STUDY GUIDE 2023-2024

Amsterdam Academy
of Architecture

Study guide 2023-2024

Amsterdam Academy of Architecture

Contents

The Midsummer Night Party took place on 7 July 2023. Before the party, architecture historian Hans Ibelings gave a lecture.

Foreword

The Amsterdam University of the Arts has signed a declaration of intent to contribute to the Sustainable Development Goals (SDGs) – the 17 goals the United Nations formulated to make the world a better place by 2030 – and wants to contribute to all graduating students' understanding of how they can apply the SDG objectives in practice and translate them into sustainable projects. The Amsterdam Academy of Architecture is making every effort to contribute to the SDGs on two fronts: in the curriculum and in its business operations.

In the curriculum, the substantiation of the (R)evolution Planet training theme is an important topic of discussion.
Our department heads (including our new head of Urbanism, Anna Gasco, who has been with us since 1 September) are ensuring that attention to climate change is integrated into every level of the curriculum. They are refining the briefs for design and research projects, and inviting guest lecturers who specialise in relevant topics, among other ways through open calls published on the Academy's website and social media. This way of working is generating responses from guest lecturers who are not yet part of the Academy's network, but whose backgrounds enable them to make valuable contributions to the content of the subject matter. In addition, the department heads are increasingly inviting guest critics who are not active in the design disciplines, but who can make important contributions to the discussion of climate issues from their fields of expertise, including policymakers, scientists, politicians, writers, journalists and artists.

In addition to this transdisciplinary exchange, we are continuing to strengthen interdisciplinary collaboration among the students of the three Master's programmes: Architecture, Urbanism and Landscape Architecture. For example, more and more design and research projects have joint initial, interim and final presentations to ensure that students and teachers are aware of each other's projects and the knowledge generated in each other's studios. Design and research projects are also slowly but surely becoming more closely interlinked to ensure that students can directly apply the results of their research to their designs. We started this new way of working last academic year and we will continue it this year. We are also taking steps to make our business operations more sustainable;
a message from the Academy's Green Team will follow soon.

Over the past year, we have been working hard on the curriculum for the 2023-2024 academic year, which will once again see a partly international group of first-year students, selected from a large number of applications, commence their studies at the Academy. The interest from all over the world in the concurrent education model, the interdisciplinary education offered by the Academy of Architecture and the (R)evolution Planet training theme remains undiminished.

Because of the international students, the International Classroom is central to the Academy's educational philosophy. It aims to maximise the impact and outcomes of education, and is the context within which all activities take place. The International Classroom seeks to prepare students for a professional future in a potentially international and intercultural workplace. In addition to language skills, many other skills are developed in the International Classroom that are highly beneficial to students' professional development. One such skill is intercultural competence. As of the 2023/2024 academic year, students will therefore follow a new course in the first quarter of the second year called 'Intercultural Competence'. It aims to support the goals of the International Classroom at the Academy of Architecture.

In short, there is once again much to do in the coming academic year! Therefore, welcome (back) to the Academy for the 2023-2024 academic year.

On behalf of all Academy of Architecture staff,

Madeleine Maaskant
Director

General

1 MISSION AND VISION

1.1 Mission and vision

The world around us is constantly changing and at a rapid pace. We are facing major, cross-border and wide-ranging questions. The challenges – related to climate change, resource scarcity, energy transition, social inequality and declining biodiversity – are urgent, complex, and also all spatial issues for which answers must be sought now in order to maintain perspective on a sustainable and inclusive future.

The Academy of Architecture is an internationally-oriented educational and research institute where students are trained for the national and international field of architecture, urbanism, and landscape architecture. The artistic and personal development of the student is the key focus within the intensive education, which is characterised by a high level of expertise, where a culture of innovation, collaboration and experimentation challenges students to look beyond borders and break new ground.

Students study and work simultaneously to become spatial designers and thinkers, with strong roots in practice, as well as critical thinking focused on the future of the respective professions. Architecture, urbanism, and landscape architecture courses are offered concurrently and in an interdisciplinary manner in order to prepare students for integrated and future-focused professional practice, thus paving the way for a transformation of the design professions.

1.2 About

The Academy of Architecture is housed in the heart of the cultural metropolis of Amsterdam. Approximately 350 students and 400 lecturers take courses at the Academy, conduct research and teach in an internationally-oriented environment, supported by an organisation of around 40 staff members. All lecturers are active within their fields. Within this international community in which many different nationalities and cultures are represented, work is inclusive and content-driven, and students, lecturers and staff feel respected, safe, and above all responsible, both for each other and for the world.

2 ORGANISATION

2.1 The Academy of Architecture

The study programme at the Academy of Architecture falls under Higher Professional Education, Arts Education section. The Academy is financed by the Dutch Ministry of Education, Culture and Science.

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Waterlooplein 213	E avb-info@ahk.nl
1011 PG Amsterdam	I www.academievanbouwkunst.nl/en/

2.2 Amsterdam University of the Arts

The Academy of Architecture has been part of the Amsterdam University of the Arts (AHK) since 1987. In addition to architecture, the AHK encompasses a broad spectrum of disciplines: visual art, film, theatre, dance, music, and cultural heritage and museology. The study programmes are housed at various locations in Amsterdam. At this moment, the AHK has approximately 3,000 students.

The other faculties within the AHK are:

- Breitner Academy
- Netherlands Film Academy
- Reinwardt Academy
- Conservatorium van Amsterdam
- Academy of Theatre and Dance

The quality of the education is guaranteed by the 450 teachers affiliated with the AHK and the large number of national and international guest lecturers, around 2,000 per year.

2.3 Organisation AHK

The Amsterdam University of the Arts is a foundation. The competent authority of the AHK Foundation is in the hands of the Executive Board. The AHK has a Supervisory Board.

2.4 AHK Service Bureau

The following shared services are housed within the Service Bureau of the AHK: Finances and administration; Housing and Facilities Management; ICT; Education, Research and Communication; Personnel and organisation; Student Affairs; the Research groups.

The Central Student Administration is responsible, among other things, for the management of the student records in relation to the payment of tuition fees, the annual enrolment, the termination of enrolment of students and refunding of tuition fees. The rights and duties of the students are laid down in a Student Charter at the central level of the AHK.

AHK Service Bureau	T +31 (0)20-527 77 10
Jodenbreestraat 3	E secretariaat@ahk.nl
1011 NG, Amsterdam	I www.ahk.nl

2.5 Board of studies

The board of studies of the Academy is formed by the Academy director and the heads of the Architecture, Urbanism and Landscape Architecture study programmes. The Board of Studies meets in the presence of the education manager, the professional experience coordinator and, where relevant, the study adviser and the faculty manager. The meetings are chaired by the director. Organisational and substantive aspects are dealt with during the meetings.

2.6 Education manager

The education manager is responsible for the organisation of the internal curriculum, pre-master programme and minors, education policy, assessment policy, quality assurance and professionalisation of teaching.

The education manager initiates, programmes and gives concrete form to the programme components in consultation with the board of studies and monitors the quality and cohesiveness of the curriculum based on the learning objectives determined by the board of studies.

The education manager regularly consults the heads of department.

2.7 Study adviser

The Academy of Architecture believes it is important that every student feels at home, safe and respected, and can study healthily. That is why the study adviser is there to help students. The study adviser informs, advises and assists students with practical and personal matters that are related to the study. Students can approach the study adviser in connection with, among other things, the following subjects:

- studying healthily, safely and respectfully;
- termination of enrolment and re-enrolment;
- problems with the study;
- support with funding applications;
- insurance;
- study completion delay;
- stopping or interrupting study;
- visas and residency permits (for foreign students);
- complaints and appeal procedures;
- studying and working abroad;
- laws and regulations.

The study adviser gives advice in the case of study stagnation, follows the study progress of each student and fulfils an early warning function for the board of studies. The study adviser can also refer students to other bodies within or outside the University. Discussions with the study adviser are confidential and personal information will be handled carefully.

The study adviser of the Academy of Architecture is Mildred van der Zwan. You can make an appointment with her via the study secretariat: avb-studysecretariat@ahk.nl.

2.8 Professional experience coordinator

The professional experience coordinator is the person primarily responsible for the external curriculum and plays a key role, in consultation with the heads of the department, in the guidance and support of the students during their professional experience.

The professional experience coordinator is responsible for the student's testing and assessment of the professional experience. The coordinator holds interviews with individual students throughout the year. In addition, an important aspect of his activities is to maintain and strengthen contact with the field of work. The professional experience coordinator holds regular consultations with the heads of departments.

2.9 The examination board

2.9.1 Role of the examination board

The examination board (EB) is independent and fulfils a supervisory role within the Academy of Architecture. The examination board safeguards the quality of testing and assessments in relation to the formulated learning outcomes of the study programme. The examination board therefore plays an important role in the awarding of degrees. Students, lecturers and the field of work must also be able to trust that degrees were awarded in a proper manner.

The examination board does not do this by conducting assessments or examinations itself, but by appointing assessors and examiners, drawing up guidelines with regard to holding assessments and final examinations, combating fraud, monitoring the quality of assessment and making decisions about objections, exemptions and personal study tracks which have been submitted. The Education and Examination Regulations (EER) are the guiding principle for decision-making by the examination board, together with the study guide, which includes the learning outcomes of the study programme. In addition, the EB gives solicited and unsolicited advice about subjects relating to the quality of testing and assessments.

2.9.2 When to contact the examination board

If everything goes smoothly, you should not notice the work of the examination board very much. In the case of questions or problems with testing and assessment, it is advisable to discuss this first with the lecturer concerned and/or the head of department. And although the examination board formally decides, requests for exemptions or a personal study track first go via the head and the study adviser. For problems with your study progress, the student can go to the study adviser.

If this fails to offer a solution, you can consider contacting the examination board:

- If the students believes that something has gone wrong with the formation of the assessment or if the student questions the assessment and consultation with the lecturer, assessor, examiner or head of department has failed to solve the matter.
- If the student believes that something went wrong with regard to the granting of an exemption or the determination of a personal study track.

The student should then register a complaint against the procedure or the decision. The examination board will examine if the procedures were correctly followed and if the EER were properly applied. The decision of the examination board can lead to a procedure having to be repeated.

2.9.3 How to contact the examination board

The Examination Board can be contacted through the secretary of the Examination Board Irene Noordkamp via the following email address: irene.noordkamp@ahk.nl

State your name, student ID number, address, place of residence, telephone number and email address with each request. Please state also the study programme and academic year in question. Describe the request, complaint or objection as clearly as possible and ensure it is based on the rules and regulations in the study guide and Education and Examination Regulations (EER). The student will receive a reaction from the examination board within four working weeks.

2.9.4 Composition of the examination board

- Wouter Kroeze (chairman), guest lecturer in Architecture at the Academy of Architecture.
- Arjan Klok (lecturer member), guest lecturer in Urbanism at the Academy of Architecture.
- Wim Voogt (lecturer member), guest lecturer in Landscape Architecture at the Academy of Architecture
- Peter Defesche (lecturer member), guest lecturer in Architecture at the Academy of Architecture
- Fien Bloemen (external member, SKE-certified) chairwoman of the Academy of Theatre and Dance examination committee
- Irene Noordkamp (official secretary), member of the study secretariat at the Academy of Architecture

2.10 Participation in decision-making

The Academy Council (AC) serves as the consultative body between lecturers (2 seats), students (3 seats), employees (1 seat) and the management. The members are elected for a term of three years. The meetings of the AC are open to the public and the minutes can be found on MyAHK. The meetings take place 8 times per year on average. In addition to the AC, there is also a Programme Committee (PC). The PC consults with the board of studies about the progress of the education twice per year.

The rights and duties of the Academy Council are laid down in the management regulations of the AHK and in the Dutch Higher Education and Research Act. The Dutch Enhanced Governance Powers (Educational Institutions) Act has led to changes in terms of participation in decision-making in education. The Act entered into force as of 1 January 2017. Matters that are discussed during the AC meetings include the quality of the education, facilities, the budget, internationalisation and study load. In addition to the Academy Council, there is a Programme Committee, in which students, lecturers and one staff member serve. Both the AC and the PC have the right to prior consultation and the right of consent on components of the education. More information can be found at https://www.ahk.nl/en/about-the-ahk/organisation/participation-councils/

At this time, the following people serve in the Academy Council and Programme Committee:

- Ibrahim Ahmed – student
- Lorena Navarrete Pinzon – student
- Phuong Đào – student
- David Keuning – employee
- Paul Kuipers – lecturer
- Patrick Roegiers – lecturer

2.11 AHK confidential advisers and Code of Conduct for Public Safety

It is of the greatest importance that everyone at the Amsterdam University of the Arts (AHK) must be able to study and work in a pleasant work environment. Safety, mutual sympathy and respect are conditions for a good working environment and successful time studying. To combat unwanted (sexual) harassment and/or aggression, the AHK has drawn up a Code of Conduct for Public Safety, appointed a number of confidential advisers and established a complaints committee.

For information about confidential advisers, please see https://ahknl.sharepoint.com/sites/StudentAffairs/SitePages/Confidential-adviser.aspx

The study adviser at the Academy of Architecture can refer students to confidential advisers at the AHK. If you would prefer to speak to someone who is not connected with the AHK, you can contact Henk Weber of the HumanCapitalCare occupational health and safety service. Phone +31 (0)20 305 7010 Email h.weber@humancapitalcare.nl

For the Code of Conduct for Public Safety and the Complaints Procedure regarding (sexual) harassment and aggression, please see: https://ahknl.sharepoint.com/sites/StudentAffairs/SitePages/Public-safety.aspx

2.12 Academy of Architecture team

Jasja Arian	*jasja.arian@ahk.nl*	Audiovisual media
Henk van Raam **Jeffrey van Groningen** **Siep Adema** **Gregory Jennie** **Patrick Duin**	*avb-huismeesterij@ahk.nl*	Caretaker's department
Roos Bekkenkamp	*roos.bekkenkamp@ahk.nl*	Communications and Public Relations
Madeleine Maaskant	*madeleine.maaskant@ahk.nl*	Director
Henri Snel	*henri.snel@ahk.nl*	Education manager
Esther Mapp	*esther.mapp@ahk.nl*	Faculty manager
Marieke Marcus	*avb-finadmin@ahk.nl*	Finance and control
Marlies Boterman	*marlies.boterman@ahk.nl*	Form Studies coordinator
Janna Bystrykh (architecture)	*janna.bystrykh@ahk.nl*	Heads of Department
Anna Gasco (urbanism)	*anna.gasco@ahk.nl*	
Joost Emmerik (landscape architecture)	*joost.emmerik@ahk.nl*	
Matty Gaikhorst **Alexandra Nicolau**	*bouwkunst-bibliotheek@ahk.nl*	Library
Sanne Blok **Emmalot Morel** **Emmy Verweij**	*sanne.blok@ahk.nl* *emmalot.morel@ahk.nl* *emmy.verweij@ahk.nl*	Management and education support
David Keuning	*david.keuning@ahk.nl*	Policy adviser
Martijn Troost	*martijn.troost@ahk.nl*	Practical instructor model workshop
Bo Jansen **Peter Schuitemaker**	*makerspace@ahknl.onmicrosoft.com*	Practical instructors AHK MakerSpace
Joëlle Goercharn **Esther den Hertog**	*avb-premasters-minors@ahk.nl*	Pre-masters and Minors
Nico van Bockhooven	*nico.vanbockhooven@ahk.nl*	Professional experience coordinator
Peter van Assche (architecture)	*peter.vanassche@ahk.nl*	Professor
Ineke van Vloten	*ineke.vanvloten@ahk.nl*	Reception
Gerjan Streng **Laura van Santen**	*gerjan.streng@ahk.nl* *laura.vansanten@ahk.nl*	Research fellows
Mildred van der Zwan **Indira Barve**	*mildred.vanderzwan@ahk.nl* *indira.barve@ahk.nl*	Study advisers**/** International affairs
Theo Peters **Irene Noordkamp** **Jutta Gabrowski** **Mildred Zomerdijk** **Jorrèt Sengers**	*avb-studysecretariat@ahk.nl*	Study secretariat

An overview of guest lecturers 2022-2023 can be found on pages 130-131 of the Annual Review:
https://www.bouwkunst.ahk.nl/en/research/publications/publication/annual-review-2022-2023/

3 STUDY SCHEDULE EDUCATIONAL CURRICULUM

year	semester	Internal curriculum			
		projects	research	form studies	lectures
1	1	P1a (AUL) * 4	O1 (AUL) 2	V1a (AUL) / T (A|UL) 1	C1 (AUL) 2
		P1b (A|U|L) 4		V1b (AUL) / T (A|UL) 1	
		Winter School 2			
	2	P2a (AU|L) 4	O2a (A|U|L) 1	V2a (AUL) / T (A|UL) 1	C2 (AUL) 2
		P2b (AL|U) 4	O2b (AUL) 1	V2b (AUL) / T (A|UL) 1	
		Comprehensive Annual Assessment 1			
2	3	P3a (AUL) 4	O3a (AUL) 1	Intercultural Competence 1	C3/C5 (AUL) 2
		P3b (A|U|L) 4	O3b (A|U|L) 1		
		Winter School 2			
	4	P4 (A|UL) 8	O4 (A) 3	O4a (UL) 1	C4/C6 (AUL) 2
				O4b (U|L) 2	
		Comprehensive Annual Assessment 2			
3	5	P5 (AUL) 8	O5 (AUL) 3		C3/C5 (AUL) 2
			Reflection Clinic 1		
	6	P6 (AUL, A|U|L) 8	O6 (AUL) 3		C4/C6 (AUL) 2
			Graduation clinic 1		
		Comprehensive Annual Assessment 3			
4	7	**Graduation** 30			
	8				
		Final Examination			

* 1 EC (European Credit) = 28 hours study load.

External curriculum

elective programme

professional experience

European Credits

Practice hours | **Practice records**

Assessment practice records 30

Comprehensive Annual Assessment 1

60

Practice hours | **Practice records**

Assessment practice records 30

Comprehensive Annual Assessment 2

60

Practice hours | **Practice records**

Practice module

Assessment practice records 30

3

Comprehensive Annual Assessment 3

60

Practice hours | **Practice records**

Practice module

Assessment practice records 30

Final Examination

60

240

3.1 Educational components

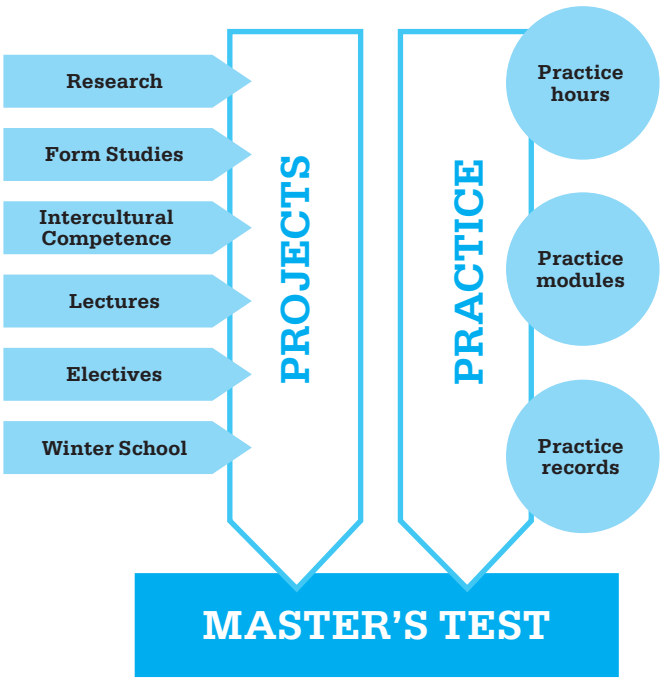
The three study programmes have the same structure. In the six teaching semesters prior to graduation, three forms of education are offered parallel to each other:

- Projects (indicated in this guide with P from the Dutch 'Projecten')
- Research (indicated in this guide with O from the Dutch 'Onderzoek')
- Lectures (indicated in this guide with C from the Dutch 'Colleges')

These three forms of education are supplemented with:

- Form Studies in semesters 1 and 2
- Tools in semesters 1 and 2
- Intercultural Competence in semester 3
- Winter School between semesters 1 and 2, 3 and 4
- Reflection Clinic and Graduation Clinic in semesters 5 and 6
- Elements from the elective programme

Attention is not only devoted to the development of knowledge and skills with these educational components, but students also actively work on their own portfolio



3.1.1 Projects

The design projects form the backbone of the study. This is where knowledge, insight and skills are integrated into the framework of the design assignments. A number of design projects are interdisciplinary. From the start of the study, the capacity to learn to grasp the approaches to design of the related disciplines is developed, as well as the capacity to develop a final orientation in the chosen discipline through a diverse and intensive range of design assignments and approaches to design. The design projects are assessed by the corresponding design lecturer(s) and cover a period of half a semester or a whole semester. Attendance at all projects is compulsory.

3.1.2 Research

The main focus with research is the training of skills in those areas that are essential for identifying, solving and communicating the design problem. In this case, the research is linked to the design projects. In addition, there are three research assignments that are focused on text analysis and writing. Assessment of the research takes place on the basis of attendance and the assignments carried out during the research.
Attendance at all the research is compulsory.

3.1.3 Lectures

The acquisition of knowledge and insight is the main focus during the lectures. Lectures are given at the start of the course. At a later stage, more emphasis is placed on active student participation by offering seminars, which are linked as much as possible to the problems of the more complicated design projects. The result of a series of lectures is assessed on the basis of presentation, excursion and/or by means of a test assignment. The consequence of missing one or more lectures may either mean having to complete an alternative assignment or, if the number of lectures missed is high, may result in exclusion from participating in the Comprehensive Annual Assessment. Attendance at all lectures is compulsory.

3.1.4 Form Studies

Form studies is an integral part of the first year of the study. The lessons are organised around the theme of 'Matter'. As an architect, landscape architect and urbanist, Matter forms the foundation of your design. Matter has many appearances and characteristics. It has texture, structure, form, colour, lustre and smell. It is cold, fluid, hard, coarse, light, soft, reflective, strong, heavy, light, porous, intricate, shiny, matte, round, angular, sharp and fine. It is vibrant, self-forming, preexistent, energy-yielding and much more.

3.1.5 Intercultural Competence

The main focus of this course is cultural awareness, showing the richness, possibilities and limitations of this topic. The Developmental Model of Intercultural Sensitivity is used to understand and analyse effectiveness in intercultural interactions and identify developmental needs and opportunities. Throughout the course students relate theory to practice. Individual assignments are used to reflect on one's own mindset, values, behaviours and perspectives, and group assignments are used to acquire and incorporate different perspectives, improve interpretive skills and implement effective intercultural strategies in the context of the International Classroom. At the beginning of the course, group work is based on case studies, but students reflect on their own context later.

3.1.6 Reflection Clinic

The learning objective of the reflection clinic is to get rid of the shortcomings that were identified during the second year. It is important that after the second year, the student has a clearer picture of which aspects are strongly developed and which aspects will require extra attention during the third year of the study. The student can already work on this in the first half of the third year after the P5 and O5. During the Reflection clinic, an opportunity will be given to devote extra attention to a specific aspect. Numerous thematic

clinics are offered, each of which deal with a specific aspect of the design process. Each student signs up for one of the clinics on the basis of personal motivation in consultation with the applicable department head.

3.1.7 Graduation Clinic

During the second semester of the third study year, a graduation clinic between the student and the head of the relevant department (the head of Architecture is assisted by two extra lecturers). The possibilities for graduation are explored here and a graduation proposal is written. The clinic runs parallel to the O6, in which the graduation topic is explored may be greater depth.

3.1.8 Winter School

During the Winter School work is carried out on a single assignment in an interdisciplinary context. Each student must have participated in a Winter School twice during their studies. The aim of the Winter School is to learn to work independently as an interdisciplinary team. Each team is mixed in composition, both in terms of academic year and degree programme. In January of the new calendar year, concentrated work is carried out on the elaboration of the assignment in one week plus one weekend. The content of this is shaped by one of the heads of department or a guest curator. The assignment revolves around an object, area, site or spatial assignment to be designed in the Netherlands, in which landscape, urban and architectural design can all be used.

3.1.9 Study at other schools

The Academy encourages study at other schools in the Netherlands and abroad. This can be within the context of elective credits or as part of the study. A maximum of one semester can be accepted as part of the study programme. In the case of EMILA students, a maximum of two semesters applies.

3.1.10 Language

The internal curriculum is taught in English. In the external curriculum, the language may be Dutch, depending on the employer. This means that Dutch students are expected to have both an active and passive command of Dutch and English. Candidates from non-English speaking countries both within and without the EU must be able to produce an IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) certificate with a satisfactory score (see 9.1 Admission requirements Amsterdam Academy of Architecture). The TOEFL or IELTS certificate should be submitted together with the application documents. In the absence of certificate or in the case of an unsatisfactory score, the candidate cannot be enrolled as a student. In some instances, teaching materials may only be available in Dutch. This is the case, for instance, with building regulations, zoning laws and other legal texts.

3.2 Elective programme

Students must obtain a total of four elective credits in the second and third year (4 European Credits, where 1 European Credit is equivalent to 28 hours). A maximum of 2 elective credits may be obtained for each proposed elective. Before the Comprehensive Annual Assessment 3 can be taken, the elective credits must have been obtained. Students who have completed Tools (A) only have to obtain two instead of four elective credits. Students who have completed Tools (UL) must obtain the usual four elective credits.

An elective programme will be drawn up for this purpose each year, which may consist of:

- Workshops
- 1.Lectures
- Excursions and study trips
- Personal Effectiveness seminars
- Presentation and Communication seminars
- Study at other schools

3.2.1 Workshops

Short-term, intensive workshops are offered during the entire study, which all students are free to register for, in principle, irrespective of the discipline. These generally take place in the summer months. Students are encouraged to personally contribute to the setting up of workshops. Participation in workshops elsewhere can be accredited provided prior approval is obtained.

3.2.2 1.Lectures

The 1.Lectures on Thursday evenings deal with thematic, topical subjects in the fields of architecture, urbanism and landscape architecture in the Netherlands and abroad. They are public lectures held in English, and are also open to interested parties from outside the Academy. In the first three years of the study, a total of eight lectures must be taken as elective credit on the basis of attendance. The lectures take place on a regular basis in the Hoge Zaal from 20:00 on Thursday evening. There is an attendance list.

3.2.3 Excursions and study trips

Study trips for a consecutive period to destinations in the Netherlands or abroad may form part of the elective programme provided the following five conditions are met:

- the excursion is approved in advance by the board of studies;
- literature research is carried out prior to the excursion;
- an excursion guide is made;
- a report on the excursion is submitted to the board of studies after completion.

In general, an excursion is worth one elective credit. The excursions should preferably be initiated and organised by lecturers and students themselves with the support of the Academy.

3.2.4 Personal Effectiveness seminars

The aim of these seminars is to increase the personal ability of the student to arrange and organise professional activities.

The content of the lessons is tailored to the situation of an Academy student who is combining work and study. The programme partly gains its form on the basis of concrete practical examples from the students' own ongoing projects. Plenty of attention is devoted to individual questions, situations and problem areas of the participants. For this elective, an active contribution is required during the seminars and a degree of (limited) independent learning in the intervening weeks.

3.2.5 Presentation and Communication seminars

The objective of this elective is to bring the individual character of the student to the surface when presenting as effectively as possible and to ensure that the student presents with confidence and pleasure.

The seminars are active and based on techniques from the theatre. Four components are discussed: the desire to convey something (enthusiasm), making contact with the audience, body language and use of the voice. The envisaged result is to be able to present with more confidence and pleasure in various professional practice situations, design approach, method and projects.

3.3 Registration, submission and attendance

For a number of educational components, students are able to choose their assignments by means of a registration procedure.

3.3.1 Place and manner of registration

- Before the start of each quarter, registration for assignments is possible for some educational components.
- Students will receive a call via Teams, with a link to the assignments that can be chosen, the application form and the deadline for registration.

3.3.2 Period of registration

- Registration opens approximately two weeks before the start of the new quarter. In the case of projects that include a visit to a foreign destination, registration takes place further in advance.

3.3.3 Allocation of the registration

- When allocating the groups, the Academy will try to honour the preferences, but placement in the preferred group is never guaranteed.
- In the event of failure to register, the Academy will allocate the student to a group.
- The allocation to a group can at all times be overruled by the Board of Studies, if there are valid reasons for doing so.
- Group allocations will be published in Teams before the start of the new quarter.

3.3.4 Digital submission of results in MyWork, Teams and Miro

- Before the final presentations of educational components, students will receive information in Teams about how to prepare and what to upload where (Miro/Teams/MyWork) to make the work available for assessment.
- Students (first-year up to and including third-year students) are required to submit their work digitally in MyWork after completing the course components P (Projects) and in the case of third-year students after completing the O (Research) before the Comprehensive Annual Assessment by 18:00 hrs. The instructions for submission will be announced to the students in Teams in a timely fashion.

3.3.5 Attendance

Attendance is compulsory at all projects, all the research, all Form Studies and all Tools.

4 EXTERNAL CURRICULUM: PROFESSIONAL EXPERIENCE

Acquiring relevant professional experience is part of the study programme at the Academy of Architecture. Practical work experience is gained simultaneously with the study: concurrent education. Generally speaking, this means that an architecture student will work at an architectural firm, an urbanism student will work at an urban design firm or urban planning department, and a landscape architecture student will work at a landscape architecture firm or in a department where relevant landscape design work is carried out.

It is also possible to work for multiple employers on a freelance basis in the discipline which the student is studying.

Students are allowed to combine their study at the Academy of Architecture with their own practice or business. The condition in that case is that the student submits a written request beforehand detailing the work that the student will perform, accounting for the amount of time will be spent on this work, explaining which professional qualifications will be developed with this, and identifying the mentor who will supervise this work. In addition, the student will explain why the workplace meets the qualitative demands of the Academy. After approval from the study programme, the student can include this practical and professional experience in the practice records for assessment.

The conditions that the professional experience must satisfy during the period of study at the Academies of Architecture are laid down in the memorandum The External Curriculum (Appendix 1: Exit Qualifications, Appendix 2: Transition Table) of July 2014. The complete text of the memorandum The External Curriculum: http://www.ahk.nl/en/architecture/studyprogrammes/external-curriculum/

This chapter of the study guide is a summary of the most important issues of the external curriculum. For the complete information, please read the above-mentioned memorandum 'The External Curriculum' and the corresponding exit qualifications. The external curriculum forms an integral part of this study guide.

4.1 Legal frameworks

As a consequence of the Europan directive 2005/36/EC, the Netherlands has modified the Dutch Architects' Title Act (WAT) and aligned it with with European regulations. From 1 January 2015, graduate architects, urbanists and landscape architects are required to acquire two years of relevant professional experience before they can be enrolled in the Architects' Register. The law includes the possibility of exemption for graduates from the Academies of Architecture. Students who graduate from the Academy of Architecture and have completed the corresponding professional experience can be enrolled in the Architects' Register immediately after receiving their degree.

4.2 The workplace

Irrespective of whether the student works for an employer, on a freelance basis or has a private practice, the expectation of the workplace is:

- that designs are made and realised there and the student is actively supervised by at least one designer (the mentor);
- that there is a stimulating and challenging work environment with sufficient conditions for the student to develop to become a professional practitioner (designer) capable of performing adequately;
- that the infrastructure is of a sufficient standard: availability of professional literature, documentation on regulations and materials, opportunity to discuss the profession, etc.;

- that it enables the student to come into contact with all elements of the process during the course of study and to gain insight into how those different elements of the process (from initiative to completion) are related to one another.

On the basis of the points listed above and the substantive quality of the external curriculum, the professional experience coordinator may conclude that a workplace does not offer the student the right facilities and/or conditions to acquire the required professional experience. A variety of factors such as the nature and size of the firm, the nature and size of the assignment portfolio, the economic situation and time pressure may temporarily or structurally limit the employees' opportunities for development. The Academy understands this, of course, but cannot subordinate the educational requirements to these factors. In that case, the professional experience coordinator may advise a student to acquire professional experience in a different way. This may mean that the student is advised to enter into discussion with the employer, look for a different workplace, or, in the case of a freelancer or a student with a private practice, try to find a work situation with an employer.

If the professional experience coordinator strongly advises a student to change the work situation in connection with possible withholding of study credits, they jointly agree on a time frame that may be considered reasonable for all parties involved. That advice is not free of obligations. Failure to comply with it may lead to a negative assessment of the professional experience and as a result study credits not being awarded.

A good balance between study and work means a working week of no more than four days. Fridays must be available for the study. Students keep the Academy informed of where they are working and inform the study secretariat immediately of any changes.

The professional experience must lead to students having the knowledge, insight and skills that are described in the exit qualifications for the disciplines architecture, urbanism, and garden and landscape architecture of the Register of Architects (www.architectenregister.nl) by the end of their study.

4.3 Practice modules

The learning outcomes of the external curriculum include eight professional qualifications. In order to support the acquisition of the necessary professional experience, the Academy offers a number of practice modules in relation to these professional qualifications. Design and Management is a compulsory module that third-year students follow. In the fourth year, students follow the compulsory practice module Design and Entrepreneurship. Doing these two practice modules is equal to 28 hours of professional experience and 1 EC for the external curriculum per module.

The practice modules are part of the external curriculum. The number of study load hours of a practice module (28 hours per module) are deducted from the number of hours of professional experience to be acquired in the year in which the module was followed. The total number of hours of professional experience to be acquired amounts to 840 hours per year (including the lectures), a total of 3,360 hours for the entire study.

4.4 Professional experience practice records

Students keep an up-to-date practice record of their professional experience each academic year. This record is a digital collection of the information described below, which provides proof of the development experienced and the acquired knowledge, skills and insights during the academic year in question. At the end of the study, the student has four practice records. These records provide the student with insight into the individual development. A student's own performance is assessed on the basis of these records and linked to the desired development and to the requirements of the study programme.

The practice records are an important instrument for the professional experience coordinator and the head of department in order to assess the nature of the work, the professional experience situation and the individual development of a student (in the interim period) quantitatively and qualitatively. The practice records are shown to the professional experience coordinator during the interim progress interviews.

The annual practice record includes the following information:

- the name of the student;
- the study programme and academic year in which the student is studying at that time;
- the details of the professional experience mentor (name, position, experience);
- the practice records with the workplaces from that year (appointment and position, range of duties, type of plans/projects on which the student is working or has worked);
- a signed statement by the employer(s) from the place where the student works and has worked, in which the employer states that the details included in the practice records are correct and granting permission to use visual material belonging to the employer for the practice record;
- CV with study programmes and work experience;
- a overview of projects on which the student has worked for each employer/each work situation with the number of hours worked (the practice records);
- a report on the work performed, illustrated with visual material (max. 5 projects). The (visual) material should clearly show the student's own role in the process (the portfolio);
- an annual report reflecting on the professional experience of that year and the relationship between study and practice, as well as looking forward and including the outline of a plan of action for the remaining period of study, linked to the student's development in practice (the personal development plan);
- information about and results of practice modules related to professional experience (projects and evaluations);
- the assessment of the professional experience by the Academy from the previous year (does not apply therefore to the practice records from the first year).

