HDK-VALAND – HÖGSKOLAN FÖR KONST OCH DESIGN

Åtgärdsplan för Konstnärligt masterprogram i Tillämpad konst och formgivning, HDK-Valand Steneby, 2018/2019

Bakgrund

Som en del av Göteborgs universitets och Konstnärliga fakultetens systematiska kvalitetsarbete utvärderades programmet Konstnärligt masterprogram i Tillämpad konst och formgivning som gavs under läsåret 2018/19 av en extern bedömargrupp läsåret 2020. 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 januari 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.

The action plan has been developed by reviewing the assessment group's evaluation report. The report was translated by Jeff Kaller. The initial translation was shared with the teaching group and detailed comments and questions were developed together with Program Director, Jeff Kaller, Acting Head of Unit, Ann-Sofie Julin, and resource, Otto Samuelsson. The questions and comments were sent to the Assessment Group. While the report offered several clear recommendations, it also lifted many questions, unclarities and some contradictions; unfortunately, these were not clarified in any follow-up with the assessment group.

A sketch of the Action Plan was developed by the program director concurrently with the initial reading and shared with the teaching group in June 2020 and followed up in October 2020. The Program Director continued to develop in consultation with Otto Samuelsson, Director of Studies Advanced Level, Josefina Posch and Head of Department, Troels Degn Johansson. Central issues were subsequently consolidated into the action plan.

Åtgärdsplanen har arbetats fram av:

- Program Director - Jeff Kaller
- Acting Head of Unit - Ann-Sofie Julin
- Resource - Otto Samuelsson
- Vice Prefect Education Hans Ekelund
- Director of Studies Advanced Level - Josefina Posch
- Head of Department - Troels Degn Johansson
- Teaching Group:
    - Torsten Hild – Professor, Wood Orinted Furnitre Design
    - Heiner Zimmermann – Professor, Metal Art

- o Maja Gunn – Professor, Textile – Body – Space
- o Gertrud Olsson – Sr. Lecturer, Theory and History

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 programmet Konstnärligt masterprogram i Tillämpad konst och formgivning, HDK-Valand, Steneby 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.

Sammanfattning av de huvudsakliga åtgärder som programmet vill fokusera på:
- Granskning och översyn av läroplanen
- Fortsatt utveckling av kursguiderna i Canvas
- Utveckla väl genomarbetade kursintriduktioner
- Förtydliga undervisningsresurser och undervisningsformer
- Förtydliga BA lärarrollerna inom MA Program
- Intoducera forskning i programmen
- Säkerställa att studenterna har avsatta arbetsbänkar/ platser
- Förstärka vikten av att studenterna fyller i kursvärderingarna
- Se över lärares utvecklingstid och resurser
- Se över administrativa uppgifter

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.

Jeff Kaller: *Programansvarig / 2021 16 januari / Dals Långed*

HDK-Valand Steneby
Master's Program in Applied Arts and Design
Action Plan Draft for Program Evaluation
26 October 2020 – 19 January 2021

What measures does the department take in connection with the external assessment.	Action	Responsible	Time needed	When complete / Status
Curriculum • In the curriculum's 22 learning outcomes, the 22 learning outcomes have been broken down and reformulated into a total of 63 learning outcomes, with some subject-specific variations. From an educational point of view, it is both understandable and welcome to divide and simplify learning outcomes as several of the learning outcomes of the learning plan are long and complex and when a progression in education can be made clear, among other things, through the learning outcomes. But 63 learning outcomes are perhaps at the top for four semesters? Unfortunately, the reformulations have also meant that certain aspects of the learning outcomes in the learning plan have disappeared along the way. **Suggestions / Recommendations:**	Review curriculum: • number of leaning outcomes • correspondence of learning outcomes and the higher education ordinance's degree objectives • develop clarity of learning outcomes. The teaching group needs to find a process where the curriculum is continuously reviewed and updated.	Program Director / Teachers	This should be a continuous process	A mapping of the curriculum has started. Through this we will review curriculum architecture. Initial revision should be complete spring 2021.

- a review and processing of curricula is carried out in order to make learning outcomes more clearly linked to and follow the objectives of the syllabi is the most priority. - The actual study results correspond to learning outcomes and the higher education ordinance's degree objectives - a review and processing of syllabi is carried out in order to make learning outcomes more clearly linked to and follow the objectives of the curriculum; - a general review of the syllabi as regards the formulation and application of learning outcomes; - the syllabus (together with the course guide), makes it clear which learning outcomes are examined in each module;				
Course Guides Clarify the link between the course guide and the original syllabus is relatively weak **Suggestions / Recommendations:** a review of the scope and structure of the course guides is carried out / the course guides are reviewed	The assessment group reviewed course guides prior to the implementation of Canvas, where the course guide is included in the HDK-Valand Canvas template. While Canvas was new to us last academic year and included several	Program Director	Ongoing	Complete / Continuous

• the link between the curriculum (curriculum, syllabuses and the course guides) and the course guides should be strengthened	unclarities, these are in a continuous process of being developed. Furthermore, a reference group has been formed with the Program Director and student representatives to review the canvas pages with the aim to further develop their clarity.			
Communication • Where students can find information: syllabus, learning outcomes • What learning outcomes are examined when **Suggestions / Recommendations:** • learning outcomes are clearly communicated to the students at both course introduction and examination.	See above regarding Canvas. In addition, a more thorough course introduction has been implemented that focuses on the review of the Canvas pages and where all learning outcomes are described, the activity students undergo to meet these learning outcomes and when / how they are examined.	Program Director / Teachers	Ongoing – start of every course with needed follow-up	Complete / Ongoing
Teaching / Tutorials				
• Clarify teaching resources / how much teaching time / student / course	The institution is working with updating role descriptions which may	Head of Unit	Management is developing a	Spring term / summer 2021

