



## **ASSESSMENT REPORT**

Limited programme assessment

**Master programme of Architecture  
and  
Master Programme of Urbanism**

Part time

**Fontys Hogescholen**

**De kracht van  
kennis.**

# **ASSESSMENT REPORT**

Limited programme assessment

## **Master programme of Architecture and Master Programme of Urbanism**

Part time

**Fontys Hogescholen**  
School of Fine and Performing Arts

Croho registration: 44336 and 44338

Hobéon Certificering

March 26<sup>th</sup> 2021

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## 1. GENERAL AND QUANTITATIVE DATA

Name Institution	Stichting Fontys Hogescholen
Status	Funded
Outcomes of Institutional Quality Assessment	Positive (August 2019)
Name of programme in Central Register of Higher Professional Education (CROHO)	Master Architecture Master Urbanism
ISAT-code CROHO	44336 44338
domain/sector croho	Taal en Cultuur
Orientation and level	Professional Orientation
niveau opleiding	Master
Orientation and level	Four year hbo master's programme (professional orientation)
Number of credits	240 EC
location	Tilburg
Variant(s)	Part-time
Language	English
Date online visit	20th of November 2020

## 2. SUMMARY

The programmes Master of Architecture and Master of Urbanism (MAU) prepare students for a career as a registered architect or urban designer.

The programmes implemented the concurrent model, meaning that students study four years, in internal curriculum of 120 ec and an external curriculum in a relevant professional context of 120 ec.

### Standard 1. Intended Learning Outcomes

The audit panel appreciates the agility of the programme. It postulates a steady basis rooted in a rich history with its own MAU signature. It therefore enables the programme on one hand to explore common ground with other programmes in the fine and performing arts. At the same time it makes it possible to identify issues where specific architectural and urbanistic approaches are crucial to safeguard the DNA of the education, for instance in the ties with the professional field. The audit panel supports the need for a professional advisory board to consult on developments and requirements specific to this professional context.

The intended learning outcomes are well tied in with the national peers and international platforms, reflect the intended profile of the institution, the school and the programme.

The road from Dublin to Tilburg is clear for the audit panel and well operationalized into internal and external professional competencies that reflect the professional master level.

The international approach of the programmes has an added value that fits the globalization of the profession and enables the programmes and its students to early adapting to international developments. The audit panel supports the use of English explicitly as both the professional peers of the programmes as the student population approach architecture and urbanism from a global perspective.

### Standard 2. Teaching-learning environment

Overall the setup of the programme, both for students in Architecture as for students in Urbanism is well thought-through and adequate to realise the intended learning outcomes.

The concurrent model is well-equipped to train master level students. The audit panel thinks the exploration of interdisciplinary learning is promising and witnessed good examples during visitation. But the panel states that interdisciplinarity is only beneficial if the disciplinary basis is comfortably acquired.

The audit panel stresses the importance of the practical aspects of the curriculum. Considering the high influx of students with an applied university background the auditors were missing examples in the student's projects, both during the curriculum and in the graduation phase, of their capability to work their designs out in detailing, materialization and construction, bridging the gap between concept and realization. A professional master in a university of applied sciences could, according to the audit panel, show more of the realization power that is present in a large part of the student population. Attention to this gap would also benefit students with a non-engineering background.

The audit panel qualifies the teaching and support team as highly committed and adequately qualified. The student's appreciation for their tutors, mentors, lecturers and administrators functions as a strong indicator for a close learning community.

The audit panel judges the facilities available to students as satisfactory, both on the level of counselling, information availability and regarding the physical facilities.

Under findings the panel concluded there are no immediate issues concerning the studio-facilities, though dedicated workspace for students are strongly recommended by the panel.

Weighing the close-knit and committed team, the student's involvement and satisfaction of the curriculum and facilities, and the room for improvement in visible implementation potential in

the work of students, the audit panel decides the programme meets the requirements of this standard.

### **Standard 3. Student assessment**

In general the system of assessment is satisfactory for the audit panel. The panel met a number of qualified examiners, intrinsically motivated both to safeguard the professional and educational standards and to support and feedforward the students they assess. The audit panel calls attention to the vulnerability of the close bonds in a small learning community as MAU.

The consistent and ambitious assessment system and the intrinsically motivated approach towards assessment, combined with the strong examination board convinces the audit panel that the programme meets the requirements of this standard.

### **Standard 4. Achieved learning outcomes**

The audit panel considers the graduation projects reflecting the international master level in the professional context of Architecture and Urbanism. The intended profile of innovation was visible in most graduation projects, not in all works.

