

## ANNEX 1

Location: Sint-Lukas Bussels, Date minutes: 11-09-2024

## Minutes LUCA Validation committee meeting 1

### - Visual Arts Sin-Lukas Bussels

Date and time meeting: 10-09-2024, 9:30-12:00

Ref: 2024 HVB-B1

### Members:

Present on campus:

- Bart Raymaekers (chair and member of LUCA-board)
- Klaus Jung (expert from pool of EQ-arts)
- Hellen van Berlo (secretary of the committee, head of department of Education & Quality assurance)

Present online:

- Leen Decin (member of LUCA-board)
- Janneke Ravenhorst (expert from pool of MusiQuE)

## 1 Introduction

The chair explains the importance of this validation process and validation decision in the context of the institutional review performed by the review commission assigned by NVAO.

The following structure is proposed for the validation process:

## agenda

1. Introduction
2. Recap assignment of the committee
3. Documentation on the programmes
4. Discussion file of Visual Arts Sint-Lukas Brussels
5. Proposal for decision
6. Feedback for next meeting 25th september

## 2 Recap of the assignment of the committee

The secretary outlines the core of the committee's assignment which was thoroughly explained during the information meeting on May 24<sup>th</sup>.

In essence, the assignment is as follows:

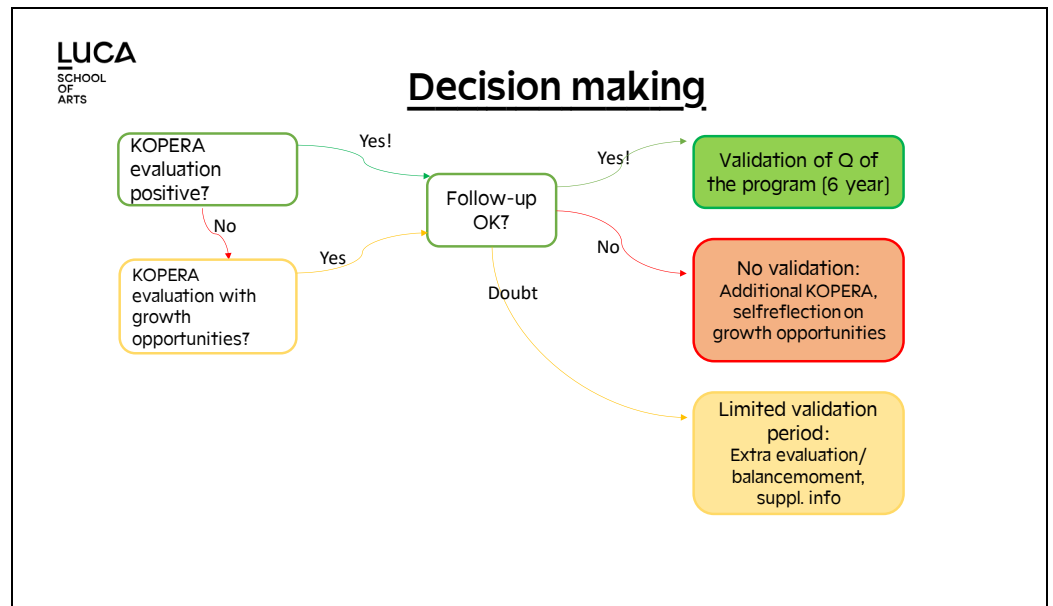
## Assignment committee

Main question:

Does the program have a good quality culture, following the PDCA-cycle to ensure the quality of its education?

- Final decision on quality by validation committee, leaving room for appreciative dialogue for the KOPERA-panel
- Distinction between validation of quality and supporting quality
- Decision shows quality of education as an integral part of LUCA's quality culture with its clear policy cycle

The following diagram was given as an overall decision pathway:



### 3 Documentation on the program

All relevant documentation was compiled into an overview, linked to the various phases of the KOPERA process and the subsequent follow-up. This information was made accessible through links provided in the overview.

