

<p>Competency 1: Creative ability <i>The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision.</i> <i>The visual work generates meaning and is based upon the artist's personal ambition.</i></p>	
<p>Level 1: Starting qualification (admission)</p>	
<ul style="list-style-type: none"> • 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. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <ul style="list-style-type: none"> • Can enthusiastically talk about his/her own work, and shows interest in art, culture and design. • Can create work, 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 making process.
<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"> • Conduct practice-oriented research on backgrounds and current developments in the field of visual art, photography and/or design, and to draw conclusions based on this research. • Formulate artistic ideas based on observations, and to apply these ideas in (visual) work. • Based on the developed concept, acquire and integrate the knowledge and skills necessary to realise new 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"> • Explains, using professional sources, the ways in which (visual) works create experiences and convey meanings. • Explores, through theoretical research, contemporary ideation in the field of visual art / photography (and design). • Based on given starting points, develops a concept into a work. • Explores his/her artistic qualities and artistic vision, expresses these in works, and reflects upon this process. • Experiments with technologies, techniques, materials and visual aspects. • Makes use of successful and unsuccessful experiments in the making process.
<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"> • Develop a personal artistic vision based on current developments in art and culture. • Complete assignments in a variety of contexts, and based on a broader cultural and social perspective. • Apply a personal perspective in the working and making processes. • Apply a variety of work processes in the development of 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"> • 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 making processes 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)

Characteristics of the professional-critical situation:

The student is evaluated on his/her *independent professional performance in complex professional situations*. The student demonstrates the ability to independently:

- Develop concepts for works, 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.

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

- Completes works 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.

<p>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></p>	
<p>Level 1: Starting qualification</p>	
<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. 	<p>The student demonstrates in the admission assessment the following behaviour:</p> <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.
<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.</i> The student demonstrates the ability to:</p> <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. 	<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"> • 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.
<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.</i> The student demonstrates the ability to semi-independently:</p> <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. 	<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"> • 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.
<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.</i> The student demonstrates the ability to independently:</p> <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 	<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"> • Expands his/her boundaries by reflecting on and experimenting with new concepts and techniques. • 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

<p>theories and developments within visual art, photography and design.</p> <ul style="list-style-type: none"> • 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. 	<p>others.</p> <ul style="list-style-type: none"> • Based on (national and international) research and dialogue, the student has formulated a clear position in relation to iconic artists, photographers and/or designers.
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<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 his/her own artistic processes. • 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 designing/making 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: <i>The student is evaluated on his/her supervised performance in simple professional situations.</i> <i>The student demonstrates the ability to:</i></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 artistic 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 artistic 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: <i>The student is evaluated on his/her supervised performance in various professional situations.</i> <i>The student demonstrates the ability to semi-independently:</i></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.
<p>Level 4: Deepening and graduation phase (quarter 15)</p>	

Characteristics of the professional-critical situation:

The student is evaluated on his/her *independent professional performance in complex professional situations*. The student demonstrates the ability to independently:

- 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.

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

- Makes good use of experiences with professional challenges and research for deepening his/her professional profile as an artist/photographer/maker.
- 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.

<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 artistic 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: <i>The student is evaluated on his/her 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 artistic processes. • 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 artistic practices in order to gain insight into efficient professional working situations. • Experiments with his/her own artistic processes and improves these 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: <i>The student is evaluated on his/her 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 artistic 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 an artistic work. • Plan and structure his/her own artistic processes in an inspiring and result-oriented fashion, whether working individually or within a collaborative effort. • Realise work, 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 artistic 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.
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<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.</i> <i>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 ideas to works. • 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 artistic / production process. • Convincingly presents the work 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.</i> <i>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 an artist/photographer. • 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.</i> <i>The student demonstrates the ability to independently:</i></p> <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. 	<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 (in personal form) and elaborates and implements organisational, financial and production aspects.

- 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 artistic practice.

- 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.

<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 art and photography. 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, 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 an artist/photographer/maker within the relevant professional contexts. In various professional contexts, actively and critically apply his/her artistic qualities in a way that takes into account the target audience. Outside the education programme and within the national and international professional context, establish and maintain contacts for his/her own positioning and profiling. 	<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 own work, and to provide others with similar constructive criticism.

<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: 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"> • 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: 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"> • 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 work (or presentations). • 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: 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"> • Engage in collaborative efforts within various professional contexts, in order to further develop and deepen his/her professional profile as an artist/photographer/maker. • 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.