

PM

Action plan

BFA Wood Oriented Furniture Design

BFA Metal Art

BFA Textile-Body Space

Tom Cubbin and HDK-Valand Campus Steneby

PM:

Introduction

As part of the systematic quality work of the University of Gothenburg and the Faculty of Fine Arts, the programmes BFA Wood Oriented Furniture Design, BFA Metal Art and BFA Textile-Body-Space were audited during the academic year 22/23. In accordance with instructions, the review referred to the previous academic year 21/22. The three programmes were jointly evaluated by a team comprising of experts relating to each field. The group was comprised of Jeremy Williams, Docent and Interior Architect at Oslo Kristiania (with a focus on Wood Oriented Furniture Design), Sören Hellqvist, silversmith and former teacher in metal at Stiftelsen Stenebyscholan (focus on Metal Art), Klara Fahrman, student representative and final year student at Malmsten Linneau University's BFA in Furniture Design. The group was chaired by Cilla Robach, docent in Art History and Head of Collections at the National Museum with a focus contemporary design and craft. The report was submitted to HDK-VALAND, University of Gothenburg on **XX March 2023**.

The basis for the assessment team's evaluation included written documentation and a two-day site visits. The written documentation consisted of policy documents such as education and course syllabi, documentation of development work and changes in the education, student evaluations, annual development and action plans, information about teachers in the programmes, course guides (Canvas pages) and a selection of assignments and independent work. During site visits, the assessment team conducted interviews with students, alumni, teachers, programme director, head of unit, deputy head of education, head of department, education officer, HR and technical manager.

The work of the assessment team was concluded with a report (attachment 1) whose content was agreed with the institution before finalization. Based on this assessment report, this memorandum and an action plan have been formulated in the form of a matrix (attachment 2). The action plan has been developed by the head of unit in consultation with programme managers.

In the report, the review group stated that the BFA educations and Campus Steneby meet all 8 assessment criteria that they were asked to assess. Other comments generally conform to the Programme Manager and Head of Unit's view of the BFA educations. The action plan is primarily composed of actions already underway as part of the re-writing of education plans that is necessitated by the introduction of elective modules and extension of co-reading within the BFA programmes at Campus Steneby. The basis for this work can be found in the Steneby 2027 vision document (attachment 3), and the planned new course architecture (attachment 4). This development work is set to continue through the academic year 23/24 in

preparation for the submission of new education plans for Wood Oriented Furniture Design, and Metal Art in August 2024. The main thrust of the Action Plan is to address points raised in the report in relation to our improvement work. The material presented by the external assessment group were not organised under the assessment headings and it has therefore been necessary to interpret their comments in order to fit under these headings. We have indicated where no comments could be found that relate to an assessment heading.

At the time of writing, admittance to the programme Textile-Body-Space is paused, and it is envisaged that this programme will be replaced by a significantly altered bachelor level programme in the future. We have therefore restricted follow-ups relating to Textile-Body-Space to cover the current cohort of students in the programme.

The process of writing an action plan started with a draft by the unit manager. This was followed by a processing phase where the programme managers, teachers, and deputy head of education discussed the draft.

Before the action plan was approved by the Faculty Board, it was presented to the department's education council, the department's management group, the department council and further to KF BUGA (the Faculty Board working group for preparations for education at the undergraduate and advanced level). On xx.xx.xx, the action plan was approved by the Board of the Faculty of Arts.

Summary of conclusions from the assessment report

The follow up to the report is detailed in the matrix action plan (attachment 2). Based on the assessment report, HDK-VALAND concludes that the following measures should be taken to fulfil the eight evaluation criteria set by GU for external assessment of education (see next section):

- To prioritise planning of cross-programme review sessions for Textile-Body-Space Students in their third year 3 during the academic year 2024-2025.
- To nurture entrepreneurial approaches in the programmes with the introduction of an optional internship in Semester 5, and introducing basic entrepreneurial concepts within the BFA
- To create new common courses that replace the current VGK courses which enact the pedagogical philosophies unique to the Steneby environment (see vision document)
- To more deeply integrate sustainability issues in all of our programmes through new common courses that connecting material knowledge and craft skills to our rural location
- To explore ways of improving student access to knowledge about digital tools in the furniture programme
- To provide more opportunities for study of theory and history through an enlarged syllabus in year one (from 7.5hp to 15hp), followed up by opportunities for in-depth study in elective courses
- To provide a forum for discussing student feedback of shared courses in programme director meetings.