The practice record is drawn up (digitally) each year, discussed with the external professional experience mentor, and submitted to the Academy for assessment in mid-April.

The practice records provide a picture of the professional experience during the course of study at the Academy of Architecture. The practice documents are taken into account in the Examinations and form part of the overall assessment of the development of the student.

The Directive for Practice Documents can be downloaded (PDF) via avbwerkt:
https://www.avbwerkt.nl/downloads/5b_Practicedocuments_Guide_EN.pdf

4.5 The professional experience mentor

Students find a mentor from the practice to supervise them during their professional experience. The mentor supervises the student while gaining professional experience situation and is also a contact person for the department. This mentor works as an architect, urbanist or landscape architect in the professional practice and has been listed in the Architects' Register for at least three years in the discipline for which the student who is to be supervised wants to enrol in the Architects' Register. The mentor is expected to play an inspiring, coaching and creative role. Academy employees such as the professional experience coordinator and the heads of department cannot act as mentors. However, architects, landscape architects and urbanists who teach at the Academy can act as professional experience mentors.

4.6 Assessment and awarding of credits

The professional experience is assessed qualitatively and quantitatively assessment every year. The quantitative assessment is done by the professional experience coordinator on the basis of the number of hours worked. Students work 840 hours in the first and the second year, and 812 hours in the third and fourth year. The third-year students follow the practice module Design and Management. In the fourth academic year, students follow the practice module Design and Entrepreneurship. A practice module is equivalent to 28 hours working. This concerns at least 3,360 hours professional experience gained for the entire study, being hours worked and practice modules followed. The professional experience is assessed qualitatively on the basis of the work shown in the practice records and during an annual assessment interview with two external assessors. The substantive criteria for the assessment are based on the learning outcomes as described in the external curriculum.

A student needs 30 EC credits for the professional experience each academic year in order to take part in the Comprehensive Annual Assessment or Final Examination. The credits can be obtained with hours worked that are assessed as satisfactory (1 EC per 28 hours) and in the 3rd and 4th year with the compulsory practice module (1 EC). A student with less than 30 credits obtained in that year may only take part in the Comprehensive Annual Assessment or Final Examination as an exception in consultation with the professional experience coordinator and following approval from the board of studies. The missing credits must be obtained in the following year in addition to the 30 EC to be obtained for that year. A student may only get more than the required 30 EC as an exception in consultation with the professional experience coordinator and following approval from the board of studies if the student has worked more than 840 hours that year and the work was assessed as satisfactory. This is possible, for example, in the event that a student does the EMiLA programme and is not able to work sufficient hours in the year that the student is studying abroad. In that case, the student can get extra credits for the professional experience in the previous year and/or the following year.

4.7 Practice Coaches

The student is personally responsible for organizing the professional experience, but is actively supervised and supported by the study programme. The professional experience coordinator (in consultation with the head of department) plays a key role in this respect, since he is primarily responsible, on behalf of the department, for the external curriculum. Final responsibility for the entire curriculum rests with the head of department.

First- and second-year students are appointed an external coach by the study programme. The coaches will have initial meetings with their students at the beginning of the year and a progress interview about the student's professional experience at the end of November/ beginning of December based on the practice records. The professional experience coaches also carry out work visits to the agencies/firms where the students work. At the end of April, the coach will assess the professional experience, together with a second external supervisor, based on the practice records and an assessment interview. At the end of the academic year, the coach together with the professional experience coordinator will assess whether the agreements made and advice given have been complied with or followed up.

4.8 Progress interviews

The professional experience coordinator and/or the head of department may, if necessary, hold a discussion with a student about the professional experience situation and the individual development there. The professional experience coordinator may also hold discussions at the place of work in the presence of the employer to obtain information about the position of the students within the firm.

4.9 Professional experience coordinator

The professional experience coordinator is available for consultation on Tuesday evenings and Friday afternoons. Appointments can be made, preferably by email, via the study secretariat, which can be contacted on working days during office hours, as well as for further questions: avb-studysecretariat@ahk.nl

4.10 Vacancies

Employers can place their vacancies via www.avbwerkt.nl.
Vacancies at www.avbwerkt.nl are only visible to students who are able to log in with a password. Students can generate login details via www.avbwerkt.nl and can also place a CV and a limited portfolio and specify what type of work they are looking for at www.avbwerkt.nl.
Employers can also pass on their vacancies via the study secretariat. These will be hung up on the notice board in the hall of the Academy.

4.11 Practice modules programme

Practice module (AUL, A|UL) Design and Management

Year 3
Duration 2 weeks
Study load and credits 28 hours and 1 ECTS for the external curriculum
Form of education Interdisciplinary lectures (AUL) and disciplinary seminars (A|UL)

Learning objectives

In the learning outcomes of the external curriculum, the second professional qualification 'Organisation' is described as follows:
'Organises the work and design processes, cooperates hereby effectively with colleagues, interested parties, disciplines concerned and acts responsibly on the basis of insights into tactical, strategic and organisational aspects of operations and decision-making.'
An extended description of this professional qualification is described in appendix 2 of the memorandum The External Curriculum (see section 4 of this guide).

The practice module Design and Management is a theoretical support for these aspects of the professional experience. The module is specifically focused on the process aspect of the activities of the architect, urbanist and landscape architect, in contrast to substantive aspects, such as aesthetics, technique, regulations, etc.

The module is structured around the learning outcomes of the external curriculum. The professional qualification (competence) that is primarily brought up for discussion is organising, but cannot be seen separately from the professional qualifications positioning, interpersonal skills, communication, and entrepreneurship.
The module sketches a picture of the different ways in which architects, urbanists and landscape architects organise work processes. The module ties in with both the ambition of the students who would like to be self-employed, as well as students who are responsible, or made responsible, for project management within a firm.

Content The module focuses on the organisational aspects of the design profession. Topics that are discussed include the basic principles of project management, practical guidelines for organising a project, managing time, money and quality, as well as drawing up a project plan.

Method The module consists of three lectures, a film, three seminars and a closing presentation. During the sessions, theoretical introductions are given (interdisciplinary) and the students get to work on the themes (disciplinary).

Issues like budget, planning, the efforts of people, cooperation with external parties and (spatial planning) procedures are discussed during the lectures and students work on an assignment.
On the basis of a realistic assignment, a project plan / action plan is drawn up in which budget, time, people and external factors that can influence a project plan (clients, spatial planning procedures, consultation exercises, external advisers etc.) are taken into account.

It is expected that a certain amount of time will be spent on completing the assignment outside of the lectures. There is a study load of 28 hours for the module including independent learning.

Result An action plan in writing.

Assessment Based on attendance during the lectures and the quality of the assignment completed.

Practice module (AUL, A|UL) Design and Entrepreneurship

Year 4
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS for the external curriculum
Form of education Interdisciplinary (AUL), lectures and disciplinary (A|UL), seminars

Learning objectives In the learning outcomes of the external curriculum, the fifth professional qualification 'Entrepreneurship' is described as follows: 'Recognises how assignments can be determined, defined, initiated and/or acquired and arranged in a business-like way, contributes (as part of a team) to the definition of the assignment, feasibility studies and establishing project plans. Takes initiative for taking on (more) responsibility in relation to office organisation and/or project management.'

The practice module Design and Entrepreneurship is a theoretical support for these aspects of the professional experience. The series is specifically focused on the process aspect of the activities of the designer, urbanist and landscape architect, in contrast to substantive aspects, such as aesthetics, technique, regulations, etc.

The practice module is structured around the learning outcomes of the external curriculum. The professional qualifications (competences) which are dealt with are: positioning, organising, interpersonal skills, communication and entrepreneurship, with explicit emphasis placed on the skill of entrepreneurship. The module paints a picture of the different roles of the designer and gives grounds for determining one's own position in the field. The module ties in with both the ambition of the students who would like to be self-employed, as well as students who are responsible, or made responsible, for office and/or project management.

Content The practice module focuses on the business aspects of the design field and makes a distinction between three phases with accompanying subjects:

1 Acquisition phase
Includes, among other things, acquisition strategy, selection procedures, company identity, positioning, different roles of the architect, the client, communication.
2 Contract phase
Includes, among other things, various forms of selection, the tender, general terms and conditions, legal preconditions, negotiating, calculating fees. Drawing up the tender.
3 Project phase
Includes, among other things, basic principles of project management. Practical guidelines for organising a project and managing time, money and quality. Drawing up the project plan.

Method The practice module consists of six lectures and seminars, and a closing session where the results are presented.
During the sessions, interdisciplinary (AUL) theoretical knowledge is provided about acquisition and positioning, the contract phase and project phase, and students work on an interdisciplinary basis (A/U/L) in groups on creating a project plan with a tender fee for a realistic project.
In the seventh session, the groups present their plan of action with tender.

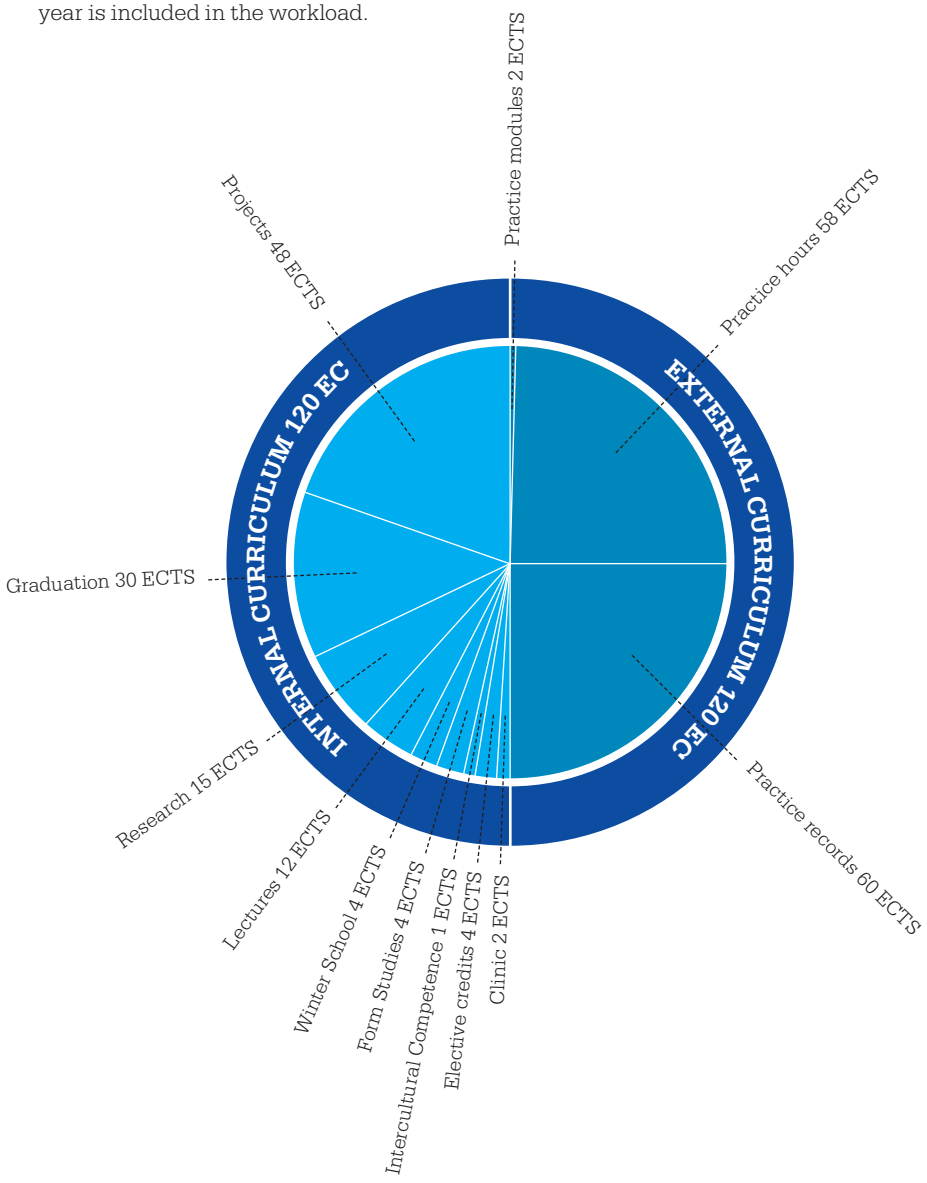
Result Making a tender with a plan of action in writing.

Assessment Based on attendance during the lectures and seminars, and the quality of the assignment completed.

5 STUDY LOAD AND ASSESSMENT

The study programme consists of an internal curriculum, also referred to as the theoretical component, and an external curriculum, also referred to as the professional experience component.

The programme of the theoretical component extends over a teaching period of 42 weeks per year, with a teaching load of approximately 20 hours a week (total of 840 hours). Students must be present at least two evenings a week and on Friday. In semesters 4, 5 and 6, a half-day is reserved for independent study on Friday. In addition, students are expected to spend a number of half-days a week on the study. In the graduation stage, the workload depends on the nature and organisation of the project chosen, but in most cases it will not be less than in the previous years. The professional experience consists of work in the professional practice and following two practice modules. The professional practice of a maximum of 840 hours a year is included in the workload.



5.1 Credits system

The study programme is comprised of four study years

Year 1: **Introduction and Orientation** semester 1 and 2
Year 2: **Deepening and Expansion** semester 3 and 4
Year 3: **Positioning** semester 5 and 6
Year 4: **Professional Qualification** semester 7 and 8

A credits system is drawn up parallel to this structure, in accordance with the European Credits Transfer System (abbreviated to ECTS); 1 ECTS = 28 hours. Credits are only awarded after passing the Comprehensive Annual Assessment or Final Examination, where the student is assessed overall. See EER Article 12b Overall Assessment.

Internal curriculum

1st year	ECTS	2nd year	ECTS	3rd year	ECTS	4th year	ECTS
P1a	4	P3a	4	P5	8	Graduation	30
P1b	4	P3b	4	O5	3		
O1	2	O3a	1	Reflection Clinic	1		
V1a/Tools 1	1	O3b	1	C3/C5	2		
V1b/Tools 1	1	Intercultural Competence	1	P6	8		
C1	2	C3/C5	2	O6	3		
Winter School	2	Winter School	2	Graduation Clinic	1		
P2a	4	P4	8	C4/C6	2		
P2b	4	O4	3	Elective programme	2		
O2a	1	C4/C6	2				
O2b	1	Elective programme	2				
V2a/Tools 2	1						
V2b/Tools 2	1						
C2	2						
Subtotal	**30**		**30**		**30**		**30**

External curriculum

1st year	ECTS	2nd year	ECTS	3rd year	ECTS	4th year	ECTS
Practice hours and Practice records	30	Practice hours and Practice records	30	Practice hours and Practice records	29	Practice hours and Practice records	29
				Practice module	1	Practice module	1
Subtotal	**30**		**30**		**30**		**30**
Total	**60**		**60**		**60**		**60**

6 COMPREHENSIVE ANNUAL ASSESSMENTS AND FINAL EXAMINATIONS

The complete formal rules and procedures with regard to the examinations and final examinations are laid down in the Education and Examination Regulations. This is drawn up in accordance with the requirements stipulated in the Dutch Higher Education and Research Act. The Education and Examination Regulations are included as part of this study guide.
The Academy of Architecture applies a system of integrated, intersubjective assessment per academic year for the assessment of the students' performance. That is the time at which the study progress of the student during the year concerned is assessed in a reflection discussion on the basis of the assessments of the courses, including the assessment of the external curriculum and the assessment of the (cross-disciplinary) development that the student has undergone. This based on the educational vision that cross-disciplinary development of the student serves as a guide for the achievement of the required skills in which the optimal possible stimulation of the talent and possibilities of the student are paramount. During the reflective discussion, the student receives feedback: qualitative statements about the performance and development of the student.

6.1 Comprehensive Annual Assessments and Final Examinations

In total, there are three Comprehensive Annual Assessments, each concluding one of the the first three academic years: Comprehensive Annual Assessment 1 after the first academic year; Comprehensive Annual Assessment 2 after the second academic year and Comprehensive Annual Assessment 3 after the third academic year. In addition, there is a Final Examination, which concludes the graduation period.

Comprehensive Annual Assessment 1 is planned in June/July, Comprehensive Annual Assessment 2 and Comprehensive Annual Assessment 3 in January/February and June/July. As a rule, the student is given the opportunity to take the Final Examination four times per year.

Comprehensive Annual Assessments are administered by Assessment Committees, composed of a selected list of assessors and examiners. Final Examinations are administered by Examination Committees, composed of the same list. This list is determined by the Examination Board annually.

Immediately after the Comprehensive Annual Assessment or Final Examination is held, the assessors or examiners determine the provisional result. The student is informed about this orally. The assessment or examination result becomes definitive following a decision by the examination board. The student receives written confirmation of this. If a student is referred back to components, the assessment or examination must be taken again.

The student is entitled to repeat course components, assessments or examinations or examinations provided that the student is enrolled, the available study time and the validity period of results / assessments / examinations already passed permits that and any further requirements set by the board of studies or examination board have been met. This in accordance with the regulations in the Education and Examination Regulations of the Academy of Architecture.

Staff, lecturers and students of the study programme are allowed to be present as observers when an Assessment Committee conducts an Comprehensive Annual Assessment of an Examination Committee conducts a Final Examination. The deliberations of the Assessment Committees, Examination Committees and Examination Board are closed.

6.2 Appeals regulations

If a student does not agree with an assessment or examination result, the student can lodge a written and substantiated notice of objection with the examination board. See articles 15 and 16 of the Education and Examination Regulations and section 2.9 of this study guide for these regulations.

In addition, there is the option to lodge an official appeal with the Examinations Appeals Board (COBEX) of the AHK against a decision of or on behalf of the examination board. More information about the Examinations Appeals Board can be obtained from the study adviser and at the Service Bureau of the AHK.

6.3 Comprehensive Annual Assessment 1

6.3.1 Comprehensive Annual Assessment 1

Comprehensive Annual Assessment 1 is considered a suitability test and is of a selective nature. Comprehensive Annual Assessment 1 is held once per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the Assessment Committee conducts an assessment. The deliberations of the Assessment Committees and Examination Board are closed.

6.3.2 Conditions for taking Comprehensive Annual Assessment 1

Comprehensive Annual Assessment 1 may only be taken if all course components from the first year (including the professional experience) have been successfully completed. By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant them written permission to take the assessment if they have done one subcomponent of the assessment, but completed it with a fail.

In order to be able to make use of this exception, the student must address an application themselves to the Examination Board at least three weeks prior to the assessment. The Examination Board will confirm in writing to the board of studies whether or not it will give its approval to apply the exception. It will be announced to the student prior to the assessment if approval has been granted by means of the assessment arrangement.

This exception does not apply to the 840 hours professional experience of year 1. This must be completed with a pass in order to be eligible for participation in the assessment. If the student successfully takes the assessment, the academic year in question is deemed to have been successfully completed. For other types of exceptions and the consequences of not passing the assessment, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.3.3 Composition and role of the Assessment Committee

The Examination Board puts together a committee of assessors: the Assessment Committee. The Assessment Committee consists of two lecturers and is composed on a disciplinary basis. Given that the projects have already been assessed by the lecturers, the role of the committee is to assess if the student is suitable for the study (quality and progression) based on the overall picture that the student shows. Due to the fact that numerous students show their work on one day, the committee can form a general picture.

A precondition for Comprehensive Annual Assessment 1 is that there may not be a employer-employee relationship with one of the committee members. If this turns out to be the case following announcement of the assignment of committee members, the committee member or the student must report this to the study secretariat and a different assignment will be made.

6.3.4 Assessment result

On the evening of the Comprehensive Annual Assessment, the student is informed orally by the Assessment Committee of the provisional result. Two possibilities exist for the result:

1. **Positive:** the Assessment Committee deems the student to be suitable for the chosen architecture, urbanism or landscape architecture study programme at this time. The student can continue to the second academic year.
2. **Negative:** the Assessment Committee deems the student to be unsuitable for the chosen architecture, urbanism or landscape architecture study programme at this moment. The student is advised to repeat year 1 or to consider discontinuing the studies.

In the event of a negative result, a meeting about the assessment feedback will follow between the student, the head of department and the study adviser.
It will be determined in consultation which educational components will be done again or additionally in order to fill skills gaps. Where necessary, a tailor-made track will be agreed as a substitute for a regular educational component.

If the student believes that a procedural error was made during the assessment by virtue of which the result is negative, the student can submit a reasoned request for a reassessment to the Examination Board. The appeals procedure as laid down in the Education and Examination Regulations of the Academy of Architecture apply to this.

The result of the assessment is determined by the examination board. The examination board can, after having heard the board of studies, set the requirement that the student must do all or part of the subcomponents belonging to this assessment again and complete them with a satisfactory mark in order to be admitted to that assessment.

6.3.5 Form of the assessment

Comprehensive Annual Assessment 1 consists of an oral explanation of the work produced during the year, the learning experiences, and the study objectives and ambitions of the student.
In this way, the nature of the student's development in the past year is discussed and assessed during a discussion between the student and the Assessment Committee. The subjects and lines of approach of the discussion are indicated on the 'Comprehensive Annual Assessment Form 1'.

The assessment takes place in a group format. The group consists of no more than four students. The Assessment Committee consists of two assessors.

The definitive assignment of members will only be announced on the day of the assessment. The student must check in which room and by which committee the student is expected before the start of the session and the hanging up of the material.

The programme of the assessment session has four main components:

1. Preparation for the session and/or hanging up and arranging the work.
2. Presentation of the study results and answering the questions of the committee (20 minutes per student).
3. The deliberations of the committee consisting of a first part in which the general level of the work is checked and exceptional situations are discussed by means of a 'tour' of the students' work, discussed in other committees. Afterwards, there is a second part in which each committee records its final assessment by filling in the assessment forms.
4. Feedback from the final assessment and a detailed explanation thereof to the student.

The student only receives a provisional oral explanation of the result at the end of the session. The student does not yet receive a copy of the written assessment during the session.

First of all, the committee hands in the written assessment to the study secretariat in the form of the standard assessment forms no later than one week afterwards. The study secretariat provides the student with a copy of the completed assessment form as proof of the result following verification, approval and inclusion in the student record.

In the unlikely event that there are still small course components in the annual planning, such as lectures or study trips that take place after the assessment date, beyond the control of the student (due to personal circumstances, such as illness or family matters), then the assessment result will only be formally confirmed after completion of these components.

6.3.6 Special points for attention

During Comprehensive Annual Assessment 1, the student must give an overview of the work developed during the academic year, with regard to both the internal curriculum and the external professional experience component. It must consist of:

- the result of the projects P1a, P1b, P2a, P2b
- the result of the Winter School
- the result of the research O1, O2a and O2b
- the result of the Form Studies or Tools
- the practice records and the project panels presented during the oral practice assessment

It is explicitly not the intention that the study components will be assessed once again in terms of their content during the assessment.
The learning ability and the development of the student is assessed during the assessment. This is done in a reflective manner in which attention is chiefly paid to the various required professional skills that must be acquired during the study.

It is important that the student does not explain each project in its entirety and in detail, but presents the work brought along - looking back and to the future - including projects and research, Form Studies, lectures and practice.

The student must explain the personal development, indicate links between the work and specify what has been discovered and learned. This must be done in a way in which it is clear, for example, how lectures and the research influence the design projects, how the practical work and the internal work influence each other, and how experiences from one project will be incorporated into the handling of the following project.

The presentation is first and foremost about the work of the internal curriculum. The work that is presented during the practical assessment will only be included by the Assessment Committee as a secondary component in the assessment. The practical work itself will not be assessed again, but the student will be questioned about the way in which they harmonise the acquisition of competencies during the internal curriculum and during the external professional experience component. For this reason, the practical work must be included by the student in the presentation.

6.4 Comprehensive Annual Assessment 2

6.4.1 Status of Comprehensive Annual Assessment 2

Comprehensive Annual Assessment 2 is considered as an opportunity to monitor the continuity of the development of the student.

As a rule, the student is given the opportunity to take Comprehensive Annual Assessment 2 twice per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the Assessment Committee conducts an assessment. The deliberations of the Assessment Committees and Examination Board are closed.

6.4.2 Conditions for taking Comprehensive Annual Assessment 2

Comprehensive Annual Assessment 2 may only be taken if all course components from the first year (including the professional experience) have been successfully completed. By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant written permission to take the assessment if the student has done one subcomponent of the assessment, but completed it with a fail. This does not apply to the project P4 and the research O4 and the 840 hours professional experience of year 2. These must be completed with a pass in order to be eligible for participation in the assessment. If the student successfully takes the assessment, the academic year in question is deemed to have been successfully completed.

In order to be able to make use of this exception, the student must address an application to the Examination Board at least three weeks prior to the assessment. The Examination Board will confirm in writing to the Board of Studies whether or not it will give its approval to apply the exception. It will be announced to the student prior to the assessment if approval has been granted by means of the assessment arrangement. For other types of exceptions and the consequences of not passing the assessment, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.4.3 Composition and role of the Assessment Committee

The Examination Board puts together a committee of assessors: the Assessment Committee. The Assessment Committee consists of two lecturers and is composed on a disciplinary basis. Given that the projects have already been assessed by the lecturers, the role of the committee members is to assess if there has been progression in relation to Comprehensive Annual Assessment 1 in terms of knowledge and skills based on the overall picture that the student shows. At the same time, the objective of Comprehensive Annual Assessment 2 is to give the student a clear picture of which aspects are well developed and which aspects require extra attention in the third academic year. Due to the fact that numerous students show their work on one day, the committee can form a general picture.

One of the committee members acts as chairperson. In the event of a tie, the head of department will hear the assessors and take a decision.

A precondition for Comprehensive Annual Assessment 2 is that there may not be a employer-employee relationship with one of the committee members. If this turns out to be the case following announcement of the assignment of members, the committee member or the student must report this to the study secretariat and a different assignment will be made.

6.4.4 Assessment result

On the evening of the assessment, the student is informed orally by the Assessment Committee of the provisional result. Two possibilities exist for the result:

1. **Positive:** the Assessment Committee is of the opinion that the continuity in the development of the student is satisfactory. The student can continue to the third academic year.
2. **Negative:** the Assessment Committee is of the opinion that the continuity in the development of the student is unsatisfactory.

In the event of a negative result, a meeting about the assessment feedback will follow between the student, the head of department and the study adviser.
It will be determined in consultation which educational components will be done again or additionally (in the form of a P4 autumn and/or O4 autumn) in order to fill skills gaps. Where necessary, a tailor-made track will be agreed as a substitute for a regular educational component.

If the student believes that a procedural error was made during the assessment by virtue of which the result is negative, the student can submit a reasoned request for a reassessment to the Examination Board. The appeals procedure as laid down in the Education and Examination Regulations of the Academy of Architecture apply to this.

The result of the assessment is determined by the Examination Board. The Examination Board can, after having heard the board of studies, set the requirement that the student, in order to be admitted once again to that assessment, must have completed one or more subcomponents, tailored to the individual course of the student, with a satisfactory mark.

6.4.5 Form of the assessment

Comprehensive Annual Assessment 2 consists of an oral explanation of the work produced during the second semester of the first year and the work produced in the second year, the learning experiences and the study objectives and ambitions of the student.

During a discussion between the student and the assessment committee, the nature of the student's development in the past years is thus discussed and assessed. The subjects and lines of approach of the discussion are indicated on the 'Comprehensive Annual Assessment Form 2'.

Comprehensive Annual Assessment 2 takes place in a group format. The group consists of no more than three students.

The Assessment Committee consists of two assessors.

The definitive assignment of members will only be announced on the day of the assessment. The student must check in which room and by which committee the student is expected before the start of the session and the hanging up of the material.

The programme of the assessment session has four main components:
1. Preparation for the session and/or hanging up and arranging the work.
2. Presentation of the study results and answering the questions of the committee (30 minutes per student).

3. The deliberations of the committee consisting of a first part in which the general level of the work is checked and exceptional situations are discussed by means of a 'tour' of the students' work, discussed in other committees. Afterwards, there is a second part in which each committee records its final assessment by filling in the assessment forms.
4. Feedback from the final assessment and a detailed explanation thereof to the student.

The student only receives a provisional oral explanation of the result at the end of the session. The student does not yet receive a copy of the written assessment during the session.

First of all, the committee hands in the written assessment to the study secretariat in the form of the standard assessment forms no later than one week afterwards. The study secretariat provides the student with a copy of the completed assessment form as proof of the result following verification, approval and inclusion in the student record.

In the unlikely event that there are still small course components in the annual planning, such as lectures or study trips that take place after the assessment date, outside the control of the student, then the assessment result will only be formally confirmed after completion of these components.

6.4.6 Special points for attention

During Comprehensive Annual Assessment 2, the student must give an overview of the work developed during the second semester of the first year and work developed during the second academic year, with regard to both the internal curriculum and the external professional experience component. It must consist of:

- the result of the projects P2a, P2b, P3a, P3b, P4
- the result of the Winter School from year 2
- the result of the the research O3a, O3b, O4, or the O4a and O4b
- the result of the Form Studies or Tools (a selection thereof)
- the practice records and the project panels presented during the oral practice assessment

It is explicitly not the intention that the study components will be assessed once again in terms of their content during Comprehensive Annual Assessment 2.

The learning ability and the development of the student is assessed during Comprehensive Annual Assessment 2. This is done in a reflective manner in which attention is chiefly paid to the various required professional skills that must be acquired during the study.

It is important that the student does not explain each project in its entirety and in detail, but presents the work brought along - looking back and to the future - including projects and research, Form Studies, lectures and practice.

The student must explain the personal development, indicate links between the work and specify what has been discovered and learned. This must be done in a way in which it is clear, for example, how lectures and the research influence the design projects, how the practical work and the internal work influence each other, and how experiences from one project will be incorporated into the handling of the following project.

The presentation is first and foremost about the work of the internal curriculum. The work that is presented during the practical assessment will only be included by the Assessment Committee as a secondary component in the assessment. The practical work itself will not be assessed again, but the student will be questioned about the way in which they

harmonise the acquisition of competencies during the internal curriculum and during the external professional experience component. For this reason, the practical work must be included by the student in the presentation.

6.5 Comprehensive Annual Assessment 3

6.5.1 Status of the Comprehensive Annual Assessment 3

Comprehensive Annual Assessment 3 is considered to be the 'concluding assessment' of the second and third years and serves to check progress.

As a rule, the student is given the opportunity to take Comprehensive Annual Assessment 3 twice per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the Assessment Committee conducts an assessment. The deliberations of the Assessment Committees and Examination Board are closed.

6.5.2 Conditions for taking Comprehensive Annual Assessment 3

Comprehensive Annual Assessment 3 may only be taken if all course components from the second year (including the professional experience) have been successfully completed. By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant written permission to take the assessment if the student has done one subcomponent of the assessment, but completed it with a fail. This does not apply to the projects P4, P5 and P6, the research O5 and O6 and the 840 hours professional experience of year 3. These must be completed with a pass in order to be eligible for participation in the assessment. If the student successfully takes the assessment, the academic year in question is deemed to have been successfully completed.

In order to be able to make use of this exception, the student must address an application to the Examination Board at least three weeks prior to the assessment. The Examination Board will confirm in writing to the Board of Studies whether or not it will give its approval to apply the exception. It will be announced to the student prior to the assessment if approval has been granted by means of the assessment arrangement. For other types of exceptions and the consequences of not passing the assessment, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.5.3 Composition and role of the Assessment Committtee

The Examination Board puts together a committee of assessors: the Assessment Committee. The Assessment Committee consists of two lecturers and is composed on a disciplinary basis. Given that the projects have already been assessed by the lecturers, the role of the committee is to assess if the student is sufficiently equipped to begin graduation independently based on the overall picture that the student shows. Due to the fact that numerous students show their work on one day, the committee can form a general picture. One of the committee members acts as chairperson. In the event of a tie, the head of department will hear the assessors and take a decision.

A precondition for Comprehensive Annual Assessment 3 is that there may not be a employer-employee relationship with one of the committee members. If this turns out to be the case following announcement of the assignment of members, the committee member or the student must report this to the study secretariat and a different assignment will be made.

6.5.4 Assessment result

On the evening of the assessment, the student is informed orally by the Assessment Committee of the provisional result.
Two possibilities exist for the result:

1. **Positive:** the Assessment Committee deems the student to be sufficiently equipped to begin the graduation period independently.
2. **Negative:** the Assessment Committee deems the student to be insufficiently equipped to begin the graduation period independently.

In the event of a negative result, a meeting about the assessment feedback will follow between the student, the head of department and the study adviser.
It will be determined in consultation which educational components will be done again or additionally (in the form of a P6 autumn and/or O6 autumn) in order to fill skills gaps. Where necessary, a tailor-made track will be agreed as a substitute for a regular educational component.

If the student believes that a procedural error was made during the assessment by virtue of which the result is negative, the student can submit a reasoned request for a reassessment to the Examination Board. The appeals procedure as laid down in the Education and Examination Regulations of the Academy of Architecture apply to this.

The result of the assessment is determined by the Examination Board. The Examination Board can, after having heard the board of studies, set the requirement that the student, in order to be admitted once again to that assessment, must have completed one or more subcomponents, tailored to the individual course of the student, with a satisfactory mark.

6.5.5 Form of the assessment

Comprehensive Annual Assessment 3 consists of an oral explanation of the work produced during the second and third years, the learning experiences and the study objectives and ambitions of the student.
During a discussion between the student and the Assessment Committee, the nature of the student's development in the past years is thus discussed and assessed. The subjects and lines of approach of the discussion are indicated on the 'Comprehensive Annual Assessment Form 3'.

Comprehensive Annual Assessment 3 takes place, where possible, in a group format. The group consists of no more than two students. The Assessment Committee consists of two assessors.

The definitive assignment of members will only be announced on the day of the assessment. The student must check in which room and by which committee the student is expected before the start of the session and the hanging up of the material.

The programme of the assessment session has four main components:

1. Preparation for the session and/or hanging up and arranging the work.
2. Presentation of the study results and answering the questions of the committee (45 minutes per student).
3. The deliberations of the committee consisting of a first part in which the general level of the work is checked and exceptional situations are discussed by means of a 'tour' of the students' work, discussed in other committees. Afterwards, there is a second part in which each committee records its final assessment by filling in the assessment forms.
4. Feedback from the final assessment and a detailed explanation thereof to the student.

The student only receives a provisional oral explanation of the result at the end of the session. The student does not yet receive a copy of the written assessment during the session.
First of all, the committee hands in the written assessment to the study secretariat in the form of the standard assessment forms no later than one week afterwards. The study secretariat provides the student with a copy of the completed assessment form as proof of the result following verification, approval and inclusion in the student record.

In the unlikely event that there are still small course components in the annual planning, such as lectures or study trips that take place after the assessment date, outside the control of the student, then the assessment result will only be formally confirmed after completion of these components.

