



# Institution Plan 2013-2018



**Amsterdam School of the Arts**



# Institution Plan 2013-2018

Amsterdam School of the Arts

# Table of Contents

04	<b>Foreword</b>
05	<b>Mission</b>
06	<b>1 Educational excellence and the continued pursuit of quality</b>
08	Academy of Fine Art in Education - <i>Teaching art</i>
11	Academy of Architecture - <i>For designers by designers</i>
12	Conservatorium van Amsterdam - <i>Top segment of the entire music field</i>
15	Netherlands Film Academy - <i>Prestigious international media programme</i>
16	Reinwardt Academy - <i>Theory, practice and reflection</i>
19	de Theaterschool - <i>Dynamic meeting place</i>
20	<b>2 The student as artist of tomorrow</b>
22	Academy of Fine Art in Education - <i>Mediator between art and public</i>
25	Academy of Architecture - <i>Improving intake and progression</i>
26	Conservatorium van Amsterdam - <i>Professional development for young talent</i>
29	Netherlands Film Academy - <i>Artistic creativity is the key</i>
30	Reinwardt Academy - <i>Vital to cultural heritage</i>
33	de Theaterschool - <i>Irrepressible engaged talent</i>
34	<b>3 Distinct position in the creative metropolis Amsterdam</b>
36	Academy of Fine Art in Education - <i>Reflection of the city</i>
37	Academy of Architecture - <i>Amsterdam - international laboratory</i>
38	Conservatorium van Amsterdam - <i>Stage for the city</i>
39	Netherlands Film Academy - <i>Defining the film and media landscape</i>
40	Reinwardt Academy - <i>Leading in cultural heritage</i>
41	de Theaterschool - <i>The performing arts in the heart of Amsterdam</i>
42	<b>4 Research to advance education and the profession</b>
44	Academy of Fine Art in Education - <i>Platform for contemporary art education</i>
45	Academy of Architecture - <i>Responding to the dynamic professional world</i>
46	Conservatorium van Amsterdam - <i>Prominent role in research agenda</i>
47	Netherlands Film Academy - <i>Permanently connected</i>
48	Reinwardt Academy - <i>Knowledge centre for all-round heritage professionals</i>
49	de Theaterschool - <i>Future-focused research environment</i>
50	<b>Excellent education = excellent support</b>
54	<b>Colophon</b>

# Foreword

If you dream of becoming a professional artist you will need more than talent alone. Learning to be an artist demands full dedication, commitment and motivation on the part of both student and tutor. With high calibre instruction in all artistic disciplines, a clear vision of artistic practice, the presence of relevant partners in a truly international city, and education driven by exceptional and innovative research, the Amsterdam School of the Arts offers an environment that encourages motivated students to realise their full artistic potential. Throughout the coming period, our main objective is to maintain our standards of excellence. In the current climate in which the arts and culture are under pressure, career opportunities are decreasing and large groups of students are unable to secure financial support, this is an ambitious goal. In the Institution Plan 2013-2018, our focus lies on maintaining our strengths and intensifying efforts where needed.

In arriving at this plan, the faculty directors and ourselves discussed ideas with a great many stakeholders. We met with both the managerial circuit of participation bodies and the Supervisory Board, and with students, tutors, support staff and external contacts. Thanks to the help of all these representatives of the AHK community, we reviewed our strengths and weaknesses and, by doing so, identified four focal areas that will define our course in the next few years.

Our primary and most fundamental focus is maintaining **educational excellence and permanent pursuit of quality**. In which respect, both craft and tradition are vital factors. At the AHK, we consider **every student as the artist of tomorrow** who, equipped with the required skills and competencies and prepared for contemporary professional practice, will help to shape the development of the profession. To enable students to capitalise on the presence of the city's leading cultural institutions the AHK intends to enhance and affirm its **distinct position in the creative metropolis Amsterdam**. Through **research directed at education and the development of the profession**, we will consolidate our role as knowledge centre – not only for our students, but for the cultural sector as a whole.

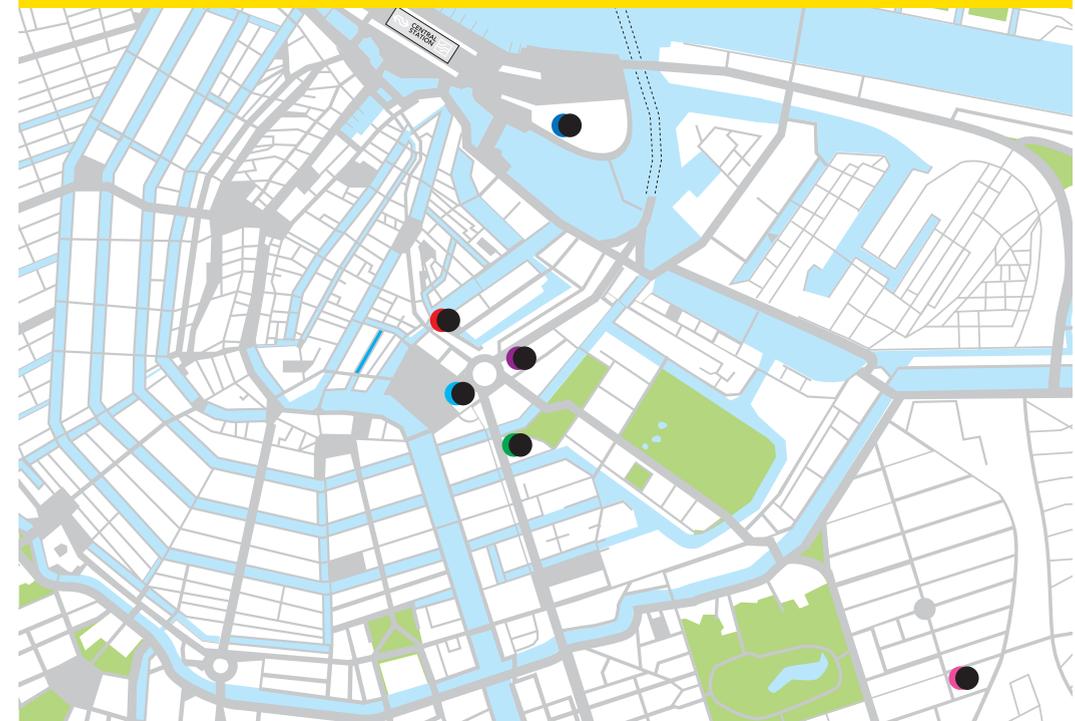
Realising these ambitions calls for action at faculty and School level, guided by the academies and within the parameters set by the Executive Board. The Amsterdam School of the Arts is the backbone of the organisation, and is responsible for central policy concerning operational running and facilities. This is reflected in this publication: each of the Academies outlines its plans for achieving the core targets they defined together. The results add up to a forward-thinking, vibrant School, internationally acclaimed for educational excellence in diverse disciplines. We look to the future with optimism, energy and confidence.

