences (in national and international contexts). • Based on consultations with stakeholders, formulates a debriefing and elaborates and

<ul style="list-style-type: none"> • Communicate verbally and in writing, taking into account the (cultural) context. • Make use of various communication media for the presentation of his/her work. • Negotiate with stakeholders on matters of organisation, finances and production. • Make good use of collaborative efforts in order to build up a professional network. • Make good use of exchanges with other designers or artists in order to position his/her own design practice. 	<ul style="list-style-type: none"> • implements organisational, financial and production aspects. • Makes use of contacts with colleagues for his/her own positioning. • Presents his/her own work based on a clear profiling focused on developing a professional reputation and a professional network.
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Body of Knowledge & Skills

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> • The ways in which the used images, forms, materials, dimensions and colours create experiences and convey meanings. • Techniques of communication, discussion and presentation for presenting one's own work (in words and images). • Media techniques and technologies. • Negotiation techniques. • Means of communication. • Public relations. • Networking. • Financial management (price quotations). • Cultural entrepreneurship. 	<p>Social and communicative competency (interpersonal):</p> <ul style="list-style-type: none"> • Communicating on all levels; in terms of professional tasks this includes matters such as: analog and digital presentation of one's own work; writing plans, memoranda, proposals and price quotations; providing information, holding consultations, generating support, providing encouragement and motivation, convincing others, negotiating, expressing decisions. • Is able to adapt the communication style to the target audience • Generates interest through the manner of communicating and presenting. • Communicating in one or more foreign languages. 	<ul style="list-style-type: none"> • Demonstrates, through the manner of communicating and presenting, genuine passion for the profession. • Has an open attitude toward other visions and opinions within the professional field. • Has the courage to work outside of existing frameworks.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Social-communicative competency / (Dublin: communication). • Awareness of social responsibility (Dublin: judgment). • Thinking and acting methodically and reflectively / (Dublin: judgment). • Multidisciplinary integration / (Dublin: knowledge and understanding). • Transfer and broad applicability / (Dublin: learning skills). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> • Communication skills • General knowledge • Learning skills • Entrepreneurial skills

<p>Competency 6: Context awareness: <i>The student maintains an active and critical attitude toward the context in which he/she produces and presents his/her work.</i></p>	
<p>Level 1: Starting qualification</p>	
<ul style="list-style-type: none"> • Understands and senses how visual culture constantly changes according to current trends and developments. • Demonstrates a basic researching attitude (curiosity). 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Demonstrates interest for social and cultural developments. • Understands and senses how his/her own work relates to that of others.
<p>Level 2: Profession & Concept (quarter 7)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in simple professional situations</i>. The student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Research developments within and outside his/her own profession. • Apply and relate to his/her own work relevant international and national developments in the field of design. • By realising assignments in other disciplines, the student is able to familiarise him/herself with various professional contexts. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Makes use of recent research in order to gain insight into developments in the field of art, culture and design. • Attends and visits museums, art studios, agencies, websites, consults and discusses with colleagues in order to gain a better understanding of developments in the professional field; and is able to relate this information to his/her own work. • Has completed practical assignments within other disciplines. • Has knowledge and insight of the specific nature and identity of other disciplines.
<p>Level 3: Professional Practice (Quarter 10)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>supervised performance in various professional situations</i>. The student demonstrates the ability to semi-independently:</p> <ul style="list-style-type: none"> • Research various professional roles and professional contexts in relation to his/her own work. • Complete assignments in various professional contexts. • Reflect upon his/her own performance in the professional practice in relation to the work of others. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Conducted research of the various professional roles and professional contexts in relation to his/her own work, and formulated and presented an opinion or vision on this subject. • Completed assignments in various professional contexts, and presented the results of these assignments. • Reflected upon his/her own actions in the professional practice, requested feedback from others, and drawn conclusions from this feedback for further development.
<p>Level 4: Deepening and graduation phase (quarter 15)</p>	
<p>Characteristics of the professional-critical situation: The student is evaluated on his/her <i>independent professional performance in complex professional situations</i>. The student demonstrates the ability to independently:</p> <ul style="list-style-type: none"> • Position and profile him/herself as a designer within the relevant professional contexts. • In various professional contexts, actively and critically apply his/her artistic qualities 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Researches the public in various professional contexts, and makes connections between his/her own work and that of others. • Researches the relationship between his/her own work and its market value, thereby setting out a targeted course. • Reflects upon his/her own work in relation to current developments. • Makes good use of dialogue between colleagues in order to obtain feedback on his/her

<p>in a way that takes into account the target audience.</p> <ul style="list-style-type: none"> • Outside the education programme and within the national and international professional context, establish and maintain contacts for his/her own positioning and profiling. 	<p>own work, and to provide others with similar constructive criticism.</p>	
<p>Body of Knowledge & Skills:</p>		
<p>Knowledge</p>	<p>Skills</p>	<p>Attitude</p>
<ul style="list-style-type: none"> • Current developments in (international) society/societies in the fields of art, culture and design. • Guiding theories in the field of design. • Guiding national and international artists/designers in contemporary society. • The various professional roles and professional contexts on a regional, national and international level in the field of design. • Methodologies for implementing practice-based research and presentation and communication techniques. • Discussion techniques. • Advertising media. • Feedback methodologies • Peer consultation. • Networking and principles of cultural entrepreneurship 	<ul style="list-style-type: none"> • Context awareness: Is attentive to signals from the professional context, and can apply these to a suitable design for the market and target group. • Collaboration in a professional environment, with specific requirements in the following areas: interdisciplinarity, sharing and gaining knowledge, a client-focused approach, a collegial attitude in the development of a design. • Communication skills: is able to clearly communicate and present his/her message to others. • Networking: the ability to make contacts, and to build and maintain a professional network. • Entrepreneurial skills: the ability, based on networking as well as an understanding of social developments, to develop a suitable design or product which meets market demands. 	<ul style="list-style-type: none"> • Initiative: Proactively provides original ideas and contributions. • Demonstrates vision by creating opportunities rather than merely reacting to them. • Has a proactive attitude toward the external environment and is able to plot a course toward the realisation of his/her goals. • Makes a professional impression. • Embraces constructive criticism.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • Broad professional development / (Dublin: knowledge and understanding). • Scientific application / (Dublin: application of knowledge and understanding). • Transfer and broad applicability / (Dublin: learning skills). • Social-communicative competency / (Dublin: communication). • Awareness of social responsibility (Dublin: judgment). • Thinking and acting methodically and reflectively / (Dublin: judgment). • Problem-oriented work practice (Dublin: application of knowledge and understanding). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> • General knowledge. • Theoretical skills. • Communication skills. • Ideation skills. • Creative skills. • Learning skills. • Entrepreneurial skills.