6.5.6 Special points for attention

During Comprehensive Annual Assessment 3, the student must give an overview of the work developed during the second and third academic years, with regard to both the internal curriculum and the external professional experience component. It must consist of:

- the result of the projects P3a, P3b, P4, P5, P6
- the result of the research O4, or the O4a and O4b, O5, O6 and the 3rd-year reflection clinic
- the practice records and the project panels presented during the oral practice assessment

It is explicitly not the intention that the study components will be assessed once again in terms of their content during the assessment.
The learning ability and the development of the student is assessed during Comprehensive Annual Assessment 3. This is done in a reflective manner in which attention is chiefly paid to the various required professional skills that must be acquired during the study.

It is important that the student does not explain each project in its entirety and in detail, but presents the work brought along – looking back and to the future – including projects and research, Form Studies, lectures and practice.

The student must explain the personal development, indicate links between the work and specify what has been discovered and learned. This must be done in a way in which it is clear, for example, how lectures and the research influence the design projects, how the practical work and the internal work influence each other, and how experiences from one project will be incorporated into the handling of the following project.

In addition, the student indicates in the discussion any thoughts about the theme or subject concerning the graduation project in the fourth year. Ideally, the student presents the graduation proposal as a logical and well-considered step in the personal development. The proposal thus supports the self-insight required by the student en route to the 'master's test', and better enables the committee to assess whether the student is sufficiently equipped for the graduation period.

The presentation is first and foremost about the work of the internal curriculum. The work that is presented during the practical assessment will only be included by the Assessment Committee as a secondary component in the assessment. The practical work itself will not be assessed again, but the student will be questioned about the way in which they harmonise the acquisition of competencies during the internal curriculum and during the external professional experience component. For this reason, the practical work must be included by the student in the presentation.

6.6 Final Examination

6.6.1 Status of the Final Examination

The Final Examination concludes the entire Master's programmes in Architecture, Urbanism or Landscape Architecture.

As a rule, the student is given the opportunity to take Final Examination four times per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the Examination Committee conducts a Final Examination. The deliberations of the Examination Committees and Examination Board are closed.

6.6.2 Conditions for taking the Final Examination

The Final Examination may only be taken if the Comprehensive Annual Assessments 1, 2 and 3 have been passed and all course components from the first, second and third year, with respect to both the internal curriculum and the professional experience component are successfully completed and the 840 hours professional experience of the fourth years have been completed and the fourth and also final assessment of the professional experience has been successfully completed.

By way of derogation, the examination board of the Academy of Architecture can, at the request of the student, grant written permission, in exceptional cases and under conditions to be stipulated by the board, to take the examination, also if all parts of the internal curriculum and the professional experience component have not yet been successfully completed.

In order to be able to make use of this exception rule, the student must address an application to the examination board for this at least three weeks prior to the examination.

A 4th year student can have the professional experience assessed two times per year, during the regular assessment evenings in April and, on request, in December.

The assessment of the professional experience of a 4th year student is an integral assessment of the professional experience gained during the study. During this fourth and final assessment of the professional experience, the student presents relevant work from all four years of professional experience and thus demonstrates that the professional qualifications as described in the external curriculum have been acquired.

In principle, the Final Examination follows on from a positive recommendation from the graduation committee in relation to the completeness of the graduation work shown at the fourth committee meeting. However, the student is entitled to request this examination on their own authority. For other types of exceptions and the consequences of not passing the examination, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.6.3 Composition and role of the Examination Committee

The examination board puts together a committee of examiners: the examination committee. The examination committee consists of the graduation mentor and two 'additional' members to be appointed by the study programme. The committee is chaired by one of these 'additional' members; the mentor is secretary and arranges the final report. The examination committee assesses one student per session.

The two other members of the graduation committee are also invited for Examination 4, but are not entitled to vote with respect to the final assessment.

It is the role of the examination committee to assess, on the basis of the oral presentation of the graduation project and the written record thereof, if the student has satisfied the learning outcomes of the study programme and is ready to practice the profession completely independently.

A precondition for the examination is that there may not be a employer-employee relationship with one of the committee members. If this turns out to be the case following announcement of the grouping, the committee member or the student must report this to the study secretariat and a different grouping will be made.

6.6.4 Final Examination result

On the evening of the examination, the student is informed orally by the committee of the provisional result.

Two possibilities exist for the result:

1. **Positive:** the examination committee is of the opinion that the student has satisfied the learning outcomes.
2. **Negative:** the examination committee is of the opinion that the student has not satisfied the learning outcomes.

If the examination committee assesses the project negatively based on content-related grounds, the student can submit a request for re-examination to the examination board. One condition is that the available study time and the validity of examinations already passed permit this and any further requirements set by the board of studies or examination board are met. This in accordance with the Education and Examination Regulations of the Academy of Architecture.

If the student believes that a procedural error was made during the examination by virtue of which the result is negative, the student can submit a reasoned request for a reassessment to the examination board. The appeals procedure as laid down in the Education and Examination Regulations of the Academy of Architecture apply to this.

Following agreement on the examination form, the report of the graduation mentor and the graduation report (booklet) of the student by the board of studies, the provisional result of the examination will be definitively recorded by the examination board.

The final result will be communicated in writing to the student.

6.6.5 Form of the examination

The Final Examination consists of an oral explanation of the work produced during the fourth year: ‘the graduation project’.

During a discussion between the student and the examination committee, whether the student satisfied the learning outcomes of the study programme is verified. The subjects and lines of approach of the discussion are indicated on the ‘Final Examination Assessment Form' and the overview of the learning outcomes for the Master’s programmes in Architecture, Urbanism or Landscape Architecture respectively.

The Final Examination always takes place individually. The examination committee consists of three members.

The definitive assignment of members will only be announced on the day of the examination. The student must check in which room and by which committee the student is expected before the start of the session and the hanging up of the material.

It is customary for the student to send information in advance to the 'additional' examiners. The student record is available for inspection at the examination.
The programme of the examination session has four main components:

1. Preparation for the session and/or hanging up and arranging the work.
2. Presentation of the study results and answering the questions of the committee (60 minutes per student).
3. The deliberations of the committee in which the committee records its final assessment by filling in the examination forms.
4. Feedback from the final assessment and a detailed explanation thereof to the student.

The student only receives a provisional oral explanation of the result at the end of the session. The student does not yet receive a copy of the written assessment during the session. The assessment will be shared with the student after the Examination Board has definitively determined the examination.
After the examination session, the mentor arranges the final report, for the purpose of processing by the board of studies and recording the result by the examination board. This report consists of:

- the graduation book;
- the completed and signed examination form;
- a personal report in which the relevance of the work, the notable aspects thereof and the process of graduations are described by the graduation mentor.

The graduation booklet must be present during the Final Examination and handed in to the study secretariat together with the examination form on the evening of the examination session itself. The mentor has a maximum of two weeks time after the examination for the written report. This report is made available via the secretariat to the members of the board of studies and the examination board. The student is subsequently informed of the final result.

At the time of the oral announcement of the result of the Final Examination and the presentation of the written proof of the result of the examination, the student is not yet informed of the recommendation of the examination committee in relation to the awarding of the designation 'cum laude'. The awarding and announcement of this only take place at the graduation ceremony.

6.6.6 The graduation booklet

During the Final Examination, the student is required to hand in printed booklets of the graduation project to both the examination committee and the study secretariat. The booklet consists of, at least, a substantiation of the subject choice, the statement of a problem, the design assignment and a presentation of the design. The board of studies and the examination board only accepts reports from the Final Examination in conjunction with this booklet. The booklet is entered into the educational archive of the Academy and made accessible in the library. A digital version of the booklet is published on the Academy page on ISSUU (https://issuu.com/bouwkunst).

6.6.7 The designation 'cum laude'

The examination committee can recommend to the examination board to the designation 'cum laude' to the student if there is evidence of excellence in all areas of the field of study, if the graduation project has a unique and pioneering character, there is evidence of an

exceptional graduation project and if there is evidence of an exceptional level of reflection from the student on their own graduation work and their position in the field of study.

For the conferral of the designation ‘cum laude’ a unanimous recommendation from the Examination Committee is necessary. This recommendation will be explained by one or both ‘additional’ examiners to the head of department concerned who will report that to the board of studies. The recommendation must be substantiated on the Cum Laude Proposal Form with arguments referring to the above-mentioned criteria. All assessment categories must be assessed as good or excellent on the assessment form of the Final Examination.

The Examination Board decides definitively if the student is awarded the designation on the basis of the documents and after having consulted the relevant head of department. The student is not informed of the recommendation of the Examination Committee and the final decision of the Examination Board after the Final Examination. or prior to the public graduation presentation. The awarding and announcement of this only take place at the graduation ceremony. A form is available at the study secretariat with which a student can be nominated for the designation ‘cum laude’. This request must be handed in together with the examination form.

6.6.8 Exception clause

The examination board decides in cases not described in these regulations.

7 GRADUATION

7.1 The graduation project: Content

Graduation is the final project that differs from previous design projects during the study programme in a number of respects. Graduation has the character of a 'master's test'. In addition to professional growth, the student at the Academy also undergoes growth in terms of independence and individuality. This independent professional command is also reflected in the graduation project. With regard to the subject choice, assignment formulation, method, composition of the graduation committee, monitoring of the planning and the budget, and the consultation of external experts, the student has control over graduation. The Academy only exerts control with respect to the duration and the assessment of the graduation.

During the graduation process, a number of fixed, public committee meetings are included in order to also give this period a collective component of interaction, exchange, reflection and best practice.

7.1.1 The subject

Through the graduation project, the student demonstrates the ability to determine a subject and formulate a problem statement based on social, spatial and professional developments, and personal fascinations. The choice of subject for the graduation project is free. The subject must, however, enable the student to prove mastery in numerous areas. The subject must, therefore, offer the opportunity to examine a larger area, typology or phenomenon and to find points of reference therein for the spatial elaboration of subareas and/or a concrete object.

A graduation project must remain within the frameworks of a design study programme and the learning outcomes of the professional practice. The graduation subject has no minimum requirement in terms of scale, scope or programme. A small building, area or location can also be the graduation subject if the study of the phenomenon and/or the details and/or the design process contain sufficient depth. However, this places even higher demands on the argumentation and expressive force of the final result.

7.1.2 The graduation plan

In the graduation plan, the choice of subject, the problem statement and the design assignment for the graduation project are substantiated in a convincing manner. The plan goes into the substantive relevance of the graduation subject and the personal considerations of the student. The expectation is that the subject, research and design assignment are sufficiently anchored in both a (professional) theoretical framework and a broader social context. The student is expected to be aware of research and design on the same subject by others and to be able to compare their own work to that.

The graduation plan is not a technical document, but is a design in a certain sense. It must, therefore, convey genuine enthusiasm for the chosen subject and be convincing in terms of the chosen approach. The method and the final products are clearly described in the graduation plan. If the final product is part of the search, the way in which the final products are determined is, in any case, clearly described.

The graduation plan contains references to relevant reference projects and knowledge sources.

7.1.3 The graduation project

On the basis of the assignment (the graduation plan), a design is made in which the mastery of the subject discipline is demonstrated in a convincing way. It is essential that the student

shows a grasp of the different steps in the design process. The student must show in their design that certain investigations, studies and elaborations have been carried out in an effective way. The choice of certain elaborations and the chosen level of detail, as well as the forms of presentation, must be convincing. The argumentation comprehensible, coherent and convincing. The final design must be of a high aesthetic quality. The picture sketched flows logically from the established assignment and is authentic.

7.2 The graduation project: Process

The maximum duration of the graduation process is 42 weeks. Graduation is worth 30 European Credits (ECTS). This corresponds to 20 hours of study per week. The approval of the graduation plan by the board of studies is the start of the graduation process (see the Graduation Clock)

Graduation plans are handled twice per year in a special meeting of the board of studies:

1. In September 2023; the Final Examination takes place in the week of 11 July 2024 (1st shift).
2. In February 2024; the Final Examination takes place in the week of 9 January 2025 (2nd shift).

Graduation plans must be handed in to the study secretariat of the Academy at least 14 working days before the planned meeting of the board of studies.

7.2.1 The graduation clinic

The graduation clinic leads to the choice of graduation subject and an accompanying graduation proposal with which the student can answer the questions: where, what, for whom and why.

During the graduation clinic, the student consults with the head of the study programme concerned about the graduation plan on the basis of the assessment form and the O6 paper. The possibilities for graduation are explored here and the choice of committee and the mentor in particular are discussed. The student gains insight into the list of mentors who are proposed by the Academy. The structure for the graduation proposal is written. The graduation clinic consists of six sessions. During the first and second session, the following is discussed:

- the substantive and professional ambitions of the student;
- the choice of mentor and the other possible graduation committee members;
- the available study time;
- the report from the Comprehensive Annual Assessment 3;
- choice of subject and location;
- a planning document in which the ambitions, fields of research, excursions, interviews, literature and the production of drawings and scale models are recorded in time, a roadmap of the graduation.

7.2.2 The graduation planning

On commencement of the graduation, the student is provided with an overall planning from the Academy in which all formal moments, including the committee meetings, are recorded. This planning is not yet specifically focused on the personal graduation plan of the student. On the basis of the graduation plan, a personal planning is made by the student within the graduation planning of the Academy, which forms a formal part of the graduation plan.

7.2.3 Approval of the graduation plan

The graduation plan must be approved by the board of studies. The graduation plan can be approved if it is, in any case, provided with information supporting the choice of the subject, a problem statement and a design assignment. In addition, a clear working method is necessary.

The student makes a proposal for the two additional committee members in the graduation plan. The mentor is already known by then. These two additional committee members have been approached and have reacted positively.

If the committee members have not yet definitively confirmed or the committee is not approved, the student makes a definitive proposal for the graduation committee, in consultation with the mentor, within a week after the consideration of the plan by the board of studies. If the graduation plan or the composition of the graduation committee is approved by the board of studies or if there is reason for changing the plan, the head of department will contact the student. The student can then submit an amended graduation plan for approval within a week.

7.2.4 Presentation of the graduation plan – Committee 0

After discussing the graduation plan, the board of studies organises a first public meeting where the students, present and defend the graduation subject, the problem statement and the elaboration of this into a concrete assignment (with location and programme). During the public meeting, the students also propose the definitive graduation committee. After this presentation, the board of studies definitively approves the plans including committees.

If a plan is not approved, the student can register for the following shift.

The presentation of the graduation plan and participation in the debate are a compulsory part of the graduation project. In addition to the mentor, the other committee members are also welcome.

7.2.5 Graduation Thursdays

Thursday is the day on which the Academy is open to the graduating students. In addition to the meetings organised by the Academy, there is also the graduation studio. Public presentations also take place on Thursday evening, during which graduating students present their graduation project and receive their degree certificate.

Graduation studio

In addition to the spaces at the Distelweg, spaces are also reserved for all graduating students at the Academy at the Waterlooplein every Thursday evening. Graduating students come to the Academy on this fixed evening in the week to work on their graduation project, to discuss developments with each other and to exchange ideas.

Thematic sessions

Every academic year, the Academy organises three thematic Graduation Thursdays. The students choose at least two evenings to attend during their graduation shift. The thematic structure anticipates the various phases of development in which graduation projects may be. The theme evenings are announced at the start of the academic year. These evenings usually require little or no preparation time from the student. The intention is to inspire and to provide a fresh outlook on graduation. These evenings are also suitable for students who have been busy with their graduation longer than a year.

Mentors' meeting

The mentors' meeting takes place around six months after the start of the graduation. The meeting with mentors is intended as a moment of inspiration and a time for reflection on the current work of the students within the context of the development of their graduation project. During the meeting, the student gives a short presentation (max. 10 min.) to the other students and mentors in a group composed beforehand.

During this presentation, the student presents the translation of their concept into a clear design proposal that forms the point of departure for the elaboration of the graduation project. After the presentation, there is room for an open discussion between both mentors and students from that group (max. 20 min.). One of the mentors acts as chairperson in each group.

Should the mentor be unable to attend, another committee member takes over their duties. Participation in these mentors' meeting is a compulsory part of the graduation process. The presentation and the meeting in response to the work are explicitly a time for reflection and not an assessment moment. They are not taken into account in the final assessment of the graduation.

7.2.6 Committee meetings

The student includes four committee meetings in the graduation plan schedule. These are four meetings during which the student presents their work to the graduation committee. The first committee (Comm. 1) is organised by the Academy immediately after the presentation and approval of the graduation plan during the Committee 0. During the final fourth committee (Comm. 4), the graduation committee gives authorisation to the student to sit the Final Examination.

7.2.7 Final Examination

The Final Examination concludes the graduation project. The research and the design are presented during The Final Examination. The student provides insight into all the phases that have been passed through and the qualities of the design. For an explanation of The Final Examination, please see section 6.6 of this study guide.

7.2.8 Public presentation of the graduation project and the graduation ceremony

Before the graduation ceremony, the Examination Board assesses whether the student has passed all the study components and assessments connected with the study programme and satisfied the practical requirement. If this condition has been met, the study secretariat determines a date (generally a Thursday evening or Friday afternoon), in consultation with the student and the Graduation Committee, for a public presentation of the graduation work. This is the final presentation of the graduation process.

At this meeting, the graduation mentor explains the assessment of the Graduation Committee on the basis of its final report and the graduation ceremony takes place. The presentation is a compulsory part of the graduation process and takes place on the Academy premises. It is not possible for the public presentation and graduation ceremony to take place at an external location. The student is responsible for the organisation of this presentation. The date is coordinated through the study secretariat. After the public presentation of the graduation plan, the graduation project is made public via the website of the Academy. Participation in the annual Graduation show is also compulsory.

7.3 The graduation project: the committee

7.3.1 The graduation committee

The graduation committee consists of three members, including the graduation mentor. The members are active practitioners in their own professional field and the composition is tailored to the design assignment. Depending on the subject, one of the members can, if supported by reasons, be employed in a different discipline. One condition for this is that the committee member in question has an affinity with design. A working or personal relationship may not exist between the student and the mentor or committee members.

The members of the graduation committee have clearly defined roles. The graduation mentor is the constant factor, guardian of the general level of quality and the confidential adviser of the student, and the mentor's duties are described above. The role of the committee members is to contribute specific skills and/or knowledge to the project.

The graduation committee meets at least four times as a committee during the graduation project. See the graduation clock for this. In consultation with the graduation mentor, the student can make individual appointments with the committee members. The committee members are also welcome at the special graduation Thursdays.

The student is responsible for the progress and following their own planning. The meetings with the graduation committee take place on the Thursday agreed for that purpose on the Academy premises and are a compulsory part of the graduation process.

7.3.2 The graduation mentor

The student chooses a graduation mentor during the graduation clinic in consultation with the head of department.

The graduation mentor must be familiar with the requirements that the Academy of Architecture sets for graduation. Additionally, the graduation mentor must have previously been a member of a Graduation Committee and have been approved as examiner by the Examination Board. The graduation mentor has a title in the discipline in which the student is studying (or graduating).

The graduation mentor acts as the student's coach and confidential adviser during the graduation process.
The graduation mentor:

- supervises the further elaboration of the graduation plan during the graduation clinic;
- supervises the definitive formulation of the design assignment;
- supervises the composition of the graduation committee;
- is the chairperson of the graduation committee and based on that role consults, where necessary, with the board of studies, the examination board and/or the study adviser;
- is available for the committee meetings on the Thursday designated for that purpose in the annual planning;
- is responsible for filling in the report and the form to the committees;
- monitors the progress over time of the graduation project and reports in writing on the committee meetings to the board of studies by means of the form available for that purpose;
- is secretary of the committee of examiners during the Final Examination session and reports on this session in writing to the board of studies and the examination board.

Generally speaking, a designer who is involved in a similar assignment at the same location cannot be a graduation mentor.
The board of studies will, after the discussion of and public presentation of the graduation plans, confirm the approval of the plan and the choice of graduation mentor and committee members by means of a letter to the student and committee members.

7.3.3 Fee for the graduation committee

The graduation mentor and the members of the graduation committee receive a fixed fee for their work. This fee is expressed in lecture units and confirmed in writing by the Academy. One lecture unit is equal to 3.6 hours of teaching.

The mentor receives a total of 8 lecture units:
- for the preparation of the graduation plan;
- for individual supervision;
- for attending and reporting on four committee meetings;
- for attending the mentors' meeting;
- for conducting and reporting on the Final Examination.

The other members of the graduation committee receive five lecture units for the committee meetings, the individual supervision sessions and attending Final Examination, whereby the payment of a committee meeting is covered by part of the lecture unit. After completion of the four committee meetings, the student is not, in principle, entitled to supervision anymore. The committee is, however, free to still supervise the student during the extra study time.

Upon request, two lecture units are available to bring in two external advisers. The student personally decides whether or not these two lecture units will be used.
The additional examiners for the Final Examination are remunerated separately with one lecture unit per examiner.

Payment of the fee takes place after the Final Examination. After successfully completing the Final Examination, the student should communicate to the study secretariat if the allocation of the available lecture units needs to be revised.

7.4 The graduation project: Committee meetings

7.4.1 The four committee meetings

During the graduation year, the Academy organises committee meetings on at fixed times. Committee meetings 1 and 4 are fixed, while committee meetings 2 and 3 can be planned and organised by the student. All committee members attend these meetings. Participation in these meetings is a compulsory part of the graduation project. The student presents the progress of the work to the graduation committee during these committee meetings. These evenings are also suitable for taking a look at the graduation process of fellow students from that shift and the progress thereof. It is an opportunity for fellow and/or prospective graduates from another class to take a look behind the scenes of a graduation project.

7.4.2 The first committee meeting

Approximately three weeks after the plan presentation, the completion of the research and analysis stage is presented in the first committee meeting. An attempt at a draft research must also be visible then. The date of this meeting is fixed.

The result of the first committee meeting is recorded by the Academy in a short feedback form in which there are instructions for the subsequent stage.

7.4.3 The second committee meeting

The second committee meeting can be seen as the start to the Provisional Design. The first steps towards elaboration of the concept in concrete design must then be visible. The date and the location for this meeting are determined and organised by the student.

The result of the second committee meeting is recorded by the Academy in a feedback form in which there are instructions for the subsequent stage.

If it appears that the student cannot fulfil the planning drawn up by the Academy, the student can fine-tune/change the plan and/or committee composition and start again at the next shift in September or February. This does not necessarily mean that the student

will start from scratch. Consultation with the head of department and the study adviser is always necessary.

7.4.4 The third committee meeting

The third committee forms the start of the Definitive Design. The design will then be broadly outlined and will be further elaborated/tested in the coming weeks. The date and the location for this meeting are determined and organised by the student.

The result of the third committee meeting is recorded by the Academy in a feedback form in which there are instructions for the subsequent stage.

Two weeks after the period in which the third committee meetings should have taken place, the mentor and student receive a written request from the Academy to specify whether the planned date for the fourth committee meeting is feasible. If more time is needed in order to arrive at the fourth committee meeting, the student submits a extension request. There are two possibilities: 8 or 16 week extension. The dates for these extra fourth committee meetings are fixed. The planned date for the Final Examination will therefore be shifted.

7.4.5 The fourth committee meeting

During the fourth committee meeting, the three members of the graduation committee assess the graduation project together. The definitive design must be ready by then to such an extent that the student can focus in the final part of graduation on making the project clear and presentable.

The result of the fourth committee meeting is recorded by the Academy in a feedback form in which there are instructions for the subsequent stage. It also includes recommendations from the graduation committee about the completion of the graduation projects for both the student and the board of studies.

Should a student not satisfy the requirements that the Academy sets for the fourth committee at that time, the Graduation Committee may specify that on the final fourth committee meeting form. The student will draw up a new planning, in consultation with the mentor, within two weeks after the final fourth committee meeting, because the student is falling behind. This is submitted and discussed with the study adviser. The study adviser will bring up that postponement request and new planning for discussion during the meeting of the board of studies. On the basis of the request, the new planning and the remaining study time, the board of studies decides if the extension will be granted. The study secretariat will inform the student in writing of the outcome of the extension request within two weeks after the meeting of the board of studies.

7.5 In the event of illness/ inability to attend

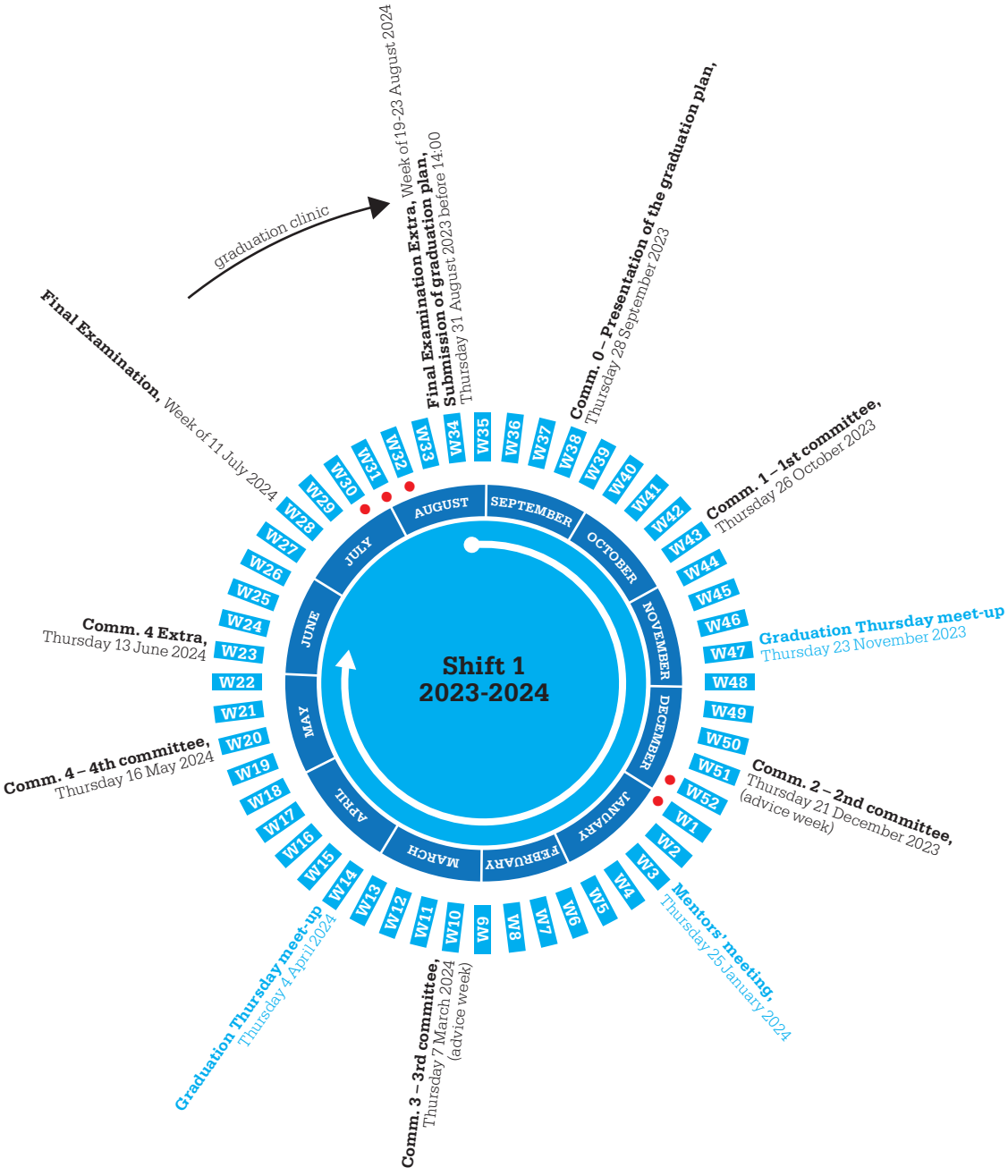
The student and mentor attend all committee meetings. Should the student be ill/ unable to attend, the student has to cancel well in advance via the study secretariat and request a new date in consultation with the mentor. The student must make an appointment for this with the study adviser.

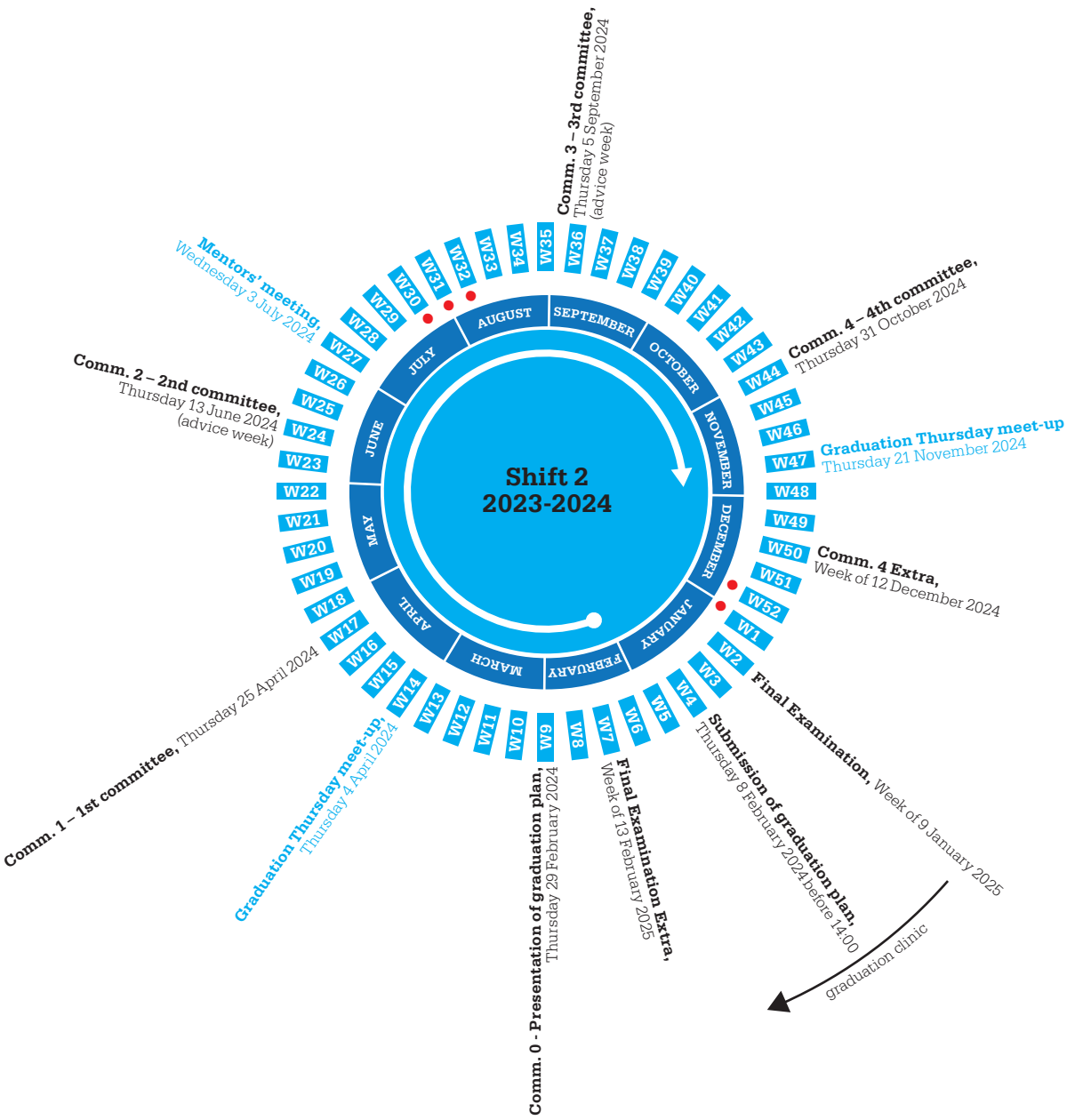
The point of departure is that the student is back on course and has caught up with the rest by the next planned committee meeting from the graduation clock

If the student has not caught up by the next planned meeting, the student reports that and an appointment is made with the head of department and the study adviser.

Should the mentor be ill/ unable to attend, another committee member can take over the mentor's duties for all meetings except the Final Examination. This occurs in consultation with the Academy.

7.6 Graduation project: Planning (the graduation clock)




Shift 2
2023-2024
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SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
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Comm. 3 – 3rd committee, Thursday 5 September 2024 (advice week)
Comm. 4 – 4th committee, Thursday 31 October 2024
Graduation Thursday meet-up Thursday 21 November 2024
Comm. 4 Extra, Week of 12 December 2024
Final Examination, Week of 9 January 2025
graduation clinic
Submission of graduation plan, Thursday 8 February 2024 before 1400
Final Examination Extra, Week of 13 February 2025
Comm. 0 - Presentation of graduation plan, Thursday 29 February 2024
Graduation Thursday meet-up, Thursday 4 April 2024
Comm. 1 – 1st committee, Thursday 25 April 2024
Comm. 2 – 2nd committee, Thursday 13 June 2024 (advice week)
Mentors' meeting, Wednesday 3 July 2024

8 ACADEMIC CALENDAR 2023-2024

The academic year is divided into two semesters. A semester lasts for two quarters. Each academic year has one quarter of seven weeks and three quarters of eight weeks. There are 42 weeks in an academic year. All projects, research and lectures fall within the semesters. Projects and research projects may take up one quarter (7 weeks plus 1 concluding week) or an entire semester (15 weeks plus 1 concluding week). (With the exception of the P5, which comprises 3 plus 9 weeks.)

Lectures series last a maximum of two quarters. The elective programme (workshops, excursions, etc.) are offered in year 2 and 3. The Comprehensive Annual Assessments 1, 2 and 3 are organised after the end of the fourth quarter. In general, the Final Examination takes place four times per year

At the beginning of each new quarter, students receive a timetable for the quarter with the projects, research, Form Studies and lectures of the quarter in question.