**Executive Board**  
**Amsterdam School of the Arts**  
Amsterdam, December 2012

# Mission

The Amsterdam School of the Arts trains students for the national and international world of art, culture and heritage. The school stands for educational excellence. In supporting exceptionally talented students to develop their artistic identity and cultivate an innovative vision, our outstanding tutors provide a solid grounding in skills and tradition, in collaboration with the international trend-setting cultural community of which Amsterdam is the centre.

map of Amsterdam



## Educational excellence and the continued pursuit of quality

**The Amsterdam School of the Arts has a rich and varied education programme with Bachelor's, Master's and preparatory training in all artistic disciplines. Maintaining this diversity and all its specialist branches of study is one of the School's prime ambitions for the years ahead. In conjunction with this, we will conduct research and formulate answers relating to developments in education and the cultural sector.**

Educational excellence also means providing each student with the best possible training. The Amsterdam School of the Arts strives to best serve every student's learning needs, to support them in achieving optimal performance, and maximise their career potential. The AHK continues to choose quality and critical mass in both the range, and size, of the courses offered. Thanks to its scale, the school is able to maintain smaller branches of study, enabling students of all disciplines to develop their full artistic potential with opportunities for engaging with the full spectrum of their chosen field.

In line with the agreements set out in the sector plan for art education, the number of students accepted for the dance, music and theatre Bachelor's programmes will be reduced. The finances that this releases will be invested in boosting the preparatory training programmes, and the postgraduate studies. The new, primarily market-orientated Master's programmes will reflect the latest developments in the field, and the current research findings of the research groups.

The tutors at the Amsterdam School of the Arts are highly respected professionals in their discipline, in touch with the latest and most significant advances in the field, and are attuned to recognizing students' individual, unique talents. Continuous learning for tutors – both with regard to their respective disciplines and teaching skills – is vital in anticipating new trends in the dynamic world of the arts. Guest tutors continue to account for a large share of our teaching staff, bringing into teaching fresh insights which stem directly from professional practice.

In the twenty-first century, the only way to actively engage with and optimise professional opportunities is by establishing international connections. The AHK places great emphasis on building a strong international presence that focuses on student mobility and partnerships with leading institutions world-wide. Each faculty maintains a relevant international network; at School level, the Executive Board is active within the European League of Institutes of the Arts.

1

1





## Teaching art

The Academy of Fine Art in Education trains students with visual skills to become proficient teachers able to follow and anticipate developments in their area of work, the arts sector and society in general. Graduates leave the academy as enterprising art educators able to train others in playing an active, critical and aware role in a world where visual culture is increasingly dominant.

The field of the visual arts is constantly changing and expanding. The boundaries between applied and autonomous art are blurring and technological developments give artists and art education access to visual disciplines that once required a great deal of expertise, money or specialist equipment. On-going innovations relating to education, learning and creative processes, talent development and art education call for new approaches to training art educators. The new generation of young people needs a new generation of art teachers.

### **New curriculum**

The Academy aims to translate the changes in the profession into current, challenging education. To do so, it is implementing a new curriculum, *Teaching the Arts 2.0*, which centres on key themes such as interculturality, visual and media culture, interdisciplinarity and cultural entrepreneurship. Within the remit of the role of art educator – where didactic skills must always combine with professional expertise - we offer students the opportunity of focusing on specific themes, and considerable freedom in structuring the content of their graduation project.

The Academy building is scheduled for radical renovation in the next few years. In keeping with the didactic concept of the programme, the new building will accommodate different modes of learning and teaching.

### **Specialisation**

The flexibility of the education programme offers a greater number of individual learning and specialised graduation paths. Subsequently, tutors will have greater responsibility for the content and implementation of the course. Rather than concentrating solely on their own discipline, they will be jointly responsible for achieving the objectives of a study year. Enhancing the professionalism of tutors will be a focal area in this regard.



1

Educational excellence and the continued pursuit of quality

### **Ambitions 2018**

- flexible curriculum with specialised study paths
- modern building supports didactic concept
- joint responsibility for tutors



## For designers by designers

**Renowned for the high calibre of its design education, the Academy of Architecture Amsterdam offers Master's programmes in architecture, urbanism and landscape architecture within an international context. Concurrent education, which pairs academic training with practical experience - a didactic approach that reflects the unique nature of the Academy - gives students an advantage by requiring them to gain practical experience while completing their studies.**

The new Academic Titles (Architects) Act [Wet op de Architectentitel] stipulates that a two-year period of professional experience is required by law for graduates wishing to join the register of architects. The new law also requires professionals to follow courses to update and refresh their skills. From its century-long tradition with the concurrent education model, the Academy considers that setting an example in meeting these statutory requirements is integral to its role as educator. The economic downturn presents fresh challenges to developing new opportunities for students to gain practical experience.

### **Concurrent model updated and renewed**

The Academy intends to update and renew the education model to reflect changes in design practice and will explore educational forms that strengthen ties with the profession. It is well-equipped to do so because, among other things, the bulk of the teaching faculty consists of guest lecturers – tutors working in design or research. In the coming years, the practical portion of the course will be modified to accommodate the changes introduced by the Academic Titles (Architects) Act and the EU guideline, while research will play a more significant role in the academic programme. These changes will also shape the composition of the teaching staff.

### **International context**

The Academy has an outstanding national reputation: over the years, we have been the most successful of all the design academies in winning prestigious prizes such as Archiprix and Prix de Rome. In its recent report, the Visitation Committee for Higher Education Courses in Architecture referred to numerous aspects of the syllabus and education as 'excellent'. All the same, the profession and design projects are increasingly shaped by the international context. In encouraging greater student exchange and strengthening ties with related European programmes, the Academy will, among other things, develop its curriculum in conjunction with other institutes. The current partnerships with institutions in Barcelona, Edinburgh, Versailles and Hannover in the European Master of Landscape Architecture will be continued.

1

**Educational excellence and the continued pursuit of quality**

### **Ambitions 2018**

- concurrent education model updated and renewed
- enhanced position as high quality design training programme
- modules offered jointly in partnership with European design Academies



## Top segment of the entire music field

The Conservatorium van Amsterdam is the Netherlands' largest and most versatile conservatory. We train musicians for careers in the top segment of the international and national world of music with Bachelor's and Master's programmes in all genres, a teacher training programme and a national course for young, talented musicians. In offering courses for the entire field of music, the conservatory reflects the world of music today.

Many big names began their training at the Sweelinck Academy (classical) and the Junior Jazz College. These national courses for the best young musicians aged 8 and upwards also act as an expertise centre for scouting and coaching top talents in the world of music. Here, we also work with partners including the Koninklijk Concertgebouworkest. The conservatory aims to boost its young talent programme and position itself more emphatically as a national facility. We are planning to introduce an Excellence Programme on our BA course specifically designed for exceptionally talented students.

To be able to continue to offer education at the very highest level, it is essential to retain all the current course pathways and majors. In the years to come, we will expand our Master's Degree Programme. The new Master's Degree specialisations, including Early Music (voice), Live Electronics, Contemporary Music and training for String Quartet and orchestral musicians prepare students to enter a specific professional work field.

### **Eminent tutors**

The present high calibre of our faculty staff remains an important focus. Our faculty members are skilled performers, internationally renowned and possess outstanding pedagogic and didactic skills. Besides their role as educator, all faculty heads maintain an active professional life, bringing students valuable practical insights into the professional music community.

### **International professional environment**

The conservatory aims to continue to play an active role in shaping the national and international music world, now and in the future. The world of music is international by definition. This is also reflected in the student and teaching bodies. The conservatory works intensively with esteemed institutes worldwide. This gives us the resources needed to play a part in forming developments in the international music practice of the twenty-first century. We have established extraordinary partnerships with leading institutions such as the Koninklijk Concertgebouworkest, the Nederlands Philharmonisch Orkest and De Nederlandse Opera.