The assessment rubric in use does function in safeguarding the requirements and necessary aspects. The audit panel appreciates the active role of students and assessors in further developing the rubric assessment. The panel would recommend to create extra room for critical thinking and professional creativity.

Professional partners of the programme were important actors in the national and regional context and expressed their satisfaction with the programme. Representatives of the workfield expressed their appreciation of the contribution of the alumni of the programmes they hired. The audit panel considers its own judgement of the graduation projects of Architecture and Urbanism, combined with the satisfaction of employers and alumni, and judges the programme meets the requirements of this standard.

### **Overall conclusion:**

The audit panel judges the programme meets the requirements of all four standards. The auditors are interested in the repositioning that is happening in emphasizing the ties with other programmes of the School of Fine and Performing Arts. The panel urges the programme and the institution to explore mutual benefits but at the same time to safeguard the specific professional needs of the MAU programme.

The panel evaluates all Standards as meeting the requirements. Hence, following NVAO regulations the overall judgement on the Master Programmes of both Architecture and Urbanism of Fontys University of Applied Sciences reads: positively meeting the requirements.

Therefore, the panel recommends the NVAO to award accreditation for another six years to the Master Programme of Architecture and the Master Programme of Urbanism of Fontys University of Applied Sciences.

Upon agreement with the panel members the chair in The Hague adopted this report on March 26<sup>th</sup> 2021.

### **3. INTRODUCTION**

The programmes Master of Architecture and Master of Urbanism prepare students to a career as a registered architect or urban designer. Both programmes have distinctive characteristics and if necessary, the report will distinguish. However as the profiles have considerable overlap and are taught in one learning community, the assessment follows the previous protocols and assess both programmes simultaneously.

This programme assessment was conducted online in the context of the covid pandemic at the end of 2020 in the cluster of architecture academies.

The programme resorts in the School of Fine and Performing Arts, along other programmes in the cluster Performance and Design.

In 2020 FHK started implementing the 'FHK-reinventing' process. The goal of the reinventing is to accomplish a transition towards a more horizontal organization and increased collaboration among different academies, like Dance, Music and Performing Arts.

The programmes uses the concurrent model, meaning that students study four years, in internal curriculum of 120 ec and an external curriculum in a relevant professional context of 120 ec.

The transition Reinventing FHK is still in its starting phase, the exploration is not yet finalized so consequences are mostly visible in the intentions of the programmes.

## 4. FINDINGS AND JUDGEMENTS

### 4.1 Intended learning outcomes

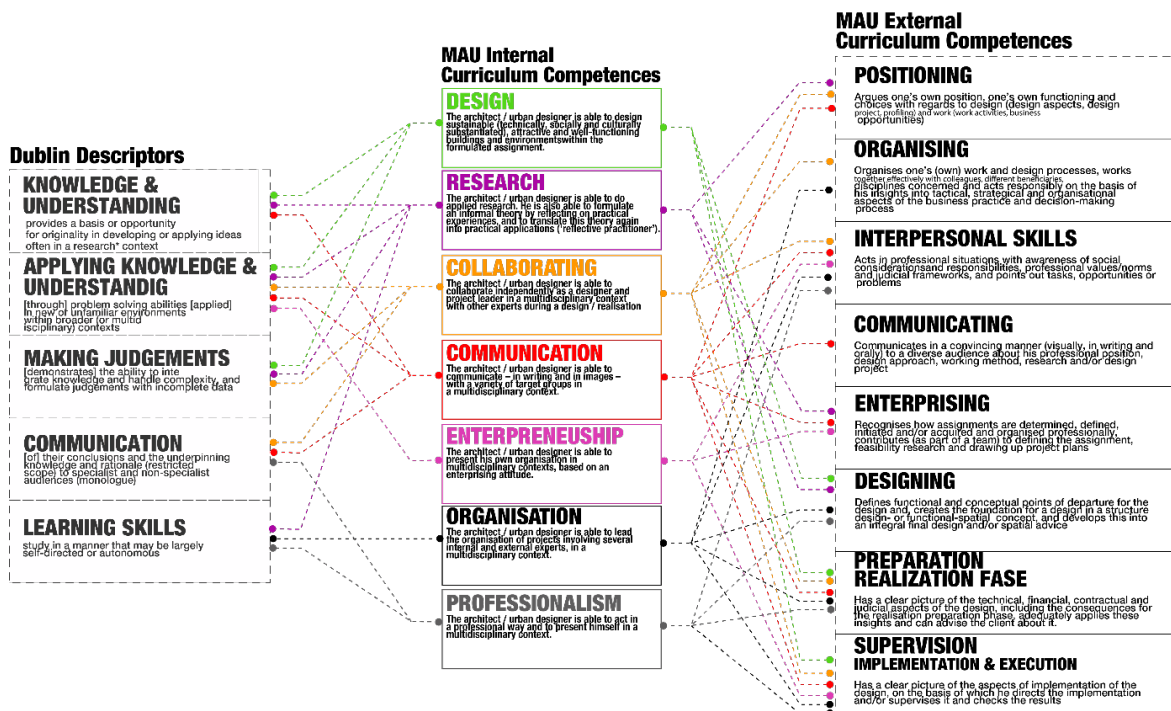
**Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.**