8.1 Lesson schedule

In general, the following lesson schedule applies:

	Year 1	**Year 2**	**Year 3**
Monday	C1, C2	P3a (AUL), P3b (UL) O3b (A)	
Tuesday			P5O5, P6
Wednesday	P1a, P1b, P2a, P2b	C3C5, C4C6	C3C5, C4C6
Thursday			
Friday	O1, O2a, O2b V1a, V1b, V2a, V2b Tools 1, Tools 2	P3b (A), P4O4 (A), P4 (UL) O3a (AUL), O3b (UL), O4a (UL), O4b (UL) Intercultural Competence	P5O5 O6 Graduation Clinic

Starting time of lessons:
Evenings at 19:30
Fridays at 09:30 / 13:30

8.2 Important dates

Kick-off workshop and start of academic year 1st-year students	Thursday 24 and Friday 25 August 2023
Start of academic year 2nd-year and 3rd-year students	Friday 25 August 2023
Start of teaching 1st quarter	Monday 28 August 2023
Study week – elective courses	Monday 16 October – Friday 20 October 2023
Start of teaching 2nd quarter	Monday 23 October 2023
Winter School	Thursday 11 – Friday 19 January 2024 (specific days subject to approval)
Start of teaching 3rd quarter	Monday 22 January 2024
Study week – elective courses	Monday 18 March – Friday 22 March 2024
Start of teaching 4th quarter	Monday 25 March 2024
Practical assessment	Wednesday 17 April and Thursday 18 April 2024
Holland Tour	Friday 7 June – Sunday 9 June 2024
Comprehensive Annual Assessment 2	Monday 17 June – Friday 21 June 2024
Comprehensive Annual Assessment 1	Monday 24 June – Friday 28 June 2024
Comprehensive Annual Assessment 3	Monday 1 July – Friday 5 July 2024
MSN Lecture & Party	Friday evening 5 July 2024
Final Examination and extra week Comprehensive Annual Assessments 1-3	Monday 8 July – Thursday 11 July 2024

8.3 Holidays and days on which the Academy is closed

Christmas holidays	Saturday 23 December – Sunday 7 January 2024
Good Friday	Friday 29 March 2024
Easter Monday	Monday 1 April 2024
King's Day	Saturday 27 April 2024
Liberation Day	Sunday 5 May 2024
Ascension Day	Thursday 9 May 2024
Day after Ascension Day	Friday 10 May 2024
Whit Monday	Monday 20 June 2024
Staff outing	Friday 14 June 2024
Summer recess	Monday 22 July – Sunday 11 August 2024

9 ADMISSION REQUIREMENTS

9.1 Admission requirements Amsterdam Academy of Architecture

There are three ways to be admitted to the selection procedure, in which the admissibility of a prospective student is assessed:

- The prospective student has a degree from a relevant Bachelor's or or Master's programme.
- The prospective student has a foreign degree that is comparable to one of the (relevant) Dutch prior qualifications.
- Anyone who does not meet these criteria, but believe they are eligible through a combination of prior education and long-term relevant work experience, may be admitted in a number of cases on the basis of an admission assessment. The committee for this assessment consists of the head of department and the study adviser. Prospective students are requested in this case to contact the study adviser for an exploratory interview, in which the discussion of a portfolio will be one of the components.

It is the case for all disciplines that it must be possible for EP-Nuffic (the expertise and service centre for internationalisation in Dutch education) to check foreign prior qualifications against the admission requirements.

A selection procedure forms part of the admissions process. Selection will take place on the basis of a registration form, a portfolio, a written motivation and an overview of the courses from the main subject. Candidates who pass the first round of admission process may be invited for a 15-minute online interview with one or two members of the admissions committee in April or May. Candidates who have completed the Pre-master are required to follow the Tools programme instead of the Form Studies in the first year.

An important part of the admissions process is be able to show a portfolio: a clearly laid out, ordered combination of the research and design work of the prospective student.

The Master's programmes in Architecture, Urbanism and Landscape Architecture are offered in English and Dutch. The internal curriculum is in English; the language of the external curriculum is, depending on the employer, English or Dutch. Prospective students whose native language is not English must be able to demonstrate that their command of English is at B2 level of the Common European Framework of Reference for Languages (see CEFR), or equivalent. The language level must be demonstrated with the result of an English language test (TOEFL, IELTS) or a transcript from a previous study, or another document that conclusively proves that the command of English is at the required level.

A condition for enrolment at the Academy of Architecture is that the student works in the professional practice, or intends to start working in the professional practice, at a workplace that is relevant to the study programme.

9.2 Admission Requirements Master in Architecture

- University of applied sciences (hbo) Bachelor's degree in Architecture or Built Environment with a specialisation in Architecture. A specialisation refers to a multi-year major in the Bachelor's programme. A minor in Architecture lasting only one semester offers insufficient knowledge and skills.
- Research university (wo) Bachelor's degree in Architecture.
- University of applied sciences (hbo) Bachelor's degree in Spatial Design or Interior Architecture, with an additional pre-master in Architecture & Technology.

9.3 Admission Requirements Master in Urbanism

- University of applied sciences (hbo) Bachelor's degree in Spatial Planning, Architecture, Built Environment, Landscape Architecture or Spatial Design with a minor in Urbanism, or with an additional pre-master in Urbanism & Landscape Architecture.
- Research university (wo) Bachelor's degree in Spatial Planning, Architecture or Landscape Architecture.

9.4 Admission Requirements Master in Landscape Architecture

- University of applied sciences (hbo) Bachelor's degree in garden and landscape design, forest and nature management, land and water management, or management of the living environment with a minor in landscape architecture, or with an additional pre-master in urbanism & landscape architecture.
- Research university (wo) Bachelor's degree in Landscape Architecture and Spatial Planning, Forest and Nature Management or Land and Water Management.

9.5 Admission requirements European Master in Landscape Architecture (EMiLA)

For students of the Amsterdam Academy of Architecture: passing the first year of the Master in Landscape Architecture.
For other students: enrolled at one of the EmiLA institutions (ENSP Versailles, ESALA Edinburgh, ESAB Barcelona or LU Hannover) and meeting the requirements set there.
For further information, please see: www.emila.eu

9.6 Registration and enrolment

9.6.1 Registration

Registration and (re-)enrolment for one of the Master's programmes at the Academy of Architecture is done online.

For the correct registration procedure, please see:
https://www.bouwkunst.ahk.nl/en/application-and-admission/

9.6.2 Enrolment

It is the case for all disciplines that it must be possible for EP-Nuffic (the expertise and service centre for internationalisation in Dutch education) to check foreign prior qualifications against the admission requirements.
Please note: A student is only enrolled and insured of a study place if the student is admitted and if the enrolment conditions have been met:

- all registration documents have been submitted, including:
  - an ID (copy of valid passport / European identity card);
  - for non-EU/EEA: proof of legal residence (copy of valid residence document);
- down payment tuition fees or examination fees has been made (or authorisation for payment by instalments);
- home address in the Netherlands is known.

In order to be able to follow the 2023-2024 academic year, the above-mentioned conditions must have been met no later than 1 September 2023.

9.6.3 Re-enrolment

The re-enrolment procedure is handled entirely by the Central Student Administration (CSA) of the AHK, after following the conditions as specified in section 7 of the Education and Examination Regulations. Each year from 1 May, all students receive an invitation for re-enrolment from the CSA at the email address that is known in Studielink. Any changes to the information must be amended in Studielink by the student.
The AHK advises having re-enrolment arranged before 15 July. An enrolment can be withdrawn before 1 September via Studielink, as a result of which the authorisation for payment of the tuition fees will also be cancelled.

9.6.4 Maximum period of enrolment/ Validity period assessments and examinations

The maximum period of enrolment is the number of calendar months that someone has been enrolled at the Academy of Architecture (therefore not as a pre-master student). For the validity of results from assessments, examinations and sub-components obtained, please see the Education and Examination Regulations.

9.6.5 Interim termination of enrolment

At the request of a student who is enrolled in a study programme of the AHK, the enrolment will be determined as from the following month. In connection with the limited period of validity of assessments and examinations, students are advised where applicable to contact the study adviser as soon as possible about deadlines and procedures. It is generally recommended only to interrupt the study after a period has been concluded with a Comprehensive Annual Assessment or Final Examination.

The request to terminate enrolment must be done via Studielink (request for termination of enrolment). A request for termination of enrolment will only be handled if the study programme is also informed, in addition to the request in Studielink. The student asks for an exit form from the study secretariat and makes an appointment with the study adviser and the head of department.

9.6.6 Tuition fees

If the student (re-)enrols at the Amsterdam University of the Arts (AHK), the student is required to pay tuition fees. The amount of the tuition fees depends, among other things, on the type of enrolment, the study programme for which the student enrols, the nationality of the student and whether the student has already obtained a Master's degree. The AHK student can have the amount owed debited in one or 10 equal payments via direct debit.

For all further information about tuition fees, rates and payment methods, please visit the website of the Amsterdam University of the Arts (https://www.ahk.nl/en/facilities/student-affairs/geldzaken/tuition-fees/).

9.6.7 Extra costs

Estimated extra costs (subject to alteration):

- Close of 1st quarter: €50 (compulsory part of O1)
- Holland Tour 1st year: €200 (compulsory component of first-year lectures)
- Optional excursion 2nd/3rd year: costs dependent on destination
- Optional foreign project: costs dependent on destination

9.6.8 Teaching materials

For the 2023-2024 academic year, the amount that first year students owe for teaching materials is € 45,-. Second and third year students owe € 35,-.
The contribution for teaching materials is invoiced to the student, together with the tuition fees, at the beginning of the academic year.
For this amount, the student will receive:

- materials;
- photocopies;
- readers.

The costs related to the development of new and existing teaching materials, such as the annual renewal of the readers, will be paid out of the Academy's budget.
A number of teaching materials can be obtained in the library. Furthermore, students must take into account costs for: sheeting material for scale models, Form Studies (drawing materials; visits to museums and other locations, admission costs and possible travel costs); workshops (teaching materials; materials, lunches/dinners and other refreshments).

10 COLLABORATION AND PROJECTS

10.1 Research groups and Artist in Residence

The Amsterdam Academy of Architecture research group, titled Architecture & Circular Thinking, is led by Peter van Assche. Together with research fellow Gerjan Streng, he investigates the architectural possibilities of a new material paradigm in a broad sense. The research group focuses in word, image and construction on a new architectural repertoire for a circular economy. For more information, see: https://www.bouwkunst.ahk.nl/en/research/architecture-research-group/architecture-circular-thinking-2019-present/

The Academy of Architecture research group is one of seven research groups at the Amsterdam University of the Arts. Additionally, the Amsterdam University of the Arts regularly invites Artists in Residence to inspire students and teachers by confronting them with topical developments and issues from arts practice. These tailor-made AIR programmes focus on innovation and connection in an international and multidisciplinary context. For more information, see: https://www.ahk.nl/en/research/artist-in-residence/

10.2 LOBO

The Landelijk Overleg Bouwkunst Opleidingen (National Consultation of Architecture Study programmes, LOBO) is the sectoral consultative body of the Council for Higher Professional Education for the Academies of Architecture. Via the LOBO, the Academy holds regular discussions with the academies in Rotterdam, Arnhem, Groningen and Tilburg on formal issues and new developments in higher professional education in general and in architectural education in particular, and adopts a joint position where necessary. The LOBO consults if requested, or where necessary, with government, professional organisations or fellow institutions.

10.3 The Dutch School of Landscape Architecture (DSL)

The Dutch School of Landscape Architecture (DSL) is a collaborative venture between the Netherlands Association for Garden and Landscape Architecture (Nederlandse Vereniging voor Tuin- en Landschapsarchitectuur) and the study programmes and research institutes for garden and landscape architecture in the Netherlands: Wageningen University, Van Hall Larenstein University of Applied Sciences, Amsterdam Academy of Architecture, Delft University of Technology and HAS University of Applied Sciences.

10.4 Universities of Applied Sciences

The Academy maintains intensive contact with the Bachelor's programmes in higher professional education (hoger beroepsonderwijs, hbo), among other ways, via the heads of department, coordinators and also various student ambassadors. Introductory workshops are organised each year for those study programmes to introduce prospective candidates to the Academy and the design disciplines that are taught there.

10.5 Archiprix and Archiprix International

The Academy cooperates in the Archiprix foundation together with the other Dutch study programmes for academic and higher professional education in the fields of architecture, urbanism and landscape architecture. The aim of this foundation is to promote the influx of young designers into professional practice, to provide a national and international platform for the national design study programmes, and to promote the content and quality of design education in the Netherlands.

Every year, an independent jury presents the so-called Archiprix to the most promising graduation plans. The Amsterdam Academy is allowed to nominate four plans a year. These are selected in an open competition by the board of studies with the assistance of a visiting critic

In the more than 40-year existence of the prize, students from the Academy have received more than 40 awards and honourable mentions. In this regard, the Academy is therefore the most successful study programme of its kind in the Netherlands. The biannual Archiprix International competition was established by the same foundation with an identical aim in 2001. The Academy submits a graduation plan from the last two years for participation herein. This submission is selected by the board of studies.

10.6 Architecture Centre Amsterdam

The Amsterdam Centre for Architecture (ARCAM) coordinates activities in the field of architecture. ARCAM and the Academy of Architecture collaborate with some regularity, among other things, on lectures (1·Lectures), which are held on a a few times per year at the Academy of Architecture on Thursday evening from 20:00 hours.

11 INTERNATIONALISATION

The Amsterdam Academy of Architecture offers students from all over the world a Dutch study programme (completely bilingual since 2013) in an international context.

Architecture, urbanism and landscape architecture are increasingly determined by an international context. In order to make students aware of this and offer insight into the international professional practice, we confront them as much as possible with international professional views and assignments.

Students should possess the knowledge and skills that will enable them to collaborate across borders. Internationalisation requires a receptive attitude towards different cultures, methods and processes. The Academy stimulates and facilitates exchanges between students among themselves, and between students and lecturers with different cultural backgrounds and from different countries.

11.1 International Classroom

The Academy tries to implement an organisational culture in which everyone feels at home. The International Classroom is central to our educational philosophy and practical approach. It is the backbone to all activities that aim to maximise the impact and the results of our education. At the moment, our International Classroom houses a dynamic mix of individuals with different cultural and social backgrounds, spread across all disciplines. The International Classroom is characterised by a range of cultural, linguistic and educational aspects. Students and lecturers form what we could also refer to as a multilingual and multicultural classroom, in which all actors have different cultural backgrounds and first languages. The International Classroom is central to our educational philosophy and practical approach. Characteristics of our International Classroom include:

- Aimed at all students
- Considerable diversity of students and lecturer population
- Optimal mix of different nationalities, cultural backgrounds and disciplines
- The international experience of students is used to strengthen the study programme
- The curriculum offers various opportunities to follow internationally-oriented programme components
- Students can develop international and intercultural skills 'at home'

The Academy organises various activities in order to stimulate inclusiveness, such as the Academy Buddy and the After Academy.

11.2 International curriculum

The curriculum of the Academy contains a substantial amount of international and intercultural elements (guest lectures, design studios, Summer Schools, excursions.) By participating in the international programme and Summer Schools, students can acquire international skills. This is possible both at the Academy itself and by going on a trip via the Academy. For example, the Academy offers, among other things, the European educational project Crafting Circularity – Rethinking Sustainable Design and Construction in Architecture Education, the EMiLA programme and the Eurotour every year.

11.2.1 Crafting Circularity – Rethinking Sustainable Design and Construction in Architecture Education (Architecture)

Crafting Circularity – Rethinking Sustainable Design and Construction in Architecture Education is a European educational projects with five European study programmes. The project is supported by the Erasmus+ programme.

Based on the limitations the world is facing, this collaborative project explores a bold paradigm shift: designing architecture with availabilities of resources. As this is a new

approach and role of architecture, it establishes, therefore, new methods, tools and processes in architecture education.

Together we want to connect existing knowledge and strategies of circular construction to the largely unaltered design practice and, additionally, extending the studio to a design & build practice where the design will be established as a simultaneously reflected material use.

By means of full-scale design and build workshops at the different study programmes, as well as online seminars about circular design, we confront the students with the impact of circular design and we develop new hybrid learning and teaching methods.

Cooperation partners are:
- University of Liechtenstein, Vaduz
- Norwegian University of Science and Technology (NTNU) in Trondheim
- University of Thessaly, Volos
- University of Antwerp

11.2.2 EMiLA (Landscape Architecture)

Five of the most important European study programmes in the field of landscape architecture with a focus on design established EMiLA, the European Master in Landscape Architecture. EMiLA offers landscape architecture students the opportunity to explore landscape architecture in a European context and to gain learning experience abroad. The aim is to gain more insight into important European themes for landscape architecture and the various approaches of the field of study. Students learn how political differences within Europe influence the landscape and they gain insight into cooperation when it comes to cross-border landscapes. Cooperation partners are:
- Universitat Polytècnica de Catalunya (UPC)/ Escola Tècnica Superior d'Arquitectura (ETSAB)/ Escola Superior d'Agricultura de Barcelona (ESAB)
- The University of Edinburgh/Edinburgh College of Art (ECA)/ The Edinburgh School of Architecture and Landscape Architecture (ESALA)
- Leibniz Universität Hannover (LUH)/ Faculty of Architecture and Landscape Sciences
- L'École Nationale Supérieure de Paysage Versailles/ Marseille (ENSP)

11.3 International partners

International partnerships are important to the Academy in order to make international activities possible, such as implementing international projects, stimulating student exchanges (for work and/or study experience), staff and lecturer exchanges (for conferences, presentations, teaching), developing a joint curriculum (such as EMiLA) or expanding on (long-term) international activities (such as Crafting Circularity – Rethinking Sustainable Design and Construction in Architecture Education)

11.3.1 Erasmus+ partners

Exchange agreements have been entered into with various foreign study programmes within the Erasmus+ programme. These vary per years and are listed in the overview of strategic partners below. Exchange with other study programmes is possible if they are affiliated with the Erasmus+ programme. Partners include:
- Ecole Nationale Superiéure de la Nature et du Paysage, Blois
- Edinburgh College of Art
- L'École Nationale Supérieure du Paysage, Versailles
- Universitat Politècnica de Catalunya, Barcelona
- Leibniz Universität Hannover
- University of Liechtenstein, Vaduz
- Norwegian University of Science and Technology (NTNU) in Trondheim
- Royal Danish Academy of Fine Arts Copenhagen

- University of Copenhagen, Denmark
- Gdansk University of Technology, Architecture
- Universität für Bodenkultur Wien
- Istanbul Kültür University

11.3.2 International network

The Academy is an active member of various international networks, such as the EAAE, AESOP, ISOCARP, ECLAS, IFLA and EAIE. The Academy plays an active part in the Education Academy within the EAAE. The aim is to safeguard the international profile of the Academy.

11.4 Student mobility

It is impossible nowadays to imagine study time without a short period studying or doing an internship abroad. A stay abroad not only enriches your study programme, but it is also a challenge to study for a period of time in a totally different environment. Studying abroad helps you to formulate your goals in a more well-defined way. In addition, a foreign study is often highly valued on your CV.

As an AHK student, you can participate in the exchange programme of the European Union, the so-called Erasmus+ Programme. The AHK has a bilateral agreement with various foreign institutions for the exchange of students and lecturers. You can, of course, look yourself for institutions abroad in order to study or do an internship. You do have to organise everything yourself in that case: from contacting the foreign institution to arranging funds for the study period.

11.5 Funds

There are various possibilities to apply for student or internship grants to go abroad. The size of the grant allowances can differ greatly, although there are not any allowances that cover all costs.

11.5.1 Erasmus+ programme

The Erasmus+ programme of the European Commission stimulates student exchanges between various European higher education institutions. This occurs through offering grants. Students who have passed the first year of their degree programme are eligible for a grant for a foreign study or internship. A minimum of three months up to a maximum of one year applies to a study period. An internship period must be at least two months and no more than one year. Students from all nationalities are eligible for an Erasmus grant. For more information, please see: www.bouwkunst.ahk.nl/en/practical-matters/study-abroad/

11.5.2 AHK Internationalisation Fund

The AHK has its own grant programme for students who want to study for a short period or do an internship abroad during their study: the Internationalisation Fund. This fund is intended for study or internship periods that fall outside the criteria of the Erasmus+ programme. There are two times each year during which AHK students can submit a motivated application. The deadlines are round about mid-November and mid-May. The applications are assessed by the Assessment Committee, consisting of members from the Internationalisation platform of the AHK. There are two types of applications; recognition from the study programme through the awarding of credits is required for both types. For more information, please see: https://www.ahk.nl/en/facilities/student-affairs/studying-abroad/

11.5.3 Study Travel Fund

The independent foundation Snellebrand Studiereisfonds (Snellebrand Study Trip Fund) is affiliated with the Academy. The foundation manages two funds for study trips: the capital fund, and the work fund. The capital fund contains the capital that has been saved on a voluntary basis by students at the Academy in the past: the basic capital. After deductions for expenses, the return is paid into the Snellebrand Work Fund. Travel grants are awarded from the work fund.

The arrangement for these travel grants is as follows:

- At the start of the academic year, all newly enrolled first-year students are granted rights to the Study Trip Fund.
- The amount depends on the return achieved.
- At this time, the right is €180 per student.
- The first €45 has to be spent on the first-year Holland Tour excursion.
- The remaining €135 can be used by the student as they see fit during their remaining study time for the purpose of an excursion or study trip. This includes the first-year Holland Tour excursion.
- It's possible to request funding for more than one excursion or study trip. However, it's only possible to submit requests for (combined) amounts above €50.

Application forms can be downloaded via MyAHK (Internationalisation tab). Fully completed applications can be submitted to the secretary/ treasurer of the Fund's board, Esther Mapp, via esther.mapp@ahk.nl.

11.5.4 Holland Scholarship

The Holland Scholarship is a scholarship programme of the Dutch Ministry of Education, Culture and Science that aims to provide talented incoming and outgoing students with a financial incentive in order to study or do an internship in a non-EU country. The Academy has a very limited number of scholarships available. In the case of outgoing students, the study or internship period must be at least three months and take place in a non-EEA country. The application must satisfy the conditions of the AHK Internationalisation Fund. For more information, please see: www.bouwkunst.ahk.nl/en/practical-matters/study-abroad/

11.5.5 Scholarships for follow-up studies

It is also possible to appeal for a scholarship for a follow-up study after graduation. Motivated and talented students who want to do a follow-up study abroad after their study programme in the Netherlands can submit an application at a number of institutions in order to be considered for a scholarship. You often have to arrange these scholarships already during your graduation year. Recommendation: look around in time and read the terms and conditions of each fund well. For more information, please see: https://www.ahk.nl/en/facilities/student-affairs/studying-abroad/

11.6 More information and internationalisation contact person

The Academy of Architecture has an internationalisation contact person. You can consult the contact person with all your questions about studying abroad.
For practical tips and information, you can also look on:
www.bouwkunst.ahk.nl/en/practical-matters/study-abroad/
or on the following websites:
https://www.myahk.nl: for information about internships or study abroad within AHK www.beroepkunstenaar.nl: for information about business aspects of the artistic practice www.wilweg.nl/financiering/beursopener: for information about grants/scholarships and funds Nuffic has the handy website for students https://www.wilweg.nl, where all kinds of information about studying and internships abroad can be found.

12 FACILITIES

12.1 Facilities for students and lecturers

12.1.1 Support during your study

The Amsterdam University of the Arts (AHK) believes it is important that you, as a student, can study safely and healthily. And that you know who you can turn to if, for whatever reason, you need support in order to be able to pursue your studies successfully. As a student at the AHK, you can approach the following people:

- Student counsellor
  The student counsellor provides information and guidance to students with both practical and personal matters, which are related to the study conditions and life as a student. Each academy has its own student counsellor.
- Student coach
  You can turn to the student coach for an introductory training course on planning and time management, a study-related stress and fear of failure training course and individual coaching. Dwight Dompig is the student coach of the Amsterdam University of the Arts. You can contact the student coach by email: studentencoach@ahk.nl.
- Confidential adviser
  The AHK has two confidential advisers. You can turn to a confidential adviser of choice if you encounter/have encountered undesirable or transgressive behaviour as a student at the AHK.
- Liaison officer
  You can turn to the liaison officers of the AHK if you encounter/have encountered domestic violence or child abuse in the private sphere.
  If you have difficulty with reading, writing or concentrating, you can make use of the online software program TextAid. In addition, every academy or study programme has its own facilities. For more information about this, look on your own academy's website or ask your student counsellor.
- Codes of conduct and reporting codes
  At the AHK, you will study in a socially safe environment. In order to safeguard this, we apply various codes of conduct and reporting codes: the Code of Conduct for Social Safety, Complaints procedure regarding undesirable behaviour: (sexual) intimidation, discrimination, aggression/violence and bullying and the Domestic Violence and Child Abuse Reporting Code. These codes and further information about the above topics can be found at:
  https://www.ahk.nl/en/facilities/student-affairs/support-during-your-study-1/

12.1.2 Study information brochure

The Study information brochure contains information about all kinds of regulations: rules for enrolment and termination of enrolment, tuition fees and refunding thereof, student finance, etc. Most of the rules and procedures are based on the Dutch Higher Education and Research Act (WHW) and the Student Finance Act 2000 (WSF 2000). This brochure serves as a guide and contains information about the most important regulations with which you may come into contact during your period as a student. The brochure can be found online: https://www.ahk.nl/en/facilities/student-affairs/

12.1.3 AHK account and email

The information for activating the AHK account will be sent to the email address that the student submitted in Studielink. The student receives this email two weeks before the academic year begins, probably around mid-August. If the AHK account is not activated via this email, the account will not work. For questions about the AHK account or to report a problem, please send an email to:helpdesk@ahk.nl or call +31 (0)20-5277752.

All communication from the AHK and the Academy is via the AHK account. So, please ensure the account is activated before the study starts.

12.1.4 Audio-visual equipment and other presentation material

Audio-visual equipment is present in almost all rooms. Where necessary, the caretaker can provide information about how to operate the equipment.

12.1.5 Computer facilities

Wi-Fi is available for students on the Academy premises. In addition, the library and the canteen also have a limited number of fixed computer workstations.
Laptops can be borrowed from the caretaker for educational purposes.

12.1.6 MyAHK

MyAHK (www.myahk.nl) is the primary means of communication to keep students informed about the day-to-day affairs at the Academy and the AHK.

12.1.7 Educator student information system

The student information system Educator is available via MyAHK. Students can view their study progress and results in this system.
The assessment forms can be seen at the end of each quarter in Educator.

12.1.8 Portfolio.education (Leerpodium)

Portfolio.education is a digital learning environment. Within this platform, students can build and design their own portfolio site, as a full-fledged autonomous (WordPress) website. Teachers can organize and facilitate the learning process from a learning system which is fully integrated with the student portfolios.

12.1.9 AHK card

The AHK card is used as an access pass to the premises, as a library card, as a payment card for printing and copying, and for the coffee and soft drink dispensers. It is possible to pay for the coffee machine with a bank debit card.

12.1.10 Copying and printing

The copying machines are located in the reprographic area on the ground floor and in the library. Copies are paid for with the AHK card.

12.1.11 Workshops

The model workshop is fitted with basic equipment and is in the first instance intended for students who want to get on with the work but do not have the space or the equipment to do so at home. It is therefore not only a classroom but especially a workshop for the individual student.

Students are only allowed to make use of the facilities of the workshop after they have received training. This training is scheduled in the curriculum.
Certain machines can only be used under the supervision of the coordinator of the workshop. Please note the official opening times. This also applies to working with plaster.

The model workshop is open all days from 09:00 – 22:30. Registration at the reception is required from Monday to Thursday. On Fridays, an employee is present in the workshop for supervision and instruction, and work can be carried out with the heavier machines and in the plaster room. An appointment can be made to work in the plaster room with practice instructor Martijn Troost via 06 51298911.

Students can make use of the AHK MakerSpace at the Marineterrein in order to experiment with 3D printers, laser cutters and a CNC milling machine; to build, among other things, scale models, models and installations.
The opening times of the MakerSpace are:

- Monday to Friday: 8:00 – 00:00
- Saturday: 9:00 – 18:00

Instructors are present:

- Monday and Tuesday: 09:00 – 21:00
- Wednesday and Thursday: 09:00 – 19:00
- Friday and Saturday: 9:00 – 17:00

Students will gain access to the workshop with their student ID card after they have received training about the use of machinery and equipment, as well as about company emergency response (BHV).

12.1.12 Library

The library has a specialised collection of more than 12,000 titles in the fields of architecture, urbanism and landscape architecture. Guidelines for the collection development are the developments and trends in the fields and in education.

The material consists of books, maps, magazines and multimedia. There is access to digital map material from the Netherlands and Amsterdam for students and lecturers.

The KOHA library system offers the possibility to search both the AHK collection and linked databases through the catalogue. The databases offer bibliographic descriptions and often full-text access to articles. Through their personal account, students and staff can renew, reserve and keep track of their borrowing history.

Use of the library is open to the public. Borrowing is exclusively possible on presentation of a AHK card (students) or an ID (lecturers). A maximum of 10 books per time can be borrowed. The loan period is four weeks. Renewing and reserving is possible, both by telephone and via email: bouwkunst-bibliotheek@ahk.nl.

Reference works, magazines, valuable works and map material cannot be borrowed. A fine is charged for books that are returned too late.

The opening times of the library are:

- Monday to Thursday: 16:00 – 22:30
- Friday: 09:00 – 18:00

12.2 The premises

The premises of the Academy of Architecture is a nationally listed building complex consisting of a number of buildings, which were radically renovated by Claus and Kaan Architects in 2007. The Academy has a number of classrooms, most of which are adapted to the different types of lesson and equipped with digital presentation facilities. Furthermore, on the premises there is the ‘Hoge Zaal’ (lecture hall), The ‘Omloop’ (workshop with adjoining space for graduation presentations), a specialised library, a model workshop and a canteen.

12.2.1 Opening hours of the Academy premises

During term time, the opening hours of the Academy premises are:

- Monday to Thursday: 09:00 – 23:30
- Friday: 09:00 – 19:30

Everyone must have left the premises no later than fifteen minutes before closing time. The premises are closed during the Christmas holiday and for three weeks during the summer holiday.

12.2.2 Canteen

The canteen is open on:

- Monday to Thursday: 17:30 – 23:00
- Friday: 09:00 – 19:00

Snacks and drinks can be bought in the canteen of the Academy. Alcoholic drinks are available from Monday to Thursday after lessons have finished and on Friday from 16:30, and may not be taken along to classrooms and the Hoge Zaal during educational activities. It is also not permitted to bring alcoholic drinks to the Academy yourself at times that the canteen is not serving alcohol.

12.2.3 Room schedule

The Academy works with the Iris app for scheduling lessons and spaces. The schedule can be consulted by all lecturers and students via the Iris app, on MyAHK and at reception. It is possible to reserve a particular space in advance. This can be done via reception during the day or via the caretaker's department in the evening, or by sending an email to ineke.vanvloten@ahk.nl, sanne.blok@ahk.nl or Jeffrey.vangroningen@ahk.nl. Study components may take place at other locations than on the Academy premises.

12.2.4 Storage of materials and project work

There is limited space for storing project work on the premises. There are shelves for storage of scale models in room 3.10 and on the landing of the 3rd floor. Requests for use of these shelves can be submitted to the caretakers. The shelves are emptied and cleaned up after each semester.

12.2.5 Exhibitions

The Academy regularly organises exhibitions. The graduation exhibition takes place every year in November. The Archiprix nominations are announced during this exhibition. During the academic year, work by students and lecturers is presented and/or photo impressions of educational activities, such as excursions and workshops, are displayed in the canteen.

12.2.6 Lost property

Lost property is kept at the reception.

12.2.7 No smoking

The AHK has the policy that smoking is not allowed in and around the educational buildings. This also applies therefore to the inner courtyard of the Academy of Architecture and the zone within 2.5 metres of the entrance of the Academy premises.

12.3 Safety on the premises

12.3.1 Emergency evacuation plan

There is an emergency plan in the event of calamities, including regulations on the evacuation of the building. Leave the premises as quickly as you can if you are warned to do so or if you hear the alarm (a slow whoop). Emergency evacuation plan:

- Report the calamity immediately to reception or the caretaker.
- The reception/caretaker will call the alarm number 112 and alert the police and fire brigade.

12.3.2 In the event of fire

- Break the glass of the nearest fire alarm.
- In an emergency, follow the instructions of the company emergency response officers or the caretaker and, if present, of the fire brigade.
- If it is a small fire, use the fire extinguishers or hoses (which are situated on the staircases on every floor) to put it out.
- The users of the building are warned via the alarm or orally about where the fire is and must follow the instructions.
- Follow the escape route signs (as indicated on every floor) and make use of the emergency exits.
- Do not panic, but go outside immediately to the assembly point to the left of the Academy entrance, on the pavement in front of the late-night shop Sterk.

12.3.3 In the event of an accident

In the event of an accident, assistance must be provided as quickly as possible. This is the responsibility of everyone, both students and staff who are present. Report the accident at the reception. They will send someone to the place of the accident who can weigh up the situation and take measures (first aid, doctor/ambulance).
First aid material: there is a defibrillator and a first aid kit in the canteen.

12.4 House rules

12.4.1 General provisions

Students, lecturers, employees and visitors are expected:

- to treat everyone's privacy, and confidential information, carefully and respectfully;
- to communicate carefully and respectfully. This also applies to communication via social media;
- to treat the premises, the facilities and the property of others carefully (the University, fellow students, the employees and the visitors);
- not to make improper use (private or otherwise) of the available facilities and materials;
- to follow the instructions of the company emergency response officers in the event of an emergency or an evacuation exercise.

12.4.2 The premises

The building is used very intensively. That goes well if everyone abides by agreements.

- Make sure a room is tidy when you leave it;
- Never hang anything on plastered walls with adhesive tape or drawing pins, but use the magnetic walls in the rooms;
- There are cutting pads on each level for cutting, crafting and sticking things together in order to protect the tables in the classrooms against damage. You can also ask for them from the caretaker's department;
- The floors in parts of the building are vulnerable. Please clean up spills immediately and avoid scratches and other damage;
- If you have rearranged the furniture, please put it back as you originally found it;
- Corridors must be kept clear, on the instructions of the fire service;
- If a Form Studies or project is finished, tidying up the remaining materials and models is the responsibility of the group concerned. For the disposal of materials, please contact the caretaker's department;
- Please make sure that paint and batteries are disposed of properly. Always contact the caretaker's department for this;
- Leaving project work in the classrooms without consulting the caretaker's department is at your own risk;
- Dogs and other pets are forbidden on the premises.

12.4.3 Liability

1 Damage caused to the premises, rooms or equipment, unintentionally or intentionally, must be reported to the caretakers. Costs may be recovered from the person who caused the damage.
2 Costs for calling in the security service as a result of getting locked in or triggering a burglar alarm may be recovered from the person who caused these costs.
3 The management is not liable for loss, theft or damage of personal items. This also applies to projects that take place at another location under the responsibility of the Academy. The application of measures in this respect occur under the responsibility of the management of the Academy.
4 In the case of excursions or organised exhibition visits and for working weeks, student must - individually or collectively - take out additional travel insurance.