1

Educational excellence and the continued pursuit of quality

#### **Ambitions 2018**

- strengthen preliminary training and Master programmes
- intensify collaborations
- maintain high calibre teaching faculty



## Prestigious international media programme

**The Netherlands Film Academy trains students to become nationally and internationally acclaimed makers of media productions for a variety of platforms. Our approach centres on the cinematographic tradition of storytelling where creativity, urgency and innovation are fundamental. Students receive the expertise and skills they need in becoming visionary professionals able to harness their artistry and expertise as added value.**

In addition to the Bachelor's degree that offers eight fields of specialisation, in 2009 the Film Academy introduced a Master's degree focusing on research and development. In the years ahead, the Master's course will feature a number of different graduation paths, including research plus another, annually changing, focal area. The content of these extra Master's specialisations will be developed to reflect the industry and maximise career opportunities. The Film Academy is also working with a number of European partners to develop an international Master of Sound. Over the years to come, besides the usual Bachelor's and Master's students, the Film Academy will also place more emphasis on education offered on a contract basis for professionals interested in updating and renewing their professional skills. For this, the academy will design short specialised courses that will also be open to regular students.

### **Hands-on experience**

Our teaching faculty reflects the programme's strong ties with the practical side of the profession. The faculty combines tenured instructors who continually develop and update their skills and expertise, and tutors on short-term contracts who are constantly refining their skills within the profession – or *are* the profession. Educational excellence partly stems from our emphasis on hands-on learning, bringing the latest techniques, insights and expertise into the academy.

### **International film**

The Film Academy has long been a defining force in the Dutch film and media world, and ranks among Europe's most distinguished film schools. One of our current aims is to achieve a similar position outside Europe, and reinforce our reputation as one of the world's leading media training programmes. We have already made great progress within a short time with our international Master of Film and in the years ahead intend to dedicate more of our Bachelor's curriculum to international film. The Film Academy also intends to be an even more active participant in international exchange programmes for film students.

# 1

**Educational excellence and the continued pursuit of quality**

#### **Ambitions 2018**

- Master offers extra specialism pathways
- participation in international Master of Sound
- stronger international position

## Theory, practice and reflection

With the Bachelor's degree in Cultural Heritage and the Master of Museology, the Reinwardt Academy offers two in-depth programmes that are continually refined and developed by the latest research findings and input from the profession. The programme offers a balance of theory, practical experience and ethical reflection. The Academy has a broad vision of skills-focused education and believes that shaping students' attitudes is equally as important as gaining knowledge and putting it into practice.

As part of the Amsterdam School of the Arts, the Reinwardt Academy provides an environment in which students not only develop a clear and solid grasp of cultural heritage, but also become members of a community that trains new cultural and art producers. The Academy aims to build stronger ties with art education. We intend to place more emphasis on selecting talent, seeking prospective students with the potential to develop the required professional skills. The programme will also give greater attention to career advice and coaching; an intensified student tracking system will provide more accurate insights into students as they enter, progress through, and leave the programme. In the future, the preliminary year will concentrate more closely on identifying talent and, if students' performance is below standard, they will be advised to reconsider progressing to the following year.

### Balance

The Academy will update the programme in response to advances and changes in the profession, society and education, so that students can attain the expertise and knowledge required for professional life in two and a half years. In the subsequent profile phase, students will be able to continue their development by taking either a more in-depth, or a broader, approach. The research group will bring the current Master of Museology up to date. Experimental clinics with museums and other heritage institutions will also feature on the curriculum.

### Support

If we are to achieve our ambitions, we need a stable organization maintaining open relationships with relevant players in the field. Besides their role as educator, the Academy expects its teaching staff to be actively involved within the profession. The Academy's staffing plan ensures that teams or faculty groups consist of a balanced combination of expertise and competencies. The Academy aims to serve student needs better by investing in quality and output, joint consultation and improved facilities.

1

Educational excellence and the continued pursuit of quality

#### Ambitions 2018

- stronger ties with art education
- intensified student tracking system
- stable organisation with excellent facilities



## Dynamic meeting place

**The Theaterschool occupies a unique position as the only education institute in the Netherlands to offer training in all dance and theatre disciplines. The school offers Bachelor's and Master's degrees, in addition to preliminary courses, in which tradition and innovation, skills and experimentation are integrally connected.**

The identity of the Theaterschool is shaped by its role as pioneer in preserving and innovating theatre and dance education in the Netherlands. The school's exceptional position fosters an obligation to challenge changes in the cultural and professional landscape. Now, more than ever, the sector needs well-trained and innovative specialists. By bundling the talent and skill of generations and disciplines, the Theaterschool intends to fuse educational excellence with innovation and development.

### Dialogue

Embedding this ambition within the education programme requires more scope for dialogue between the disciplines. By grouping the Bachelor's and Master's degree and preliminary courses in four specialist areas (performers, makers, tutors and creative team), the Theaterschool pursues a vision of education in which it draws no essential distinction between dance and theatre. By doing so, the school strives to create a dynamic meeting place that connects students, tutors, external guests and public debate, collapsing boundaries between the disciplines.

### Diversity

In the Dutch performing arts, the Theaterschool is at the vanguard of training at postgraduate and Master's education and aims to expand the opportunities for exceptionally talented students. To achieve this, the school does not offer new, specialist programmes, but is developing the current Master's degrees in Theatre and Choreography into a joint, broad, interdisciplinary Master's degree. This model offers personal research projects, tailor-made training and a diversity of education formulas, themes and international expertise.

### Young Bachelor

The Theaterschool is working in conjunction with Het Nationale Ballet to develop a Young Bachelor's Programme as an extension of the preparatory ballet course. By admitting young ballet dancers in secondary education to the higher vocational education Bachelor's degree programme, the school provides young talent with the environment to improve their opportunities in the international professional circuit. The partnership will also result in the creation of a junior company, so that young dancers will be able to gain practical experience as interns, performing the repertoire of Het Nationale Ballet as a full part of the company.

1

Educational excellence and the continued pursuit of quality

### Ambitions 2018

- courses in four supradisciplinary areas of specialism
- broad master's programme with opportunities for individual research
- expanding the preparatory dance training

## The student as artist of tomorrow

**In recent years, the field of artistic practice has changed dramatically. Quality, creativity and craft are increasingly important but today more than ever, students need the commercial and business skills to build their practice. At the Amsterdam School of the Arts, our core task is to successfully prepare students for the complex professional life of an artist.**

In every discipline, skill and tradition are of paramount importance: artists can only pursue their artistic curiosity and convey their message with the necessary finesse if they have mastered the craft of the discipline. We provide students with the opportunities to identify their specific talent; they are also partly responsible for structuring their individual study programme. This means that, during the specialism phase of the programme, the course will be tailored to their particular requirements in the form of internships, projects, research and entrepreneurial studies.

### Progression

In the coming period, the Amsterdam School of the Arts aims to reinforce its overall programme. The preliminary course will prepare students for a Bachelor's degree, and students on a Bachelor's programme will be able to progress to a Master's degree programme. The criteria for successfully completing a course of study will be as high as always: only the best students will be eligible for admission and, in the first year, must be able to demonstrate an ability to develop their talent in their particular field at the required level of competency.

