

The
External Curriculum
concerning professional experience as a component of the study programmes at the
Academies of Architecture

AMSTERDAM, ARNHEM, GRONINGEN, MAASTRICHT, ROTTERDAM, TILBURG

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1 General

1.1 Introduction

The six Academies of Architecture (Amsterdam, Arnhem, Groningen, Maastricht, Rotterdam and Tilburg) have applied the memorandum *Buitenschools Curriculum Academies van Bouwkunst* (External Curriculum Academies of Architecture) written in 2003 as a framework for the professional experience incorporated in the study programme. This memorandum reflects the shared vision of the Academies on the significance of the external curriculum to the education of the Academies of Architecture, the content and the structure.

On the grounds of the amended Academic Titles (Architects) Act (*Wet op de Architecten Titel*, WAT) effective as of 1 January 2011, every student who graduates in the Netherlands after 31 December 2014 in the field of architecture, urban planning, garden and landscape architecture and interior architecture, is required to complete a two-year period of professional experience, before they can be registered in the Dutch register of architects.

Article 12e, paragraph 2 of the WAT instructs the Architects Registration Bureau (*Bureau Architectenregister*, BA) to determine regulations with regards to the two-year professional experience period. The BA implements this statutory task with the *Regeling Beroepservaringsperiode* (Professional Experience Period Regulation, published in December 2012).

The situation for graduates of the Academies of Architecture has been particularised by the legislature in article 12d, paragraph 3 of the Act. This section stipulates that the BA can grant exemption from the two-year professional experience period if the external curriculum of the study programme of the Academy of Architecture is comparable in terms of structure and content to that which is specified in the Professional Experience Period Regulation.

For the *Landelijk Overleg Bouwkunst Onderwijs* (National Consultation Architectural Education, LOBO), the sectoral consultation of the Netherlands Association of Universities of Applied Sciences for the six Academies of Architecture, this has been cause to assign a working group consisting of Nico van Bockhooven (Amsterdam), Ko Jacobs (Arnhem), Gert ter Haar (Groningen) and Robert von der Nahmer (Rotterdam) with the task of reformulating the terms of the external curriculum, in order to guarantee similarity in terms of structure and content between the external curriculum and the professional experience period. The exit qualifications specified in the Professional Experience Period Regulation, which were drawn up by the BA in close consultation with the professions, constituted the formulation framework for this. The reason for the reformulation is because the external curriculum is a component of the study programmes within the *concurrent-formule* (concurrent format) and is, as such, expressed in educational terms.

1.2 Definitions and terms

In this document, the following terms are understood to mean:

- a. WAT or Act: Academic Titles (Architects) Act.
- b. Register: Dutch register of architects as referred to in article 2 of the Act.
- c. Architects Registration Bureau (BA): as referred to in article 2a of the Act.
- d. Architect: registered as such in the register as an architect, urban planner, garden and landscape architect or interior architect. This can also cover a registration elsewhere in Europe, as long as it concerns a diploma recognised by the EU.
- e. Professional Experience Period (*Beroepservaringsperiode*, BEP): period as referred to in article 12e of the Act.
- f. Student: person who is registered at one of the Academies of Architecture.
- g. Professional experience coordinator: affiliated with the study programme and responsible for the proper implementation of the external curriculum. He/she follows a cohort of students for the duration of their studies. In addition, he/she can also have a supervisory or advisory role with regard to a student, though mostly as a supplement to a supervisor or mentor of the student (see also 3.5.).
- h. Internal counsellor: The direct supervisor at the university office or in the organisation, responsible for the supervision of a studying employee of the academy.
- i. Mentor: architect, urban planner or landscape architect, who, as is evident from their registration in the register (in the Netherlands or elsewhere in the EU), has been active professionally for at least three years in the discipline of the student in question, and under whose supervision the candidate completes the external curriculum.
- j. Professional experience modules: training, courses and other sessions related to the exit qualifications of the external curriculum.
- k. Practical documents: Documents in which a student reports on their professional experience by means of the learning outcome/products of professional experience (for example, a portfolio of work carried out, reports etc.) as mentioned in the appendix.

- I. For the sake of convenience, the text is written in the masculine form. He and his can also be interpreted as she and her.