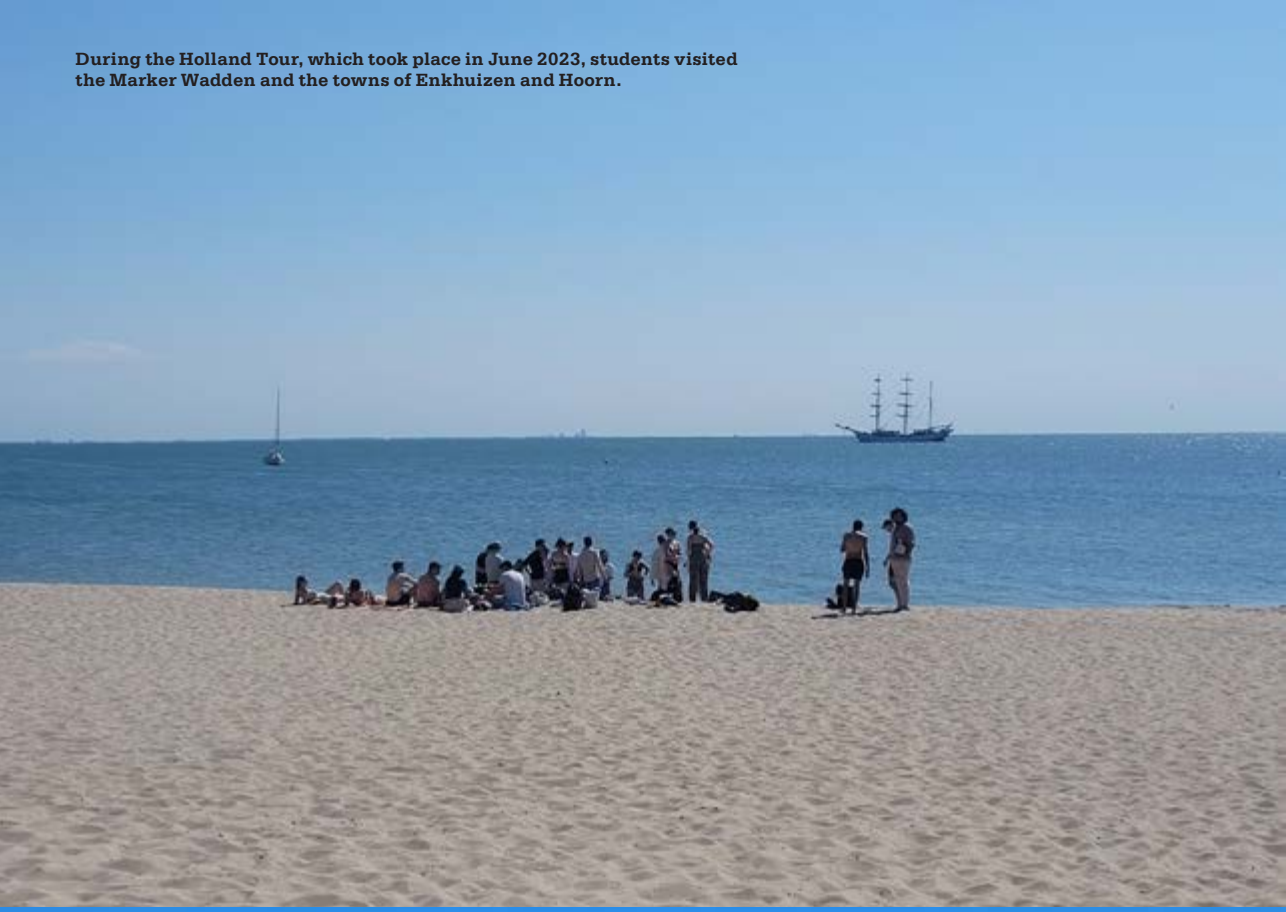
12.4.4 Measures

1 If a person acts in conflict with the law, the AHK regulations or the house rules of the Academy, the Executive Board or the management is authorised to take appropriate measures, such as suspension, removal and pressing charges.
2 Before the Executive Board or the management decides on a measure, they will give the person concerned the opportunity to be heard. In urgent cases, the obligation to hear the person concerned may be deviated from. In these cases, the person concerned is given the opportunity to be heard after the decision has been taken.
3 The measures to be adopted must be in reasonable proportion to the act committed

Study programmes

Master in Architecture
Master in Urbanism
Master in Landscape Architecture

During the Holland Tour, which took place in June 2023, students visited the Marker Wadden and the towns of Enkhuizen and Hoorn.




EOC

Master in Architecture

Head	**Janna Bystrykh**
CROHO code	**44336**
Degree	**Architect, Master of Science**
Study load	**240 ECTS (120 ECTS Master's programme / 120 ECTS professional experience)**
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Master in Architecture

Year 1

		SEMESTER 1			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Place** P1a (AUL) 4		**Scenography** P1b (A) 4	
	O	**Methods** O1 (AUL) 2			
	V/T	**Natural Matter** V1a (AUL) 1		**Inspirational Matter** V1b (AUL) 1	
		Constructional Design Tools (A) 1		**Constructional Design** Tools (A) 1	
	C	**Foundations and Reflection** C1 (AUL) 1			
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | QUARTER 4

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Typology
P2a (AU)
4

NatureCulture
P2b (AL)
4

Forms of Knowledge
O2a (A)
1

Ecosystems and Reflection O2b (AUL)
1

Self-Growing Matter
V2a (AUL)
1

Technical Matter
V2b (AUL)
1

Constructional Design
Tools (A)
1

Constructional Design
Tools (A)
1

Book and Debating Club
C2 (AUL)
1

COMPREHENSIVE ANNUAL ASSESSMENT 1

30

Christmas holidays

Study week

Summer recess

Practice hours

Practice hours

ASSESSMENT PRACTICE RECORDS

Practice records

Practice records

30

60

P1a (AUL) Place

Year 1, semester 1
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectivess Acquire elementary spatial, compositional skills; analyse location and schedule of requirements. Interpret these prior conditions into an independent design criterion that can be developed into a spatial design. learn to deal with functional requirements and architectural fascinations, and on the basis thereof arriving at a design.

Assignment Design a structure/object/building with a public function at an urban or rural location. Interpret the boundary conditions, location and schedule of requirements as an independent design criterion. When working on the design, pay attention to the context, spatiality, the transitions of spaces and the transitions from inside to outside. Ensure that the programme is integrated in the cubic content in a logical and spatial way. The emphasis in the design process is on investigating the spatial-compositional aspects in relation to the appearance of the object.

Method Design project to be completed individually, supervised in groups by an architect, in which the emphasis is on spatial research by means of scale models and drawings of the section of the building and surroundings. An excursion to the location is part of the project. An excursion to the location is part of the project.

P1b (A) Scenography

Year 1, semester 1
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (A)

Learning objectivess Learn to interpret spatial themes and acquiring the ability to convert them into a design criterion. Learn to formulate a programme, to interpret a location, and to develop a spatial design based on the design criterion and environmental impact and constraints. Develop design skills and the capacity to elaborate on a design consistently down to the level of material and detail.

Assignment Formulate a design criterion on the basis of the investigation of a given spatial theme. Interpret and link this theme to a self-chosen programme. The location is set out in the assignment. Elaborate the design assignment into a spatial design that takes into account the relationship between the criterion and the design.

Method Individual design projects, supervised in a group by an architect or scenographer.

O1 (AUL) Methods

Year 1, semester 1
Duration 15 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectivess
- Gain knowledge about architectural, urban design and landscape architecture projects or topics.
- Learn to understand, analyse and evaluate them through a wide range of methodologies.

Content Learning from analysing national and international projects and spaces, increasing insights into qualitative research methods, understanding the importance and role of different types of research from historical to on-site research. Practising with questions of scale and dimension, as well as density; introduction to key disciplinary terminology and concepts in relation to spatial repertoire; developing and applying different techniques of mapping, analysis and reflection.

Method The O1 will kick off with a plenary meeting where a selection of lecturers will pitch different research studios, each with a specific topic and methodology. Students select two of these studios which they will subsequently participate in over the course of the O1. Each studio will last seven weeks. All research will be conducted during class hours.

V1a (AUL) Natural Matter

Year 1, semester 1
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description

Social issues, such as climate change and the scarcity of fossil raw materials, require new, sustainable solutions. There is an urgent need for alternatives, for materials that are not harmful and that can ideally be found close to where we build.

Natural Matter examines the possibilities/impossibilities of building with locally available natural raw materials. This year, we will work with local earth. Together with experienced craftsmen and designers, the material will be researched on the basis of origin, craft and the design possibilities.

Learning objectivess

- Discover the characteristics and possibilities/impossibilities of a material.
- Gain knowledge about the impact of material mining at the place of origin.
- On the basis of experimentation, experience what impact a material has on a design.
- Integrate craft into the design.
- Test materials in relation to substance, vitality, weight, construction, tactility, structure, colour and weathering.
- Material use in relation to short-term use and long-term use.
- Recycling/circular processes.
- Analyse (the environmental impact of) the material and record the findings.
- Learn to think in terms of the possibilities related to sustainable building.
- Develop prototypes and record the process.

Content

Students will conduct research and design in an applied way with natural materials that can be obtained locally, such as earth.

Method

Pay a visit to the place of origin, awareness of the origin of raw materials. In doing so, conduct research into characteristics and possibilities/impossibilities. Under the guidance of experts, convert material tests into prototypes.

Result

Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1. Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype and 1 photo zoomed in on the material.

V1b (AUL) Inspirational Matter

Year 1, semester 1
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description This project starts with a design assignment based on a two-dimensional art piece. Creative and intuitive design is encouraged. The material and the tool also play an important role. The results of the first weeks are used and transformed into new plaster models, which are ultimately translated into a design with a scale and context.

Learning objectivess

- Experience how it is to work with your hands without a preconceived plan and to make intuitive choices with only the material in front of you.
- Experience working in silence, in a concentrated way and individually.
- Experience collaborating correctly in a dynamic environment.
- Transform a piece of music (sound, timbre, rhythm, tone, variation, silence) into a physical model.
- Design from a different angle of approach than a written schedule of requirements.
- Work with materials in a professional capacity (model making skills).
- Work with moulds.
- Interpret your own work and translate that to scale and context.
- Photograph models.
- Select only 1 image which clarifies the design.
- Develop trust in your own design talent.

Content By means of short specific design assignments, students will gain knowledge with different model materials. How is it to work under different conditions?

Method Transforming a piece of art into spatial models that are translated into a spatial design.

Result Models and one image printed on A3 format, in which scale and context are visible.

Tools 1+2 (A) Constructional Design

Year 1, semester 1 and 2
Duration 2 times 16 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (A)

Learning objectives The aim is to create architectural awareness at all scale levels, which means that design decisions must be taken from the building as a whole down to details based on one architectural concept.

Students will zoom in further and further at different scale levels, from the building as a whole with the emphasis on the structural elaboration to the materialisation and the architectural details.

Assignment A building is designed on the basis of a location and a schedule of requirements. The building in the 2nd semester will be more complex than in the 1st semester. The assignment consists of 2 parts: Part 1 is designing the building with a visible structure, Part 2 is the further structural elaboration of Part 1 with facade fragments and cohesive details.

Method Tools 1 + 2 are follow-up courses in the 1st year to the previous pre-master Architecture & Technology. Tools 1 + 2 are supervised in groups and individually by a team of architects with a strong affinity for making a detailed plan and a structural engineer.

Result The work will be presented on the basis of a building and structural model in a final presentation. Further elements include various scale drawings, such as: plans, sections, facade fragments, details, an axonometric projections and other supporting presentation material.

C1 (AUL) Foundations and Reflection

Year 1, semester 1
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives The aim of the C1 lecture course is to offer insights into the social, historical and theoretical developments that have informed and shaped the spatial disciplines over time by focusing on a number of study cases, thematic threads and moments throughout history. The ambition is to also relate and situate these narratives internationally.

Content The course is structured in three sub-series of lectures related to the perspectives and histories of the three respective disciplines. Following a collective introduction, each will kick off with a self-study period of lectures offered online, with possible additional required reading assignments. For the reading assignments of the lectures, the lecturers will offer distinct individual or group-based lenses through which the material can be studied and interpreted. Each sub-series will conclude with a collective presentation and reflection session at the Academy, led by the main lecturer/moderator of the series.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context.

The whole day will be devoted to this on Friday and in the weekends, but only in the evenings during the rest of the week. The results will be presented on the final day.

P2a (AU) Typology

Yea 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AU)

Learning objectives

- Get to know typologies in architecture and urbanism.
- Develop tools to analyse characteristics of typologies and draw conclusions for a design assignment.
- Develop conceptual principles for the design of an architectural typology and its role in the context it is placed in.
- Develop design skills on the scale of building and urban typologies.
- Understand its impact and develop proposals specifying how the typology can meet socioeconomic and environmental agendas.
- Set out typologies and their characteristics and qualities.

Assignment Research a given context. Identify the relevant parameters for the typology to be developed. Design a site-specific architectural typology. Analyse its role and impact. Show its characteristics and qualities. Reflect on the outcome's impact and how it contributes to climate change mitigation and spatial justice.

Method Analysis will be conducted for a given typology individually or in small groups. A design concept will be developed for a typology and how it is embedded in the (urban) fabric. Finally, its impact will be studied.

P2b (AL) NatureCulture

Year 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AL)

Learning objectives
- Learn to observe, analyse and interpret a given site and all its actors.
- Learn how to develop an assignment based on the analysis and topical issues.
- Develop design skills and an awareness of the impact of the design in its surroundings over time.
- Develop understanding of the relationship between nature and culture.

Assignment Design of an environment on the basis of a given site and a given theme. The environment can take the form of a building, a landscape, a process or a combination of these. The design needs to address both the natural and the cultural elements. Elaborate on how the environment will evolve over time.

Method Individual design project, supervised in a group by an architect and/or a landscape architect.

O2a (A) Forms of Knowledge

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Increase the knowledge relating to the mechanisms and insights developed in other professions that relate to the practice of architecture today and in addressing large social questions ahead. Offer an introduction to related disciplines, such as governmental studies, economic principles, social, and environmental studies, as well as knowledge of the required information sources and research methods.

Content How can we design buildings with greater understanding of the social, political and economic aspects? What are some of the financial instruments that dominate architecture? How can architecture shift towards models of economic degrowth? How can architecture become regenerative? What is nature-inclusive design in architecture? Why is biodiversity important? During the sessions, students will be introduced and discuss various concepts, systems, projects, scenarios inherent to the various disciplines and their relationship to spatial design.

Method Seminar. The exploration will be completed during class hours. The seminar will culminate in analysis and reflection in different formats, in both individual and group exercises. Building on insights gained during short lectures, complementary literature study and group discussions, held during the seminars.

O2b (AUL) Ecosystems and Reflection

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn to understand ecosystems as a complex of living organisms, their physical environment and the web of interrelationships in a defined space.
- Develop research skills to identify key characteristics of ecosystems and key aspects that shaped them.
- Learn to conduct research using literature, statistical data and other data, structured interviews and other tools of evidence gathering.
- Gain insight into the possibilities to manipulate given ecosystems to better serve a desired purpose and to minimise undesired effects.
- Develop narrative, communication and presentation techniques to express your findings.

Assignment The assignment dives into a wide range of ecosystems and starts developing a vocabulary on how to capture and reflect on specific ecosystems. The exact ecosystem and the assignment in this course can vary depending on the course description of the lecturer. The assignment results in a deliverable that demonstrates that the learning objectives have been met.

Method Research course. Students work alone or in small groups towards results as defined in the course description. They are supervised by a researcher or designer with research experience.

V2a Self-Growing Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We are as humans are not above Matter, we are Matter. We are self-growing Matter. It is fascinating that life can entail growth. The diversity on Earth with self-growing Matter is enormous and unbelievably inspiring. Every organism, however small, with its own specific characteristics and possibilities. How amazing would it be if buildings and cities could grow themselves, just as landscapes can, without harmful substances being emitted during production. That is the starting point with which the students set to work, under the guidance of experts in this field. This year, the focus will be on bacteria.

Learning objectives
- Experiment and design with new unfamiliar materials in changing conditions.
- The possibility of using self-growing matter as a building material.
- Create conditions for self-growing matter to flourish, the role of light, temperature, subsoil, origin, season, time, stages of life, etcetera.
- Analyse, recognise and interpret factors based on relevant information.
- Design and make moulds, set up cultures yourself.
- Analyse (environmental impact) the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Develop prototypes and record the process.

Content Students will experiment with the production and/or use of self-growing (building) material. An ideal scenario which is experimented with on a small scale (for now).

Method Pay a visit to the place where the material comes from/laboratory.
In doing so, research these materials in terms of characteristics and possibilities/impossibilities, and transform this into possible prototypes under the guidance of experts.

Result Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1 Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype, 1 photo zoomed in on the material.

V2b Technical Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We live in a time where designers can play a crucial role. The materials that are currently used globally and are polluting call for alternatives that will be introduced by designers. Technical Matter delves deeper into innovative materials with which pioneers in our field are experimenting. Examples include new materials that didn't previously exists, that generate energy themselves; bio-based material with similar characteristics like plastic, etc.

Learning objectives
- Learn, experiment and design with new technical materials.
- How does technical matter come into being.
- Analyse, recognise and interpret factors based on relevant information.
- Conduct tests.
- Analyse the positive environmental impact of the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Give vision on the introduction of your material in the world and what this world will look like.
- Develop prototypes and record the process.

Content Can material be more than a protective shell against weather influences? Could it, for example, generate energy? Technical materials have become an integral part of our building palette.

Method Analyse the different appearances and characteristics of materials and discover which new possibilities exist that have a positive impact on carbon footprint when used.

Result Spotlight new materials and the specific qualities, and record with the aid of photos, drawings, sketches and prototypes. Visualise what the world could look like in the future.

C2 (AUL) Book and Debating Club

Year 1, semester 2
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn how to read, understand and talk about professional texts.
- Understand the historic, professional, political, economic and environmental context a text has been written in and draw links to other texts or global developments.
- Learn to grasp the key arguments of a text and their significance in the debate.
- Evaluate and reflect on the key aspects of a text.
- Develop speaking and presentation skills.
- Develop and refine debating skills.
- Position yourself in relation to the key messages of a text.
- Learn how to criticise and receive criticism.

Content

The course will start with an introduction about the selected texts by the moderator and a crash course in how to debate. Over the next weeks, one of the selected texts will be highlighted each session. The text will be introduced and reflected upon by an assigned group of students, after which a plenary debate will be held, led by the moderator of the series. For the reading of the texts, the moderator will offer distinct individual or group-based lenses through which the material can be studied and interpreted. The course will conclude with a plenary, reflective debate about all texts, their themes and interrelationships.

Master in Architecture

Year 2

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
		SEMESTER 3			
		QUARTER 1		QUARTER 2	
INTERNAL CURRICULUM	P	**Neighbourhood** P3a (AUL) 4		**Residential Typologies** P3b (A) 4	
	O	**Human, Environment and Society** O3a (AUL) 1		**Changing Housing Problem** O3b (A) 1	
	V	**Intercultural Competence** (AUL) 1			
	C	**Practices** C3/C5 (AUL) 2			
	K			**Elective programme**	
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Complex Projects
P4 (A)
8

Material Narratives
O4 (A)
3

Perspectives
C4/C6 (AUL)
2

COMPREHENSIVE ANNUAL ASSESSMENT 2

30

Elective programme

Christmas holidays

Study week

Summer recess

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

P3a (AUL) Neighbourhood

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Gain insight into the effect of larger and complex systems of buildings and public spaces.
- Gain insight into the interaction between public space and private domain.
- Understand the relationship between building programme, open and living space programme and infrastructure.
- Develop design skills to direct atmospheres in an urban context based on the public space and urban typologies.
- Learn to work with volumes, typology and orientation of buildings, programme, infrastructure, amenities, layout and materialisation.

Assignment

Make an outline urban plan articulating building typologies, primary landscape systems and relationships, urban public spaces and access, with attention to reusing existing structures. Develop a visual and landscape quality plan, and urban planning rules and translate these into urban scale drawings and diagrams. Develop a representation and wording of urban and landscape atmospheres that you would like to emerge. Establish principles and define solutions that make your design compliant with climate change and spatial justice agendas.

Method

Design project to be completed individually or in small groups, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way. An excursion to the location is part of the project.

P3b (A) Residential Typologies

Year 2, semester 3
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (A)

Learning objectives Acquire insight into the concept of residential typology, density, stacking principles, and applying this to analysis and design. Deal with constructional, physical, structural and functional requirements, and environmental impact and constraints. Develop design skills and the capacity to elaborate a design consistently from concept to detail level.

Assignment Design a dense and compact residential typology. The location and programme are set out in the assignment. The emphasis in the design process is on the research into contemporary urban types of housing and the development of adequate housing types. During the design process, form must be given to the expression of the building in relation to the typological structure. The design is elaborated consistently across different scales of the project, from structure and construction principles, closely linked to the choice of material and material source with increasing understanding of environmental impact and how to minimise it, through to the detail level.

Method Individual design project, supervised in groups by an architect. The project is linked to research assignment O3b and is a continuation of the location survey from the P3a.

O3a (AUL) Human, Environment and Society

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Practise designing and conducting research research into the relationship between people, environment and society. Experience that with a targeted choice of analysis techniques, useful knowledge van be generated for the design process. Use different methods of research and in doing so learn to understand trends and social developments, and the intercultural differences between them. Learn to place research methods and results in an intercultural and historical context. Learn to document research and present results academically. Learn to make the results of the research applicable to the design.

Content Various research methods will be presented by means of a number of presentations and these will be tried out during the lessons, such as conducting interviews, holding discussions with experts, digital research with different online sources, etc. The focus hereby is the district, where it is sometimes necessary to zoom into the smaller scale, or rather to consider the regional and global context. The results hereof will be recorded during various exercises; such as mapping, podcasts, vlogs, etc. Work will be carried out on drawing up a research document in the final couple of weeks, which will tell a clear story of question and methodology, with the results leading to conclusions and guiding principles for the design.

Method Seminar; the exercise will be executed during class hours. A number of studies will be carried out by means of various methods, and the results thereof will be recorded in various ways during the lessons. During the final weeks, work will be carried out on the research documentations during the lesson; both in writing and visually. The research will be conducted in small groups, each around a research theme and with their own approach.

Result The result will consist of a series of products that record the studies and a research document.

O3b (A) Changing Housing Problem

Year 2, semester 3
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (A)

Learning objectives Get to know, analyse and compare historical and contemporary examples from the housing repertoire, in an attempt to collectively reflect on the nature of the contemporary housing problem.

Content The analysis is thematic in structure, whereby the student is challenged to bridge the gap between analysis, research and design.

Method Seminar; the research will be carried out during class hours. Historical and contemporary examples from the housing repertoire are analysed and compared in groups. The research is connected to the design assignment P3b.

(AUL) Intercultural Competence

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Develop intercultural competence through three main developmental areas:
  - (A) Understand the impact of one's own mindset/attitude in intercultural interactions.
  - (B) Increase knowledge of cultural frameworks plus cultural self-awareness.
  - (C) Develop skills to become more effective and appropriate in intercultural interactions.
- Use models and frameworks to analyse and interpret intercultural interactions.
- Develop and use effective bridging strategies by adapting an open and flexible mindset, by appreciating and expanding different perspectives and by developing interpretive skills and communication skills.
- Use self-reflection as an educational tool.

Content Various studies and models will be presented to create cultural awareness, showing the richness, possibilities and limitations of this topic. The Developmental Model of Intercultural Sensitivity will be used to understand and analyse effectiveness in intercultural interactions and identify developmental needs and opportunities. Throughout the course, students will relate theory to practice. Individual assignments will be used to reflect on one's own mind-set, values, behaviours and perspectives and group assignments will be used to acquire and incorporate different perspectives, improve interpretive skills and implement effective intercultural strategies in the context of the international classroom. At the beginning of the course, group work will be based on case studies. Students will later reflect on their own context.

Method Weekly two-hour seminar, in which theory, case studies and students' real-life examples will be introduced and discussed. One-hour (in-class) group work in which various assignments will be carried out. During the course, students will incorporate findings and insights into the writing of an obligatory self-reflection report.

Result Self-reflection report which shows evidence of development in intercultural competence and understanding the necessity of these skills in the international working environment.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context. The whole day will be devoted to this on Friday and in the weekends, but only in the evenings during the rest of the week. The results will be presented on the final day.

P4 (A) Complex Projects

Year 2, semester 4
Duration 16 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Disciplinary (A)

Learning objectives

- Learn to work with a complex building programme, context and spatial question.
- Gain insights into the relationships between a building and the location, users, different forms of knowledge, and the wider physical, social and cultural context of an assignment.
- Focus on the connected methods, materiality, environmental question, structural and functional requirements for a complex spatial project.
- Develop design skills and the capacity to elaborate on a design consistently at different scales, from concept to materialisation and detail.

Assignment Design a building with a complex schedule of requirements. The location and programme are set out in the assignment. Develop a narrative about the relationship between the programme, the location and the existing (natural) environment. Elaborate the programme into a spatial design, paying considerable attention in the process to the expression, materialisation and details of the building, as well as reflecting and considering the possible ways of minimising the impact of the creation of this public programme and building on the environment.

Method Individual design project, supervised in groups by an architect. The project is closely linked to the research assignment O4.

Please note: the P4 Fall meets the same requirements as those described above.

O4 (A) Material Narratives

Year 2, semester 4
Duration 16 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Disciplinary (A)

Learning objectives

- Gain knowledge and insight into sourcing, contextualising and designing.
- Work with different building materials, building forms and design tools, from digital to physical.
- Learn to critically evaluate the relationship between a design question and the chosen materiality.
- Learn to assess materials in relation to the set question, use, maintenance, environmental constraints and impact. The O4 is closely linked to the P4.

Content The notion of material narratives will be elaborated on the basis of examples. Students will be challenged to investigate the production process, the environmental impact of a chosen material and possible alternatives, the processing and the architectural applications on the basis of a specific theme or material, as well as considering the role played by digital technology.

Method Individual research project, although collaboration between students is highly recommended. The research is closely linked to the respective P4 project. The focus of the research will be outlined in the O4 project assignments.

Please note: the O4 Fall meets the same requirements as those described above.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Architecture

Year 3

SEMESTER 6

QUARTER 3

QUARTER 4

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Integral Design Vision, Plan, Detail
P6 (AUL, A) — 8

Paper
O6 (AUL) — 3

Graduation Clinic
O6 (AUL) — 1

Perspectives
C4/C6 (AUL) — 2

COMPREHENSIVE ANNUAL ASSESSMENT 3

Elective programme

Elective programme

30

Christmas holidays

Study week

Summer recess

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS

Practice records

Practice records

30

60

P5 (AUL) Narrative

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL); this course taught in conjunction with the O5 course

Learning objectives

- Learn to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context.
- Learn to trace, identify and make use of spatial essences and favourable situations at every level of scale and abstraction.
- Hone one's own profile as a future designer.
- Be able to provide arguments for and to present your own views on the future of the building, the city and the landscape, and the role of your own discipline within that.
- View existing conventions critically and arrive at (innovative) spatial models on the basis of your own personal observations and research.
- Recognise the relationship between the theme, your own assignment and its elaboration.
- Be able to organise the working process to do justice to the various stages of the design process.

Assignment

Develop a position of your own and define a design assignment on the basis of design-based research on a theme provided by the lecturers. This theme offers sufficient scope for a personal exploration of the spatial issues related to the theme. The design assignment consists of a strategic intervention with a specific programme. Regard the design as a research instrument and place spatial studies within the current social and professional debate. The exact location of the planning zone corresponding to this assignment has to be defined. Go on to create a design for the essential planning component and elaborate it at the level of a sketch design with relevant details. Keep a close eye all the time on the relationship between the research theme, the assignment, the design research and the elaboration.

Method

The P5 course will be taught by an interdisciplinary team of architects/urbanists/landscape architects, and thematic experts. During the initial part of the course, the students will be invited to work collectively on research elements of the project, from which individual design positions and subsequent proposals will be developed. O5 offers space for more in-depth research, and personal fascinations related to a specific topic, format and or method, and development of professional position in relation to the theme.

O5 (AUL) Narrative

Year 3, semester 5
Duration 12 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Acquire skills for writing of a good paper. Set up relevant research in a systematic and analytical way in an international and/or intercultural context, taking the discipline and knowledge of relevant literature into consideration, and the consistent examination of a problem statement, with the aim of writing an attractive and readable paper.

Content During 12 sessions, which are closely linked to the P5 course, students will have an opportunity to develop and practice more in-depth research skills in relation to the outlines, topic or format set out in the project brief. This course also offers space to pursue personal fascinations related to the specific topic, and supports the development of a profession-focused position in relation to the presented theme.

Method Individual research project, supervised in groups.

Reflection Clinic

Year 3, semester 5
Duration 3 Fridays
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (A|U|L) and Interdisciplinary (AUL)

Learning objectives The learning objective of the reflection clinic is to look back at P4 and get rid of the shortcomings that were identified during the Comprehensive Annual Assessment 2. It is important that after the Comprehensive Annual Assessment 2, the student has a clearer picture of which aspects are strongly developed and which aspects will require extra attention during the third year of the study. The student can already work on this in the first half of the third year during the P5 and O5. During the clinic, an opportunity will be given to devote extra attention to a specific aspect.

Content Numerous thematic clinics are offered, each of which deal with a specific aspect of the design process. Each student signs up for one of the clinics on the basis of personal motivation in consultation with the head of the study programme.

Possible subjects of a clinic include:
- accelerator: how do I arrive at an idea? (interdisciplinary)
- conceptualisation: from idea to conceptualisation (interdisciplinary)
- iterative process, designing back and forth, from analysis to design (disciplinary)
- taking the design further, carrying on work on a scale level, (disciplinary)
- practice vs. study: creating a practical portfolio (for foreign students).

Method The reflection clinic follows P4 and P5. Over the course of four whole Fridays, the student will work individually, under the supervision of a teacher, on one of the themes listed above. A previously completed project can serve as the subject for this. Exercises can also be given that address the themes mentioned.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

P6 (AUL, A) Integral Design Vision, Plan, Detail

Year 3, semester 6
Duration 14 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL) and Disciplinary (A)

Learning objectives Learn to make one's own viewpoint transparent and productive. Learn to turn a complex transformation assignment into a spatial concept from a personal standpoint. Strategically and self-critically learn to deal with the complexity of conflicts of interests, and an uncertain and partly contradictory programme. Learn to distil from a relevant assignment and initiate the accompanying discussion in relation to the development of the city and/or the landscape. Develop a personal interpretation of the planning tools that are necessary to place developments in a broader perspective and enable them to be productive and valuable for the development of the city and/or landscape in the long term. Create a base of support. Learn to organise a longer-term design project.

Content Develop a vision of the design assignment on the basis of a given programme, specific themes or scenarios. Research the relevant spatial, programmatic and procedural facets of the assignment and translate these into an 'integral design' with corresponding planning form.

Indicate how the positions and interests of parties responsible, initiators and stakeholders in the area are given a place in the development strategy. Sketch what the design possibilities are for the study area, given the chosen approach. Develop the subareas into a convincing design. Demonstrate to what extent guidance is needed to fulfil the vision with regard to actual interventions. Design and detail these interventions. Evaluate elaborations and details, and adjust the vision where necessary.

Method The project consists of two parts. The first part consists of a laboratory in which numerous spatial scenarios are studied by means of assessment, analysis, diagnosis and design research, and a personal position is taken. This is translated into an overall concept with clearly defined spatial, programmatic and procedural characteristics.

In the second part, the accent lies on the individual elaboration of the design assignment. The position and the proposed overall concept are further developed into a series of design proposals for parts, places or facets of the project. The planning form is made concrete and operational in this phase. The results of the two parts of the project are assessed separately, as well as in conjunction with each other. An excursion to the location forms part of the project.

The project will be supervised by two lecturers, an urbanist and a landscape architect. The lecturers from the respective disciplines are each ultimately responsible for guiding and assessing students from their discipline.

Please note: the P6 Fall meets the same requirements as those described above.

O6 (AUL) Paper

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Study, research and describe an internationally and/or interculturally relevant subject in writing in a personal way, in light of social debate or based on personal fascinations, which will form the basis for graduation project. Systematically record theoretical, ideological and opinion-based considerations relating to the self-chosen subject. Concisely and carefully word the background to a specific spatial theme or assignment in an interdisciplinary, international and/or intercultural context.

Discover and hone one's own writing style. In the third year, the student will write two papers; that occurs in the educational components O5 and O6. A Paper will be written for the O5. The O6 is the continuation thereof, whereby a document will be drawn up. The student will develop research and editorial experience through these two exercises.

Content In 13 sessions, the student will work in the O6 graduation paper, under the supervision of a lecturer, on the formulation and elaboration of a relevant research question, conduct independent research (literature study, fieldwork, plan comparison or otherwise) and write a paper, in which the question or issue raised is elaborated upon.

The O6 runs parallel to the 'graduation clinic' with the head of department in which the (global) graduation assignment is defined. At set times, coordination between paper and graduation clinic will take place.

Method Individual research project, supervised in groups.

Result A written paper, preferably illustrated, with a maximum of 3,500 words, including literature references. A public presentation of the research. Submitted as a booklet in duplicate (lecturer and library).

Graduation clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (A)

Learning objectives Learn to organise a project. Choose a relevant subject in light of the social debate or based on personal motives, which can form the basis for graduation. Formulate a clear graduation assignment that builds on the previously chosen subject. Design a time schedule in which all (research) components relevant to the graduation are placed in time (planning).

Content The graduation clinic consists of four sessions, spread over 16 weeks, in which the student is supervised by the head of department in the formulation of the graduation assignment, in which the following questions are answered: What? (graduation subject), Where? (location) and with Whom? (mentor and supervisory committee), Why (social relevance) and How? (research methodologies). The graduation clinic runs parallel to the O6.

Method Individual research project, sometimes supervised in groups.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Architecture

Year 4

	SEMESTER 7	
	QUARTER 1	QUARTER 2
	SEPTEMBER / OCTOBER	NOVEMBER / DECEMBER
INTERNAL CURRICULUM	Graduation	
EDUCATION-FREE PERIOD	Study week	
EXTERNAL CURRICULUM	Practice hours	
	Practice records	

SEMESTER 8

QUARTER 3 | **QUARTER 4**

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	
						FINAL EXAMINATION		30
Graduation								
Christmas holidays		Study week				Summer recess		
Practice hours Design and Entrepreneurship 1			ASSESSMENT PRACTICE RECORDS		Practice hours			30
Practice records					Practice records			

60

Study programme year 4

Graduation In the fourth year, the graduation process begins. See Chapter 7 Graduation for all the information on the graduation procedure.

Final Examination The Final Examination follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 for all the information.

Learning outcomes Master in Architecture

Discipline

- The ability to create architectural designs that satisfy both aesthetic, as well as technical and functional, requirements.
- Appropriate knowledge of the international history and the theory of architecture and related art forms, technological subjects and social sciences.
- Ability to make a design and plan clear to others visually, in writing and orally in an interdisciplinary, international and/or intercultural context.
- Insight into the problems in terms of structural design, the construction and the civil engineering in connection with the design of buildings in the Netherlands and abroad.

Context

- Appropriate knowledge of the physical and technological issues that are related to the function of a building with a view to providing comfort and protection against weather conditions.
- Appropriate knowledge of the industries, organisations, regulations and procedures relevant to a project.
- Appropriate knowledge of urbanism, garden and landscape architecture and physical planning, and the techniques used for that purpose in so far as these may influence the quality of the architectural design.
- Appropriate knowledge of the visual arts, insofar as these can influence the quality of the architectural design.
- Insight and skill in terms of the methods of research and preparation when making architectural project.

Profession

- Insight into the architectural profession and the role of the architect in society in the Netherlands and abroad, particularly when making projects in which social factors have to be taken into account.
- Insight into the relationship between people and architectural structures, and between architectural structures and their environment, as well as the need to tailor architectural structures and the spaces in-between to human needs and standards in the Netherlands and abroad.
- Technical competence as a designer, in order to be able to satisfy the requirements of the users of a building within the limits imposed by budgetary factors and building regulations.
- Appropriate knowledge of and insight into procedures and processes of decision-making.

Daily life at the academy on 12 May 2023.


