

Quality Plan 2015-2018

HKU Fine Art Bachelors

September, 2015

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1. Context

Here is the Quality Plan of HKU Fine Art. It sets out the quality assurance policy within the HKU School of Fine Art (BK). It links up to the HKU Quality Plan for 2014-2018, which clearly indicates how the PDCA cycle is generally interpreted at all levels in HKU. Quality and quality assurance within BK is characterised - corresponding to the course procedures in the school - by engagement, distinctiveness, openness and permeability.

In drawing up the quality plan, therefore, we took as our basis the open and informal culture of working, which links up with the education development processes introduced at the start of the BK School in 2014. On the one hand, the plan describes the quality of the school and the quality aspired to by the courses, and on the other it describes the system that enables the school to monitor improvement projects and to give account internally and externally of the quality achieved. Education development thus occupies a central place in the quality assurance of BK.

Through diagrams, the HKU Plan shows that the 'plan-do-check-act' or PDCA cycle has a different meaning for the lecturer, course leader and director, but that it is based on the same principle: everyone is given a certain responsibility to bear in the organisation, and everyone gives account of this responsibility periodically. The diagram below shows the different levels within

HKU and the 'key figures' involved in the accounting. Two principles are incorporated in the diagram:

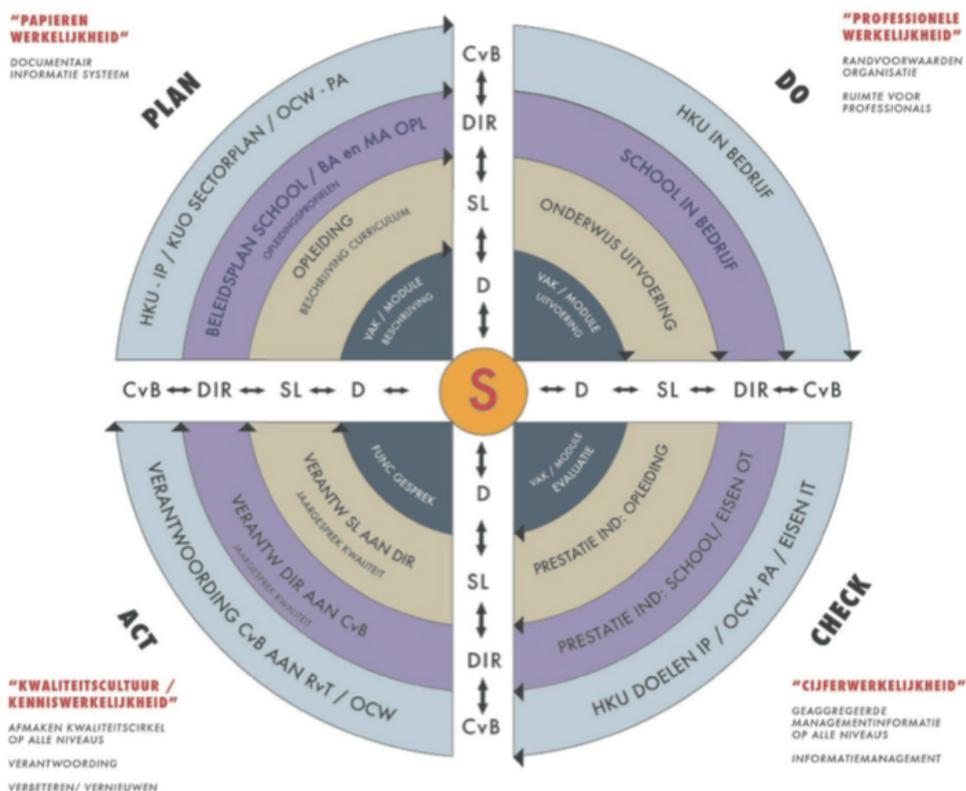
- the quality circle operates at all levels
- everyone gives account.

If this model is interpreted for all the BK courses, then the PLAN phase forms the development and revision of the education programme and the curriculum. During and after the education (DO), there are checks on whether the intended learning outcomes and success rate have been achieved (CHECK). Lessons are learned from the experiences gained and applied in preparing and implementing the following cycle (ACT). In this process, use is made of the information and feedback received from various stakeholders: students, lecturers, professional field and alumni, etc.