Action plan for programme Metal Art, Textile-Body-Space, Wood Oriented Furniture Design, following external assessment (dnr GU xxxx/xxxx)

Note 1: The material presented by the external assessment group were not organised under the assessment headings. We have therefore interpreted their comments in order to fit under these headings. We have indicated where no comments could be found that relate to an assessment heading.

Note 2: The document is colour coded. Measures that apply across all three programmes, including those related to co-read courses VGK and History and Theory are in black.

Note 3: The programme Textile-Body-Space is currently paused. Any measures proposed relate to Textile-Body-Space and not to any new textile-based education at Steneby. The current cohort of students will complete their studies in Spring 2025.

Issue Raised in Report	Proposed measure	Action	Responsible	Comments
1. That the actual study results correspond to the learning objectives and the degree objectives of the Higher Education Regulation				
None. "The evaluation team considers that the courses correspond to the learning outcomes and degree objectives of the Higher Education Ordinance	n/a	n/a	n/a	
2. That the teaching puts students' learning at the centre				
The students expressed great concern about the future of the program. The reason is that the bachelor program Textile-Body-Space will be developed to meet international students (in the same way as Metal Art and Wood Oriented Furniture Design do today). To make this change, the University has decided not to admit any more students during the next two academic years. This means that the students who started in autumn 2022 will not have any younger student colleagues at the school. The assessment group believes that HDK-Valand Campus Steneby needs to consider this in particular, as the quality of the education may decline if there is no "critical mass" in the form of students with different backgrounds and visions for the future.	This issue has been followed closely by the programme director for TKR and the Head of Unit. Several dialogue meetings have been held with students in year one since September 2022. The EC and Pa for TKR have now presented a plan to students to ensure that the "critical mass" issue is met. This has included describing more clearly the extent of co-reading in the second year of the education. We plan to schedule joint crit sessions with the other education when current TKR students are in their final year. This plan has been presented to students. We are aware of the need for a continuing dialogue with current TKR students.	Prioritise planning of cross-programme review sessions for year 3 in 2024-2025. Ongoing dialogue with students in TKR	Programme Directors at BFA and Head of Unit	
3. The content and form of the teaching is based on scientific grounds and/or artistic grounds and proven experience.				
None. "The evaluation team considers the courses to be artistically based, as well as scientifically based in the subject of Theory."	n/a	n/a	n/a	
4. That the teachers have current and adequate subject-related, higher education pedagogical and subject didactic competence and that the number of teachers is proportionate to the scope and content of the education				
The collegium pointed out that administrative tasks have increased in scope, which reduces the space to meet students	It is not clear what is meant by administration in this context.	Examine and clarify which administrative tasks are included in the assignments, such as participating teachers, course responsible, programme director, etc. Review our position descriptions (befattningsbeskrivningar) to clarify the administrative work involved in teaching.	Prefekt, VP education, Heads of unit.	