Nox
Frei Otto

P6 presentations on 23 May 2023.

P2b presentations on 24 May 2023.

Master in Urbanism

Head	**Anna Gasco**
CROHO code	**44337**
Degree	**Urbanist, Master of Science**
Study load	**240 ECTS (120 ECTS Master's programme / 120 ECTS professional experience)**
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Master in Urbanism

Year 1

		SEMESTER 1			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Place** P1a (AUL) 4		**Scene** P1b (UL) 4	
	O	**Methods** O1 (AUL) 2			
	V/T	**Natural Matter** V1a (AUL) 1		**Inspirational Matter** V1b (AUL) 1	
		Landscape analysis / Urban space Tools (UL) 1		**Landscape analysis / Urban space** Tools (UL) 1	
	C	**Foundations and Reflection** C1 (AUL) 2			
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Typology
P2a (AU)
4

Neighbourhood
P2b (U)
4

Reading the City
O2a (U)
1

Ecosystems and Reflection O2b (AUL)
1

Self-Growing Matter
V2a (AUL)
1

Technical Matter
V2b (AUL)
1

Landscape analysis / Urban space Tools (UL)
1

Landscape analysis / Urban space Tools (UL)
1

Book and Debating Club
C2 (AUL)
2

COMPREHENSIVE ANNUAL ASSESSMENT 1

30

Christmas holidays

Study week

Summer recess

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

P1a (AUL) Place

Year 1, semester 1
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Acquire elementary spatial, compositional skills; analysing location and schedule of requirements. Interpret these prior conditions into an independent design criterion that can be developed into a spatial design. Learn to deal with functional requirements and architectural fascinations, and on the basis thereof arriving at a design.

Assignment Design a structure/object/building with a public function at an urban or rural location. Interpret the boundary conditions, location and schedule of requirements as an independent design criterion. When working on the design, pay attention to the context, spatiality, the transitions of spaces and the transitions from inside to outside. Ensure that the programme is integrated in the cubic content in a logical and spatial way. The emphasis in the design process is on investigating the spatial-compositional aspects in relation to the appearance of the object.

Method Design project to be completed individually, supervised in groups by an architect, in which the emphasis is on spatial research by means of scale models and drawings of the section of the building and surroundings, supervised in groups by a spatial designer. An excursion to the location is part of the project.

P1b (UL) Scene

Year 1, semester 1
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn to read a given location and its urban or rural characteristics.
- Understand the mutual relationship of an urban or rural place with its characteristics and the effects of an intervention.
- Acquire the ability to analyse this relationship and translate it into a spatial design.
- Train conceptual and compositional skills.

Assignment Develop a spatial concept at the given location, with the point of departure being the characteristics of the location. The spatial concept must convincingly show the interaction between the given situation and the newly designed urban or rural space. The intervention is spatial and programmatic. Elaborate on the design down to the level of the crucial detail.

Method Design project taught in a design studio format to be completed individually or in small groups, supervised in groups by an urbanist or landscape architect. An excursion to the location in the first weekend after the start of the studio is part of the project.

O1 (AUL) Methods

Year 1, semester 1
Duration 15 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Gain knowledge about architectural, urban design and landscape architecture projects or topics.
- Learn to understand, analyse and evaluate them through a wide range of methodologies.

Content Learning from analysing national and international projects and spaces, increasing insights into qualitative research methods, understanding the importance and role of different types of research from historical to on-site research. Practising with questions of scale and dimension, as well as density; introduction to key disciplinary terminology and concepts in relation to spatial repertoire; developing and applying different techniques of mapping, analysis and reflection.

Method The O1 will kick off with a plenary meeting where a selection of lecturers will pitch different research studios, each with a specific topic and methodology. Students select two of these studios which they will subsequently participate in over the course of the O1. Each studio will last seven weeks. All research will be conducted during class hours.

V1a Natural Matter

Year 1, semester 1
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description

Social issues, such as climate change and the scarcity of fossil raw materials, require new, sustainable solutions. There is an urgent need for alternatives, for materials that are not harmful and that can ideally be found close to where we build.

Natural Matter examines the possibilities/impossibilities of building with locally available natural raw materials. This year, we will work with local earth. Together with experienced craftsmen and designers, the material will be researched on the basis of origin, craft and the design possibilities.

Learning objectives

- Discover the characteristics and possibilities/impossibilities of a material.
- Gain knowledge about the impact of material mining at the place of origin.
- On the basis of experimentation, experience what impact a material has on a design.
- Integrate craft into the design.
- Test materials in relation to substance, vitality, weight, construction, tactility, structure, colour and weathering.
- Material use in relation to short-term use and long-term use.
- Recycling/circular processes.
- Analyse (the environmental impact of) the material and record the findings.
- Learn to think in terms of the possibilities related to sustainable building.
- Develop prototypes and record the process.

Content

Students will conduct research and design in an applied way with natural materials that can be obtained locally, such as earth.

Method

Pay a visit to the place of origin, awareness of the origin of raw materials. In doing so, conduct research into characteristics and possibilities/ impossibilities. Under the guidance of experts, convert material tests into prototypes.

Result

Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1. Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype and 1 photo zoomed in on the material.

V1b Inspirational Matter

Year 1, semester 1
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description This project starts with a design assignment based on a two-dimensional art piece. Creative and intuitive design is encouraged. The material and the tool also play an important role. The results of the first weeks are used and transformed into new plaster models, which are ultimately translated into a design with a scale and context.

Learning objectives

- Experience how it is to work with your hands without a preconceived plan and to make intuitive choices with only the material in front of you.
- Experience working in silence, in a concentrated way and individually.
- Experience collaborating correctly in a dynamic environment.
- Transform a piece of music (sound, timbre, rhythm, tone, variation, silence) into a physical model.
- Design from a different angle of approach than a written schedule of requirements.
- Work with materials in a professional capacity (model making skills).
- Work with moulds.
- Interpret your own work and translate that to scale and context.
- Photograph models.
- Select only 1 image which clarifies the design.
- Develop trust in your own design talent.

Content By means of short specific design assignments, students will gain knowledge with different model materials. How is it to work under different conditions?

Method Transforming a piece of art into spatial models that are translated into a spatial design.

Result Models and one image printed on A3 format, in which scale and context are visible.

Tools 1+2 (UL) Landscape analysis / Urban space

Year: 1, semester 1 and 2
Duration: 15 and 16 weeks
Study load and credits: 112 hours and 4 ECTS
Form of education: Interdisciplinary (UL)

Learning objectives landscape

- Acquire knowledge of different landscape types.
- Gain insight into the landscape as a system.
- Learn to recognise location-specific characteristics.
- Learn to define an assignment on the basis of the landscape analysis and to determine objectives and wishes: being able to differentiate between primary and secondary issues in the landscape system.
- Work with topographic analysis, the horizontal relationships and flow in the landscape and topological analysis, vertical relationships in the landscape between geological substrate, soil, water management, flora, fauna and forms of settlement.
- Understand how the landscape originally emerged and what its characteristics are as opposed to other types of landscape.
- Understand how the landscape has developed historically.

Learning objectives city

- Get to know typical urban structures.
- Acquire knowledge of the city as a complex system with socioeconomic, spatial, infrastructural and political characteristics.
- Learn to analyse pieces of city and urban problems with different research tools and draw conclusions that can inform design and process decisions.
- Being able to unravel the landscape and the city.

Content

The various layers of the landscape will be identified and the coherence between the different systems will be elucidated. Urban (visible and invisible) systems and how they exert influence will be identified. The landscape and the city will be analysed at different scale levels: from the large landscape types and urban regional systems to a specific place. A systematic landscape and urban analysis with drawings and other forms of representation will be carried out. The biotic and anthropogenic layers of the landscape, as well as the subsurface of soil, water and geomorphology will be linked and the impact of settlement activity will be studied. The interdependencies between landscape and ecosystems and the different urban systems and spaces will be investigated.

Method

Seminar; the exercise will be executed during class hours. Visiting locations may be part of the seminar.

Please note: this Tools programme will be attended by former participants of the pre-master in Urbanism and Landscape Architecture and students with whom it has been agreed in advance with the head of department and the study adviser that they are going to follow this course.

C1 (AUL) Foundations and Reflection

Year 1, semester 1
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives The aim of the C1 lecture course is to offer insights into the social, historical and theoretical developments that have informed and shaped the spatial disciplines over time by focusing on a number of study cases, thematic threads and moments throughout history. The ambition is to also relate and situate these narratives internationally.

Content The course is structured in three sub-series of lectures related to the perspectives and histories of the three respective disciplines. Following a collective introduction, each will kick off with a self-study period of lectures offered online, with possible additional required reading assignments. For the reading assignments of the lectures, the lecturers will offer distinct individual or group-based lenses through which the material can be studied and interpreted. Each sub-series will conclude with a collective presentation and reflection session at the Academy, led by the main lecturer/moderator of the series.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context. The whole day will be devoted to this on Friday and in the weekends, but only in the evenings during the rest of the week. The results will be presented on the final day.

P2a (AU) Typology

Year 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AU)

Learning objectives

- Get to know typologies in architecture and urbanism.
- Develop tools to analyse characteristics of typologies and draw conclusions for a design assignment.
- Develop conceptual principles for the design of an architectural typology and its role in the context it is placed in.
- Develop design skills on the scale of building and urban typologies.
- Understand its impact and develop proposals specifying how the typology can meet socioeconomic and environmental agendas.
- Set out typologies and their characteristics and qualities.

Assignment Research a given context. Identify the relevant parameters for the typology to be developed. Design a site-specific architectural typology. Analyse its role and impact. Show its characteristics and qualities. Reflect on the outcome's impact and how it contributes to climate change mitigation and spatial justice.

Method Analysis will be conducted for a given typology individually or in small groups. A design concept will be developed for a typology and how it is embedded in the (urban) fabric. Finally, its impact will be studied.

P2b (U) Neighbourhood

Year 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (U)

Learning objectives

- Analyse a given part of the urban fabric in all its relevant physical and non-physical aspects.
- Develop and hone design skills at the scale level of the neighbourhood, a combination of a few specific buildings and public spaces.
- Design the mutual relationship between building typology, building architecture, urban public space and urban environment.
- Develop the ability to elaborate a design consistently in terms of urban design and in outline on an architectural scale.
- Understand its impact on climate change and spatial justice agendas and learn to design to meet those agendas.

Assignment

Make a plan for a neighbourhood at an urban location consisting of a limited number of specific buildings and public spaces with a mixed programme. Indicate how the plan is positioned in the city, how it fits in with the existing urban structure and how the design functions as a neighbourhood. Indicate which guiding motives have determined the design and how they are elaborated in the organisation of the programme. Make a complete urban plan that shows the most important principles – from building mass and structure of the outdoor space to architectural typologies and materialisation. Explain how the design meets climate change and social ambitions.

Method

The design project will be completed individually or in small groups – depending on the assignment. In the project, use will be made of the knowledge acquired in the research O2b (U) Reading the City.
An excursion to the site outside studio hours is part of the assignment.

O2a (U) Reading the City

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (U)

Learning objectives
- Get to know the city and the different parts of the urban fabric.
- Learn to read the visible and invisible spatial principles, infrastructural systems and the planning tools used.
- Understand scale, grain and dimensions.
- Build a repertoire of references and document them.
- Analyse the findings, learn to draw conclusions and learn to judge them.

Assignment Each student works on his individual visual diary/report of the places visited, the characteristics discovered and documented, and the conclusions drawn.

Method After an introductory lecture, students will practise on-site in different neighbourhoods of Amsterdam or adjacent places. Six excursions are part of the course. The last session of the course is used to reflect on and debate the findings and conclusions.

O2b (AUL) Ecosystems and Reflection

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn to understand ecosystems as a complex of living organisms, their physical environment and the web of interrelationships in a defined space.
- Develop research skills to identify key characteristics of ecosystems and key aspects that shaped them.
- Learn to conduct research using literature, statistical data and other data, structured interviews and other tools of evidence gathering.
- Gain insight into the possibilities to manipulate given ecosystems to better serve a desired purpose and to minimise undesired effects.
- Develop narrative, communication and presentation techniques to express your findings.

Assignment The assignment dives into a wide range of ecosystems and starts developing a vocabulary on how to capture and reflect on specific ecosystems. The exact ecosystem and the assignment in this course can vary depending on the course description of the lecturer. The assignment results in a deliverable that demonstrates that the learning objectives have been met.

Method Research course. Students work alone or in small groups towards results as defined in the course description. They are supervised by a researcher or designer with research experience.

V2a (AUL) Self-Growing Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We are as humans are not above matter, we are matter. We are self-growing matter. It is fascinating that life can entail growth. The diversity on Earth with self-growing matter is enormous and unbelievably inspiring. Every organism, however small, with its own specific characteristics and possibilities. How amazing would it be if buildings and cities could grow themselves, just as landscapes can, without harmful substances being emitted during production. That is the starting point with which the students set to work, under the guidance of experts in this field. This year, the focus will be on bacteria.

Learning objectives
- Experiment and design with new unfamiliar materials in changing conditions.
- The possibility of using self-growing matter as a building material
- Create conditions for self-growing Matter to flourish, the role of light, temperature, subsoil, origin, season, time, stages of life, etcetera.
- Analyse, recognise and interpret factors based on relevant information
- Design and make moulds, set up cultures yourself.
- Analyse (environmental impact) the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Develop prototypes and record the process.

Content Students will experiment with the production and/or use of self-growing (building) material. An ideal scenario which is experimented with on a small scale (for now).

Method Pay a visit to the place where the material comes from/laboratory.
In doing so, research these materials in terms of characteristics and possibilities/impossibilities, and transform this into possible prototypes under the guidance of experts.

Result Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1. Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype, 1 photo zoomed in on the material.

V2b (AUL) Technical Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We live in a time where designers can play a crucial role. The materials that are currently used globally and are polluting call for alternatives that will be introduced by designers. Technical Matter delves deeper into innovative materials with which pioneers in our field are experimenting. Examples include new materials that didn't previously exists, that generate energy themselves; bio-based material with similar characteristics like plastic, etc.

Learning objectives
- Learn, experiment and design with new technical materials.
- How does technical matter come into being?
- Analyse, recognise and interpret factors based on relevant information.
- Conduct tests.
- Analyse the positive environmental impact of the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Give vision on the introduction of your material in the world and what this world will look like.
- Develop prototypes and record the process.

Content Can material be more than a protective shell against weather influences? Could it, for example, generate energy? Technical materials have become an integral part of our building palette.

Method Analyse the different appearances and characteristics of materials and discover which new possibilities exist that have a positive impact on carbon footprint when used.

Result Spotlight new materials and the specific qualities, and record with the aid of photos, drawings, sketches and prototypes. Visualise what the world could look like in the future.

C2 (AUL) Book and Debating Club

Year 1, semester 2
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn how to read, understand and talk about professional texts.
- Understand the historic, professional, political, economic and environmental context a text has been written in and draw links to other texts or global developments.
- Learn to grasp the key arguments of a text and their significance in the debate.
- Evaluate and reflect on the key aspects of a text.
- Develop speaking and presentation skills.
- Develop and refine debating skills.
- Position yourself in relation to the key messages of a text.
- Learn how to criticise and receive criticism.

Content

The course will start with an introduction about the selected texts by the moderator and a crash course in how to debate. Over the next weeks, one of the selected texts will be highlighted each session. The text will be introduced and reflected upon by an assigned group of students, after which a plenary debate will be held, led by the moderator of the series. For the reading of the texts, the moderator will offer distinct individual or group-based lenses through which the material can be studied and interpreted. The course will conclude with a plenary, reflective debate about all texts, their themes and interrelationships.

Master in Urbanism

Year 2

		SEMESTER 3			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Neighbourhood** P3a (AUL) 4		**City** P3b (U) 4	
	O	**Human, Environment and Society** O3a (AUL) 1		**Urban systems and infrastr.** O3b (U) 1	
	V	**Intercultural Competence** (AUL) 1			
	C	**Practices** C3/C5 (AUL)			2
	K			**Elective programme**	
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Regional Research and Design
P4 (UL)
8

Regional Research
O4a (UL)
1

Metropolis and Urban Region O4b (U)
2

Perspectives
C4/C6 (AUL)
2

COMPREHENSIVE ANNUAL ASSESSMENT 2

30

Elective programme

Christmas holidays

Study week

Summer recess

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

P3a (AUL) Neighbourhood

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Gain insight into the effect of larger and complex systems of buildings and public spaces.
- Gain insight into the interaction between public space and private domain.
- Understand the relationship between building programme, open and living space programme and infrastructure.
- Develop design skills to direct atmospheres in an urban context based on the public space and urban typologies.
- Learn to work with volumes, typology and orientation of buildings, programme, infrastructure, amenities, layout and materialisation.

Assignment Make an outline urban plan articulating building typologies, primary landscape systems and relationships, urban public spaces and access, with attention to reusing existing structures. Develop a visual and landscape quality plan, and urban planning rules and translate these into urban scale drawings and diagrams. Develop a representation and wording of urban and landscape atmospheres that you would like to emerge. Establish principles and define solutions that make your design compliant with climate change and spatial justice agendas.

Method Design project to be completed individually or in small groups, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way. An excursion to the location is part of the project.

P3b (U) City

Year 2, semester 3
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (U)

Learning objectives

- Learn to strategically handle the regeneration of an existing part of a city by focusing on the infrastructure to be replaced changed or added.
- Analyse the spatial characteristics of the existing urban structure, the human and natural life present, the accompanying urban programme, the infrastructure and related open spaces.
- Practise making choices for interventions on various scale levels, both spatially, programmatically and procedurally.
- Learn to use urban infrastructure to evolve a city.
- Develop an understanding of the impact pieces of infrastructure have on human and non-human habitat and ecosystems.

Assignment

- Design an infrastructural intervention in an existing piece of urban fabric from concept to resolution of key aspects of the design. Propose mitigation measures to deal with the impact of your intervention for human and non-human species.
- Develop a narrative that is both spatial and procedural, which describes the relationship between the long and the short term, and identifies and specifies the role of the actors behind the plan.

Method In the first half of the project, the opportunities for transformation of the location will be analysed and mapped out. Based on this analysis, the student will subsequently formulate a vision for transformation and a design task that makes a statement about the required spatial and programmatic interventions. Depending on the assignment, the project can be completed individually or in small groups. A site visit is part of the project. P3b is closely linked to O3b (U) Urban Systems and Infrastructure. The latter serves as research platform for the specific infrastructural requirements of the design task. The infrastructural system this course focuses on is identical to the one in the exercise.

O3a (AUL) Human, Environment and Society

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Practise designing and conducting research research into the relationship between people, environment and society. Experience that with a targeted choice of analysis techniques, useful knowledge van be generated for the design process. Use different methods of research and in doing so learn to understand trends and social developments, and the intercultural differences between them. Learn to place research methods and results in an intercultural and historical context. Learn to document research and present results academically. Learn to make the results of the research applicable to the design.

Content Various research methods will be presented by means of a number of presentations and these will be tried out during the lessons, such as conducting interviews, holding discussions with experts, digital research with different online sources, etc. The focus hereby is the district, where it is sometimes necessary to zoom into the smaller scale, or rather to consider the regional and global context. The results hereof will be recorded during various exercises; such as mapping, podcasts, vlogs, etc. Work will be carried out on drawing up a research document in the final couple of weeks, which will tell a clear story of question and methodology, via the results to conclusions and guiding principles for the design.

Method Seminar; the exercise will be executed during class hours. A number of studies will be carried out by means of various methods, and the results thereof will be recorded in various ways during the lessons. During the final weeks, work will be carried out on the research documentations during the lesson; both in writing and visually. The research will be conducted in small groups, each around a research theme and with their own approach.

O3b (U) Urban Systems and Infrastructure

Year 2, semester 3
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (U)

Learning objectives

- Develop knowledge and gain insights into infrastructural systems that support cities.
- Learn to read, understand, analyse, describe and compare a chosen infrastructural system in a city.
- Learn to understand what impact different types of infrastructure have on the city and how they can be modified to meet different objectives.

Assignment

Research typical infrastructural patterns in relation to the type of infrastructure chosen within the P3a project. Understand their technical, spatial, social and environmental impact. Learn how to adapt infrastructural systems to create additional spatial, environmental or social qualities.

Method

In the research course, an infrastructural system in different cities will be examined and structure, function and influence will be discussed. Spatial characteristics, such as size and scale, the relationship between urban fabric and landscape the system is in, will be compared. Modifications and adaptations to the infrastructural system will be investigated. This course supports the P3b (U) City studio with specific infrastructural knowledge and provides the possibility to deepen the knowledge needed to formulate a successful answer in the studio assignment. The infrastructural system this course focuses on is identical to the one in the design studio. The research will be conducted during class hours.

(AUL) Intercultural Competence

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Develop intercultural competence through three main developmental areas:
  - (A) Understand the impact of one's own mindset/attitude in intercultural interactions.
  - (B) Increase knowledge of cultural frameworks plus cultural self-awareness.
  - (C) Develop skills to become more effective and appropriate in intercultural interactions.
- Use models and frameworks to analyse and interpret intercultural interactions.
- Develop and use effective bridging strategies by adapting an open and flexible mindset, by appreciating and expanding different perspectives and by developing interpretive skills and communication skills.
- Use self-reflection as an educational tool.

Content Various studies and models will be presented to create cultural awareness, showing the richness, possibilities and limitations of this topic. The Developmental Model of Intercultural Sensitivity will be used to understand and analyse effectiveness in intercultural interactions and identify developmental needs and opportunities. Throughout the course, students will relate theory to practice. Individual assignments will be used to reflect on one's own mind-set, values, behaviours and perspectives and group assignments will be used to acquire and incorporate different perspectives, improve interpretive skills and implement effective intercultural strategies in the context of the international classroom. At the beginning of the course, group work will be based on case studies. Students will later reflect on their own context.

Method Weekly two-hour seminar, in which theory, case studies and students' real-life examples will be introduced and discussed. One-hour (in-class) group work in which various assignments will be carried out. During the course, students will incorporate findings and insights into the writing of an obligatory self-reflection report.

Result Self-reflection report which shows evidence of development in intercultural competence and understanding the necessity of these skills in the international working environment.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context. The whole day will be devoted to this on Friday and in the weekends, but only the evenings during the rest of the week. The results will be presented on the final day.

P4 (UL) Regional Research and Design

Year 2, semester 4
Duration 16 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (UL)

Learning objectives

- Learn to distill an urban design assignment from a regional condition.
- Learn to analyse, understand and recognise the forces at play and the dynamics of urban regions.
- Translate this insight into characteristic and relevant spatial concepts, systems and (re)definitions.
- Learn to employ this research through design in order to mediate between the changing programmatic claims within an urban region.
- Elucidate the consequences, opportunities and effects that spatial statements can have on specific areas at a regional scale level.
- Learn to develop and elaborate on a strategic vision (spatial, programmatic and process-oriented) on both a regional and local level.
- Develop a vision on the role of the urbanist and other design disciplines in the case of regional questions in the Netherlands and abroad.

Assignment

Examine a programmatic transformation within an urban region, focusing on its spatial consequences, and translate these into a concrete spatial framework. Examine the spatial and administrative conditions that govern the programmatic dynamism and the spatial constellation. Map out the relevant parties and stakeholders on the various scale levels. Define the role of the urbanist in the process. Draw up a strategic spatial developmental vision that has socially relevant implications on a regional as well as local scale. Identify concrete developmental opportunities in the area of study by means of specific design explorations on the local scale.

Method

The project consists of three parts. In the first part, the spatial situation will be mapped out and the programmatic developments within the urban region will be analysed. On a regional scale, a strategic vision with an accompanying spatial and programmatic framework will be developed. In the second part, the consequences of the spatial vision will be assessed on a local level. In the third part, spatial design and a development plan will be developed that will clarify the proposed regional and local developments and provide potentially promising conditions. This design should make statements about the interests, roles, responsibilities and actions on a regional and local scale. The design research will be backed up by knowledge and skills gained in the research O4a Regional research and O4b Urban regions. Design project to be completed partly in groups and partly individually, supervised in groups. An excursion to the location is part of the project.

O4a (UL) Regional Research

Year 2, semester 4
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (UL)

Learning objectives

- Learn to read and analyse details at a regional scale level and apply these in a design.
- Learn to analyse areas and plans.
- Be able to handle large-scale maps, their charts, legends and (changes of) scale.
- Acquire knowledge of the typology of the regional landscape.

Content

The research supports the P4 design projects of the Landscape Architecture and Urbanism study programmes. Projects on a regional scale present students with a series of new questions. These concern the physical aspects of the region. How is this organised and why? The significance of the soil, water system, cultural history, infrastructure, land and spatial planning politics, varying from an approach focused more on the subsurface to concepts such as the urban network. Who does what when and how do you draw that? But also: what is the position of the designer between all the other power factors, which play a role in the design on a regional scale? The designer's role as vision former, influencer, strategist will also be addressed. Trends, future possibilities and the significance of scenarios will be discussed.

Method

Seminar; the lecturer will provide information; bring this up for discussion and have students practise converting these into design criteria. Both factual sources (soil map, newspaper report, etc.) and plans can be the basis for analysis. A part of the Netherlands to be demarcated by the lecturers can be used as key theme in the research. Given the scope of the subjects, guest lecturers will be brought in for specific aspects. The research will be carried out during class hours.

O4b (U) Metropolis and Urban Region

Year 2, semester 4
Duration 8 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Disciplinary (U)

Learning objectives

- Understand the phenomenon of the metropolis and the urban region, and its impact.
- Learn to read (inter)cultural practices, environmental characteristics and social, economic and spatial patterns.
- Develop narratives highlighting the uniqueness of the phenomenon of the metropolis and the urban region.

Content In this research seminar, students will be asked to map a metropolis or urban region with a focus on its impact beyond its own borders. The research is aimed at developing a reading of the metropolis in question and highlighting its specifics in a narrative.

Method Seminar. Students will be asked to investigate the presence and impact of a metropolis beyond its borders in the urban fabric of a city in the Netherlands. The findings and interpretation will subsequently be translated into a narrative told in an interactive format: (moving) images, sound and explanation. The seminar includes several site visits during the lessons.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Urbanism

Year 3

SEMESTER 6

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Integral Design Vision, Plan, Detail
P6 (AUL, U)
8

Paper
O6 (AUL)
3

Graduation Clinic
O6 (AUL)
1

Perspectives
C4/C6 (AUL)
2

Elective programme

Elective programme

COMPREHENSIVE ANNUAL ASSESSMENT 3

30

Christmas holidays

Study week

Summer recess

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS

Practice records

Practice records

30

60

P5 (AUL) Narrative

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL); this course taught in conjunction with the O5 course

Learning objectives

- Learn to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context.
- Learn to trace, identify and make use of spatial essences and favourable situations at every level of scale and abstraction.
- Hone one's own profile as a future designer.
- Be able to provide arguments for and to present your own views on the future of the building, the city and the landscape, and the role of your own discipline within that.
- View existing conventions critically and arrive at (innovative) spatial models on the basis of your own personal observations and research.
- Recognise the relationship between the theme, your own assignment and its elaboration.
- Be able to organise the working process to do justice to the various stages of the design process.

Assignment

Develop a position of your own and define a design assignment on the basis of design-based research on a theme provided by the lecturers. This theme offers sufficient scope for a personal exploration of the spatial issues related to the theme. The design assignment consists of a strategic intervention with a specific programme. Regard the design as a research instrument and place spatial studies within the current social and professional debate. The exact location of the planning zone corresponding to this assignment has to be defined. Go on to create a design for the essential planning component and elaborate it at the level of a sketch design with relevant details. Keep a close eye all the time on the relationship between the research theme, the assignment, the design research and the elaboration.

Method

The P5 course will be taught by an interdisciplinary team of architects/urbanists/landscape architects, and thematic experts. During the initial part of the course, the students will be invited to work collectively on research elements of the project, from which individual design positions and subsequent proposals will be developed. O5 offers space for more in-depth research, and personal fascinations related to a specific topic, format and or method, and development of professional position in relation to the theme.

O5 (AUL) Narrative

Year 3, semester 5
Duration 15 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Acquire skills for writing of a good paper. Set up relevant research in a systematic and analytical way in an international and/or intercultural context, taking the discipline and knowledge of relevant literature into consideration, and the consistent examination of a problem statement, with the aim of writing an attractive and readable paper.

Content During 12 sessions, which are closely linked to the P5 course, students will have an opportunity to develop and practice more in-depth research skills, in relation to the outlines, topic or format set out in the project brief. This course also offers space to pursue personal fascinations related to the specific topic, and supports the development of a profession-focused position in relation to the presented theme.

Method Individual research project, supervised in groups.

Reflection Clinic

Year 3, semester 5
Duration 3 Fridays
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (A|U|L) and Interdisciplinary (AUL)

Learning objectives The learning objective of the reflection clinic is to look back at P4 and get rid of the shortcomings that were identified during the Comprehensive Annual Assessment 2. It is important that after the Comprehensive Annual Assessment 2 the student has a clearer picture of which aspects are strongly developed and which aspects will require extra attention during the third year of the study. The student can already work on this in the first half of the third year during the P5 and O5. During the clinic, an opportunity will be given to devote extra attention to a specific aspect.

Content Numerous thematic clinics are offered, each of which deal with a specific aspect of the design process. Each student signs up for one of the clinic on the basis of personal motivation in consultation with the head of the study programme.
Possible subjects of a clinic include:
- accelerator: how do I arrive at an idea? (interdisciplinary);
- conceptualisation: from idea to concept formation (interdisciplinary);
- iterative process, designing back and forth, from analysis to design (disciplinary);
- taking the design further, carrying on work on a scale level, (disciplinary);
- practice vs. study: creating a practice portfolio (for foreign students).

Method The reflection clinic follows P4 and P5. Over the course of three whole Fridays, the student will work individually, under the supervision of a teacher, on one of the themes listed above. A previously completed project can serve as the subject for this. Exercises can also be given that address the themes mentioned.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

P6 (AUL, U) Integral Design Vision, Plan, Detail

Year 3, semester 6
Duration 14 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL) and Disciplinary (U)

Learning objectives Learn to make one's own viewpoint transparent and productive. Learn to turn a complex transformation assignment into a spatial concept from a personal standpoint. Strategically and self-critically learn to deal with the complexity of conflicts of interests and an uncertain and in part contradictory programme. Learn to distil from a relevant assignment and initiate the accompanying discussion in relation to the development of the city and/or the landscape. Develop a personal interpretation of the planning tools that are necessary to place developments in a broader perspective and enable them to be productive and valuable for the development of the city and/or landscape in the long term. Create a base of support. Learning to organise a longer-term design project.

Content Develop a vision of the design assignment on the basis of a given programme, specific themes or scenarios. Research the relevant spatial, programmatic and procedural facets of the assignment and translate these into an 'integral design' with corresponding planning form. Indicate how the positions and interests of parties responsible, initiators and stakeholders in the area are given a place in the development strategy. Sketch what the design possibilities are for the study area, given the chosen approach. Develop the subareas into a convincing design. Demonstrate to what extent guidance is needed to fulfil the vision with regard to actual interventions. Design and detail these interventions. Evaluate elaborations and details, and adjust the vision where necessary.

Method The project consists of two parts. The first part consists of a laboratory in which numerous spatial scenarios are studied by means of assessment, analysis, diagnosis and design research, and a personal position is taken. This is translated into an integral concept with clearly defined spatial, programmatic and procedural characteristics.

In the second part, the accent lies on the individual elaboration of the design assignment. The position and the proposed integral concept are further developed into a series of design proposals for parts, places or facets of the project. The planning form is made concrete and operation in this phase. The results of the two parts of the project are assessed separately as well as in conjunction with each other. An excursion to the location forms part of the project. The results of the two parts of the project are assessed separately as well as in conjunction with each other. An excursion to the location is part of the project.
The project will be supervised by two lecturers, an urbanist and a landscape architect. The lecturers of the respective disciplines are each ultimately responsible for guiding and assessing students from their discipline.

O6 (AUL) Paper

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Study, research and describe an internationally and/or interculturally relevant subject in writing in a personal way, in light of social debate or based on personal fascinations, which will form the basis for graduation project. Systematically record theoretical, ideological and opinion-based considerations relating to the self-chosen subject. Concisely and carefully word the background to a specific spatial theme or assignment in an interdisciplinary, international and/or intercultural context. Discover and hone one's own writing style. In the third year, the student will write two papers; that occurs in the educational components O5 and O6. A Paper will be written for the O5. The O6 is the continuation thereof, whereby a document will be drawn up. The student will develop research and editorial experience through these two exercises.

Content In 13 sessions spread over 16 weeks, the student will work in the O6 graduation paper, under the supervision of a teacher, on the formulation and elaboration of a relevant research question, conduct independent research (literature study, fieldwork, plan comparison or otherwise) and write a paper, in which the question or issue raised is elaborated upon.

The O6 runs parallel to the 'graduation clinic' with the head of department in which the (global) graduation assignment is defined. At set times, coordination between paper and graduation clinic will take place.

Method Individual research project, supervised in groups.

Result A written paper, preferably illustrated, with a maximum of 3,500 words, including literature references. A public presentation of the research. Submitted as a booklet in duplicate (lecturer and library).

Graduation Clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (U)

Learning objectives Learn to organise a project. Choose a relevant subject in light of the social debate or based on personal motives, which can form the basis for graduation. Formulate a clear graduation assignment that builds on the previously chosen subject. Design a time schedule in which all (research) components relevant to the graduation are placed in time (planning).

Content The graduation clinic consists of four sessions, spread over 16 weeks, in which the student is supervised by the head of department in the formulation of the graduation assignment, in which the following questions are answered: What? (graduation subject), Where? (location) and with Whom? (mentor and supervisory committee), Why (social relevance) and How? (research methodologies). The graduation clinic runs parallel to the O6.

Method Individual research project, sometimes supervised in groups.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Urbanism

Year 4

SEMESTER 7

QUARTER 1 | QUARTER 2

SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER

INTERNAL CURRICULUM

Graduation

EDUCATION-FREE PERIOD

Study week

EXTERNAL CURRICULUM

Practice hours

Practice records

SEMESTER 8

QUARTER 3

QUARTER 4

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Graduation

FINAL EXAMINATION

30

Christmas holidays

Study week

Summer recess

Practice hours

Design and Entrepreneurship 1

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

Study programme fourth year

Graduation In the fourth year, the graduation process begins. See Chapter 7 Graduation for all the information on the graduation procedure.

Final Examination The Final Examination follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 for all the information.

Learning outcomes Master in Urbanism

Discipline

- The ability to make spatial concepts and urban designs at different scale levels that satisfy both aesthetic, as well as technical and functional requirements.
- Appropriate knowledge of the international history and the theory of urbanism, and of the relationship with other disciplines involved in spatial planning.
- Insight into processes that have led to human settlements and occupational patterns from a cultural and natural history perspective.
- Skills and methods to make a plan and design clear to others visually, in writing and orally.
- Skills in terms of urban research, insight into planning and design methodologies and skill with regard to the physical, structural and historical analysis of urbanism phenomena and solutions in the Netherlands and abroad.
- Appropriate knowledge of the organisation, tools and instruments of the spatial planning and planning levels in the Netherlands.
- Appropriate knowledge of the content of, and skill in, other disciplines involved in spatial design, namely architecture and garden and landscape architecture.