**Explanation:** The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

#### Findings

The aim of the programme Master Architecture and Urbanism (further: MAU) is to prepare students for a professional career as independent architects or urbanists.

The programme has described its intended learning outcomes visually both in relation to the Dublin Descriptors and the professional competencies have been and are structurally discussed with the professional field and other educators both national (LOBO) and international (EAAE).



The programme is frequently safeguarding the alignment of the intended learning outcomes with the needs and expectations of the international work field and ties in with Architects Registration requirements. The panel interviewed the Professional Advisory board consisting of representatives of the professional field and found their advice was taken to heart by the programme. The programme has experimented with a broader professional advisory board across the lines of the adjacent performing arts programmes but has justifiably concluded that



this model would miss out on crucial advice on specific developments in architecture and urbanism. Consulted on the intended learning outcomes the professional advisory board emphasized the importance of the research and design competencies.

### *Research*

The programme explicitly formulates research competencies that are aligned with the professional standards of the master level in architecture and urbanism. Design research is crucial in the intended learning outcomes of the programme and strongly supported by all involved.

### *Internationalisation*

MAU sees the internationalization as part of a broader set of conditions that enable the students to develop into resilient and independent spatial designers with capacities to entertain diverse ideas, perspectives and interests at the same time, in different contexts and across scales. This includes being able to define and propose appropriate research and design methods in relation to different (international and local) conditions and contexts (social, cultural, economic, spatial, etc.) as well as to operationalize them by means of relevant collaboration models with local stakeholders.

Within the Dutch spectrum of six architectural academies the programme distinguishes itself with an international approach and aims to be innovative and cater for early adaptors in close relation with international developments. The programme used to have an elaborate focus on the development of medium sized cities across Europe and that focus used to connect the international view of the programme with the regional European professional context. The audit panel understands that this focus was connected to the former research group. The auditors think a strong content-oriented focus in internationalisation would benefit the students greatly.

This international, innovative and creative approach of the programme aligns with the policy of Fontys Hogescholen and the School of Fine and Performing Arts.

## **Considerations and Judgement**

The audit panel appreciates the agility of the programme, a steady basis rooted in a rich history enables the programme to explore common ground with other programmes in the fine and performing arts. And to identify issues where specific architectural and urbanistic approach is crucial to safeguard the DNA of the education, for instance in the ties with the professional field. The audit panel supports the need for a professional advisory board to consult on developments and requirements specific to this professional context.

The intended learning outcomes are well tied in with the national peers and international platforms, reflect the intended profile of the institution, the school and the programme.

The road from Dublin to Tilburg is clear for the audit panel and well operationalized into internal and external professional competencies that reflect the professional master level.

The international approach of the programme has an added value that fits the globalization of the profession and enables the programme and its students to early adapt to international developments. The audit panel would encourage the programme to re-establish a focal point for its international ambitions.

## **Judgement**

The audit panel considers the programme to meet the requirements of the intended learning outcomes.

## 4.2. Teaching-learning environment

**Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.**

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

### Findings

The programme aims to provide students (of both architecture and urbanism) with a teaching and learning environment in which they can develop into resilient, confident and skilled architects or urban designers.

Both programmes are taught in English. The student population, the international professional context and the available literature supports that choice, especially since Dutch architecture and urban design pride itself of an internationally well established reputation. As these programmes distinguish themselves in an international approach, the audit panel expects a more elaborated and focused vision on internationalization.

### *Curriculum*

The setup of the programme is based on an internal curriculum of 30 ec per study year and an external curriculum of the same number of credits to be fulfilled in the professional praxis, the concurrent educational model.

The concurrent formula is vital for both master's programmes. Studying at the academy and working in professional practices simultaneously offers students an opportunity to learn and gain essential experience in different but specific conditions for their professional development. This enables them to acquire knowledge and skills in aspects of the field that cannot, or only indirectly, be taught in the academic curriculum.

