

Quality agreements Gerrit Rietveld Academie and Sandberg Institute

Concept dated 18 January 2019

1. Context

Following the sector agreement of the HBO that was composed in April 2017 between the minister of OCW (education, culture and science) and The Netherlands Association of Universities of Applied Sciences, the Executive Board and the Representative Advisory Council have come to an agreement about the quality agreements geared towards the usage of the study advancement funding for 2019-2024. The process that has preceded this agreement was geared towards formulating ambitions for the improvement of the quality of education in the period 2019-2024. This process included the significant participation of students about the future ambitions and purposes of the funding. The formulated ambitions are connected to five of the six themes that were established on a national level.

2. Establishing of the quality agreements within the Gerrit Rietveld Academie and Sandberg Instituut

For the layout of the process of establishing quality agreements we chose to follow several typical aspects of the Gerrit Rietveld Academie and the Sandberg Instituut.

We have also incorporated currently active processes within the organisation.

Important points of departure are:

- The Rietveld Academie is a decentralised organisation. This implies that there is a high amount of responsibility carried out by the departments and different components of the organisation. The educational departments are autonomous and independent during the formulating and realisation of their programmes and they are responsible for the quality of the education they provide. This contributes to a general culture of a shared responsibility and an active interaction between the organisation and the CvB in formulating developments within and surrounding the education. We emphasise the presence for bottom-up processes.
- The emergence of student unions that speak up about education and organisational structures. In 2018 we saw an emergence of students that unite themselves with their peers to increase the visibility of shared concerns and to represent these. Diverse groups of students assembled themselves. These initiatives have received a role within this trajectory to gather thoughts and opinions about the proposals that contribute to the further development of the quality of the education.
- Institutional document 2019-2024. In September 2018 we have initiated the development of an institutional document consisting of the development objectives, a policy extending over several years, and a recalibration of the mission and vision. To establish a document which has a strong support within the organisation, we have invested in thoroughly including the organisation and their advice. Due to the simultaneity, this trajectory could be connected to the process of the quality agreements. In the framework of this trajectory there has been a broad inventory of current ambitions within the academy, that has been brought together in the "catalogue of ambitions". This is a document with first draft material, which is based on a different question than that of the quality agreements. The document doesn't allow for unequivocal conclusions, but it does provide insights into the current concerns within the organisation and what is brought to attention. This is why the material from this document has been used during the verification of the objectives of the quality agreements.

Development of the process

In October 2018, when asked for the trajectory of the assessment of the quality agreements, the CvB has requested the MR to formulate a process where students could bring in ideas for possible funding purposes, in relation to the six national themes. The MR has formulated an action plan which has been discussed with the CvB. The process was geared towards the active engagement of already existing students unions and student groups. The MR has provided a widespread open call amongst the students, in which was asked to compose proposals that would contribute to the quality of the education. Subsequently, the MR has approached several of these student groups, such as the Student Union and the Black Student Union. These are both recent initiatives of students in which they unite themselves. The MR has chosen these because these groups already have a group of engaged peers within the school and an existing infrastructure for communication, deliberations and synchronising. Furthermore, these students have previously shown an explicit engagement with the education. The CvB and the MR agree that it is meaningful to actively invite and engage these initiatives with the quality agreements. The MR has also composed a temporary group from the bachelor departments and a group from the master departments so both components are represented in the proposals.

During a month long period the students groups, with or without the guidance of the MR, have gathered and developed proposals. Subsequently, the MR has brought together all proposals and analysed the proposed ideas and plans to indicate which themes seem urgent and which plans can be connected to these themes. Based on this analysis the MR has delivered an advisory document to the CvB about how the study advancement funding can be purposefully utilised from the viewpoint of the students. During a work session in the beginning of December the MR and CvB have further deliberated about the advice. The MR has explained how the advice was composed and which considerations it was based on.