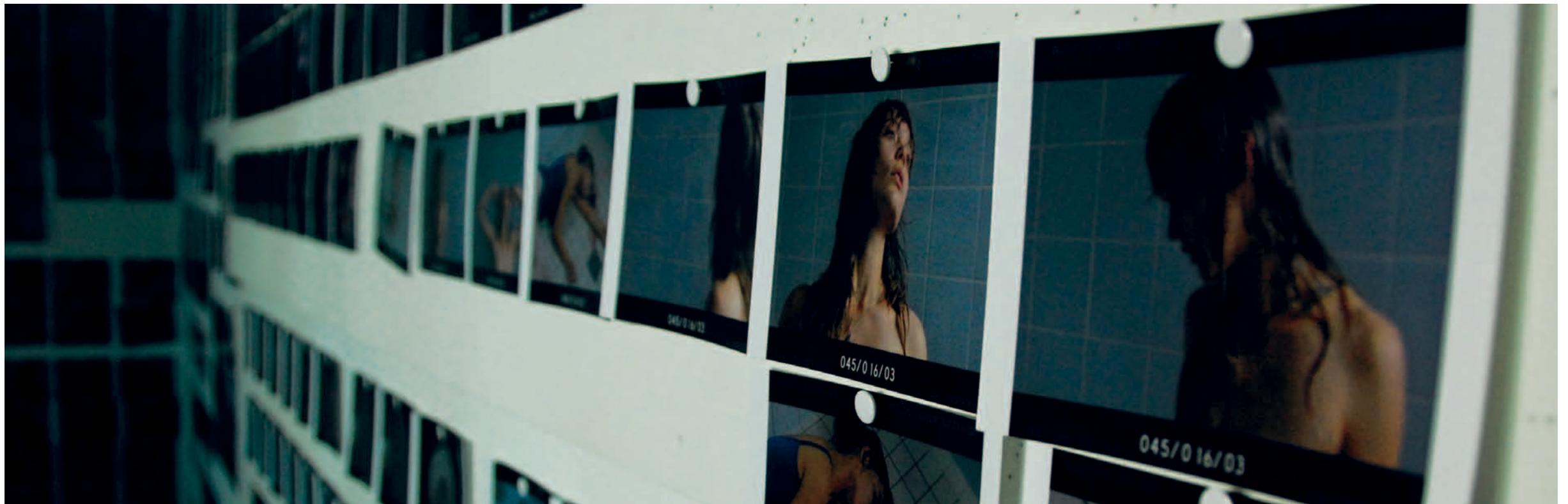
Some students benefit from participating in collaborations, conducting research in interdisciplinary projects, or from broadening their field of study. For these students, the size of the AHK offers considerable opportunities. The Amsterdam School of the Arts strives to encourage students to keep up to date on developments, and also be involved in shaping the school itself.

### Honours Programme

For students with outstanding talent, the AHK is looking into the possibilities of setting up an Honours Programme giving talented students a chance to experiment in multi and interdisciplinary projects with exceptional national and international artists. The Honours Programme could potentially evolve into the flagship for the existing Artists in Residence programme. For students whose primary interest lies in enriching their theoretical and critical skills, the AHK will approach honours programmes run by the University of Amsterdam and the Gerrit Rietveld Academy.

2

2





## Mediator between art and public

**Of all the professions for which the AHK provides training, art teachers are an exceptional group: they will encourage future generations to create art, or to enjoy it as a viewer. The art educators who graduate from the Academy of Fine Art in Education are aware of the latest art theory and practice, and are inspired by images.**

Art educators have been teaching art outside the classroom for quite some time, at art education institutions, and cultural and community institutes in general. Such organisations increasingly require potential educators to have a professional teaching qualification, and to meet certain professional criteria. Moreover, there is greater interaction between teaching activities within, and outside, the classroom. And the arts themselves are in a state of flux: the boundaries between disciplines are blurring and the visual culture that young people find so immersive is playing an increasingly dominant role in our society.

### Attitude

To prepare students for the changing demands of the practice, the Academy of Fine Art in Education offers a curriculum that includes more scope for cultural entrepreneurship, supported by the AHK website for professional artists (available in Dutch only): [beroepkunstenaar.nl](http://beroepkunstenaar.nl). In the view of the Academy, this isn't restricted to acquiring entrepreneurial skills: the main thing is to encourage students to look at the professional environment with an open mind, aware of the role they play in it, depending on the context and relationship with the public.

### Combination of functions

Academy graduates increasingly have careers that combine teaching with an extra-curricular position, or work in a branch of art education as an educator-accredited independent professional. The Academy encourages this development; the new curriculum will give students an even better preparation for such a hybrid career. Alumni operate in a field that is not only broader, but more international. The Academy aims to promote student exchange and compare its curriculum and research internationally. To this end, it maintains structural and incidental collaborations with institutions in the United States and a number of European countries. The Academy intends to broaden these exchanges in relevant cases.



2

The student as artist of tomorrow

### Ambitions 2018

- more scope for cultural entrepreneurship
- preparing students for hybrid careers
- stimulating international exchange



## Improving intake and progression

**The Academy of Architecture is the only education institute in the Netherlands offering the three spatial design disciplines architecture, urbanism and landscape architecture, plus several modules combining all three. Within an international context, the Academy is an example of a 'porous academy' in which students work in an open exchange with practising designers as guest tutors.**

The Academy's education model reflects the current practice of an integrated professional environment in which designers increasingly operate as specialists among specialists. As the disciplines have become more and more interwoven, urbanism and landscape architecture have reinforced their position within the field of architecture. In seeking a healthy balance in its education programmes, the Academy strives to increase the intake of students in these two latter areas.

### **Growth and broadening**

This growth can be realised in several ways, including increasing the number of students from related disciplines. Because the Bachelor's education programme has been broadened, a growing number of Bachelor's degrees at universities and colleges of applied sciences (such as spatial planning, urban and rural planning, ecology, landscape development and building and construction) may lead to a larger student intake. By placing particular importance on the artistic aspects involved in practising the profession, the Academy also strives to foster strong links with other artistic disciplines.

However, although these students possess a wealth of knowledge and skills, they may not all be eligible for immediate admission. For this reason, the Academy is reinforcing the entire trajectory from Bachelor's to Master's degrees, to enhance output. It plans to develop a number of new minors, refine existing preparatory courses, and interface more closely with previous education courses.

### **The Academy as network**

The concurrent education model results in a spiral in which graduates are equipped to enter professional life from where they go on to employ, or instruct another, new generation of students. The Academy mobilises its exceptional network of professionals and tutors to develop practice-based education modules in the context of life-long learning. The collaboration initiated by participating in the Post Master Institute of Architecture will be continued.

2

The student as artist of tomorrow

### **Ambitions 2018**

- focus on Urbanism and Landscape Architecture intake
- broader progression from Bachelor's to Master's level
- strengthening collaboration with other art disciplines



## Professional development for young talent

The mission of the Conservatorium van Amsterdam is to provide the highest calibre of educational excellence. The musician draws on his or her personal musical and artistic identity to shape a discipline that is constantly evolving. Cultural entrepreneurship has been a core element of the curriculum for many years and is continuously re-evaluated and updated, in close consultation with professional musicians.