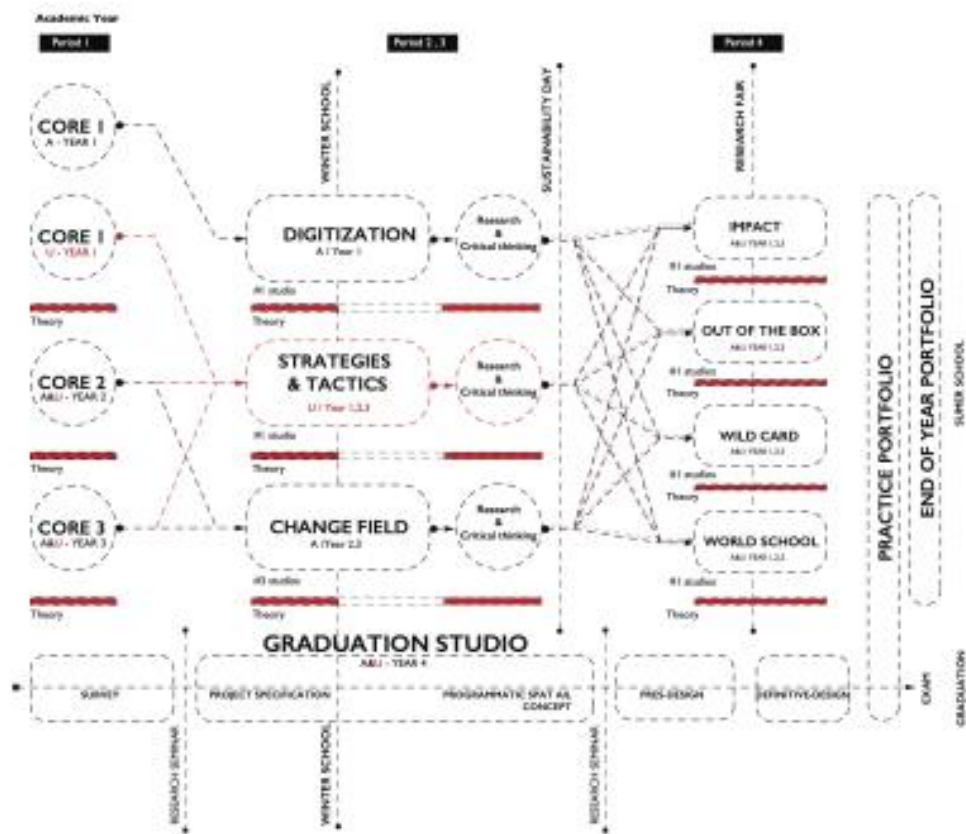
The current curriculum has been adapted over the last couple of years to meet both the requirements of the professional field and the intentions of the School of Fine and Performing Arts (Reinventing FHK). The audit panel was pleased to hear during the visitation talks that both the students and the professional mentors were involved in further development.

While architecture and urban design share many similarities, the programmes differ.

The disciplines of architecture and urbanism differ in reference to developed theories, discourses and in practice to involved stakeholders, design requirements, scale and time management of projects. Urbanism is concerned with perspectives and theories to view, study and interpret how multiple and interconnected processes (economical, political, ecological, cultural, etcetera) shape and impact the urban constellations and lifestyles. Through urban design urbanists translate the needs and wishes of the involved parties into spatial strategies and establish design criteria for larger scale spatial development. They design and arrange public spaces (e.g. infrastructure and squares), neighbourhoods, city centres and the spaces between buildings with the aim to ensure and improve the liveability of cities. Architecture is concerned with the same aim to ensure and improve the spatial liveability of our built and natural environment

through meaningful design of buildings and their contexts. In such a way, they share the same main competence 'design' in extension and close relation to each other's professional scopes. Additionally, the nature of design and building is defined by collaboration. The programmes provide shared curriculum components for students of both master programmes as well as components tailored in accordance to the professional needs of urban or architectural design practices.

A visualization of the curricula shows on the horizontal lines the four years of the programmes. The vertical columns depict the separate periods of the study year, starting with building a theoretical basis and cooperation of students in the Core-assignments. Periods 2 and 3 combine theory with skills development, including research skills and the last period of every study year aims at integration, cumulating in the end-of-year portfolio.



The programme connects, translates and operationalizes the intended learning outcomes in a consistent manner into learning goals of the educational units. These units are not separate entities but connected and aimed at professional integration. The first three years have the same structure of fundamentals, application of skills and integration. In this way the programme also stresses the iterative nature of the professional praxis. Repetition upon previously gained experience leads towards the graduation level.

The programme facilitates a community of learners and fosters intervision among students that work in different contexts as well as approach complex issues from different perspectives. This way the combination of Urbanism and Architecture students has a formidable added value.