1.3 Short History

This memorandum is a next step in the development of the more explicit educational formulation of the external curriculum of the Academies of Architecture as a component of the study programmes, which has already taken more than 10 years. The academies have always insisted the students should be active in a relevant professional practice as part of the complete study programme. However, changes in work and educational practices have to a large degree given rise to the more precise organisation, management, testing and assessment of this component of the study programmes.

In 2004, the previous External Curriculum Memorandum was presented to Chief Government Architect Jo Coenen. As president of the review committee which visited all Master's programmes in 2001, he was a great advocate of an explicitly and educationally formulated curriculum. As a result, the development of the curriculum, which was initiated in the years prior to the review, received a strong new impulse.

In 2007, an assessment committee, commissioned by Chief Government Architect Mels Crouwel, assessed the execution and the realised final level of the external curriculum. The outcome stated that students of the Academies of Architecture can justifiably register themselves in the Register of Architects and meet the basic qualifications recorded in the *Nadere Regeling* (Further Regulations), part of the Academic Titles (Architects) Act.

After the revision of the Academic Titles (Architects) Act (WAT) in 2011, to which the requirement of a two-year qualified professional experience period was added to be eligible for registration, the Academies of Architecture consulted with the transformed Architects Registration Bureau about the Professional Experience Period Regulation and the corresponding exit qualifications. The Academies of Architecture worked on a reformulation of the external curriculum, partly based on this consultation.

The reformulation of the external curriculum has led to the present Memorandum, which, for the Academies of Architecture, is the consolidated foundation of the external curriculum processes within their Master's programmes.

1.4 Basic principles of concurrent education

The study programmes of the Academies of Architecture are characterised by the interconnectedness of study and work in the professional practice. For that reason, the study programme has a curriculum consisting of an external and an internal curriculum. The internal part is the education the student receives at the Academy of Architecture. The professional experience consists of the work activities a student carries out in the professional practice, insofar as relevant to his study as an architect, urban planner or landscape architect. The way in which study and professional practice jointly make up a fully-fledged study programme is referred to as concurrent education. The Academies of Architecture attach great value to professional experience, resulting in the fact that a student can obtain half of the total amount of credits through it. In order to be awarded a degree, 120 credits for both the external curriculum and the internal curriculum must be obtained, expressed in ECTS (European Credit Transfer and Accumulation System). One ECTS represents 28 study load hours (SBU) or 28 full hours. In the meantime, this interest in the entire professional group has been enshrined in the Academic Titles (Architects) Act and as of 1 January 2015 professional experience is mandatory for registration in the register.

The concurrent formula is essential to the training to become an architect, urban planner or landscape architect at the Academies of Architecture. Simultaneously studying and working in the field offers the student experience and learning opportunities essential to his professional formation. Through professional practice, students broaden and deepen the knowledge and skills acquired during the Bachelor's study programme and obtain knowledge and skills in aspects of the profession otherwise unachievable (or only indirectly) with an internal curriculum.

The combination of study and work also broadens the student's insight into their discipline and their own development, since the practical experience enables students to assess the relevance of the study and conversely the study offers students a critical view on the quality of their work and their working environment. Reflecting on both, the student is continually faced with a double question: 'How can my study benefit my professional practice and how can my professional practice benefit my study?' As a component of the study, this reflection leads to a concrete deepening of the professional formation of the individual student.

Finally, the simultaneity of work and study means that the development of the students is usually quick and intensive.

It is a conscious choice of the Academies to have the students be responsible for their professional practice. The study offers student a substantive framework, but within that framework they are responsible for the quality of the professional experience, their own developments with regards to the subject and profession, and creating an optimal interplay between the internal and external curriculum. The Academies safeguard the quality of the external curriculum through testing and assessment.

The emphasis on autonomy makes it clear that the Academies of Architecture consider their students to be starting professionals and also wants to address them as such. In addition to that, the professional experience of a student is in part determined by and dependant upon the individual career and the aspired differentiation within the frameworks of the professional practice and the exit qualifications of the study programme. The quality of the development is determined by the extent to which the students are willing to commit to it and take responsibility for it. The structure of the external curriculum stimulates this (study) attitude. Students who are capable of doing so, demonstrate that they possess the self-management skills that can be expected of a Master's graduate.