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SCHOOL  
OF  
ARTS

### Documentation

File on which the decision will be taken consists of:

- Critical selfreflection by program for KOPERA together with their Profile text
- KOPERA report
- Documentation follow-up meeting KOPERA
- Documentation follow-up in policy cycle LUCA

Available: program portfolio

#### 4 Discussion based on the file of Visual arts of Sint-Lukas Brussels

The committee's input is focused on a few key points that serve as the basis for discussion and exchange of ideas:

- The program's self-reflection report

The committee feels that there is occasionally an unnecessary lack of self-confidence, which could hinder more constructive self-criticism. By being more self-critical, the program could guide the feedback from the KOPERA panel more effectively. A SWOT analysis might also be beneficial. It seems the program is still trying to prove itself, possibly in comparison to the other Visual Arts programs at LUCA, which results in a somewhat defensive stance. This is understandable, as LUCA is still a relatively young School of Arts, and in the past, the programs belonged to separate institutions. At the top level, there is unity, and between programs, this is developing. A healthy balance between maintaining the unique identity of each campus-based program and adhering to a common LUCA policy and culture is widely agreed upon across all levels of LUCA.

That said, the committee finds ample evidence that the KOPERA panel experienced sufficient openness from the program to be able to identify growth opportunities. The site visits have also proven to be an important source of information. The critical self-reflection reports are dynamic, active, and ambitious, and appear to have been effective in the ongoing process.

- The KOPERA Report

The committee agrees that the KOPERA report is well-structured and concise. The identified growth opportunities are reasonable observations, and the recommendations are clear and actionable. However, the committee advises establishing a more visible connection with the action plans, which relates to the next point.

- Follow-up on Actions and Growth Opportunities

The committee discusses what is needed to achieve a clearer overview of all topics requiring follow-up. While all the information is present, its presentation could be improved. A clearer distinction should be made between long-term and short-term actions. Additionally, the origin of the actions should be more transparent—whether they are based on KOPERA, the LUCA policy plan, program policy, or student input. It may also be beneficial to actively integrate these actions into existing policy cycles, ensuring structural and continuous monitoring of progress across the different levels of the institution.

The current format for action plans already makes these distinctions, but the committee recommends reviewing the format to make it more visually accessible, for example by using meaningful colors. Improving the continuity between various texts and information would enhance the clarity of follow-up actions. For instance, in one phase, it can be noted that a discussion has taken place and responsibilities have been assigned to a person or entity. In the next phase, the progress is reviewed, and in the final phase, the outcome is formulated, or a decision is made and communicated.

It was explained that LUCA has been reorganizing. Some changes are already in effect, but the formal reorganization, clustering programs around six large POCs (educational

committees), will begin in January 2025. Action plans will be developed at this level. The reorganization also involves assigning new roles for coordinating and leading these entities, and it will be crucial that the responsibilities related to quality assurance and follow-up actions are integrated into daily operations.

The committee notes that the central steering of cross-program issues is sometimes perceived as limiting. This top-down perception can be mitigated through stronger and clearer communication regarding follow-up actions. Both levels—central and program-specific—should reinforce each other.

The committee recommends focusing more on the communication of action plans and their outcomes to ensure the entire community is informed. Although a lot of information is available, its dissemination could be improved. A concise and clear presentation of the action plan and results in an easily understandable format would be beneficial for both teachers and students. This would also help raise awareness of ongoing quality assurance efforts and follow-up actions. In some cases, actions simply need to be made visible, as they might otherwise go unnoticed—for example, in the interaction between theory and practice. This is often identified as a growth opportunity but is already occurring without formal recognition: theoretical teachers are involved in juries at the end of the year and take on advisory roles in studios throughout the year. By making these actions visible, they can also be leveled up.