The Conservatorium van Amsterdam offers an educational environment that prepares students for all aspects of the profession. This starts in the courses for training young talent, when ties with the professional world are already fostered. The conservatory aims to further reinforce the preparatory courses and, with this in mind, is working with the Prinses Christina Concours to research opportunities for developing a national curriculum aimed at improving quality nationwide.

Students who have completed a Bachelor's degree can continue their studies and specialism during the Master's degree programme. During the last accreditations, the quality of the teaching, and the level achieved by graduates was ranked as outstanding; the review committee also qualified the Master's programme as 'excellent'. The large number of alumni performing on the national and international stage underlines the high calibre of training offered by the conservatory.

### Cultural entrepreneurship

Preparing students to thrive in the professional world is an intrinsic aspect of the training. The Enterprising Artist scheme (referred to in Dutch as the DOK programme) comprises a substantial part of the Bachelor's degree syllabus, and now also forms a part of courses offered by other conservatories. In the coming years, entrepreneurship will become a permanent part of Master's programmes. Commercial and business aspects will also be included in majors, in projects and in the numerous concerts given by students. The content will be continuously adapted to reflect current social and professional developments, always in close consultation with the professional field. To further optimise career opportunities, the conservatory will offer alumni an array of extra facilities.

### Education field

The conservatory has a large Music in Education faculty that trains students to teach within an urban environment. The conservatory also places great importance on the didactic skills of all instrumentalists and vocalists.



2

The student as artist of tomorrow

#### Ambitions 2018

- strengthen preparatory training
- extra focus on entrepreneurship in Master's programme
- extra facilities for alumni

## Artistic creativity is the key

**From the first moment to the last, students of the Netherlands Film Academy work on developing their creative talent in an environment that emphasizes practical experience. In the film industry, alumni are appreciated for their craft, and for their open mindedness and vision. These skills equip graduates to rapidly rise to managerial positions in a variety of environments.**

In continuing to prepare students for the radically changing film and media industry, the Film Academy will focus on innovation, entrepreneurship and research in the next few years. We not only encourage students to take an entrepreneurial approach and become self-employed professionals (known in Dutch as zpp'ers, or self-employed workers without employees), but spur them on to set up their own (international) companies.

### **Multidisciplinary**

The Film Academy believes that, irrespective of their personal motivation, students can excel through enriching or broadening their skills. The academy aims to structure the training offered more flexibly by introducing a modular system. Working in multiple disciplines is a key aspect of training from the beginning because students grow up in an environment in which all film disciplines are represented and influence each other. After the largely combined foundation year, the more flexible structure of the syllabus also enables students to follow other professional classes in the specialism phase. Students will be expressly encouraged to do so.

The Film Academy provides training that is continuously adapted to engage with the dynamic and rapid changes sweeping the media industry. In the coming period, the academy will place particular emphasis on animation, interactivity, interdisciplinarity and space for experiment within and beyond the possibilities of film. The focus on craft, specialization, storytelling and collaboration remains at the heart of the new curriculum; this perspective, with which the Film Academy earned its reputation, will continue to define the academy's signature approach.

### **Artistically driven research**

The Master's degree programme does not concentrate on research as a goal in itself – it is always seen in relation to artistic creation. Research must always be practice-led, inspired by a student's passion or specific project. In this way, the student's areas of interest shape the research undertaken in the Master's degree programme; the relation between practice and research makes this possible.

2

The student as artist of tomorrow

### **Ambitions 2018**

- students with international companies
- scope for experiment and interdisciplinarity
- research in relation to artistic creation

## Vital to cultural heritage

Alumni of the Reinwardt Academy are an indispensable part of the museum world, and also hold professional posts within the broader context of heritage with careers in libraries, archives, historic architectural heritage and intangible cultural heritage. Since its foundation just over 35 years ago, the Reinwardt Academy has evolved into one of the key players in the international discourse on professionalism in the entire heritage domain.

### New education policy

Within the space of a few years, technological and social changes have transformed cultural heritage unrecognizably and these changes are still in full swing. In the next few years, the Reinwardt Academy will adapt its curriculum to engage with the developments now affecting the entire heritage field.

In a new education policy document, the Academy will update the final terms that a student is required to meet when completing his or her studies. Among other things, more attention will also be given to research competencies, which will be introduced as a new subject that is integral to the student's basic skills.

Students graduating in the current climate are facing budget cuts in the cultural sector and fewer career opportunities. Entrepreneurial skills are now more important than ever, and will feature more prominently in the syllabus.

### Innovation

The Reinwardt Academy trains professionals to take an inquiring, enterprising and inspiring approach to making an expert, socially relevant contribution to selecting, managing and communicating about heritage.

The Academy aims to provide a platform where established and future heritage professionals from the Netherlands and abroad, help to develop innovative professional tools for the heritage sector by sharing knowledge and experience. Here, a permanent connection with the profession and alumni is of vital importance. The Reinwardt Academy will maintain close ties with graduates by regularly inviting them to take refresher courses and update their skills, share knowledge or participate in debates, and by developing contract-based education in conjunction with national and international stakeholders. The current (unfunded) Master of Museology will be offered on a self-financing basis.



2

The student as artist of tomorrow

### Ambitions 2018

- focus on research and entrepreneurship
- strong relations with the profession and alumni
- greater range of contract education

## Irrepressible engaged talent

The Theaterschool trains skilled, passionate, creative artists, producers, directors and technicians to pursue a life-long career in the challenging world of art and culture. The top-class calibre of the Theaterschool is reflected in our alumni, who find jobs across the industry. Many graduates work in hybrid professions and operate in a context that is becoming increasingly international.

### New landscape

As a consequence of recent government policy, the sophisticated infrastructure of the Dutch performing arts, with its focus on diversity and talent development, will suffer. Performers at the start of their careers will need to find their way in a new landscape where young talent has fewer opportunities and theatre and dance companies cannot rely on funding.

The Theaterschool is dedicated to training a new generation of artists to help re-ignite public appreciation of the professional stage arts, and shape the future of the industry. With its new vision of education, which encourages risk-taking and innovative collaborations between disciplines, the Theaterschool provides the irrepressible talents the industry is in need of, with the space they need.

### Entrepreneurs of today

Tomorrow's graduates will enter a challenging professional world. More than any other sector of the creative industries, individuals in the performing arts will work in a wide range of different environments and contexts. Now, networks, mobility and the ability to convince audiences and financiers have also become vital career-building skills. Within this environment, it is now more important than ever for young artists to never lose sight of their originality.

The Theaterschool aims to pioneer the development of a unique vision of cultural entrepreneurship and structurally anchor the need for creative producers in the sector, in education. The school is ideally placed to fulfil this role thanks to its relationships with the professional cultural field and a teaching faculty that reflects today's profession. The personnel policy places increasing importance on teaching skills when selecting tutors and offering (refresher) training. Extra attention is also devoted to the transmission of knowledge between generations, in anticipation of certain practitioners leaving the profession on reaching retirement age.