	affect this issue. Management will develop model for amount of teaching time is connected with each course.		model for this with economy / HR	
• Clarify form of teaching, ie. Skype, studio visits, lectures, workshops, etc. • Clarify the difference between campus teaching and distance teaching, and how we look at it • students lack teacher hours on the shop floor and teachers themselves have very little opportunity to deepen their pedagogical skills within the framework of their services and to work actively with subject development. **Suggestions / Recommendations:** • the availability of teachers in relation to access to technicians is reviewed • different methods of practical supervision and supervision in the workshops are discussed in the teaching group • the Teachers group further develops different forms of supervision in the workshops. • the education offers more/in-depth knowledge of different ways of conducting sustainable artistic and craft-based activities	The teaching group needs to discuss / develop model for teaching form: campus-based teaching, Zoom meetings, lectures, workshops, studio visits, etc. We also need to discuss students' expectations regarding form of teaching and what to expect. We do fully agree with the comment about teachers on the shop floor. Students apply to the program with material knowledge and are expected to be able to initiate and develop projects independently. The program has no coursework in technique (with few exceptions such as photography, layout and web	Head of Unit in collaboration with program responsible and teachers	Continuous	Continuous

• technicians become disproportionately important for students to complete their work	design) and tutorials focus on the content of the students' projects. Furthermore, students can join technique-based courses at the BA level if space is available. Part of this comment may relate to department culture; Master students in Meal and Furniture Design share a workspace with BA programs, where there is technique-based teaching on the shop floor. Role descriptions, including technicians' roles have been updated in Canvas.			
• Clarify other teachers' roles (from BA program) in the MA program	All teachers from the BA programs have a % (ca. 10% of teaching time) of service in the MA. This needs to be clarified from management.	Head of Unit	Head of unit needs to clarify and allocate time for tutoring at MA level – especially	Ongoing

			during exam courses	
			Investigate possibility of including this time in the teachers' service plans	
• The master students would like to see that there is a greater opportunity to give feedback to each other, even between the different specializations.	We don't fully agree with this comment, and some of this may be reflected in group dynamics. All students are invited to all exams where students serve as opponents for each other. Starting HT2020 a weekly discussion has started with first- and second-year students in connection with weekly Wednesday meetings; the Program Director moderates these discussions. The schedule for this is rotating among all students and students select	Program Director	Ca. 45 minutes / week	Wednesday discussions implemented / Ongoing

	the topic / question for discussion. This will be further evaluated and developed.			
An uncritical view of research.	This was brought up in Final Reflections / Problematizing, and by students. While question needs further discussion in the teaching group, we have planned to bring in PhD students as guest teachers, we introduce research, we read, discuss research and refer to research.	Program Director / Teacher Group	Ongoing	Ongoing Bring in research-based guest teachers / PhD students to share practice.
Workshops /& Students' Learning Environment - TKR is isolated - TKR spread out and divided into several buildings, which makes it difficult to exchange knowledge between students **Suggestions / Recommendations:** - the premises for the specializations towards furniture design (wood) and metal design	We agree that the gathering of TKR students would be ideal, however the students have ample individual workspaces and access to specialized workshops at Steneby and may apply for use in other workshops in Gothenburg.	Technical Manager and Head of Unit in collaboration with facilities management at Stiftelsen Stenebyskolan who own the facilities	N/A	N/A

gathered in a way that the premises for the focus - Textile – Body – Space are not. • teaching for textiles is gathered under one roof	To address the question of facilities, a comprehensive plan and substantial investments are needed in coordination with Stenebyskolan.			
Suggestions / Recommendations: As for the problem on wood that students share workbench thinking that the following: Perhaps a solution to this would be if the individual desk seats were replaced with benches. You can write at a bench, but you can't plan on a desk. • all master students are offered their own workplace • each student in their own field should be offered their own workbench (Furniture?)	Each student has (and should have) their own bench / space in Furniture Design and TKR. This is implemented under HT2020 for Furniture. Metal students have their own sketch place / desk and share an ample benches / workspace.	Facilities Management / technicians	N/A	WOFD Implemented HT 2020 – needs reinforcement!
Student Influence • During the site visit, the students expressed that their views in the course evaluations were not taken into account. **Suggestions / Recommendations:**	This is difficult to respond to in light that there are so little responses to course evaluations and the Program Manager is relatively new to the position and does not have the perspective. We	Program Manager	End of every course Issues are often brought up	Ongoing

• course evaluations are given both formative and summative elements, so that students' views can be captured during the course as well as afterwards, and that • feedback from the course evaluations is developed, preferably through group discussions between teachers and students.	also note that sometimes having an opinion / suggestion in a course evaluation does not mean the suggestion is implemented.		at Wednesday meetings	
Teachers' Professional Development / Admin Time • Review professional development time (research / artistic development time) • Review administrative time / demands **Suggestions / Recommendations:** • The development of practical support for teachers who wish to apply for research/artistic development time in office is developed, • The committee will review how administrative structures can be changed to promote teachers' subject development • Time Administrative volume and meetings quality control leaves little time for development • management enables teachers to share experiences and develop pedagogical work; • Admin tasks, meetings leaves • management creates scope for the joint and individual development of subjects	Management is making a strategy for artistic development that aims for an extension of total volume of artistic development in the units. Head of Units should guide colleagues to make applications for research / artistic development time and facilitate joint development of projects. Prefect should work with clarification of organizational roles – especially for Head of Unit. Routines should be made more efficient. Course /	Head of Unit, Prefect and VP for Research	Management working with these issues HT2020	Aim is to implement artistic development / research time VT2021 Revisions to role descriptions are taking place HT2020

	Program responsible and tasks should be reviewed.			