HDK-VALAND – HÖGSKOLAN FÖR KONST OCH DESIGN

Åtgärdsplan Design Master och Child Culture Design, läsår 19/20

Bakgrund

Som en del av Göteborgs universitets och Konstnärliga fakultetens systematiska kvalitetsarbete utvärderas program Design Master och Child Culture Design vid HDK-Valand som gavs under läsåret 18**/19** av en extern bedömargrupp läsåret 2019**/20**. Underlaget som bedömargruppen fick ta del av bestod av skriftlig dokumentation t.ex. kursplaner, kursguider, examinationsuppgifter, kursrapporter, en läsanvisning till materialet samt två dagars platsbesök på institutionen i februari 2020. Bedömargruppens arbete avslutades med en rapport, ett bedömarutlåtande, vars sakinnehåll stämdes av med institutionen innan färdigställandet. Utifrån detta bedömarutlåtande har en åtgärdsplan formulerats i form av en matris. Åtgärdsplanen har arbetats fram av: Program Directors for DM and CCD, Director of Studies, Vice-Prefekt for Education, Head of Design Department.

Innan åtgärdsplanen fastställdes av Konstnärliga fakultetsstyrelsen har den lagts fram i institutionens utbildningsråd, ledningsgrupp, institutionsråd och vidare till KF BUGA (Konstnärliga fakultetens beredning av utbildning på grund- och avancerad nivå.

Den **xx.xx.xx**. fastställdes åtgärdsplanen av Konstnärliga fakultetsstyrelsen.

Slutsatser från bedömarutlåtandet

Med utgångspunkt i bedömarutlåtandet drar Design Master and Child Culture Design vid HDK-Valand slutsatsen att följande åtgärder bör vidtas, med syfte att uppfylla de åtta utvärderingskriterier, *se slutet av dokumentet,* som GU satt upp för extern bedömning av utbildning.

- Maintain strong student-centred focus
- Support staff in their teaching and research ambitions
- Strengthen external cooperations and program visibility
- The programs should continue to seek diversity among staff.
- The programs should continue to seek diversity among students.
- The programs must better communicate the courses to potential applicants.
- Ensure students have adequate space for different kinds of practices.

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Bedömargruppens synpunkter och förslag till åtgärder

I den bifogade matrisen redovisas bedömargruppens synpunkter och förslag till åtgärder i sin helhet där en samlad lista på vilka åtgärder institutionen ska vidta, vem som har ansvar samt i vilken prioriteringsordning. Åtgärdsplanen ska årligen följas upp i samband med den årliga programutvecklingen som sker efter varje avslutat läsår.

Utvärderingskriterier

Den externa bedömningen utvärderar hur det interna kvalitetsarbetet fungerar och om utbildningarna svarar mot följande kriterier:

- *att de faktiska studieresultaten motsvarar lärandemål och högskoleförordningens examensmål*
- *att undervisningen sätter studenternas lärande i centrum*
- *att undervisningens innehåll och form vilar på vetenskaplig och/eller konstnärlig grund samt beprövad erfarenhet*
- *att lärarna har aktuell och adekvat ämnesmässig, högskolepedagogisk och ämnesdidaktisk kompetens samt att antalet lärare står i proportion till utbildningens omfattning och innehåll*
- *att utbildningen är relevant för studenternas och samhällets behov*
- *att studenterna har inflytande i planering, genomförande och uppföljning av utbildningen*
- *att en för alla studenter tillgänglig och ändamålsenlig studie- och lärmiljö föreligger*
- *att kontinuerlig uppföljning och utveckling av utbildningen genomförs*

Bedömargruppen bör även rapportera eventuella upplevda svagheter som inte tydligt kan hänvisas till något av kriterierna. Fakulteten/institutionen kan också vid behov kommunicera med bedömargruppen om några av kriterierna, delar av dem eller andra kriterier och aspekter är av särskilt intresse.

