STUDY GUIDE 2021-2022

Amsterdam Academy
of Architecture

Study guide 2021-2022

Amsterdam Academy of Architecture

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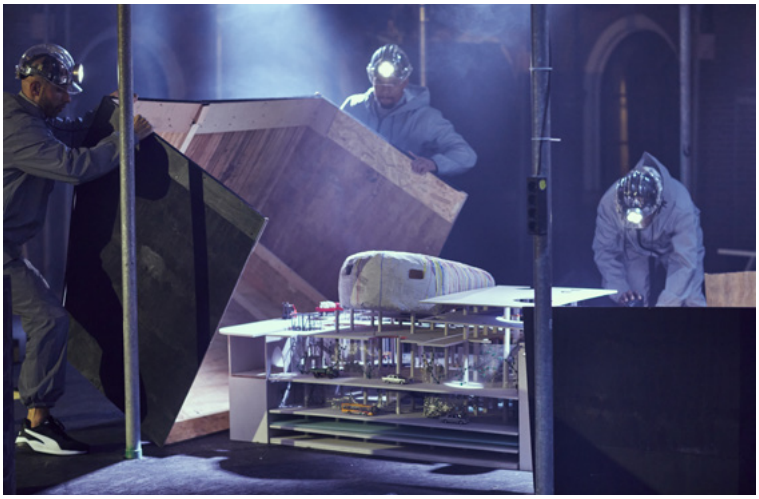

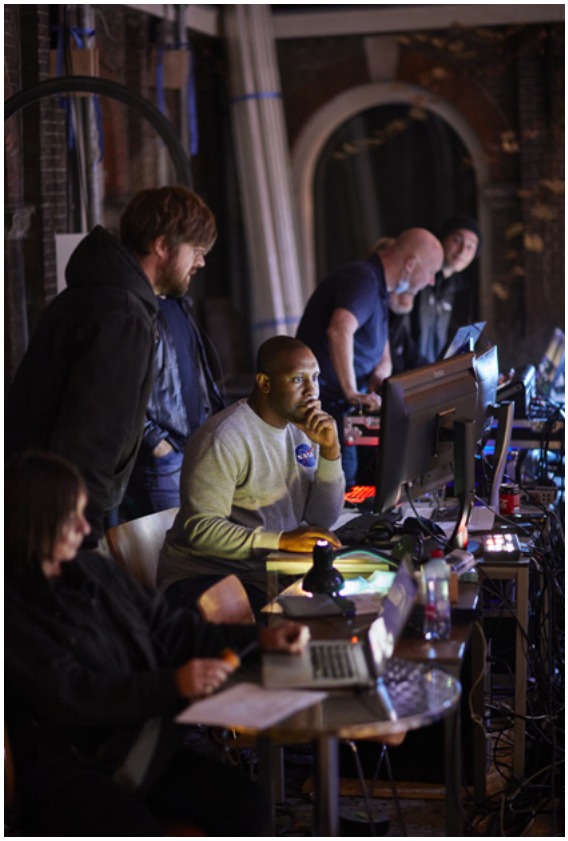

Foreword

The premises at Waterlooplein 211-213 are waiting for students and lecturers, after a year in which the classrooms sometimes stood empty for months at a time. We saw each other little at the Academy of Architecture. Chance encounters in the canteen and lunches under the chestnut tree in the inner courtyard had to make way for video meetings in Teams, where the enthusiasm and cheerfulness that so often characterises our Academy was framed in the outline of a computer screen. We expect that we will be able to see and speak with each other in person again much more often in the 2021-2022 academic year; that the building will come to life again as a result of the voices, laughter, thumping on the stairs, hammering in the workshop and the sound of ping-pong matches in the 'Omloop' area on a Friday afternoon.

That is why an annual theme was chosen when programming the education for the 2021-2022 academic year based on the idea and importance of rebuilding the community. The theme this year will be [R]evolution PLANET. More than 250 students from the Academy, from all three disciplines and from the first, second and third years, will place urgent spatial issues on the agenda through their projects, visions and ideas. All design assignments and locations within the curriculum will tie in with [R]evolution PLANET, and in addition to that the Academy is going to organise debates with designers from the different subject disciplines, professionals from other disciplines, politicians, policymakers, opinion makers, etcetera.

Designing a sustainable future is high on the agenda at the Academy. Subjects like energy transition, circular construction, climate adaptation, water storage, nature-inclusive building and the development of bio-based materials are at the centre of both the teaching and the research. Last academic year, 'the 1.5°C goal' was a key theme in the programming of the education and that line will be continued unabated.

A new academic year also means new students. A new batch of students have started; a batch that was admitted to the Master's programmes following an intensive selection procedure. A number of them have done the pre-master programme. The selection process has been intensified, as (online) interviews are conducted on the basis of a portfolio and motivation letter with all prospective students who may be suitable. A few hundred files are examined. A number of rounds,

including those with admission interviews, ultimately leads to a list with names of new first-year Architecture, Urbanism and Landscape Architecture Master's students, as well as a list with names of Architecture & Technology and Urbanism & Landscape Architecture pre-master students.

The interest in the interdisciplinary education (Architecture, Urbanism and Landscape Architecture) proved to be great once again this year, which applied to both Dutch and foreign applicants. The possibility to combine study and work (the concurrent educational model) appeals to many people and the percentage of foreign students has grown from 18 per cent to 35 per cent in recent years. As a result of the growing number of foreign students, the Academy is also a place where an increasing number of different nationalities come together; where students and lecturers from a wide range of cultural backgrounds collaborate and learn from each other. The Academy strives towards an inclusive learning and working environment, which forms the basis for quality, new ideas and creativity. In that inclusive environment, everyone can be completely themselves. Students, lecturers and employees must feel welcome and seen, and be given the space to develop their talents.

Education will be organised offline this academic year. We expect that if circumstances permit, we will be able and allowed to be together. One exception to this will be (some of) the lecture series, because the online lectures were viewed as positive by many people last academic year. Nevertheless, we are taking into account that if the measures are tightened once again, hybrid learning (offline/online) will be offered, which is the last thing we're hoping for of course.

A lot of teaching, researching, learning, drawing, writing, making, building, discussing, organising and exhibiting takes place at the Academy of Architecture. There is a lot to do in the coming academic year, the theme of which will be [R]evolution PLANET.

Therefore: welcome and welcome back to the Academy for the 2021-2022 academic year!

On behalf of all employees of the Academy of Architecture,

Madeleine Maaskant
Director

General

1 POSITION AND COURSE

1.1 Position

The Amsterdam Academy of Architecture trains spatial designers: architects, urbanists and landscape architects. Enthusiastic professionals with their own signature, who are leading the way in the Netherlands and abroad.

'What kind of designer would you like to become?' Every student who starts at the Academy of Architecture is continually asked that question. The student formulates the answer himself/herself in the years that he or she simultaneously works and studies. The Academy of Architecture therefore offers plenty of room to experiment, produce and to reflect. The study programme – in the heart of Amsterdam – is a laboratory and workplace in one.

Students of the Academy of Architecture are taught to make spatial designs within a professional context and to be aware of traditions and trends to which they relate. It is the role of the Academy of Architecture to instil this professionalism into students, to open their eyes, to teach them to look, and to enable them to visit and experience the classics. Students also learn about the history of the disciplines, so that they understand the context within which they will later take up a position as professionals with their spatial designs. It is the task of the Academy to show students the difference between the skill and the art of architecture.

In this way, the professionalism, and the creative and research capacity, is shaped within a borderless community of lecturers, peers and professionals from other disciplines. Answers to the urgent spatial assignments of these times and the future, both in the Netherlands and over the border, are researched together: spatial assignments in which innovation, technological developments, social changes and sustainability play a major role.

The Academy of Architecture offers a small-scale learning environment for and by (international) designers, where interdisciplinary education is offered and where the development and training of the individual student is the key focus. We do this together with the employers who are the co-trainers of the students in the concurrent educational model (the combination of studying and working).

1.2 Course

The Amsterdam Academy of Architecture is a leading international study programme for spatial designers. It positions itself as a Dutch study programme that operates within an international context. It chooses this position based on the conviction that Dutch design has something to offer the outside world, and conversely that it is necessary to permanently assess one's own views and define them once again based on the broader perspective of global developments and opinions.

The Academy of Architecture chooses to change its heads of department every four years (with a possible extra term of 2 years) and to work with (guest) lecturers on a freelance basis. All guest lecturers (approximately 350 per year) have distinguished themselves in the practice of design and research. In this way, the Academy can continually measure its profile against the developments in the spatial disciplines and the field of work. The Academy is therefore a meeting place in the classical sense of the word, a network where ideas are exchanged, knowledge and experience are passed on and where work is carried out on the most topical assignments, commissioned by or in cooperation with partners in the field of work, with whom collaborations are also entered into. We want to create a culture at the Academy in which each student, lecturers and employee feels at home, safe and respected, and where differences are valued.

As a result of the growing number of foreign students, the Academy is also a place where an increasing number of different nationalities come together, where students and lecturers from diverse cultural backgrounds collaborate and learn from each other. The Academy aims to be an inclusive school: the reason why internationalisation, and all that involves, is high on the agenda.

Good spatial designers possess the knowledge and have a command of the research methods and techniques that are relevant to the professional practice. The Academy offers design-based research in the curriculum; as a form of exploratory and future-oriented research in which the ability to design spatially is used as research instrument.

The Academy also offers space to experiment with new technologies and materials in the field of education (including Virtual Reality Lab, use of drones, development of bio-based materials) based on its commitment to provide a new generation of designers with skills that they will need in the future professional practice.

2 ORGANISATION

2.1 The Academy of Architecture

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

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2.2 Amsterdam University of the Arts

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

The other faculties within the AHK are:

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

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

2.3 Organisation AHK

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

2.4 AHK Service Bureau

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

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

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

2.5 Board of studies

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

2.6 Education manager

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

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

The education manager regularly consults the heads of department.

2.7 Study adviser

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

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

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

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

2.8 Professional experience coordinator

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

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

2.9 The examination board

2.9.1 Role of the examination board

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

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

2.9.2 When to contact the examination board

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

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

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

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

2.9.3 How to contact the examination board

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

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

2.9.4 Composition of the examination board

- Arjan Klok (chairman), guest lecturer in Urbanism at the Academy of Architecture.
- Peter Defesche (lecturer member), guest lecturer in Architecture at the Academy of Architecture

- Wim Voogt (lecturer member), guest lecturer in Landscape Architecture at the Academy of Architecture
- Fien Bloemen (external member, SKE-certified) chairwoman of the Academy of Theatre and Dance examination committee
- Irene Noordkamp (official secretary), member of the student secretariat at the Academy of Architecture

2.10 Participation in decision-making

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

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

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

- Robbertjan van Veen – student
- Lorena Navarrete Pinzon – student
- Phuong Đào – student
- David Keuning – employee
- Paul Kuipers – lecturer
- Wouter Kroeze – lecturer

2.11 AHK confidential advisers and Code of Conduct for Public Safety

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

For information about confidential advisers, please see https://www.ahk.nl/en/facilities/student-affairs/student-health-wellbeing/confidential-advisers/

The study adviser at the Academy of Architecture can refer students to confidential advisers at the AHK. If you would prefer to speak to someone who is not connected with the AHK, you can contact the confidential adviser at the occupational health and safety service of the AHK, HumanCapitalCare: https://www.humancapitalcare.nl.

For the Code of Conduct for Public Safety and the Complaints Procedure regarding (sexual) harassment and aggression, please see: https://www.ahk.nl/en/facilities/student-affairs/student-health-wellbeing/public-safety/

2.12 Academy of Architecture employees

Director	Madeleine Maaskant	*madeleine.maaskant@ahk.nl*
Heads of Department	Jan-Richard Kikkert (architecture)	*jan-richard.kikkert@ahk.nl*
	Markus Appenzeller (urbanism)	*markus.appenzeller@ahk.nl*
	Hanneke Kijne (landscape architecture)	*hanneke.kijne@ahk.nl*
Education manager	Henri Snel	*henri.snel@ahk.nl*
Study adviser/ International affairs	Mildred van der Zwan	*mildred.vanderzwan@ahk.nl*
Professional experience coordinator	Nico van Bockhooven	*nico.vanbockhooven@ahk.nl*
Professors	Peter van Assche (architecture)	*peter.vanassche@ahk.nl*
	Eric Frijters (urbanism)	*ef@fabrications.nl*
	Sven Stremke (landscape architecture)	*sven.stremke@ahk.nl*
	Gerjan Streng	*gerjan.streng@ahk.nl*
Research Fellows	Dirk Oudes Paolo Picchi	*dirk.oudes@ahk.nl* *paolo.picchi@ahk.nl*
Faculty manager	Joseefke Brabander	*joseefke.brabander@ahk.nl*
Policy officer	David Keuning	*david.keuning@ahk.nl*
Management assistants	Sanne Blok Mareke Geraedts	*sanne.blok@ahk.nl* *mareke.geraedts@ahk.nl*
Form Studies coordinator	Marlies Boterman	*marlies.boterman@ahk.nl*
Practical instructor model workshop	Martijn Troost	*martijn.troost@ahk.nl*
Practical instructors AHK MakerSpace	Bo Jansen Peter Schuitemaker	*bo.jansen@ahk.nl* *peter.schuitemaker@ahk.nl*
Student secretariat		*avb-studiesecretariaat@ahk.nl*
	Theo Peters Irene Noordkamp Jutta Gabrowski Joëlle Goercharn	*theo.peters@ahk.nl* *irene.noordkamp@ahk.nl* *jutta.grabowski@ahk.nl* *joelle.goercharn@ahk.nl*
Finance	Marieke Marcus	*avb-finadmin@ahk.nl*
Communications and Public Relations	Julie Vegter	*julie.vegter@ahk.nl*
Library		*bouwkunst-bibliotheek@ahk.nl*
	Matty Gaikhorst Klaas de Jong	
Reception	Ineke van Vloten	*ineke.vanvloten@ahk.nl*
Caretaker's department		*kantine@bwk.ahk.nl*
	Henk van Raam Jeffrey van Groningen Siep Adema Gregory Jennie Jasja Arian Paul Huijsse Kirian Schreuders	

An overview of guest lecturers 2020-2021 can be found on page 67 in the Annual Newspaper: https://www.bouwkunst.ahk.nl/publicaties/publicatie/590/

3 STUDY SCHEDULE EDUCATIONAL CURRICULUM

year	semester	Internal curriculum			
		projects	research	morphology classes	lectures
1	1	P1a (AUL) * 4	O1 (AUL) 2	V1a (AUL) / T (A|UL) 1	C1a (AUL) 1
		P1b (A|U|L) 4		V1b (AUL) / T (A|UL) 1	C1b (AUL) 1
		Winter School 2			
	2	P2a (A|U|L) 4	O2a (A|U|L) 1	V2a (AUL) / T (A|UL) 1	C2a (AUL) 1
		P2b (AL|U) 4	O2b (AUL) 1	V2b (AUL) / T (A|UL) 1	C2b (AUL) 1
		Examination 1			
2	3	P3a (AUL) 4	O3a (AUL) 1	V3 (AUL) 2	C3/C5 (AUL|UL|A|U|L) 2
		P3b (A|U|L) 4	O3b (A|U|L) 1		
		Winter School 2			
	4	P4 (A|UL) 8	O4 (A) 3	O4a (UL) 1	C4/C6 (AUL) 2
				O4b (U|L) 2	
		Examination 2			
3	5	P5 (AUL) 8	O5 (AUL) 3		C3/C5 (AUL|UL|A|U|L) 2
			Clinic 1		
	6	P6 (A|U|L, UL) 8	O6 (ASL) 3		C4/C6 (AUL) 2
			Graduation clinic 1		
		Examination 3			
4	7	**Graduation** 30			
	8				
		Examination 4			

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

External curriculum

elective programme

professional experience

European Credits

Practice hours | Practice records

Assessment practice records 30

60

Examination 1

Practice hours | Practice records

Assessment practice records 30

60

Examination 2

Practice hours | Practice records

Practice module

Assessment practice records 30

60

3

Examination 3

Practice hours | Practice records

Practice module

Assessment practice records 30

60

Examination 4

240

3.1 Educational components

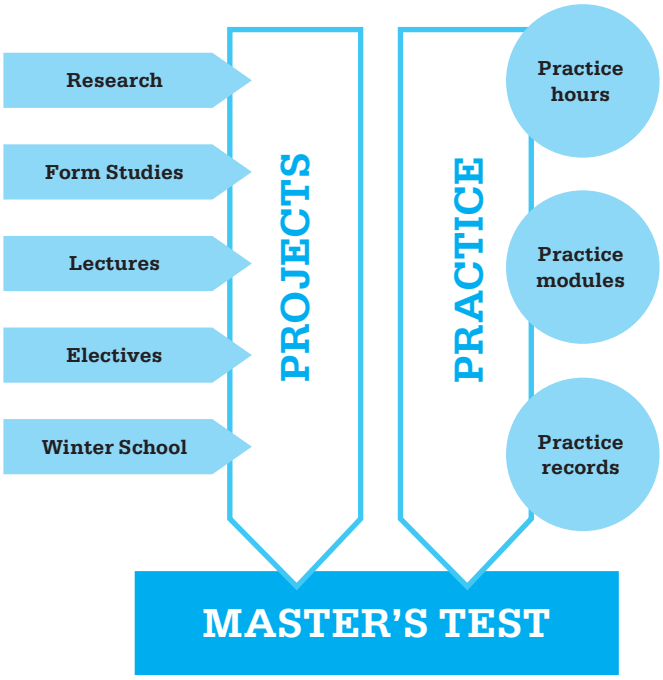
The three study programmes have the same structure. In the six teaching semesters prior to graduation, three forms of education are offered parallel to each other:

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

These three forms of education are supplemented with:

- Form Studies (V) in semesters 1 to 3
- Tools in semester 1 and 2
- the Winter School between semester 1 and 2, 3 and 4, 5 and 6
- the Clinic and Graduation Clinic in semester 5 and 6
- elements from the elective programme

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



3.1.1 Projects

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

3.1.2 Research

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

3.1.3 Lectures

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

3.1.4 Form Studies

Form Studies is an integral part of the first-year and second-year Master's programme in Architecture, Urbanism and Landscape Architecture, and one of the cornerstones off the study programme.

The different subject disciplines entail a difference in scale, approach and execution. The student is challenged to examine the space at all scale levels, whereby experimentation, engagement, craftsmanship, conceptual thinking, research are essential principles.

The Form Studies course is not only guided/inspired by physical or traditional visual manifestations. It is expressed in analogue, digital and virtual form or a combination hereof. The sequence of the programme begins with man and space, the physical, referred to as Body [SPACE], and ending in the virtual, Virtual [SPACE].

Experimentation plays a central role in Form Studies. Spatial insight, visual ability and conceptual thinking are continuously practised and questioned, in the course of which the development of one's own signature, the ability to establish mutual (cross-disciplinary) connections, and to develop a critical and independent attitude is necessary.

Reflection on and archiving of the research process of one's own development is an integral part of the programme.

Form Studies, with Form and Concept as theme, is the movement that seeks an integrated connection with the curriculum. Operating between, parallel to, across and beyond

existing disciplines is an enrichment of the thought and design process and is in line with trends in society and the professional practice.
Attendance at all Form Studies is compulsory.

3.1.5 Clinic

The learning objective of the clinic is to get rid of the shortcomings that were identified during the second year. It is important that after the second year, the student has a clearer picture of which aspects are strongly developed and which aspects will require extra attention during the third year of the study. The student can already work on this in the first half of the third year during the P5 and O5. During the clinic, an opportunity will be given to devote extra attention to a specific aspect. Numerous thematic clinics are offered, each of which deal with a specific aspect of the design process. Each student signs up for one of the clinics on the basis of personal motivation in consultation with his or her department head.

3.1.6 Graduation clinic

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

3.1.7 Winter School

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

3.1.8 Study at other schools

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

3.1.9 Language

The first language at the Academy is English. This means that Dutch students are expected to have both an active and passive command of Dutch and English. Candidates from non-English speaking countries both within and without the EU must be able to produce an IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) certificate with a satisfactory score. The TOEFL or IELTS certificate should be submitted together with the application documents. In the absence of certificate or in the case of an unsatisfactory score, the candidate cannot be enrolled as a student.

3.2 Elective programme

Students must obtain a total of four elective credits in the second and third year (4 European Credits, where 1 European Credit is equivalent to 28 hours). Before Examination 3 can be taken, the elective credits must have been obtained.
An elective programme will be drawn up for this purpose each year, which may consist of:

- Workshops
- 1·Lectures
- Excursions and study trips

- Personal Effectiveness seminars
- Presentation and Communication seminars
- Study at other schools

3.2.1 Workshops

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

3.2.2 1·Lectures

The 1·Lectures on Thursday evenings deal with thematic, topical subjects in the fields of architecture, urbanism and landscape architecture in the Netherlands and abroad. They are public lectures held in English, and are also open to interested parties from outside the Academy. In the first three years of the study, a total of eight lectures must be taken as elective credit on the basis of attendance. The lectures take place on a regular basis in the Hoge Zaal from 20:00 on Thursday evening. There is an attendance list. For an up-to-date programme, please see the website (www.bouwkunst.ahk.nl/en/education-projects/1lectures/).

3.2.3 Excursions and study trips

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

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

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

3.2.4 Personal Effectiveness seminars

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

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

3.2.5 Presentation and Communication seminars

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

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

3.2.6 Study at other schools

The Academy encourages study at other schools in the Netherlands and abroad. This can be within the context of elective credits or as part of the study. A maximum of one semester can be accepted as part of the study programme, with the exception of EMiLA where two semesters of a study programme are accepted.

3.3 Registering for and submitting educational components, and attendance

For a number of educational components, students are able to choose their assignments by means of a registration procedure. This concerns most design projects and Form Studies.

3.3.1 Place and manner of registration

- Registration for the first quarter takes place at the start of the academic year on the premises of the Academy of Architecture.
- The assignments which one can choose from can also be found on MyAHK under the tab Education (Onderwijs).
- At the start of the second, third and fourth quarter, registration is exclusively possible by means of a web form on MyAHK. All students will receive a link to this form via email. (www.myahk.nl)
- The student writes his or her name and specifies three preferences on the form.

3.3.2 Period of registration

- The registration begins approximately two weeks prior to the new study period (quarter or semester), with the exception of the first quarter. In the case of projects where visiting a foreign destination is part of the assignment, registration takes place further in advance.
- The registration period closes at 09:00 on the Monday morning prior to the new study period. The board of studies will put together the groups after this.

3.3.3 Granting of registration

- The board of studies will do its best to grant all preferences specified. However, this may not always be possible.
- In principle, it is not permitted to change project once the division into groups has been made. A change is only allowed following agreement of the head of department.
- In the event of failure to register, or in the event of specifying less than three preferences, the head of department will allocate the student to a group

3.3.4 Digital submission of results in MyWork, Teams and Miro

Students (first-year up to and including third-year students) are required to submit the documents digitally in MyWork after completing the educational components P (Projects) and O (Research) on the day of the annual examination by 18:00, before it is possible to participate in the annual examination. Whether the requested material has been submitted will be assessed before the annual examination is started. The instructions for submission will be announced to the student in a timely fashion.

During the academic year, all students (first-year up to and including third-year students) are required to upload their results in Teams/Miro after completion of a project or exercise by 18:00 on the day of assessment, so the work is available digitally for the assessing lecturer(s).

3.3.5 Attendance

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

4 EXTERNAL CURRICULUM: PROFESSIONAL EXPERIENCE

Acquiring relevant professional experience is part of the study programme at the Academy of Architecture. Practical work experience is gained simultaneously with the study: concurrent education. Generally speaking, this means that an architecture student will work at an architectural firm, an urbanism student will work at an urban design firm or urban planning department, and a landscape architecture student will work at a landscape architecture firm or in a department where relevant landscape design work is carried out. For the regulations for the structure of the study programmes to become an architect, urbanist and landscape architect, please see Articles 2, 5 and 8 of the Nadere regeling inrichting opleidingen architect, stedenbouwkundige, tuin- en landschapsarchitect en interieurarchitect (Further regulations on the structure of study programmes to become an architect, urbanist, garden and landscape architect, and interior architect): https://wetten.overheid.nl/BWBR0019763/2016-09-02

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

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

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

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

4.1 Legal frameworks

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

4.2 The workplace

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

- that designs are made and realised there and the student is actively supervised in his or her work by at least one designer (the mentor);

- that there is a stimulating and challenging work environment with sufficient conditions for the student to develop to become a professional practitioner (designer) capable of performing adequately;
- that the infrastructure is of a sufficient standard: availability of professional literature, documentation on regulations and materials, opportunity to discuss the profession, etc.;
- that it enables the student to come into contact with all elements of the process during the course of study and to gain insight into how those different elements of the process (from initiative to completion) are related to one another.

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

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

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

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

4.3 Practice modules

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

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

4.4 Professional experience practice records

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

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

The annual practice record includes the following information:

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

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

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

The Style Guide (Schrijfwijzer) for the practice records can be downloaded (PDF) via MyAHK: https://www.myahk.nl/web/academie-van-bouwkunst/intranet-avb/beroepservaring/praktijkdocumenten-beroepservaring

4.5 The professional experience mentor

Students find a mentor from the practice to supervise them during their professional experience. The mentor supervises the student while gaining professional experience situation and is also a contact person for the department. This mentor works himself/herself

as an architect, urbanist or landscape architect in the professional practice and has been listed in the Architects' Register for at least three years in the discipline for which the student who he/she is supervising wants to enrol in the Architects' Register. The mentor is expected to play an inspiring, coaching and creative role. Academy employees such as the professional experience coordinator and the heads of department cannot act as mentors. However, architects, landscape architects and urbanists who teach at the Academy can act as professional experience mentors.

4.6 Assessment and awarding of credits

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

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

4.7 Supervision

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

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

4.8 Progress interviews

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

4.9 Professional experience coordinator

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

4.10 Vacancies

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

4.11 Practice modules programme

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

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

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

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

The module is structured around the learning outcomes of the external curriculum. The professional qualification (competence) that is primarily brought up for discussion is organising, but cannot be seen separately from the professional qualifications positioning, interpersonal skills, communication, and entrepreneurship.

The module sketches a picture of the different ways in which architects, urbanists and landscape architects organise work processes. The module ties in with both the ambition of the students who would like to be self-employed, as well as students who are responsible, or made responsible, for project management within a firm.

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

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

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

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

Result An action plan in writing.

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

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

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

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

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

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

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

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

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

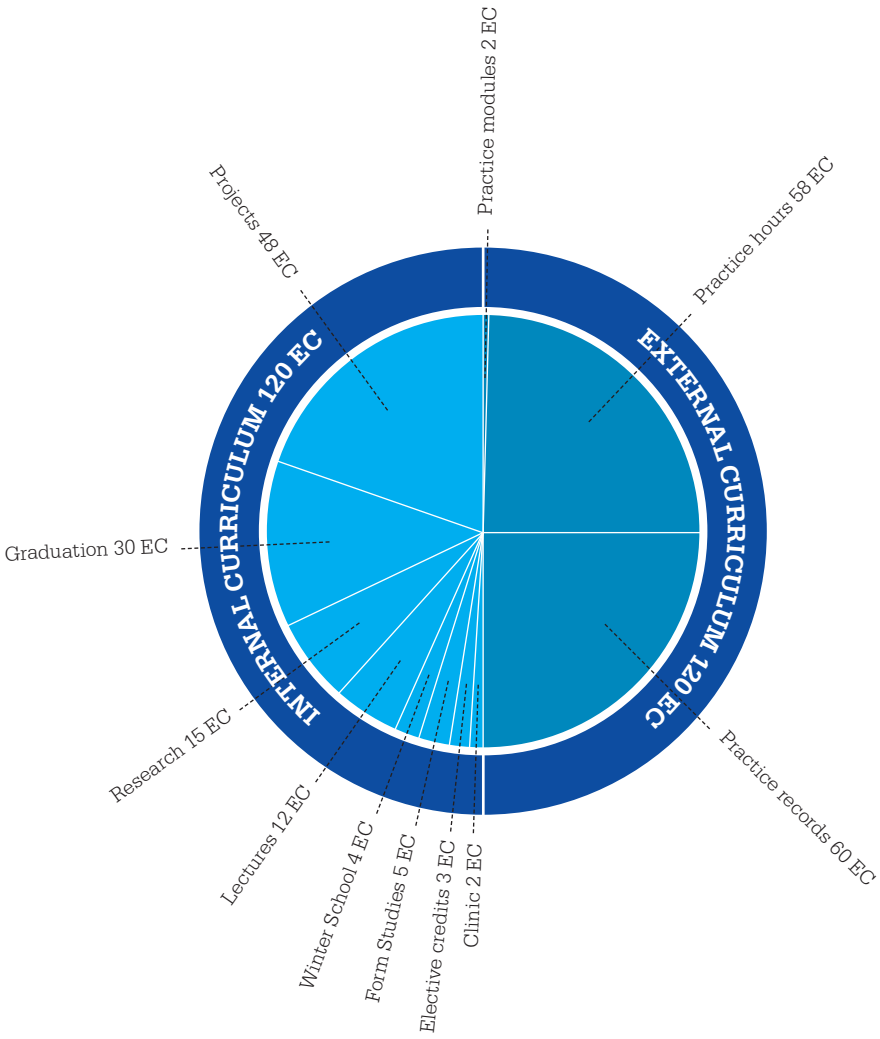
Result Making a tender with a plan of action in writing.