2

The student as artist of tomorrow

### Ambitions 2018

- new generation of performing artists in a new landscape
- alumni help to enhance public appreciation
- contemporary vision of cultural entrepreneurship

## Distinct position in the creative metropolis Amsterdam

**As a city with international allure, Amsterdam offers a stimulating environment. Top-ranking institutes in the fields of architecture, the visual arts, heritage, film and the performing arts are located here, attracting talent from around the world. The international environment sets the standard the AHK seeks to achieve, and is a fertile source of tutors, research and projects.**

Amsterdam's cultural and creative industries are not only exemplary but also extremely varied: from community based organisations to those that focus on the global arena, from classical to experimental and from subsidised to commercial. This enables the AHK to reap the benefits at local and national level and helps to foster the school's position within the global network.

The present range of successful Summer Schools demonstrates that the AHK can develop classes with international allure in addition to regular courses offered as part of the Bachelor's and Master's degrees. The school aims to further explore the market for life-long learning and possibly develop new postgraduate modules, which will preferably attract students from all over Europe. These courses will be offered on a break-even basis, and may have the potential to generate revenue.

### Top sector

The Dutch government has designated the creative industries a top sector. In the vision of the AHK, the arts are essential to the life-blood of the creative industries, and play a role in their development. Excluding the arts and culture from Amsterdam's defining features and from the top sector agenda would be a missed opportunity. With its exceptional knowledge and community, the AHK is an important partner in the creative industries and aims to play a vigorous role here as deliverer of young talent and new professionals.

With the UvA and the HvA, the AHK intends to shape the education and research agenda for the top sector creative industries in the Amsterdam region. The institutions join forces in engaging with Amsterdam city council, and coordinate their administrative agendas. The AHK takes part in a Centre of Expertise that focuses on Amsterdam's creative industries, in conjunction with the HvA and InHolland. The AHK also partners with other higher education providers in the capital to strengthen student mobility within the city's education programmes. Activities are realised in the Amsterdam Centre for Entrepreneurship, among other things.





## Reflection of the city

Based on the conviction that art, culture and education play an increasingly vital role in society, the Academy of Fine Art in Education maintains firm ties with Amsterdam and the surrounding area. Art education for a diversity of social and cultural groups is a key focal area.

The Academy offers education that engages with the urban environment of Amsterdam: it is an active partner for schools and (amateur) art institutes. The work placement bureau will evolve into a proactive point of contact connecting supply and demand in the region on the one hand, and students on the other. Internships are a vital means for trainee teachers to acquire their initial qualifications, and cultural institutions are expressing a growing need for interns to work on educational activities.

The Academy intends to reinforce its network of institutions within and beyond the classroom, with greater emphasis on amateur and youth arts organisations in the suburbs as well as notable institutions. The Academy is also keen to enhance the diversity of its student population; in future, trainee art educators will more closely reflect the city's communities. To achieve this, the Academy will widen its recruitment endeavours to include young people from ethnically diverse backgrounds and young practitioners of 'visual sub-cultures' such as gamers, cartoonists and video makers. By concentrating on technological and digital aspects of the arts and media, the Academy also hopes to attract a larger proportion of male students.



**Ambitions 2018**

- active partner for schools and art institutions
- stronger network with non-school education
- student population reflects the diversity of the city



## Amsterdam - international laboratory

For the Academy of Architecture, the city of Amsterdam actively functions as a social architectural structure, as an historic work of art and as a design project in progress. And as such, the city offers designers a laboratory for continuous experimentation.

The Academy seeks to mobilise the appeal of Amsterdam to refine and enhance its international position. The Academy has extensive experience with offering international workshops and projects and, as an international laboratory, has a great deal to offer the world. This is supported by the (continuing) international nature of the student population, although the higher tuition fees this group is now required to pay may restrict the influx of talented students. The Academy will seek ways of securing additional funding to continue to attract students from countries outside the European Economic Area. It will also encourage EEA students to spend part of their study at a college abroad.

The support of the professional community in the region is an important pillar of the concurrent education model. The practice enriches education and the profession benefits from a new generation of designers with insights fuelled by the latest developments in the field. The Academy plans to intensify its contacts with public amenities, principals and project developers. It will also seek to step up ties with local courses offered by the UvA, VU, HvA and Rietveld Academy for developing young talent, tutor exchange programmes, and collaboration with research programmes. The Academy will also participate in the Heritage cluster in the framework of the Dutch top sector policy for the creative industries.

**Ambitions 2018**

- mobilise the appeal of Amsterdam
- enhance international positioning
- strengthen ties with local programmes





## Stage for the city

**Amsterdam plays an exemplary and pioneering role in the international music profession. The Conservatorium van Amsterdam has strong roots in the world of music thanks to collaborations with top institutions and venues in the city. Tutors and students are part of and instrumental in shaping the creative industries.**

The Conservatorium van Amsterdam is more than just an education institution. It is also a music venue in the city, with three stages and an (almost) daily programme of public concerts for music lovers. Our students are also regular performers at numerous venues and festivals throughout Amsterdam. During their studies, many perform in the professional music circuit in Amsterdam or at large events in the city, both commercial and cultural.

The students of the conservatory are also much sought-after as interns for music education within and beyond the classroom – not only at music institutions, but at museums, libraries, EYE and the

corporate world. The conservatory places enormous importance on quality music education, and is working closely with the Amsterdam city council to reintroduce music education to all primary schools throughout the city. This calls for a large number of music educators: the conservatory provides the expertise needed, and refresher courses and training for teachers to update their skills.

The conservatory is also a frequent contributor to the discourse in the city. In this context, it works with the city's two universities, including the Honours programme of the Amsterdam University College.



**Conservatorium van Amsterdam**  
Amsterdam School of the Arts



**Netherlands Film Academy**  
Amsterdam School of the Arts

## Defining the film and media landscape

**The Film Academy has a traditionally occupied a unique position in the Netherlands; the programme and its alumni are acknowledged as a defining force in Dutch film and media. The Academy intends to take an even more active role in shaping the debate in these fields.**

Its location in Amsterdam plays a key part in fostering the Film Academy's regional, national and international ambitions. The Academy aims to mobilise its independent position as training and knowledge institute to make an objective and constructive contribution to enriching and enlivening the debate. In doing so, collaborations with partners such as the Netherlands Film Festival and EYE will be stepped up, also with regard to education activities.

Intensive working relationships with the professional film and media world are also encouraged in the Film Academy's Innovation Lab. This is where students and professionals find an experimental environment for working on developing new

professional skills and tools. The Innovation Lab brings practical experience into the programme, and directly fosters developments and innovation in the field.

The participation in CineGrid Amsterdam will be continued. CineGrid offers opportunities for the Film Academy to work with local partners including the UvA, Waag Society, SARA and SURFnet, on researching the impact of the far-reaching digitization of the production and distribution process. CineGrid is also part of a worldwide network. The concentration of creative, academic and commercial parties creates the right environment for Amsterdam to establish itself as a leader in the world of media and film.



### Ambitions 2018

- active participation in the film and media debate
- hands-on experience in the academy's Innovation Lab
- continued participation in CineGrid

## Leading in cultural heritage

In the rich cultural field of Amsterdam the Reinwardt Academy is ideally positioned as a training institute for heritage professionals. In future, the Academy aims to position itself more distinctly as a place where education, knowledge, the profession and sustainable collaborations meet.