The emphasis on self-management also has everything to do with the diversity of the professional practice. Students' work situations vary greatly and sometimes have very different learning pathways. The Academies respect this diversity by using the development of the student as a basic principle when elaborating on the professional experience. Within the limits of the entry and exit qualifications of the professional experience, the student can indicate what his learning needs are and thus significantly shape his future as an architect, urban planner or landscape architect.

With the concurrent model, the Academies consciously choose to integrate study and the acquisition of professional experience. This enables a continual reflection on the form and content of the professional experience, both within and outside the study programme. The combination of study and work and the interplay between both provide an inspiring and stimulating form of education, which the Academies regard as one of the core qualities of the study programmes.

1.5 Level of the study programmes

The level of the Master's programme of the Academies of Architecture is included in the combination of requirements laid down in the Academic Titles (Architects) Act (WAT) and in the Higher Education and Research Act (WHW, article 7.3.a). The professional requirements are specified in the *WAT*, the *WHW* specifies the ways in which the diplomas of the study programmes must meet general, internationally accepted descriptions of a Master's degree. These are the frameworks applicable to the composition and implementation of the external curriculum.

Objective and content of the external curriculum

2.1 Statutory framework

To be recognised as Architecture and Urban Design study programmes at a European level, the Academies of Architecture must meet the Architects Directive, originally established by the Council of the European Communities in 1985 and included in the guidelines concerning the recognition of professional qualifications in 2006 (2005/36/EG). These guidelines were recently consolidated: 2013/55/EU. In the Netherlands, these guidelines are further elaborated on in the *Nadere regeling inrichting opleidingen architect, stedenbouwkundige en interieurarchitect* (Further regulations on the structure of study programmes for architects, urban planners and interior architects). These regulations contain thirteen requirements that graduates of both the Architecture and Urban Planning study programmes have to meet, that is to say exit qualifications. For the Landscape Architecture study programme, the eleven requirements apply as recorded in the *Nadere regeling inrichting opleidingen tuin en landschapsarchitecten* (Further regulations on the structure of study programmes for garden and landscape architects) of the Dutch Ministry of Agriculture, Nature Management and Fisheries.

These statutory exit qualifications were applied as a basic principle in the establishment of the current curricula of the Academies of Architecture. A decision has been made on which of these exit qualifications should primarily be applied to the internal curriculum and which should primarily be applied to the external curriculum and which should be applied to both. Some of the exit qualifications must have already (partly) been obtained in the approved prior education. Considering the broad formulation of the exit qualifications, the Academies of Architecture have jointly developed them into specific learning objectives, learning outcomes, levels and level indicators. Please see the outline appended to this memorandum for this.

2.2 Objective, requirements and conditions

During the study programme, the student must work at a workplace relevant to the study. Students of architecture usually find relevant work at an architectural firm, students of Urban Planning usually find work at an urban planning firm or at an urban planning agency, and students of Landscape Architecture usually find work at a landscape architecture firm or at an agency carrying out relevant landscape architecture design work. Combining the study with one's own firm is only allowed under certain conditions. (see also 3.3).

The work place and/or situation of a student should offer the conditions necessary to acquire knowledge with all facets of the planning and execution or implementation process: assignment, design, project and/or construction preparation, execution or implementation and general affairs such as law and regulations, organisation of the firm and collaboration, consulting, negotiating etc. With regard to professional experience, it concerns initiating, developing, analysing and interpreting knowledge, insights and skills applied to behaviour and attitude suitable to the situation, including the accompanying responsibilities. Professional activities performed during the study programme should count as a prelude to the next level of professional practice. The professional experience during the study programme should lead to the student upon graduation possessing the knowledge, the insight and the skills described in the relevant exit qualifications for the disciplines of architecture, urban planning, garden and landscape architecture.

The exit qualifications mentioned herein are equal to the exit qualifications described in the *Regeling Beroepservaringperiode* (Professional Experience Period Regulation). Within the framework of the WHW (Higher Education and Research Act), the Academies safeguard the external curriculum as an educational component of the study and the exit qualifications are defined as testable learning outcomes. That is to say, descriptions of what a student is expected to know (knowledge), to understand (insight) and/or can demonstrate (skill) after completion of the study programme. These learning outcomes are consequently clustered as exit qualifications in a group of eight integrated professional qualifications.