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

5 STUDY LOAD AND ASSESSMENT

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

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



5.1 Credits system

The study programme is comprised of four study years

Year 1: **Introduction** semester 1 and 2
Year 2: **Continuation** semester 3 and 4
Year 3: **Positioning** semester 5 and 6
Year 4: **Graduation/'Master's Test'** semester 7 and 8

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

Internal curriculum

1st year	EC	2nd year	EC	3rd year	EC	4th year	EC
P1a	4	P3a	4	P5	8	Graduation	30
P1b	4	P3b	4	O5	3		
O1	2	O3a	1	Clinic	1		
V1a/Tools 1	1	O3b	1	C3/C5	2		
V1b/Tools	1	V3a	1	P6	8		
C1a	1	C3/C5	2	O6	3		
C1b	1	Winter School	2	Graduation clinic	1		
Winter School	2	P4	8	C4/C6	2		
P2a	4	O4	3	Elective programme	2		
P2b	4	C4/C6	2				
O2a	1	Elective programme	2				
O2b	1						
V2a/Tools 2	1						
V2b/Tools 2	1						
C2a	1						
C2b	1						
Subtotal	**30**		**30**		**30**		**30**

External curriculum

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

6 EXAMINATIONS

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

6.1 Examinations

In total, there are 4 examinations and each academic year is concluded with an examination: Examination 1 after the first academic year; Examination 2 after the second academic year; Examination 3 after the third academic year and the graduation period is concluded with Examination 4.

Examination 1 is planned in June/July, Examination 2 and Examination 3 in January/February and June/July. As a rule, the student is given the opportunity to take Examination 4 four times per year.

Examinations are administered by the Examination Committees. The Examination Committees are composed of a selected list of examiners. This list is determined by the Examination Board annually.

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

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

Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.

6.2 Appeals regulations

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

If the student does not agree with the outcome of the objection procedure, they can lodge an appeal against the decision of, or on behalf of, the Examination Board with the Examinations Appeals Board (COBEX) of the AHK. More information about the Examinations Appeals Board can be obtained from the study adviser and at the Service Bureau of the AHK.

6.3 Examination 1

6.3.1 Status of Examination 1

Examination 1 is considered a suitability test and is of a selective nature.
Examination 1 is held once per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.

6.3.2 Conditions for taking Examination 1

Examination 1 may only be taken if all course components from the first year (including the professional experience) have been successfully completed.

By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant him or her written permission to take the examination if he or she has done one subcomponent of the examination, but completed it with a fail. This does not apply to the 840 hours professional experience of year 1. This must be completed with a pass in order to be eligible for participation in the examination. If the student successfully takes the examination, the academic year in question is deemed to have been successfully completed.

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

For other types of exceptions and the consequences of not passing the examination, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.3.3 Composition and role of the examination committee

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

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

6.3.4 Examination result

On the evening of the examination, the student is informed orally by the examination committee of the provisional result. Two possibilities exist for the result:

1. Positive: the examination committee deems the student to be suitable for the chosen architecture, urbanism or landscape architecture study programme at this time. The student can continue to the second academic year.

2. Negative: the examination committee deems the student to be unsuitable for the chosen architecture, urbanism or landscape architecture study programme at this moment. The student is advised to repeat year 1 or to consider discontinuing his or her studies.

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

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

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

6.3.5 Form of the examination

Examination 1 consists of an oral explanation of the work produced during the year, the learning experiences, and the study objectives and ambitions of the student.
In this way, the nature of the student's development in the past year is discussed and assessed during a discussion between the student and the examination committee.
The subjects and lines of approach of the discussion are indicated on the 'Examination 1 assessment form' (see appendix).

The examination takes place in a group format. The group consists of no more than five students. The examination committee consists of two examiners.

The Academy will strive to inform students about the time, the location and the examiners in a timely fashion. Changes may be necessary up until the day of the examinations, for example in the event of illness or a previously unknown working relationship between an examiner (or examiners) and the student. The student must check him or herself in which room and by which committee he or she is expected before the start of the session and the hanging up of the material.

The programme of the examination session has four main components:

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

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

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

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

6.3.6 Special points for attention

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

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

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

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

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

The presentation is firstly and primarily about the work of the internal curriculum. The work that is presented during the practice assessment will only be involved in the presentation in the second instance.

6.4 Examination 2

6.4.1 Status of the examination

Examination 2 is considered as an opportunity to monitor the continuity of the development of the student.

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

Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.

6.4.2 Conditions for taking Examination 2

Examination 2 may only be taken if all course components from the second year (including the professional experience) have been successfully completed.

By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant him or her written permission to take the examination if he or she has done one subcomponent of the examination, but completed it with a fail. This does not apply to the project P4 and the research O4 and the 840 hours professional experience of year 2. These must be completed with a pass in order to be eligible for participation in the examination. If the student successfully takes the examination, the academic year in question is deemed to have been successfully completed.

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

For other types of exceptions and the consequences of not passing the examination, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.4.3 Composition and role of the examination committee

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

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

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

6.4.4 Examination result

On the evening of the examination, the student is informed orally by the examination committee of the provisional result. Two possibilities exist for the result:

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

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

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

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

6.4.5 Form of the examination

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

During a discussion between the student and the examination committee, the nature of the student's development in the past years is thus discussed and assessed. The subjects and lines of approach of the discussion are indicated on the 'Examination 2 assessment form' (see appendix).

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

The examination committee consists of two examiners.

The Academy will strive to inform students about the time, the location and the examiners in a timely fashion. Changes may be necessary up until the day of the examinations, for example in the event of illness or a previously unknown working relationship between an examiner (or examiners) and the student.. The student must check him or herself in which room and by which committee he or she is expected before the start of the session and the hanging up of the material.

The programme of the examination session has four main components:

1. Preparation for the session and/or hanging up and arranging the work.
2. Presentation of the study results and answering the questions of the committee (30 minutes per student).
3. The deliberations of the committee consisting of a first part in which the general level of the work is checked and exceptional situations are discussed by means of a 'tour' of the students' work, discussed in other committees. Afterwards, there is a second part in which each committee records its final assessment by filling in the examination forms.
4. Feedback from the final assessment and a detailed explanation thereof to the student.

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

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

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

6.4.6 Special points for attention

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

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

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

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

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

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

The presentation is firstly and primarily about the work of the internal curriculum. The work that is presented during the practice assessment will only be involved in the presentation in the second instance by the examination committee.

6.5 Examination 3

6.5.1 Status of the examination

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

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

Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.

6.5.2 Conditions for taking Examination 3

Examination 3 may only be taken if all course components from the third year (including the professional experience) have been successfully completed.

By way of derogation, the Examination Board can, after having consulted the board of studies, at the request of the student grant him or her written permission to take the examination if he or she has done one subcomponent of the examination, but completed it with a fail. This does not apply to the projects P4, P5 and P6, the research O5 and O6 and the 840 hours professional experience of year 3. These must be completed with a pass in

order to be eligible for participation in the examination. If the student successfully takes the examination, the academic year in question is deemed to have been successfully completed.

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

For other types of exceptions and the consequences of not passing the examination, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.5.3 Composition and role of the examination committee

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

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

6.5.4 Examination result

On the evening of the examination, the student is informed orally by the examination committee of the provisional result.
Two possibilities exist for the result:

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

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

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

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

6.5.5 Form of the examination

Examination 3 consists of an oral explanation of the work produced during the second and third years, the learning experiences and the study objectives and ambitions of the student. During a discussion between the student and the examination committee, the nature of the

student's development in the past years is thus discussed and assessed. The subjects and lines of approach of the discussion are indicated on the 'Examination 3 assessment form' (see appendix).

Examination 3 takes place, where possible, in a group format. The group consists of no more than two students. The examination committee consists of two examiners.

The Academy will strive to inform students about the time, the location and the examiners in a timely fashion. Changes may be necessary up until the day of the examinations, for example in the event of illness or a previously unknown working relationship between an examiner (or examiners) and the student. The student must check him or herself in which room and by which committee he or she is expected before the start of the session and the hanging up of the material.

The programme of the examination session has four main components:

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

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

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

6.5.6 Special points for attention

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

- the result of the projects P3a, P3b, P4, P5, P6
- the result of the Winter School from year 2
- the result of the research O3a, O3b, O4, or the O4a and O4b, O5, O6 and the 3rd-year clinic
- the result of the Form Studies (a selection)
- the practice records and the project panels presented during the oral practice assessment

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

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

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

In addition, the student indicates in the discussion what his or her thoughts are about the theme or subject on which he or she will graduate in the fourth year. Ideally, the student presents the graduation proposal as a logical and well-considered step in his or her development. The proposal thus supports the self-insight required by the student en route to the 'master's test', and better enables the committee to assess whether the student is sufficiently equipped for the graduation period.

The presentation is firstly and primarily about the work of the internal curriculum. The work that is presented during the practice assessment will only be involved in the presentation in the second instance by the examination committee.

6.6 Examination 4

6.6.1 Status of Examination 4

Examination 4 is the final examination of the entire Master's programmes in Architecture, Urbanism or Landscape Architecture.

As a rule, the student is given the opportunity to take Examination 4 four times per year.

Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.

6.6.2 Conditions for taking Examination 4

Examination 4 may only be taken if Examinations 1, 2 and 3 have been passed and all course components from the first, second and third year, with respect to both the internal curriculum and the professional experience component are successfully completed and the 840 hours professional experience of the fourth years have been completed and the fourth and also final assessment of the professional experience has been successfully completed.

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

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

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

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

In principle, Examination 4 follows on from a positive recommendation from the graduation committee in relation to the completeness of the graduation work shown at the fourth committee meeting. However, the student is entitled to request this examination on his or her own authority. For other types of exceptions and the consequences of not passing the examination, please refer to the Education and Examination Regulations of the Academy of Architecture.

6.6.3 Composition and role of the examination committee

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

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

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

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

6.6.4 Examination result

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

Two possibilities exist for the result:

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

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

If the student believes that a procedural error was made during the examination by virtue of which the result is negative, he or she can submit a reasoned request for a reassessment

to the examination board. The appeals procedure as laid down in the Education and Examination Regulations of the Academy of Architecture apply to this.

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

The final result will be confirmed in a letter to the student.

6.6.5 Form of the examination

Examination 4 consists of an oral explanation of the work produced during the fourth year: 'the graduation project'.

During a discussion between the student and the examination committee, whether the student satisfied the learning outcomes of the study programme is verified. The subjects and lines of approach of the discussion are indicated on the 'Examination 4 assessment form' and the overview of the learning outcomes for the Master's programmes in Architecture, Urbanism or Landscape Architecture respectively.

Examination 4 always takes place individually. The examination committee consists of three members.

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

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

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

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

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

The graduation booklet must be present during Examination 4 and handed in to the student secretariat together with the examination form on the evening of the examination session itself. The mentor has a maximum of two weeks time after the examination for the written report. This report is subsequently made available via the secretariat to the members of the board of studies and the examination board. The student is subsequently informed of the final result.

At the time of the oral announcement of the result of Examination 4 and the presentation of the written proof of the result of the examination, the student is not yet informed of the recommendation of the examination committee in relation to the awarding of the designation 'cum laude'. The awarding and announcement of this only take place at the graduation ceremony.

6.6.6 The graduation booklet

During Examination 4, the student also hands in a booklet (in the form of both a digital and printed booklet) of the graduation to both the examination committee and the student secretariat. The booklet consists of, at least, a substantiation of the subject choice, the statement of a problem, the design assignment and a presentation of the design. The board of studies and the examination board only accepts reports from Examination 4 in conjunction with this booklet. The booklet is entered into the educational archive of the Academy. For examples of graduation booklets, you can go to the library or visit the Academy page on ISSUU (https://issuu.com/bouwkunst)

6.6.7 The designation 'cum laude'

The examination committee can recommend to the examination board to the designation 'cum laude' to the student if there is evidence of excellence in all areas of the field of study, if the graduation project has a unique and pioneering character, there is evidence of an exceptional graduation project and if there is evidence of an exceptional level of reflection from the student on his or her own graduation work and his or her position in the field of study.

For the conferral of the designation 'cum laude' a unanimous recommendation from the Examination Committee is necessary. This recommendation will be explained by one or both 'additional' examiners to the head of department concerned who will report that to the board of studies. The recommendation must be substantiated on the Cum Laude Proposal Form with arguments referring to the above-mentioned criteria. All assessment categories must be assessed as good or excellent on the assessment form of Examination 4.

The Examination Board decides definitively if the student is awarded the designation on the basis of the documents and after having consulted the relevant head of department. The student is not informed of the recommendation of the Examination Committee and the final decision of the Examination Board after Examination 4 or prior to the public graduation presentation. The awarding and announcement of this only take place at the graduation ceremony. A form is available at the student secretariat with which a student can be nominated for the designation 'Cum Laude'. This request must be handed in together with the examination form.

6.6.8 Exception clause

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

7 GRADUATION

7.1 The graduation project: Content

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

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

7.1.1 The subject

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

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

7.1.2 The graduation plan

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

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

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

7.1.3 The graduation project

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

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

7.2 The graduation project: Process

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

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

1. In September 2021; Examination 4 takes place in the third week of July 2022 (1st shift).
2. In February 2022; Examination 4 takes place in the last week of January 2023 (2nd shift).

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

7.2.1 The graduation clinic

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

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

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

7.2.2 The graduation planning

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

7.2.3 Approval of the graduation plan

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

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

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

7.2.4 Presentation of the graduation plan – Committee 0

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

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

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

7.2.5 Graduation Thursdays

In addition to the regular committee meetings, the Academy organises one special meeting relating to graduation on Thursday once per graduation shift. Students see each other's work and in addition to substantive exchanges, practical matters relating to graduation can be discussed. The evening is supplemented with relevant themes and speakers in response to the graduation plans. Participation in these meetings planned by the Academy is a compulsory part of the graduation project for students.

Students who need more time for graduations and who have obtained an extension for that by means of an application via the mentor, will also participate in the graduation Thursday of the following shift(s). One of the graduation Thursdays is the mentors' meeting.

7.2.6 Mentors' meeting

The mentors' meetings take place six months after the start of the graduation. These meetings are intended for discussing the state of affairs regarding the definitive design in anticipation of the further process. The graduating student gives a short defence of the content of the graduation project (max. 10 min.) on the basis of a presentation to all students and mentors in a group composed beforehand, during which the student presents the translation of his/her concept into a clear design proposal that forms the point of departure for the elaboration of the graduation project. After the presentation, there is room for an open discussion between both mentors and students from that group (max. 20 min.). One of the mentors will act as chairperson in each group. Should the mentor be unable to attend, another committee member takes over his or her duties. Participation in these mentors' meeting is a compulsory part of the graduation process. The presentation and the meeting in response to the work are explicitly a time for reflection and not an assessment moment. They are not taken into account in the final assessment of the graduation.

7.2.7 Examination 4

The final committee is the 4th committee (Comm. 4) in which the graduation committee gives authorisation to the student to sit Examination 4. Examination 4 concludes the graduation project. The research and the design are presented during Examination 4. The student provides insight into all the phases that have been passed through and the qualities of the design. For an explanation of Examination 4, please see section 6.6 of this study guide.

7.2.8 Public presentation of the graduation project and the graduation ceremony

Before the graduation ceremony, the examination board assesses whether the student has passed all the study components and examinations connected with the study programme and satisfied the practice requirement.

If this condition has been met, the student secretariat determines a date (generally a Friday afternoon), in consultation with the student and the graduation committee, for a public presentation of the graduation work. This is the final presentation of the graduation process.

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

7.3 The graduation project: the committee

7.3.1 The graduation committee

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

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

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

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

7.3.2 The graduation mentor

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

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

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

- supervises the further elaboration of the graduation plan during the graduation clinic;
- supervises the definitive formulation of the design assignment;
- supervises the composition of the graduation committee;
- is the chairperson of the graduation committee and based on that role consults, where necessary, with the board of studies, the examination board and/or the study adviser;
- is available for the committee meetings on the Thursday designated for that purpose in the annual planning;
- is responsible for filling in the report and the form to the committees;
- monitors the progress over time of the graduation project and reports in writing on the committee meetings to the board of studies by means of the form available for that purpose;
- is secretary of the committee of examiners during the Examination 4 session and reports on this session in writing to the board of studies and the examination board.

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

7.3.3 Fee for the graduation committee

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

The mentor receives a total of 8 lecture units:

- for the preparation of the graduation plan;
- for individual supervision;
- for attending and reporting on four committee meetings;
- for attending the mentors' meeting;
- for conducting and reporting on Examination 4.

The other members of the graduation committee receive five lecture units for the committee meetings, the individual supervision sessions and attending Examination 4, whereby the payment of a committee meeting is covered by part of the lecture unit. If a student has completed his or her four committee meetings, he or she is not, in principle, entitled to supervision anymore. The committee is, however, free to still supervise the student during the extra study time.

Upon request, two lecture units are available to bring in two external advisers. The student is personally responsible for whether or not he or she uses these two lecture units.
The additional examiners for Examination 4 are remunerated separately with one lecture unit per examiner.

Payment of the fee takes place after Examination 4. After successfully completing Examination 4, the student should communicate to the student secretariat if the allocation of the available lecture units needs to be revised.

7.4 The graduation project: Committee meetings

7.4.1 The four committee meetings

During the graduation year, the Academy organises committee meetings on at fixed times. Committee meetings 1 and 4 are fixed, while committee meetings 2 and 3 can be planned and organised by the student himself/herself. All committee members attend these

meetings. Participation in these meetings is a compulsory part of the graduation project. The student presents the progress of his or her work to his or her graduation committee during these committee meetings. These evenings are also suitable for taking a look at the graduation process of fellow students from that shift and the progress thereof. It is an opportunity for fellow and/or prospective graduates from another class to take a look behind the scenes of a graduation project.

7.4.2 The first committee meeting

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

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

7.4.3 The second committee meeting

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

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

If it appears that the student cannot fulfil the planning drawn up by the Academy, he or she can fine-tune/change his or her plan and/or committee composition and start again at the next shift in September or February. This does not necessarily mean that he or she will start from scratch. Consultation with the head of department and the study adviser is always necessary.

7.4.4 The third committee meeting

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

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

Two weeks after the period in which the third committee meetings should have taken place, the mentor and student receive a written request from the Academy to specify whether the planned date for the fourth committee meeting is feasible. If more time is needed in order to arrive at the fourth committee meeting, the student submits a extension request. There are two possibilities: 8 or 16 week extension. The dates for these extra fourth committee meetings are fixed. The planned date for Examination 4 will therefore be shifted.

7.4.5 The fourth committee meeting

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

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

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

7.5 In the event of illness/ inability to attend

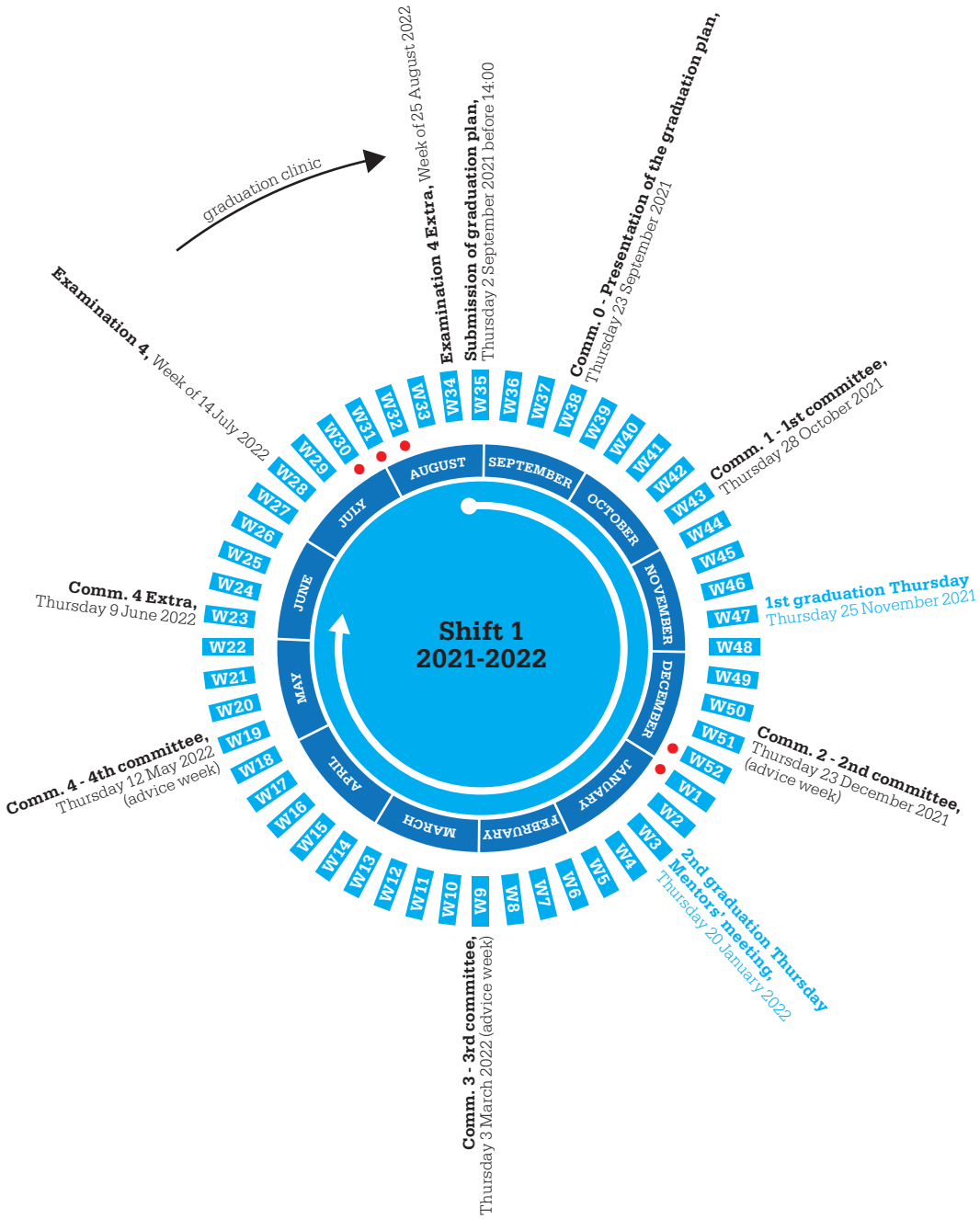
The student and mentor attend all committee meetings. Should the student be ill/ unable to attend, he has to cancel well in advance via the secretariat and request a new date in consultation with his or her mentor. He or she must make an appointment for this with the study adviser.

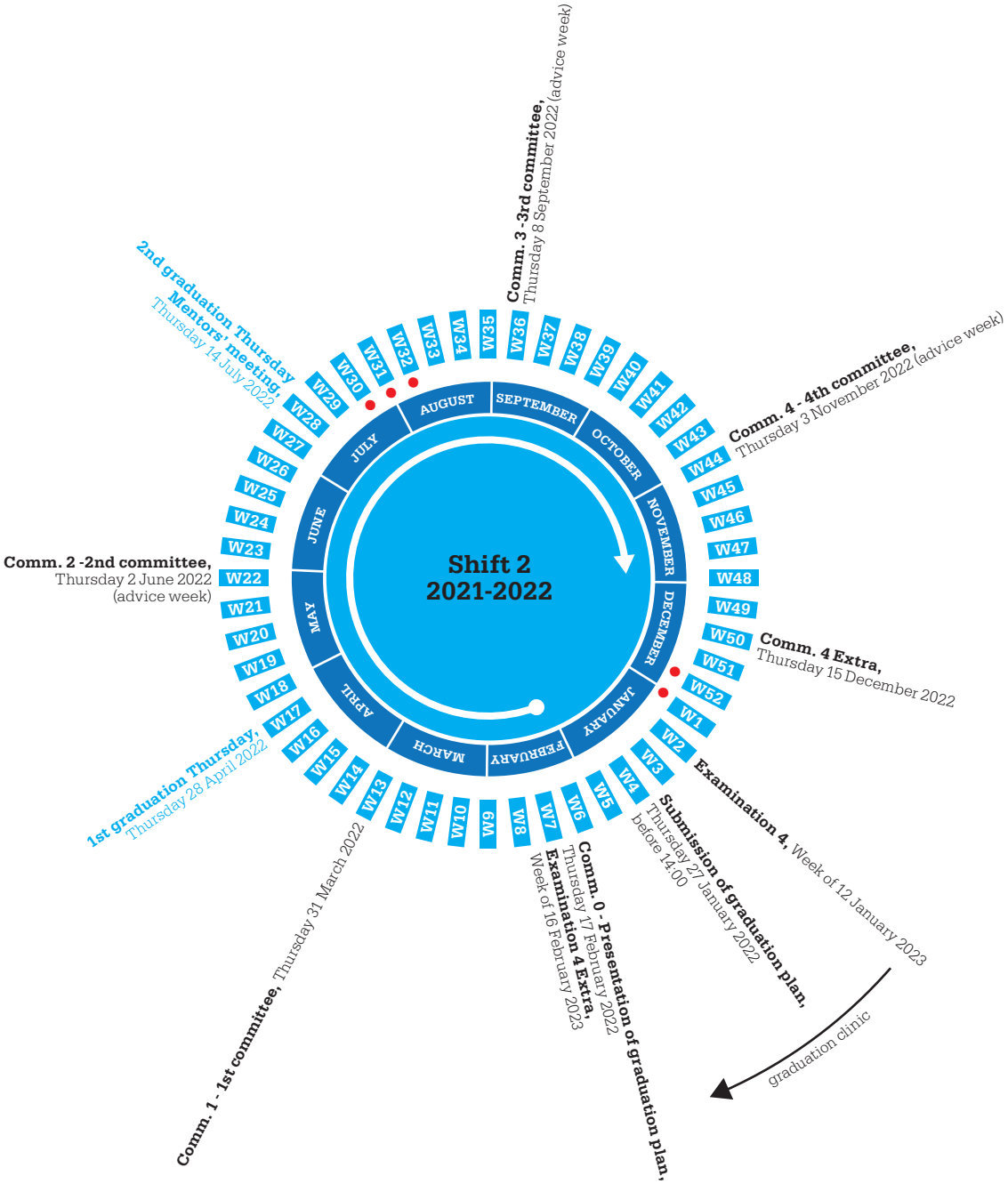
The point of departure is that the student is back on course and has caught up with the rest by the next planned committee meeting from the graduation clock

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

Should the mentor be ill/ unable to attend, another committee member can take over his duties for all meetings except Examination 4. This occurs in consultation with the Academy.