The Dutch government has dubbed the creative industries a top sector. This gives an incredible impetus to the sector to which the AHK belongs, and the heritage cluster. The research group of the Reinwardt Academy plays an active role in developments within the field. The Academy will also make a vital contribution to the activities of the Centre of Expertise relating to the creative industries, in which the AHK participates.

The network of relevant partners in Amsterdam is also vital to the education provided by the Academy. The Advisory Committee, that advises the Executive Board and the research groups on content, is an excellent example of this: it represents members of relevant stakeholders from the museum world and fields such as archive management and conservation, digital heritage, heritage research, monuments and archaeology, education and didactics. The Reinwardt Academy intends to maintain its network and, where possible, enter into new and long-term collaborations.

**Ambitions 2018**

- leader in the heritage cluster of the Centre of Expertise
- strengthening the network with relevant partners



## The performing arts in the heart of Amsterdam

**The Theaterschool is firmly embedded within and an active part of the cultural life of Amsterdam. The courses also closely follow international developments in education and the profession thanks to relevant partnerships with institutions abroad.**

With training in drama, dance, education, scenography, technical theatre arts, stage management and production, the Theaterschool is a theatre company in itself. This provides students with the best possible preparation for professional life, which is further enhanced by the physical proximity of the professional world. The Theaterschool maintains close relationships with venues, companies and production houses in and outside Amsterdam. This benefits both sides: practice enriches education while at the same time students and alumni of the Theaterschool are invaluable to the continuity and innovation of the sector.

The Theaterschool aims to define itself more clearly as a knowledge community and partner for the city. For our internationally-focused courses, the Theaterschool seeks to work with international programmers and festivals. The excellence of the School for New Dance Development, the Master of Theatre (DasArts) and the Amsterdam Master of Choreography is internationally acclaimed. The Theaterschool's ambition is to build on the appeal of studying in Amsterdam, an international cultural metropolis; one of the first steps in this direction is the development of the international summer school of the National Ballet Academy.

**Ambitions 2018**

- maintain collaborations with the field
- visible as knowledge community for the city
- education with international appeal



## Research to advance education and the profession

**Art-making requires curiosity and a mind that questions the nature of reality: art offers a commentary, welcome or not, which may – but is not necessarily – of a personal nature. In supporting this inquiring approach, research is a significant part of the education the AHK provides, and is not confined to the Master's courses. The latest practice-led research also constantly nurtures and shapes the education programmes.**

Over the last few years, the AHK has placed growing emphasis on research, building a strong research practice; external review bodies have highly rated both the quality and diversity of our research. The research always concentrates on benefiting education and advancing the profession and the results are often directly applicable in practice. For research of a more fundamental nature, the AHK draws on partners in its academic networks.

### **New phase**

After an initial build-up, discovery and development phase, research at the AHK is poised to enter a new stage. The research policy will be made more explicit, both at academy and institution level. The departure point here is to maintain the diversity of the research. Over the next ten years, the AHK's vision of research underlines the positioning and agenda of the interdisciplinary research groups. It also lays down the parameters within which the research groups of each discipline will enrich and enhance the profession and the scope for realizing the desired diversity.

### **Alumni**

Every alumnus, without exception, is a member of the knowledge community of the AHK. They are the advocates of the programme, an important factor in quality assurance and, as teachers, will help to deepen and augment the content of the profession. In the years ahead, the AHK wants to develop closer ties with its graduates and develop a community in which everyone who comes into contact with the AHK – from primary school children on the preliminary courses up to students and tutors, their contacts in the field and the alumni too – feel valued members of an extraordinary knowledge community.





## Platform for contemporary art education

**The Academy of Fine Art in Education seeks to foster strong ties between practice and theory. It aims to affirm its position as an expertise centre and offer a platform for initiators in education, art and the creative industries to meet, and inspire each other.**

Education that aims to train teachers to encourage others in their visual development requires curiosity and commitment of students and tutors alike. As part of their graduation path, students complete practice-led research that often draws on experiences gained on a work placement. Current education theories are explored in everyday classroom settings by tutors who are members of the knowledge network of the Arts Education research group.

Ways of looking at and appreciating art, and media culture are the subject of theoretical and practical research. The results feed back into education and are also shared nationally and internation-

ally. The Academy pioneers the PhD Programme Media Culture in which Dutch art academies work together to make 'media literacy' an integral part of art education.

By enhancing opportunities for students to progress to the Master of Art Education, the Academy aims to develop a continuous education learning pathway. In addition, the Academy aims to act as a platform for life-long learning. By offering a range of lectures and refresher courses, it intends to play a role in enhancing and expanding the knowledge development of alumni and the field.



**Academy of Fine Art in Education**  
Amsterdam School of the Arts



**Academy of Architecture**  
Amsterdam School of the Arts

## Responding to the dynamic professional world

**Social, practical and technical developments place new demands on designers. The profession is changing dramatically, and so are the position and role of designers. The Academy responds to this dynamic environment by integrating practice-based research more fully into education.**

The education provided by the Academy of Architecture is multidisciplinary, offered by professionals from the fields of education, research and the design industry. The research group of the Academy is at the hub of this triangle. In contrast to the other AHK faculties, the Academy works with research groups who conduct research on a project basis.

In the years ahead, the Academy intends to put the research groups to more structural use to strengthen the education-research-industry triangle. The research groups will gain a key role in positioning the three Master's degrees and in defining the research agenda.

The relationship of the research groups and knowledge circles with education will be made more explicit. The Academy will define the position of practice-led research versus academic research more distinctly. In doing so, it will further develop contacts with the industry nationwide, and internationally. For the further enhancement of the education, the Academy will focus more closely on theory and history and will encourage PhD pathways for tutors.



### Ambitions 2018

- continuing project-based research groups
- strengthening the education – research – profession triangle
- honing the practical research profile



**Conservatorium van Amsterdam**  
Amsterdam School of the Arts

## Prominent role in the research agenda

**Research is an inherent part of a musical profession that is perpetually changing. The Conservatorium van Amsterdam aims to train musicians who can look at the professional world of music with objectivity and identify needs, issues and new opportunities.**

Individual research has been part of the (post)graduate programme provided by the conservatory for many years. It enables students to develop their own expertise and share it with others. The Professor supervises students in developing, guiding, coordinating and presenting these activities.

The conservatory offers tutors the opportunity to embark on PhD research. Furthermore, collaborations with the University of Amsterdam and other institutions will be stepped up. The conservatory also aims to set up an Institute for Interdisciplinary Research into the

Performing Arts in partnership with the UvA; the new institute will conduct multidisciplinary research aimed at improving musical performance. Research into healthcare for musicians is being carried out in conjunction with the Muziekpoli of the Leids Universitair Medisch Centrum.

By integrating the latest scientific findings into current knowledge and expertise, the conservatory intends to play a prominent role in defining the research agenda in relation to music. The findings will be shared with both national and international education institutions, and the professional world.



### Ambitions 2018

- active role in defining research agenda
- more PhD opportunities for tutors
- institute for interdisciplinary research into the performing arts with the UvA



## Permanently connected

**In the coming period, all forms of research at the Film Academy will take place in the Innovation Lab. The lab will be headed by the Film Professor whose first assignment – the development of an international Master's degree in film – has been completed.**

The Innovation Lab is not a separate organisational unit but a virtual lab with a flexible, adjustable form that can always keep up with the latest rapid changes in the audio-visual world. The Innovation Lab also cultivates these new developments and makes sure that knowledge and insights are fed back into education.