<p>Access to technical skills is key and they said that the technician's tasks are very numerous and expressed some concern about this</p>	<p>Follow-up from Teknisk Chef: In an technical environment is always important to sett upp boundries in acordance with the educational goals of the education that we are there for, and the key for this to work it is a continus communication betwen teaching staf and tecknician.</p>	<p>Continue with the structure of contius dialog between tecknicians and course responsables and the yearly assesment that we have between teknisk chef, enhetschef and prefect rearding resourcing (tertials).</p>	<p>Teknisk chef, enhetschef and prefect</p>	
<p>5. That the education is relevant to the needs of students and society</p>				
<p>Students and alumni would like to see more opportunities to develop entrepreneurial approaches in the education (comment applies to each of our educations)</p>	<p>We are currently undertaking several initiatives to support entrepreneurial approaches in the new education. In the new BfA course structure we see an emphasis on entrepreneurship in the Autumn term of year three, which includes an internship elective module and an entrepreneurship co-taught element as part of thesis preparation work. This includes the production of action plans for after the students' studies and the development of a 'business model' for their practice. The focus on 'meeting publics' in the new BFA structure (as part of the common courses and exam course) is designed to challenge students to think more broadly about how their skills may be applied to different contexts. In the meantime, we are planning our first annual career conference together with Stiftelsen Stenebyskolan to take place in December 2023. As the report highlights , we have also launched a new freestanding course at advanced level which will be open to alumni students who seek to develop their entrepreneurial skills.</p>	<p>Revised BFA to take in first students HT2025. Careers Conference December 2023. New entrepreneurship course lanuached Autumn 2023-</p>	<p>Revised BFA - Campus Steneby Development group, program directors and EC. Careers Conference otto Samuelsson.</p> <p>Revised education plans to be submitted August 2024.</p>	
<p>With regard to the issue of sustainability, it is positive that HDK-Valand Campus Steneby works with locally grown wood, but the students emphasized that this is not enough and that they would have liked more in-depth expertise in issues of design, production and sustainable development.</p>	<p>The Campus Steneby Vision document provides more information about how we propose to work with sustainability in our educations, with particular reference to the new common courses, that will replace VGK. As described in our vision, "the key for exploring sustainable futures lies in our location, rural perspectives and our heritage." We see the need to develop approaches that relate craft skills and close knowledge of materials as a way in to sustainability questions that is specific to the workshop-intensive pedagogy we offer at Campus Steneby. In the Wood Oriented Furniture Program, we have a lot of discussios and seminars around sustainability, but think we might have worked to wide and let the student choose what aspects they would like to developpe connected to ideology and their own projects. We will keep that openness, but focus on more specific fields/theories/goals of sustainability connected to each course to gain a deeper knowledge of different aspects.</p>	<p>The new common courses have a focus on resilience as a key attitude for artistic practice in the 21st century. This includes the ability to identify and adapt to changing circumstances in society and relate to established and emerging ways of working within the craft sector. This is supported by the new curriculum in History and Theory, which examines the role of craft in contemporary and futurological environmental contexts, and includes speculative methodologies as a tool for understanding craft in relation to complex social and environemetal challenges.</p>	<p>New common course (total 22.5 hp) in artistic craft practice, and new history and theory courses (total 15hp) with focus on sustainability issues.</p>	