The CvB has studied this advice and has used it as a point of departure for the composition of the concept for the quality agreements that they would like to agree on with the MR. The proposals formulated by the MR, through collaboration with the students, have been combined with more general institutional objectives that were established in 2017 in agreement with the MR. These institutional objectives have been formulated based on a preliminary analysis of issues that are relevant to the organisation. Next to this there has been delved into the “catalogue of ambitions” that has been composed based on content delivered by all components of the organisation. The compilation of this catalogue was a component of the current trajectory of the institutional document, referenced above.

At the end of December, the CvB has informed the Supervisory Board about the full process of the quality agreements, the role of the MR and how the MR has worked within a process where the students are included in the proposals. The CvB has also further elaborated the framework of the concept plan of the quality agreements, with explicit attention to the considerations that were made by the board. The Supervisory Board has stated that they feel the considerations and working processes of the board are clear.

Subsequently the CvB has delivered her proposal for the formulation of the quality agreements to the MR in the beginning of January. The chairman of the CvB has been in conversation with the MR about how the observations by the CvB of the institutional objectives, the advice of the MR and the catalogue of ambitions have come together in the concept proposal. The estimated budget has also been explained further.

The MR has stated in mid January that they see their intentions reflected in the content of the objectives that have been composed. Naturally there is still the need to elaborate to realise the objectives. This is brought to attention by both the CvB as the MR. The MR wishes to be significantly involved in this process.

3. Further trajectory, elaboration and implementation of the quality agreements.

The CvB will organise a work session with the MR (or a delegation of the MR) in the following weeks. This will include the involvement of the students that have contributed to the proposals which have been forwarded to the CvB. It is important that they receive a role in the further elaboration and implementation of the proposals and that they are informed about how their proposals are involved in the final plan. During this work session there will be a discussion about each formulated objective from the institutional document how this can be realised in the coming year and where the priorities are. Which actions will be made, who plays which role and responsibility and how are the budgets spent in detail. This will lead to a yearly plan quality agreements 2019 which will be agreed upon by the MR and the CvB.

The intention is to formulate a new yearly plan each year, based on the evaluation of the results of the previous year.

At the beginning of February the full file of the quality agreements will be proposed to the Supervisory Board. The Supervisory Board will be further informed about the status of the plan. This will include the fact that the objectives have been agreed upon with the MR and that there will be a collaboration with the MR in the coming period toward the further realisation of these objectives. It is expected that this will offer sufficient conditions for the Supervisory Board to agree with the plan.

Realising that the visit of the NVAO is planned on 11 March 2019, the CvB intends that the MR can give her final approval in the meeting planned in February.

4. Description of the quality agreements

The quality agreements intend to increase the quality of the education, specifically as experienced by the students.

The Gerrit Rietveld Academie and the Sandberg Instituut choose to formulate the objectives that together form the quality agreements in a structure and order that connects to the internal structure and the dialogue that has taken place preceding this document. Subsequently, it will be made clear how the described objectives connect to the funding objectives that are stipulated in the sector agreement. This will be elaborated upon in point four of this document.

The quality agreements comprise the agreement between the Executive Board, Representative Advisory Council and Supervisory Board to utilise the study advancement funding in the period 2019-2014 for the following objectives:

Objective 1 – Increasing the diversity and inclusivity, including an increased influx of (Dutch) youth with diverse cultural backgrounds

Informed by the students, the MR has emphasised diversity as a central theme. This is similar to the statements from the “catalogue of ambitions”, where the majority of the organisation emphasised diversity as a focal point. The CvB acknowledges the importance and has initiated a programme to address this theme within the organisation. In the following years this initiative will be elaborated via formulating programmes that will contribute to concrete positive developments on this matter and that will direct the organisation to an explicit experience of inclusivity.

The intent is to provide space to the already existing cultural diversity within the academy, to welcome everyone, and to strive for a further expansion of diversity. To stimulate an increased influx of (Dutch) youth with a diverse cultural background, the organisation needs to gain an inclusive character in all its components. Circumstances must be created to welcome

all students, regardless of their cultural background. This impacts many layers of the organisation. Here we can consider the composition of teams of teachers and staff, the content of the educational programmes, the way in which we organise the application procedures etcetera.