In order to ensure that the student possesses the knowledge, insights and skills described in the exit qualifications, he or she must obtain a minimum of 840 hours of experience in the design and realisation process during his or her four-year study, under the supervision of the professional experience coordinator, who supervises and safeguards the long term development of the student, and the direct supervisor at work and/or mentor. This amounts to a minimum of 3360 hours of professional experience for the duration of the study.

The student is responsible for the choice of the mentor and the quality of the supervision at the workplace by the supervisor under whose supervision he or she works (see paragraph 3.3 and 3.5). The professional experience coordinator monitors the development for the duration of his or her study programme.

If the student is not able to acquire the necessary knowledge, insights or skills in some of the study components, the student can, where necessary, do professional experience modules in some components.

The student who receives a degree from the Academies of Architecture, has shown they meet the exit qualifications as described in the *Regeling Beroepservaringperiode* (Professional Experience Period Regulation) for the architecture, urban planning, or garden and landscape architecture disciplines and can register in the relevant professional register after graduation.

2.3 Result of external curriculum

The exit qualifications lend a focus to the knowledge, skills and insights acquired in the professional practice. Through the learning outcomes, the student demonstrates he has acquired the necessary knowledge, insights and skills, and can adequately apply them to the design practice in combination with each other. The learning results are documented during the study programme by means of building up a dossier (see appendix 1).

2.4 Interplay and connection between the external and internal curriculum

In their interconnectedness, the external and internal curriculum can be regarded as two relatively independent, complementary and reinforcing learning and experience pathways of the study programme.

From the perspective of the student, there will be a clear separation between study and work at the start of the study. Work practice and study activities will come together during the course of the study programme and the mutual coherence will become more evident.

Though the student is in the first instance responsible for the fruitful and mutual influencing of the professional experience and the study, they will be supported in this. Aside from monitoring by the professional experience

coordinator (see paragraph 3.3 and 3.5), support is also offered in the framework of the internal curriculum. Attention is paid in various ways to (the reflection on) the connection between study and professional experience. The methods vary per Academy, but what these activities have in common is the stimulation of students in developing their own view of and learning to take their own position in practice, as well as making a connection between the study at the Academy and the study in practice.

2.5. Stages in achieving exit qualifications

The way in which a student develops in the practice will vary per individual. This depends upon various factors, for instance, the entry level, interests, dedication and ambition of a student, as much as the nature of the work, the quality of the work environment and the opportunities a student is offered. In order to provide guidance during the study programme to the students, employers, evaluators and the academies when assessing and evaluating the interim development, three levels are indicated in the appendix:

1. Beginner.
2. Advanced.
3. Newly qualified.

The levels described enable the students and the evaluators to assess during the study where the student ranks in relation to the required newly qualified level.

During the four years, there has to be a noticeable development in the practical work of the student with regard to the points described in paragraph 2.3 under learning outcomes. In the practical documents, the student offers insight into his development (levels), which is intended for himself, his mentor or an external mentor in the case of a personal practice, the evaluators and the professional experience coordinator.

The freedom of the student and the emphasis on individual learning questions should not lead to a lack of commitment. For this reason, every student is expected to be able to state why his intended line of development will provide the necessary knowledge, skills and insights, and why these will meet a sufficient standard, as well as demonstrating that they will be obtained within the allotted study time. The student records this in a *Verslag studie & beroepspraktijk* (Study & professional practice report) [see paragraph 3.6 Reporting procedure and assessment] and discusses this annually with the professional experience coordinator and/or evaluators.

2.6 Testing, assessment and quality control

The external curriculum will be assessed separately as well as in the framework of the entire study programme and is therefore a subject of discussion throughout the entire process of supervision, direction and advice, testing and assessment. For the annual assessment of the professional practice, external critics are brought in, who are professionals in the relevant subject area of the study programme. They collectively (intersubjectively) test and assess the practical situation of the individual student, on the basis of the practical documents they have put together (consisting of their own products and experiences with regard to the professional qualifications/competencies, with special attention for reflection and examples) and a conversation with the student. The assessment will be documented by way of an assessment form. The evaluators also give the student advice on continuation of the study programme. During the assessment process, the professional experience coordinator and/or one or two programme coordinators/heads of department can be involved.