7.6 Graduation project: Planning (the graduation clock)




Shift 2
2021-2022
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
W1 W2 W3 W4 W5 W6 W7 W8 W9 W10 W11 W12 W13 W14 W15 W16 W17 W18 W19 W20 W21 W22 W23 W24 W25 W26 W27 W28 W29 W30 W31 W32 W33 W34 W35 W36 W37 W38 W39 W40 W41 W42 W43 W44 W45 W46 W47 W48 W49 W50 W51 W52
Comm. 3 -3rd committee, Thursday 8 September 2022 (advice week)
Comm. 4 - 4th committee, Thursday 3 November 2022 (advice week)
Comm. 4 Extra, Thursday 15 December 2022
Examination 4, Week of 12 January 2023
Submission of graduation plan, Thursday 27 January 2022 before 14.00
graduation clinic
Comm. 0 - Presentation of graduation plan, Thursday 17 February 2022
Examination 4 Extra, Week of 16 February 2023
Comm. 1 - 1st committee, Thursday 31 March 2022
1st graduation Thursday, Thursday 28 April 2022
Comm. 2 -2nd committee, Thursday 2 June 2022 (advice week)
2nd graduation Thursday Mentors' meeting, Thursday 14 July 2022

8 ACADEMIC CALENDAR 2021-2022

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

Lectures series last a maximum of two quarters. The elective programme (workshops, excursions, etc.) are offered in year 2 and 3. Examination 1, Examination 2 and Examination 3 are organised after the end of the fourth quarter. In general, Examination 4 takes place four times per year

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

8.1 Lesson schedule

In general, the following lesson schedule applies:

	1st year	**2nd year**	**3rd year**
Projects	Wednesday	Monday	Tuesday
Lectures	Monday	Wednesday	Wednesday
Research	Friday morning	Friday morning	Friday morning (partly Tuesday evening)
Form Studies	Friday afternoon	Friday afternoon	
Clinic			Friday

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

8.2 Important dates

Start of academic year 2nd-year and 3rd-year students & enrolment	Wednesday 25 August 2021
Kick-off workshop and start of academic year 1st-year students	Thursday 26 and Friday 27 August 2021
Start of teaching 1st quarter	Monday 30 August 2021
Study week – elective courses	Monday 18 October – Friday 22 October 2021
'Walk&Talk' (evening walk)	Friday 29 October 2021
Start of teaching 2nd quarter	Monday 25 October 2021
Winter School	13-21 January (specific times and days subject to approval)
Start of teaching 3rd quarter	Monday 24 January 2022
Study week – elective courses	Monday 21 March – Friday 25 March 2022
Start of teaching 4th quarter	Monday 28 March 2022
Practical assessment	Wednesday 20 and Thursday 21 April 2022
Holland Tour	Friday 10 and Saturday 11 June 2022
Examination 2	20-25 June 2022
Examination 1	27-30 June 2022
Examination 3	4-8 July 2022
MSN Lecture & Party	Friday evening 8 July 2022
Examination 4 and extra week Exam 1-Exam 3	11-14 July 2022

8.3 Holidays and days on which the Academy is closed

Christmas holidays	Saturday 25 December 2021 to Sunday 9 January 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 April 2022
King's Day	Wednesday 27 April 2022
Liberation Day	Thursday 5 May 2022
Ascension Day	Thursday 26 May 2022
Day after Ascension Day	Friday 27 May 2022
Whit Monday	Monday 6 June 2022
Staff outing	Friday 1 July 2022
Summer recess	Saturday 23 July - Sunday 15 August 2022

9 ADMISSION REQUIREMENTS

9.1 Admission requirements Amsterdam Academy of Architecture

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

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

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

A selection procedure forms part of the admissions process. Selection will take place on the basis of a registration form, the portfolio, the motivation and an overview of the courses from the main subject supplemented, with an interview at the Academy of Architecture or an online interview (prospective students from abroad).

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

The Master's programmes in Architecture, Urbanism and Landscape Architecture are offered in English and Dutch. The language of instruction for all lecture series is English. The other course components will be offered in English. Students are expected to have a command of the English language at senior general secondary education/pre-university education level (Dutch havo/vwo) or a similar level in accordance with TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).

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

9.2 Admission requirements Master in Architecture

		Master's progra	after passing the examination of the pre-master programme Architecture and Technology
UNIVERSITIES OF APPLIED SCIENCES			
Bachelor's degree from a University of Applied Sciences (hbo-bachelor)	main subject and/or differentiation Architecture and Construction Engineering, with the differentiation Architecture, Restoration and/or Transformation (or similar)	X	
Bachelor's degree in Engineering and Technology from a University of Applied Sciences (hbo-bachelor Techniek)	main subject Civil Engineering or Construction *	X	X
Bachelor's degree from an Art Academy	main subject and/or differentiation Architectural Design, Interior Architecture, Spatial Design, Urban Interior Architecture, Public Space (or similar)		X
	Other prior qualifications within the domain of Urbanism, Architecture and Construction Engineering, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview. *	X	X
	*These prospective students will be able or have to do a pre-master programme in Architecture and Technology. An interview with the study adviser is necessary in order to explore the possibilities.		
UNIVERSITIES			
Bachelor Universities	Architecture/Building and Architecture/Industrial Design/ Civil Engineering (or similar)	X	
Master Universities	Urbanism (or similar)	X	
	Landscape Architecture (or similar)		X
FOREIGN PRIOR QUALIFICATIONS			
	Bachelor in Architecture (or similar)	X	
	Master of Urbanism or Landscape architecture	X	X
	Other prior qualifications within the domain of Urbanism, Building and Architecture, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview.	X	X
OTHER			
	Prospective students with relevant work experience of a number of years gained in practice and/or independently will be assessed by means of an admission interview. This is an interview with the study adviser and the head of department, in which the discussion of a portfolio will be one of the components.	X	
GENERAL			
	Most students come from the HvA, HU, InHolland, Windesheim, Larenstein, Saxion, Avans, BUAS, NHL, HKU, Gerrit Rietveld Academie, AKV St. Joost, Willem de Kooning Academy, TUD, TUE and WUR.		

9.3 Admission requirements Master in Urbanism

		Master's programme	after passing the examination of the pre-master programme Urbanism and Landscape Architecture
UNIVERSITIES OF APPLIED SCIENCES			
Bachelor's degree from a University of Applied Sciences (hbo-bachelor)	with the main subjects Architecture, Urban Design, Urbanism, Urban Planning and Regional Development, Landscape Architecture (or similar)	X	
Bachelor's degree in Engineering and Technology from a University of Applied Sciences (hbo-bachelor Techniek)	main subject Architecture and Construction Engineering, Civil Engineering and Spatial Development (with specialisation Urbanism)*	X	X
Bachelor's degree from an Art Academy	main subject and/or differentiation Architectural Design, Interior Architecture, Spatial Design, Urban Interior Architecture, Public Space (or similar)		X
	Other prior qualifications within the domain of Urbanism, Architecture and Construction Engineering, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview.*	X	X
	*These prospective students will be able to or will have to do a pre-master Architecture and Technology. A meeting with the study adviser is necessary in order to explore the options.		
UNIVERSITIES			
Bachelor Universities	Urbanism (or similar)	X	
	Architecture (or similar)	X	
	Landscape Architecture (or similar)	X	
	Building and Architecture, Civil Engineering, Spatial Planning, Physical Planning, Human Geography, Real Estate and Housing, Real Estate Management and Development, (or similar)		X
Master Universities	Architecture (or similar)	X	
	Landscape Architecture (or similar)	X	
FOREIGN PRIOR QUALIFICATIONS			
	Bachelor in Urbanism of Urbanism and Planning (or similar)	X	
	Master of Architecture or Landscape Architecture	X	
	Other prior qualifications within the domain of Urbanism, Building and Architecture, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview.	X	X
OTHER			
	Prospective students with relevant work experience of a number of years gained in practice and/or independently will be assessed by means of an admission interview. This is an interview with the study adviser and the head of department, in which the discussion of a portfolio will be one of the components.	X	
GENERAL			
	Most students come from the HvA, HU, InHolland, Windesheim, Larenstein, Saxion, Avans, BUAS, NHL, HKU, Gerrit Rietveld Academie, AKV St. Joost, Willem de Kooning Academy, TUD, TUE and WUR.		

9.4 Admission requirements Master in Landscape Architecture

		Master's programme	after passing the examination of the pre-master programme Urbanism and Landscape Architecture
UNIVERSITIES OF APPLIED SCIENCES			
Bachelor's degree from a University of Applied Sciences (hbo-bachelor)	main subjects and/or differentiation Landscape Architecture, Garden Layout and Landscaping, Rural Development, Land and Water Management, Forest and Nature Management (or similar)	X	
Bachelor's degree in Engineering and Technology from a University of Applied Sciences (hbo-bachelor Techniek)	main subject Architecture and Construction Engineering, Civil Engineering and Spatial Planning		X
Bachelor's degree from an Art Academy	main subject and/or differentiation Spatial Design (or similar)*	X	X
	main subject and/or differentiation Architectural Design, Interior Architecture, Urban Interior Architecture, Public Space (or similar)		X
	Other prior qualifications within the domain of Urbanism, Building and Architecture, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview.*	X	X
	*These prospective students will be able to or have to do a pre-master Urbanism and Landscape Architecture. A meeting with the study adviser is necessary in order to explore the options.		
UNIVERSITIES			
Bachelor Universities	Landscape Architecture (or similar)	X	
	Architecture (or similar)	X	
	Urbanism (or similar)	X	
Master Universities	Architecture (or similar)	X	
	Urban Planning (or similar)	X	
FOREIGN PRIOR QUALIFICATIONS			
	Bachelor in Landscape Architecture (or similar)	X	
	Master of Architecture or Urbanism	X	
	Other prior qualifications within the domain of Urbanism, Building and Architecture, Constructional Engineering or the Visual Arts will be assessed on the basis of a portfolio, motivation letter and an interview.	X	X
OTHER			
	Prospective students with relevant work experience of a number of years gained in practice and/or independently will be assessed by means of an admission interview. This is an interview with the study adviser and the head of department, in which the discussion of a portfolio will be one of the components.	X	
GENERAL			
	Most students come from the HvA, HU, InHolland, Windesheim, Larenstein, Saxion, Avans, BUAS, NHL, HKU, Gerrit Rietveld Academie, AKV St. Joost, Willem de Kooning Academy, TUD, TUE and WUR.		

9.5 Admission requirements European Master in Landscape Architecture (EMiLA)

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

9.6 Registration and enrolment

9.6.1 Registration

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

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

9.6.2 Enrolment

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

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

In order to be able to follow the 2021-2022 academic year, the above-mentioned conditions must have been met no later than 1 September 2021.

9.6.3 Re-enrolment

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

9.6.4 Maximum period of enrolment/ Validity period examinations

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

9.6.5 Interim termination of enrolment

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

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

9.6.6 Tuition fees

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

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

9.6.7 Extra costs

Estimated extra costs (subject to alteration):

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

9.6.8 Teaching materials

For the 2021-2022 academic year, the amount that first year students owe for teaching materials is € 45,-. Second and third year students owe € 35,-.
The contribution for teaching materials is invoiced to the student, together with the tuition fees, at the beginning of the academic year.
For this amount, the student will receive:

- materials;
- photocopies;
- readers.

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

10 COLLABORATION AND PROJECTS

10.1 Research groups and Artist in Residence

A number of research groups and knowledge networks have been set up at the Amsterdam University of the Arts. The aim of these is to further professionalise and deepen teaching and research at the University. The Academy has three research groups and participates in a University-wide research group. In addition, the Amsterdam Academy of Architecture participates, together with the five other Academies of Architecture in the Netherlands, in the research group 'Local and Regional Design Assignments' (Lokale en Regionale Ontwerpopgaven), set up by the Dutch Ministry of Infrastructure and Water Management.

Academy of Architecture research groups:

- Architecture research group – Architecture and Circular Thinking (Peter van Assche)
- Landscape architecture research group – Higher-density Energy Landscapes (Sven Stremke)

Amsterdam University of the Arts research groups/knowledge networks:

- Art Practice and Development research group

In light of the Art Practice and Development research group, an Artist in Residence programme is offered at the Academy of Architecture. Information about the current programme can be found at http://www.ahk.nl/en/research-groups/art-practice/artists-in-residence/

10.2 LOBO

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

10.3 The Dutch School of Landscape Architecture (DSL)

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

10.4 Universities of Applied Sciences

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

10.5 Archiprix and Archiprix International

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

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

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

10.6 Architecture Centre Amsterdam

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

11 INTERNATIONALISATION

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

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

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

In 2018, the Academy decided to shed light on the international efforts. This resulted in a Position Paper on Internationalisation. The aim of streamlining and intensifying the international efforts is to offer students the opportunity to study at an international school even more deliberately. For the coming years, we have decided to place the focus on the most relevant elements in order to achieve our internationalisation objectives: international classroom (11.1), international curriculum (11.2), international partners (11.3) and mobility of students and employees (11.4).

11.1 International classroom

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

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

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

11.2 International curriculum

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

11.2.1 Wood – Structure & Expression (Architecture)

Wood – Structure & Expression is a European educational project of the Amsterdam Academy of Architecture, the University of Liechtenstein and the Faculty of Architecture and Design at the Norwegian University of Science and Technology (NTNU) in Trondheim. The project is supported by the Erasmus+ programme. We jointly study the tradition and innovation of wooden structures by means of research, excursions, workshops and studio projects at the three architecture schools. Cooperation partners are:

- University of Liechtenstein, Vaduz
- Norwegian University of Science and Technology (NTNU) in Trondheim (www.craftingwood.org)

11.2.2 EMiLA (Landscape Architecture)

Five of the most important European study programmes in the field of landscape architecture with a focus on design established EMiLA, the European Master in Landscape Architecture. EMiLA offers landscape architecture students the opportunity to explore landscape architecture in a European context and to gain learning experience abroad. The aim is to gain more insight into important European themes for landscape architecture and the various approaches of the field of study. Students learn how political differences within Europe influence the landscape and they gain insight into cooperation when it comes to cross-border landscapes. Cooperation partners are:

- Universitat Polytècnica de Catalunya (UPC)/ Escola Tècnica Superior d'Arquitectura (ETSAB)/ Escola Superior d'Agricultura de Barcelona (ESAB)
- The University of Edinburgh/Edinburgh College of Art (ECA)/ The Edinburgh School of Architecture and Landscape Architecture (ESALA)
- Leibniz Universität Hannover (LUH)/ Faculty of Architecture and Landscape Sciences
- L'École Nationale Supérieure de Paysage Versailles/ Marseille (ENSP)

11.3 Design in Urbanism (Urbanism)

International partnerships are important to the Academy in order to make international activities possible, such as implementing international projects, stimulating student exchanges (for work and/or study experience), staff and lecturer exchanges (for conferences, presentations, teaching), developing a joint curriculum (such as EMiLA) or expanding on (long-term) international activities (such as Wood – Structure & Expression)

11.3.1 Erasmus+ partners

Exchange agreements have been entered into with various foreign study programmes within the Erasmus+ programme. These vary per years and are listed in the overview of strategic partners below. Exchange with other study programmes is possible if they are affiliated with the Erasmus+ programme. Partners include:

- Ecole Nationale Superiéure de la Nature et du Paysage, Blois
- Edinburgh College of Art
- L'École Nationale Supérieure du Paysage, Versailles
- Universitat Politècnica de Catalunya, Barcelona
- Leibniz Universität Hannover
- University of Liechtenstein, Vaduz
- Norwegian University of Science and Technology (NTNU) in Trondheim
- Royal Danish Academy of Fine Arts Copenhagen
- University of Copenhagen, Denmark
- Gdansk University of Technology, Architecture
- Universität für Bodenkultur Wien
- Istanbul Kültür University

11.3.2 International network

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

11.4 Studying abroad

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

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

11.5 Funds

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

11.5.1 Erasmus+ programme

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

11.5.2 AHK Internationalisation Fund

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

11.5.3 Study Travel Fund

The independent foundation Snellebrand Studiereisfonds (Snellebrand Study Trip Fund) is affiliated with the Academy. The foundation manages two funds for study trips: the capital fund, and the work fund. The capital fund contains the capital

that has been saved on a voluntary basis by students at the Academy in the past: the basic capital. After deductions for expenses, the return is paid into the Snellebrand Work Fund. Travel grants are awarded from the work fund.

The arrangement for these travel grants is as follows:

- At the start of the academic year, all newly enrolled first-year students are granted rights to the Study Trip Fund.
- The amount depends on the return achieved.
- At this time, the right is €180 per student.
- The first €45 has to be spent on the first-year Holland Tour excursion.
- The remaining €135 can be used by the student as she or he sees fit during his or her remaining study time for the purpose of an excursion/study trip.

Application forms can be downloaded via MyAHK (Internationalisation tab). Fully completed applications can be submitted to the secretary/ treasurer of the Fund's board, Joseefke Brabander, via joseefke.brabander@ahk.nl.

11.5.4 Holland Scholarship

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

11.5.5 Scholarships for follow-up studies

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

11.6 More information and internationalisation contact person

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

12 FACILITIES

12.1 Facilities for students and lecturers

12.1.1 Studying with a functional impairment or chronic illness

The Academy of Architecture endeavours to offer students with a functional impairment or chronic illness the opportunity to study as successfully as students without a disability.

If you are affected by a functional impairment or chronic illness that also forms an obstacle to your study (for example, dyslexia, ADHD, etc.), you should report this to the study adviser. We can then examine together to what extent this might affect your study at the Academy of Architecture. You must, however, have a recent medical statement for this issued by a doctor or psychologist.

The national organisation *Expertisecentrum inclusief onderwijs* (Expert centre on inclusive education) defends the interests of students with a functional impairment or chronic illness in higher education. It has built up expertise over the years and has a very informative website with recommendations and interesting links. For further information, please see: www.ecio.nl

The AHK itself has also appointed a member of staff specially to deal with these problems: student coach Trude Cone. You can contact her at any time (trude.cone@ahk.nl; tel. +31 (0)20-527773). You can find more information about student health and wellbeing on the general part of the AHK website. You can find information about your rights and duties with regard to the use of student facilities in Chapter 9 of the Student Charter.

12.1.2 Study information brochure

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

12.1.3 AHK account and email

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

12.1.4 Audio-visual equipment and other presentation material

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

12.1.5 Computer facilities

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

12.1.6 MyAHK

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

12.1.7 Alluris student information system

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

12.1.8 AHK card

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

12.1.9 Copying and printing

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

12.1.10 Workshops

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

In addition, the 'Omloop' area is available for Form Studies. Students can also work on individual projects here.
Students are only allowed to make use of the facilities of the workshop after they have received training. This training is scheduled in the curriculum.
Certain machines can only be used under the supervision of the coordinator of the workshop. Please note the official opening times. This also applies to working with plaster.

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

Students can make use of the AHK MakerSpace at the Marineterrein in order to experiment with 3D printers, laser cutters and a CNC milling machine; to build, among other things, scale models, models and installations.
The opening times of the MakerSpace are:
Monday to Friday: 08:00 - 00:00 Saturday: 08:00 - 18:00.
Instructors are present:
Monday to Thursday: 10:00 to 20:00, Friday and Saturday: 09:00 to 17:00
Students will gain access to the workshop with their student ID card after they have received training about the use of machinery and equipment, as well as about company emergency response (BHV).

12.1.11 Library

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

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

The Plus catalogue can be consulted online, which includes the library's own collection, as well as mostly academic articles from external databases.

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

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

The opening times of the library are:
- Monday to Thursday: 16:00 - 22:30
- Friday: 09:00 - 18:00

12.1.12 Lexicon

The Academy has developed an online Dutch-English Lexicon with technical terms from the spatial design disciplines. Students and lecturers can use this application to look up translations from both Dutch and English. Users can also make suggestions for terms that could be included in the Lexicon. The Lexicon can be consulted via the Academy website https://avb.leerpodium.nl/lexiconv2/?lan=nl

12.2 The premises

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

12.2.1 Opening hours of the Academy premises

During term time, the opening hours of the Academy premises are:
- Monday to Thursday: 09:00 - 23:30
- Friday: 09:00 - 19:00

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

12.2.2 Canteen

The canteen is open on:
- Monday to Thursday: 17:30 - 23:00
- Friday: 09:00 - 18:30

Snacks and drinks can be bought in the canteen of the Academy. Alcoholic drinks are for sale from Monday to Thursday from 17:30 to 19:30 and after 22:30, and on Friday from 16:30, and may not be taken to the classrooms and the Hoge Zaal during lessons.

12.2.3 Room schedule

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

12.2.4 Storage of materials and project work

There is limited space for storing project work on the premises. All first-year students are assigned a named shelf for storage of scale models at the top end of the 'Omloop' space. All second-year students are assigned a shelf in room 3.10 This storage space is emptied and cleaned up after each semester. A named shelf is available for third-year students on the landing of the 3rd floor. This storage space is emptied and cleaned up after each semester.

12.2.5 Exhibitions

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

12.2.6 Lost property

Lost property is kept at the reception.

12.2.7 No smoking

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

12.3 Safety on the premises

12.3.1 Emergency evacuation plan

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

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

12.3.2 In the event of fire

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

12.3.3 In the event of an accident

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

12.4 House rules

12.4.1 General provisions

Students, lecturers, employees and visitors are expected:

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

12.4.2 The premises

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

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

12.4.3 Liability

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

12.4.4 Measures

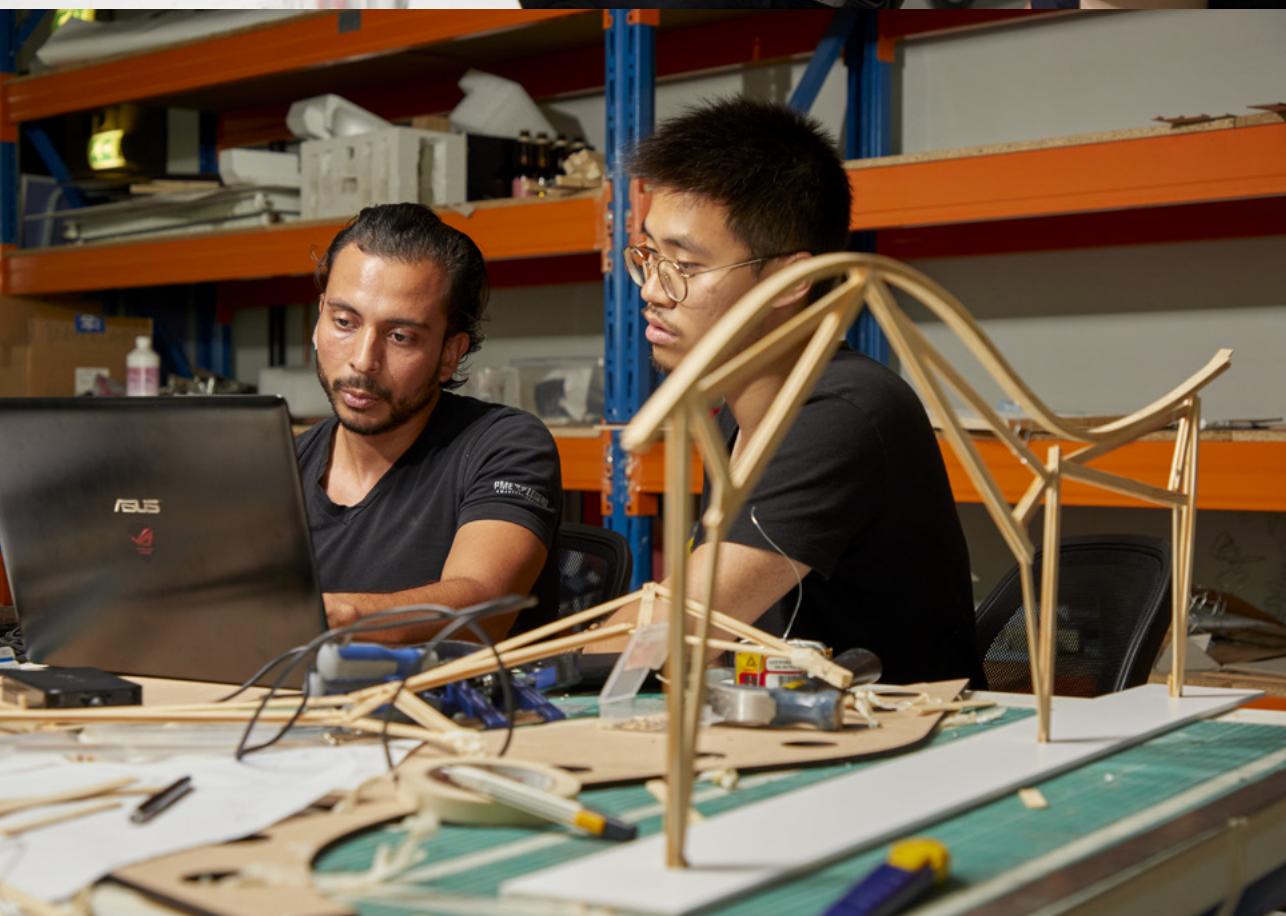
1 If a person acts in conflict with the law, the AHK regulations or the house rules of the Academy, the Executive Board or the management is authorised to take appropriate measures, such as suspension, removal and pressing charges.
2 Before the Executive Board or the management decides on a measure,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

Study programmes

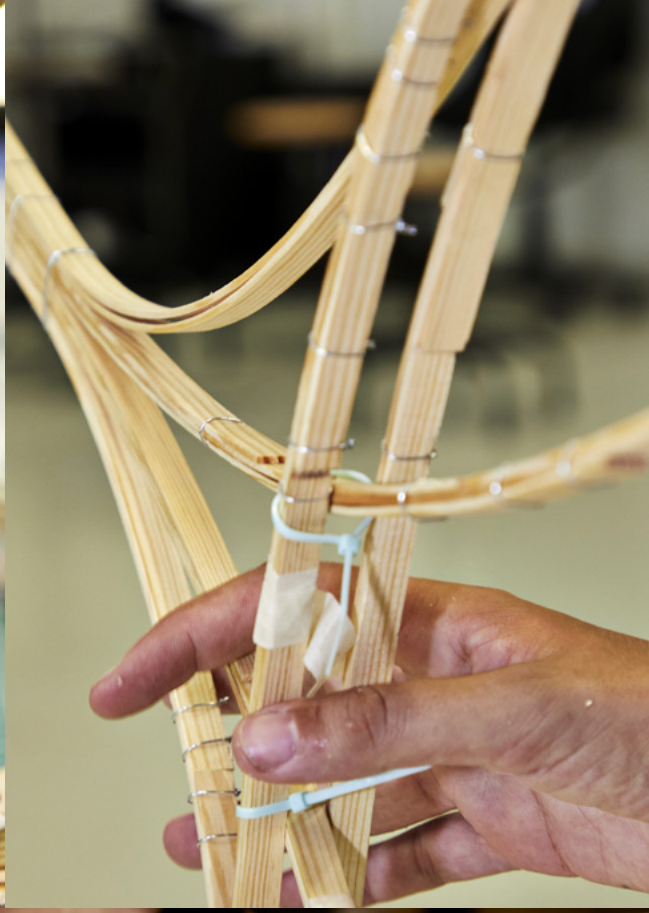
Master in Architecture
Master in Urbanism
Master in Landscape Architecture

Wood Workshop

Wood Workshop in Vaduz, Liechtenstein, maart 2019


ASUS

Manufan



Master in Architecture

Head	**Jan-Richard Kikkert**
CROHO code	**44336**
Degree	**Architect, Master of Science**
Study load	**240 European Credits (120 EC Master's programme / 120 EC professional experience)**
Full-time	
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Admission requirements	**Bachelor's degree from a University of Applied Sciences (hbo-bachelor); main subject Architecture and Construction Engineering with differentiation Architecture, Constructional Engineering or Restoration. Bachelor TU Delft or Eindhoven; main subject Architecture. For other prior qualifications, please see Chapter 9.2 Admission requirements Master in Architecture.**

Master in Architecture

Year 1

		SEMESTER 1			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Space** P1a (AUL) **4**		**Large House** P1b (A) **4**	
	O	**Spatial repertoire** O1 (AUL) **2**			
	V/T	**Body [SPACE]** V1a (AUL) **1**		**Material [SPACE]** V1b (AUL) **1**	
		Constructional Design Tools (A) **1**		**Constructional Design** Tools (A) **1**	
	C	**History: A, S, L** C1a (AUL) **1**		**History: A, S, L** C1b (AUL) **1**	
EDUCATION-FREE PERIOD			**Study week** 18 – 22 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | **QUARTER 4**

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

Winter School
13 – 21 january

Construction and Building
P2a (A)
4

Building in landscape
P2b (AL)
4

Constr. Materialisation
O2a (A)
1

Reflec. argumentation
O2b (AUL)
1

Inter [SPACE]
V2a (AUL)
1

Graphic [SPACE]
V2b (AUL)
1

Constructional Design
Tools (A)
1

Constructional Design
Tools (A)
1

History: A, S, L
C2a (AUL)
1

History: philos. art
C2b (AUL)
1

EXAMINATION 1
27 – 25 June

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
24 July – 15 Aug

Practice hours

Practice hours

ASSESSMENT PRACTICE RECORDS
20 – 21 April

30

Practice records

Practice records

60

P1a (AUL) Space

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

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

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

Object A (free-standing) structure consisting of a minimum of three relevant spaces that are in relation to each other and their surroundings. The structure should have a public function at an urban or rural location. The location and programme are set out in the assignment.

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

Result Models on an adequate scale; at least two A1 panels with the spatial analyses of the location and programme; design criteria; design research into the spatial sequence of the design; spatial representation of the design (perspectives, plans, sections and elevation drawings on a scale appropriate to the project).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P1b (A) Large House

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

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

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

Object A house (villa) of 200-400 m² at a distinct location.

