

Quality Agreements

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1. Process Quality Agreements Gerrit Rietveld Academie

All higher education in the Netherlands have received the assignment by the Ministry of Education, Culture and Science to collaborate with the Representative Advisory Council in the period of April to December 2018 to reach quality agreements (see Appendix 1 for more information on the Agreement). In the quality agreements the goals for the so called study advancement funding are set. These are resources that have been made available after the abolishing of the basic scholarship for students in the Netherlands. The study advancement funding now has to be applied by the educational institutions themselves to enhance the quality of the education of the students.

The input of the students in the realisation of the quality agreements is important to the CvB, because they are influenced by the abolishing of the basic scholarship. The MR has played an important connecting and facilitating roll in the sourcing of input of the students. At the end of 2018 there has been a "Call for Proposals" by the MR which has been spread amongst the students. The MR has received several proposals from individual students and student groups of the Rietveld Academie and the Sandberg Instituut. The MR has analysed these proposals and translated them to an overarching advice towards the Executive Board about goals and themes where the study advancement funding could be spent on.

This advice was the point of departure for the Dossier Quality Agreements, that has been composed by the CvB. Next to the input of the students and the MR, the dossier needs to show a clear relation to the existing institutional goals and strategies. Furthermore, there needs to be a logical coherence between the pre-investments. The quality agreements also need to relate to the 6 themes that have been provided by the ministry (see Appendix 2). The eventual plan needs to increase the coherence of all these elements, so that the developments that have been initiated already can enhance the ambitions for the future and there is space created for new projects and goals.

2. Dossier Quality Agreements

The developed plan incorporates eight goals that are related to the six national themes. These goals are:

1. Increase diversity and inclusivity, including attention to influx:

The goal is to provide space within the academy for cultural diversity, making sure that everyone feels welcome, and to strive for a further increase of this diversity.

2. Enhancing the position of the students as a group in the development of projects for own proposals in relation to the enhancement of the quality of the education:

The goal is to create a Student Council where students can give form to a more active role in the further development of the education. Students have a leading role in the establishing and further directing of the Student Council and will do this together with a coordinator. The Student Council will develop a method where financial support is provided to proposals, initiatives and projects of students.

3. Improve the position of the individual student in their personal wellbeing and resiliency:

The goal is to arrive at a situation where students feel balanced and supported when needed, to focus more on their study and personal and educational development. Topics that will be discussed are: a more clear communication about the procedures when confronted with problematic situations, support in these situations and when needed expansion of the capacity of related roles and functions in relation to the wellbeing of students.

4. Realising of supplementary, small scaled, intensive, inter-curricular education:

The goal is to add a valuable content related layer to the education, in which the basic quality of the education is stable and space is created for collaboration and exchange between the diverse educational departments. The plan is to realise a facultative extra educational programme, that positions itself in the space between the educational departments. A variable small group of students will intensively take part in this programme to deepen their study. Furthermore, the programme will have presentations, lectures and/or workshops that will be accessible for all students. The programme could direct itself to themes that overarch the departments or questions on the juncture of two educational disciplines.

5. Content related deepening of education and further professionalisation of teachers through the development of research activities:

The goal is to develop the research activities within the academy, in close connection to or in proximity of the educational departments. The goal is that students will recognise and appreciate the involvement and input of the researchers in the department. Students will also gain knowledge about research practices in the field of study.

6. Enhancement of educational facilities:

The goal is to reach a wider accessibility and support of students in the workshops. Furthermore, existing facilities and techniques will be further developed. In the past years the realising of the new housing and the adjustment of the existing buildings have already enhanced the educational facilities. There has been an expansion of the facilities, especially at the workshops.

7. Development of an archive of work from the academy:

The goal is to develop a digital library of work that has been made or is currently being made at the academy, so students can be informed during the development of new work.

8. Development of new models of professional development of teachers and continuing of already existing programmes:

The goal is to continue and further develop the supply of trainings/courses/symposia and other programmes that support teachers in their professional development, explicitly providing space for experimentation.