During the covid-pandemic the programme tries to support students and staff, both on an institutional level as on a school level. It is safe to say that all concerned face substantial backlash. The audit panel endorses the initiatives and acknowledges there is no silver bullet for situations like these. On a more abstract level this covid situation and for instance climate change form challenging cases for this student population (and their professional peers).

The focus on internationalization is visible throughout the programme, in the student population, in the curriculum and literature, in teaching staff and guest lecturers, in global exchange of lecturers and the orientation of graduation projects.

#### *Staff and lecturers*

The level of English proficiency is sufficient according to students and staff. Many lecturers have studied abroad and are well equipped to function in an international context.

The relatively small programmes have a limited number of core teachers and coordinating staff. This supports the almost family-like community of learners, which is very positive. The downside brings that many staff members need to combine functions and roles. The programme is well aware of this vulnerability, especially in cases of sick leave. The frequent use of guest lecturers imports other perspectives on professional developments. Their contribution to organizational matters is limited.

The qualification level of the lecturing staff is adequate, almost all lecturers and guest lecturers have master level qualifications, regular staff has been trained in didactical competence and most teachers also qualified assessment training (BKE).

The team of MAU functions on a highly autonomous level, hierarchy is the last resort. This supports the family atmosphere within the programme and prevents many small hick-ups because everybody will try to prevent disruption for students and colleagues.

#### *Facilities*

Students of the small programme of MAU have access to all of the state-of-the-art facilities of Fontys Hogescholen. The audit panel checked during the audit the availability of student counselling outside of the programme, because the tightknit community of students and staff can have undesirable side effects. It became clear that ample counselling and outside mediation is available.

The audit panel had to conduct the visitation online and had no way to tour the physical facilities. The panel paid special attention to the available workspaces for students. Photos and testimony from students and staff indicated no immediate issues.

#### *Covid*

The students miss their learning environment a lot, even though the programme facilitates study progress to the best of its ability. Online coaching and keeping in touch with all the students are frequent. Special attention is paid to foreign students. In some cases of financial difficulties for students the programme offered help and mediated to postpone deadlines of payment.

The teaching team has explored and developed blended learning possibilities and staff members were and are helping lecturers during lockdowns.

The community of learners was facilitated by virtual hallway-meetings.

During the covid-period the external curriculum of some students suffered under economic pressure in the professional field. The programme has managed to minimize study delays and students express their gratitude for those efforts. As the covid-crisis prolongs, the programme discusses with other educators in LOBO how to deal with long-term developments. In autumn 2020 the workshop facilities were available to students, respecting the covid rules.

## **Considerations and Judgement**

### *Programme*

Overall the setup of the programme, both for students in Architecture as for students in Urbanism is well thought-through and adequate to realise the intended learning outcomes. The concurrent model is well-equipped to train master level students. The audit panel thinks the exploration of interdisciplinary learning is promising and witnessed good examples during visitation. But the panel states that interdisciplinarity is only beneficial if the disciplinary basis is comfortably acquired. The interdisciplinary professional needs a sound basis to be effective in interacting with other disciplines.

The audit panel stresses an important observation on the practical aspects of the curriculum. About half of the curriculum is oriented towards realisation skills and attitude. Considering the high influx of students with an applied university background the auditors were missing evidence in the student's projects, both during the curriculum and in the graduation phase, of their capability to work their designs out in detailing, materialization and construction, proving their plans could also be realized. A professional master in a university of applied sciences should, according to the audit panel, show more of the realization power that is present in the student population. The programme can trust its students in this respect, it's a matter of unleashing the available potential.

The audit panel supports the use of English explicitly as both the professional peers of the programmes as the student population approach architecture and urbanism in a global perspective.

### *Staff, team and lecturers*

The audit panel qualifies the teaching and support team as highly committed and adequately qualified. The student's appreciation for their tutors, mentors, lecturers and administrators functions as a strong indicator for a close learning community.

The team's choice for team autonomy (within limits), to work on the basis of consensus shows the cohesion of the team. The panel would like to indicate that in professional developments and educational contexts sometimes quick and strong decisions are necessary. Ways to escalate discussions without immediate managerial intervention can be very useful. The panel would advise the team and the institute to safeguard procedures to enable the MAU organisation to make those decisions without having to fall back immediately on the directors of the entire cluster of Performance and Design, since sometimes essential choices supersede consensus.

### *Facilities*

The audit panel judges the facilities available to students as satisfactory, both on the level of counselling, information availability and regarding the physical facilities.