External curriculum assessment criteria

The learning outcomes are the indicators on the basis of which there is a detailed assessment of which qualifications are being worked on and at which level. During the assessment, the other qualifications are taken into consideration (integral evaluation) and also which phase the study programme of the student concerned is in.

The learning outcomes, the test indicators (professional experience products) and the levels have been included in appendix 1. The following are also assessed:

- if and at which level a student has developed general insights in the whole study pathway;
- if the student can connect these insights with the career in the professional practice;
- if the student can indicate how he wants to structure the remaining study with his practice, what position is developed and what course components or career steps match it.

Transparency of the external curriculum assessment system

The professional experience exit qualifications of the Architect Registration Bureau (the exit qualifications) have been translated by the Academies into learning outcomes that have to be reached during the study programme. These learning outcomes have been specified as eight professional qualifications/competencies and divided into four general professional qualifications and four integrated professional qualifications connected with the professional

practice. The learning outcomes are described in the form of professional activities and products and are further developed into three levels and their corresponding indicators.

At the level of the individual academies, these learning outcomes have been included in the Teaching and Examination Regulations (OER) and/or the *Handleiding Buitenschools Curriculum* (External Curriculum Manual).

Quality control

In the new Dutch Higher Education and Research Act (WHW), effective as of 1 September 2010, the administrative and supervisory tasks are separated. It is the examinations board which determines whether the student meets the conditions set by Teaching and Examination Regulations (OER) with regards to the knowledge, insight and skills required to obtain a degree, and it is the Examinations Board which is responsible for safeguarding the quality of the examinations and final examinations. The University Board has been instructed to ensure the Examinations Board can function independently and professionally.

In addition, a number of obligatory committees have been included in the amended WHW, among which the board of studies and professional field committee. The board of studies is responsible, among other things, for advising the management on the contents of the OER and the way in which the OER is implemented. This board consists of a number of students per study programme, teachers and possibly a member of the professional field committee.

The professional field committee or the professional field advisory committee will provide the management with solicited and unsolicited advice in order to ensure the professional profiles optimally match the corresponding study profiles. This committee consists of members who have insight in the developments of one or more professional fields in which the institution provides study programmes. The committee also contributes by safeguarding the intended social impact.

The above-mentioned describes how quality control within the individual academies is arranged in a similar fashion. In addition to that, the academies are obligated to report any changes in the jointly composed External Curriculum to the Architect Registration Bureau (BA) as soon as they occur.

3. Structure of the external curriculum

3.1 General

A prerequisite for enrolment at an Academy of Architecture is that the student gains professional experience relevant to the study programme concerned at a workplace relevant to the study programme. In practice, three types of professional experience can be observed among students. These types can also be combined sometimes: the student works under contract for an employer, on the basis of freelance contracts for multiple employers, or has his own design practice (see also 3.3).

In all three situations, the practice should be structured in a way so the student can take responsibility for the quality of the work activities and the progress of his occupational and professional development.

The practical points of departure described in this chapter and rules regarding the structure of the external curriculum offer, along with the substantive framework of chapter 2, the student and the employer clarity on the expectation with regards to the professional experience component of the study programme.

3.2. Participants:

The student

- is responsible for the content and progress of his or her professional practice;
- arranges a workplace which meets the requirements the study programme has set for it;
- ensures a fruitful interaction between the external and internal curriculum;
- is responsible for obtaining the exit qualifications of the external curriculum (see appendix).

The study programme:

- formulates and safeguards the objective and the content of the external curriculum, which provides the framework within which the student shapes his professional experience as part of the study programme.
- formulates in this curriculum clear learning outcomes for the professional experience.
- sets clear requirements for the content of the work activities and the workplace of the students;

- offers adequate facilities (information, supervision, testing and assessment) by means of the curriculum to enable the student to make optimal use of the concurrent format;
- assesses, both in the interim period and at the conclusion of the programme, the professional experience and the development of the student by way of a valid and transparent assessment method;
- has a coordinator for the professional experience. See 3.5;
- consults directly with the employer concerned, where necessary, in the framework of support and/or supervision of a student.