Method Individual design project for architecture students. The project will be supervised in groups by an architect.

Result A model on an adequate scale and three A1 panels. The panels offer insight into the interpretation of the theme, the choice of programme and location, and the design. The panels include a spatial representation of the design (perspectives), floor plans, sections and elevation drawings on a scale appropriate to the project and details. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O1 (AUL) Spatial repertoire

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

Learning objective Gaining knowledge about the architectural, urban and landscape architectural repertoire in the Netherlands and abroad. Learning to analyse the important (inter)national examples and references, understanding the importance of historical and stylistic research. Practising with questions of scale and dimension, density, quantity, view, distance, and so on; developing and applying different techniques of analysis and notation.

Content The lecturers supply different plans, situations and patterns on which reductions and treatments are performed. Through various cartographic treatments, such as 'cut and paste', 'calculate and draw', 'enlarge and reduce', 'remove and add', the sense of dimension and scale will be appealed to, and insight will be developed into size, densities, numbers and distance. On the basis of various architectural and topographical treatments, such as 'restoring', 'citing', 'paraphrasing', 'faking' and 'cloning', a critical attitude towards the past and a historical awareness of one's own surroundings will be appealed to and developed. The treatments will be recorded in sketches; the series of sketches is the individual product.

Method Seminar; the research will be carried out during class hours. The disciplinary repertoire will be handled in three five-week blocks on the basis of three workbooks. An excursion is part of the O1. Under the supervision of a coordinator, students will prepare part of the excursion themselves and make the guide.

Result In addition to a contribution to the excursion guide, the following is asked: joint presentation sketches, which are linked to each other in the group as a whole.

V1a (AUL) Body [SPACE] Objective: (Autonomous) spatial perception Context: Experiencing

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

Description The student will study the relationship with the space by means of movement, together with others who move in that space.
Consciously movement and experiencing the space forms the basis of the research and this will result in a spatial installation, combined in an exhibition with the results of fellow students.

Learning objective Gain insight into:
- Sensory experience of space;
- The role of light, sound, temperature, smell et al. in relation to space;
- Movement and rhythm of the body in the space;
- The role that distance plays with regard to the other in an intercultural context: Intimate distance, personal distance, social distance, public distance.

Means, method Movement, sound, music, light, rhythm, mime, choreography, audiovisual art.

Use panic drawing technique as spatial analysis method.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A An installation on the scale of the human body, scale 1:1.
Format Solo

Result B An exhibition of installations in which the choreography of the space will be examined in relation to the results (installations) of fellow students.
Working method Transdisciplinary

Result C Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Sketching by hand

V1b (AUL) Material [SPACE]
Objective: Materialisation of space
Context: Creating

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

Description The student is challenged to create space in the broadest sense of the word based on materials experimentation and materials testing, which will result in various prototypes.

Learning objective Gain insight into:
- Developing knowledge of materials;
- Experimenting with and designing materials;
- Materials testing, in relation to: hapticity, colour, weight, ageing process, circularity;
- Sustainable material use in relation to short- and long-term perspective;
- Recycling processes;
- Be able to formulate a personal assignment within this form study;
- Developing material prototypes;

Means, method Designing and developing material prototypes in which space, stacking, linking, rhythm, patterns, corner solutions, transitions and suchlike are examined.

Socratic interview, one-on-one in-depth interview method (between students themselves) and reflection and archiving by means of video recordings.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A An exhibition in which an assembly of personal prototypes will be shown in conjunction with the results of fellow students.
Format Solo / Interdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Working method 'One-minute movie' (precisely 60 seconds).

Tools 1+2 (A) Constructional Design

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

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

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

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

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

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

C1a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1b and C2a

Learning objective

The aim of this course of lectures is to acquire and gain insight into the practical, historical and theoretical developments that have determined the spatial disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for students to determine their own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines will constantly be related to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

C1b (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C2a

Learning objective

The aim of the course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for the student to determine his/her own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will always be handled in relationship to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The accompanying excursion guide will be composed by the students. The students will give a presentation during the excursion about the excursion destination of their choice.

Winter School (AUL)

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

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

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

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

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P2a (A) Construction and Building

Yea 1, semester 2
Duration 8 weeks
Study load and credits 112 hours and 4 European Credits
Form of education Disciplinary (A)

Learning objective Learning to interpret constructional themes and acquiring the ability to convert them into design criteria. Developing design skills and the capacity to elaborate on a design consistently down to the level of detail and materialisation.

Assignment Design a building with a public function. The location and programme are set out in the assignment. The emphasis in the design process is on the organisation of the given programme, the choice of a structure and construction, and the development of a spatial design at the given location on the basis of that structure and construction. The design is elaborated down to the level of material and detail.

Object A building with a public function of considerable size at a selected urban location.

Method Individual design project for architecture students. The project will be supervised in groups by an architect. In the project, the lecturer will be linked to a structural engineer or construction engineer. The latter will have the role of 'adviser'.

Result A model on an adequate scale and three A1 panels. The panels offer insight into the analysis of the function and location, while the design research offers insight into the relationship between the programme and the spatial design. The panels include a spatial representation of the design (perspectives), plans, sections and elevation drawings on a scale appropriate to the project and details. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P2b (AL) Building in landscape

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

Learning objective Develop design skills on the scale level of a built object and the accompanying surroundings. Gain insight into organisational principles that guide and connect a building and an outdoor space. Ability to make a coherent composition. Train insight into the differences between an architectural and a landscape architectural approach. Hone the ability to elaborate a design consistently to material and detail level.

Assignment Make a plan consisting of an environment with a building. Arrive at a convincing cohesion of building and environment. Use the given programme. Indicate which guiding principles have determined the spatial design and how they have been elaborated in the organisation of the programme. Elaborate the design down to the level of dimensions and material for the crucial planning elements for the building and green site.

Object The archetype for this project is the country estate in which a house and the green surroundings are inextricably linked to one another. There must be an inextricable functional and aesthetic coherence of 'indoors' and 'outdoors'; of building and immediate surroundings.

The programme and location are set out in the assignment. The building has an unambiguous programme (museum, library, meeting place, hotel room etc.). The indicative area is 1,000 – 5,000 m^2. The green area is limited in size to enable sufficient elaboration. Indicative area is 1-5 ha.

Method Individual design project supervised in groups by an architecture or a landscape architecture lecturer. The assignment will be formulated together. Architecture and Landscape Architecture students are both expected to make a relevant design for both the building and the immediate surroundings.

Result Research into the organisational and compositional main design of the whole object, including its location within the wider surroundings; drawings of the ensemble on an adequate scale appropriate to the design; design drawings, profiles and sections; models on an adequate scale to be determined by the student; perspective drawings and atmospheric images. The result will be presented in summary on at least three A1 panels. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O2a (A) Construction and Materialisation

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

Learning objective Gain knowledge and insight into the design and (product-technological) development of building materials. Learn to critically evaluate the relationship between constructive design criteria and the materialisation of the design, and learn to assess materials in relation to construction and circularity. The O2a is linked to the P2a in which the results of the research are applied.

Content On the basis of examples, the notion of materialisation is further elaborated. Moreover, the student is challenged to examine structural and architectural applications on the basis of a specific theme of material.

Method The research consists of material research and development and the structural application thereof. The research will largely be carried out during class hours.

Result The result is a workbook in A4 or A5 format containing a report of the discussions, the development process of the building material and the sample, tests and prototypes produced.

O2b (AUL) Reflection and argumentation

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

Learning objective

The O2b Reflection and argumentation highlights the importance of the written text and the spoken word on the practise of the design profession. Words and language are necessary, not only in order to explain your design as clearly as possible, but also in order to absorb ideas and opinions and to express one's own thoughts in a conversation, discussion or article. Through the character of a refuge and the emphasis on knowledge development, intercultural exchange, interpretation and debate, students learn in 02b to position themselves in relation to their field and in relation to society. The O2b specifically deals with the following skills:

- Active listening and investigative reading (deliberation, gaining knowledge, interpreting and construing, revising one's opinion in view of the international and intercultural context);
- Writing, speaking, reflecting, arguing (expressing thoughts, ideas, opinions and arguments in an interdisciplinary, international and intercultural context).

Reading and writing are manifested in concrete exercises and assignments, while speaking and listening are mainly addressed when the results of those exercises are discussed in the lesson.

Content

1. Positioning

During the series, an important role is reserved for the social importance of architecture, urbanism and landscape architecture. For example, students are given the assignment to write a short manifesto about architecture, planning and design.
It is an open question, where students are challenged to word their vision as effectively and accurately as possible. We will enter into discussion with each other about the results in the class (plenary or in groups). By writing, they are forced to put down their thoughts about this theme on paper with proper substantiation, by reading each other's texts they are made aware of other perspectives and arguments, by speaking with each other and listening to each other everyone is able to confirm, adjust or hone his/her position for themselves.
By way of preparation, students must analyse existing manifestos. What is the message of the author? In which time and context was it written? In which way does it inspire you?

2. Reading

During O2b, two to four texts are read, which are considered and discussed in the lesson. The articles are varied, deal with contemporary themes, have an international perspective and are written by designers as much as possible.
There is a PDF with texts, which lecturers and students can make use of during the series.

3. Writing

Writing has many faces in O2b. For example, students must write a short response to the texts read from an international repertoire, must make a short manifesto and practise writing a project text – linked to P2b.
We also place the emphasis on the role that writing has during the design process. We want to make the students aware that the design is honed through writing. By writing, you force yourself to organise your thoughts and question yourself: what am I actually doing and why?

Result Students hand in a logbook (as PDF), which contains the work produced.

V2a (AUL) Inter [SPACE] Objective: To examine the non-visible space Context: Creating

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

Description The student is asked to examine the (inter)space and materialise it into his/her own sculptural spatial interpretation, in close cooperation with students from other disciplines.

Learning objective Gain insight into:
- Space between people, between buildings and landscape, between landscapes (in an intercultural context);
- The scale of the building, the city, the landscape;
- The role that distance plays with regard to the other in an intercultural context: intimate distance, personal distance, social distance, public distance;
- Research into stratification;
- The effects of sound, light, colour, material and smell in relation to the (inter)space;
- Be able to formulate a personal assignment within this form study;
- To design the interspace, the non-visible space.

Means, method Transdisciplinary examination of the (inter)space through collaborating in a cross-disciplinary manner.

Use a podcast as research archiving method.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A Make a sculpture about interspace.
Working method Solo

Result B A group presentation in which the experience of the interspace is examined by means of a dialogue in relation to the results of fellow students.
Working method Transdisciplinary

Result C Demonstrating a cyclical (weekly) personal process for the purpose of reflection and archiving.
Working method Podcast (precisely 5 minutes).

V2b (AUL) Graphic [SPACE]
Objective: Graphic data visualisation
Context: Interpreting

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

Description The student is asked to research the available (scientific) data and translate it into understandable graphic visualisations, in order to be able to subsequently use that in the design process. Developing one's own graphic visual language.

Learning objective Gain insight into:
- (Big) Data analysis, organisation, recognising and interpreting relevant (scientific) information;
- Demonstrating a cyclical (weekly) personal process for the purpose of reflection and archiving;
- Graphic translation of information;
- Coding;
- Pictograms and iconography;
- Storytelling/narrative;
- Be able to formulate a personal assignment within this form study;
- Developing one's own graphic visual language.

Means, method Making use of personal (participatory) observations and two-dimensional digital collages. Analyse 'best practice' examples.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A A series of graphic visualisations (in relation to the specific field of study, AUL) based on data analysis, and demonstrate personal observations in a cohesive exhibition in relation to the results of fellow students.
Working method Solo / Transdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C2a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1 and 2
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C1b

Learning objective

The aim of this course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for the student to determine his/her own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will always be handled in relationship to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

C2b (AUL) History: philosophy and art

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

Learning objective To place architecture, urbanism and landscape architecture as artistic disciplines within the context of, and to relate them to, the development of the arts, and to think about art and aesthetics in the Netherlands and abroad. To encourage the student to actively determine his/her position amid current developments in the spectrum of international arts and culture.

Content Architecture was seen as the mother of the arts in the past. In the meantime, the spatial design disciplines have secured a position among the arts in the broadest sense of the word. In a series of thematic lectures, this will be discussed from a philosophical, art theoretical and practical perspective and their relevance to spatial design today will be examined. The lectures will be delivered by one lecturer, who will also introduce and initiate the discussion. An A4 sheet introducing the theme will be handed out at the beginning of each lecture.

Result The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

Master in Architecture

Year 2

		SEMESTER 3			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**District** P3a (AUL, A) 4		**Residential building** P3b (A) 4	
	O	**People and Society** O3a (AUL) 1		**Housing** O3b (A) 1	
	V	**Virtual [SPACE]** V3a (AUL) 1			
	C	**Practice, methodology and research** C3/C5 (AUL, A) 2			
	K			**Elective programme**	
EDUCATION-FREE PERIOD			**Study week** 21 - 25 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

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

Winter School
13 – 21 january

Public building
P4 (A)
8

Materialisation
O4 (A)
3

Theory, society and design
C4/C6 (AUL)
2

EXAMINATION 2
15 June - 19 June

30

Elective programme

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS
15 April and 16 a April

Practice hours

Practice records

30

60

P3a (ASL, A) District

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 European Credits
Form of education Interdisciplinary (AUL) with disciplinary assignments (A|S|L)

Learning objective Gain insight into the effect of larger and complex systems of buildings and public spaces. Gain insight into the interaction between public space and private domain. Develop design skills to direct atmospheres in an urban context based on the public space and urban typologies. Learn to work with volumes, typology and orientation of buildings, programme, traffic, infrastructural facilities, layout and materialisation, and develop the ability to elaborate a design consistently down to the level of material and detail.

Assignment Make a global urban plan with building typologies, architectural expression, urban public spaces and access, while (partially) reusing existing structures. Elaborate on the design typologically and architecturally down to the level of dimensions and materialisation of crucial planning elements and the layout of the public space. Develop a representation and wording of urban atmospheres that you want to emerge.

Object An existing urban area in need of improvement or where there is space for the addition of a number of buildings and public spaces. The programme and location are set out in the assignment. A mixed programme with housing, work and amenities and accompanying parking from 20,000 to 50,000 m^2.

Method Design project to be completed individually, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way in terms of composition, but each student will work on his/her own disciplinary-based assignment. An excursion to the location is part of the project.

Result A planning map (1:2000/1:500) including a schematic representation of the new spatial main design. This will, at least, make statements about general principles and objectives (in word and image), buildings and typologies, densities, parcelling, architectural expression, access principles, atmospheres, types of public spaces, planting. Relevant parts of the design are made clear through, among other things, profiles, sections, perspective drawings, reference images and models on adequate scales. The result will be presented in summary on at least three A1 panels. A model (1:500/1:200) plays a key role in the oral explanation during the presentation.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P3b (A) Residential building

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

Learning objective Acquire insight into the concept of (housing) typology and applying this to analysis and design. Deal with constructional, physical, structural and functional requirements. Develop design skills and the capacity to elaborate on a design consistently down to the level of material and detail.

Assignment Design a residential building at an urban location. The schedule of requirements and location are set out in the assignment. The emphasis in the design process is on the research into contemporary urban types of housing and the development of adequate housing types. During the design process, form must be given to the expression of the building in relation to the typological structure. The design is elaborated down to the level of material and detail.

Object A building containing at least 20-50 homes and possibly an additional programme at an urban location.

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

Result Models of the building and housing types on an adequate scale and three A1 panels that offer insight into the analysis of programme and location and the typological research. The panels include a spatial representation of the design (perspectives), plans, sections and elevation drawings, and details on an adequate scale to be determined by the student. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O3a (AUL) People and Society

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

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

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

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

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

O3b (A) Housing

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

Learning objective Getting to know, analysing and comparing historical and contemporary examples from the housing repertoire.

Content The analysis is thematic in structure, whereby the student is challenged to cross the divide between analysis/research and design. The themes concern aspects such as access, organisation, orientation, the relationship between private/collective/public, densities, parking, outdoor space, and the 'organisation' of the façade and the architectural elaboration.

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

Result The result is a workbook in A3 format with documentation and analysis of reference projects studied.

V3a (AUL) Virtual [SPACE]
Objective: Experience virtual reality
Context: Modelling

Year 2, semester 3a
Duration 1 times 7weeks
Study load and credits 1 times 28 hours, 1 European Credit (EC)
Form of education Interdisciplinary (AUL)

Description On the basis of 3D modelling techniques, the student will develop a Virtual Reality (VR) and Augmented Reality (AR) environment that helps support the research, design and modelling of a design assignment, resulting in a (virtual) exhibition.

Learning objective Gain insight into:
- Virtual Reality (VR);
- Augmented Reality (AR);
- Photogrammetry / 3D-modelling
- Presenting a scale model in AR and VR.

Means, method Research and design a 3D virtual space, starting from a physical scale model. Test and further develop this space into a visual experience with the aid of Virtual Reality tools.
Is lecturer-dependent and the supervision will differ from each other.

Result A One or more animations that provide insight into the virtual reality of the personal design assignments set beforehand, resulting in a virtual experience that can be experienced by the observer.
Working method Solo

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C3/C5 (AUL, A) Practice, methodology and research

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

Learning objective

Interdisciplinary: Gain insight into the process of design, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.

Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; intercultural dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles that the architect and the architectural design are able to play in this.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of international speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.

Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. A series of professionals will be invited to come and talk about their oeuvre. Introductory speakers will be asked to explain how they interpret, elaborate and resolve the different assignments as designers. Substantive and stylistic considerations will be made explicit and crucial defining moments magnified. The students will prepare the discussion and ask the guests about their profile. The emphasis will be on the way in which professional knowledge, research, entrepreneurship and inspiration are translated into the design.

Result

Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.

In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

Winter School (AUL)

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

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

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

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

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P4 (A) Public building

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

Learning objective Learning to handle a complex programme for a public building. Gaining insight into the relationship between a public building and the location, and the wider context of the assignment in the Netherlands and abroad. Dealing with constructional, physical, structural and functional requirements. Developing design skills and the capacity to elaborate on a design consistently down to the level of material and detail.

Assignment Design a public building with a complex schedule of requirements. The programme and location are set out in the assignment. Develop an idea of the relationship between the programme and the location and the meaning of the public building. Elaborate the programme into a spatial design, paying considerable attention in the process to the expression, materialisation and details of the building.

Object A public building of reasonable size with a complex schedule of requirements.

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

Result Models on an adequate scale and six A1 panels. The panels offer insight into the analysis of the programme, the relationship between the assignment and its context and the design research into the materialisation of the design. The panels include a spatial representation of the design (perspectives), plans, sections and elevation drawings, and details on an adequate scale to be determined by the student. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

The P4 will be concluded with a day of reflection on the Friday of the completion of the O4. This is the first meeting of the Clinic that will be continued in year 3.

O4 (A) Materialisation

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

Learning objective Gaining knowledge and insight into the design and (product-technological) development of building materials. Learning to critically evaluate the relationship between a design criterion and the materialisation of the design, and learning to assess materials in relation to use, maintenance and ageing. The O4 is linked to the P4 in which the results of the research are applied.

Content On the basis of examples, the notion of materialisation is further elaborated. Students are challenged to investigate the production process, the processing and the architectural applications on the basis of a specific theme (e.g. relief) or material.

Method Seminar in two parts; the research is largely conducted during the class hours, possibly combined with an excursion. The second part consists of research into the design and development of a building material prototype.

Result The result is a workbook in A4 or A5 format containing a report of the discussions and excursion and the development process of the building material and the sample, tests and prototypes produced.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context.
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and consistency, introduces (if necessary) the speakers, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speakers.

Master in Architecture

Year 3

SEMESTER 5

	QUARTER 1		QUARTER 2	
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM				
P	**Research and Design** P5 (AUL) 8			
O	**Paper** O5 (AUL) 3		**Clinic** 1	
C	**Practice, methodology and research** C3/C5 (AUL, A) 2			
K				
EDUCATION-FREE PERIOD		**Study week** 18 – 22 October		
EXTERNAL CURRICULUM				
	Practice hours			
	Practice records			

SEMESTER 6

QUARTER 3 | **QUARTER 4**

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

Integral Research and Design
P6 (A)
8

Paper
O6 (AUL)
3

Grad. clinic
O6 (AUL)
1

Theory, society and design
C4/C6 (AUL)
2

Elective programme

Elective programme

30

EXAMINATION 3
29 June – 3 July

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Design and Management 1

Practice hours

Practice records

Practice records

ASSESSMENT PRACTICE RECORDS
20 – 21 April

30

60

P5 (AUL) Research and Design

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Interdisciplinary (AUL)

Learning objective Learning to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context. Learning to trace, identify and make use of spatial essences and favourable situations through every level of scale and abstraction. Honing one's own profile as a future designer. Being able to provide arguments for and to present your own views on the future of the building, the city and the landscape and the role of your own discipline in it. Viewing existing conventions critically and arriving at (innovative) spatial models on the basis of your own personal observations and research. Recognising the relation between the theme, your own assignment and its elaboration. Being able to organise the working process to do justice to the various stages of the design process.

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

Object The P5 raises the question of a spatial or programmatic development within a generally described research theme. This research theme may be related to a broader semester theme or research trajectory of the research groups. The research design targets all relevant scale levels. This may vary from architectural detail and urban context to regional landscape. Within the project, the design assignment you have defined yourself is elaborated as an object that can vary from one or several buildings/objects to a coherent section of the study area provided.

Method The P5 consists of two parts. The first part consists of three intensive weeks in which work will be done (studio-style) three half days per week. This will take place through interaction with the designs from O5 Paper. The second part consists of nine Tuesday evenings. In the second part, the project assignment defined in the first part will be elaborated on in nine weeks.

In the first part the theme and the personal exploration of relevant spatial issues are explored in depth and the study area is analysed. This is done on the basis of relevant research, which may be architectural historical, landscape morphological and urban morphological research, as well as

through policy analysis and design research. In the first weeks a position is put forward on the basis of the findings. Analysis, design-based research, sketch design and debate should lead, at the end of the third week, to the definition per student of an assignment to be elaborated in the form of a project. This assignment must lead to a design for an architectural, urban or landscape intervention. The lecturer approves the proposed assignment.

In the second part of the project the emphasis is on the student's particular discipline. Processing of the preliminary research and deployment of craftsmanship come up in the elaboration of the plan. Students follow O5 parallel to P5. A paper is written therein. The individual research question for that paper is derived from the research in the first three weeks of the P5, but is elaborated independently of that project.

The project will be supervised by two lecturers, an urbanist and a landscape architect.

Result At the end of week 3: textual and visual presentation of a position and a design assignment in image and text as well as the design research on which it is based in the form of a sketch. In addition, at the end of the third week, a research question for the O5 should be defined. The result will be collectively presented in one minute presentations.

The final result after 12 weeks concerns the whole project from design research to assignment position, elaboration and detail. The project is presented on minimum of five A1 panels and is backed up by relevant scale models on an adequate scale, texts, films and other presentation media. Scale, areas for elaboration and details are determined by the student in close consultation with the lecturer. The relationship between design research, the assignment position, the planning map, designs for the various strategic projects and any elaborated details must be clearly presented. In addition, an explanation of approximately 400 words (1 A4) will be written.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O5 (AUL) Paper

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

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

Content In 12 sessions spread over 13 weeks, the student will work in the O5 graduation paper, under the supervision of the lecturer, in connection with the project P5. In week 1, the student will obtain information about the theme, choose a subject, and further clarify this in week 2 and 3. On the basis of relevant literature, the domain of the research will be determined. A research design and problem statement form the start for the planning of the further conducting of the research. Components like source research, but also writing skills, and tips for oral presentation will be discussed. The research within the context of the paper will fuel the P5 project as a result of the themes chosen.

Result A written paper, preferably illustrated, with a maximum of 2,000 words, including literature references. Handed in as a booklet in duplicate (lecturer and library).

Method Individual research project, supervised in groups.

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Clinic

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

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

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

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

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

Result The clinic will provide the student with additional knowledge and personal insight about a specific aspect of the design process.

C3/C5 (AUL, A) Practice, methodology and research

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

Learning objective

Interdisciplinary: Gain insight into the process of design and research, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design and research process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.
Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; intercultural dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles that the architect and the architectural design are able to play in this.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of international speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.
Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. A series of professionals will be invited to come and talk about their oeuvre. Introductory speakers will be asked to explain how they interpret, elaborate and resolve the different assignments as designers. Substantive and stylistic considerations will be made explicit and crucial defining moments magnified. The students will prepare the discussion and ask the guests about their profile. The emphasis will be on the way in which professional knowledge, research, entrepreneurship and inspiration are translated into the design.

Result

Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.

In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

P6 (A) Integral Research and Design

Year 3, semester 6
Duration 16 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Disciplinary (A)

Learning objective Honing one's own profile as a designer. Learning to formulate a design assignment on the basis of a given location and/or programme by means of design research. Substantiating and presenting the relevance of the assignment in a broader context and your own fascinations/opinions and developing these into a spatial architectural design. Learning to organise a longer-term design project. Dealing with constructional, physical, structural and functional requirements. Developing design skills and the capacity to elaborate on a design consistently down to the level of material and detail.

Assignment Develop a design assignment through design research for a given programme or location. Explore the formulation of the assignment and the elaboration of personal fascinations and the broader (social) context. Elaborate on the design assignment in a detailed spatial design for a building or ensemble of buildings. The design must be elaborated down to the level of material and detail.

Object A building or ensemble with a mixed or public programme.

Method Individual design project for architecture students. The project will be supervised in groups by an architect. In the first weeks, the theme is deepened and the location analysed. This is done on the basis of relevant research, such as architectural historical, landscape morphological and urban morphological research, as well as through programmatic and design research. By the end of the third week, design research, sketch research and debate will have lead each student to define an assignment for a building or ensemble, with a mixed or public programme.

In the remainder of the project, the emphasis will be on the elaboration of the assignment, in which programme, spatiality, structure, material and construction will be integrated into a consistent design.

Result Models on an adequate scale and six A1 panels. The panels offer insight into the personal fascinations and the research and include perspectives, plans, sections, elevation drawings and details on an adequate scale. Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O6 (AUL) Paper & Graduation Clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 4 European Credits (Paper 3 EC, Graduation Clinic 1 EC)
Form of education Interdisciplinary (AUL)

Paper

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

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

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

Method Individual research project, supervised in groups.

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

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Graduation clinic

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

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

Method Individual research project, sometimes supervised in groups.

Result A strongly positioned summary of the graduation project, rough size 1 to 2 A4 pages of text, illustrated where necessary or if desired. The summary is the prelude to the Graduation plan (see Chapter 7 'Graduation'). Supplemented with a detailed planning, which is illustrated where necessary or desired.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context.
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and coherency, introduces the speakers, where necessary, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speakers.

Master in Architecture

Year 4

SEMESTER 7

QUARTER 1 | QUARTER 2

SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER

INTERNAL CURRICULUM

Graduation

EDUCATION-FREE PERIOD

Study week
18 – 22 October

EXTERNAL CURRICULUM

Practice hours

Practice records

SEMESTER 8

QUARTER 3 | **QUARTER 4**

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	
Graduation						**EXAMINATION 4** 6 – 10 July		30
Christmas holidays 25 Dec. – 9 Jan.				**Study week** 21 – 25 March		**Summer recess** 23 July – 15 Aug.		
Practice hours			**ASSESSMENT PRACTICE RECORDS** 20 – 21 April	**Practice hours**				30
Design and Entrepreneurship 1								
Practice records				**Practice records**				

60

Study programme year 4

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

Examination 4 Examination 4 follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 Examinations for all the information.