Although the quality plan is subject to limiting conditions, efforts have been made to make it serviceable to the courses, students and lecturers. The quality plan is therefore not just a means of giving account and meeting the requirements for checking. It also provides insight for the courses, students and lecturers.

The BK's quality assurance system provides support in achieving the goals of the courses, the school and HKU, and contributes to:

- stimulating a quality culture;



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- giving account to all stakeholders, e.g. in education accreditations.

At HKU level, the agreements and parameters within which the institute functions are set out in the academic plan, the quality plan and the performance agreements made with the Ministry of Education, Culture and Science. The schools also make a contribution to these agreements.

HKU Fine Art

Since 1 September 2013, HKU has had a new organisational structure of schools, locations, expertise centres and labs. HKU BK started as a school on 1 January 2014 and comprises Bachelor's courses in Fine Art and Fine Art and Design in Education (the teachers' course is given both full-time and part-time). BK is currently also responsible for two foundation courses for the different arts courses of HKU (so also the preliminary courses for the various pathways of the Design course of HKU Design and HKU Media). These courses give aspirant students the chance to familiarise themselves with the broad professional field of Fine Art and Design, and to develop their competencies up to the starting level required for the Bachelor's courses. There are currently around 400 students taking Bachelor's courses in the school.

Following a period of a year of re-evaluation and reflection on the meaning of the formation of the school for the organisation and for the various courses, this quality plan and the long-term staff plan set out the goals that give direction to the BK school. In writing this quality plan - along with the long-term staff plan - we are introducing a transition process. We want to set a process in motion whereby we reinforce the professionalism and academic quality of the courses by, for example, setting up and reinforcing the management team of the school and core teams for each course. In doing so, the starting point remains that the courses formulate their goals independently, though of course within the context of the (policy) plans of the school and the institute.

The school bases this quality plan on the fact that the quality assurance system for both courses received "good" scores in recent (2013) accreditations. Students also indicate in course surveys and the National Student Survey (NSE) that they are satisfied with the quality assurance of their course. Overall, the two courses score above the average of similar courses in the same CROHO, and also above the HKU averages. The quality of the courses is inspected and steered holistically. The evaluation of quality in surveys corresponds closely to the general atmosphere and openness in the class and on the course, which are very highly valued by both courses.

2. Plan-Do

Without getting bogged down in facts and figures, in the coming years we will reinforce the procedures of the HKU Fine Art courses on the basis of the connection between the informal quality culture and a more formal quality structure. For the formal accountability agreements, we refer you to:

- HKU Fine Art Year Plans, with relation to HKU Academic Plan 2014-2018
- HKU Fine Art long-term staff plan (MJPP) 2015-2018, for the link between improvement policy to further professionalisation [the MJPP and the Quality Plan were drawn up in parallel]
- OER and educational plans, separately for the courses Fine Art and Fine Art and Design in Education (full-time and part-time) of HKU Fine Art
- Assessment plans, separately for the courses Fine Art and Fine Art and Design in Education (full-time and part-time)

Goals and indicators School of Fine Art

Goals and indicators HKU School of Fine Art:	
Course selection	Evaluation of broad foundation course Fine Art and Design. Possible redesign towards HKU BK foundation course as of 2016. This foundation course will be redeveloped within the set HKU policy parameters and goals of the foundation courses: introduction, information, talent development, admission and selection. A corresponding quality assurance system will also be developed and implemented.
	Investigation of excellence education 2016
Quality assurance	Reinforcement of education quality and quality assurance. <u>Indicator:</u> NSE theme score quality assurance average of 3.75 in 2018 (now 3.40).
	Reinforcement and clarification of division of roles in various quality assurance activities in the school.
	Development and implementation of quality assurance system for foundation course.
	Composition and setting up of professional field committees for a) Fine Art and b) Teachers' Course

Goals and indicators Bachelor of Fine Art

The quality of the Fine Art course is certainly not only expressed in the artworks or the artistic qualities of the graduate students. We are concerned to an increasing degree with how the students display and position themselves during and after the course. In recent years, the course has made particular efforts to reinforce an entrepreneurial art practice through this transition in the course. We prepare students for this professional practice in a special pathway based on the daily practice of artists who are starting out. Students learn which steps to take and what they should and shouldn't do. The internship also contributes to this qualitative goal of the course.