The programme that has recently been initiated, “Unsettling Rietveld/ Sandberg” has a prospective aspiration. The programme is geared towards providing a platform and creating a culture where concerns surrounding diversity and inclusivity can be discussed through workshops, lectures and performances that connect closely to the education. This contributes to the dialogue about these subjects within the organisation and to the awareness towards these subjects. From this awareness we can further compose concrete measures that intend to lead to improvement. This intention is financed from project resources from the CvB and will lead to a policy document. This document will be the source for proposals for modifications to the organisation that will lead to an increased inclusivity. On the one hand these will consist of the currently existing (educational) organisation, on the other hand these will initiate new initiatives that intend to increase the accessibility for diverse cultural backgrounds. There is a designated budget that will increase in the coming years to support and formulate the proposals. The application of this will be delivered each calendar year by the CvB to the MR to ask for their approval.

Objective 2 – Strengthening the position of the students as a whole with the development of proposals for own initiatives in relation to the improvement of the quality of the education and the formulation of concerns to the CvB

On behalf of the students the MR has formulated the wish to set up a student organisation where all student groups and departments are sufficiently represented. The CvB supports this proposal. The intention would be to further develop the position of the student in relation to the objectives and content of the education from a questioning role to an active, more participating role. The independent and initiating attitude that the students generally have and further develop in their education serves as a good basis for this. From within the student organisations the students can create a position for themselves by formulating this active role. Through providing space for this endeavour and providing significant budgets the voice of the students will become visible and heard. This provides a generative position in the further development of the quality of the education. Students will have the opportunity to address their concerns more easily and more directed. This can lead to an improvement of the education, next to the current programme. This can also lead to a further increase of the community experience, which is significant to our small scaled academy.

The working method of the student organisation will be developed in close collaboration between the students, CvB and MR. The activities will first be developed as ‘pilots’, where there will be space for testing what works and in which way. The whole process will be characterised as an experiment, which also holds an important position within the education at the academy. There will significant investments to make the outcome successful, but failure is also allowed. With the available budget the students will be able to initiate projects that look into how improvements can be formulated or how to compensate a possible absence within the organisation. Suggestions are welcomed from all students, followed by a further development and realisation by the student organisation.

The CvB proposes that there is a yearly composition of a core of 5-7 students that engage themselves for the period of one academic year, with a compensation for their work for several hours (8)/week. Around this core a larger structure of students can be set up.

For the activities of the student organisation there will be a budget that can be utilised independently. This will be reserved to realise activities that provide a supplementary content,

which is additional the existing quality of the education. The student organisation will propose their budget planning to the CvB through delivering an action plan, including an intended budget, at the start of the academic year. Next to this a report will be delivered at the end of the academic year including all realised activities, results and expenses. The CvB and the MR will provide advice about the proposed action plan, but this advice isn't binding. The CvB and the MR can lodge a joint objection in response to the action plan and this can lead to temporarily freezing the budgets of the student organisation, until a modified action plan is delivered that both the MR and CvB agree with.

Objective 3 – Strengthening the position of the individual student in their personal wellbeing and resilience as a precondition to productively engage with their education

On behalf of the students, the MR has pointed out the strong need amongst the students for more and different forms of attention to their personal wellbeing and resilience. This is similar to what is stated by many voices from within the organisation, calling for attention to support students. It is noted that students are increasingly subject to preconditions, that are often connected to basic needs such as housing and sufficient income. In general it is not within the reach of the academy to realise improvement of these conditions. Where possible, the CvB of course intends to realise improved conditions. The social interactions within and outside the education and cultural differences can lead to tensions. This results in the fact that students are less able to focus on the content of their education. The intent is to arrive at a situation where students feel more balanced, supported when needed, to allow for more focus on their education and personal development. The CvB has considered which actions are most suitable to realise this intention and suggests that this is most effective when it takes place in close connection to the students. Concrete questions signify a lack of insight in procedures where students feel subjected and the desire for support in these situations. It is essential that students feel understood by the person supporting them and this can be strongly connected to cultural heritage.