Learning outcomes Master in Architecture

Discipline

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

Context

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

Profession

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

Form Studies 2020-2021

Master in Urbanism

Head	**Markus Appenzeller**
CROHO code	**44337**
Degree	**Urbanist, Master of Science**
Study load	**240 European Credits (120 EC Master's programme / 120 EC professional experience)**
Full-time	
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Requirements	**Bachelor's degree from a University of Applied Sciences (hbo-bachelor); main subject Architecture and Construction Engineering, Civil Engineering, Spatial Planning with differentiation architecture, urbanism, urban planning and regional development or physical planning. Bachelor TU Delft or Eindhoven; main subject Urbanism. For other prior qualifications, please see Chapter 9.3 Admission requirements Master in Urbanism.**

Master in Urbanism

Year 1

		SEMESTER 1			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Space** P1a (AUL) 4		**Place** P1b (UL) 4	
	O	**Spatial repertoire** O1 (AUL) 2			
	V/T	**Body [SPACE]** V1a (AUL) 1		**Material [SPACE]** V1b (AUL) 1	
		Landscape analysis / Urban space Tools (UL) 1		**Landscape analysis / Urban space** Tools (UL) 1	
	C	**History: A, U, L** C1a (AUL) 1		**History: A, U, L** C1b (AUL) 1	
EDUCATION-FREE PERIOD			**Study week** 18 – 22 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | **QUARTER 4**

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	
Winter School 13 – 21 january	**Typology** P2a (U) 4		**Neighbourhood** P2b (U) 4		**EXAMINATION 1** 22 June – 25 June			30
	Urban instruments O2a (U) 1		**Reflec. argumentation** O2b (AUL) 1					
	Inter [SPACE] V2a (AUL) 1		**Graphic [SPACE]** V2b (AUL) 1					
	Landscape analysis / Urban space Tools (UL) 1		**Landscape analysis / Urban space** Tools (UL) 1					
	History: A, U, L C2a (AUL) 1		**History: philos. art** C2b (AUL) 1					
Christmas holidays 25 Dec. – 9 Jan.				**Study week** 21 – 25 March		**Summer recess** 23 July – 15 Aug.		
Practice hours			**ASSESSMENT PRACTICE RECORDS** 20 – 21 April	**Practice hours**				30
Practice records				**Practice records**				
								60

P1a (AUL) Space

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

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

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

Object A (free-standing) structure consisting of a minimum of three relevant spaces that are in relation to each other and their surroundings. The structure should have a public function at an urban or rural location. The location and programme are set out in the assignment.

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

Result Models on an adequate scale; at least two A1 panels with the spatial analyses of the location and programme; design criteria; design research into the spatial sequence of the design; spatial representation of the design (perspectives, plans, sections and elevation drawings on a scale appropriate to the project).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P1b (UL) Place

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

Learning objective Learn to read a given location as a 'place' with urban and rural characteristics. Training of conceptualisation. Train spatial and compositional skills; recognition of the mutual relationship between a place with its peculiarities and an intervention that takes place there. Acquire the ability to analyse this relationship and translate it into a spatial design.

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

Object A location with specific urban and rural characteristics, which invite commentary. The location and programme are set out in the assignment.

Method Design project to be completed individually, supervised in groups by an urbanist or landscape architect. An excursion to the location in the first weekend is part of the project.

Result Models on an adequate scale; at least two A1 panels with the spatial analyses of the location and programme; design criteria; design research into the spatial sequence of the design; spatial representation of the design (perspectives, plans, sections and elevation drawings on a scale appropriate to the project).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O1 (AUL) Spatial repertoire

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

Learning objective Gaining knowledge about the architectural, urban and landscape architectural repertoire in the Netherlands and abroad. Learning to analyse the important (inter)national examples and references, understanding the importance of historical and stylistic research. Practising with questions of scale and dimension, density, quantity, view, distance, and so on; developing and applying different techniques of analysis and notation.

Content The lecturers supply different plans, situations and patterns on which reductions and treatments are performed. Through various cartographic treatments, such as 'cut and paste', 'calculate and draw', 'enlarge and reduce', 'remove and add', the sense of dimension and scale will be appealed to, and insight will be developed into size, densities, numbers and distance. On the basis of various architectural and topographical treatments, such as 'restoring', 'citing', 'paraphrasing', 'faking' and 'cloning', a critical attitude towards the past and a historical awareness of one's own surroundings will be appealed to and developed. The treatments will be recorded in sketches; the series of sketches is the individual product.

Method Seminar; the research will be carried out during class hours. The disciplinary repertoire will be handled in three five-week blocks on the basis of three workbooks. An excursion is part of the O1. Under the supervision of a coordinator, students will prepare part of the excursion themselves and make the guide.

Result In addition to a contribution to the excursion guide, the following is asked: joint presentation sketches, which are linked to each other in the group as a whole.

V1a (AUL) Body [SPACE] Objective: (Autonomous) spatial perception Context: Experiencing

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

Description The student will study the relationship with the space by means of movement, together with others who move in that space.
Conscious movement and experiencing the space forms the basis of the research and this will result in a spatial installation, combined in an exhibition with the results of fellow students.

Learning objective Gain insight into:
- Sensory experience of space;
- The role of light, sound, temperature, smell et al. in relation to space;
- Movement and rhythm of the body in the space;
- The role that distance plays with regard to the other in an intercultural context: intimate distance, personal distance, social distance, public distance.

Means, method Movement, sound, music, light, rhythm, mime, choreography, audiovisual art.

Use panic drawing technique as spatial analysis method.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A An installation on the scale of the human body, scale 1:1.
Working method Solo

Result B An exhibition of installations in which the choreography of the space will be examined in relation to the results (installations) of fellow students.
Working method Transdisciplinary

Result C Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Sketching by hand

V1b (AUL) Material [SPACE] Objective: Materialisation of space Context: Creating

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

Description The student will be challenged to create space in the broadest sense of the word based on materials experimentation and materials testing, which will result in various prototypes.

Learning objective Gain insight into:
- Developing knowledge of materials;
- Experimenting with and designing materials;
- Materials testing, in relation to: hapticity, colour, weight, ageing process, circularity;
- Sustainable material use in relation to short- and long-term perspective;
- Recycling processes;
- Be able to formulate a personal assignment within this form study;
- Developing material prototypes;

Means, method Designing and developing material prototypes in which space, stacking, linking, rhythm, patterns, corner solutions, transitions and suchlike are examined.

Socratic interview, one-on-one in-depth interview method (between students themselves) and reflection and archiving by means of video recordings.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A An exhibition in which an assembly of personal prototypes will be shown in conjunction with the results of fellow students.
Working method Solo / Interdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form 'One-minute movie' (precisely 60 seconds).

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

Year: 1, semester 1 and 2
Duration: 4 times 8 weeks
Study load and credits: 112 hours and 4 European Credits
Form of education: Interdisciplinary (UL)

Learning objective

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

Knowledge of typical urban structures. Acquire knowledge of the city as a complex system consisting of social, spatial and political aspects. Learn urban analysis and draw conclusions from this: define an urban assignment, programming, key figures and access principles. Why does an urban fabric look the way it looks? What are typical characteristics of urban systems of spaces? Which typologies are used and which influence do they have on the urban fabric?

Content

Being able to unravel the landscape and the city based on a number of proposed locations. The various layers of the landscape will be identified and the coherence between the different systems will be elucidated. Urban (visible and invisible) systems and how they exert influence will be identified. The landscape and the city will be analysed on different scale levels: from the large coherence (landscape types and urban regional systems) to a specific place. Performing a systematic landscape and urban analysis and displaying this in drawing. Analysing on different scale levels. Connecting the biotic and anthropogenic layers of the landscape as well as the underground of soil, water, geomorphology. Being able to read the influences of social, political and spatial influences and place them in context. Being able to read various map material and interpreting the information. Terrain studies. Literature studies.

Method

Seminar; the exercise will be executed during class hours. Visiting the location will be part of the seminars.

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

C1a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1b and C2a

Learning objective

The aim of this course of lectures is to acquire and gain insight into the practical, historical and theoretical developments that have determined the spatial disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for students to determine their own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines will constantly be related to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of theNetherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

C1b (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C2a

Learning objective The aim of this course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for the student to determine his/her own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will always be handled in relationship to one another, the lectures will be offered in an alternating disciplinary manner.

Content This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The accompanying excursion guide will be composed by the students. The students will give a presentation during the excursion about the excursion destination of their choice.

Winter School (AUL)

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

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

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

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

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P2a (U) Typology

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

Learning objective To develop design skills. Get to know and deal with the building blocks of the urban plan – the urban typologies. Develop conceptual principles for the design of an urban fabric. Develop a concept using and adapting urban typologies. Translation into an urban plan. Applying a conceptual framework in which disclosure principles, building typologies and the transformation possibilities within time are treated. Developing precision in terms of dimensions and scale of the building blocks of the urban fabric. Special attention to sustainability, i.e. usability and flexibility, in terms of the spatial structure and the dimensions of the urban plan.

Assignment Make an urban design for an urban ensemble with several typologies. Connect this with its surroundings. Compare the composition to urban fabrics in the surrounding area or the repertoire. Reflect on the concept of integral sustainability and investigate what this means for the building blocks and composition of the plan.

Object A place due for redevelopment or a hole in the urban fabric in an urbanised Dutch context. An unambiguous, bounded place of approx. 2 to 5 ha.

Method An analysis will be made of the most important urban typologies. A concept will be developed for an urban typological ensemble with an accompanying conceptual framework within the urban context of the planning zone.

These concepts will be translated into the urban design: plot structure, streets, greenery and a clearly formulated idea of the typology and scale of the buildings. In the project use will be made of the knowledge acquired in the O1 Repertoire research. Design project to be completed individually, supervised in groups. An excursion to the location is part of the project.

Result An urban framework for a sustainable urban neighbourhood and an elaboration of a section. The design will be made clear through, among other things, profiles, sections, perspective drawings, reference images and models on adequate scales. Presentation on at least three A1 panels contains at least concept diagrams, thematic analytical drawings explaining the concepts and building blocks used and a zoning map (1:500) with partial elaborations and profiles (1:200-1:100). Site model(s) (1:1000 and/or 1:500) and a partial scale model (1:500 and/or 1:200) of a section of the plan area, which explains how the parts of the urban fabric connect with each other. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels

P2b (U) Neighbourhood

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

Learning objective Develop and hone design skills at the scale level of the neighbourhood, a combination of a few specific buildings and public spaces. Analysis and design of the mutual relationship between building typology, building architecture, urban public space and the urban environment are the main focus. Develop the ability to elaborate a design consistently in terms of urban design and in outline on an architectural scale.

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

Object An existing urban area where there is space for the addition of a neighbourhood with public spaces. The programme and location are laid down in the assignment. A mixed programme with housing, work and amenities and accompanying parking from 20,000 to 50,000 m^2.

Method In the project, use will be made of the knowledge acquired in the research O2a (U) Urban instruments. Design project to be completed individually, supervised in groups by an architect with expertise in the field of urban design or an urbanist with architectural expertise.

Result Analytical and diagnostic drawings of the present situation on different scale levels; schematic representation of the new spatial main structure and stages of the plan; drawings of the urban plan on scale on a scale of 1:2.000 / 1.000 / 500; design drawings, diagrams, profiles and sections 1:100 / 50; sketch models on an adequate scale; perspective drawings and atmospheric images. The result will be presented in summary on at least three A1 panels.

Digital presentations are seen as a supplement, but will not be accepted as a substitute for scale models and panels.

O2a (U) Urban instruments

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

Learning objective Get to know and use the most important urban instruments and plan types. Build up knowledge of urban access and traffic systems and their requirements. Acquire knowledge of typical sizes and dimensions in the city.

Content After an introductory lecture, students will practise in small groups in the form of a seminar. Existing plans and reference projects will be analysed – the instruments and plan types used, systems and sizes will be identified and the way they can be applies for one's own designs will be examined.

Result Analytical drawings, overview of key figures for urban systems, personal collection of reference plan types.

O2b (AUL) Reflection and argumentation

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

Learning objective

The O2b Reflection and argumentation highlights the importance of the written text and the spoken word on the practise of the design profession. Words and language are necessary, not only in order to explain your design as clearly as possible, but also in order to absorb ideas and opinions and to express one's own thoughts in a conversation, discussion or article. Through the character of a refuge and the emphasis on knowledge development, intercultural exchange, interpretation and debate, students learn in 02b to position themselves in relation to their field and in relation to society. The O2b specifically deals with the following skills:

- Active listening and investigative reading (deliberation, gaining knowledge, interpreting and construing, revising one's opinion in view of the international and intercultural context);
- Writing, speaking, reflecting, arguing (expressing thoughts, ideas, opinions and arguments in an interdisciplinary, international and intercultural context).

Reading and writing are manifested in concrete exercises and assignments, while speaking and listening are mainly addressed when the results of those exercises are discussed in the lesson.

Content

1. Positioning

During the series, an important role is reserved for the social importance of architecture, urbanism and landscape architecture. For example, students are given the assignment to write a short manifesto about architecture, planning and design.

It is an open question, where students are challenged to word their vision as effectively and accurately as possible. We will enter into discussion with each other about the results in the class (plenary or in groups). By writing, they are forced to put down their thoughts about this theme on paper with proper substantiation, by reading each other's texts they are made aware of other perspectives and arguments, by speaking with each other and listening to each other everyone is able to confirm, adjust or hone his/her position for themselves.

By way of preparation, students must analyse existing manifestos. What is the message of the author? In which time and context was it written? In which way does it inspire you?

2. Reading
During O2b, two to four texts are read, which are considered and discussed in the lesson. The articles are varied, deal with contemporary themes, have an international perspective and are written by designers as much as possible.

There is a PDF with texts, which lecturers and students can make use of during the series.

3. Writing
Writing has many faces in O2b. For example, students must write a short response to the texts read from an international repertoire, must make a short manifesto and practise writing a project text – linked to P2b.
We also place the emphasis on the role that writing has during the design process. We want to make the students aware that the design is honed through writing. By writing, you force yourself to organise your thoughts and question yourself: what am I actually doing and why?

Result Students hand in a logbook (as PDF), which contains the work produced.

V2a (AUL) Inter [SPACE] Objective: To examine the non-visible space Context: Creating

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

Description The student is asked to examine the (inter)space and materialise it into his/her own sculptural spatial interpretation, in close cooperation with students from other disciplines.

Learning objective Gain insight into:
- Space between people, between buildings and landscape, between landscapes (in an intercultural context);
- The scale of the building, the city, the landscape;
- The role that distance plays with regard to the other in an intercultural context: intimate distance, personal distance, social distance, public distance;
- Research into stratification;
- The effects of sound, light, colour, material and smell in relation to the (inter)space;
- Be able to formulate a personal assignment within this form study;
- To design the interspace, the non-visible space.

Means, method Transdisciplinary examination of the (inter)space through collaborating in a cross-disciplinary manner.

Use a podcast as research archiving method.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A Make a sculpture about interspace.
Working method Solo

Result B An exhibition in which experiencing the interspace is examined in relation to the results of fellow students.
Working method Transdisciplinary

Result C Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Podcast (precisely 5 minutes).

V2b (AUL) Graphic [SPACE]
Objective: Graphic data visualisation
Context: Interpreting

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

Description The student is asked to research the available (scientific) data and translate it into understandable graphic visualisations, in order to be able to subsequently use that in the design process. Developing one's own graphic visual language.

Learning objective Gain insight into:
- (Big) Data analysis, organisation, recognising and interpreting relevant (scientific) information;
- Field research, personal observations;
- Graphic translation of information;
- Coding;
- Pictograms and iconography;
- Storytelling/narrative;
- Be able to formulate a personal assignment within this form study;
- Developing one's own graphic visual language.

Means, method Making use of personal (participatory) observations and two-dimensional digital collages. Analyse 'best practice' examples.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A A series of graphic visualisations (in relation to the specific field of study, AUL) based on data analysis, and demonstrate personal observations in a cohesive exhibition in relation to the results of fellow students.
Working method Solo / Transdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C2a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1 and 2
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C1b

Learning objective

The aim of this course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for students to determine their own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will always be handled in relationship to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

C2b (AUL) History: philosophy and art

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

Learning objective To place architecture, urbanism and landscape architecture as artistic disciplines within the context of, and to relate them to, the development of the arts, and to think about art and aesthetics in the Netherlands and abroad. To encourage the student to actively determine his/her position amid current developments in the spectrum of international arts and culture.

Content Architecture was seen as the mother of the arts in the past. In the meantime, the spatial design disciplines have secured a position among the arts in the broadest sense of the word. In a series of thematic lectures, this will be discussed from a philosophical, art theoretical and practical perspective and their relevance to spatial design today will be examined. The lectures will be delivered by one lecturer, who will also introduce and initiate the discussion. An A4 sheet introducing the theme will be handed out at the beginning of each lecture.

Result The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

Master in Urbanism

Year 2

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
		QUARTER 1		QUARTER 2	
		SEMESTER 3			
INTERNAL CURRICULUM	P	**District** P3a (AUL, S) 4		**City** P3b (U) 4	
	O	**Human, environment and society** O3a (AUL) 1		**U systems and infrastr.** O3b (AUL) 1	
	V	**Virtual [SPACE]** V3a (AUL) 1			
	C	**Practice, methodology and research** C3/C5 (AUL, UL, U) 2			
	K			**Elective programme**	
EDUCATION-FREE PERIOD			**Study week** 18 – 22 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

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

Winter School
13 – 21 january

Regional research and design
P4 (UL)
8

Regional research
O4a (UL)
1

Urban regions
O4b (U)
2

Theory, society and design
C4/C6 (AUL)
2

EXAMINATION 2
15 June – 19 June

Elective programme

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice hours

Practice records

30

60

P3a (AUL, U) District

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 European Credits
Form of education Interdisciplinary (AUL) with disciplinary assignments (A|U|L)

Learning objective Gain insight into the effect of larger and complex systems of buildings and public spaces. Gain insight into the interaction between public space and private domain. Develop design skills to direct atmospheres in an urban context based on the public space and urban typologies. Learn to work with volumes, typology and orientation of buildings, programme, traffic, infrastructural amenities, layout and materialisation and acquire knowledge on how these can be translated to urban regulations.

Assignment Make a global urban plan with building typologies, architectural expression, urban public spaces and access, while (partially) reusing existing structures. Develop a visual quality plan and urban planning rules and translate these into urban planning drawings and diagrams. Develop a representation and wording of urban atmospheres that you want to emerge.

Object A concrete, city centre district that is changing function and/or being made available for (re)design, improvement or intensification. Different types of buildings and public spaces must be present within the location.

Method Design project to be completed individually, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way in terms of composition, but each student will work on his/her own disciplinary-based assignment. An excursion to the location is part of the project.

Result A zoning map (1:2000/1:500) and a visual quality plan in which the urban planning regulations are explained. This will, at least, make statements about general principles and objectives (in word and image), buildings and typologies, densities, parcelling, architectural expression, access principles, atmospheres, types of public spaces, planting. Relevant parts of the design are made clear through, among other things, profiles, sections, perspective drawings, reference images and models on adequate scales. The result will be presented in summary on at least three A1 panels. A model (1:500/1:200) plays a key role in the oral explanation during the presentation. Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P3b (U) City

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

Learning objective Learn to strategically handle the renewal of an existing city by focusing on the infrastructure to be replaced or changing in itself. Learn to analyse the spatial characteristics of the existing urban structure, the urban life present, the accompanying urban programme, the infrastructure and the public spaces. Develop empathy for and insight into the assessment framework and interests of parties involved. Explore the opportunities as designer to act in a connecting, directing or steering manner based on a renewal strategy in a complex spatial and socioeconomic context. Practise making choices for interventions on various scale levels, both spatially, programmatically and procedurally.

Assignment Develop a vision on the renewal of an existing part of a city with an existing infrastructural facility. Based on analysis and design research, come to a well-founded design assignment that could form the basis for a productive renewal. Develop a plan, which is both spatial and procedural, that describes the relationship between the long and the short term and identifies and specifies the role of the actors behind the plan. Elaborate further on a strategic component of the plan. Define the role of the urbanist in the renewal process.

Object An urban transformation area to be determined later, whose face and spatial structure is clearly determined by an existing infrastructural facility (railway or station, motorway, power plant, port.). The scale of the actual intervention is 5-15 ha. The area of study includes a mixed urban programme or has the potential to accommodate a mixed programme. A location in which different eras come together or where a variety of building typologies may be found.

Method In the first half of the project, the opportunities for transformation of the location will be analysed and mapped out. Based on this analysis, the student will subsequently formulate a vision for transformation and a design task that makes a statement about the required spatial and programmatic interventions. Design project to be completed individually, supervised in groups. An excursion to the plan area is part of the project.

Result A presentation of at least A1 panels with: analytical drawings, the vision on the area's transformation and the roles and interests of the parties involved, the proposed spatial, programmatic and process-oriented concept, the relevant spatial development plan and the accompanying phasing. This should be done on adequate scales and with at least one elaborated spatial part of the transformation strategy and the role of the infrastructural facility herein. A scale model (1:1000 and/or 1:500).
A written explanation of approximately 400 words (1 A4).
Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O3a (AUL) Human, environment and society

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

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

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

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

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

O3b (U) Urban systems and infrastructure

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

Learning objective Learn to read, analyse, describe, organise and compare types of cities and structures of the city. Learn to understand which impact various urban systems and infrastructure have on the city.

Assignment Research typical structures, building blocks, principles and forces that have formed the street plan on various scales and in various periods and conditions focusing on the most important urban systems and infrastructures.

Method In the research, a number of reference cities will be examined and structure, function and influence of the most important systems and infrastructures will be discussed. Spatial characteristics such as size and scale, the relationship between urban fabric and the underlying landscape, mobility networks, functional units and landscape structures will be compared. In addition, programmatic characteristics, such as population numbers, centres, ground values, public transport hubs, infrastructural facilities and suchlike, which are typical and decisive for the street plan, will be compiled. The unique and distinctive typological characteristics for the various cities that determine the image will be discussed and mapped out. The research will be carried out during class hours.

Result The result is a workbook in A3 format with documentation and analysis of reference projects studied.

V3a Virtual [SPACE]
Objective: Experience virtual reality
Context: Modelling

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

Description On the basis of 3D modelling techniques, the student will develop a Virtual Reality (VR) and Augmented Reality (AR) environment that helps support the research, design and manipulation of a design assignment, resulting in a (virtual) exhibition.

Learning objective Gain insight into:
- Virtual Reality (VR);
- Augmented Reality (AR);
- Photogrammetry / 3D-modelling;
- Presenting a scale model in AR and VR.

Means, method Research and design a 3D virtual space, starting from a physical scale model. Test and further develop this space into a visual experience with the aid of Virtual Reality tools.
Is lecturer-dependent and the supervision will differ from each other.

Result A One or more animations that provide insight into the virtual reality of the personal design assignments set beforehand, resulting in a virtual experience that can be experienced by the observer.
Working method Solo

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C3/C5 (AUL, UL, U) Practice, methodology and research

Year 2 and 3, semester 3 and 5
Duration 14 weeks
Study load and credits 56 hours and 2 European Credits
Form of education Interdisciplinary (AUL), interdisciplinary (UL) and disciplinary (U)

Learning objective

Interdisciplinary: Gain insight into the process of design and research, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design and research process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.

Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; intercultural dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles an urbanist and the urban design are able to play in this context.

Learn to facilitate an urban debate and recognising ambitions and differences of opinion. Develop insight into spatial planning forms, planning processes and stakeholders' interests and the means through which public support may be created.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of international speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.

Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. In addition to discussions prepared by students, one's own role as urbanist and how that can be fleshed out in concrete terms will be practised. Typical strategic characteristics will be discussed and analysed by means of example plans or design assignments. A wide range of strategic methods and techniques will be handled via discussions and analyses. Focus points are the analysis of the context and gaining insight into the perceptions and assessment framework of the parties involved, as well as administrators,

implementing parties and users. Example plans will be handled with regard to defining the assignment, the goals and interests on a social, economic or cultural level, for example, target groups and their needs, financial mechanisms and phasing and communication aspects. Underlying planning processes will be analysed in terms of urban management instruments.

Result Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.

In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

Winter School (AUL)

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

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

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

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

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P4 (UL) Regional research and design

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

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

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

Object An urban region with relevant aspects of urban dynamics.

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

Result The presentation of the design explorations will shed light on the opportunities of the spatial transformations, making use of diagrams, tables, drawings, perspective drawings and, if necessary, models. This on adequate scales. The presentation will clarify what the spatial-programmatic framework and the process-based vision is, and how

regional and local administrators, parties and stakeholders have or are given a position in the regional transformation process. The project will be presented on a minimum of five A1 panels. In addition, an explanation of approximately 400 words (1 A4) will be written.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

The P4 will be concluded with a day of reflection on the Friday of the O4 completion.

O4a (UL) Regional research

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

Learning objective Learn to read and analyse details on a regional scale level and apply these in the design. Learn to analyse areas and plans. Being able to handle large-scale maps; their charts; legends and (changes of) scale. Acquire knowledge of the typology of the regional landscape. The objective of the research is to develop analytical skills that are useful for the projects P4, and possibly P5 and P6 too.

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

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

Result The result is a workbook in A3 format with the extensive documentation of the analysis of the P4 project with clarification of how the analysis has led to conclusions and design principles.

O4b (U) Urban regions

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

Learning objective Build up knowledge in the field of urban regions. Get to know, analyse and visualise types of urban regions from the Randstad conurbation to the Megacity Region and associated issues in terms of management, development strategies, infrastructure, culture, economy and public space. Be able to assess how existing development dynamics can influence the urban region. Be able to map out opportunities and possible hindrances in terms of integral sustainability.

Content In this research, the repertoire will be broadened and lifted to a higher level of complexity. In addition to the effects that strategic decisions have on a single city, the interaction with other cities and their surroundings will also be examined here. Moreover, management models and strategies for urban regions will be researched and conclusions drawn. In addition, the most important systems of space and infrastructure will be analysed and the effects of the hyper-urban context, in particular, will be examined further.

Method Seminar. The lecturer will supply information, references and example projects. On the basis hereof, each participant will develop a fictional, self-determined urban region. What are the characteristics? What is the spatial structure? How is density and population distributed? Which qualities does this region offer? Which infrastructural facilities are offered and how are these organised? Which growth perspectives and which management structures are used?

Result The result is a workbook in A3 format with a self-developed spatial vision for a fictional urban region.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context;
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

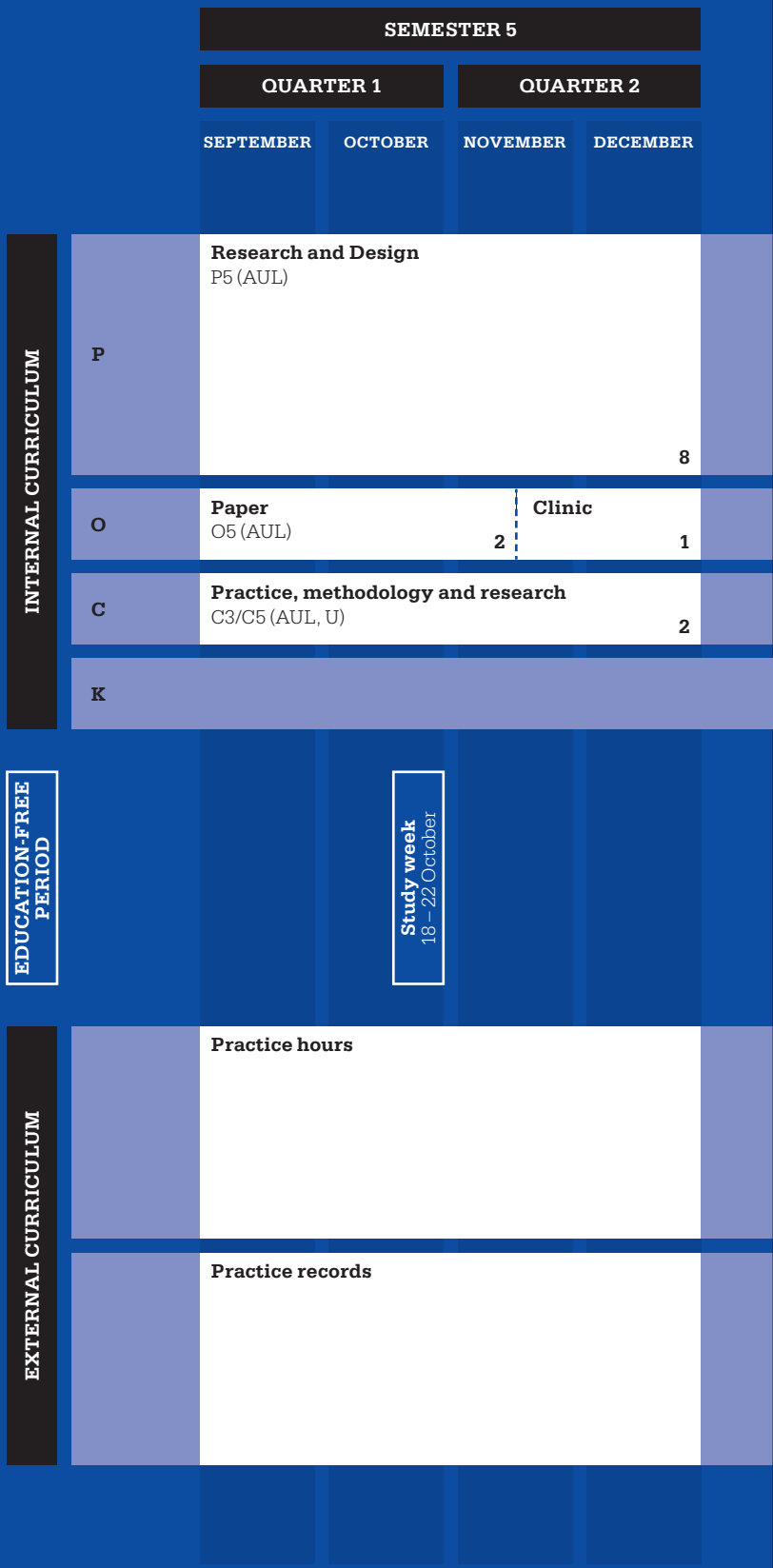
This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and coherency, introduces the speakers, where necessary, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speaker.