Goals and indicators specifically for the Bachelor of Fine Art:	
Curriculum	Annual study days with (long-term) curriculum development agenda. In the short term, attention for:
	- Further reinforcement of preparation for professional practice / entrepreneurial pathway.
	- Development of Crosslinks module: cross links between theory and practice.
	OER / curriculum tables, competency matrix, module descriptions.
Assessment	Annual setting of assessment plan with development agenda. In the short term, attention for:
	- participation in national FA pilot "Graduation Protocol" Netherlands Association of Universities of Applied Sciences.
Admission	Evaluation of existing admissions practice and drawing up improvement plan, 2015.
Quality assurance	(External) communication of existing quality. Profiling and positioning the quality of HKU Fine Art in the professional field compared to other fine art courses (we are better than people think on the basis of the past). Retention of our own final exam catalogue and exhibition.
	Involvement of alumni, development of alumni activities.
	Reinforcement of role of tutor in quality assurance system
	Since 2013, HKU has introduced professionalisation measures with the Boards of Examiners. The school contributes to the reinforcement of the professional and independent functioning of the Board of

	Examiners.
Sector	Participation in sectoral meetings (OBK).
	Intensification of contacts with other Fine Art courses (national and international).

Goals and indicators Bachelor of Fine Art and Design in Education

The quality of graduates of the teachers' course can be characterised as expert, competent and inspired. Graduates have the knowledge and skills to be able to function well in the professional field of education. Enthusiasm for art remains the stimulus for the art teacher's inspiration and professional development. The HKU teachers' course is characterised nationally by the high quality of its graduates' artistic work.

The quality agenda of the course focuses mainly on creating scope in the programme. The course has a great deal of national agreements and accountability (as graduates receive second-level and first-level teaching qualifications for secondary education in four subjects, there are high requirements for the Body of Knowledge). The variety of professional fields of education (primary and secondary education at all levels and outside school, etc.) also contributes to this complexity. For students (and also for lecturers) the curriculum therefore feels overcrowded, with little scope for differentiation. At national level, we are now trying to create more scope.

Goals and indicators specifically for the Bachelor of Fine Art and Design in Education (full-time and part-time)	
Curriculum	Annual study days with (long-term) curriculum development agenda. In the short term, attention for:
	- More scope for differentiation and flexibility (as of 2016).
	- More cohesion and integration in the curriculum - review of year 4, semester 1 - theory programmes: relationship between art and cultural history and current events programmes.
	- Creation of more 'scope' in the national requirements and parameters.
	OER / curriculum tables, competency matrix, module descriptions.

Organisation	More integration between full-time and part-time course
Assessment	Annual setting of assessment plan with development agenda. In the short term, attention for:
	- Participation in national survey into assessment of nationally set Body of Knowledge (2015).
	- Reinforcement of internship assessment.
	- Assessment of graduation programme: more integration (2016)
Admission	Evaluation of existing admissions practice and drawing up improvement plan, 2015.
Quality assurance	Involvement of alumni, development of alumni activities.
Sector	Participation in sectoral meetings and agreements. With goals like:
	- Creation of more 'scope' in the national requirements and parameters.
	Maintaining contacts with other Fine Art teachers' courses (national and international).

