APPENDIX 1: Overview professional qualifications, learning outcomeslevels and level indicators of the external curriculum of the Academies of Architecture

Explanation matrix:

Professional qualification	Learning outcomes External Curriculum		Level 1	Level 2	Level 3
no. The eight professional qualifications of the external curriculum of the Academies of Architecture are included in this column.	In this column, the eight professional qualifications are specified in further detail, formulated as learning outcomes. Short explanation learning outcome: Learning outcomes are generally expressed as knowledge, skills or conduct. Learning outcomes are descriptions of what the student is expected to know (BA:knowledge), to understand(BA: insight) and/or can show (BA: skill) after completing a learning process. The experience aspects mentioned in the BA overview of the Bachelor End Project (BEP) exit qualifications form non-exhaustive examples for clarification of the way in which the exit qualifications can be fulfilled, for both the candidate, the mentor, the professional experience period committee and the study programmes as provider. In this overview, some experience aspects have been grouped with a different professional qualification or exit qualification in comparison with the BEP overview. However, almost all experience aspects have been added as explanatory examples to the professional qualifications or exit qualifications.	**Operational levels**	To monitor the progress of the students during the study programme, three operational levels have been specified		
		Learning outcomes professional experience products	In this column, examples are described of products which students supply to substantiate that the professional qualifications have been acquired. Learning outcomes specify how to demonstrate what has been learned to others.		

Qualifications	Learning outcomes External Curriculum		Level 1	Level 2	Level 3

GENERAL PROFESSIONAL QUALIFICATIONS (CONDUCT)

			Level 1	Level 2	Level 3
1. **Positioning**	Argues one's own position, one's own functioning and choices with regards to design (design aspects, design project, profiling) and work (activities, business opportunities) in relation to: - Position and developments within the occupational group/the discipline. - The role and responsibilities of the architect / urban planner/ landscape architect.	**Operational levels**	Specifies the role of the architect / urban planner / landscape architect in the process of designing and realising and the social expectations and obligations of the occupational group and makes a translation to one's own situation and ambitions at a basic level.	Shows oneself to be actively aware of developments and history of the profession, the social developments and consciously makes connections to one's own design work and professional practice.	Demonstrates possessing accurate and adequate knowledge with regards to one's own discipline, the occupational field and related occupational fields, and can apply this knowledge adequately in reflecting upon one's own production, positioning and role in the professional practice.
			Specifies the professional responsibilities (both formal and ethical) that the profession entails.	Analyses the professional responsibilities (both formal and ethical) that the profession entails.	Practices according to the professional responsibilities (both formal and ethical) that the profession entails.
			Specifies design choices and design results of colleagues	Analyses design choices and design results of colleagues and applies them in modified form to one's own design choices.	Actively analyses and evaluates one's own design choices, design results and oeuvre, as well as the conditions under which the design practice functions and can connect personal conclusions to it.
			Specifies knowledge and insights of one's own discipline and related professional fields.	Applies knowledge and insights of one's own discipline and related professional fields.	Processes knowledge and insights of one's own discipline and related professional fields in one's own vision of the profession
		Learning outcomes professional experience products	Practical documents which demonstrate the functioning, the considerations and the choices, with examples which feature: - description of the social developments of the occupational group/discipline. - description of the diverse roles of the architect/urban planner/landscape architect. - description of one's own role.	Practical documents which demonstrate one's own position, the functioning, the considerations and the choices, with examples which feature: - description of one's own views on the social developments of the occupational group/discipline. - description of one's own views on the role and professional responsibilities of the architect / urban planner /landscape architect. - description of one's own designs, and one's own role and position.	Practical documents which demonstrate one's own position, the functioning, the considerations and the choices, with examples which feature: - evaluations of one's own views on the social developments of the occupational group/discipline. - evaluations of one's own views on the role and professional responsibilities of the architect/urban planner/ landscape architect. - one's own views and reflection on one's own production, one's own positioning and one's own role within the professional practice.
2. **Organising**	Organises (one's own) work and design processes, works together effectively with colleagues, different beneficiaries, disciplines concerned and acts responsibly on the basis of one's insights into tactical, strategic and organisational aspects of business practice and the decision-making process.	**Operational levels**	Oversees one's own work and design processes. Within this context the student can: - adequately prepare work activities, with some support and guidance, and efficiently execute them in a structured way. - guard the progress and quality of his own work activities, with some support and guidance. - point out problems and unexpected situations. - coordinate his own work activities with those of direct colleagues within the firm or project team.	Oversees his own work and design processes and those of direct colleagues within the firm and/or project team. Within this context the student can: - almost independently plan work activities and (simple) projects in a realistic way (regarding content, finances, time) - structure, coordinate and survey the progress and quality of his own work activities independently and the work activities of others with some guidance. - anticipate and respond adequately to problems and unexpected situations. - achieve adequate results in collaboration with colleagues and/or external parties.	Independently take responsibility for the work process and the distinguishable phases and aspects within it. The student is also able to: - independently plan projects in a realistic way, with regard to content, time and finances. - independently structure, coordinate and surveythe progress and quality of the work activities (both one's own work activities and those of others). - implement effective decision-making in complex and unpredictable situations. - effectively cooperate in design and realisation projects; in which various beneficiaries and disciplines are involved, safeguard the progress and give guidance where necessary.
		Learning outcomes professional experience products	Practical documents with one's own products and experiences regarding planning and organising (reports internal/external meetings, plans, staff deployment, finances). This includes explicit attention for: - activities aimed at familiarising oneself with management of the firm and business procedures of organisations. - activities aimed at familiarising oneself with project management. - examples of (successful) collaboration with others within the firm or project team.	Practical documents with one's own products and experiences regarding planning and organising (reports internal/external meetings, plans, staff deployment, finances). This includes explicit attention for: - investigations and evaluations of the organisation and management of the organisation. - investigation and evaluations of projects (planning, budgeting and safeguarding). - examples of (successful) collaboration with colleagues and/or external parties.	Practical documents with one's own products and experiences regarding planning and organising (reports internal/external meetings, plans, staff deployment, finances). This includes explicit attention for: - reflection on the organisation and management of the organisation. - reflection on the organisation of projects (planning, budgeting, and safeguarding). - examples of (successful) collaboration with other beneficiaries and disciplines.