Master in Urbanism

Year 3



SEMESTER 6

QUARTER 3 | QUARTER 4

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

Integral Design Vision, Plan, Detail
P6 (UL, U) — 8

Paper
O6 (AUL) — 2

Grad. clinic
O6 (AUL) — 1

Theory, society and design
C4/C6 (AUL) — 2

Elective programme

Elective programme

EXAMINATION 3
29 June – 3 July

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Design and Management — 1

Practice records

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice hours

Practice records

30

60

P5 (AUL) Research and Design

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Interdisciplinary (AUL)

Learning objective Learning to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context. Learning to trace, identify and make use of spatial essences and favourable situations through every level of scale and abstraction. Honing one's own profile as a future designer. Being able to provide arguments for and to present your own views on the future of the building, the city and the landscape and the role of your own discipline in it. Viewing existing conventions critically and arriving at (innovative) spatial models on the basis of your own personal observations and research. Recognising the relation between the theme, your own assignment and its elaboration. Being able to organise the working process to do justice to the various stages of the design process.

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

Object The P5 raises the question of a spatial or programmatic development within a generally described research theme. This research theme may be related to a broader semester theme or research trajectory of the research groups. The research design targets all relevant scale levels. This may vary from architectural detail and urban context to regional landscape. Within the project, the design assignment you have defined yourself is elaborated as an object that can vary from one or several buildings/objects to a coherent section of the study area provided.

Method The P5 consists of two parts. The first part consists of three intensive weeks in which work will be done (studio-style) three half days per week. This will take place through interaction with the designs from O5 Paper. The second part consists of nine Tuesday evenings. In the second part, the project assignment defined in the first part will be elaborated on in nine weeks.

In the first part the theme and the personal exploration of relevant spatial issues are explored in depth and the study area is analysed. This is done on the basis of relevant research, which may be architectural historical, landscape morphological and urban morphological research, as well as

through policy analysis and design research. In the first weeks a position is put forward on the basis of the findings. Analysis, design-based research, sketch design and debate should lead, at the end of the third week, to the definition per student of an assignment to be elaborated in the form of a project. This assignment must lead to a design for an architectural, urban or landscape intervention. The lecturer approves the proposed assignment.

In the second part of the project the emphasis is on the student's particular discipline. Processing of the preliminary research and deployment of craftsmanship come up in the elaboration of the plan. Students follow O5 parallel to P5. A paper is written therein. The individual research question for that paper is derived from the research in the first three weeks of the P5, but is elaborated independently of that project.

The project will be supervised by two lecturers, an urbanist and a landscape architect.

Result At the end of week 3: textual and visual presentation of a position and a design assignment in image and text as well as the design research on which it is based in the form of a sketch. In addition, at the end of the third week, a research question for the O5 should be defined. The result will be collectively presented in one minute presentations.

The final result after 12 weeks concerns the whole project from design research to assignment position, elaboration and detail. The project is presented on minimum of five A1 panels and is backed up by relevant scale models on an adequate scale, texts, films and other presentation media. Scale, areas for elaboration and details are determined by the student in close consultation with the lecturer. The relationship between design research, the assignment position, the planning map, designs for the various strategic projects and any elaborated details must be clearly presented. In addition, an explanation of approx. 400 words (A4) is written.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O5 (AUL) Paper

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

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

Content In 12 sessions spread over 13 weeks, the student will work in the O5 graduation paper, under the supervision of the lecturer, in connection with the project P5. In week 1, the student will obtain information about the theme, choose a subject, and further clarify this in week 2 and 3. A research design and problem statement form the start for the planning of the further conducting of the research. Components like source research, but also writing skills, and tips for oral presentation will be discussed. The research within the context of the paper will fuel the P5 project as a result of the themes chosen.

Result A written paper, preferably illustrated, with a maximum of 2,000 words, including literature references. Handed in as a booklet in duplicate (lecturer and library).

Method Individual research project, supervised in groups.

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Clinic

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

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

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

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

Result The clinic will provide the student with additional knowledge and personal insight about a specific aspect of the design process.

C3/C5 (AUL, U) Practice, methodology and research

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

Learning objective

Interdisciplinary: Gain insight into the process of design and research, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design and research process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.

Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; intercultural dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles an urbanist and the urban design are able to play in this context.

Learn to facilitate an urban debate and recognising ambitions and differences of opinion. Develop insight into spatial planning forms, planning processes and stakeholders' interests and the means through which public support may be created.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of international speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.

Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. In addition to discussions prepared by students, one's own role as urbanist and how that can be fleshed out in concrete terms will be practised. Typical strategic characteristics will be discussed and analysed by means of example plans or design assignments. A wide range of strategic methods and techniques will be handled via discussions and analyses. Focus points are the analysis of the context and gaining insight into the perceptions and assessment framework of the parties involved, as well as administrators, implementing parties and users. Example plans will be handled with

regard to defining the assignment, the goals and interests on a social, economic or cultural level, for example, target groups and their needs, financial mechanisms and phasing and communication aspects. Underlying planning processes will be analysed in terms of urban management instruments.

Result Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.

In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

Attendance at all lectures is compulsory.

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

Year 3, semester 6
Duration 16 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Interdisciplinary (UL) and Disciplinary (U|L)

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

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

Object An area, urban district or theme with a complex social-economic structure; evident spatial problems and various development potentials.

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

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

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

Result A minimum of six A1 panels, scale model on a sufficient scale and a written explanation of approximately 400 words. The presentation shall include the following components: analysis drawing and spatial diagnosis of the current situation; definition of the problem; a schematic representation of the transformation strategy; a spatial concept from which the position and programmatic vision can be derived; presentation of the design research; elaboration and scale models of the prototypical design proposals. A clear and specific interpretation of the concept 'Integral design' and the accompanying planning form. A vision of the role of the design, responsible parties, initiators and stakeholders in the transformation process.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O6 (AUL) Paper & Graduation Clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 4 European Credits (Paper 3 EC, Graduation Clinic 1EC)
Form of education Interdisciplinary (AUL)

Paper

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

Content In 13 sessions spread over 16 weeks, the student will work in the O6 graduation paper, under the supervision of a teacher, on the formulation and elaboration of a relevant research question, conduct independent research (literature study, fieldwork, plan comparison or otherwise) and write a paper, in which the question or issue raised is elaborated upon.
The O6 runs parallel to the 'graduation clinic' with the head of department in which the (global) graduation assignment is defined. At set times, coordination between paper and graduation clinic will take place.

Method Individual research project, supervised in groups.

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

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Graduation clinic

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

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

Method Individual research project, sometimes supervised in groups.

Result A strongly positioned summary of the graduation project, rough size 1 to 2 A4 pages of text, illustrated where necessary or if desired. The summary is the prelude to the Graduation plan (see Chapter 7 'Graduation'). Supplemented with a detailed planning, which is illustrated where necessary or desired.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context.
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

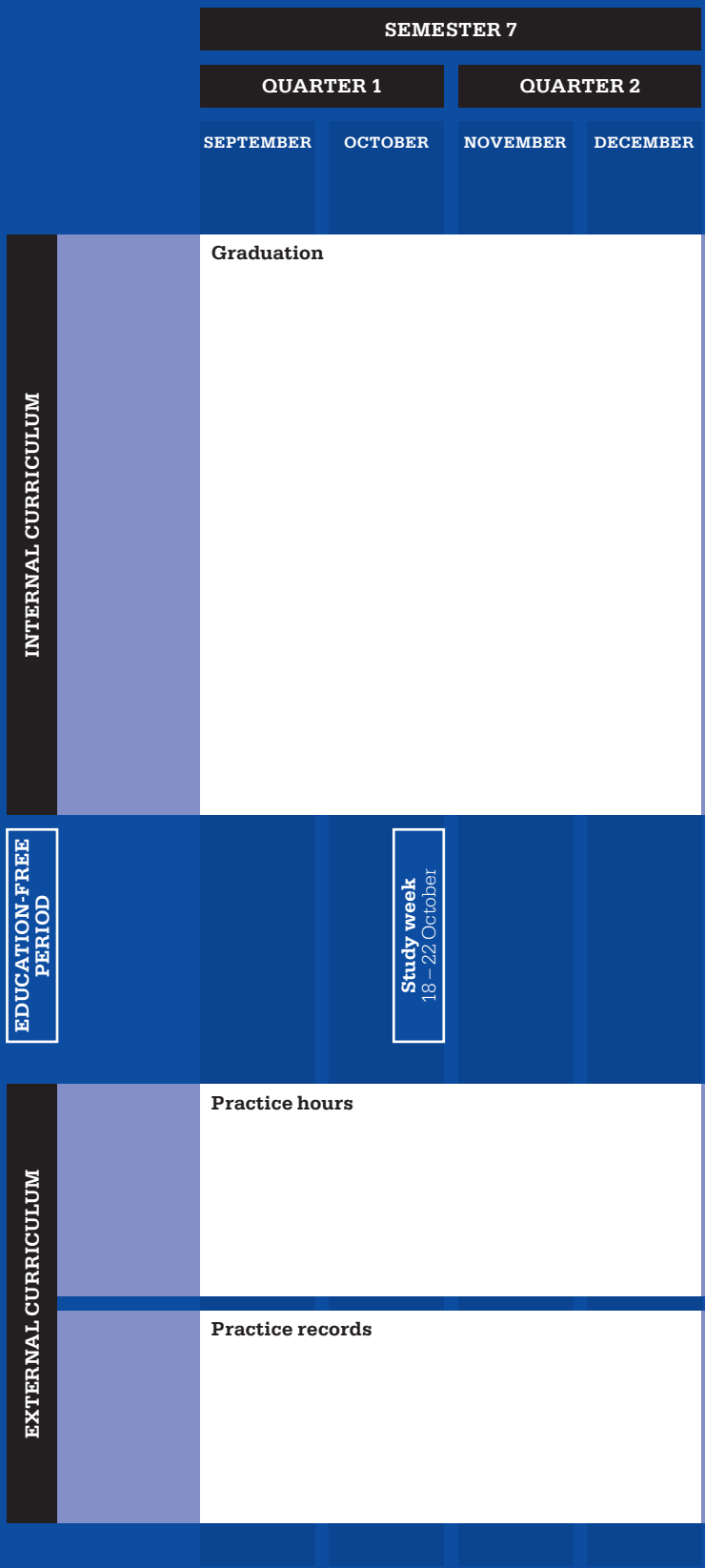
This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and coherency, introduces the speakers, where necessary, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speakers.

Master in Urbanism

Year 4



SEMESTER 8

QUARTER 3

QUARTER 4

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

Graduation

EXAMINATION 4
6 – 10 July

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS
20 – 21 April

30

Practice records

Practice records

60

Study programme fourth year

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

Examination 4 Examination 4 follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 Examinations for all the information.

Learning outcomes Master in Urbanism

Discipline

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

Context

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

Profession

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

Hoge Zaal Presentations

we left deep marks in the landscape. with our water we shaped the landscape, around ourselves we have created tidal deposits, salt marshes and channels. Slowly but surely we took more and more heavy clay from the sea, with which we made the most beautiful shapes in the landscape.

we grew, slipped and grew again into a beautiful estuary.

Master in Landscape Architecture

Head	**Hanneke Kijne**
CROHO code	**44338**
Degree	**Landscape architect, Master of Science**
Study load	**240 European Credits (120 EC Master's programme / 120 EC professional experience)**
Full-time	
Language of instruction	**English and Dutch**
Contact	**avb-info@ahk.nl**

Requirements

Van Hall Larenstein University of Applied Sciences; Garden and Landscape Architecture; all subject specialisations.
Bachelor Wageningen University; Landscape, planning and design; specialisations Landscape Architecture and Spatial Planning:. Horteco (Vilvoorde, BE). University College Ghent (Melle, BE); main subject Landscape and Garden Architecture.
HKU University of the Arts Utrecht; Bachelor Design and Urban Interior. HAS Landscape Design.
For other prior qualifications, please see Chapter 9.4 Master in Landscape Architecture.

Master in Landscape Architecture

Year 1

		SEMESTER 1			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**Space** P1a (AUL) 4		**Place** P1b (UL) 4	
	O	**Spatial repertoire** O1 (AUL) 2			
	V/T	**Body [SPACE]** V1a (AUL) 1		**Material [SPACE]** V1b (AUL) 1	
		Landscape analysis / Urban space Tools (UL) 1		**Landscape analysis / Urban space** Tools (UL) 1	
	C	**History: A, U, L** C1a (AUL) 1		**History: A, U, L** C1b (AUL) 1	
EDUCATION-FREE PERIOD			**Study week** 18 – 22 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 2

QUARTER 3 | **QUARTER 4**

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

Winter School
10 – 18 January

Human and animal
P2a (L)
4

Building in landscape
P2b (AL)
4

Ecology and biodiv.
O2a (L)
1

Reflect. argument.
O2b (AUL)
1

Inter [SPACE]
V2a (AUL)
1

Graphic [SPACE]
V2b (AUL)
1

Landscape analysis / Urban space Tools (UL)
1

Landscape analysis / Urban space Tools (UL)
1

History: A, U, L
C2a (AUL)
1

History: A, U, L
C2b (AUL)
1

EXAMINATION 1
22 June – 25 June

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Practice hours

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice records

Practice records

30

60

P1a (AUL) Space

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

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

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

Object A (free-standing) structure consisting of a minimum of three relevant spaces that are in relation to each other and their surroundings. The structure should have a public function at an urban or rural location. The location and programme are set out in the assignment.

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

Result Models on an adequate scale; at least two A1 panels with the spatial analyses of the location and programme; design criteria; design research into the spatial sequence of the design; spatial representation of the design (perspectives, plans, sections and elevation drawings on a scale appropriate to the project).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P1b (UL) Place

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

Learning objective Learn to read a given location as a 'place' with urban and rural characteristics. Training of conceptualisation. Train spatial and compositional skills; recognition of the mutual relationship between a place with its peculiarities and an intervention that takes place there. Acquire the ability to analyse this relationship and translate it into a spatial design.

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

Object A location with specific urban and rural characteristics, which invite commentary. The location and programme are set out in the assignment.

Method Design project to be completed individually, supervised in groups by an urbanist or landscape architect. An excursion to the location in the first weekend is part of the project.

Result Models on an adequate scale; at least two A1 panels with the spatial analyses of the location and programme; design criteria; design research into the spatial sequence of the design; spatial representation of the design (perspectives, plans, sections and elevation drawings on a scale appropriate to the project).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O1 (AUL) Spatial repertoire

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

Learning objective Gaining knowledge about the architectural, urban and landscape architectural repertoire in the Netherlands and abroad. Learning to analyse the important (inter)national examples and references, understanding the importance of historical and stylistic research. Practising with questions of scale and dimension, density, quantity, view, distance, and so on; developing and applying different techniques of analysis and notation.

Content The lecturers supply different plans, situations and patterns on which reductions and treatments are performed. Through various cartographic treatments, such as 'cut and paste', 'calculate and draw', 'enlarge and reduce', 'remove and add', the sense of dimension and scale will be appealed to, and insight will be developed into size, densities, numbers and distance. On the basis of various architectural and topographical treatments, such as 'restoring', 'citing', 'paraphrasing', 'faking' and 'cloning', a critical attitude towards the past and a historical awareness of one's own surroundings will be appealed to and developed. The treatments will be recorded in sketches; the series of sketches is the individual product.

Method Seminar; the research will be carried out during class hours. The disciplinary repertoire will be handled in three five-week blocks on the basis of three workbooks. An excursion is part of the O1. Under the supervision of a coordinator, students will prepare part of the excursion themselves and make the guide.

Result In addition to a contribution to the excursion guide, the following is asked: joint presentation sketches, which are linked to each other in the group as a whole.

V1a (AUL) Body [SPACE] Objective: (Autonomous) spatial perception Context: Experiencing

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

Description The student will study the relationship with the space by means of movement, together with others who move in that space.
Conscious movement and experiencing the space forms the basis of the research and this will result in a spatial installation, combined in an exhibition with the results of fellow students.

Learning objective Gain insight into:
- Sensory experience of space;
- The role of light, sound, temperature, smell et al. in relation to space;
- Movement and rhythm of the body in the space;
- The role that distance plays with regard to the other in an intercultural context: intimate distance, personal distance, social distance, public distance.

Means, method Movement, sound, music, light, rhythm, mime, choreography, audiovisual art.

Use panic drawing technique as spatial analysis method.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A An installation on the scale of the human body, scale 1:1.
Working method Solo

Result B An exhibition of installations in which the choreography of the space will be examined in relation to the results (installations) of fellow students.
Working method Transdisciplinary

Result C Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Sketching by hand

V1b (AUL) Material [SPACE] Objective: Materialisation of space Context: Creating

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

Description The student will be challenged to create space in the broadest sense of the word based on materials experimentation and materials testing, which will result in various prototypes.

Learning objective Gain insight into:
- Developing knowledge of materials;
- Experimenting with and designing materials;
- Materials testing, in relation to: hapticity, colour, weight, ageing process, circularity;
- Sustainable material use in relation to short- and long-term perspective;
- Recycling processes;
- Be able to formulate a personal assignment within this form study;
- Developing material prototypes;

Means, method Designing and developing material prototypes in which space, stacking, linking, rhythm, patterns, corner solutions, transitions and suchlike are examined.

Socratic interview, one-on-one in-depth interview method (between students themselves) and reflection and archiving by means of video recordings.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A An exhibition in which an assembly of personal prototypes will be shown in conjunction with the results of fellow students.
Working method Solo / Interdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form 'One-minute movie' (precisely 60 seconds).

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

Year 1, semester 1 and 2
Duration 4 times 8 weeks
Study load and credits 112 hours and 4 European Credits
Form of education Interdisciplinary (UL)

Learning objective Acquiring knowledge of different landscape types. Gaining insight into landscape as a system. Learning to recognise location-specific characteristics. Learning to define an assignment on the basis of the landscape analysis and to determine objectives and wishes: being able to differentiate between primary and secondary issues in the landscape system. Working with topographic analysis, the horizontal relationships and flow in the landscape and topological analysis, vertical relationships in the landscape between geological underground, soil, water management, flora, fauna and forms of settlement. How has the landscape emerged originally, what are its characteristics as opposed to other types of landscape? How has the landscape developed historically? Which landscape elements are most visibly expressed in the area?

Knowledge of typical urban structures. Acquire knowledge of the city as a complex system consisting of social, spatial and political aspects. Learn urban analysis and draw conclusions from this: define an urban assignment, programming, key figures and access principles. Why does an urban fabric look the way it looks? What are typical characteristics of urban systems of spaces? Which typologies are used and which influence do they have on the urban fabric?

Content Being able to unravel the landscape and the city based on a number of proposed locations. The various layers of the landscape will be identified and the coherence between the different systems will be elucidated. Urban (visible and invisible) systems and how they exert influence will be identified. The landscape and the city will be analysed on different scale levels: from the large coherence (landscape types and urban regional systems) to a specific place. Performing a systematic landscape and urban analysis and displaying this in drawing. Analysing on different scale levels. Connecting the biotic and anthropogenic layers of the landscape as well as the underground of soil, water, geomorphology. Being able to read the influences of social, political and spatial influences and place them in context. Being able to read various map material and interpreting the information. Terrain studies. Literature studies.

Method Seminar; the exercise will be executed during class hours. Visiting the location will be part of the seminars.

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

C1a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1b and C2a

Learning objective

The aim of this course of lectures is to acquire and gain insight into the practical, historical and theoretical developments that have determined the spatial disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for students to determine their own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines will constantly be related to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The accompanying excursion guide will be composed by the students. The students will give a presentation during the excursion about the excursion destination of their choice.

C1b (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C2a

Learning objective

The aim of this course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for the student to determine his/her own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will always be handled in relationship to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. Designs which were examined during the study on the basis of drawings and photographs will now be studied in real life. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

Winter School (AUL)

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

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

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

Method Over the course of 9 days, intensive work will be carried out within an interdisciplinary and intercultural context. The whole day will be devoted to this on Friday and in the weekends, but only in the evenings during the rest of the week. The results will be presented on the final day.
Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P2a (L) Human and animal

Year 1, semester 2
Duration 8 weeks
Study load 112 hours and 4 European Credits
Form of education Disciplinary (L)

Learning objective Learn to embed a design in its surroundings not only spatially but also socially. Learn to come up with an answer to societal questions. Learn to look for design ingredients outside the spatial context. Enrich the design with input derived from use. Learn to act as a director and be able to give nature a place in the public space. Independently draw up a functional programme and design theme. Learn to make conscious use of flexibility on the basis of use.

Assignment Design a (re)development plan for a location in an urban environment. Create a design that is socially and nature-inclusive, which is embedded in its surroundings. Look for information about use of the location by carrying out numerous studies. Look for information about a type of animal that lives in the city. Investigate the surroundings of the location too for all forms of use. Observe how people behave at the location. Create a concept and subsequently a development plan guided by the ideas of the user groups. Try to create space for everyone. Experiment with the interweaving of private and public. Question traditional rules and patterns of thought about what is and is not allowed in the public space.

Object A place in a highly urbanised situation with various users and cultures in its surroundings. The (re)development plan leads to a green zone in the city that derives its significance from its functionality and is nature-inclusive.

Method Develop relevant components of the design, distinguishing between elements that can be influenced to a greater or lesser degree by users. Materialise the ground level, vegetation and furniture. Design project to be completed individually, supervised in groups. An excursion to the plan area is part of the project.

Result Scale model, at least 3 A1 panels with visualisation, development plan on scale 1:200 – 1:500 and elaboration of crucial details. Supplementary presentations of observations in digital form may be included.

P2b (AL) Building in landscape

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

Learning objective Develop design skills on the scale level of a built object and the accompanying surroundings. Gain insight into organisational principles that guide and connect a building and an outdoor space. Ability to make a coherent composition. Train insight into the differences between an architectural and a landscape architectural approach. Hone the ability to elaborate a design consistently to material and detail level.

Assignment Make a plan consisting of an environment with a building. Arrive at a convincing cohesion of building and environment. Use the given programme. Indicate which guiding principles have determined the spatial design and how they have been elaborated in the organisation of the programme. Elaborate the design down to the level of dimensions and material for the crucial planning elements for the building and green site.

Object The archetype for this project is the country estate in which a house and the green surroundings are inextricably linked to one another. There must be an inextricable functional and aesthetic coherence of 'indoors' and 'outdoors'; of building and immediate surroundings.
The programme and location are set out in the assignment. The building has an unambiguous programme (museum, library, meeting place, hotel room etc.). The indicative area is 1,000 – 5,000 m^2. The green area is limited in size to enable sufficient elaboration. Indicative area is 1-5 ha.

Method Individual design project supervised in groups by an architecture or a landscape architecture lecturer. The assignment will be formulated together. Architecture and Landscape Architecture students are both expected to make a relevant design for both the building and the immediate surroundings.

Result Research into the organisational and compositional main design of the whole object, including its location within the wider surroundings; drawings of the ensemble on an adequate scale appropriate to the design; design drawings, profiles and sections; models on an adequate scale to be determined by the student; perspective drawings and atmospheric images. The result will be presented in summary on at least three A1 panels. A written explanation of approximately 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O2a (L) Ecology and Biodiversity

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

Learning objective Increase knowledge relating to the design for everything that lives outside. The basis of the ecology, habitat, nature, biodiversity and ecosystem services is taught, as well as the knowledge of the required information sources. What is our ecological footprint and how can we improve that? Learn to think from the perspective of nature inclusiveness and learn to take all the biotic characteristics of a place as the starting point.

Content How can one design in a nature-inclusive manner, on different scale levels within and outside the city? Why is biodiversity important? Various concepts will be taught in the lessons and these will be used for training in practise. Research and experiments will be carried out at a location. The importance of ecology, aesthetics and economics will be discussed on the basis of excursions to projects that have been executed. This knowledge will be translated into application of principles in the field of work. The lessons will contribute to nature-inclusive thinking in the P4 design process.

Method Seminar; the research will be executed during class hours. During the research, short lectures will be given, projects will be visited and work will be performed outside on research and experiments in the field.

Result A logbook will be kept by the students during the lessons. These logbooks will be presented by the students to each other during the final lesson.

O2b (AUL) Reflection and argumentation

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

Learning objective

The O2b Reflection and argumentation highlights the importance of the written text and the spoken word on the practise of the design profession. Words and language are necessary, not only in order to explain your design as clearly as possible, but also in order to absorb ideas and opinions and to express one's own thoughts in a conversation, discussion or article. Through the character of a refuge and the emphasis on knowledge development, intercultural exchange, interpretation and debate, students learn in 02b to position themselves in relation to their field and in relation to society. The O2b specifically deals with the following skills:

- Active listening and investigative reading (deliberation, gaining knowledge, interpreting and construing, revising one's opinion in view of the international and intercultural context);
- Writing, speaking, reflecting, arguing (expressing thoughts, ideas, opinions and arguments in an interdisciplinary, international and intercultural context).

Reading and writing are manifested in concrete exercises and assignments, while speaking and listening are mainly addressed when the results of those exercises are discussed in the lesson.

Content

1. Positioning

During the series, an important role is reserved for the social importance of architecture, urbanism and landscape architecture. For example, students are given the assignment to write a short manifesto about architecture, planning and design.
It is an open question, where students are challenged to word their vision as effectively and accurately as possible. We will enter into discussion with each other about the results in the class (plenary or in groups). By writing, they are forced to put down their thoughts about this theme on paper with proper substantiation, by reading each other's texts they are made aware of other perspectives and arguments, by speaking with each other and listening to each other everyone is able to confirm, adjust or hone his/her position for themselves.
By way of preparation, students must analyse existing manifestos. What is the message of the author? In which time and context was it written? In which way does it inspire you?

2. Reading

During O2b, two to four texts are read, which are considered and discussed in the lesson. The articles are varied, deal with contemporary themes, have an international perspective and are written by designers as much as possible.
There is a PDF with texts, which lecturers and students can make use of during the series.

3. Writing

Writing has many faces in O2b. For example, students must write a short response to the texts read from an international repertoire, must make a short manifesto and practise writing a project text – linked to P2b.
We also place the emphasis on the role that writing has during the design process. We want to make the students aware that the design is honed through writing. By writing, you force yourself to organise your thoughts and question yourself: what am I actually doing and why?

Result Students hand in a logbook (as PDF), which contains the work produced.

V2a (AUL) Inter [SPACE] Objective: To examine the non-visible space Context: Creating

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

Description The student is asked to examine the (inter)space and materialise it into his/her own sculptural spatial interpretation, in close cooperation with students from other disciplines.

Learning objective Gain insight into:
- Space between people, between buildings and landscape, between landscapes (in an intercultural context);
- The scale of the building, the city, the landscape;
- The role that distance plays with regard to the other in an intercultural context: intimate distance, personal distance, social distance, public distance;
- Research into stratification;
- The effects of sound, light, colour, material and smell in relation to the (inter)space;
- Be able to formulate a personal assignment within this Form Studies;
- To design the interspace, the non-visible space.

Means, method Transdisciplinary examination of the (inter)space through collaborating in a cross-disciplinary manner.

Use a podcast as research archiving method.

Is lecturer-dependent and the (alternating) supervision will differ from each other.

Result A Make a sculpture about interspace.
Working method Solo

Result B An exhibition in which experiencing the interspace is examined in relation to the results of fellow students.
Working method Transdisciplinary

Result C Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Podcast (precisely 5 minutes).

V2b (AUL) Graphic [SPACE] Objective: Graphic data visualisation Context: Interpreting

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

Description The student is asked to research the available (scientific) data and translate it into understandable graphic visualisations, in order to be able to subsequently use that in the design process. Developing one's own graphic visual language.