The CvB intends to approach this question in two ways. The CvB proposes that a few (2-3) students that have a strong connection to the student organisation, described in objective one, will fulfil a role as “confidant student”. These students will be offered schooling and will be made aware of the regulations and (complaint) procedures that are present within the organisation. They will be able to inform fellow students that encounter situations in which they feel disadvantaged about the options of dealing with these situations. Next to this they will be able to support the concerned student in possible formal or informal procedures, for example in completing a complaint procedure. The CvB also intends to provide budget to increase the capacity of the student counsellor (and possibly the student psychologist). This increase is intended for the support of these “confidant students” in the fulfilling of their role and if necessary to support the increase of the available hours for support for individual students by the student counsellor and/or the student psychologist. The student counselor and the student psychologist state that they currently have sufficient capacity to meet the needs of the students. There is a clear set of relevant rules and procedures available that is actively used within the organisation. Through the role of the confidant students the needs of the students could be changed. The intent is to increase the attention towards questions and to make it more easy to do so.

Objective 4 – Realising supplementary small scaled and intensive intercurricular educational content related to urgent themes and issues

On behalf of the students, but also from a more general presence within the organisation in the “catalogue of ambitions”, there has been a noticeable interest for interdisciplinary and

trans-departmental collaborations. There are themes that transcend the departments and are interesting to research with students. An example of this would be the theme diversity/ inclusivity. This could lead to the formulation of new innovative questions located at the intersections of several educational disciplines. Or it could lead to questions in the connection to and preparation of the professional practice. The CvB believes that the bachelor and master education can be enriched by realising extra educational input that positions itself in the space between the educational departments. The intent is to add a valuable content related layer, without burdening, pushing aside or damaging the basic quality of the education.

The heads of departments in the educational departments are already occupied with the task of providing content for their educational programme. This implicates that they will not be asked to deliver this supplementary education from within the frame of their already existing assignment. Additionally, the supplementary education will be something that takes place next to the regular education. Therefor a coordinator will be hired for each programme, that will formulate the programme both in content and organisation.

Furthermore it is clear that the course load of the normal bachelor and master programmes is already sufficient. To attend the supplementary educational programme will be optional for the students.

The supplementary education will be formulated as a series of intercurricular programmes, similar in form and structure to the already existing honours programme that is formulated in collaboration between the Gerrit Rietveld Academie and the University of Amsterdam and for example the intercurricular programme Unsettling Rietveld/Sandberg. A limited amount of students (15-20) will be able to join the programmes. This will enrich the character of the intensive small scaled education of the academy. The programme has a time span of one and a half year. Next to the programme that is designed for a small group of students, there will be a programme of several lectures, presentations and gatherings that are open to all students. The intent is to start the first programme in September 2019. Subsequently there will be a structure of three simultaneously running programmes and each terminated programme will be followed by a new one, thus sustaining the structure.

Objective 5– Deepening the content of the education and further professionalisation of teachers through integration and anchoring of the research activities by alumni and teachers connected to the educational departments

The CvB feels that the extension of the research portfolio, in strong connection to the education, can lead to a substantial enhancement of the quality of the education and to further professionalisation of teachers related to their fields of research. This can be realised by making it possible for teachers and alumni to formulate research proposals with the educational departments, followed by research and publishing and presenting the results. In some instances the research will receive an active space in the education. In other instances the presentation and connection to the results will lead to further insights and development. The intent is to further develop the research culture of the academy and to integrate this within the educational departments. This should lead to a more accessible connection to the students, who can contribute to and participate with this research on several levels. The interaction between the education and research within the departments can lead to expanding the field.

The objective is that students can recognise and appreciate the input of researchers in the departments. Next to that students will gain knowledge about research practices in arts and design, which they can work with in their own development and potentially prepare themselves to develop their own input in these practices.

In 2018 and 2019 there are reserved budgets for both bachelor and master from the study advancement funding to create research projects connected to the educational departments. These budgets will be increased step by step, after evaluation by the MR and potential corrections.