Jonas Fridén and Johnny Friberg / 19/1 2021 / HDK-Valand

(Program Directors for Design Master and Child Culture Design)

External Review: MFA Design and MFA Child Culture Design

Criteria	Responding Responsibillity	External Reviewers Proposed action	Priority	Our plan What is beeing done now	Planned Actions	Responsibillity Responsibility	Timeplan
C1		High Quality - no actions needed					
C2	Director of Program	The teaching staff should continue with their strong student-centred focus. The panel found the students to be very satisfied with the availability and time given by the teaching staff. Most importantly, the students feel safe and supported.			Continue to plan and organise education that support students learning and well-beeing through staff availabillity. Ensure that student-staff time is maintained to assure strong student-centred focus.	PA	VT21 (ongoing)
C2	VP Utbildning / Head of Unit / Prefekt	Management must create a more inclusive and transparent system in implementing changes, one which ensures that the staff are supported, encouraged to develop professionally.		The site visits were carried out at a time when the new organization had only existed for one month. The two previous departments had in some cases different organizational formats. We continuously work to clarify the new organization in the form of descriptions of different roles, meeting forums and areas of responsibility. Today there are subject meetings, unit meetings, education councils, research councils, department councils, program responsibel meetings, pedagogical seminars, prefect dialogues and department planning days, all of which aim to anchor, inform and provide opportunities for feedback on subjects including any developments and changes within the department that are taken place or being planned.	This is an issue that also extends beyond the department, where central decisions in order to set time for this task. Examine other quality indicators on, for example, change and requirements for a new digital platform should include a plan for extra resources for training and implementation. This requires a dialogue between the university and the department.	VP Utbildning, EC, Prefekt	VT21 (ongoing) It is, as with many of these targets, difficult to set a time frame. Through this evaluation it has been brought forth to the prefect and dean that the issue must be addressed at a higher level. The question must immediately be addressed within the department and the unit inorder for us to review in what ways we can support and in a clear manner communicate change.
C2	VP Utbildning, EC, Prefekt	Faculty felt increasingly stretched and over-burdened with new systems of administration, standardised assessments and evaluations implemented by the university. The increased prioritisation of standardisation, performance indicators and metrics often means that holistic, affective and wellbeing education are seen as less important in the educational endeavour. Balance the manegerial and standardisation values with the core educational and academic values.		Since 2018, there has been a policy for faculty-wide systematic quality work, which in turn forms part of the university's systematic quality work. One reason for working systematically and coordinated with these issues is that we can learn from each other, discuss common areas of development, create fixed points for evaluation and development so that these can be planned well ahead and that time can be allocated for the work. A challenging and important question for all of us where we must realize that the administrative requirement takes time but also kills the desire to work. Something we mostly identify and talk about.	Clarify and inform how and why the department works with quality development for education within the framework of the systematic quality work. Improve how to increase the time available and forums for collaborative work and the understanding for the formal requirements that exist based upon available tools. At the same time review in what ways we can support the work that needs to be done. Give clear and good examples and references.	VP Utbildning, EC, Prefekt	VT21 (ongoing) This will be part of the discussions about emplyment and planning based upon the work with ARK
C2	EC, Prefekt	Support staff in their teaching and research ambitions. Opportunity for professional development and research funding was uneven or unavailable.		Instead of teachers having a (smaller) fixed percentage of their employment set aside for research, there is the possibility to apply for research- or artistic development time. This might change depending on how the local work time agreement is structured. First of all we need to define what it means to immerse oneself in learning and through research, both on an individual level and in education. This dialog is conducted in various forums.	There are already prepared suggestions for other models with fixed percentages of reseach time within employment which can be used depending on how the local work time agreement is structured in the future. Develop possibilities for applying for pedagogic development work. In addition to the time outside the regular planning we should also highlight the possibilities to conduct ones learning and research within existing courses. By providing time there is a natural areana for this through education.	EC, Prefekt	VT21 (ongoing) a dialog that is more presnt than ever.
C3	Director of Program	The teaching staff should continue to build on its outward-facing attitude offering situated learning opportunities outside the university with local government, municipal, commercial and not-for-profit organisations. While this kind of learning provides students with valuable experience of how the world works it also enables them to critique current practices in a meaningful way and leads to focussed and context-specific innovation.		Booth programmes are at the moment as part of program development working with strategic networking. This is done in order to strengthen the educational offer and to provide students with important future connections.	Continue to build strong networks in order to offer situated learning opportunities outside the university.	PA	VT21 (Ongoing)
C3	Director of Program	Some graduates felt there was a slight bias towards academic research. It would be beneficial to reflect on how aesthetics is practiced to ensure there is a balance between academic scholarship, manifest in the written work, and artistic practice manifest through making.			In program development ensure there is a balance between academic scholarship, manifest in the written work, and artistic practice manifest through making. Continue to develope and offer pedagogical formats such as *Material Investigation* (DM6DIS/DEMCD3).	PA	VT21 (ongoing)
C4	HR / Head of Unit / Prefekt	The senior managers and staff team must seek a gender balance among staff. The student body and the staff team gender ratios do not reflect each other.		Something always looked upon and of course of great importance. But it is also a big difference between different systems on what is possible like e.g. factors as cuotation.	Give an extra focus and support to underrepresented gender in leading and managerial positions.	EC	VT21 (ongoing)
C4	Head of Unit / Director of Program	The staff team should continue with the planned reorganisation of the large pool of staff to create small teams around each program (*programtillhörighet*).		A process that is already ongoing and been discussed during some time. Should have been adressed to the reviewers already.	Evaluate and develope program afiliation "programtillhörighet" in order to highlight advantages and disadvantages. The whole Unit needs to understand and define the concept of program groups within the new organisation.	EC, PA	VT21 (ongoing)
C4	Director of Program	The University should continue to seek diversity among students.			Evaluate how program curriculum encourages and support a diversity of student interest.	PA	HT21-VT22
C4	VP Utbildning / Head of Unit / Prefekt	The University should continue to seek diversity among students.			Continue to develope strategies for widening participation, including gender and class aspects. It is a need of a wider discussion on what we mean by the aspect of widening participation as a help to get the right focus and be effiecient in our continued work. How to identify our oppurtunities.	PA, VP Utbildning, SR	HT21-VT22 ongoing
C4	Director of Program	The panel encourages the staff teams to reflect on how they can diversify their own knowledge in recognition of the diversity of the students.			Ensure that the program and courses diversify its readinglists and references. Preferably include more references from the *global south*. Investigate how the curriculum translates to other cultures.	PA	HT21-VT22
C5	VP Utbildning / PA/ Communication	The university must better communicate the courses to potential applicants. The website is inadequate, it does not communicate clearly and is not memorable. As a result, the courses are being heavily undersold in a crowded educational market.			PA together with the communicators will develop the new HDK-Valand´s website in order to create a more vivid site that communicates the strenghts of the programs; where projects within the education, teaching staff, alumnis, student work etc. should also be included. Continue to develop the joint digital platform (which was created to show exam work during the Covid-19 pandemic) to create an archive of the student´s exam work at HDK-Valand	Kommunikation, PA	