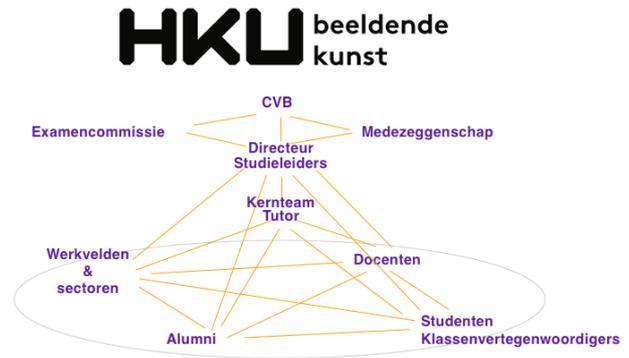
At the moment, the foundation courses do not have a quality assurance system that works optimally. An important element in the quality definition of the preliminary courses is that students are trained to Bachelor's starting level and have sufficient insight into the courses to make the right choice of study. Since January 2015, a specific course leader has been appointed to improve the quality and the link to the different Bachelor's courses. In 2015, we will also carry out several pilots in order to create a suitable quality assurance system. This will, of course, involve explicitly questioning the participants.

3. Check-Act

The compact size of BK and its informal quality assurance culture means that lecturers communicate openly about their lessons, attend each other's lessons, exchange experiences, confer with one another, coordinate with the management team and adjust their subsequent lessons if necessary. Students raise concerns with tutors or the course leader, problems are dealt with quickly and discussed with the parties concerned, and if no immediate solution can be found, they are put on the agenda for team discussions. The new core teams will

also contribute to a wider guarantee of the attention paid to quality. The director will be involved if necessary and can be easily contacted by all parties. There are short lines of communication, so action can be taken quickly.

HKU Fine Art also uses the more formal tools, involving students, the Board of Examiners and course committees, as well as the professional field.



Accountability levels and tools

Students

In the first place, we are accountable to students. Students can contact the various parties concerned at any time with feedback on the quality of the course.

Tool	Party responsible
Course surveys and evaluations	Course leader
NSE	Course leader
Class representatives	Course leader
Course committee	Director
Central Council of Representatives	Executive Board
Complaints	Tutor / course leader

Lecturers and tutors

Lecturers with the task of tutoring (i.e. tutors) are a very important low-threshold point of contact for students in pointing out matters with regard to the quality of education. They gather lots of information from students and act as intermediaries between students and the school.

Lecturers give their vision of the quality of the education during regular lecturer meetings (around 4 times a year). Performance or appraisal interviews are held annually by the director with a lecturer or course leader, as far as possible on the basis of feedback from the course

evaluations. For guest lecturers, these interviews are more like an evaluation interview in character.

Tool	Party responsible
Lecturer meetings	Course leader
HRM cycle	Director
HKU MTO survey	Executive Board
Course committee	Director
Central Council of Representatives	Executive Board

Alumni

BK maintains contact with its alumni in various ways, but mainly individually and informally through the personal contacts with lecturers. Alumni are also deployed regularly on the courses as (guest) lecturers or as external experts for examinations. Both courses would like to reinforce their relationships with alumni. In 2014, Fine Art asked ten alumni to contribute to the study day that focused on improving the education. The school will give further shape to the alumni policy in 2015/2016. At the level of the quality assurance system, alumni contribute through the national Arts Monitor.

Tool	Party responsible
Arts Monitor	Management team

Professional field

The school's contact with the professional field is intensive, partly through the great number of lecturers who combine their professional practice with teaching. Furthermore, the professional field is composed largely of alumni from the school (so there is a high degree of overlap between the two groups). In relation to the question of quality assurance, the school uses four tools. The professional field is actively deployed in both courses (internships). In the case of Fine Art, observations from the professional field are central to the external expert day (the third part of the closing team teaching in the fourth year). The teachers' course conducts an annual survey among the internship providers.

Tool	Party responsible
Professional field committee	Management team
External assessors (e.g. for external	Course leader and

expert days)	lecturers
Internship providers (e.g. for internship survey)	Course leader and lecturers

Management team: course leaders and director

The school's management team is formed by the director and the BK course leaders. The consultative structure to be implemented in September 2015 and the reporting method contribute to BK's systematic procedure and its quality. The consultations have different focuses:

- Management team consultation: policy-related (HKU and school), four-weekly
- BK school consultation: organisational, short-term, two-weekly
- Core teams consultation: organisational, short-term, four-weekly
- Curriculum consultation: content-related, four-weekly
- Research consultation: six-weekly

The management team works together on solutions and innovations. The director holds final responsibility. During consultations concerning the whole school, the feedback from the course committee, Board of Examiners and course surveys are routinely put on the agenda, so that information can be dealt with quickly.