Objective 6 – Improvement of the educational facilities

Since 2015, when the pre-investments in the frame of the study advancement funding was first brought to attention, investments to improve the educational facilities have been mentioned. The MR has articulated on behalf of the students that the desire exists to intensify the endeavours in this matter. The budgets will be continued and expanded. In the “catalogue of ambitions” we can see that educational facilities is an important topic for many involved with the organisation.

In the recent years there has been a substantial trajectory of expansion through the new building and the modification of the existing building. This has significantly contributed to the improvement of the educational facilities. New educational space has been realised, in connection to the needs of the education. This space has specific spatial qualities, such as height and the available daylight, which is important for art education. There has been an improvement of the facilities and specifically of the workshops that support the education. Important functions have been added, such as a film recording studio and an editing studio. Next to this the already existing space, through renovation and recomposition, has been optimised for the education. Due to the expansion of space all components of the educational organisation have been brought together to one location, by January 2019, intended to enhance the content of the education through reciprocal interaction and exchange. A part of the supplementary yearly costs that are caused by these improvements, are and will remain, a component of the costs in the frame of the study advancement funding.

In 2018 en 2019 we have reserved budgets from the study advancement funding for the expansion of the opening hours and support hours of the workshops.

The production of work plays a central part in the education at the academy. The workshops offer the facilities required by the students. The following years will include an increase of the workshops, both in quality and quantity. The intent is to arrive at a larger availability and support in the workshops. Next to that the available techniques will be increased. There will be an investment in the further development of the existing knowledge of materiality in support of the quality of the education.

Objective 7 – Realising an active archive of works produced at the academy

The MR, the students, the “catalogue of ambitions” and the CvB have expressed the desire to create an archive about the works produced at the academy. The intent is to develop a digital library that students can use as a resource during the creation of new work. The works need to be disclosed in several ways in the archive, for example based on themes, techniques, materials etcetera.

In 2018 the exhibition “Gerrit wordt 50, Willem maar 28” took place at the academy. This was a large scaled anniversary exhibition dedicated to the 50 years of the Gerrit Rietveld Academie and the 28 years of the Sandberg Instituut, that is named after Willem Sandberg. The exhibition is based on fragments of the history of the community of both the Gerrit Rietveld Academie and the Sandberg Instituut and was curated by alumnus Moritz Kung. Together with the organisation, he has performed significant research about works that have been produced at and from the academy, followed by a selection and bringing together an

interesting collection of work in the exhibition. This trajectory forms the base for the creation of an archive, which can lead to a substantial enhancement of the education by increasing the existing sources.

Objective 8 - Developing of new models that support teachers in their professional development and continuing of already existing professionalisation programmes

In 2018 en 2019 there were already reserved budgets from the study advancement funding for professionalisation programmes for teachers. There has been a didactic programme, named “Teacher in conversation”, which will be continued and expanded if desired. There have been several study days for teachers and staff, where themes related to education have been addressed. This will also be continued and the form and content will be further elaborated.

Next to this the CvB intends to create space for experimentation in the development of new programmes where teachers can be supported in their content related and didactic professional development. The assembly of teachers of the Gerrit Rietveld Academie and Sandberg Instituut mostly consists of professional artists and designers. Next to the research activities discussed above in objective number five, the CvB believes that there can be specific forms for the further professional development of teachers in relation to art education. The development will be set up first through pilots and experiments, which allows for a shared decision between students and teachers about which models provide an added value and can be developed further.

There will be a reserved budget for developing proposals and realising a programme. This budget supplies resources for the organisation and guidance of a programme and for compensated working hours for the participating teachers. The application will be proposed to the MR by the CvB on a yearly basis.

5. The quality agreements arranged by the themes stipulated by the sector agreement

The formulated objectives, mentioned above at point three, that together form the quality agreements connect to the objectives formulated in the sector agreement. In the summary below the objectives from the quality agreements are classified after the objectives formulated on a national level.

