

6.5 Comprehensive Annual Assessment 3

6.5.1 Status of the Comprehensive Annual Assessment 3

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

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

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

6.5.2 Conditions for taking Comprehensive Annual Assessment 3

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

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

6.5.3 Composition and role of the Assessment Committee

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

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

6.5.4 Assessment result

On the evening of the assessment, the student is informed orally by the Assessment Committee of the provisional result.

Two possibilities exist for the result:

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

In the event of a negative result, a meeting about the assessment feedback will follow between the student, the head of department and the study adviser.

It will be determined in consultation which educational components will be done again or additionally (in the form of a P6 autumn and/or O6 autumn) in order to fill skills gaps.

Where necessary, a tailor-made track will be agreed as a substitute for a regular educational component.

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

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

6.5.5 Form of the assessment

Comprehensive Annual Assessment 3 consists of an oral explanation of the work produced during the second and third years, the learning experiences and the study objectives and ambitions of the student.

During a discussion between the student and the Assessment Committee, the nature of the student's development in the past years is thus discussed and assessed. The subjects and lines of approach of the discussion are indicated on the 'Comprehensive Annual Assessment Form 3'.

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

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

The programme of the assessment session has four main components:

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

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

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

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

6.5.6 Special points for attention

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

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

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

The learning ability and the development of the student is assessed during Comprehensive Annual Assessment 3. This is done in a reflective manner in which attention is chiefly paid to the various required professional skills that must be acquired during the study.

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

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

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

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