Tool	Party responsible
Consultation cycle	Management team

Representation system

BK's representation system is set up in accordance with the representation regulations. The representatives in both the course committee and the Central Council of Representatives include students and lecturers.

Tool	Party responsible
Course committee	Director
Central Council of Representatives	Executive Board

Board of Examiners

BK's Board of Examiners is set up in accordance with the HKU regulations for Boards of Examiners. The Board of Examiners reports its findings annually, but also liaises with the management team in the interim concerning questions or comments.

Tool	Party responsible
Year plan	Board of Examiners
Annual report	Board of Examiners

Executive Board

The check on the quality delivered by the school is anchored in the current Planning & Control cycle, in which the school director holds quarterly discussions with the Executive Board. On the basis of the school's year plan, account is given of both content and finances.

Tool	Party responsible
Planning & Control interviews	Executive Board

4. Planning

For a detailed plan of the various processes, we refer you to the year system of HKU Fine Art. Ideally, the different tools and data act on one another in good time, thus assigning an important role to quality assurance information in the academic planning. At the same time, the formal "Plan" phase (the OER in all its aspects) takes up an increasing amount of time (rightly so), because of the formal coordination with representation bodies and the Board of Examiners. The organisation / location also gets more time to administrate and communicate the formal academic plan. Quality assurance information can therefore be processed in a new academic plan up to February (curriculum) or May (module).

The table below clarifies the frequency of the various tools and consultative structures.

Tool	Timing / frequency
Course survey	End of the semester, half-yearly
NSE	Spring: conducted among students. Autumn: communication of results. Annually.
Class representatives	Around four times a year
Course committee	Every six weeks
Central Council of Representatives	Every four weeks
Complaints	Incidentally

Tool	Timing / frequency
Lecturer meetings	Around four times a year
HRM cycle	Annual HR (performance or appraisal) interviews per employee
HKU MTO survey	Biennially
Arts Monitor	Biennially
Professional field committee	Twice a year: December and July
External assessors	Continually, with focus on examination weeks
Internship providers	Focus on evaluation moments
Consultation cycle	Weekly
Board of Examiners year plan	Annually in November
Board of Examiners annual report	Annually in November
Planning & Control interviews	3 times a year

5. Communication

We are aware that the communication about evaluation results is very important to the success of a quality assurance system. The two courses already pay a great deal of attention to this, which is partly why HKU BK has the highest response in the NSE of all the HKU schools. One concrete action for improvement is the communication about the NSE results and the link to the BK educational agenda. We will make a start on this in 2015, in parallel to drawing up the quality plan.

In line with the preceding sections, communication lines are short, with a central role for the management team. The explanation of the agreements about this will therefore also be kept short:

- There is a high degree of direct involvement of students and lecturers in the quality of the courses, and it is visible in the school's daily practice.
- Twice a year, students and lecturers receive specific communication from the management team about the feedback gathered over the past half year and the actions planned in response (planned from 2015).
- The course leaders give feedback to students about the results of discussions with class representatives (after follow-up with parties concerned).
- Lecturers are involved in quality through lecturer meetings and study days, and yearly task,

performance and appraisal interviews. Lecturers are also deployed in the development and revision of the curriculum. The management team maintains contact with (guest) lecturers.

- The director and course leaders communicate with each other three times a month in meetings with different focuses: related to practice, content or research.
- There is a two-weekly school consultation (BK consultation) between director, course leaders, academic office, SSC, educationalist and internationalisation. It concerns the implementation of the year system of the tutors and the academic office, and the cooperation between the two. The tutors form the shortest line of communication to students, and the academic office is the shortest line to lecturers.
- There is regular communication between the management team and the course committees and Board of Examiners. The director meets weekly with the location director and fellow school directors of the relevant locations.
- The director communicates with the Executive Board in the P&C interviews about NSE and performance agreements, etc.