Learning objective Gain insight into:
- (Big) Data analysis, organisation, recognising and interpreting relevant (scientific) information;
- Field research, personal observations;
- Graphic translation of information;
- Coding;
- Pictograms and iconography;
- Storytelling/narrative;
- Be able to formulate a personal assignment within this Form Studies;
- Developing one's own graphic visual language.

Means, method Making use of personal (participatory) observations and two-dimensional digital collages. Analyse 'best practice' examples.

Is lecturer-dependent and the alternating supervision will differ from each other.

Result A A series of graphic visualisations (in relation to the specific field, AUL), based on data analysis and shown in a cohesive exhibition in relation to the results of fellow students
Working method Solo / Transdisciplinary

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C2a (AUL) History: Architecture, Urbanism and Landscape Architecture

Year 1, semester 1 and 2
Duration 7 x spread over 21 weeks
Study load and credits 28 hours and 1 European Credit
Form of education Interdisciplinary (AUL); this course is inseparable from C1a and C1b

Learning objective

The aim of this course of lectures is to acquire knowledge and gain insight into the practical, historical and theoretical developments that have determined the spatial design disciplines up until the present day and to get a grip on the available international repertoire. This is to make it possible for the student to determine his/her own position in relation to the design traditions in architecture, urbanism and landscape architecture in the Netherlands and abroad. While the three disciplines of architecture, urbanism and landscape architecture will constantly be related to one another, the lectures will be offered in an alternating disciplinary manner.

Content

This course of lectures follows the developments in architecture, urbanism and landscape architecture based on selected themes, especially in the last two centuries. The discipline is dealt with in itself, as well as in relation to other spatial, cultural and socio-economic developments. The role of architecture, urbanism and landscape architecture in the design of the Netherlands from an international perspective, in study and practice, object of design and research, will also receive attention. The course will address relevant changes to the theory and practice of design, to the role of the designer and to the assignments which designers have faced and are currently facing. The approach may differ per lecture: monographic, thematic, more generally historical or theoretical. Themes can be handled from different historical perspectives, such as a style, iconography, ideology or geography. Dutch examples will be presented in particular, interpreted within an international context. Speakers may be both (historical) researchers and designers. A moderator will connect the lectures and lead the discussions. Compulsory literature will form part of the lecture series and an assessment may be made during Examination 1 with regard to how the content of the lecture relates to the student's own work.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

Attendance at all lectures is compulsory.

C2b (AUL) History: philosophy and art

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

Learning objective

To place architecture, urbanism and landscape architecture as artistic disciplines within the context of, and to relate them to, the development of the arts, and to think about art and aesthetics in the Netherlands and abroad. To encourage the student to actively determine his/her position amid current developments in the spectrum of international arts and culture.

Content

Architecture was seen as the mother of the arts in the past. In the meantime, the spatial design disciplines have secured a position among the arts in the broadest sense of the word. In a series of thematic lectures, this will be discussed from a philosophical, art theoretical and practical perspective and their relevance to spatial design today will be examined. The lectures will be delivered by one lecturer, who will also introduce and initiate the discussion. An A4 sheet introducing the theme will be handed out at the beginning of each lecture.

Result

The closing Holland Tour is part of the lecture series. This is an excursion throughout the Netherlands at the end of the first year. The aim of the excursion is to explore high dynamic and low dynamic parts of the urban landscape and to broaden the students' vision of the oeuvre of spatial designers, past and present. The route and the objects will be selected together with the students and the accompanying excursion guide will be compiled by them. The students will give a presentation during the excursion about the excursion destination of their choice.

Attendance at all lectures is compulsory.

Master in Landscape Architecture

Year 2

		SEMESTER 3			
		QUARTER 1		QUARTER 2	
		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM	P	**District** P3a (AUL, L) 4		**Place in urban landscape** P3b (L) 4	
	O	**Human, environment and society** O3a (AUL) 1		**Fieldwork** O3b (L) 1	
	V	**Virtual [SPACE]** V3a (AUL) 1			
	C	**Practice, methodology and research** C3/C5 (AUL, UL, L) 2			
	K			**Elective programme**	
EDUCATION-FREE PERIOD			**Study week** 18 – 22 October		
EXTERNAL CURRICULUM		**Practice hours**			
		Practice records			

SEMESTER 4

QUARTER 3 | **QUARTER 4**

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

Winter School
10 – 18 January

Regional design and research
P4 (UL)
8

Regional research
O4a (UL)
1

Time and Process
O4b (L)
2

Theory, society and design
C4/C6 (AUL)
2

EXAMINATION 2
15 June – 19 June

30

Elective programme

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Practice records

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice hours

Practice records

30

60

P3a (AUL, L) District

Year 2, semester 3
Duration 7 weeks
Study load and credits 112 hours and 4 European Credits
Form of education Interdisciplinary (AUL) with disciplinary assignments

Learning objective Gain insight into the effect of larger and complex public spaces. Gain insight into the interaction between public space and private domain. Develop design skills in order to direct atmospheres in an urban context with the public space as basis. Gain insight into how spaces relate within a totality and the influence that this has on the experience and functioning of the separate spaces. Learn to work with volumes, typology and orientation of buildings, programme, traffic, infrastructural facilities, layout and materialisation as tools in the public space.

Assignment Make a global urban plan based on a detailed design for an urban public space. Buildings can be used to form public spaces. Design a coherent structure of urban spaces with different atmospheres. Align the public space in relation to the functioning of the built programme. Connect the public space with the surroundings. Elaborate on characteristic elements of the public space design. Describe the identity of the totality.

Object A concrete, city centre district that is changing function and/or being made available for (re)design, improvement or intensification. Different types of buildings and public spaces must be present within the location.

Method Design project to be completed individually, supervised in groups. Groups will be assigned an interdisciplinary lecturer and will be mixed in an interdisciplinary way in terms of composition, but each student will work on his/her own disciplinary-based assignment. An excursion to the location is part of the project.

Result A public space design within an urban plan (1:2000/1: 500) and an elaboration of relevant elements of the layout of the public space (1:200/1:50). The design will be made clear through, among other things, profiles, sections, perspective drawings, reference images and models on adequate scales. The result will be presented in summary on at least three A1 panels. A model (1:500/1:200) plays a key role in the oral explanation during the presentation. A written explanation of approx. 400 words (1 A4).
Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

P3b (L) Place in urban landscape

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

Learning objective Train the skill to quickly understand the assignment and move from concept to elaboration and materialisation. Increase and enrich the application of typical landscape architecture materials and corresponding constructional skills (e.g. use of vegetation, furniture, paving, water). Practise with the significance of a limited intervention in a larger area and development of sensibility with regard to the landscape genius loci. Achievement of coherence between place, idea, function, form and material.

Assignment Design a meeting place at a given location. The design must have strength and impact in a much wider area and be meaningful in relation to several aspects (social, spatial, environmentally-friendly image). Design a convincing spatial concept and carefully work that out in greater detail on a smaller scale so structure, materialisation and dimensions of elements like surfacing, any structural elements and the planting scheme are testable.

Object A meeting place in a given area with a given developmental perspective.

Method On the basis of a visit to the site and intuition, a choice is soon made of the situation and main idea of the design. This choice is recorded in a scale model and sketch, so that the initial idea can be rejected in favour of a better one, if necessary, in the course of the design trajectory. The second half of the project is devoted entirely to elaborating the design and determining the details, both to test the materialisation and to prove the relevance of the main idea. Design project to be completed individually, supervised in groups.

Result Three to five A1 panels which indicate the argumentation behind the concept, but the emphasis lies on a design drawing and the elaboration at the level of detail 1:10 - 1:200 in ground plan and section. Rough models and a final model are required. Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O3a (AUL) Human, environment and society

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

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

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

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

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

O3b (L) Fieldwork

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

Learning objective Learning to distil ingredients for design from the field and record them on a map. Learning to recognise relevant details and units that are 'typical' to the location and its structures. Discovering how this contributes to the identity of a landscape. Making a connection between what you see outdoors and what you find on the map and aerial photograph. Learning to reduce material found on location on the ground plan, surface map and aerial photograph to structures, patterns or series. Learning to interpret and select in terms of usefulness.

Assignment A location will be provided by the lecturer. Visit the locations numerous times and use extensive series of photos to reveal what the ingredients are that are typical of the location. Look for the ingredients that are found a lot on the location. Look at both the buildings and the environment. Look above and under the ground, listen, smell and touch. Find out what they contribute to the identity of the landscape. Establish a connection with the historical maps, surface maps and aerial photographs from various times. Interpret the findings and select ingredients that can be used in the design. Formulate individual conclusions and footholds for the design on the basis of photographs and drawings.

Method Seminar; the research will be carried out during class hours.

Result Atlas with maps, of the findings, qualities and connections of the place in relation to the subsoil and context.

V3a (AUL) Virtual [SPACE]
Objective: Experience virtual reality
Context: Modelling

Year 2, semester 3a
Duration 1 times 7 weeks
Study load and credits 1 times 28 hours, 1 European Credit (EC)
Form of education Interdisciplinary (AUL)

Description On the basis of 3D modelling techniques, the student will develop a Virtual Reality (VR) and Augmented Reality (AR) environment that helps support the research, design and Modelling of a design assignment, resulting in a (virtual) exhibition.

Learning objective Gain insight into:
- Virtual Reality (VR);
- Augmented Reality (AR);
- Photogrammetry / 3D-modelling
- Presenting a scale model in AR and VR.

Means, method Research and design a 3D virtual space, starting from a physical scale model. Test and further develop this space into a visual experience with the aid of Virtual Reality tools.
Is lecturer-dependent and the supervision will differ from each other.

Result A One or more animations that provide insight into the virtual reality of the personal design assignments set beforehand, resulting in a virtual experience that can be experienced by the observer.

Working method Solo

Result B Demonstrating the personal process for the purpose of reflection and archiving.
Archiving form Personal interpretation

C3/C5 (AUL, UL, L) Practice, methodology and research

Year 2 and 3, semester 3 and 5
Duration 15 weeks
Study load and credits 56 hours and 2 European Credits
Form of education Interdisciplinary (AUL), interdisciplinary (UL) and disciplinary (L)

Learning objective

Interdisciplinary: Gain insight into the process of design and research, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design and research process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.

Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; intercultural dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles that the landscape architect and the landscape architectural design are able to play in this.
Learn to facilitate a landscape architectural debate and recognise ambitions and differences of opinion. Develop insight into spatial planning forms, planning processes and stakeholders' interests and the means through which public support may be created. Gain insight into various forms of entrepreneurship.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of international speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.

Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. A series of professionals will be invited to come and talk about their oeuvre. Introductory speakers will be asked to explain how they interpret, elaborate and resolve the different assignments as designers. Substantive and stylistic considerations will be made explicit and crucial defining moments magnified. The students will prepare the discussion and ask the guests about their profile. The emphasis will be on the way in which professional knowledge, research, entrepreneurship and inspiration are translated into the design.

Result Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.
In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

Winter School (AUL)

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

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

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

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

Result The result of the Winter School may vary from built objects to statements, manifestos, (public) debate, plans, visions and performances in response to the theme.

P4 (UL) Regional design and research

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

Learning objective Learning to deal with the identity of the landscape through design. Learning to work with the layer approach, the landscape structures and their building blocks. Learning to translate a programme into spatial interventions that build further on the identity of the landscape: abiotic, biotic, spatial and cultural. Learning to work on a large scale and in the complex dynamics of the countryside. Becoming acquainted with the possibility of playing a guiding role as a designer in a socio-economic context. Discovering the various actors in the landscape and learning how to utilise them. Learning to contribute to the development of a rural region in the Netherlands and abroad through design. Practise choosing scales to be used and the siting of an elaboration relevant to the concept.

Assignment Develop a vision on the development of the landscape in an area in the countryside departing from a given, new functional interpretation.
First 8 weeks: Determine the identity of the landscape. Record the characteristics of the landscape and the development processes followed in map layers and specify the current identity of the area on the basis thereof. Examine the spatial carriers, the building blocks and the structures that are key to the landscape. Devise a development strategy. Provide insight into the consequences of the proposed spatial development over time. An image of the landscape on a medium scale will serve as a test for the success of the vision.
Second 8 weeks: Work out the development strategy into a landscape plan. Devote attention to the complex of functions and uses. Specify the economic and social engines, and identify the actors in the design. If necessary, differentiate between public and private interventions in the landscape. Work out the plan into design interventions on the smaller scale level for a number of significant locations in the area.

Object A rural area in the Netherlands with a maximum size of 30 by 30 km. A landscape with a recognisable spatial and cultural identity. Moreover, a landscape in which a number of historical developmental layers are visible. In the area, there should be current problems concerning agriculture, mobility, business, recreation, housing, healthcare, water or nature.

Method Design project to be completed individually, supervised in groups. An excursion to the plan area is part of the project. The first and second halves of the project may be supervised by different lecturers. Plan results will be individually completed and presented.

Result Four to six A1 panels.

First phase with maps on 1:50,000 scale - 1: 5,000 diagnosis of the situation; strategy, developmental perspective, drawn vision with clear outlines;

Second phase elaborations on a scale of 1:5,000-1:200. A written explanation of approx. 400 words (1 A4).

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O4a (UL) Regional research

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

Learning objective Learn to read and analyse details on a regional scale level and apply these in the design. Learn to analyse areas and plans. Being able to handle large-scale maps; their charts; legends and (changes of) scale. Acquire knowledge of the typology of the regional landscape. The objective of the research is to develop analytical skills that are useful for the projects P4, and possibly P5 and P6 too.

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

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

Result The result is a workbook in A3 format with the extensive documentation of the analysis of the P4 project with clarification of how the analysis has led to conclusions and design principles.

O4b (L) Time and Process

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

Learning objective Increase knowledge relating to the influence of time and process when designing for everything that lives outside. Learn about the basic knowledge of the changes in time and the designers' influence thereon for everything that is living. How can we utilise time in our climate-adaptive and nature-inclusive designs; which processes are important in this regard; what is the result of different types of green and water management? Learn to think from the perspective of landscape/natural processes, and the influence of different landscape systems on each other (ecology (flora and fauna), water, wind, sun/heat/shadow).

Content How can natural and landscape processes be designed, on different scale levels within and outside the city? Why is designing a process important? Various concepts will be taught in the lessons and these will be used for training in practise. Research and experiments will be carried out at a location. The importance of processes and changes will be discussed on the basis of excursions to projects that have been executed. This knowledge will be translated into application of principles in the field of work. The lessons contribute to process-oriented thinking in the P4 design process.

Method Seminar; the research will be executed during class hours. During the research, short lectures will be given, projects will be visited and work will be performed outside on research and experiments in the field.

Result A logbook will be kept by the students during the lessons. These logbooks will be presented by the students to each other during the final lesson.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context;
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and coherency, introduces the speakers, where necessary, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speakers. A report is made of each meeting.

Master in Landscape Architecture

Year 3

SEMESTER 5

	QUARTER 1		QUARTER 2	
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INTERNAL CURRICULUM				
P	**Research and Design** P5 (AUL) 8			
O	**Paper** O5 (AUL) 3		**Clinic** 1	
C	**Practice, methodology and research** C3/C5 (AUL, L) 2			
K				
EDUCATION-FREE PERIOD		**Study week** 18 – 22 October		
EXTERNAL CURRICULUM				
	Practice hours			
	Practice records			

SEMESTER 6

QUARTER 3

QUARTER 4

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

Integral Design Vision, Plan, Detail
P6 (UL, L)
8

Paper
O6 (AUL)
3

Grad. Clinic
O6 (AUL)
1

Theory, society and design
C4/C6 (AUL)
2

EXAMINATION 3
29 June – 3 July

30

Elective programme

Elective programme

Christmas holidays
23 Dec – 5 Jan.

Study week
21 – 25 March

Summer recess
23 July – 15 Aug.

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice records

Practice records

30

60

P5 (AUL) Research and Design

Year 3, semester 5
Duration 12 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Interdisciplinary (AUL)

Learning objective Learning to formulate an accurate assignment independently on the basic of thematic research in an interdisciplinary, international and/or intercultural context. Learning to trace, identify and make use of spatial essences and favourable situations through every level of scale and abstraction. Honing one's own profile as a future designer. Being able to provide arguments for and to present your own views on the future of the building, the city and the landscape and the role of your own discipline in it. Viewing existing conventions critically and arriving at (innovative) spatial models on the basis of your own personal observations and research. Recognising the relation between the theme, your own assignment and its elaboration. Being able to organise the working process to do justice to the various stages of the design process.

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

Object The P5 raises the question of a spatial or programmatic development within a generally described research theme. This research theme may be related to a broader semester theme or research trajectory of the research groups. The research design targets all relevant scale levels. This may vary from architectural detail and urban context to regional landscape. Within the project, the design assignment you have defined yourself is elaborated as an object that can vary from one or several buildings/objects to a coherent section of the study area provided.

Method The P5 consists of two parts. The first part consists of three intensive weeks in which work will be done (studio-style) three half days per week. This will take place through interaction with the designs from O5 Paper. The second part consists of nine Tuesday evenings. In the second part, the project assignment defined in the first part will be elaborated on in nine weeks.

In the first part the theme and the personal exploration of relevant spatial issues are explored in depth and the study area is analysed. This is done on the basis of relevant research, which may be architectural historical, landscape morphological and urban morphological research, as well as

through policy analysis and design research. In the first weeks a position is put forward on the basis of the findings. Analysis, design-based research, sketch design and debate should lead, at the end of the third week, to the definition per student of an assignment to be elaborated in the form of a project. This assignment must lead to a design for an architectural, urban or landscape intervention. The lecturer approves the proposed assignment.

In the second part of the project the emphasis is on the student's particular discipline. Processing of the preliminary research and deployment of craftsmanship come up in the elaboration of the plan. Students follow O5 parallel to P5. A paper is written therein. The individual research question for that paper is derived from the research in the first three weeks of the P5, but is elaborated independently of that project.

The project will be supervised by two lecturers, an urbanist and a landscape architect.

Result At the end of week 3: textual and visual presentation of a position and a design assignment in image and text as well as the design research on which it is based in the form of a sketch. In addition, at the end of the third week, a research question for the O5 should be defined. The result will be collectively presented in one minute presentations.

The final result after 12 weeks concerns the whole project from design research to assignment position, elaboration and detail. The project is presented on minimum of five A1 panels and is backed up by relevant scale models on an adequate scale, texts, films and other presentation media. Scale, areas for elaboration and details are determined by the student in close consultation with the lecturer. The relationship between design research, the assignment position, the planning map, designs for the various strategic projects and any elaborated details must be clearly presented. In addition, an explanation of approx. 400 words (A4) is written.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O5 (AUL) Paper

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

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

Content In 12 sessions spread over 13 weeks, the student will work in the O5 graduation paper, under the supervision of the lecturer, in connection with the project P5. In week 1, the student will obtain information about the theme, choose a subject, and further clarify this in week 2 and 3.
A research design and problem statement form the start for the planning of the further conducting of the research. Components like source research, but also writing skills, and tips for oral presentation will be discussed. The research within the context of the paper will fuel the P5 project as a result of the themes chosen.

Result A written paper, preferably illustrated, with a maximum of 2000 words, including literature references. Handed in as a booklet in duplicate (lecturer and library).

Method Individual research project, supervised in groups.

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Clinic

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

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

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

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

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

Result The clinic will provide the student with additional knowledge and personal insight about a specific aspect of the design process.

C3/C5 (AUL, L) Practice, methodology and research

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

Learning objective

Interdisciplinary: Gain insight into the process of design and research, into research methods and into design theories; develop knowledge ability to direct this process; get to know and recognise critical phases in a design and research process and to interpret those in a theoretical framework, and gain insight into the means of guiding this. Gain insight into success and failure factors within and outside the design process. Ability to analyse design and project processes and ability make choices with regard to one's own role herein. Gain insight into the relationship between vision, craft and result, and how positions can be chosen herein.

Disciplinary: Confrontation with the variation (in terms of scale, complexity, and context) and distribution (international, national, regional and local) of the discipline's professional reach; dialogue with colleagues on the scope of the disciplines and the core of the professional practice. Gain insight into the different roles that the landscape architect and the landscape architectural design are able to play in this.
Learn to facilitate a landscape architectural debate and recognise ambitions and differences of opinion. Develop insight into spatial planning forms, planning processes and stakeholders' interests and the means through which public support may be created. Gain insight into various forms of entrepreneurship.

Content

The series takes the form of a seminar in which the coordinators and lecturers explore the design process together with the student, and list the critical moments therein.
Interdisciplinary: The series of speakers (researchers, designers, entrepreneurs) shed light on the different aspects on the basis of their own professional practice and of theory. Examples are the moment of the discovery of an idea; the role of the preliminary sketch; getting stuck in the design; the role of knowledge acquisition (material, construction); the significance of skills that can be learnt (drawing, analysing, design-based research) in relation to indefinable talent; the organisation of the design process and strategic choices.

Disciplinary: Field-specific issues will be discussed and explored in seminars, firm and work visits. A series of professionals will be invited to come and talk about their oeuvre. Introductory speakers will be asked to explain how they interpret, elaborate and resolve the different assignments as designers. Substantive and stylistic considerations will be made explicit and crucial defining moments magnified. The students will prepare the discussion and ask the guests about their profile. The emphasis will be on the way in which professional knowledge, research, entrepreneurship and inspiration are translated into the design.

Result Students will actively participate in the seminars, prepare discussions for and make questionnaires for the speakers.
In order to investigate the relationship with his or her own design skill, the student is expected to be able to reflect, during the annual examination, on the knowledge acquired in relation to their own design.

Attendance at all lectures is compulsory.

P6 (UL, L) Integral Design Vision, Plan, Detail

Year 3, semester 6
Duration 16 weeks
Study load and credits 224 hours and 8 European Credits
Form of education Interdisciplinary (UL) and Disciplinary (U|L)

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

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

Object An area, urban district or theme with a complex social-economic structure; evident spatial problems and various development potentials.

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

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

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

Result A minimum of six A1 panels, scale model on a sufficient scale and a written explanation of approximately 400 words. The presentation shall include the following components: analysis drawing and spatial diagnosis of the current situation; definition of the problem; a schematic representation of the transformation strategy; a spatial concept from which the position and programmatic vision can be derived; presentation of the design research; elaboration and scale models of the prototypical design proposals. A clear and specific interpretation of the concept 'Integral design' and the accompanying planning form. A vision of the role of the design, responsible parties, initiators and stakeholders in the transformation process.

Digital presentations are possible as supplement, but will not be accepted as a substitute for scale models and panels.

O6 (AUL) Paper & Graduation Clinic

Year 3, semester 6
Duration 16 weeks
Study load and credits 84 hours and 4 European Credits (Paper 3 EC, Graduation Clinic 1EC)
Form of education Interdisciplinary (AUL)

Paper

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

Content In 13 sessions, the student will work in the O6 graduation paper, under the supervision of a lecturer, on the formulation and elaboration of a relevant research question, conduct independent research (literature study, fieldwork, plan comparison or otherwise) and write a paper, in which the question or issue raised is elaborated upon. The O6 runs parallel to the 'graduation clinic' with the head of department in which the (global) graduation assignment is defined. At set times, coordination between paper and graduation clinic will take place.

Method Individual research project, supervised in groups.

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

Anti-plagiarism tool The Academy of Architecture has Safe Assignment as part of Blackboard. With this tool, all texts from O5 and O6 are tested for plagiarism. (See article 24 of Education and Examination Regulations, EER)

Graduation clinic

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

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

Method Individual research project, sometimes supervised in groups.

Result A strongly positioned summary of the graduation project, rough size 1 to 2 A4 pages of text, illustrated where necessary or if desired. The summary is the prelude to the Graduation plan (see Chapter 7 'Graduation'). Supplemented with a detailed planning, which is illustrated where necessary or desired.

C4/C6 (AUL) Theory, society and design

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

Learning objective

- Being able to place, interpret and analyse the design assignment from the perspective of the broader social, international and professional context;
- Learning to recognise and assess relevant, effective and productive preliminary research within a design process;
- Learning to define and connect theory, social design methodology and 'designers' morality' in the design process.

This is done in both a knowledge-oriented manner as well as thematically on the basis of relevant cases from the present and past in the Netherlands and abroad.

Content The course of lectures is offered over two academic years with different (international) speakers, themes and/or cases each year, in which the relationships and interaction between theory, society and design are revealed. The series consists of lectures and seminars. These can be (partly) linked to the research groups. A coordinator monitors content and coherency, introduces the speakers, where necessary, moderates discussions and involves the students in the organisation.

Result Students take care of introductions and make questionnaires for the debate with the speakers.

Master in Landscape Architecture

Year 4

SEMESTER 7

QUARTER 1		QUARTER 2	
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

INTERNAL CURRICULUM

Graduation

EDUCATION-FREE PERIOD

Study week
18 – 22 October

EXTERNAL CURRICULUM

Practice hours

Practice records

SEMESTER 8

QUARTER 3

QUARTER 4

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

Graduation

EXAMINATION 4
6 – 10 July

30

Christmas holidays
25 Dec. – 9 Jan.

Study week
21 – 25 March

Summer recess
18 Juli – 9 Aug

Practice hours

Design and Management 1

Practice hours

ASSESSMENT PRACTICE RECORDS
20 – 21 April

Practice records

Practice records

30

60

Study programme year 4

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

Examination 4 Examination 4 follows on from a positive recommendation from the graduation committee with respect to the graduation work (after the fourth committee meeting). See Chapter 6 Examination for all the information.

Learning outcomes Master in Landscape architecture

Discipline

- The ability to design spatial plans and concepts at different scale levels for the development and layout of the outdoor space that satisfy both aesthetic, as well as technical and functional requirements;
- Appropriate knowledge of and insight into the the international history and theory of garden and landscape architecture in connection with the visual arts and the other architectural discipline;
- Appropriate knowledge of and insight into the construction and development of the outdoor space, and the abiotic, biotic and anthropogenic processes that form the basis thereof, as well as the ability to apply that knowledge;
- Appropriate knowledge of and insight into the material and immaterial significance of the outdoor space and the effects of changes therein for humans and society;

Context

- Appropriate knowledge of and insight into the design and execution of planting schemes and the civil-engineering aspects of the outdoor space, as well as the ability to apply that knowledge;
- Ability to make spatial plans clear to others visually, orally and in writing in an interdisciplinary, international and/or intercultural context;
- Appropriate knowledge of architecture and urbanism, and their relationship to landscape architecture;
- Appropriate knowledge of and insight into nature, spatial planning, land use and environmental legislation, the accompanying processes and the procedures of decision-making in the Netherlands;
- Appropriate knowledge of and insight into the planning process in terms of its most important components: assessment and analysis, formulating goals and programming, spatial design and evaluation, as well as the ability to apply that knowledge;

Profession

- Insight into the profession of garden and landscape architect and the role of the garden and landscape architect in society in the Netherlands and abroad;
- Appropriate knowledge of and insight into the techniques relevant in order to make plans concrete.

EMiLA: European Master in Landscape Architecture

Year: 2, semester 4 and 5
Duration: 2 times 1 semester
Study load and credits: 60 European Credits
Form of education: Disciplinary (L)

Content

EMILA (European master in Landscape Architecture) is a mutual exchange programme for landscape architecture students from five landscape architecture schools in Europe. The five schools are: Ecole Nationale Supérieure de Paysage (Versailles), Faculty of Architecture and Landscape Sciences, Leibniz Universität (Hannover), Amsterdam Academy of Architecture, Universitat Politècnica de Catalunya (Barcelona) and Edinburgh College of Art/University of Edinburgh.

In total, students follow two semesters at two of the schools chosen by the students.

In addition to the programme at these institutes, the students follow a Summer School programme and an e-learning programme.
Up-to-date information about the programme and an explanation can be found on the website www.emila.eu.

Learning objective

The objective of EMILA is to provide landscape architecture students with an opportunity to learn more about the European context and gain educational experience abroad. Gaining insight into what important European themes for landscape architecture are and how these are approached within the different countries. Learning other methods of design. Gaining insight into the political differences within Europe and its influence on the landscape. Gaining insight in the ways in which countries cooperate in the field of border-crossing landscape.

Assignment and method

The students enter the current programme of the schools. They take part in the annual Summer School, which is organised each year by one of the participating schools and in which non-EMILA students also participate. In addition, students follow an e-learning module, to be completed individually, on the website of EMILA. In this module, an exchange of knowledge and information takes place between all EMILA students under the supervision of the lecturer.

Result

The required results are specified in the handbook of each international school. After following the EMILA programme in its entirety, students receive a diploma with the title European Master in Landscape Architecture.