Follow-up

On 11 March our Quality Agreements have been reviewed positively by a panel of the Dutch Flemish Accreditation Organisation. Based on the review, the minister will decide before the end of this academic year if we will receive the Study Advancement Funding. Together with the MR, the CvB is currently working on the further development of these eight goals. Each goal will receive an action plan. For the period of 2019-2020, goal 1 to 4 will receive priority.

APPENDIX

1. Background information quality agreements 2019-2024

In April 2018 the minister of Education, Culture and Science and the [VSNU](#), [Vereniging Hogescholen](#) and the student organisations [ISO](#) en [LSVb](#) have made the '[Investeren in Onderwijskwaliteit, Kwaliteitsafspraken 2019-2024](#)' agreement.

With this agreement the minister wishes to fulfil his promise made to the students during the abolition of the basic study grant, namely the funding (the study advancement funding) that has been made available to invest in the quality of the education. On a national level six themes¹ have been determined, used by each educational institution to base their own quality agreements on, with the intention to increase the quality of the education. The horizontal dialogue has been named by the minister as an important objective for the realisation of the multi annual quality agreements. This means that the board of the institution together with the organisation needs to come to an agreement and plan about the goals of the funding. This way the quality of the education can be increased in dialogue in the coming years. Lastly, the minister has given an important role to the Representative Advisory Council (MR) in the establishing and implementation of the quality agreements.

2. Description of six themes, set by the ministry, for quality agreements

More intensive and small-scale teaching (teaching intensity)

The relationship between lecturers and students is crucial for high-quality education. It is therefore important to intensify the contact between students and lecturers. This can be achieved, for example, by creating smaller teaching groups and communities, and by freeing up more time for personal feedback and individual supervision. In order to achieve this, it will be necessary to increase the number of lecturers per student. Appointing more lecturers will also make it possible to link the content of the teaching to social themes and research, which will pique the students' curiosity and develop their research abilities.

More and better supervision of students

Universities and universities of applied sciences are responsible for offering equal opportunities to all students, regardless of background, origin or training; not only on an ad hoc-basis, when things threaten to go wrong, but also proactively and consistently. In order to achieve this, we are considering intensive supervision and support from, for example, professionally trained tutors, academic counsellors, student psychologists, student deans and career guidance counsellors. Better supervision prevents problems and ensures that all students develop themselves optimally.

Study success

All students who have the required abilities must be given the opportunity to start and complete their studies successfully. Paying attention to educational progression and access to education for students from pre-university (VO) and intermediate vocational education (MBO), equality of opportunity, inclusive higher education, preventing drop-out and the promotion of higher pass rates remain important themes in higher education. Based on an analysis of the study success of the student population, an institution may decide to focus its attention primarily on specific groups of students and/or on degree programmes, and formulate objectives for these.

Educational differentiation

Universities of applied sciences and universities respond to the different backgrounds and ambitions of students and labour market demands. They do so by offering a diverse range of

educational pathways to reach the level in question (AD, BA, MA). They also invest in talent programmes, such as honours programmes or programmes in the area of, for example, social responsibility, entrepreneurship, art or sport.

In addition, universities of applied sciences and universities may differentiate on the basis of didactic educational concepts.

Appropriate and high-quality educational facilities

It is important that study facilities and study infrastructure foster intensive and small-scale education. Digital sources can still be integrated more effectively into the educational process: students should be able to make optimal use in their studies of physical as well as digital resources in their educational environment. The study facilities and study infrastructure should meet the requirement imposed by the education of the future.

Further professionalisation of lecturers (lecturer quality)

Competent and committed lecturers are key to high-quality education. To achieve this, the professional qualities of teachers can be developed further. This will also entail greater appreciation of the work done by lecturers, such as paying more attention to teaching performance in university education. Lecturers should also be able to keep up to date with the latest substantive, didactic and digital developments. In this respect, it helps if they can share their own teaching material and make use of others' material. Lecturers should be given more opportunities to develop; in the case of lecturers in higher professional education, for example, by conducting their own research.