Qualifications	Learning outcomes External Curriculum		Level 1	Level 2	Level 3
3. **Interpersonal skills**	Acts in professional practice situations with an awareness of social considerations and responsibilities, professional values/norms and judicial frameworks, and identifies tasks, opportunities or problems.	**Operational levels**	Is aware of the social responsibilities connected to a design.	Can name relevant social responsibilities and developments and relate them to the design (under development)	Names social responsibilities and developments in connection with and intertwined with the design.
			Knows about the professional position of the architect / urban planner / landscape architect and the way in which values and norms are expressed in dealings with other parties.	Acts in accordance with the professional values and norms in dealings with other parties.	Conducts himself in accordance with the values and norms of the professional role.
			Outlines the judicial frameworks within which a design is developed, both in the design and realisation process.	Incorporates the relevant judicial frameworks in the development of the design and realisation process.	Describes the complete judicial frameworks for the design (the student is working on), addresses and solves problems.
		Learning outcomes professional experience products	- Exhibits an understanding of the social responsibilities linked to the design in the (written and oral) explanation of a design. - Mostly exhibits a professional attitude pertaining to the professional role in dealings with other parties and during explanations of a design. - Can outline how the design fits within the judicial frameworks.	- Incorporates to some extent the social responsibilities and social developments pertaining to the design during the explanation of a design. - Exhibits a professional attitude pertaining to the professional role in dealings with other parties and during explanations of a design. - Correctly invokes the judicial frameworks applicable to the project.	- Exhibits the full integration of social responsibilities and relevant social developments during the explanation of a design; - Conducts himself professionally in all professional situations and actively deploys his professional role in dealings with other parties; - Is unequivocally clear about the judicial responsibilities of the parties involved for the project in question.
4. **Communicating**	Communicates in a convincing manner (visually, in writing and orally) to a diverse audience about his professional position, design approach, working method, research and/or design project.	**Operational levels**	Can broadly distinguish between main issues and matters of minor importance in the provision of information; Exhibits a basic awareness of the information requirements of different target groups.	Demonstrates an adequate and relevant information selection; Attunes the information provision to the target group; (Jointly) prepares presentations; (Jointly) consults with various external parties.	The information selection is optimally attuned to the goal of the presentation; The information selection is optimally attuned to the target group; Present collaboratively or independently to various external parties; Consults independently with various external parties.
			Consciously chooses means and techniques.	Deploys means and techniques adequately.	Means and techniques are optimally and creatively deployed.
			Is broadly goal-oriented and efficient in the information transference.	Is goal-oriented and effective in the information transference.	Is goal-oriented, effective and convincing in the information transference.
			Demonstrates basic empathetic ability in dealings with other parties.	Demonstrates empathy in dealings with other parties.	Demonstrates empathy in dealings with others, gives others the feeling of being heard without losing sight of one's own goal.
		Learning outcomes professional experience products	Practical documents containing examples of one's own: - correspondence; - reports; - visualisations; - sketches and diagrams; - drawings; - scale models; - schemes; - texts; - (partial) presentations (2D and/or 3D); - explanation and reflection on the above-mentioned components; - explanation and reflection on the nature of various meetings; - explanation and reflection on discussions held and various project presentations.	Practical documents containing examples of one's own: - correspondence; - reports; - visualisations; - sketches and diagrams; - drawings; - scale models; - schemes; - texts; - (partial) presentations (2D and/or 3D); - explanation and reflection on the above-mentioned components; - explanation and reflection on the nature of various meetings; - explanation and reflection on discussions held and various project presentations.	Practical documents containing examples of one's own: - correspondence; - reports; - visualisations; - sketches and diagrams; - drawings; - scale models; - schemes; - texts; - (partial) presentations (2D and/or 3D); - explanation and reflection on the above-mentioned components; - explanation and reflection on the nature of various meetings; - explanation and reflection on discussions held and various project presentations.

