

Teachers instruction assessment professional experience

PRACTICAL INFORMATION

For the assessment of the professional experience it is necessary to be registered on www.avbwerkt.nl. On this website, students upload their practical documents, an overview of the committees with students is published and you fill in the assessment forms online.

If you have registered in previous years, you do not have to register again. Via the LOGIN button you can retrieve your username if you have forgotten it or you can reset the password if you do not remember it.

This year (2021/2022) the Academy has given students the choice of whether they want to be assessed in person at the Academy or online via Teams. We also asked the evaluators what their preference was. This results in online committees and committees that assess at the Academy in person. The committees are now visible on www.avbwerkt.nl. Please check whether the layout (in person or online) corresponds with what you have indicated. We have taken the first preference into account as much as possible, but given the large number of students who want to be assessed online, this has not always been possible. Please also check whether a student has not been assigned to your committee of which you are currently the employer.

If you review online, a team will also be created in Teams and you will receive a link for it in due course. We also reserve a room at the Academy for the committees that assess online (see the overview at www.avbwerkt.nl) so that you can be present at the Academy during the evening if desired.

The names of the students are also the links to their practical documents. Select a student's name to access his or her file and view the practice document with reflection report. You can only view the documents of the students you are assessing.

The Academy composes committees of 2 assessors. Assessors review the practice documents and in particular the reflection report prior to the oral assessment so that the discussions run more efficiently. The first assessor prepares the practical documents of the first and second student, the second assessor looks at the practical documents of the third and fourth student.

The students' practical documents are available digitally at <https://www.avbwerkt.nl/>

Regardless of whether students are assessed in person or online, they present their work digitally via the Miro board.

After the presentations of the students, the assessments are discussed in small groups. This is done in a room using the Miro boards in Teams. So we don't have to walk around. During this meeting we discuss problem / doubt cases but also briefly the best students so that we gain insight into the bandwidth of assessments and a common subjectivity arises. The group classification for this is:

Wednesday 20 April 2022			Thursday 21 April 2022		
committees	space	moderator	committees	space	moderator
A1 t/m A4	Online	Martin Fredriks	A1 t/m 5	online	Martin Fredriks
A5 t/m A7, A14	Online	Nico van Bockhooven	A6 t/m A10	Balkenzaal rechts	Judith Korpershoek
A8 t/m A13:	bestuurskamer	Judith Korpershoek	A11 t/m A14	Bestuurskamer	Nico van Bockhooven
L1 t/m L3:	Online	Jana Crepon	L1 t/m L3	online	Saline Verhoeven
L4 t/m L6:	105	Roel van Gerwen	L4 t/m L6	105	Roel van Gerwen
S1 t/m S5:	108	Jaap Brouwer	S1 t/m S4	108	Joram van Otterloo
(S1 online)			(S1 online)		

Timetable review

	from	till
Plenary pre-discussion with the assessors in the hoge zaal (+ participants online)	18.00	18.30
1 ^e group students present/ask questions committee	18.30	19.00
2 ^e group students present/ask questions committee	19.00	19.30
3 ^e group students present/ask questions committee	19.30	20.00
4 ^e group students present/ask questions committee	20.00	20.30
Shared discussion with teachers (see layout above)	21.00	21.30
Determination of assessment by teachers	21.30	22.00
Communicating the result of the assessment to students and discussing it per committee	22.00	22.30

Each student has 30 minutes available for the presentation and asking questions.

You can find the assessment form by going to the overview of the committees on www.avbwerkt.nl and clicking the blue triangle behind the student to be assessed.

The first assessor completes the assessment form for the first and second student, the second assessor fills in the assessment form for the third and fourth student. Both reviewers must approve the form before it can be submitted. Filling in the form, approving it and sending it to the Academy is done digitally.

The completed and signed assessment form must be submitted to the secretariat no later than one week after the assessment

If, after the meeting with the student, the assessors deem a meeting with the practice coordinator necessary, then **clearly** indicate this on the assessment form under recommendations/points for improvement/comments.

It is important for the student that the assessment form is completed clearly, informatively and completely. The more feedback/ feedforward the student receives in the explanations on the assessment form, the better.

From 10 p.m. to 10.30 p.m., the two assessors meet with the group of students who they assessed, and the assessments are discussed / explained / evaluated with the group.

Also read GUIDELINE REVIEW below!