Under findings the panel concluded there are no immediate issues concerning the studio-facilities. However, the School of Fine and Performing Arts is in an operation (Reinventing FHK) to explore the added value of partly integrating cooperation between different programmes like Dance and other performing arts. The audit panel understands the urge or need to use facilities

in an efficient manner. The programme of MAU uses the facilities not exactly full time. Still the audit panel stresses the need for students in Architecture and Urbanism for dedicated workshop/studios where they can leave their models, learn by working in the same room as peers, et cetera. The audit panel wants to emphasize these facilities are not a form of luxury, but essential to the learning process in this field.

### **Judgement**

Weighing the close-knit and committed team, the student's involvement and satisfaction of the curriculum and facilities, and the room for improvement in visible implementation potential in the work of students, the audit panel decides the programme meets the requirements of this standard.

### 4.3. Student assessment

**Standard 3: The programme has an adequate system of student assessment in place.**

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

#### Findings

The programme approaches assessment suiting the professional complexity of the master level, a valid instrument to measure the extent to which students have obtained the knowledge, skills and competences in accordance to the programme component and master level requirements. Providing extensive feedback and feedforward assessors (and in many cases the professional work field) help students to gain insights in their progress and to reflect on their path towards the starting professional.

The safe learning community enables students and lecturers to explore their interests. Students can formulate their own research and design questions and propose relevant research and design methodologies in relation to the assignment. In this way they are able to attune their educational track to their personal ambitions and interests.

In some cases the close bonds between assessors and students in the small learning community could hamper the clarity and transparency of the assessment. Occasionally forms were not filled out completely or correctly.

Students have told the audit panel that for them the assessment criteria are quite clear, they know what is expected from them and appreciate the feedback of lecturers and tutors greatly. The programme is shifting from multiple summative assessments in each phase of the study towards the more intensive use of formative assessments leading to a more substantial summative assessment.

#### *Graduation*

The programme constructed a detailed rubric-based assessment to provide both student, tutor and assessor with transparency, reliability and validity.

The current graduate studio format is organized along a complete research and design process with six phases: Project specification, research, conceptual design, preliminary design, definitive design and presentation. Each phase, each with reviews: five formative and one summative assessment. The sixth phase ends with the final exam of the graduation project, consisting of two separated events: a summative assessment and a public presentation.

In all substantial assessment (e.g. studio work and portfolio presentations) different perspectives are applied. In graduation project, two professionals are consulted, as well as two internal examiners.

The examination board of the programme is not yet fully incorporated in the Reinventing FHK-operation, the board feels disciplinary experience is needed for specific programmes. Therefore the overall examination board of FHK has different chambers for the specific programmes of Fine and Performing Arts. The examination board has a safeguarding and pro-active role, is sufficiently independent, an external assessment expert is a member of the board and the examination board functions as required by the WHW.

Both in surveys and in the visitation sessions students appreciate the assessment policy and practise.

## *Covid*

The programme has found alternative ways of assessment, including graduation. Presentations are not possible in real live, so students prepare video and have online discussions with external tutors and internal assessors.

The Graduation Projects were delivered and assessed digitally by a committee consisting of one MA+U graduate tutor, an external tutor, the coordinator Architecture/Urbanism and a visiting critic. The examination sessions were moderated by the MA+U graduation coordinator. On the occasion of two graduation examinations, the chairman of the Examination Board was present to assess the quality of the examination process.

### **Considerations and Judgement**

The audit panel understands the reasoning of the examination board to keep the disciplinary chambers for the different programmes in FHK intact. The auditors have met a solid examination board, understanding and safeguarding its role.

In general the system of assessment is satisfactory for the audit panel. The panel met a number of qualified examiners, intrinsically motivated both to safeguard the professional and educational standards and to support and feedforward the students they assess. The audit panel calls attention to the vulnerability of the close bonds in a small learning community as MAU.

The extensive rubric used to assess the graduation project led to some discussion within the audit panel. On one hand this rubric is highly analytical, transparent for students and assessors. On the other hand at the end of an extensive master programme the rubric should be more equipped to reward critical thinking and creativity. The audit panel could imagine that a rigorous and structured student would score considerably higher than a less rigorous but highly creative candidate.

The audit panel understands that a rubric of such rigor is reassuring for all parties involved but would like to invite the programme to re-evaluate the rubric, for instance in the calibrations with other academies. The intended profile of an innovative architect or urbanist seems a bit at odds with a very strict analytical graduation assessment. In praxis the use of the rubrics is less strict, assessors and students create room for rewarding creativity. The auditors appreciate the invitation of the programme to students to help to develop the graduation assessment further. In the graduation assessment rubric the audit panel misses the focus of some aspects of professional problem solving. Specifically the exploration of alternatives and the process of choice deserves more emphasis in the eyes of the auditors.