The employer:

- is partly responsible for the quality and the content of the profession and the professional practice. In light of this, the academies address the employers on their shared responsibility for the education of starting professionals.
- is aware that the Academy of Architecture imposes conditions with respect to the professional experience of its students;
- is aware that he has an important role in creating the right conditions with regards to the work activities, the work environment and circumstances of the employee, who is also a student of the Academy of Architecture.
- offers a stimulating work environment and sufficient opportunities for development. It is also in the employer's interest for an employee to develop and exploit his potential and subsequently increase his significance to the firm.
- offers a work environment which is also a learning environment. This means that the employer enables the studying employee to perform work activities which contribute to their development into an effective professional or, as the case may be, designer;
- offers working conditions which enable the student to combine work and study. To reach a balanced relationship between study and work, it is assumed there will be a working week of a minimum of 20 hours and a maximum of 32 hours. Fridays are always made available for education at the academy.
- discusses with, and on the initiative of, the student to determine if the nature of the work activities and the potential for development are in accordance with the study requirements. This normally occurs in the regular performance and assessment reviews, as a part of the personnel policy of the organisation in question.

3.3. The workplace

The professional experience can be gained in (a combination of) three different ways:

1. work at a firm of architects or a reasonably comparable professional practice for an architecture student, at an urban planning firm or urban development agency for an urban planning student, and at a landscape architecture firm or at an agency where relevant landscape architectural design is performed for a landscape architecture student.
2. work on a freelance basis for multiple employers within the discipline the student studies.
3. combining the study with one's own practice or company is allowed under certain conditions. The condition is that the student indicates in advance in a written request what work activities he performs, substantiates how much time he spends on these work activities, what professional qualifications are being developed, and who his external mentor is that will supervise these work activities. In addition, he will explain why the work situation meets the requirements the Academy has set in terms of quality. After the approval of the study programme, the student can include this practice and professional experience in the practical documents to be assessed.

Regardless of whether the student works as an employee, or on a freelance basis or has his own practice, the expectation with regard to the work situation is that:

- designs are made and realised, and that the student is actively supervised in his work activities by a at least one designer (the supervisor, the mentor, or the external mentor in the case of a personal practice);
- there is a stimulating and challenging work environment with sufficient conditions for the student to develop into an effective professional (designer);
- the infrastructure is of a sufficient quality: availability of professional literature, documentation on legislation and materials, possibility to discuss the profession etc.;
- it enables the student, in the course of the study, to be exposed to all parts of the process and to gain insight into the interrelation between the various parts of the process: from the initiation stage and the various distinctive design phases up to completion.

The professional experience coordinator can, on the basis of the points above and the substantive quality of the external curriculum, come to the conclusion that a student's workplace does not offer the correct facilities and/or conditions to gain the required professional experience. Varying factors such as the nature and size of the firm, the

nature and size of the project portfolio, the economic situation and time pressure can temporarily or structurally limit the possibilities of the development of employees. The academies sympathise with this of course, but they cannot make the study requirements subordinate to this. In that case, the professional experience coordinator may advise a student to gain professional experience in another way. That could mean that the student is advised to consult with the employer, to find another work situation or, if the student has his own practice and/or works as a freelancer, to find work with an employer.

If the professional experience coordinator urgently advises a student, in connection with the possible withholding of study credits, to change his workplace, a period will be agreed in collective consultation which can be considered as reasonable by all parties involved. That advice is not non-committal. Not following the advice can lead to the professional experience being assessed as insufficient and credits subsequently not being awarded.

3.4. Credits

- A student can receive a nominal 30 ECTS for the professional experience per academic year. In accordance with the study load standardisation, this is equivalent to 840 study load hours which have been assessed as sufficient. This amounts to 42 weeks of 20 hours. That is 3,360 hours of professional experience that has been assessed as sufficient for the entire study programme.
- Awarding the credits is based on testing and assessment of the number of hours worked, the degree of development of the student and the professional qualifications achieved.