Context

- Appropriate knowledge of the social sciences, economics, social and historical geography and the ecology.
- Appropriate knowledge of urban physics in an (inter)national context and of spatial planning law urban planning law in the Netherlands.
- Appropriate knowledge of development technology and civil engineering, in particular that related to hydrological regime, land and water management, preparing for construction, mains services and public works in the Netherlands.
- Appropriate knowledge of management of the built environment and insight into and skill in the methods of urban management processes.

Profession

- Insight into the profession of urbanist in society in the Netherlands and abroad.
- The ability to consider the relationship between people and spaces and the tailoring thereof to human needs and standards when developing a spatial concept for urban design in the Netherlands and abroad.
- Skill in assessing an urban design in relation to standards and rules of form, function, technical execution, land utilisation and environmental conditions applicable to the context.
- Appropriate knowledge of and insight into procedures and processes of decision-making.

The Graduation Weekend 2022 drew over one thousand visitors.


ARCHIPRIX
NOMINEE


2030

Master in Landscape Architecture

Head	**Joost Emmerik**
CROHO code	**44338**
Degree	**Landscape architect, Master of Science**
Study load	**240 ECTS (120 ECTS Master's programme / 120 ECTS professional experience)**
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Master in Landscape Architecture

Year 1

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
		SEMESTER 1			
		QUARTER 1		QUARTER 2	
INTERNAL CURRICULUM	P	**Place** P1a (AUL) 4		**Scene** P1b (UL) 4	
	O	**Methods** O1 (AUL) 2			
	V/T	**Natural Matter** V1a (AUL) 1		**Inspirational Matter** V1b (AUL) 1	
		Landscape analysis / Urban space Tools (UL) 1		**Landscape analysis / Urban space** Tools (UL) 1	
	C	**Foundations and Reflection** C1 (AUL)			
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Interbeing
P2a (L)
4

NatureCulture
P2b (AL)
4

Ecology and biodiv.
O2a (L)
1

Ecosystems and Reflection O2b (AUL)
1

Self-Growing Matter
V2a (AUL)
1

Technical Matter
V2b (AUL)
1

Landscape analysis / Urban space Tools (UL)
1

Landscape analysis / Urban space Tools (UL)
1

Book and Debating Club
C2 (AUL)
2

COMPREHENSIVE ANNUAL ASSESSMENT 1

30

Christmas holidays

Study week

Summer recess

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

P1a (AUL) Place

Year 1, semester 1
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Acquire elementary spatial, compositional skills; analyse location and schedule of requirements; interpreting these prior conditions into an independent design criterion that can be developed into a spatial design. Learn to deal with functional requirements and architectural fascinations, and on the basis thereof arriving at a design.

Assignment Design a structure/object/building with a public function at an urban or rural location. Interpret the boundary conditions, location and schedule of requirements as an independent design criterion. When working on the design, pay attention to the context, spatiality, the transitions of spaces and the transitions from inside to outside. Ensure that the programme is integrated in the cubic content in a logical and spatial way. The emphasis in the design process is on investigating the spatial-compositional aspects in relation to the appearance of the object.

Method Design project to be completed individually, supervised in groups by an architect, in which the emphasis is on spatial research by means of scale models and drawings of the section of the building and surroundings, supervised in groups by a spatial designer. An excursion to the location is part of the project.

P1b (UL) Scene

Year 1, semester 1
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn to read a given location and its urban or rural characteristics.
- Understand the mutual relationship of an urban or rural place with its characteristics and the effects of an intervention.
- Acquire the ability to analyse this relationship and translate it into a spatial design.
- Train conceptual and compositional skills.

Assignment Develop a spatial concept at the given location, with the point of departure being the characteristics of the location. The spatial concept must convincingly show the interaction between the given situation and the newly designed urban or rural space. The intervention is spatial and programmatic. Elaborate on the design down to the level of the crucial detail.

Method Design project taught in a design studio format to be completed individually or in small groups, supervised in groups by an urbanist or landscape architect. An excursion to the location in the first weekend after the start of the studio is part of the project.

O1 (AUL) Methods

Year 1, semester 1
Duration 15 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Gain knowledge about architectural, urban design and landscape architecture projects or topics.
- Learn to understand, analyse and evaluate them through a wide range of methodologies.

Content Learning from analysing national and international projects and spaces, increasing insights into qualitative research methods, understanding the importance and role of different types of research from historical to on-site research. Practising with questions of scale and dimension, as well as density; introduction to key disciplinary terminology and concepts in relation to spatial repertoire; developing and applying different techniques of mapping, analysis and reflection.

Method The O1 will kick off with a plenary meeting where a selection of lecturers will pitch different research studios, each with a specific topic and methodology. Students select two of these studios which they will subsequently participate in over the course of the O1. Each studio will last seven weeks. All research will be conducted during class hours.

V1a (AUL) Natural Matter

Year 1, semester 1
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description

Social issues, such as climate change and the scarcity of fossil raw materials, require new, sustainable solutions. There is an urgent need for alternatives, for materials that are not harmful and that can ideally be found close to where we build.

Natural Matter examines the possibilities/impossibilities of building with locally available natural raw materials. This year, we will work with local earth. Together with experienced craftsmen and designers, the material will be researched on the basis of origin, craft and the design possibilities.

Learning objectives

- Discover the characteristics and possibilities/impossibilities of a material.
- Gain knowledge about the impact of material mining at the place of origin.
- On the basis of experimentation, experience what impact a material has on a design.
- Integrate craft into the design.
- Test materials in relation to substance, vitality, weight, construction, tactility, structure, colour and weathering.
- Material use in relation to short-term use and long-term use.
- Recycling/circular processes.
- Analyse (the environmental impact of) the material and record the findings.
- Learn to think in terms of the possibilities related to sustainable building.
- Develop prototypes and record the process.

Content

Students will conduct research and design in an applied way with natural materials that can be obtained locally, such as earth.

Method

Pay a visit to the place of origin, awareness of the origin of raw materials. In doing so, conduct research into characteristics and possibilities/impossibilities. Under the guidance of experts, convert material tests into prototypes.

Result

Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1. Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype and 1 photo zoomed in on the material.

V1b (AUL) Inspirational Matter

Year 1, semester 1
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Description This project starts with a design assignment based on a two-dimensional art piece. Creative and intuitive design is encouraged. The material and the tool also play an important role. The results of the first weeks are used and transformed into new plaster models, which are ultimately translated into a design with a scale and context.

Learning objectivess

- Experience how it is to work with your hands without a preconceived plan and to make intuitive choices with only the material in front of you.
- Experience working in silence, in a concentrated way and individually.
- Experience collaborating correctly in a dynamic environment.
- Transform a piece of music (sound, timbre, rhythm, tone, variation, silence) into a physical model.
- Design from a different angle of approach than a written schedule of requirements.
- Work with materials in a professional capacity (model making skills).
- Work with moulds.
- Interpret your own work and translate that to scale and context.
- Photograph models.
- Select only 1 image which clarifies the design.
- Develop trust in your own design talent.

Content By means of short specific design assignments, students will gain knowledge with different model materials. How is it to work under different conditions?

Method Transforming a piece of art into spatial models that are translated into a spatial design.

Result Models and one image printed on A3 format, in which scale and context are visible.

Tools 1+2 (UL) Landscape analysis / Urban space

Year 1, semester 1 and 2
Duration 15 and 16 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (UL)

Learning objectives landscape

- Acquire knowledge of different landscape types.
- Gain insight into the landscape as a system.
- Learn to recognise location-specific characteristics.
- Learn to define an assignment on the basis of the landscape analysis and to determine objectives and wishes: being able to differentiate between primary and secondary issues in the landscape system.
- Work with topographic analysis, the horizontal relationships and flow in the landscape and topological analysis, vertical relationships in the landscape between geological substrate, soil, water management, flora, fauna and forms of settlement.
- Understand how the landscape originally emerged and what its characteristics are as opposed to other types of landscape.
- Understand how the landscape has developed historically.

Learning objectives city

- Get to know typical urban structures.
- Acquire knowledge of the city as a complex system with socioeconomic, spatial, infrastructural and political characteristics.
- Learn to analyse pieces of city and urban problems with different research tools and draw conclusions that can inform design and process decisions.
- Being able to unravel the landscape and the city.

Content The various layers of the landscape will be identified and the coherence between the different systems will be elucidated. Urban (visible and invisible) systems and how they exert influence will be identified. The landscape and the city will be analysed at different scale levels: from the large landscape types and urban regional systems to a specific place. A systematic landscape and urban analysis with drawings and other forms of representation will be carried out. The biotic and anthropogenic layers of the landscape, as well as the subsurface of soil, water and geomorphology will be linked and the impact of settlement activity will be studied. The interdependencies between landscape and ecosystems and the different urban systems and spaces will be investigated.

Method Seminar; the exercise will be executed during class hours. Visiting locations may be part of the seminar.

Please note: this Tools programme will be attended by former participants of the pre-master in Urbanism and Landscape Architecture and students with whom it has been agreed in advance with the head of department and the study adviser that they are going to follow this course.

C1 (AUL) Foundations and Reflection

Year 1, semester 1
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL

Learning objectives The aim of the C1 lecture course is to offer insights into the social, historical and theoretical developments that have informed and shaped the spatial disciplines over time by focusing on a number of study cases, thematic threads and moments throughout history. The ambition is to also relate and situate these narratives internationally.

Content The course is structured in three sub-series of lectures related to the perspectives and histories of the three respective disciplines. Following a collective introduction, each will kick off with a self-study period of lectures offered online, with possible additional required reading assignments. For the reading assignments of the lectures, the lecturers will offer distinct individual or group-based lenses through which the material can be studied and interpreted. Each sub-series will conclude with a collective presentation and reflection session at the Academy, led by the main lecturer/moderator of the series.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context. The whole day will be devoted to this on Friday and in the weekends, but only in the evenings during the rest of the week. The results will be presented on the final day.

P2a (L) Interbeing

Year 1, semester 2
Duration 8 weeks
Study load 112 hours and 4 ECTS
Form of education Disciplinary (L)

Learning objectives Learn to embed a design in its surroundings not only spatially but also socially. Learn to come up with an answer to societal questions. Learn to look for design ingredients outside the spatial context. Enrich the design with input derived from use. Learn to act as a director and be able to give nature a place in the public space. Independently draw up a functional programme and design theme. Learn to make conscious use of flexibility on the basis of use.

Assignment Create a design that is socially inclusive and nature-inclusive, which is embedded in its surroundings. Look for information about use of the location by carrying out numerous studies. Investigate the surroundings of the location too for all forms of use. Observe how people behave at the location. Create a concept and subsequently a development plan guided by the ideas of the user groups. Try to create space for everyone. Experiment with the interweaving of private and public. Question traditional rules and patterns of thought about what is and is not allowed in public space.

Method Develop relevant components of the design, distinguishing between elements that can be influenced to a greater or lesser degree by users. Materialise the ground level, vegetation and furniture. Design project to be completed individually, supervised in groups. An excursion to the plan area is part of the project.

P2b (AL) NatureCulture

Year 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AL)

Learning objectives
- Learn to observe, analyse and interpret a given site and all its actors.
- Learn how to develop an assignment based on the analysis and topical issues.
- Develop design skills and an awareness of the impact of the design in its surroundings over time.
- Develop understanding of the relationship between nature and culture.

Assignment Design of an environment on the basis of a given site and a given theme. The environment can take the form of a building, a landscape, a process or a combination of these. The design needs to address both the natural and the cultural elements. Elaborate on how the environment will evolve over time.

Method Individual design project, supervised in a group by an architect and/or a landscape architect.

O2a (L) Ecology and Biodiversity

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (L)

Learning objectives Increase knowledge relating to the design for everything that lives outside. The basis of the ecology, habitat, nature, biodiversity and ecosystem services is taught, as well as the knowledge of the required information sources. What is our ecological footprint and how can we improve that? Learn to think from the perspective of nature inclusiveness and learn to take all the biotic characteristics of a place as the starting point.

Content How can one design in a nature-inclusive manner, on different scale levels within and outside the city? Why is biodiversity important? Various concepts will be taught in the lessons and these will be used for training in practise. Research and experiments will be carried out at a location. The importance of ecology, aesthetics and economics will be discussed on the basis of excursions to projects that have been executed. This knowledge will be translated into application of principles in the field of work. The lessons will contribute to nature-inclusive thinking in the P4 design process.

Method Seminar; the research will be executed during class hours. During the research, short lectures will be given, projects will be visited and work will be performed outside on research and experiments in the field.

O2b (AUL) Ecosystems and Reflection

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn to understand ecosystems as a complex of living organisms, their physical environment and the web of interrelationships in a defined space.
- Develop research skills to identify key characteristics of ecosystems and key aspects that shaped them.
- Learn to conduct research using literature, statistical data and other data, structured interviews and other tools of evidence gathering.
- Gain insight into the possibilities to manipulate given ecosystems to better serve a desired purpose and to minimise undesired effects.
- Develop narrative, communication and presentation techniques to express your findings.

Assignment The assignment dives into a wide range of ecosystems and starts developing a vocabulary on how to capture and reflect on specific ecosystems. The exact ecosystem and the assignment in this course can vary depending on the course description of the lecturer. The assignment results in a deliverable that demonstrates that the learning objectives have been met.

Method Research course. Students work alone or in small groups towards results as defined in the course description. They are supervised by a researcher or designer with research experience.

V2a (AUL) Self-Growing Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We are as humans are not above matter, we are matter. We are self-growing matter. It is fascinating that life can entail growth. The diversity on Earth with self-growing matter is enormous and unbelievably inspiring. Every organism, however small, with its own specific characteristics and possibilities. How amazing would it be if buildings and cities could grow themselves, just as landscapes can, without harmful substances being emitted during production. That is the starting point with which the students set to work, under the guidance of experts in this field. This year, the focus will be on bacteria.

Learning objectives
- Experiment and design with new unfamiliar materials in changing conditions.
- The possibility of using self-growing matter as a building material.
- Create conditions for self-growing matter to flourish, the role of light, temperature, subsoil, origin, season, time, stages of life, etcetera.
- Analyse, recognise and interpret factors based on relevant information.
- Design and make moulds, set up cultures yourself.
- Analyse (environmental impact) the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Develop prototypes and record the process.

Content Students will experiment with the production and/or use of self-growing (building) material. An ideal scenario which is experimented with on a small scale (for now).

Method Pay a visit to the place where the material comes from/laboratory.
In doing so, research these materials in terms of characteristics and possibilities/impossibilities, and transform this into possible prototypes under the guidance of experts.

Result Different 1:1 mock-ups of the material (tests). Material-specific prototype executed 1:1 Register impact in a format supplied in advance. 1 photo from above providing an overview of the production, 1 photo of the entire prototype, 1 photo zoomed in on the material.

V2b (AUL) Technical Matter

Year 1, semester 2
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Transdisciplinary (AUL)

Description We live in a time where designers can play a crucial role. The materials that are currently used globally and are polluting call for alternatives that will be introduced by designers. Technical Matter delves deeper into innovative materials with which pioneers in our field are experimenting. Examples include new materials that didn't previously exists, that generate energy themselves; bio-based material with similar characteristics like plastic, etc.

Learning objectives
- Learn, experiment and design with new technical materials.
- How does technical matter come into being.
- Analyse, recognise and interpret factors based on relevant information.
- Conduct tests.
- Analyse the positive environmental impact of the material and record findings.
- Learn to think in possibilities in relation to sustainable building.
- Give vision on the introduction of your material in the world and what this world will look like.
- Develop prototypes and record the process.

Content Can material be more than a protective shell against weather influences? Could it, for example, generate energy? Technical materials have become an integral part of our building palette.

Method Analyse the different appearances and characteristics of materials and discover which new possibilities exist that have a positive impact on carbon footprint when used.

Result Spotlight new materials and the specific qualities, and record with the aid of photos, drawings, sketches and prototypes. Visualise what the world could look like in the future...

C2 (AUL) Book and Debating Club

Year 1, semester 2
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Learn how to read, understand and talk about professional texts.
- Understand the historic, professional, political, economic and environmental context a text has been written in and draw links to other texts or global developments.
- Learn to grasp the key arguments of a text and their significance in the debate.
- Evaluate and reflect on the key aspects of a text.
- Develop speaking and presentation skills.
- Develop and refine debating skills.
- Position yourself in relation to the key messages of a text.
- Learn how to criticise and receive criticism.

Content

The course will start with an introduction about the selected texts by the moderator and a crash course in how to debate. Over the next weeks, one of the selected texts will be highlighted each session. The text will be introduced and reflected upon by an assigned group of students, after which a plenary debate will be held, led by the moderator of the series. For the reading of the texts, the moderator will offer distinct individual or group-based lenses through which the material can be studied and interpreted. The course will conclude with a plenary, reflective debate about all texts, their themes and interrelationships.

Master in Landscape Architecture

Year 2

		SEMESTER 3			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Neighbourhood** P3a (AUL) 4		**Territory** P3b (L) 4	
	O	**Human, Environment and Society** O3a (AUL) 1		**Fieldwork** O3b (L) 1	
	V	**Intercultural Competence** (AUL) 1			
	C	**Practices** C3/C5 (AUL)		2	
	K			**Elective programme**	
EDUCATION-FREE PERIOD			Study week		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Winter School

Regional Design and Research
P4 (UL)
8

Regional Research
O4a (UL)
1

Process
O4b (L)
2

Perspectives
C4/C6 (AUL)
2

COMPREHENSIVE ANNUAL ASSESSMENT 2

30

Elective programme

Christmas holidays

Study week

Summer recess

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS

Practice hours

Practice records

30

60

P3a (AUL) Neighbourhood

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Gain insight into the effect of larger and complex systems of buildings and public spaces.
- Gain insight into the interaction between public space and private domain.
- Understand the relationship between building programme, open and living space programme and infrastructure.
- Develop design skills to direct atmospheres in an urban context based on the public space and urban typologies.
- Learn to work with volumes, typology and orientation of buildings, programme, infrastructure, amenities, layout and materialisation.

Assignment Make an outline urban plan articulating building typologies, primary landscape systems and relationships, urban public spaces and access, with attention to reusing existing structures. Develop a visual and landscape quality plan, and urban planning rules and translate these into urban scale drawings and diagrams. Develop a representation and wording of urban and landscape atmospheres that you would like to emerge. Establish principles and define solutions that make your design compliant with climate change and spatial justice agendas.

Method Design project to be completed individually or in small groups, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way. An excursion to the location is part of the project.

P3b (L) Territory

Year 2, semester 3
Duration 8 weeks
Study load and credits 112 hours and 4 ECTS
Form of education Disciplinary (L)

Learning objectives Train the skill to quickly understand the assignment and move from concept to elaboration and materialisation. Increase and enrich the application of typical landscape architecture materials and corresponding constructional skills (e.g. use of vegetation, furniture, paving, water). Practise with the significance of a limited intervention in a larger area and development of sensibility with regard to the landscape genius loci. Achievement of coherence between place, idea, function, form and material.

Assignment Design a meeting place at a given location. The design must have strength and impact in a much wider area and be meaningful in relation to several aspects (social, spatial, environmentally-friendly image). Design a convincing spatial concept and carefully work that out in greater detail on a smaller scale so structure, materialisation and dimensions of elements like surfacing, any structural elements and the planting scheme are testable.

Method On the basis of a visit to the site and intuition, a choice is soon made of the situation and main idea of the design. This choice is recorded in a scale model and sketch, so that the initial idea can be rejected in favour of a better one, if necessary, in the course of the design trajectory. The second half of the project is devoted entirely to elaborating the design and determining the details, both to test the materialisation and to prove the relevance of the main idea. Design project to be completed individually, supervised in groups.

O3a (AUL) Human, Environment and Society

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Practise designing and conducting research research into the relationship between people, environment and society. Experience that with a targeted choice of analysis techniques, useful knowledge van be generated for the design process. Use different methods of research and in doing so learn to understand trends and social developments, and the intercultural differences between them. Learn to place research methods and results in an intercultural and historical context. Learn to document research and present results academically. Learn to make the results of the research applicable to the design.

Content Various research methods will be presented by means of a number of presentations and these will be tried out during the lessons, such as conducting interviews, holding discussions with experts, digital research with different online sources, etc. The focus hereby is the district, where it is sometimes necessary to zoom into the smaller scale, or rather to consider the regional and global context. The results hereof will be recorded during various exercises; such as mapping, podcasts, vlogs, etc. Work will be carried out on drawing up a research document in the final couple of weeks, which will tell a clear story of question and methodology, via the results to conclusions and guiding principles for the design.

Method Seminar; the exercise will be executed during class hours. A number of studies will be carried out by means of various methods, and the results thereof will be recorded in various ways during the lessons. During the final weeks, work will be carried out on the research documentations during the lesson; both in writing and visually. The research will be conducted in small groups, each around a research theme and with their own approach.

Result The result will consist of a series of products that record the studies and a research document.

O3b (L) Fieldwork

Year 2, semester 3
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (L)

Learning objectives Learn to distil ingredients for design from the field and record them on a map. Learn to recognise relevant details and units that are 'typical' to the location and its structures. Discover how this contributes to the identity of a landscape. Make a connection between what you see outdoors and what you find on the map and aerial photograph. Learn to reduce material found on location on the ground plan, surface map and aerial photograph to structures, patterns or series. Learn to interpret and select in terms of usefulness.

Assignment A location will be provided by the lecturer. Visit the locations numerous times and use extensive series of photos to reveal what the ingredients are that are typical of the location. Look for the ingredients that are found a lot on the location. Look at both the buildings and the environment. Look above and under the ground, listen, smell and touch. Find out what they contribute to the identity of the landscape. Establish a connection with the historical maps, surface maps and aerial photographs from various times. Interpret the findings and select ingredients that can be used in the design. Formulate individual conclusions and footholds for the design on the basis of photographs and drawings.

Method Seminar; the research will be carried out during class hours.

(AUL) Intercultural Competence

Year 2, semester 3
Duration 7 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Develop intercultural competence through three main developmental areas:
  - (A) Understand the impact of one's own mindset/attitude in intercultural interactions.
  - (B) Increase knowledge of cultural frameworks plus cultural self-awareness.
  - (C) Develop skills to become more effective and appropriate in intercultural interactions.
- Use models and frameworks to analyse and interpret intercultural interactions.
- Develop and use effective bridging strategies by adapting an open and flexible mindset, by appreciating and expanding different perspectives and by developing interpretive skills and communication skills.
- Use self-reflection as an educational tool.

Content Various studies and models will be presented to create cultural awareness, showing the richness, possibilities and limitations of this topic. The Developmental Model of Intercultural Sensitivity will be used to understand and analyse effectiveness in intercultural interactions and identify developmental needs and opportunities. Throughout the course, students will relate theory to practice. Individual assignments will be used to reflect on one's own mind-set, values, behaviours and perspectives and group assignments will be used to acquire and incorporate different perspectives, improve interpretive skills and implement effective intercultural strategies in the context of the international classroom. At the beginning of the course, group work will be based on case studies. Students will later reflect on their own context.

Method Weekly two-hour seminar, in which theory, case studies and students' real-life examples will be introduced and discussed. One-hour (in-class) group work in which various assignments will be carried out. During the course, students will incorporate findings and insights into the writing of an obligatory self-reflection report.

Result Self-reflection report which shows evidence of development in intercultural competence and understanding the necessity of these skills in the international working environment.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

Winter School (AUL)

Year 1 and 2, semester 2 and 4
Duration 1 week + 1 weekend
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Learn to work in an interdisciplinary way and as part of an intercultural team on an assignment that seeks out or crosses the borders of the three disciplines, thus expanding one's own horizons as a designer who works in a broader intercultural and international context. Train intuition and transform it in a limited time from an idea into an inspired product.

Assignment The Winter School is led by either one of the heads of department or a guest curator. The assignment will therefore be unpredictable, a condition being that it deals with an area or theme that touches on and should be able to feed the design disciplines. The Winter School is about 'undergoing an experience' in the broadest sense of the word, which will more or less clearly involve designing a clear-cut object, depending on the head of department.

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context.
The whole day will be devoted to this on Friday and in the weekends, but only the evenings during the rest of the week. The results will be presented on the final day.

P4 (UL) Regional Design and Research

Year 2, semester 4
Duration 16 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (UL)

Learning objectives

- Learn to distill an urban design assignment from a regional condition.
- Learn to analyse, understand and recognise the forces at play and the dynamics of urban regions.
- Translate this insight into characteristic and relevant spatial concepts, systems and (re)definitions.
- Learn to employ this research through design in order to mediate between the changing programmatic claims within an urban region.
- Elucidate the consequences, opportunities and effects that spatial statements can have for specific areas at a regional scale level.
- Learn to develop and elaborate on a strategic vision (spatial, programmatic and process- oriented) on both a regional and local level.
- Develop a vision on the role of the urbanist and other design disciplines in the case of regional questions in the Netherlands and abroad.

Assignment

Develop a vision on the development of the landscape in an area in the countryside departing from a given, new functional interpretation.
First 8 weeks: Determine the identity of the landscape. Record the characteristics of the landscape and the development processes followed in map layers and specify the current identity of the area on the basis thereof. Examine the spatial carriers, the building blocks and the structures that are key to the landscape. Devise a development strategy. Provide insight into the consequences of the proposed spatial development over time. An image of the landscape on a medium scale will serve as a test for the success of the vision.
Second 8 weeks: Work out the development strategy into a landscape plan. Devote attention to the complex of functions and uses. Specify the economic and social engines, and identify the actors in the design. If necessary, differentiate between public and private interventions in the landscape. Work out the plan into design interventions on the smaller scale level for a number of significant locations in the area.

Method

Design project to be completed individually, supervised in groups.
An excursion to the plan area is part of the project. The first and second halves of the project may be supervised by different lecturers. Plan results will be individually completed and presented.

O4a (UL) Regional Research

Year 2, semester 4
Duration 8 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Interdisciplinary (UL)

Learning objectives

- Learn to read and analyse details on a regional scale level and apply these in a design.
- Learn to analyse areas and plans.
- Be able to handle large-scale maps, their charts, legends and (changes of) scale.
- Acquire knowledge of the typology of the regional landscape.

Content

The research supports the P4 design projects of the Landscape Architecture and Urbanism study programmes. Projects on a regional scale present students with a series of new questions. These concern the physical aspects of the region. How is this organised and why? The significance of the soil, water system, cultural history, infrastructure, land and spatial planning politics, varying from an approach focused more on the subsurface to concepts such as the urban network. Who does what when and how do you draw that? But also: what is the position of the designer between all the other power factors, which play a role in the design on a regional scale? The designer's role as vision former, influencer, strategist will also be addressed. Trends, future possibilities and the significance of scenarios will be discussed.

Method

Seminar; The lecturer provides information; brings this up for discussion and has students practise converting these into design criteria. Both factual sources (soil map, newspaper report, etc.) and plans can be the basis for analysis. A part of the Netherlands to be demarcated by the lecturers can be used as key theme in the research. Given the scope of the subjects, guest lecturers will be brought in for specific aspects. The research will be carried out during class hours.

O4b (L) Process

Year 2, semester 4
Duration 8 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Disciplinary (L)

Learning objectives Increase knowledge relating to the influence of time and process when designing for everything that lives outside. Learn about the basic knowledge of the changes in time and the designers' influence thereon for everything that is living. How can we utilise time in our climate-adaptive and nature-inclusive designs; which processes are important in this regard; what is the result of different types of green and water management? Learn to think from the perspective of landscape/natural processes, and the influence of different landscape systems on each other (ecology (flora and fauna), water, wind, sun/heat/shadow).

Content How can natural and landscape processes be designed, on different scale levels within and outside the city? Why is designing a process important? Various concepts will be taught in the lessons and these will be used for training in practise. Research and experiments will be carried out at a location. The importance of processes and changes will be discussed on the basis of excursions to projects that have been executed. This knowledge will be translated into application of principles in the field of work. The lessons contribute to process-oriented thinking in the P4 design process.

Method Seminar; the research will be executed during class hours. During the research, short lectures will be given, projects will be visited and work will be performed outside on research and experiments in the field.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Landscape Architecture

Year 3

SEMESTER 5

	QUARTER 1		QUARTER 2	
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM				
P	**Narrative** P5 (AUL) — 8			
O	**Narrative** O5 (AUL) — 3		**Reflection Clinic** — 1	
C	**Practices** C3/C5 (AUL) — 2			
K				
EDUCATION-FREE PERIOD		Study week		
EXTERNAL CURRICULUM	**Practice hours**			
	Practice records			

SEMESTER 6

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Integral Design Vision, Plan, Detail
P6 (AUL, L)
8

Paper
O6 (AUL)
3

Graduation Clinic
O6 (AUL)
1

Perspectives
C4/C6 (AUL)
2

Elective programme

Elective programme

COMPREHENSIVE ANNUAL ASSESSMENT 3

30

Christmas holidays

Study week

Summer recess

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS

Practice records

Practice records

30

60

P5 (AUL) Narrative

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL); this course taught in conjunction with the O5 course

Learning objectives

- Learn to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context.
- Learn to trace, identify and make use of spatial essences and favourable situations at every level of scale and abstraction.
- Hone one's own profile as a future designer.
- Be able to provide arguments for and to present your own views on the future of the building, the city and the landscape, and the role of your own discipline within that.
- View existing conventions critically and arrive at (innovative) spatial models on the basis of your own personal observations and research.
- Recognise the relationship between the theme, your own assignment and its elaboration.
- Be able to organise the working process to do justice to the various stages of the design process.

Assignment Develop a position of your own and define a design assignment on the basis of design-based research on a theme provided by the lecturers. This theme offers sufficient scope for a personal exploration of the spatial issues related to the theme. The design assignment consists of a strategic intervention with a specific programme. Regard the design as a research instrument and place spatial studies within the current social and professional debate. The exact location of the planning zone corresponding to this assignment has to be defined. Go on to create a design for the essential planning component and elaborate it at the level of a sketch design with relevant details. Keep a close eye all the time on the relationship between the research theme, the assignment, the design research and the elaboration.

Method The P5 course will be taught by an interdisciplinary team of architects/urbanists/landscape architects, and thematic experts. During the initial part of the course, the students will be invited to work collectively on research elements of the project, from which individual design positions and subsequent proposals will be developed. O5 offers space for more in-depth research, and personal fascinations related to a specific topic, format and or method, and development of professional position in relation to the theme.

O5 (AUL) Narrative

Year 3, semester 5
Duration 15 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Acquire skills for writing of a good paper. Setting up relevant research in a systematic and analytical way in an international and/or intercultural context, taking the discipline and knowledge of relevant literature into consideration, and the consistent examination of a problem statement, with the aim of writing an attractive and readable paper.

Content During 12 sessions, which are closely linked to the P5 course, students will have an opportunity to develop and practice more in-depth research skills, in relation to the outlines, topic or format set out in the project brief. This course also offers space to pursue personal fascinations related to the specific topic, and supports the development of a profession-focused position in relation to the presented theme.

Method Individual research project, supervised in groups.

Reflection Clinic

Year 3, semester 5
Duration 3 Fridays
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (A|U|L) and Interdisciplinary (AUL)

Learning objectives The learning objective of the reflection clinic is to look back at P4 and get rid of the shortcomings that were identified during the Comprehensive Annual Assessment 2. It is important that after the Comprehensive Annual Assessment 2 the student has a clearer picture of which aspects are strongly developed and which aspects will require extra attention during the third year of the study. The student can already work on this in the first half of the third year during the P5 and O5. During the clinic, an opportunity will be given to devote extra attention to a specific aspect.

Content Numerous thematic clinics are offered, each of which deal with a specific aspect of the design process. Each student signs up for one of the clinic on the basis of personal motivation in consultation with the head of the study programme.

Possible subjects of a clinic include:
- accelerator: how do I arrive at an idea? (interdisciplinary).
- conceptualisation: from idea to concept formation (interdisciplinary).
- iterative process, designing back and forth, from analysis to design (disciplinary).
- taking the design further, carrying on work on a scale level, (disciplinary).
- practice vs. study: creating a practice portfolio (for foreign students).

Method The Reflection Clinic follows P4 and P5. Over the course of three whole Fridays, the student will work individually, under the supervision of a teacher, on one of the themes listed above. A previously completed project can serve as the subject for this. Exercises can also be given that address the themes mentioned.

C3/C5 (AUL) Practices

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives
- Get to know the broad field of spatial design practice and related topics.
- Gain insight into the practice of spatial design and how spatial designers position themselves.
- Understand how culture, technology and nature can shape processes and results of spatial design processes.
- Reflect on the role of spatial design and the actors in the field.
- Understand how to position yourself in the field of spatial design.

Assignment Students are asked to reflect on the lecture/presentation of an invited guest and actively participate in the subsequent discussion.

Method A series of seminars curated by a moderator/lecturer, with invited guests, typically including a lecture and discussion and positioning exercises.

P6 (AUL, L) Integral Design Vision, Plan, Detail

Year 3, semester 6
Duration 14 weeks
Study load and credits 224 hours and 8 ECTS
Form of education Interdisciplinary (AUL) and Disciplinary (L)

Learning objectives Learn to make one's own viewpoint transparent and productive. Learning to turn a complex transformation assignment into a spatial concept from a personal standpoint. Strategically and self-critically learn to deal with the complexity of conflicts of interests and an uncertain and in part contradictory programme. Learn to distil from a relevant assignment and initiate the accompanying discussion in relation to the development of the city and/or the landscape. Develop a personal interpretation of the planning tools that are necessary to place developments in a broader perspective and enable them to be productive and valuable for the development of the city and/or landscape in the long term. Create a base of support. Learn to organise a longer-term design project.

Content Develop a vision of the design assignment on the basis of a given programme, specific themes or scenarios. Research the relevant spatial, programmatic and procedural facets of the assignment and translate these into an 'integral design' with corresponding planning form. Indicate how the positions and interests of parties responsible, initiators and stakeholders in the area are given a place in the development strategy. Sketch what the design possibilities are for the study area, given the chosen approach. Develop the subareas into a convincing design. Demonstrate to what extent guidance is needed to fulfil the vision with regard to actual interventions. Design and detail these interventions. Evaluate elaborations and details, and adjust the vision where necessary.

Method The project consists of two parts. The first part consists of a laboratory in which numerous spatial scenarios are studied by means of assessment, analysis, diagnosis and design research, and a personal position is taken. This is translated into an integral concept with clearly defined spatial, programmatic and procedural characteristics.

In the second part, the accent lies on the individual elaboration of the design assignment. The position and the proposed integral concept are further developed into a series of design proposals for parts, places or facets of the project. The planning form is made concrete and operation in this phase. The results of the two parts of the project are assessed separately as well as in conjunction with each other. An excursion to the location forms part of the project. The results of the two parts of the project are assessed separately as well as in conjunction with each other. An excursion to the location is part of the project.