<p>Alumni pointed out that Wood Oriented Furniture Design has a very good reputation in the industry. However, they would have liked more focus on digital tools.</p>	<p>We have implemented a stronger progression from introduction and teaching in 3D, to assignments that includes digital technical drawings. We will also see to that students can use license for 3D programs on their own computers. We have introduced film making in the common courses (VGK) to give tools for documentations of processes and making exhibitions or teasers on digital media (for example Instagram as HDK/Valand uses that platform for communication.) In the longer term, there is a need to ensure that we can develop our competence (either through training or recruitment) to ensure that the BFA educations remain up to date in relation to digital technologies. Open Wood opens new opportunities to integrate new research on the role of digital tools in furniture design to the education, however this we will need to find ways to implement this within the education, for instance through internships or the course "design meets industry."</p>	<p>Continue to develop the integration of 3D tools, film making and documentation techniques in the courses.</p> <p>Investigate how the research outcome from Open Wood, on the role of digital tools in furniture design, can integrate with the education programme.</p>		
<p>Regarding the cross-program subject Visual Design Communication, the programs have recently received a new teacher and the assessment group has understood that the subject is under development. For the students, this has occasionally led to a lack of clarity in expectations regarding specific courses. Some wanted more challenging content in the courses, as many had taken preparatory courses. The assessment team noted conflicting wishes about the subject - students in Textile-Body-Room wanted the subject to be more focused on fine art, students in Wood Oriented Furniture Design wanted the content to be more focused on architecture/design.</p>	<p>In ongoing development work, we will develop new co-read courses that will have a stronger pedagogical anchoring in the BFA programmes, and to be structured so as to be engaging for students with a wide range of prior experiences before starting their educations at HDK-Valand. These courses will include many of the positive aspects we see in VGK such as working with artistic identity, and meeting publics, however we are developing a pedagogical approach which is more clearly inline with the uniqueness of Campus Steneby. This includes a connection to local materials and working with sustainability in relation to training artistic perception. The recent recruitment of a specialist in artistic pedagogies will help with this process.</p>	<p>We do not recognise this problematisation - we see an approach to making and material as our common ground. We see that the different approaches in craft and design methods are complimentary.</p>		
<p><i>The students we spoke to also wanted more courses in theory/art history, and throughout the education. The students generally expressed great appreciation for the cross-program subject Theory. However, several wanted less focus on architecture and more on design and crafts/artisanship/art. The students were positive about the main teacher of the subject but also wanted to meet guest teachers who can bring more perspectives.</i></p>	<p><i>In the new proposed structure for the Bfa, history and theory is extended to include two 7.5hp modules (replacing a 4.5hp and 3hp module) in the first year that will enable a stronger grounding in the subject, and to enable the teacher to cover a wider variety of subjects and themes. The introduction of to 7.5 hp elective modules in the second year will allow students with a particular to develop their engagement with the theory-practice crossovers, and to meet more teachers in the subject.</i></p>	<p>Revised BFA to take new students HT 2025, and introduction of electives from HT 2026.</p> <p>New History/Theory modules to be written by Enhetschef together with teacher in Theory History.</p> <p>When it comes to guest teachers, we are encouraging students to better attend the many open guest lectures that we arrange on campus together with Stenebyskolan. We are developing flipped classroom content in relation to our new History and Theory courses that will enable the introduction of more voices without adding costs to the operating budget.</p>	<p>Enhetschef together with teacher in Theory History.</p> <p>Revised education plan and first year modules submitted August 2024.</p>	

6. That students have an influence in the planning, implementation and follow-up of the education

None. "The evaluation team considers that students have good opportunities to influence the programs through representation in various bodies and regular course and semester evaluations."	n/a	n/a	n/a	
7. That a study and learning environment exists which is accessible and appropriate for all students				
They emphasized the importance of workshops and technical staff but expressed a desire for more first aid training. Given the location of the school, it takes a long time for an ambulance to arrive.	The work environment group is tasked with clarifying the responsibility of our staff to be trained in first aid. The head of unit ensures that staff have the necessary training. We must also trust the region's responsibility for medical care.	The work environment group clarifies the responsibility of staff to be trained in first aid. Head of unit identifies and ensures that staff have the necessary training.	Work environment group Head of unit	
A point of view that we have taken note of and are happy to convey to HDK-Valand Campus Steneby is that students in wood and metal lacked an introduction to the textile workshops - something that even textile students would have appreciated if it could be implemented in a structured form.	This has been discussed at programme director meetings and we are reviewing the scheduling issues highlighted by technicians.	Review scheduling issues highlighted by technicians.	Technical staff and programme directors	
8. That continuous follow-up and development of the education are carried out				
The assessment group proposes, at the request of the program coordinators, to arrange planning meetings with the respective head teachers in VGK and Theory. This is in order, if possible, to influence the content of VGK and Theory and, above all, to better adapt the programs' subject-specific courses to the content of the cross-program subjects.	VKG and Theory and History Teachers are currently invited to programme director meetings and are currently directly involved in planning. An area that we can see is lacking is how student feedback from course reports in common courses feeds into the programme evaluations. We plan to dedicate two programme director meetings per year to discussing course reports and student feedback from co-read courses.	Continue to develop the meetings where programme directors coordinate course content with the course responsables.	EC and Kursansvarig teachers in VGK/History and Theory. August 2023.	