PROFESSIONAL QUALIFICATIONS

			Level 1	Level 2	Level 3
5. **Enterprising** i.e. show initiative and carry the risks for one's own decisions	Recognises how assignments are determined, defined, initiated and/or acquired and organised professionally, contributes (as part of a team) to defining the assignment, feasibility research and drawing up project plans. Takes initiative to obtain (more) responsibility with regards to the organisation of the firm and/or project management.	**Operational levels**	Indicates by means of one's own (project) activities, the means and activities necessary to obtain/initiate assignments.	Indicates the means and activities necessary to obtain/initiate assignments.	Applies the means and activities necessary to obtain/initiate assignments.
			Acknowledges and indicates which business frameworks are relevant to the (project) work activities the student is involved in.	Acknowledges and indicates which business frameworks are relevant to the projects student is involved in.	Knows which business agreements are relevant within the design practice and how these are entered into and laid down
			Makes an inventory of and analyses, partly under supervision, the wishes and ambitions of clients and stakeholders in simple assignments (in historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).	Develops problem-solving approach independently (for smaller assignments) or in collaboration (larger/more complex assignments), on the basis of inventories and analyses of the wishes and ambitions of the client(s) and stakeholders (within historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).	Recommends on the basis of conducted feasibility research, the wishes and ambitions of clients and stakeholders - solution directions (in historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).
			Draws up a programme of requirements for smaller/simpler assignments under supervision.	Draws up a programme of requirements independently (smaller assignment) or under supervision (larger or more complex assignments)	Comprehends the significance of a programme of requirements - with regards to ambitions, wishes/expectations and conditions - and the relationship with the design based on it;
			Shows enterprising conduct within one's own work activities: - identifies opportunities and takes initiatives; - is innovative and is able to think 'out of the box'; - takes risks and shows daring; - displays persuasiveness and perseverance.	Shows enterprising conduct at the level of the projects the student is working on and his work situation: - identifies opportunities and takes initiatives; - is innovative and is able to think 'out of the box'; - takes risks and shows daring; - displays persuasiveness and perseverance.	Shows enterprising conduct within the company or workplace: - identifies opportunities and takes initiatives; - is innovative and is able to think 'out of the box'; - takes risks and shows daring; - displays persuasiveness and perseverance.
		Learning outcomes professional experience products	Practical documents with one's own products and experiences revolving around the diverse aspects of obtaining and initiating assignments and the business and design-related agreements which subsequently follow. This includes products such as 'inventories and analysis of ambitions and wishes', 'feasibility research', 'programmes of requirements' of (simple) assignments which have been worked on under supervision and/or independently. In the portfolio, special attention in the form of (reflection) reports is paid to: - exploration of the way in which an assignment is obtained or initiated within the workplace. - exploration and activities aimed at familiarising oneself with the business side of the design practice.	Practical documents with one's own products and experiences revolving around the diverse aspects of obtaining and initiating assignments and the business and design-related agreements which subsequently follow. This includes products such as stakeholder inventories, force field analysis, feasibility research and programme of requirements of (partial) assignments which have been worked on independently or with others. In the portfolio, special attention is paid to: - exploration and analyses, aimed at familiarising oneself with the strategic and communicative skills and means necessary to obtain and initiate assignments. - activities and analyses aimed at familiarising oneself with the ways in which business agreements are established and selection and tendering procedures proceed.	Practical documents with one's own products and experiences revolving around the diverse aspects of obtaining and initiating assignments and the business and design-related agreements which subsequently follow. This includes products such as stakeholder inventories, force field analysis, feasibility research and programme of requirements of larger/more complex assignments which have been worked on independently or with others. In the portfolio, special attention is paid to: - reflection aimed at obtaining knowledge and skills by initiating assignments independently. - evaluations and activities aimed at obtaining knowledge and skills regarding networking, acquisition, negotiation, drawing up an offer and contracting.
6. **Designing**	Researches, analyses and defines functional and conceptual points of departure for the design and, creates the foundation for a design in a structure design or functional-spatial concept, and develops this into an integral final design and/or spatial advice.	**Operational levels**	Formulates an elementary spatial formulation of a problem.	Formulates a spatial formulation of a problem using relevant analysis and/or research results.	Formulates a clear spatial formulation of a problem on the basis of targeted research prior to and during the design process.
			Translates points of departure and preconditions to the design.	Applies the points of departure and the preconditions coherently to a design.	Applies complex points of departure and preconditions to a convincing design.
			Recognises relevant design tools and relevant design techniques essential to the design question.	Deploys appropriate design tools and design techniques to find a spatial solution.	Efficiently deploys design tools and design techniques for the spatial solution.
			Brings a sense of coherence, to a certain extent, to the different scale levels and design domains.	Brings a sense of coherence to the different scale levels and design domains.	Switches effectively between the scale levels and design domains.
		Learning outcomes professional experience products	Practical documents with one's own products and experiences, including: - design sketches and drawings. - images of models, scale models etc. - presentation images (with an indication of visual manifestation, materialisation, atmosphere etc.). - explanation of the work performed. - explanation of the relevant and applicable regulations and permits. - explanation of the aspects of application, maintenance, sustainability. - explanation of collaboration with experts and professionals from different design domains. - reflection on work performed and the actions of the level mentioned.	Practical documents with one's own products and experiences, including: - design sketches and drawings. - images of models, scale models etc. - presentation images (with explanation and an indication of visual manifestation, materialisation, atmosphere etc.). - explanation of the work performed. - explanation of the relevant and applicable regulations and permits. - explanation of the (intended) aspects of application, maintenance, sustainability. - explanation of collaboration with experts and professionals from different design domains. - reflection on work performed and the actions of the level mentioned.	Practical documents with one's own products and experiences, including: - design sketches and drawings. - images of models, scale models etc. - presentation images (with detailed information on visual manifestation, materialisation, atmosphere etc.). - explanation of the work performed. - explanation of the relevant and applicable regulations and permits. - explanation of the (intended) aspects of application, maintenance, sustainability. - explanation of collaboration with experts and professionals from different design domains. - reflection on work performed and the actions of the level mentioned.