3.5. Supervision

During the entire study programme, the developments in the external and internal curriculum are followed in a process of supervision, guidance, advice, testing and assessment. This takes place during the (end-of-year) examinations, assessments of the professional experience, progress interviews and annual progress reviews (to assess if the student can progress to the next study phase), and during any possible visits to firms or agencies. In the (organisation of the) supervision of the external curriculum, the coordinator's professional experience plays a central role. In addition to that there is an '*External curriculum manual*', for the students, which informs them about the external curriculum but also offers a point of reference in order to monitor their own development in the professional practice.

Career counselling means determining how much guidance is needed and having an eye for differences in development. The basic principle behind this is that the responsibility to learn lies with the student. During the career counselling, the focus is on the student's 'self-navigation': meta-communication about tackling problems, pointing out the consequences of behaviour and reflecting on the approach and the procedure; not immediately coming up with solutions, but continuing to ask questions. It also involves providing tailor-made solutions and having an eye for differences in learning styles, learning pace and adjusting the guidance accordingly. In order to teach students to monitor themselves, they are stimulated to find strategies through which they can fully show off their strengths and not founder on account of their weaknesses. This is predominantly (but not exclusively) the job of the career coaching system, which is part of the education offered by the academies over the years, and relates to work and study and the increasing interconnectedness between them.

Professional experience coordinator

The professional experience coordinator is the main person responsible for the external curriculum on behalf of the study programme, and plays a central role in the supervision and support of the students during the study programme. The coordinator maintains contact with the students, the work field, individual employers, and with the programme coordinators or heads of department. The coordinator monitors the progress of the students, stimulates them and ensures the assessment of the quantitative and qualitative aspects of the professional experience, and offers support in the event of any possible interruptions in progress.

Mentor

Students search for a mentor to supervise them in actual practice. This can be an employee of the firm where they work. The mentor supervises the student in their practical situation and acts as a contact person for the study programme. This mentor is himself/herself an architect, urban planner or landscape architect, active in the professional practice and has been registered for a minimum of three years in the Architect Register in the relevant discipline for which the student he/she supervises wants to register in the Architect Register. An inspiring, coaching and creative role is expected of the mentor.

Mediation

In addition to a supervisory role, the professional experience coordinator can also play a mediating role in the filling of job vacancies. In the event of conflicts in the work-study relationship, the professional experience coordinator can fulfil an advisory role with respect to students and employers.

3.6. Reporting procedure and assessment

The student keeps a record of the work that he does and presents a written and oral report on the quantity and quality of his professional experience at least once a year. This reporting procedure is an important tool for the academies to assess (in the interim period also) the nature of the practical activities, the practical situation and the individual development of a student both quantitatively and qualitatively.

Quantitative reporting procedure and assessment

Regarding the quantitative aspects of the professional experience, the student provides the following information by means of a practical forms:

- type of organisation;
- size of organisation;
- memberships of organisation;
- start and end dates of employment;
- type of employment (indefinite period, fixed-term, freelance, etc.)
- quantitative scope of professional experience
- position;
- tasks;
- work activities;
- degree of independence;
- degree of supervision;
- name and information mentor.

In addition, during the test and assessment times the student must provide structured information on the projects worked on, what the student has contributed to these projects and in which phase, any possible external parties they collaborated with, an hourly time sheet, and all other information necessary to gain an adequate impression of the development of the student in the professional experience. This portfolio, which the student will build up during the study programme, includes the following information:

- Personal details, such as name, address, degree programme, academic year, final date of update to documents
- Details of mentor;
- Practical assessments of previous years;
- Work experience, a practical form with quantitative information per year and per employer;
- Work carried out, an overview of all work per study year stating the following information:
 - name of the project;
 - role and responsibility of the student specified per project;
 - an hourly time sheet per project;

In addition, more detailed information of a number of projects will be documented, which mainly provides qualitative insight into the work carried out. This information, both textual and visual, should illustrate: the characteristics and (practical) information of the project, the role of the student in it, the phase(s) in which work was carried out (see appendix 1), an explanation and reflection of one's own work in relation to the professional qualifications (yet) to be obtained, and the relationship between the professional and study activities.