Objectives sector agreement	Objectives quality agreements GRA and SI
1. Intensive and small scaled education	Objective 2 – Organise input by students to increase study succes Objective 4 – Supplementary small scaled intracurricular education
2. More and improved support students	Objective 3 – Strengthen position individual student
3. Study succes	Objective 1 – Increase diversity and inclusivity, geared towards influx
4. Differentiation of education	No objective formulated

5. Suitable and sufficient educational facilities	Objective 6 – Improve educational facilities Objective 7 – Create an archive of work produced at the academy
6. Professionalisation of teachers	Objective 5 – Develop teachers and education through expansion of research Objective 8 – New models professional development teachers and continue already existing programmes

For objective four from the sector agreement, differentiation of education, there hasn't been a formulated objective. We have preferred to include objectives connected to this theme in other themes which are prioritised. The differentiation of the education is not seen as a goal in itself, but as a method to arrive at a substantial objective. The differentiation of the education can be the result of the objectives described in this document, but isn't an explicit objective.

6. Estimated budget realisation quality agreements

Attached is the estimated budget for the utilisation of the study advancement funding, related to the discussed objectives, in the period 2019-2014. For 2019 there was already a confirmation about how the study advancement funds should be used. This was in the framework of the full estimated budget of 2019, through the proposal of the CvB and approved by the MR. The previously discussed estimated budget for 2019 has been modified slightly, to create space for a few new initiatives to commence. De general lines of the confirmed budget will be continued.

The ascending amounts of the study advancement funding to be received cause that not all objectives can be invested in fully. Clear choices and priorities need to be made.

The CvB will deliver a yearly report to the MR about the way the budget from the study advancement funding is spent, including an overview of the estimated budget for the following year. If needed the MR and CvB can agree on slight modifications of the budgets between the several objectives.

An important feature of all established objectives is that these are formulated in addition to the current education. This guarantees that in case the study advancement funding wouldn't be continued beyond 2024, the largest part of the activities can be finalised without harming the basic infrastructure of the education. The acquired knowledge can be implemented in the regular educational departments and most likely a part of the initiated projects can be continued with other resources.

Explanation of the budget for each objective

Objective 1 – Increasing the diversity and inclusivity, geared towards influx

Because this subject has high priority, the trajectory has already been initiated in 2018 (elaborated in the text above). Resources from the general budget have been made available and the CvB intends to continue to reserve those resources for this subject. These resources are intended to realise the policy plans. The amounts that are included in the budget of the study advancements funding are therefor, especially in the first years, limited. When the policy objectives are formulated, there will be amounts reserved from the quality agreements to realise new initiatives, realising the policy objectives.

Objective 2 – Organising the contribution of students to increase study success

This budget is intended to create and financially support a student organisation. A part of this budget is meant for the organisational structure and for the fee of the participating students. The largest part of the reserved amount (50000 in the first years and subsequently increasing) is meant for supporting initiatives and projects from the student organisations. The expectation is that the increasing amounts will be parallel to the development of the amount and the content of the supported projects.

Objective 3 - Strengthen the position of the individual student

The budget that is available in the first years, will be used for the education and support of the confidant students. The staff members that will be tasked with supporting students, the student counselor and student psychologist, state that they currently have sufficient capacity to meet the need for support from the students. In case the role of the confidant students leads to more attention toward diverse questions and issues, it is imaginable that the need for support increases. The reserved amounts will be increased in the future with resources that can support more available hours of the student counselor and/or the psychologist. In case this increase is needed sooner, the CvB will look into other resources to support this.

Objective 4 - supplementary small scaled intensive intercurricular educational content

In the text about this objective it is stated that a series of programmes will be developed. This will be constructed in a few steps toward three simultaneous programmes. The budget is in line with this step by step development. The amount of programmes each year will be stated in the estimated budget.

Objective 5 - Develop teachers and education through development of research activities

From the pre-investments, some study advancement funding has already been used to realise this objective. Before 2019 the CvB and MR had agreed which resources would be reserved for this subject. There will be a significant supplementary amount reserved in the estimated budget from 2021. Specifically the further development of the research portfolio in proximity of the educational departments requires significant amounts so that there can be space to realise this in both bachelor and master.