The committee recognizes that the challenges mentioned above are not unique to LUCA. Several members, with extensive experience reviewing institutions in different countries, confirm that many institutions face similar struggles.

Quality assurance is a visible priority for the Visual Arts program at Sint-Lukas Brussels. As an example of good practice, the committee highlights the follow-up on a growth opportunity related to students feeling they had too much freedom in shaping their own curriculum. The program addressed this concern by working with one of the KOPERA panel members, who revisited the program for further discussion. LUCA's new structure formalizes smaller learning trajectories, which makes it easier to inform and communicate about the choices students need to make. Additionally, a more vertical structure has been established, with plans for dedicated teachers assigned to this structure to better guide students. An enhanced offering of technical workshops will also support students in making more informed decisions.

The validation meeting itself contributed to clarifying the follow-up at various levels. Measures have been put in place to track progress, which are being monitored and acted upon. A significant amount of work has been done, and a strong evolution in the PDCA cycle has been observed in recent years, both in the Visual Arts program in Brussels and at the institutional level within LUCA's policy cycle.

## 5 Decision

The overall conclusion is that the Visual Arts program at Sint-Lukas Brussels demonstrates a strong quality culture, adhering to the PDCA cycle to maintain the quality of its education, in alignment with the LUCA policy cycle.

The committee also recommends providing greater clarity and structure in the various follow-up documents to make the existing follow-up efforts more visible.

### Signatures

Bart Raymaekers (chair)

Leen Decin

Janneke Ravenhorst

Klaus Jung

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<p><b>Bart Raymaekers</b></p>	<p>Bart Raymaekers is als professor Filosofie verbonden aan het Centrum voor Politieke Filosofie en Ethiek van het Hoger instituut voor Wijsbegeerte (KU Leuven). Hij is tevens rectoraal adviseur voor cultuur, kunst en erfgoed. Hij is lid van het Bestuursorgaan van LUCA School of Arts.</p> <p><a href="https://www.linkedin.com/in/bart-raymaekers-53961514/">https://www.linkedin.com/in/bart-raymaekers-53961514/</a></p>
<p><b>Leen Decin</b></p>	<p>Leen Decin is professor aan het Instituut voor Sterrenkunde van de KU Leuven. Zij is lid van het Bestuursorgaan van LUCA School of Arts.</p> <p><a href="https://www.linkedin.com/in/leen-decin-6bb3951a/">https://www.linkedin.com/in/leen-decin-6bb3951a/</a></p>
<p><b>Janneke Ravenhorst</b></p>	<p>Janneke Ravenhorst is secretary of the executive board/advisory board of the Higher Institute of the Arts in the Hague, Netherlands. She has been head of <a href="#">Quality Culture at the Royal Conservatoire</a> for many years. She also serves as a <a href="#">trainer for peer reviewers for MusiQuE - Music Quality Enhancement</a>, is a member of the Working Group involved in the revision of the MusiQuE Standards and a member of the working group involved in the database design of the International Benchmarking Group and member of the program committee on Higher Education of the <a href="#">National Network for Quality Assurance (NNK)</a>. As of 1 January 2024, Janneke will be actively involved in the <a href="#">IN.TUNE European University Alliance</a> as chair of the Working group responsible for Quality Assurance. More information on Janneke's background can be found <a href="#">here</a>.</p> <p>Trained and proposed by MusiQue</p>
<p><b>Klaus Jung</b></p>	<p>Klaus Jung is artist, teacher and art-school-manager. For more information see the current CV. Klaus Jung had various roles in Higher Art Education institutions in Europe, in Trondheim, in Bergen, in Glasgow, in Cologne and in The Hague. The main focus is now on the further development of the own artistic work.</p> <p>He is active in ELIA, chair of several networks, has extended expertise in external evaluations and accreditations in many countries.</p> <p><a href="http://www.kjung.eu">www.kjung.eu</a></p> <p>Trained and proposed by EQ-arts</p>