<p>Competency 7: Collaborative ability <i>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.</i></p>	
<p>Level 1: Starting qualification</p>	
<ul style="list-style-type: none"> • Has experience with the value of collaborative processes, or shows interest in this subject. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Describes how he/she wishes to participate in the collaborative realisation.
<p>Level 2: Profession & Concept (quarter 7)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in simple professional situations. The student demonstrates the ability to:</i></p> <ul style="list-style-type: none"> • Actively and constructively participate in a collaborative effort. • Realise his/her own goals in the context of a collaborative effort. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Reaches agreements about his/her own participation in a collaborative effort. • Reflects upon his/her possibilities and limitations in collaborative processes, and provides a demonstrable contribution to the collaborative effort. • Demonstrates an open attitude toward various visions in the realisation of a design.
<p>Level 3: Professional Practice (Quarter 10)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her supervised performance in various professional situations. The student demonstrates the ability to semi-independently:</i></p> <ul style="list-style-type: none"> • Give shape to the content and organisation of collaborative efforts in relation to the Practices. • Assess the value of the ideas of others, and to make good use of these ideas in the realisation of a design. • Apply and realise his/her own artistic vision in the context of a multidisciplinary collaborative effort. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Contributes constructively and demonstrably to the collaborative effort. • Researches and makes good use of experiences in collaborations with artists and designers for his/her own (artistic) development. • Has requested feedback from others on the collaborative effort, and integrated this feedback in improving his/her performance.
<p>Level 4: Deepening and graduation phase (quarter 15)</p>	
<p>Characteristics of the professional-critical situation: <i>The student is evaluated on his/her independent professional performance in complex professional situations. The student demonstrates the ability to independently:</i></p> <ul style="list-style-type: none"> • Engage in collaborative efforts within various professional contexts, in order to further develop and deepen his/her professional profile as a designer. • Recognise any common ground with other disciplines, and express this in his/her professional behaviour. • Initiate and maintain collaborative efforts, in terms of content as well as process. 	<p>The student has attained the required level, as demonstrated through at least the following actions and behaviours:</p> <ul style="list-style-type: none"> • Demonstrably realises his/her own goals in the context of a collaborative effort. • Is able, through collaborative efforts in various professional contexts both within and outside the education programme, to actively and constructively contribute to the product or process. • Demonstrates that (multidisciplinary) collaborative efforts contribute to the exchange and integration of knowledge between the various professional contexts and to his/her own (artistic) professional development. • Makes good use of collaborative efforts in order to present his/her own work and to build up a professional network.

Body of Knowledge & Skills:		
Knowledge	Skills	Attitude
<ul style="list-style-type: none"> Guiding regional, national and international collaborative efforts in the fields of art, culture and design. Current trends and developments in the various regional, national and international professional contexts. Group dynamics. Communication, discussion and negotiation techniques. Principles of networking and public relations. Principles of cultural entrepreneurship. 	<ul style="list-style-type: none"> Collaboration in a professional environment, with specific requirements in the following areas: interdisciplinarity, sharing and gaining knowledge, a customer-focused approach, a collegial attitude in the development of a design. Networking: The ability to build and maintain a professional network. Planning and organisation: the ability to organise one's own work and work processes in a targeted and efficient manner, in the context of multidisciplinary regional, national and international collaborative efforts. Entrepreneurial skills: the ability, based on networking as well as an understanding of social developments on a regional, national and international scale, to develop in collaboration with other parties a suitable design. 	<ul style="list-style-type: none"> A professional attitude with attention for normative-cultural aspects, respect for others, a professional code, and ethical principles of professional behaviour. An open attitude toward other visions within the professional field. Proactively seeks collaboration with others, as an opportunity for personal artistic development in various professional roles and professional contexts.
<p><i>Connection with general HBO (Higher Professional Education) competencies, Dublin Descriptors and ELIA competencies (these are integrated in the competencies and BoKS).</i></p>	<p><i>General competencies at HBO (Higher Professional Education) level / Dublin Descriptors:</i></p> <ul style="list-style-type: none"> Social-communicative competency / (Dublin: communication). Transfer and broad applicability / (Dublin: learning skills). Awareness of social responsibility (Dublin: judgment). Basic qualification for management functions / (Dublin: judgment). Multidisciplinary integration / (Dublin: knowledge and understanding). Problem-oriented work practice (Dublin: application of knowledge and understanding). Broad professional development / (Dublin: knowledge and understanding). Creativity and complexity in actions (Dublin: application of knowledge and understanding). 	<p><i>ELIA :</i></p> <ul style="list-style-type: none"> General knowledge. Theoretical skills. Fine design skills. Communication skills. Processual skills. Conceptualisation skills. Learning skills. Entrepreneurial skills.