Appreciation assessment per evening: 0.25 CE/student and 0.1 CE per form to be completed.
That means 1.2 CE per evening (assess 4 students and fill in two assessment forms).

GUIDELINE REVIEW

In the External Curriculum, 8 professional qualifications are described that give direction to the insights, knowledge and skills to be acquired in practice. See Appendix 1 of the external curriculum for this professional qualification. You can find this on www.avbwerkt.nl > menu > downloads. You can find the description of the 8 professional qualifications also on the assessment form. The description of the three levels can be seen on the form if you click on the level below the scroll bars, they appear than as pop-up.

Acquiring insight, knowledge and skills from the professional qualifications is not an end in itself. The ultimate goal of the program is that students function adequately as designers in practice. This presupposes that a student has not only acquired the necessary insights, knowledge and skills, but also knows how to apply these in design practice in an adequate manner and in mutual coherence. In other words, that the student has developed the abilities to function as a designer. If a student can do this, tells the behavior he shows in the performance of his work. It becomes visible by looking at the choices made, their justification and the reflection on them. A student reports on this in the practical documents and in the assessment interview.

A student who has acquired the professional qualifications at the end of his studies demonstrates this by:

1. to be able to deal with the complexity of the design process and the interrelationship between the programmatic, technical, aesthetic, social and financial aspects of the assignment;
2. be independent in the adequate implementation of the various activities, such as planning and internal contacts with designers and draughtsman;
3. be (jointly) responsible for the technical, aesthetic and financial qualities of the (partial) designs and plans made;
4. be (jointly) responsible for the realization of projects;
5. be (jointly) responsible with regard to external contacts with clients, authorities and companies;
6. be (jointly) responsible for the (coordination of) internal business processes

When assessing, the assessor is expected to keep an eye on the year. It is about assessing how the student performs, given the year in which he or she studies. That implies there are levels.

- In the first year, students are often involved as draftsmen in the DO phase and the implementation phase. After the first year, a student is not expected to independently go through planning processes or parts thereof; nor to bring the discipline into a larger whole or to be able to position the work.
- A second-year student begins to develop from draftsman to designer and is increasingly confronted with the above points. After the end of the second year, the student has completed a planning process or part thereof (under supervision). The student begins to develop insight into the complexity of the assignments and the interrelationship between the many aspects and begins to take on more responsibilities.
- A third-year student develops more and more as a designer. He/she should have a good understanding of planning processes; have to show an incipient awareness of the context; must be able to tackle parts of the

planning process independently and be able to go through a planning process from front to back reasonably independently. The student should be able to bring in the discipline and reasonably position the work. Broad experience can be expected. The third-year student must show a clear 'conquest' of the idea and concept phase.

- A fourth-year student must be able to demonstrate that they have acquired the insights, knowledge and skills of the 8 professional qualifications. In addition, the remark that at the end of the study there is room to score slightly below the exit level (level 3) for two professional qualifications, provided that this is compensated by one or more other professional qualifications. In this way, a student can choose a position as a designer and can emphasize certain professional qualifications.

In the external curriculum, 3 levels of action are described for the 8 professional qualifications. These three levels provide the student and the assessor with tools to assess where the student stands at a particular moment in his or her studies. The levels do not correspond to the year in which the student studies. Professional experience is not a learning path dependent trajectory. It is quite possible that a student moves at different levels for the different professional qualifications.

During the four-year study, a student is expected to go through all phases of the design and realization/implementation process, preferably several times in practice. Experience is that in the first years of the study, architecture students are mainly involved in the DO phase and the implementation phase. In the course of their studies, students are increasingly involved in the plan preparation and preliminary design phase and are gradually deployed more as designers. Urban design and landscape architecture students often start out as assistant designers and gradually take on more responsibility. During the study period, the student often goes through the phases of the design and realization/implementation process from back to front.

During the four years, there must be an observable development in the professional qualifications in the professional experience of the student. In the practical document (portfolio and reflection report) the student offers himself and the assessors insight into his/ her development(s) (levels).

In practice, there are major differences in the way in which students develop during their professional experience. These differences should certainly remain possible. In that sense, the development lines indicated are for reference and are therefore expressly intended to be indicative.

However, the freedom of the student and the emphasis on individual learning questions should not lead to non-commitment. Therefore, each student is expected to be able to indicate why his intended development line will provide the necessary knowledge, skills and insights, why they will be of a sufficient level and that they will be achieved within the given study time. The student records this in writing in the practical report.