### **Judgement**

The consistent and ambitious assessment system and the intrinsically motivated approach towards assessment, combined with the strong examination board convinces the audit panel that the programme meets the requirements of this standard.



## 4.4. Achieved learning outcomes

**Standard 4: The programme demonstrates that the intended learning outcomes are achieved.**

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

### Findings

The audit panel studied 15 graduation projects of the Master of Architecture and Master of Urbanism of study years 2019/2020, 2018/2019 and 2017/2018. The findings of the auditors were homogeneous for both, which makes separate findings superfluous.

The auditors found the level of the graduation projects corresponding with the (international) standard indicating the professional Master level.

In some cases the audit panel would have assessed the projects higher or lower than the assessors of the programme did.

The six different stages of graduation with separate deliverables challenged the auditors to see where every single intended learning outcome is assessed. The outcomes concerning communication and research were not always clear in the final presentation and were assessed in accompanying products and previous stages. In cases the narrative was unclear. Having said that, the final presentations generally visualized the proposed solution for the complex problem quite convincingly.

The audit panel thinks that the potential to realise the plan could have been emphasized stronger as the majority of the Dutch students have an engineering background. This background enables students to elaborate on the implementation whereas the projects often showed a primary focus on the concept phase.

As discussed under standard 3, the audit panel finds the assessment rubric quite strict. That limits the assessors to appreciate highly creative projects that ticked less of the formal boxes. In some cases projects ended up with quite low grades that didn't reflect the audit panels appreciation for creative solutions.

The international approach of the programme was clearly visible in the graduation projects that for instance dealt with complex architectural and urban challenges in the Middle East. The audit panel thinks a strong content-oriented international focus area would be beneficial, accompanying the substantial benefits of internationalization present within the programme.

The representatives of the professional context of the programme had hands-on experience with MAU students and were very appreciative of both the interns and alumni. One of the alumni was an employer of younger alumni now. The representatives expressed that alumni of MAU were well suited to enter the labour market in architecture and urbanism.

### Considerations and Judgement

The audit panel considers the graduation projects reflecting the international master level in the professional context of Architecture and Urbanism. The intended profile of innovation was visible in some graduation projects, not in all works.

The programmes of Architecture and Urbanism need to keep close tabs on the comparability in realized learning outcomes in both programmes. Since the number of Urbanism students is quite limited safeguarding the intended standard requires frequent calibration.

The assessment rubric is very useful in safeguarding the requirements and attention to prescribed aspects. It creates limited room to express and reflect a more holistic appreciation for professional creativity.

Professional partners of the programme were important actors in the national and regional context and expressed their satisfaction with the programme. Their enthusiasm showed in hiring multiple alumni.

### *Covid*

The audit panel studied graduation work created before and during the pandemic and judges both categories as meeting the required standard. The auditors find the results positively showing evidence of the resilience of graduate students.

### **Judgement**

The audit panel considers its own judgement of the graduation projects of Architecture and Urbanism, combined with the satisfaction of employers and alumni and judges the programme meets the requirements of this standard.

## **5. OVERALL CONCLUSION**

The audit panel judges the programmes meet the requirements of all four standards. The auditors are interested in the repositioning that is happening in emphasizing the ties with other programmes of the School of Fine and Performing Arts. The panel urges the programme and the institution to explore mutual benefits but at the same time to safeguard the specific professional needs of the MAU programme.

The panel evaluates all Standards as meeting the requirements. Hence, following NVAO regulations the overall judgement on the Master Programme of Architecture and the Master Programme of Urbanism of Fontys University of Applied Sciences reads: positively meeting the requirements.

Therefore, the panel recommends the NVAO to award accreditation for another six years to the Master Programme of Architecture and the Master Programme of Urbanism of Fontys University of Applied Sciences.

## 6. RECOMMENDATIONS

The audit panel offers the programmes some recommendations for further development:

- Strengthen and emphasize the realization/implementation power of the students.
- Safeguard the disciplinary competencies in the process towards more interdisciplinarity. Interdisciplinarity is interesting and can be beneficial if the basis is solid.
- The auditors advise the team and the institute to safeguard procedures to enable the MAU organisation to make those decisions without having to fall back immediately on the directors of the entire cluster of Performance and Design, since sometimes essential choices supersede consensus.
- Master students in architecture and urbanism need workspace to visualize and construct scale models. This creative process is essential, also to foster a learning community. This is why the audit panel recommends dedicated studio facilities and would advise against the frequent use of shared spaces.
- The audit panel would encourage the programme to re-establish a focal point of its international ambitions.