Qualifications	Learning outcomes External Curriculum		Level 1	Level 2	Level 3
7. **Preparation realisation phase**	Has a clear picture of the technical, financial, contractual and judicial aspects of the design, including the consequences for the realisation preparation phase, adequately applies these insights and can advise the client about it.	**Operational levels**	Works under supervision on the realisation of the technical elaboration or the specified spatial advice on (parts of) a final design;	Works independently on the realisation of the technical elaboration or the specified spatial advice of (parts of) a simple final design or on a more complex final design under supervision;	Works independently on the realisation of the technical elaboration or the specified spatial advice of the final design;
				Integrates advice of experts in the field of physics, installation technology and (fire) safety;	Integrates advice of experts in the field of physics, installation technology and (fire) safety;
			Discovers and determines the different realisation of technical specifications necessary to establish a proper execution and communicates this internally;	Advises on simple designs independently on the realisation of technical specifications or on more complex designs under supervision;	Advises independently on realisation of technical specification;
			Indicates which process documents and/or permits are needed prior to the realisation of the design and how they are set up, employed and/or applied for;	Indicates which process documents and/or permits are needed prior to the realisation of the design and how they are set up, employed and/or applied for and applies this under supervision;	Indicates which process documents and/or permits are needed preceding the realisation of the design and how they are set up, employed and/or applied for and applies this under supervision;
			Specifies realisation costs and budget methodology and gains experience in the relationship between the budget and the overall financial consequences of the design proposalsduring all phases;	Demonstrates knowledge of realisation costs and budget methodology through one's own projects with the relationship between the budget and the overall financial consequences of the design proposalsduring all phases;	Demonstrates experience with realisation costs and budget methodology to substantiate the feasibility of the design and/or spatial advice during all phases and advises the client on this;
			Demonstrates knowledge of the different ways of contracting and procurement, including the relevant laws and regulations;	Demonstrates knowledge of the different ways of contracting and procurement, including the relevant laws and regulations and is able to offer general advice on this.	Demonstrates experience in the different ways of contracting and procurement, including the relevant laws and regulations and advises the client on this.
		Learning outcomes professional experience products	Practical documents with one's own products and experiences with regards to recording a final design into a technical design or specified spatial planning document. This describes and shows the relevant realisation of technical specifications. In the practical documents, there is specific attention for: - specifying construction preparation documents and/or planning documents (technical preconditions, detailed elaborations, material definitions, (performance) specifications, etc.) as the realisation of technical specification of (part of) a final design. - indicates which process documents and/or permits are needed preceding the realisation of the design.	Practical documents with one's own products and experiences with regards to recording a final design into a technical design or specified spatial planning document. This describes and shows the relevant realisation of technical specifications. In the practical documents, there is specific attention for: - construction preparation documents and/or planning documents (technical preconditions, detailed elaborations, material definitions, (performance) specifications, etc.) drawn up under supervision as the realisation of technical specification of a final design. - construction preparation documents and/or process documents drawn up under supervision required to apply for permits and/or prior to the implementation of a design. - showing or describing of examples of cost management in projects the student works on. - describing different ways of contracting and procurement and showing examples of involvement in advising.	Practical documents with one's own products and experiences with regards to recording a final design into a technical design or specified spatial planning document. This describes and shows the relevant realisation of technical specifications. In the practical documents, there is specific attention for: - independently drawn up construction preparation documents and/or planning documents (technical preconditions, detailed elaborations, material definitions, (performance) specifications, etc.) as the realisation of technical specification of a final design. - construction preparation documents and/or process documents drawn up independently required to apply for permits and/or prior to the implementation of a design. - showing or describing of examples of projects the student has worked on with regards to experience in realisation costs, budget methodology and advising the client on this. - descriptions of experience with contracting and procurement and advising the clients.