Objective 6 - Improve educational facilities

This objective has been previously marked as a budget expense which means that there have been pre-investments and that it is included in the 2019 budget trajectory. This will be increased step by step in the following years. The increase of the capacity and quality development of the workshops requires a significant investment, which will be supported by these budgets.

Objective 7 - Develop archive of work from the academy

As previously mentioned the increasing budgets from the yet to be received study advancement funding cause that not all objectives can receive the same attention and resources. For the development of an archive there will be resources that will be reserved step by step from 2020. The CvB will look into the possibilities to initiate these activities from a central budget in 2019 and 2020.

Objective 8 - New models professional development of teachers and continuing already developed programmes

This objective is already supported from the pre-investments and based on the confirmed estimated budgets from the study advancement funding. The reserved amount will be slightly increased step by step to provide space for the intended development of specific professionalisation trajectories for teachers.

7. Accountability

The systematics of the accountability of the realisation of the quality agreements and the usage of the quality resources holds two components: a systematics that is used for all the set objectives and specific resources that are used for the accountability of individual objectives.

Accountability of all set objectives

At the start of each academic year there will be a report composed by the CvB which describes which progress has been made concerning the diverse objectives in the previous year. Next to this a financial report will be delivered where the realised expenses of the quality resources will be compared to the estimated budget. This report will be delivered to the MR and discussed collectively. The evaluation will form the basis for the conversation about the yearly plan of quality agreements which will be subsequently implemented.

Next to this there will be a student satisfaction study (STO), which will be carried out every two years. This study will form a guideline for the achievement of the set objectives. The last study has taken place in the spring of 2018. This study can be considered as a baseline measurement. In general a positive development should become clear in the way the study is experienced and specifically concerning the components such as the content of the study and the quality of the teachers.

Accountability of individual objectives

With each of the objectives, a specific accountability can be stated, which is summarised in the text below.

Objective 1 – Increasing the diversity and inclusivity, geared towards influx

In the description of this objective it is included that we are working towards a policy document. In the document the policy objectives and intentions will be formulated. Based on this, there will be an investigation about how these objectives and intentions are realised.

Objective 2 – Organising the contribution of students to increase study success

As described in the texts the student organisation will be asked to compose a yearly activity plan and to compose a report of all realised projects at the end of each year. These pieces will be used to compare the performed work with the expectations.

Objective 3 - Strengthen the position of the individual student

The STO of 2018 was the first elaborate research into student experiences of undesirable behaviour. This question will be continued in the STO of the following years, so it can be measured whether this behaviour decreases. Next to this the student counselor and student psychologist have been asked to deliver a yearly report which elaborates on the quantitative need for support and the content of these needs. The confident students will also be asked to deliver a similar report. This will contribute to keeping track of the desired positive developments.

Objective 4 - supplementary small scaled intensive intercurricular educational content

The organisers of the intercurricular educational programmes will be asked to, through a publication or exhibition, shed light on the results of the programmes. Next to this there will be a qualitative research about the experiences of the participants of the programmes.

Objective 5 - Develop teachers and education through development of research activities

Research activities will be made visible by a publication and/or an exhibition. This will form a report of the performed endeavours and results. In the STO there will be questions about the implementation of research capabilities.

Objective 6 - Improve educational facilities

In the yearly general report about the results of the implementation of the study advancement funding there will a description of the improvements made in the past year. Next to this there will be question in the STO about the experience of study facilities. This should shed light on the improvements.

Objective 7 - Develop archive of work from the academy

In the yearly general report about the results of the implementation of the study advancement funding there will be a description of the improvements made in the past year. There will also be an analysis of the usage of the archive, as soon as this is set up.

Objective 8 - New models professional development of teachers and continuing already developed programmes

In the yearly general report about the results of the implementation of the study advancement funding there will a description of the improvements made in the past year. In the STO there will be questions about the appreciation of teachers. This should make a positive development visible. Next to this the teachers will be also informed about their satisfaction in the staff satisfaction study (MTO) that is carried out every two years. This should also make a positive development visible.