The Innovation Lab will be headed by the Professor; the content will be devised by a group of internal and external experts. The research agenda will be set for a period of two to three years. (Master's) students can enrol for the research agenda, or propose their own research project. The Master's programme will be led by a manager.

Within the Academy, the Innovation Lab functions as a think-tank, initiating and supporting research, reflection and innovation. Externally, it contributes to the function of the Film Academy as a resource and expertise centre for the entire sector. The Academy aims to actively measure the sector's training and research needs, developing viable and successful paths to achieve them. More than in the past, the Academy will organise meetings and conferences and share the results of research and reflection with the outside world.

### Ambitions 2018

- centralising research in virtual Innovation Lab
- research agendas for two to three years
- visible results for sector and outside world



**Netherlands Film Academy**  
Amsterdam School of the Arts



## Knowledge centre for all-round heritage professionals

**Theory and reflection are vital components of the Bachelor's and Master's degrees at the Reinwardt Academy. Education is informed by the Cultural Heritage research group that also plays a key role in building strong ties with leading international stakeholders in the field of heritage.**

A new reasearch period began in 2011 with the appointment of a combined research group post concentrating on two subject areas. Like the first Cultural Heritage research group, their research will continue to concentrate on the social aspects of heritage, and will pursue a number of current activities including the Heritage Arena. With the disbanding of Erfgoed Nederland, the Academy seeks to organise this monthly debate platform for heritage professionals and students with a number of different partners. The goal is to mount an international conference, in English, at least twice a year.

For the coming years, the research programme will also focus on other areas. The Professors will no longer concentrate on a single or integrated theory of heritage, but emphasise diverse heritage practices. With research specifically centring on the relevance and perception of heritage, the research group will help to develop a range of tools to analyse the practices of heritage institutions. By offering insights into the field and engaging in debate about the expanding range of heritage sectors, the Reinwardt Academy intends to cultivate its role of international knowledge centre.

## Future-focused research environment

**Although the Theaterschool is at the vanguard of postgraduate education, the faculty has not had a research group so far. In the coming years, the department will pursue an active research programme, appointing the first Professor in 2012.**

Although the Theaterschool has had no research programme to date, the department possesses research experience and ambitions. Many instructors and training programmes are eager to make use of the AHK's inter-faculty research groups. Two successful RAAK innovation projects have been realised and the Theaterschool regularly invites distinguished artists as Artist in Residence.

In the future, the Theaterschool will also continue to benefit from participating in multidisciplinary projects. It also seeks to play a more significant role as knowledge community and partner for

the city. The most vital mission for the research group in the coming years is to give research and development a structural and prominent place within the Theaterschool.

The Professor will develop and enhance the Theaterschool's research policy and, in consultation with the departments, cultivate opportunities for a future-orientated research environment for the performing arts. Research will reflect and engage with the Master's degree programme and professional environment. The Theaterschool will also explore opportunities for facilitating artistic PhD pathways within the school.



### Ambitions 2018

- structural place for research and development
- distinct profile with own research agenda
- PhD pathways for tutors

# Excellent education = excellent support

**The AHK is in an outstanding position to provide excellent education thanks to its high calibre training programmes, enthusiastic and committed students and staff working within an international network based in the creative metropolis Amsterdam, and sustained by practice-based research. However, excellent education also implies excellent support. Over the coming period, the AHK aims to improve the quality of its support organisation.**

Just as its education programmes, the support at the AHK is largely organised along decentral lines: education is given on location wherever possible, supervised by the faculties. At central level, the Service Bureau provides facilities and structures policy relating to quality care, human resources and ICT. Services are always provided in the support of the primary process. The AHK will give service staff more involvement in education in a drive to improve the quality of the amenities.

## **New and old**

Each faculty is housed in a building that is equipped to meet the specific nature of the education. With its historic buildings the AHK is part of historic Amsterdam on the one hand while, with its new locations, is a striking presence in the city's contemporary urban landscape. The AHK enriches the city with platforms for the artists of tomorrow to present their skills. Over the next few years, the renovation of the Academy of Fine Art in Education and improved premises for the National Ballet Academy will complete the twenty-year project to update and revitalise the academy buildings. In addition, the AHK will pursue a more active environmental awareness programme, encouraging a greater awareness of sustainability among students and faculty members, and drawing up an action plan to reduce energy consumption.



### **ICT**

The AHK buildings are excellently equipped for contemporary art education. In preparation for the future, investments in the ICT infrastructure are required. Today's students have grown up with modern technology and expect a professional education institute to provide up-to-date ICT facilities. Many members of staff are less familiar with technology; for which reason, one of the objectives of the AHK is to invest in new digital technology and the required skills.

Under the influence of new digital technologies, the arts themselves are changing. We will provide students with the training they need to respond to these developments and take advantage of the latest technology. Compared to other branches, the art education sector has also seen an enormous growth in data with digital photography, audio and video. Students and alumni need to give digital presentations and, as an education institution, the AHK is expected to demonstrate its students' achievements. In accommodating this, the AHK will be making investments in data storage.

### **Accountability**

Not only the arts but higher education must also satisfy new criteria. Quality assurance, governance and accountability are key priorities. Audits will be tightened up and place more emphasis on the education process and the level achieved by graduates. With this in mind, the AHK will supervise the functioning of examination boards more closely, and evaluate the assessment level.

The AHK seeks to create an environment in which open and transparent accountability is self-evident, also internally. It is clear that we are entering a period in which education will be compelled to operate within tighter financial parameters; if we are to invest, we will need to make choices. The priorities we have outlined in this Institution Plan form a clear guideline in making choices of this kind. Despite the economic downturn, we are in no doubt that the AHK will still be a vibrant and internationally renowned knowledge centre for art, culture and heritage in 2020.



# Colophon

## Editors

Communications Department  
(Bart Gijswijt, Helen van Zwetselaar)

## Photography

Nancy van Asseldonk, Joost Bataille,  
Bob Bronshoff, Govert Driessen,  
Coco Duivenvoorde, Peter Elenbaas,  
Ruben van der Hammen, Hans Heijmering,  
Hollandse Hoogte, Thomas Lenden,  
Antoinette Mooy, Hanne Nijhuis,  
Roelof Pothuis, Robert van der Ree,  
Toon Vieijra, Oliver Ziebe, Ben Zijlstra

## Design

Thonik

## Print

Drukkerij Hub. Tonnaer

## Translation

Lisa Holden

## Foundation Amsterdam

### School of the Arts

Jodenbreestraat 3  
Postbus 15079  
1001 MB Amsterdam

020 527 7710

[www.ahk.nl](http://www.ahk.nl)

Education Sector  
(secondary vocational education)  
Located in: Amsterdam  
Registered in the Commercial Register  
under number 41210838

© 2013

All rights reserved. No part of this publication  
may be reproduced and/or made public without  
the prior written consent of the publisher.

Efforts were made to trace all copyright holders.  
Those who believe they can still claim to be able to  
assert rights are requested to contact the Amsterdam  
School of the Arts.

The full text of the Institution Plan 2013-2018  
(Dutch only) can be downloaded from  
[www.ahk.nl/instellingsplan](http://www.ahk.nl/instellingsplan).