Admission requirements

Each school has determined its own admission requirements appropriate to the study programme. With regard to students of the Amsterdam Academy of Architecture, they may participate after successfully completing the first year of the Master in Landscape Architecture.

Minors and Pre-masters

Minors programme

In addition to the regular Master's programmes, the Amsterdam Academy of Architecture offers a varied and growing number of minors and pre-masters:

Minor in Architecture

Programme details
Study load 30 European Credits
Period end of August – January
Language of instruction Dutch / English
Registration via the Dutch website Kies Op Maat.

Imagination
An architect needs imagination to design spaces, find appropriate materials and get a building to work, as well as being able to imagine what the user will experience in a building; how senses will be stimulated and encounters encouraged. It is possible to do the minor in Architecture if you are doing an undergraduate degree programme with an applied emphasis in Architecture or a similar degree programme.
The minor in Architecture is based on three main themes: Inspiration, Design and Communication.
For more information, please visit https://www.bouwkunst.ahk.nl/en/study-programmes/minors/minor-in-architecture/

Minor in Urbanism and Landscape Architecture

Programme details
Study load 30 European Credits
Period end of August – January
Language of instruction Dutch / English
Registration via the Dutch website Kies Op Maat.

What will the liveable, sustainable city of the future look like? How will climate change influence the future-proof layout of our landscape? The fields of Urbanism and Landscape Architecture are more exciting than ever.

This minor offers students the opportunity to get to know the study programmes Urbanism and Landscape Architecture at the Amsterdam Academy of Architecture in an active manner. Through a strong interaction between theory and practice, the Academy trains both conceptual and realistic designers. This formula is also applied to this minor. In addition to making designs, the theory and exercise component consists of: research, experimentation, Form Studies, interviewing, excursions and visiting design firms. Moreover, we go further than traditional minors, because we explore different disciplines and apply various research and design techniques. In this way, this varied programme stimulates the independence and curiosity of the students, gives the students a clear insight into both fields of study and enables the students to experience what a study programme at the Academy of Architecture entails.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/minors/minor-in-urbanism-and-landscape-architecture/

Pre-masters

The Amsterdam Academy of Academy of Architecture believes in 'learning from experiences' and 'applying theory in practice'. Our way of teaching is adapted to this. The combination of studying and concrete practise is an essential part of the pre-master.

Pre-master in Architecture and Technology

Programme details
Study load 15 European Credits
Study period September - January / February - June
Language of instruction Dutch / English

Students who have completed a higher professional training in architectural design or interior architecture can follow the pre-master in Architecture and Technology. This pre-master is intended to bring technical knowledge to the required standard so that students with a different entry level in structural and technical fields can begin the architecture study at the Academy of Architecture. In one semester, architectural and structural knowledge is imparted both on a theoretical level and by means of exercises.

The pre-master in Architecture and Technology is successfully completed if all examinations about the theoretical component and the design components have been passed. Admission may be granted to the Architecture degree programme at the Academy of Architecture with a positive recommendation. Please note: passing the pre-master in Architecture and Technology does not grant automatic admission to the Master in Architecture. Just as with other technical Bachelor's students, a portfolio and motivation letter will have to be submitted. On the basis of this, the definitive admission will be assessed and take place.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters/pre-master-architecture-technology/

Pre-master in Urbanism and Landscape Architecture

Programme details
Study load 15 European Credits
Period end of August – January / February - July
Language of instruction English

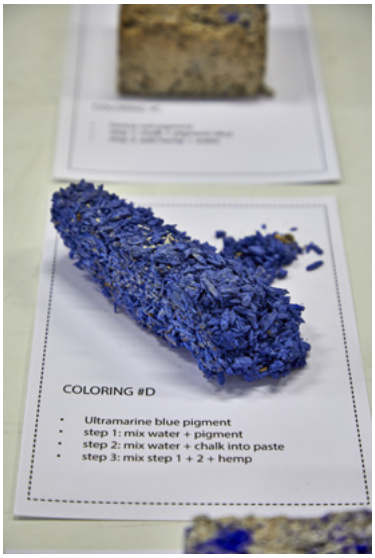
This pre-master offers students the opportunity to get to know the study programmes Urbanism and Landscape Architecture at the Amsterdam Academy of Architecture in an active manner. Through a strong interaction between theory and practice, the Academy trains both conceptual and realistic designers. This formula is also applied to this pre-master. In addition to making designs, the theory and exercise component consists of: research, experimentation, Form Studies, interviewing, excursions and visiting design firms. Moreover, we go further than traditional pre-master, because we explore different disciplines and apply various research and design techniques. In this way, this varied programme stimulates the independence and curiosity of the students, gives the students a clear insight into both fields of study and enables the students to experience what a study programme at the Academy of Architecture entails.

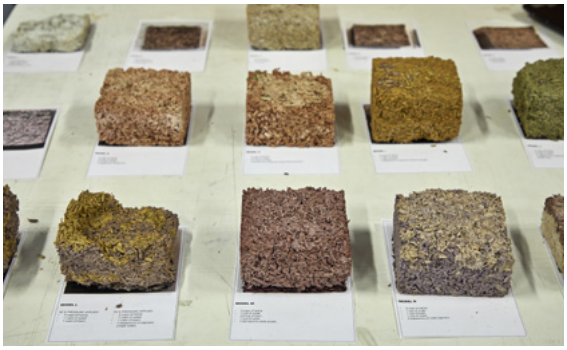
The pre-master is suitable for students from art academies or other relevant study programmes and professionals. If the pre-master is successfully completed, you will be better prepared for any Master's programme at the Academy of Architecture.

Unique in the Netherlands
A unique aspect of this pre-master is that we combine the fields of urbanism and landscape architecture. The Academy believes that it is important that urbanists, landscape architects and architects think and work in an interdisciplinary manner.

For more information, please visit: https://www.bouwkunst.ahk.nl/en/study-programmes/pre-masters/pre-master-urbanism-landscape-architecture/

14000


COLORING #D
Ultramarine blue pigment
step 1: mix water + pigment
step 2: mix water + chalk into paste
step 3: mix step 1 + 2 + hemp



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Education and Examination Regulations

Education and Examination Regulations

for the Master's programmes in
Architecture, Urbanism and Landscape Architecture.
Amsterdam Academy of Architecture.

In accordance with Article 7.13 of the Dutch Higher Education and Research Act
Publication August 2018

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SECTION 1 GENERAL

Article 1 Applicability of the regulations

These regulations are applicable to the study programmes and the examinations of the Master's programme in Architecture, the Master's programme in Urbanism and the Master's programme in Landscape Architecture, which are offered by the Amsterdam Academy of Architecture, unless it is explicitly stated, or is evident from the context, that the passage in question refers to only one or two of these study programmes. Where these regulations mention the study programme or study programmes without further specification, they should be taken to refer to all three study programmes.

The study programmes are offered within the Academy of Architecture of the Amsterdam University of the Arts, hereinafter referred to as: the Academy.

These regulations will take effect as of 1 September 2016 until an updated version is adopted and are applicable to all students of the study programme irrespective of the year in which they started the study programme.

Article 2 Definition of terms

In these regulations, the following terms shall mean:

A **the Act, or WHW:** the Dutch Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, WHW);
B **WAT:** Dutch Architects' Title Act (Wet op de Architectentitel) protects the title of architect, urbanist, landscape architect and interior architect;
C **Further Regulations:** the ministerial regulations for the structure of the training of architects, urbanists, landscape architects and interior architects;
D **Bureau Architectenregister:** the implementing body of the Dutch Architects' Title Act;
E **University:** the Amsterdam **University of the Arts**;
F **student:** he or she who is enrolled as a student at the Amsterdam University of the Arts in order to participate in the educational programme and/or sit the examinations and the final examinations of the study programme;
G **study programme:** a coherent whole of course units aimed at achieving the objectives in the fields of knowledge, insight and skills which anyone completing the study programme is required to possess, as described in Article 3;
H **course component:** (in the study guide: theoretical component), the components or subcomponents organised by the Academy of Architecture. These are described in the study guide;
I **professional experience component:** the work a student carries out as part of his or her professional experience, insofar as relevant to his training as an architect, urbanist or landscape architect;
J **component:** a unit of study of the study programme, within the meaning of the Act;
K **subcomponent:** a practical or theoretical research that is part of a component of the study programme, in one of the following forms:
- participating in projects (P);
- following a lecture series (C);
- participating in research (O);
- participating in Form Studies (V);
- working on a project or making a (technical) design;
- carrying out a research assignment;
- participating in fieldwork or an excursion;

- participation in another educational activity, which is aimed at obtaining certain skills;
- creating practice records;
- participating in practice modules.

L **EC / ECTS:** European Credit / European Credit Transfer and Accumulation System, European system for the standardised value assignment of the acquired course components, one EC stands for 28 study hours;

M **examination:** a examination of the knowledge, insight and skills of the examinee, as well as the result of that examination, to conclude a component;

N **final examination:** final examination in which the examination committee determines whether all of the conditions for the conferral of the degree have been met;

O **board of studies:** the director, the heads of the three programmes, the education manager and the professional experience coordinator.

P **examination board:** board as defined in Article 7.12 of the WHW, among whose responsibilities is giving guidelines and directives to the (committees of) examiners, safeguarding the quality of assessments, examinations and final examinations, granting exemptions, taking action against fraud, and issuing degree certificates.

Q **examiner:** person designated by the examination board to conduct examinations;

R **examination committee:** committee of examiners composed to conduct examinations;

S **COBEX,** Examinations Appeal Board as defined in Article 7.60 of the Act.

T **director,** the director of the Amsterdam Academy of Architecture

Article 3 Objective of the study programme

The objective of the study programme is to train students to the level of independent practitioners as architects, urbanists or landscape architects , as specified in the learning outcomes. The exit qualifications fulfil the prerequisites of the various registers of architects, as formulated in the Dutch Architects' Title Act.

Article 4 Type of study programme

1. The study programmes comprise 240 study credits. The four-year curriculum comprises a full-time study load, consisting of a part-time course component at the Academy and a part-time practice component. This educational model is known as: concurrent education.
2. Admission requirements and a selection procedure apply for the study programmes, these are described in the study guide.
3. The study programme is bilingual. The language of instruction for the education and the examinations is English.

The teaching materials are in principle offered in English, unless this is not possible.

4. Students are expected to have a command of the English language at senior general secondary education/pre-university education level (Dutch havo) or a similar level in accordance with TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).

Article 5 Final examination of the study programme

The following final examination can be taken as part of the study programme: the final examination, as described in Article 18.1

SECTION 2 EDUCATION

Article 6 Components of the study programme

The study programme contains the following components with the corresponding study load expressed in credits (EC):

1. Year 1: Development of professional practice (semester 1 and 2)
   - a. Course component 30 EC
   - b. Professional experience component 30 EC
   - Year 1 is concluded with Examination 1
2. Year 2: Deepening of professional practice (semester 3 and 4)
   - a. Course component 30 EC
   - b. Professional experience component 30 EC
   - Year 2 is concluded with Examination 2
3. Year 3: Positioning of professional practice (semester 5 and 6)
   - a. Course component 30 EC
   - b. Professional experience component 30 EC
   - Year 3 is concluded with Examination 3
4. Year 4: Graduation/'Master's test' (semester 7 and 8)
   - a. Course component 30 EC
   - b. Professional experience component 30 EC
   - Year 4 is concluded with Examination 4

An examination is linked to all components. The structure of the education (programme components, teaching methods, method of assessment) is described in the study guide. Please refer to the Kwaliteitszorgplan Onderwijs (Educational Quality Assurance Plan).

With each of the units of study specified in the study guide, it is stated which practical exercises they include, what is the nature and scope of the student's work, as well as whether participation in those practical exercises is compulsory with a view to admission to taking the examination concerned, notwithstanding the authority of the examination board to grant exemption from that obligations, whether under imposition of replacement requirements or not.

Article 7 Admissibility to examinations

1. Before admission to the examination of the component specified in Article 6 subsection 1, the student must have completed the corresponding subcomponents, as described in the study guide, with a pass.
2. Before admission to the examination of a component specified in Article 6 subsections 2, 3 or 4, the student must have successfully completed the corresponding subcomponents, as described in the study guide, with a pass.
3. Before being allowed to take part in subcomponents corresponding to the examination of an academic year, the student must have successfully passed the examination of the previous year.
4. Contrary to subsection 1 and 2, after having consulted the board of studies, the Examination Board may, at the request of a student, give the student written permission to sit the examination as specified in article 6 subsection 1, 2, 3 and 4 if the student has taken one subcomponent corresponding to the examination, but completed it with a fail. This does not apply to the projects P4, P5 and P6 and the research O5 and O6. These must be completed with a pass in order to be eligible for participation in the examination. If the student successfully passes the examination, the subcomponent in question is considered to have been successfully completed.

5. In application of subsection 4, the examination board, after having consulted the board of studies, may set additional requirements when granting the permission.
6. Contrary to subsections 1, 2 and 3, after having consulted the board of studies, the examination board may, at the request of a student, give the student written permission in exceptional cases, and under conditions stipulated by the committee itself, to sit the examination as specified in Article 6 subsections 1, 2, 3 or 4, if the student has not yet completed all of the subcomponents corresponding to the examination.
7. If a student fails the examination of a component as specified in Article 6 under point 1, the examination committee may, after having consulted the board of studies, demand that the student retakes and successfully completes all or a part of the subcomponents corresponding to that examination before being once again permitted to sit the examination.
8. If a student fails the examination of a component as specified in Articles 6 subsections 2, 3 or 4, the examination committee may demand, after having consulted the board of studies, that the student successfully completes one or more of the subcomponents, tailored to the individual learning trajectory of the student, before being once again permitted to sit the examination.

Article 8 Job requirements

The course components, as specified in Article 6 subsections 1b, 2b, 3b and 4b, are related to the professional experience period described in the Dutch Architects' Title Act. The aim, the content of and the requirements and conditions that are applied to the professional experience are described in 'The External Curriculum concerning professional experience as a component of the study programmes at the Academies of Architecture' and the corresponding appendices: 1. Exit qualifications and 2. Transition table.

The professional experience component is part of the compulsory curriculum of the study programme.

SECTION 3 SITTING EXAMINATIONS

Article 9 The examination board

1. The examination board is appointed by the Executive Board on the recommendation of the academy director. The examination board operates parallel to the management team (MT) and the board of studies; each of the three bodies has its own responsibilities.
2. The examination board is responsible for:
   - determining whether the student meets the conditions set by Education and Examination Regulations with regard to the knowledge, insight and skills that are required to obtain a degree;
   - issuing the degree certificate and awarding the relevant degree on behalf of the Executive Board;
   - granting the designation 'cum laude' in accordance with the conditions of the Education and Examination Regulations;
   - granting exemptions;
   - granting permission for a non-standard personal study path;
   - granting specific amendments to the curriculum or the method of assessment in connection with studying with a functional impairment or chronic illness;
   - appointing examiners;
   - dealing with complaints related to testing and assessment;
   - issuing statements to students who leave the study programme early;
   - imposing sanctions if fraud and/or plagiarism are detected;
3. The examination board is authorised to set further regulations with regard to the examinations, as described in these Education and Examination Regulations.
4. The examination board is authorised in individual cases to make an exception to the Education and Examination Regulations in favour of the student.
5. All matters concerning the examinations that are not described in these Regulations will be decided by the examination board

Article 10 Order of examinations

Participation in the examinations is not permitted before all examinations of previous academic years have been passed and all the subcomponents related to the examinations have been completed, as described in article 7.

Article 11 Time periods, frequency and resitting examinations

1. The opportunity to sit the examination of the components described in article 6 subsection 1 is given once a year.
2. The opportunity to take the examination of the components described in article 6 subsections 2 and 3 is given twice a year.
3. The opportunity to take the examination of the components described in article 6 subsection 4 is given four times per year.
4. After having taken an examination twice, the right to participate in programme components or graduation supervision will cease to apply.
5. A resit for the component, as described in article 6 subsection 4, must take place within a period determined by the examination board no more than 12 weeks after the examination result has been determined.

Article 12a Form of the examinations

1. The examinations of the course components as described in article 6 are conducted orally.
2. Students are examined individually, unless the examination board decides otherwise.
3. The student will be assessed on all the subcomponents connected to the examination, as indicated specifically for each examination in the chapter Examinations of the study guide.
4. Staff, lecturers and students of the study programme are allowed to be present as observers when the examination committee conducts an examination. The deliberations of the examination committees and examination board are closed.
5. The examination committee will look at the interrelationship and internal consistency of the work shown during the assessment, which will include the oral explanation and the reflection on this work by the student, as well as his or her vision on the professional field; all in light of the learning outcomes of the study programme and related to the learning objectives of the course component that is intended to be completed with the examination.
6. Students with a functional impairment or chronic illness are offered the opportunity to sit the examinations in a manner that is adapted to their individual functional impairment as much as possible. The student must submit a written request beforehand for this to the examination board via the study adviser. The examination board will seek expert advice, if necessary, before reaching a decision.

Article 12b Overall assessment

1. The Academy of Architecture applies a system of overall, intersubjective assessment per academic year for the assessment of the students' performance. The Examination Committee assesses the student's study programme during the year concerned on the basis of the assessments of the courses, including the assessment of the external curriculum and the assessment of the (cross-disciplinary) development that the student has undergone.
2. Credits will only be awarded, in the case of a positive result, on the basis of the overall assessment. This based on the educational vision that cross-disciplinary development of the student serves as a guide for the achievement of the required skills in which the optimal possible stimulation of the talent and possibilities of the student are paramount. The result of the separate courses, including the assessment of the external curriculum will be included in the assessment of the cross-disciplinary development that the student.
3. The outcome of an overall assessment is a positive or negative result, a decision of the Examination Committee, and confirmed by the board of studies, on the basis of which 60 credits may be awarded per academic year.
4. The result will - in addition to the awarding of credits - be expressed in feedback: qualitative statements about the performance and development of the student. This feedback will be recorded in writing and added to the student records of the student.
5. The result of the overall assessment will be discussed individually or in groups on the assessment evening after the overall assessment has taken place. The feedback from the overall assessment will be specified by the examiners on the assessment form and must be submitted to the student secretariat within two weeks after the assessment has taken place.

SECTION 4 EXAMINATION RESULT

Article 13 Determination and announcement of result

1. The examiners will determine the result immediately after conducting the oral examination. The result of the examination will subsequently be communicated to the student, including an explanation.
2. Within two weeks after the examination, as described in article 6 subsections 1, 2, 3 and 4, the examiners will provide the administration of the Academy with the necessary details for the purpose of issuing the written proof of the result to student.
3. In the written statement concerning the result of the examination, the student is notified of the possibilities of appeal, as described in article 15 and 16.

Article 14 Validity period

The validity period of an examination that has been passed can only be annulled if assessed knowledge, insight and skills have become demonstrably out-of-date. The examination board may in this case decide that one or more course components have to be taken again, or that a supplementary assignment has to be completed, in order to raise the knowledge or skills in question to an up-to-date level.

Article 15 Reassessment

Notwithstanding the provisions in article 16, a student can appeal to the board of studies after an assessment and can, in conjunction with the board, ask the examiner or examiners for further explanation or justification. In the event of a difference of opinion about the assessment of an examination, the student can lodge a substantiated objection to the examination result with the examination committee, within two weeks after issuance of the written evidence of the result, and ask for a reassessment. The examination board will decide within four weeks (excluding days on which the Academy is closed) if they see grounds for a reassessment. If the examination board sees grounds for reassessment in the arguments, it will declare the examination in question invalid and instruct the board of studies to put together a new committee of examiners, who will carry out a reassessment on the basis of the same work within four weeks.

Article 16 Appeal

Notwithstanding the provisions in article 15, a student can appeal against a decision taken by or on behalf of the examination board. In that case, the student can appeal against the decision to the Examination Appeals Board (COBEX) within six weeks of the announcement of the decision.

For information on this Appeals Board, one must consult the Service Bureau of the University

SECTION 5 EXEMPTION

Article 17 Exemption

At the request of a student and on the recommendation of the board of studies, the examination board can grant exemption from a (sub)component of the course component and/or the professional experience component and the related examination, provided one of the following conditions is satisfied:

1. An examination has been passed in a component of a comparable higher professional degree course in the Netherlands that is similar in terms of content and study load, at the discretion of the examination board;
2. An examination has been passed in a component of a comparable university degree programme in the Netherlands that is similar in terms of content and study load, at the discretion of the examination board;
3. An examination has been passed in a component of a comparable study programme abroad that is similar in terms of content and study load, at the discretion of the examination board;
4. Proof of at least a number of years of work, to be determined by the examination committee, in a field or profession of relevance to the examination concerned, at the discretion of the examination board;

For a request for exemption, the board of studies must submit a written dossier, supplemented by pieces of evidence from the student, to the examination board. The examination board will reach a decision on the requested exemption within a period of 8 weeks after submission of the written dossier.

SECTION 6 FINAL EXAMINATION

Article 18 Determination of result and designation 'cum laude'

1. The final examination consists of an assessment of the oral presentation of the graduation project and the written documentation of it, the Examination 4. In addition, it consists of a final verification of the study components taken and examinations completed with a pass.
2. As soon it has been verified that the student has met all conditions for the awarding of a degree, the examination board will determine if the student can receive the degree certificate.
3. Contrary to the provisions in the first subsection, the examination board can itself, prior to the awarding of the degree certificate, conduct an investigation or have an investigation conducted into the into the knowledge, insight and skills of the student with regard to one or more components of the study programme, if and insofar as the results of the corresponding examinations give cause for that, before deciding on the result of the final examination.
4. The examination board can, on the recommendation of the committee of examiners, confer the designation 'cum laude' if the student has excelled in every aspect of the field of study, if the graduation project has an unusual and pioneering character and constitutes an exceptional graduation project, and if the student has demonstrated an exceptional level of reflection on his or her graduation work and position within the field of study.
5. The conferral of the designation 'cum laude' requires the unanimous recommendation of the committee of examiners to the examination board. The recommendation must be supported in the report of Examination 4 with arguments referring to the above-mentioned criteria. On the assessment form of Examination 4, all assessment categories must be assessed as good or excellent.
6. The student is not informed of the recommendation of the examination board with regard to the conferral of the designation 'cum laude' with the issuance of the written evidence of the examination result. The conferral and announcement of the designation 'cum laude' takes place during the degree ceremony.

Article 18a Degree certificate

1. As proof that the final examination, as specified in Article 18, has been successfully taken, the examination committee confers the degree certificate as specified in Article 7.11 of the WHW, but not before it has been determined that the student has satisfied all of the other applicable conditions imposed by or by virtue of the Act.
2. A diploma supplement (in English if so desired) is attached to the degree certificate. In addition to the standard information, information on the specific composition of the curriculum can be included with the diploma supplement.
3. The examination board ensures that the degree title corresponding to the completed study programme is indicated on the degree certificate. The degree titles are:
   for the Architecture programme: Architect, Master of Science
   for the Urbanism programme: Urbanist, Master of Science.
   for the Landscape Architecture programme: Landscape Architect, Master of Science,
4. Where applicable the designation 'cum laude' will appear on the degree certificate.

SECTION 7 CONDITIONS FOR ENROLMENT, RE-ENROLMENT AND TERMINATION OF ENROLMENT

Article 19 enrolment and re-enrolment following temporary interruption of studies

1. The procedure for enrolment and re-enrolment is described ion the website of the Amsterdam University of the Arts. The admissions requirements are described in Chapter 9 of the Study Guide.
2. Notwithstanding Article 19 subsection 1, additional demands can be set for re-enrolment after an interruption of study or termination of enrolment on the basis of Article 7.26a subsection 1 of the WHW.
3. A student is entitled to re-enrol after an interruption of study if agreements have been made and recorded in that regard in accordance with Article 20 Temporary interruption of study and termination of study.
4. If at the moment of re-enrolment, a student has not yet passed the examination as specified in Article 6 subsection 1, he or she must go through the normal selection procedure for new students. Students who have to resit the examination, as specified in Article 6 subsection 1, are exempt from this.
5. Article 20 applies in all other cases.

Article 20 Temporary interruption of studies and termination of studies

1. A student can submit a reasoned written request to the study adviser and the director in order to interrupt the study for a specific period of time. The board of studies decides the conditions on the basis of which re-enrolment can occur.
2. Prior to the period of interruption of study, agreements are made between the board of studies and the student prior to the period of interruption of study regarding the moment when, and conditions under which, the student is entitled to continue the course.
3. The study is only interrupted if the student terminates enrolment him or herself.
4. The maximum duration of an interruption of study is 12 months.
5. If the student extends the period of interruption of study that has been agreed upon without the permission of the board of studies, even if this falls within the maximal period of 12 months, the right to re-enrolment is repealed. The board of studies may require the student to go through the admission procedure again.
6. A student who interrupts the study without the application of the provisions under subsections 1 to 4 is regarded as a dropout and has no automatic right to return. In this case, a request for an admission procedure with a view to re-enrolment may be turned down by the board of studies.
7. The agreements are recorded in the student dossier.
8. A temporary interruption of study has no suspensive effect for the period of validity of the examinations. In accordance with article 14, the validity of examinations, components and subcomponents passed longer than six years ago will be checked upon re-enrolment.
9. This article does not apply to students from outside the EEA; they lose their visa in the event of interruption of study or dropping out of a study.

Article 21 Termination of enrolment

1. Termination of enrolment and the reimbursement of tuition fees are covered on the website of the Amsterdam University of the Arts.

SECTION 8 STUDENT COUNSELLING

Article 22 Study progress and student counselling

1. The Academy management is responsible for the registration of the study results. Students have access to the results they have obtained via intranet.
2. A dossier is kept for each student. This 'student dossier' includes, among other things, the diploma of the preparatory course, the registration form, the proof of the study results obtained and the decisions of the examination board regarding the student.
3. The Academy management is responsible for giving students advice with regard to their orientation towards possible courses of study both in and outside the study programme. The study advice and supervision is designed by the heads of the Master's programmes, the study adviser and the professional experience coordinator, as described in the study guide.

SECTION 9 FRAUD AND PLAGIARISM

Article 23 Fraud

1. If the examiner suspects fraud on the part of the student during any test or other form of assessment, he or she informs the examination board of this in writing as soon as possible.
2. The examination board will conduct an investigation into the report of fraud and, upon establishing fraud, will decide within four weeks on the measures to be taken. The examination board does not decide until the student in question has been allowed to state his or her case, or at least has been given ample opportunity to do so. A report of the hearing is made.
3. If a student commits fraud, the examination committee can, in accordance with article 7.12b subsection 2 of the WHW, take away the right of the person concerned to sit one or more examinations or final examinations designated by the examination board, for a period not exceeding one year to be determined by the examination board. In the case of extensive fraud, the university board can permanently terminate the enrolment in the study programme of the person concerned, on the recommendation of the examination board.
   The decision of the examination committee is put down in writing.
4. If fraud occurs with the consent and/or cooperation of a fellow student, the latter is an accessory. Corresponding procedures and sanctions apply in this case.
5. Students will be informed about the rules regarding fraud and plagiarism, and the way in which they can act correctly.

Article 24 Plagiarism

1. Plagiarism is understood to include passing off somebody else's visual material, texts, data or ideas as one's own work. Articles 23.1 to 23.3 is applied by analogy if plagiarism is detected.
2. If plagiarism takes place with the consent and/or cooperation of a fellow student, the latter is an accessory. Corresponding procedures and sanctions apply in this case.

SECTION 10 FINAL AND IMPLEMENTATION PROVISIONS

Article 25 General hardship clause

1. The examination board is authorised in individual cases to make exceptions to the Education and Examination Regulations in favour of the student, if there are compelling reasons to do so.
2. The management decides in cases that are not covered by the Education and Examination Regulations, unless it concerns the authority of the examination board.

Article 26 Amendments and announcement

1. Amendments to the Education and Examination Regulations apply without prejudice to all students of the relevant study programme, regardless of the year in which they started the study programme.
2. If in the case of amendments, no transitional arrangement is specified for earlier starting cohorts and students of these earlier starting cohorts are adversely affected by this, the examination board will take previous regulations, which were applicable at the time of its decisions, into consideration.
3. These regulations will be announced to all students at the start of the academic year via the intranet.

Article 27 Entry into force

These Education and Examination Regulations will take effect as of 1 September 2021 until an updated version is adopted and replaces all previous versions of the Education and Examination Regulations for the Master's degree programmes of the Academy of Architecture

As laid down on behalf of the Executive Board of the Amsterdam University of the Arts on 31 August 2021, after having obtained the approval of the Faculty Council on 31 August 2021.

Signed

M. Maaskant
Director
Academy of Architecture

Colophon

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