The project will be supervised by two lecturers, an urbanist and a landscape architect. The lecturers of the respective disciplines are each ultimately responsible for guiding and assessing students from their discipline.

O6 (AUL) Paper

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 3 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives Study, research and describe an internationally and/or interculturally relevant subject in writing in a personal way, in light of social debate or based on personal fascinations, which will form the basis for graduation project. Systematically record theoretical, ideological and opinion-based considerations relating to the self-chosen subject. Concisely and carefully word the background to a specific spatial theme or assignment in an interdisciplinary, international and/or intercultural context.

Content In 13 sessions, the student will work in the O6 graduation paper, under the supervision of a lecturer, on the formulation and elaboration of a relevant research question, conduct independent research (literature study, fieldwork, plan comparison or otherwise) and write a paper, in which the question or issue raised is elaborated upon. The O6 runs parallel to the 'graduation clinic' with the head of department in which the (global) graduation assignment is defined. At set times, coordination between paper and graduation clinic will take place.

Method Individual research project, supervised in groups.

Result A written paper, preferably illustrated, with a maximum of 3,500 words, including literature references. A public presentation of the research. Submitted as a booklet in duplicate (lecturer and library).

Graduation clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 28 hours and 1 ECTS
Form of education Disciplinary (L)

Learning objectives Learn to organise a project. Choosing a relevant subject in light of the social debate or based on personal motives, which can form the basis for graduation. Formulate a clear graduation assignment that builds on the previously chosen subject. Design a time schedule in which all (research) components relevant to the graduation are placed in time (planning).

Content The graduation clinic consists of four sessions, spread over 16 weeks, in which the student is supervised by the head of department in the formulation of the graduation assignment, in which the following questions are answered: What? (graduation subject), Where? (location) and with Whom? (mentor and supervisory committee), Why (social relevance) and How? (research methodologies). The graduation clinic runs parallel to the O6.

Method Individual research project, sometimes supervised in groups.

C4/C6 (AUL) Perspectives

Year 2 and 3, semester 4 and 6
Duration 14 weeks
Study load and credits 56 hours and 2 ECTS
Form of education Interdisciplinary (AUL)

Learning objectives

- Be able to place, interpret and analyse the discipline from a wide range of social, international and professional perspectives.
- Learn to organise and assess relevant, effective and productive perspectives within a design process.
- Learn how to understand and discuss sometimes contradictory perspectives.

Content

The course is structured in three sub-series of lectures related to perspectives from people both inside and outside the respective disciplines. Following a collective introduction, each sub-series will be moderated by a different coordinator, who will invite different speakers to discuss a specific perspective. Students will be asked to prepare questions for a specific discussion. The course will conclude with a collective discussion and reflection between the students and all three coordinators.

Please note: some students may follow separate C4 and C6 tracks.

Master in Landscape Architecture

Year 4

SEMESTER 7

	QUARTER 1		QUARTER 2	
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	Graduation			
EDUCATION-FREE PERIOD		Study week		
EXTERNAL CURRICULUM	Practice hours			
	Practice records			

SEMESTER 8

QUARTER 3 | **QUARTER 4**

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST

Graduation

FINAL EXAMINATION

30

Christmas holidays

Study week

Summer recess

Practice hours

Design and Entrepreneurship 1

Practice hours

ASSESSMENT PRACTICE RECORDS

Practice records

Practice records

30

60

Study programme year 4

Graduation In the fourth year, the graduation process begins. See Chapter 7 Graduation for all the information on the graduation procedure.

Final Examination The Final Examination follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 for all the information.

Learning outcomes Master in Landscape architecture

Discipline

- The ability to design spatial plans and concepts at different scale levels for the development and layout of the outdoor space that satisfy both aesthetic, as well as technical and functional requirements.
- Appropriate knowledge of and insight into the the international history and theory of garden and landscape architecture in connection with the visual arts and the other architectural discipline.
- Appropriate knowledge of and insight into the construction and development of the outdoor space, and the abiotic, biotic and anthropogenic processes that form the basis thereof, as well as the ability to apply that knowledge.
- Appropriate knowledge of and insight into the material and immaterial significance of the outdoor space and the effects of changes therein for humans and society.

Context

- Appropriate knowledge of and insight into the design and execution of planting schemes and the civil-engineering aspects of the outdoor space, as well as the ability to apply that knowledge.
- Ability to make spatial plans clear to others visually, orally and in writing in an interdisciplinary, international and/or intercultural context.
- Appropriate knowledge of architecture and urbanism, and their relationship to landscape architecture.
- Appropriate knowledge of and insight into nature, spatial planning, land use and environmental legislation, the accompanying processes and the procedures of decision-making in the Netherlands.
- Appropriate knowledge of and insight into the planning process in terms of its most important components: assessment and analysis, formulating goals and programming, spatial design and evaluation, as well as the ability to apply that knowledge.

Profession

- Insight into the profession of garden and landscape architect and the role of the garden and landscape architect in society in the Netherlands and abroad.
- Appropriate knowledge of and insight into the techniques relevant in order to make plans concrete.

EMiLA: European Master in Landscape Architecture

Year: 2, semester 4 and 5
Duration: 2 times 1 semester
Study load and credits: 60 ECTS
Form of education: Disciplinary (L)

Content

EMILA (European master in Landscape Architecture) is a mutual exchange programme for landscape architecture students from five landscape architecture schools in Europe. The five schools are: Ecole Nationale Supérieure de Paysage (Versailles), Faculty of Architecture and Landscape Sciences, Leibniz Universität (Hannover), Amsterdam Academy of Architecture, Universitat Politècnica de Catalunya (Barcelona) and Edinburgh College of Art/University of Edinburgh.

In total, students follow two semesters at two of the schools chosen by the students.

In addition to the programme at these institutes, the students follow a Summer School programme and an e-learning programme.
Up-to-date information about the programme and an explanation can be found on the website www.emila.eu.

Learning objectives

The objective of EMILA is to provide landscape architecture students with an opportunity to learn more about the European context and gain educational experience abroad. Gaining insight into what important European themes for landscape architecture are and how these are approached within the different countries. Learning other methods of design. Gaining insight into the political differences within Europe and its influence on the landscape. Gaining insight in the ways in which countries cooperate in the field of border-crossing landscape.

Assignment and method

The students enter the current programme of the schools. They take part in the annual Summer School, which is organised each year by one of the participating schools and in which non-EMILA students also participate. In addition, students follow an e-learning module, to be completed individually, on the website of EMILA. In this module, an exchange of knowledge and information takes place between all EMILA students under the supervision of the lecturer.

Result

The required results are specified in the handbook of each international school. After following the EMILA programme in its entirety, students receive a diploma with the title European Master in Landscape Architecture.

Admission requirements

Each school has determined its own admission requirements appropriate to the study programme. With regard to students of the Amsterdam Academy of Architecture, they may participate after successfully completing the first year of the Master in Landscape Architecture.

Minors and Pre-masters

MINORS PROGRAMME

In addition to the regular Master's programmes, the Amsterdam Academy of Architecture offers four minors and pre-masters:

Minor in Architecture

Programme details
Study load 30 ECTS
Period end of August – January
Language of instruction English
Registration via the Dutch website Kies Op Maat.

An architect needs imagination to design spaces, find appropriate materials and get a building to work, as well as being able to imagine what the user will experience in a building; how senses will be stimulated and encounters encouraged. It is possible to do the minor in Architecture if you are doing an undergraduate degree programme with an applied emphasis in Architecture or a similar degree programme.

The minor in Architecture is based on three main themes: Inspiration, Design and Communication.

For more information, please visit https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters-and-minors/minor-in-architecture/

Minor in Urbanism and Landscape Architecture

Programme details
Study load 30 ECTS
Period end of August – January
Language of instruction English
Registration via the Dutch website Kies Op Maat.

What will the liveable, sustainable city of the future look like? How will climate change influence the future-proof layout of our landscape? The fields of Urbanism and Landscape Architecture are more exciting than ever.

This minor offers students the opportunity to get to know the study programmes Urbanism and Landscape Architecture at the Amsterdam Academy of Architecture in an active manner. Through a strong interaction between theory and practice, the Academy trains both conceptual and realistic designers. This formula is also applied to this minor. In addition to making designs, the theory and exercise component consists of: research, experimentation, discovery, interviewing and excursions to, for instance, design firms. Moreover, we go further than traditional minors, because we explore different disciplines and apply various research and design techniques. In this way, this varied programme stimulates the independence and curiosity of the students, gives the students a clear insight into both fields of study and enables the students to experience what a study programme at the Academy of Architecture entails.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters-and-minors/minor-in-urbanism-and-landscape-architecture/

Pre-masters

The Amsterdam Academy of Academy of Architecture believes in 'learning from experiences' and 'applying theory in practice'. Our way of teaching is adapted to this. The combination of studying and concrete practise is an essential part of the pre-master.

Pre-master in Architecture and Technology

Programme details
Study load 15 ECTS
Study period September - January / February - June
Language of instruction English

Students who have completed a higher professional training in architectural design or interior architecture can follow the pre-master in Architecture and Technology. This pre-master is intended to bring technical knowledge to the required standard so that students with a different entry level in structural and technical fields can begin the architecture study at the Academy of Architecture. In one semester, architectural and structural knowledge is imparted both on a theoretical level and by means of exercises.

The pre-master in Architecture and Technology is successfully completed if all examinations about the theoretical component and the design components have been passed. Admission may be granted to the Architecture degree programme at the Academy of Architecture with a positive recommendation. Please note: passing the pre-master in Architecture and Technology does not grant automatic admission to the Master in Architecture. Just as with other technical Bachelor's students, a portfolio and motivation letter will have to be submitted. On the basis of this, the definitive admission will be assessed and take place.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters/pre-master-architecture-technology/

Pre-master in Urbanism and Landscape Architecture

Programme details
Study load 15 ECTS
Period end of August – January / February - July
Language of instruction English

This pre-master offers students the opportunity to get to know the study programmes Urbanism and Landscape Architecture at the Amsterdam Academy of Architecture in an active manner. Through a strong interaction between theory and practice, the Academy trains both conceptual and realistic designers. This formula is also applied to this pre-master. In addition to making designs, the theory and exercise component consists of: research, experimentation, discovery, interviewing and excursions. Moreover, we go further than traditional pre-master, because we explore different disciplines and apply various research and design techniques. In this way, this varied programme stimulates the independence and curiosity of the students, gives the students a clear insight into both fields of study and enables the students to experience what a study programme at the Academy of Architecture entails.

The pre-master is suitable for students from art academies or other relevant study programmes and professionals. If the pre-master is successfully completed, you will be better prepared for any Master's programme at the Academy of Architecture.

Unique in the Netherlands
A unique aspect of this pre-master is that we combine the fields of urbanism and landscape architecture. The Academy believes that it is important that urbanists, landscape architects and architects think and work in an interdisciplinary manner.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters/pre-master-urbanism-landscape-architecture/

The Winter School 2023 was led by artist-in-residence Mari Bastashevski.

Education and Examination Regulations

Education and Examination Regulations

for the Master's programmes in
Architecture, Urbanism and Landscape Architecture.
Amsterdam Academy of Architecture.

In accordance with Article 7.13 of the Dutch Higher Education and Research Act
Publication August 2023

Table of contents

SECTION 1 GENERAL

Article 1 Applicability of the regulations

These regulations are applicable to the study programmes, Comprehensive Annual Assessments and Final Examinations of the Master's programme in Architecture, the Master's programme in Urbanism and the Master's programme in Landscape Architecture, which are offered by the Amsterdam Academy of Architecture, unless it is explicitly stated, or is evident from the context, that the passage in question refers to only one or two of these study programmes. Where these regulations mention the study programme or study programmes without further specification, they should be taken to refer to all three study programmes.

The study programmes are offered within the Academy of Architecture of the Amsterdam University of the Arts, hereinafter referred to as: the Academy.

These regulations will take effect as of 1 September 2023 until an updated version is adopted and are applicable to all students of the study programme irrespective of the year in which they started the study programme.

Article 2 Definition of terms

In these regulations, the following terms shall mean:

Assessment Committee: committee of assessors composed to conduct Comprehensive Annual Assessments.
Assessor: person designated by the Examination Board to conduct Comprehensive Annual Assessments.
Board of Studies: The board of studies of the Academy is formed by the Academy director and the heads of the Architecture, Urbanism and Landscape Architecture study programmes. The Board of Studies meets in the presence of the education manager, the professional experience coordinator and, where relevant, the study adviser and the faculty manager.
Bureau Architectenregister: the implementing body of the Dutch Architects' Title Act.
COBEX: Examination Appeals Board as defined in Article 7.60 of the WHW.
Component: a unit of study of the study programme, within the meaning of the WHW.
Comprehensive Annual Assessment: an assessment of the knowledge, insight and skills of the student being assessed, as well as the result of that assessment, to conclude a component.
Course component: the components or subcomponents organised by the Academy of Architecture. These are described in the study guide.
Director: the director of the Amsterdam Academy of Architecture
ECTS: European Credit Transfer and Accumulation System for the standardised value assignment of the acquired course components, one ECTS stands for 28 study hours.
Examination Board: board as defined in Article 7.12 of the Dutch Higher Education and Research Act (WHW), among whose responsibilities is giving guidelines and directives to the (committees of) assessors and examiners, safeguarding the quality of assessments, Comprehensive Annual Assessments and Final Examinations, granting exemptions, taking action against fraud, and issuing degree certificates.
Examination Committee: committee of examiners composed to conduct Final Examinations.

Examiner: person designated by the Examination Board to conduct Final Examinations;

Final examination: final examination in which the examination committee determines whether all of the conditions for the conferral of the degree have been met.

Further Regulations: the ministerial regulations for the structure of the training of architects, urbanists, landscape architects and interior architects. Professional experience component: the work a student carries out as part of the professional experience, insofar as relevant to the training as an architect, urbanist or landscape architect.

Professional experience component: the work a student carries out as part of the professional experience, insofar as relevant to the training as an architect, urbanist or landscape architect;

Student: the person who is enrolled as a student at the Amsterdam University of the Arts in order to participate in the educational programme and/or sit the assessments and the final examinations of the study programme.

Study programme: a coherent whole of course units aimed at achieving the objectives in the fields of knowledge, insight and skills which anyone completing the study programme is required to possess, as described in Article 3.

Subcomponent: a practical or theoretical research that is part of a component of the study programme, in one of the following forms:

- participating in projects;
- following a lecture series;
- participating in research;
- participating in Form Studies;
- working on a project or making a (technical) design;
- carrying out a research assignment;
- participating in fieldwork or an excursion;
- participation in another educational activity, which is aimed at obtaining certain skills;
- creating practice records;
- participating in practice modules.

University: the Amsterdam University of the Arts.

WAT: Dutch Architects' Title Act (Wet op de Architectentitel) protects the title of architect, urbanist, landscape architect and interior architect.

WHW: the Dutch Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, WHW).

Article 3 Objective of the study programme

The objective of the study programme is to train students to the level of independent practitioners as architects, urbanists or landscape architects , as specified in the learning outcomes. The exit qualifications fulfil the prerequisites of the various registers of architects, as formulated in the Dutch Architects' Title Act.

Article 4 Type of study programme

1. The study programmes comprise 240 study credits. The four-year curriculum comprises a full-time study load, consisting of a part-time course component at the Academy and a part-time practice component. This educational model is known as: concurrent education.
2. Admission requirements and a selection procedure apply for the study programmes, these are described in the study guide.
3. The study programme is bilingual. The language of instruction for the education and the examinations is English. The teaching materials are in principle offered in English, unless this is not possible.

4. Students are expected to have a command of the English language at senior general secondary education/pre-university education level (Dutch havo) or a similar level in accordance with TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).

Article 5 Final examination of the study programme

The following final examination can be taken as part of the study programme: the final examination, as described in Article 18.1

SECTION 2 EDUCATION

Article 6 Components of the study programme

The study programme contains the following components with the corresponding study load expressed in credits (EC):

1. Year 1: Development of professional practice (semester 1 and 2)
   a. Course component 30 EC
   b. Professional experience component 30 EC
   Year 1 is concluded with Comprehensive Annual Assessment 1
2. Year 2: Deepening of professional practice (semester 3 and 4)
   a. Course component 30 EC
   b. Professional experience component 30 EC
   Year 2 is concluded with Comprehensive Annual Assessment 2
3. Year 3: Positioning of professional practice (semester 5 and 6)
   a. Course component 30 EC
   b. Professional experience component 30 EC
   Year 3 is concluded with Comprehensive Annual Assessment 3
4. Year 4: Graduation/'Master's test' (semester 7 and 8)
   a. Course component 30 EC
   b. Professional experience component 30 EC
   Year 4 is concluded with the Final Examination

Comprehensive Annual Assessments and Final Examinations are linked to all components. The structure of the education (programme components, teaching methods, method of assessment) is described in the study guide. Please refer to the Kwaliteitszorgplan Onderwijs (Educational Quality Assurance Plan).

With each of the units of study specified in the study guide, it is stated which practical exercises they include, what is the nature and scope of the student's work, as well as whether participation in those practical exercises is compulsory with a view to admission to taking the assessment or examination concerned, notwithstanding the authority of the examination board to grant exemption from that obligations, whether under imposition of replacement requirements or not.

Article 7 Admissibility to assessments and examinations

1. Before admission to the examination of the component specified in Article 6 subsection 1, the student must have completed the corresponding subcomponents (including the professional experience), as described in the study guide, with a pass.
2. Before admission to the assessment or examination of a component specified in Article 6 subsections 2, 3 or 4, the student must have successfully completed the corresponding subcomponents (including the professional experience), as described in the study guide, with a pass.
3. Before being allowed to take part in subcomponents corresponding to the assessment or examination of an academic year, the student must have successfully passed the assessment of the previous year.
4. Contrary to subsection 1 and 2, after having consulted the board of studies, the Examination Board may, at the request of a student, give the student written permission to sit the assessment or examination as specified in article 6 subsection 1, 2, 3 and 4 if the student has taken one subcomponent corresponding to the assessment or examination, but completed it with a fail. This does not apply to the projects P4, P5 and P6 and the research O4 (A), O4a (UL), O4b (UL), O5 and O6. These must be completed with a pass in order to be eligible for participation in the assessment. If the student successfully passes

the assessment or examination, the subcomponent in question is considered to have been successfully completed.

5. In application of subsection 4, the examination board, after having consulted the board of studies, may set additional requirements when granting the permission.
6. Contrary to subsections 1, 2 and 3, after having consulted the board of studies, the examination board may, at the request of a student, give the student written permission in exceptional cases, and under conditions stipulated by the committee itself, to sit the assessment or examination as specified in Article 6 subsections 1, 2, 3 or 4, if the student has not yet completed all of the subcomponents corresponding to the assessment or examination.
7. If a student fails the assessment of a component as specified in Article 6 under point 1, the examination committee may, after having consulted the board of studies, demand that the student retakes and successfully completes all or a part of the subcomponents corresponding to that assessment before being once again permitted to sit the assessment.
8. If a student fails the assessment or examination of a component as specified in Articles 6 subsections 2, 3 or 4, the examination committee may demand, after having consulted the board of studies, that the student successfully completes one or more of the subcomponents, tailored to the individual learning trajectory of the student, before being once again permitted to sit the assessment or examination.

Article 8 Job requirements

The course components, as specified in Article 6 subsections 1b, 2b, 3b and 4b, are related to the professional experience period described in the Dutch Architects' Title Act. The aim, the content of and the requirements and conditions that are applied to the professional experience are described in 'The External Curriculum concerning professional experience as a component of the study programmes at the Academies of Architecture' and the corresponding appendices: 1. Exit qualifications and 2. Transition table.

The professional experience component is part of the compulsory curriculum of the study programme.

SECTION 3 SITTING COMPREHENSIVE ANNUAL ASSESSMENTS AND FINAL EXAMINATIONS

Article 9 The examination board

1. The examination board is appointed by the Executive Board on the recommendation of the academy director. The examination board operates parallel to the management team (MT) and the board of studies; each of the three bodies has its own responsibilities.
2. The examination board is responsible for:
   - determining whether the student meets the conditions set by Education and Examination Regulations with regard to the knowledge, insight and skills that are required to obtain a degree;
   - issuing the degree certificate and awarding the relevant degree on behalf of the Executive Board;
   - granting the designation 'cum laude' in accordance with the conditions of the Education and Examination Regulations;
   - granting exemptions;
   - granting permission for a non-standard personal study path;
   - granting specific amendments to the curriculum or the method of assessment in connection with studying with a functional impairment or chronic illness;
   - appointing assessors and examiners;
   - dealing with complaints related to testing and assessment;
   - issuing statements to students who leave the study programme early;
   - imposing sanctions if fraud and/or plagiarism are detected;
3. The examination board is authorised to set further regulations with regard to the assessments and examinations, as described in these Education and Examination Regulations.
4. The examination board is authorised in individual cases to make an exception to the Education and Examination Regulations in favour of the student.
5. All matters concerning the assessments and examinations that are not described in these Regulations will be decided by the examination board

Article 10 Order of assessments and examinations

Participation in the assessments or examinations is not permitted before all assessments of previous academic years have been passed and all the subcomponents related to the assessments have been completed, as described in article 7.

Article 11 Time periods, frequency and resitting assessments and examinations

1. The opportunity to sit the assessment of the components described in article 6 subsection 1 is given once a year.
2. The opportunity to take the assessment of the components described in article 6 subsections 2 and 3 is given twice a year.
3. The opportunity to take the examination of the components described in article 6 subsection 4 is given four times per year.
4. After having taken an assessment or examination twice, the right to participate in programme components or graduation supervision will cease to apply.
5. A resit for the component, as described in article 6 subsection 4, must take place within a period determined by the examination board no more than 12 weeks after the examination result has been determined.

Article 12a Form of the assessments and examinations

1. The assessments and examinations of the course components as described in article 6 are conducted orally.
2. Students are assessed or examined individually, unless the examination board decides otherwise.
3. The student will be assessed on all the subcomponents connected to the assessment or examination, as indicated specifically for each assessment or examination in the chapter Examinations of the study guide.
4. Staff, lecturers and students of the study programme are allowed to be present as observers when the assessment committee or examination committee conducts an assessment or examination. The deliberations of the assessment committees, examination committees and examination board are closed.
5. The assessment committee or examination committee will look at the interrelationship and internal consistency of the work shown during the assessment or examination, which will include the oral explanation and the reflection on this work by the student, as well as the student's vision on the professional field; all in light of the learning outcomes of the study programme and related to the learning objectives of the course component that is intended to be completed with the assessment or examination.
6. Students with a functional impairment or chronic illness are offered the opportunity to sit the assessments or examinations in a manner that is adapted to their individual functional impairment as much as possible. The student must submit a written request beforehand for this to the examination board via the study adviser. The examination board will seek expert advice, if necessary, before reaching a decision.

Article 12b Overall assessment during Annual Comprehensive Assessments and Final Examinations

1. The Academy of Architecture applies a system of overall, intersubjective assessment per academic year for the assessment of the students' performance. The Examination Committee assesses the student's study programme during the year concerned on the basis of the assessments of the courses, including the assessment of the external curriculum and the assessment of the (cross-disciplinary) development that the student has undergone.
2. Credits will only be awarded, in the case of a positive result, on the basis of the overall assessment. This based on the educational vision that cross-disciplinary development of the student serves as a guide for the achievement of the required skills in which the optimal possible stimulation of the talent and possibilities of the student are paramount. The result of the separate courses, including the assessment of the external curriculum will be included in the assessment of the cross-disciplinary development that the student.
3. The outcome of an overall assessment is a positive or negative result, a decision of the Examination Committee, and confirmed by the board of studies, on the basis of which 60 credits may be awarded per academic year.
4. The result will - in addition to the awarding of credits - be expressed in feedback: qualitative statements about the performance and development of the student. This feedback will be recorded in writing and added to the student records of the student.
5. The result of the overall assessment will be discussed individually or in groups on the assessment evening after the overall assessment has taken place. The feedback from the overall assessment will be specified by the examiners on the assessment form and must be submitted to the study secretariat within two weeks after the assessment or examination has taken place.

SECTION 4 COMPREHENSIVE ANNUAL ASSESSMENT AND FINAL EXAMINATION RESULTS

Article 13 Determination and announcement of result

1. The assessors or examiners will determine the result immediately after conducting the oral assessment or examination. The result of the assessment or examination will subsequently be communicated to the student, including an explanation.
2. Within two weeks after the assessment or examination, as described in article 6 subsections 1, 2, 3 and 4, the assessors or examiners will provide the administration of the Academy with the necessary details for the purpose of issuing the written proof of the result to student.
3. In the written statement concerning the result of the examination, the student is notified of the possibilities of appeal, as described in article 15 and 16.

Article 14 Validity period

The validity period of an assessment or examination that has been passed can only be annulled if assessed knowledge, insight and skills have become demonstrably out-of-date. The examination board may in this case decide that one or more course components have to be taken again, or that a supplementary assignment has to be completed, in order to raise the knowledge or skills in question to an up-to-date level.

Article 15 Resitting an assessment or examination

Notwithstanding the provisions in Article 16, a student can appeal to the Board of Studies after an assessment or examination and can, in conjunction with the Board, ask the assessor(s) or examiner(s) for further explanation or justification. In the event of a difference of opinion about the assessment or examination, the student can lodge a substantiated objection to the assessment or examination result with the Examination Committee, within two weeks after issuance of the written evidence of the result, and ask to resit an assessment or examination. The Examination Board will decide within four weeks (excluding days on which the Academy is closed) if they see grounds for resitting an assessment or examination. If the Examination Board sees grounds for resitting an assessment or examination in the arguments, it will declare the assessment or examination in question invalid and instruct the Board of Studies to put together a new committee of assessors or examiners, who will take a resit of an assessment or examination on the basis of the same work within four weeks.

Article 16 Appeal

Notwithstanding the provisions in article 15, a student can appeal against a decision taken by or on behalf of the examination board. In that case, the student can appeal against the decision to the Examination Appeals Board (COBEX) within six weeks of the announcement of the decision.

For information on this Appeals Board, one must consult the Service Bureau of the University.

SECTION 5 EXEMPTION

Article 17 Exemption

At the request of a student and on the recommendation of the Board of Studies, the Examination Board can grant exemption from a (sub)component of the course component and/or the professional experience component and the related assessment or examination, provided one of the following conditions is satisfied:

1. An assessment or examination has been passed in a component of a comparable higher professional education degree course in the Netherlands that is similar in terms of content and study load, at the discretion of the Examination Board;
2. An assessment or examination has been passed in a component of a comparable university degree programme in the Netherlands that is similar in terms of content and study load, at the discretion of the Examination Board;
3. An assessment or examination has been passed in a component of a comparable study programme abroad that is similar in terms of content and study load, at the discretion of the Examination Board;
4. Proof of at least a number of years of work, to be determined by the Examination Committee, in a field or profession of relevance to the assessment or examination concerned, at the discretion of the Examination Board;

For a request for exemption, the board of studies must submit a written dossier, supplemented by pieces of evidence from the student, to the examination board. The examination board will reach a decision on the requested exemption within a period of 8 weeks after submission of the written dossier.

SECTION 6 FINAL EXAMINATION

Article 18 Determination of result and designation 'cum laude'

1. The Final Examination consists of an assessment of the oral presentation of the graduation project and the written documentation of it.
   In addition, it consists of a final verification of the study components taken and assessments completed with a pass.
2. As soon it has been verified that the student has met all conditions for the awarding of a degree, the examination board will determine if the student can receive the degree certificate.
3. Contrary to the provisions in the first subsection, the examination board can itself, prior to the awarding of the degree certificate, conduct an investigation or have an investigation conducted into the into the knowledge, insight and skills of the student with regard to one or more components of the study programme, if and insofar as the results of the corresponding assessments give cause for that, before deciding on the result of the final examination.
4. The examination board can, on the recommendation of the committee of examiners, confer the designation 'cum laude' if the student has excelled in every aspect of the field of study, if the graduation project has an unusual and pioneering character and constitutes an exceptional graduation project, and if the student has demonstrated an exceptional level of reflection on the graduation work and position within the field of study.
5. The conferral of the designation 'cum laude' requires the unanimous recommendation of the committee of examiners to the examination board. The recommendation must be supported in the report of the Final Examination with arguments referring to the above-mentioned criteria. On the assessment form of the Final Examination, all assessment categories must be assessed as good or excellent.
6. The student is not informed of the recommendation of the examination board with regard to the conferral of the designation 'cum laude' with the issuance of the written evidence of the examination result. The conferral and announcement of the designation 'cum laude' takes place during the degree ceremony.

Article 18a Degree certificate

1. As proof that the final examination, as specified in Article 18, has been successfully taken, the examination committee confers the degree certificate as specified in Article 7.11 of the WHW, but not before it has been determined that the student has satisfied all of the other applicable conditions imposed by or by virtue of the WHW.
2. A diploma supplement (in English if so desired) is attached to the degree certificate. In addition to the standard information, information on the specific composition of the curriculum can be included with the diploma supplement.
3. The examination board ensures that the degree title corresponding to the completed study programme is indicated on the degree certificate.
   The degree titles are:
   for the Architecture programme: Architect, Master of Science
   for the Urbanism programme: Urbanist, Master of Science
   for the Landscape Architecture programme: Landscape Architect, Master of Science
4. Where applicable the designation 'cum laude' will appear on the degree certificate.

SECTION 7 CONDITIONS FOR ENROLMENT, RE-ENROLMENT AND TERMINATION OF ENROLMENT

Article 19 Enrolment and re-enrolment following temporary interruption of studies

1. The procedure for enrolment and re-enrolment is described ion the website of the Amsterdam University of the Arts. The admissions requirements are described in Chapter 9 of the Study Guide.
2. Notwithstanding Article 19 subsection 1, additional demands can be set for re-enrolment after an interruption of study or termination of enrolment on the basis of Article 7.26a subsection 1 of the WHW.
3. A student is entitled to re-enrol after an interruption of study if agreements have been made and recorded in that regard in accordance with Article 20 Temporary interruption of study and termination of study.
4. If at the moment of re-enrolment, a student has not yet passed the assessment as specified in Article 6 subsection 1, the student must go through the normal selection procedure for new students. Students who have to resit the assessment, as specified in Article 6 subsection 1, are exempt from this.
5. Article 20 applies in all other cases.

Article 20 Temporary interruption of studies and termination of studies

1. A student can submit a reasoned written request to the study adviser and the director in order to interrupt the study for a specific period of time. The board of studies decides the conditions on the basis of which re-enrolment can occur.
2. Prior to the period of interruption of study, agreements are made between the board of studies and the student prior to the period of interruption of study regarding the moment when, and conditions under which, the student is entitled to continue the course.
3. The study is only interrupted if the student terminates enrolment.
4. The maximum duration of an interruption of study is 12 months.
5. If the student extends the period of interruption of study that has been agreed upon without the permission of the board of studies, even if this falls within the maximal period of 12 months, the right to re-enrolment is repealed. The board of studies may require the student to go through the admission procedure again.
6. A student who interrupts the study without the application of the provisions under subsections 1 to 4 is regarded as a dropout and has no automatic right to return. In this case, a request for an admission procedure with a view to re-enrolment may be turned down by the board of studies.
7. The agreements are recorded in the student dossier.
8. A temporary interruption of study has no suspensive effect for the period of validity of the assessments. In accordance with article 14, the validity of assessments, components and subcomponents passed longer than six years ago will be checked upon re-enrolment.
9. This article does not apply to students from outside the EEA; they lose their visa in the event of interruption of study or dropping out of a study.

Article 21 Termination of enrolment

1. Termination of enrolment and the reimbursement of tuition fees are covered on the website of the Amsterdam University of the Arts.

SECTION 8 STUDENT COUNSELLING

Article 22 Study progress and student counselling

1. The Academy management is responsible for the registration of the study results. Students have access to the results they have obtained via intranet.
2. A dossier is kept for each student. This 'student dossier' includes, among other things, the diploma of the preparatory course, the registration form, the proof of the study results obtained and the decisions of the examination board regarding the student.
3. The Academy management is responsible for giving students advice with regard to their orientation towards possible courses of study both in and outside the study programme. The study advice and supervision is designed by the heads of the Master's programmes, the study adviser and the professional experience coordinator, as described in the study guide.

SECTION 9 FRAUD AND PLAGIARISM

Article 23 Fraud

1. If the assessor or examiner suspects fraud on the part of the student during any test or other form of assessment, the assessor or examiner informs the examination board of this in writing as soon as possible.
2. The examination board will conduct an investigation into the report of fraud and, upon establishing fraud, will decide within four weeks on the measures to be taken. The examination board does not decide until the student in question has been allowed to state their case, or at least has been given ample opportunity to do so. A report of the hearing is made.
3. If a student commits fraud, the examination committee can, in accordance with article 7.12b subsection 2 of the WHW, take away the right of the person concerned to sit one or more Comprehensive Annual Assessments or Final Examinations designated by the examination board, for a period not exceeding one year to be determined by the examination board. In the case of extensive fraud, the university board can permanently terminate the enrolment in the study programme of the person concerned, on the recommendation of the examination board.
   The decision of the examination committee is put down in writing.
4. If fraud occurs with the consent and/or cooperation of a fellow student, the latter is an accessory. Corresponding procedures and sanctions apply in this case.
5. Students will be informed about the rules regarding fraud and plagiarism, and the way in which they can act correctly.

Article 24 Plagiarism

1. Plagiarism is understood to include passing off somebody else's visual material, texts, data or ideas as one's own work. This includes visual material, text and data that were generated with the help of artificial intelligence and that are used without an indication of the source. Articles 23.1 to 23.3 is applied by analogy if plagiarism is detected.
2. If plagiarism takes place with the consent and/or cooperation of a fellow student, the latter is an accessory. Corresponding procedures and sanctions apply in this case.

SECTION 10 FINAL AND IMPLEMENTATION PROVISIONS

Article 25 General hardship clause

1. The examination board is authorised in individual cases to make exceptions to the Education and Examination Regulations in favour of the student, if there are compelling reasons to do so.
2. The management decides in cases that are not covered by the Education and Examination Regulations, unless it concerns the authority of the examination board.

Article 26 Amendments and announcement

1. Amendments to the Education and Examination Regulations apply without prejudice to all students of the relevant study programme, regardless of the year in which they started the study programme.
2. If in the case of amendments, no transitional arrangement is specified for earlier starting cohorts and students of these earlier starting cohorts are adversely affected by this, the examination board will take previous regulations, which were applicable at the time of its decisions, into consideration.
3. These regulations will be announced to all students at the start of the academic year via the intranet.

Article 27 Entry into force

These Education and Examination Regulations will take effect as of 1 September 2023 until an updated version is adopted and replaces all previous versions of the Education and Examination Regulations for the Master's degree programmes of the Academy of Architecture

As laid down on behalf of the Executive Board of the Amsterdam University of the Arts on 31 August 2023, after having obtained the approval of the Academy Council on 31 August 2023.

Signed

M. Maaskant
Director
Academy of Architecture

Colophon

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