Students provide the information regarding workplaces at the start of each academic year and in the event of a change to their workplace/employer. The practical form must be filled out at the relevant assessment times and at the end of each academic year. Moreover, in the event of employment or freelance work, the practical form must be signed by the employer. In the case of one's own practice or business, the practical form needs to be signed by the external mentor, who is not the professional experience coordinator. In the event of not providing this information, the right to credits for the academic year concerned is forfeited. The quantitative testing will be carried out by the professional experience coordinator in cooperation with the coordinators/heads of the study programmes in question.

Qualitative reporting procedure and assessment

During the study programme, every student keeps a record of the work he carries out in the practical documents. The practical documents are a collection of materials and documents providing the student and the academies offering insight into the functioning, the progress made and the knowledge acquired, insights and skills (learning outcomes: 'proof of ability') in relation to the requirements of the study programme. The practical documents are development-oriented. There is no fixed form for the way in which the documents are collated. This can be determined by a format an academy employs, but it will also depend on the student's own choices and learning objectives.

In any case, the practical documents contain a report with a profile of the work situation, a description of one's own tasks and work, an evaluation of one's own development in the profession and the relationship between study and work. On the basis of the chosen (visual) material from the practical work, one's own role, tasks and responsibilities in the diverse processes is made clear.

The practical documents will be tested and assessed during progress interviews and annual progress reviews or inspections (examinations). The assessment is partly carried out by external evaluators (professionals from the three different disciplines architecture, urban planning and landscape architecture). All academies always involve external professionals from the relevant and, where applicable, related disciplines in the summative testing and assessments. In this way, the academies meet the requirements of the report *Vreemde ogen dwingen* (Fresh eyes for a different perspective), written by the *commissie externe validering examenkwaliteit hoger beroepsonderwijs* (external validation of examination quality in higher education committee), chaired by Prof. Jan Anthonie Bruijn, set up by the Netherlands Association of Universities of Applied Sciences (publication date May 2012).

Relationship between study/professional practice

During the study programme, the student will be asked each year to reflect on his professional practice in which all professional qualifications are discussed, the study and, in particular, the relationship the student has made between his own professional practice and study.

This reflection is also meant to line out a plan of attack (a personal development plan) for the continuation of the study programme, linked to the intended developments in the professional practice. This reflection will be discussed annually with the professional experience coordinator and/or external evaluators and is taken into consideration in the annual assessment.

3.7. Relationship between study programme and employers

Because an important part of the study programme takes place in the professional practice, it is of great importance to the academies to have good contact with the employers of the students. On the one hand, this concerns information provision and on the other hand, it concerns creating times at which employers can reflect on the adopted procedures of the study programme.

Visits to firms

The professional experience coordinator can visit the firm where a student works. These visits can, for example, be meant to assess the suitability of (the workspace within) the firm as a workplace for academy students. However, it is also possible during the visits to firms to further inform an employer about the study programme and the professional experience curriculum.

Employers meetings

Academies can organise a meeting to invite employers to get acquainted with the study programmes and to discuss their relevance to professional practice and conversely to give the employers the opportunity to discuss aspects of the practice and to involve them in the study programmes.

Invitations

Employers are actively invited to all relevant activities of the academies (lectures, presentations, exhibitions) and kept informed of all relevant developments in the programmes of the academies.

3.8. Relationship with general field of work

Professional field committee / professional field advice committee

These committees are involved in the evaluation of the external curriculum and give the academy both solicited and unsolicited advice on the quality of the professional experience in particular, and the study programme in general.

This committee is comprised of members who have insight into the developments of one or more professional fields in which the institution provides study programmes.

Provision of education

The academy's pool of teachers consists almost entirely of professionals. These teachers are selected by the academies based on the significance of their practice to the study programme. This implies that the people who are specifically asked to be teachers are those with knowledge of or those who work with a development which the academy deems significant to the professional practice. The few teachers who hold a permanent position, the staff members and the students also work in the professional practice. The Academy has access to a constant stream of information about relevant developments in the work field.

The external evaluators have also been selected from the professional field.

Contacts in the field of work

In addition to contacts via teachers, staff members and students, each of the academies holds structural consultations with various bodies relevant to the field of work. This does not only concern architectural and urban planning firms, but also cultural institutes.

3.9 Appeal procedure

Laid down in the Students' Charter or the Education and Examination Regulations (OER) of every study programme.