8. **Supervision implementation and execution**	Comprehends the aspects of implementation of the design, on the basis of which he manages the implementation and/or supervises it and checks the results.	**Operational levels**	Works under supervision on the elaboration of the design and/or spatial advice with regards to the preparation of the technical aspects, and the realisation in relation to the whole of the design.	Works under with others on the elaboration of the design and/or spatial advice with regards to the preparation of the technical aspects, and the realisation in relation to the whole of the design.	Works independently on and/or supervises the elaboration of the design and/or spatial advice with regard to the preparation of the technical aspects, and the realisation in relation to the entirety of the design.
			Works under supervision on (components of) aesthetic control with regard to the detailed elaboration of the technical aspects in relation to the entirety.	Works independently and/or with others on aesthetic control with regard to the detailed elaboration of the technical aspects in relation to the entirety.	Performs independently and/or supervises the aesthetic control with regard to the detailed elaboration of technical aspects in relation to the entirety of the design.
			Outlines the responsibilities and communication processes with regard to the management.	Outlines the responsibilities and communication processes with regard to the management.	Shows he possesses the correct and adequate knowledge with regard to the management and the related responsibilities.
		Learning outcomes professional experience products	Practical documents with one's own products and descriptions of one's own experiences with regard to supervised preparation and supervising the realisation of smaller and/or parts of designs. Examples of products and descriptions: - Jointly (directing) production of construction plans and/or technical planning documents under supervision. - Jointly checking construction plans and/or planning and realisation documents under supervision. - products which demonstrate the communication and collaboration with involved parties during the execution or implementation such as correspondence, reports etc. - description of involvement in aesthetic control. - descriptions with regard to the knowledge obtained in the field of management and/or the implementation of designs.	Practical documents with one's own products and descriptions of one's own experiences with regard to supervised preparation and supervising the realisation of smaller and/or parts of designs or supervised preparation and supervising the realisation of larger, more complex designs. Examples of products and descriptions: - Leading of projects independently or under supervision. - (directing) production of construction plans and/or technical planning documents independently or under supervision. - Checking construction plans and/or planning and realisation documents independently or under supervision. - products which demonstrate the communication and collaboration with involved parties during the execution or implementation such as correspondence, reports etc. - description of involvement in aesthetic control. - descriptions with regard to the knowledge obtained in the field of management and/or the implementation of designs.	Practical documents with one's own products and descriptions of one's own experiences with regard to independent preparation and supervising the realisation of designs. Examples of products and descriptions: - Leading projects independently. - independent (directing) production of construction plans and/or technical planning documents. - independently checking construction plans and/or planning and realisation documents. - products which demonstrate the communication and collaboration with involved parties during the execution or implementation such as correspondence, reports etc. - description of involvement in aesthetic control. - descriptions with regard to the knowledge obtained in the field of management and/or the implementation of designs.