



Report (Verslag)

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Onderwerp

Ontwikkelgesprek Master and Advanced Professional Programme in Conservation and Restoration of Cultural Heritage

Discussing main findings panel

- As programme management has signalled the main issues and is already addressing these, the panel only had a limited number of recommendations and preferred to address the other topics of discussion.

Bachelor/Master structure as alternative for the Master/Advanced Professional Programme structure

- All agreed that graduates should enter the profession adequately trained. This is irrespective of the programme structure but the panel emphasised that it is vital that students have ample time and training to develop their academic and practical skills. The panel considers the current Master/Advanced Professional Programme to offer a sound and effective organisational structure for the programme and refrained from offering further explicit recommendations on this matter .
- The main question for the panel is how to use the four years available in such a way that skilled conservators graduate from the programme. Whatever the programme structure may be, the structure should allow to reach this goal. It praised the faculty and the programme for giving students the time to train their academic and practical skills during their entire Bachelor-Master-Advanced Professional Programme course of studies and pointed to the dangers of reducing that time frame.
- The panel sees the second year of the Advanced Professional Programme with 8 to 9 months of internships as very valuable. For the panel, this component should be kept in place, whatever structure would be chosen. Increasingly other foreign conservation training programmes (e.g. in the US, Germany, France) ask students to acquire the necessary practical skills and experience in their own time and with own funding , either prior to enrolling or after graduating.
- In the panel's view, practical skills in preservation and conservation are very important aspects of programmes in this field. Regardless of the programme structure, students should be given enough time to reach this goal and master these skills.
- Students enrolling in the programme should choose for this profession, to prevent drop-outs. Pre-programme experience is, therefore, important. Students should be mature enough to make this choice.

Profile of programme and recruiting new students

- The panel finds the internships in the last year of the Advanced Professional Programme to be a very strong aspect. These internships allow students to obtain access to the labour market and pursue career paths.
- The panel considers the relationship with RCE (Rijksdienst voor het Cultureel Erfgoed) to be important. This relationship should be maintained.
- The range of specialisations is a strong feature of the programme.
- The panel encourages the programme to maintain and extend its international contacts. These may attract extra students.
- The programme could offer guest lectures or site visits/excursions to raise interest among prospective BA students.
- The programme could explore permanent education options for persons in the professional field.

Student surveys in small groups

- The panel proposes to integrate surveys in comprehensive evaluation forms, presenting the survey results anonymously.
- One suggestion of the panel is to emphasise to students that it is really useful for lecturers when students share their ideas and feedback in the form of tips and tops. This may lead students to share their opinions more easily.
- The panel suggests to gather responses by students in an electronic system, in which responses can be anonymised.
- The panel advises to consider mediated oral feedback in interview sessions, chaired by impartial outsiders.

Relationship research and education

- For the panel, it is important the programme should explicate the research policy. The programme has drafted the research strategy.
- The panel proposes to further involve students in the research processes and to familiarise them with research processes in broad outline.
- The panel suggests offering students workshops on starting their own PhD trajectories, comparable to those presently given on starting an own business.