C5	Director of Program / Communication	The university must better communicate the courses to potential applicants. The website is inadequate, it does not communicate clearly and is not memorable. As a result, the courses are being heavily undersold in a crowded educational market.			PA working together with the communicators will get insight in how the programs best can utilize the social media work process/system that the communicators have developed to promote and make students´ work as well as the program visible. A pilot project will be conducted with the course "Mobility and Play" already this spring.	Kommunikation, PA	
C5	SR Advanced Level	The university must explore the adequacy of the university as a whole regarding the practical support for students with housing problems, mental health problems or other life stresses.	The Univeristy of Gothenburg has a central student service "Welcome Services" available via the Studentportal web page where students can get help with housing issues. The University also offers student rooms and apartments to exchange students within the Erasmus and Linnaeus Palme programmes, as well as to exchange students that come as part of a bilateral agreement. Students get support from the HDK-Valand Student Councellor who support students and prospective students with guidance concerning their study situation, future career and other private situations that can affect the study situation, such as function variations ex dyslexia, ADHD and others. GU through the company "Feelgood" offers health care for free for student with study related heath issues. GU also provides pedagogical support to students with documented disabilities through the unit for educational support.			University of Gothenburg, Student Counceller	ongoing
C5	Director of Program	Better prepare graduates for the transition to working after college.			Continue to support students in building professional networks. Strengthen alumni network. Investigate how the curriculum better can support students transition to work.	PA	VT21 (ongoing)
C6		no actions needed					
C7	EC, Prefekt, VP Utbildning, SR	Ensure students have adequate space for different kinds of practices.			Initiate a discussion at the Department on how we see and interpret the pedagogical aspect and spaces in respect of the general and the unique.	Prefekt, EC	VT21 (ongoing)
C8		no actions needed					