The auditors are interested in the repositioning that is happening in emphasizing the ties with other programmes of the School of Fine and Performing Arts. The panel urges the programme and the institution to explore mutual benefits but at the same time to safeguard the specific professional needs of the MAU programme, also in an organizational perspective.

**ANNEX I****Overview of judgements**

<b>Overview of the panel's judgements Fontys University of Applied Sciences hbo- master course Architecture part time / concurrent</b>	
<b>Standard</b>	<b>Judgement</b>
<b>Standard 1. Indented learning outcomes</b>	S
<b>Standard 2. Teaching-learning environment</b>	S
<b>Standard 3. Student assessment</b>	S
<b>Standard 4. Achieved learning outcomes</b>	S
<b>Overall judgement</b>	<b>positive</b>

<b>Overview of the panel's judgements Fontys University of Applied Sciences hbo- master course Urbanism Part time / concurrent</b>	
<b>Standard</b>	<b>Judgement</b>
<b>Standard 1. intended learning outcomes</b>	S
<b>Standard 2. Teaching-learning environment</b>	S
<b>Standard 3. Student assessment</b>	S
<b>Standard 4. Achieved learning outcomes</b>	S
<b>Overall judgement</b>	<b>positive</b>

## ANNEX II Programme of site-visit

**Programme: hbo-master course Architecture and Urbanism – Fontys Hogescholen – 20th of November 2020**

### Programme – 20th of November 2020 online visitation

Time	Activity / participants <sup>1</sup>
08.15	reception audit committee
08.15 – 09.00	Internal Consultation
09.00 – 09.45	Programme management Dean FHK 3 members coreteam
09.45 – 10.15	Short break
10.15 – 11.00	Students: Urbanism y1, Architecture y2 (Program Committee, student chapter), 2x Architecture y3, Urbanism y3, Architecture y4
11.00 – 11.30	Short break
11.30 – 12.15	Teaching team  Lecturer a: Tutor Skills, Tutor Theory, Former Programme committee  Lecturer b: Tutor Graduation Studio inter curricular  Lecturer c: Coordinator Practise  Lecturer d: Tutor Studio  Lecturer e: Tutor Studio  Lecturer f: Tutor Research
12.15 – 13.15	lunch
13.15 – 14.00	Professional field:  Architect at Inbo, member Work field committee  Architect at Mecanoo  Alumni: alumnus architecture, former member Programme committee, Student Chapter  alumnus architecture, teacher  alumnus urbanism

<sup>1</sup> For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

14.00 – 14.30	Internal consultation
14.30 – 15.15	Examination board Chairperson examination board FHK <ul style="list-style-type: none"> <li>▪ Former chairperson Executive Visual Arts</li> <li>▪ Member examination board Master Architecture &amp; Urbanism</li> </ul>
15.15 – 15.30	Internal consultation
15.30 – 15.45	Pending issues
15.45 – 16.30	Internal consultation
16.15 – 16.30	Internal consultation
16.30 – 16.45	Feedback from auditor's panel
16.45 – 17.30	Ontwikkelgesprek

## Working methods

### ***Selection of the delegations / the auditees***

In compliance with the NVAO regulations the audit panel prior to the audit decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner.

### ***Auditing process***

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit took place online, on 20<sup>th</sup> of November 2020 (see Annex: Programme of the site visit).

The panel formulated its preliminary assessments per theme and standard immediately after the online visit. These were based on the findings of the site visit, and building on the assessment of the programme documents.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on March 26<sup>th</sup> 2021.

### **Assessment rules**

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies.

**Assessment rules**

According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018.

**Assessment rules***Limited framework*

According to assessment framework for the higher education accreditation system of the Netherlands, September 2018

Final conclusion

**Positive:**

The programme meets all the standards.



## **ANNEX III      List of documents examined**

### **List of documents examined**

- Self-evaluation Report
- Policy plan regarding research in relation to the programmes
- Staff overview
- Services and facilities plan
- Quality assurance plan;
- Policy plan regarding the accessibility and feasibility of the programme for students with functional disability;
- Summary and analysis of recent evaluation results and relevant management information;
- Documentation regarding student and staff satisfaction;
- Reports on consultations in relevant committees / bodies;
- Test questions with corresponding assessment criteria and requirements (answer models) and a representative selection of actual tests administered (such as presentations, work placements, portfolio assessments) and assessments;
- representative selection of 15 final projects, selected by the panel, of the past two years with corresponding assessment criteria and requirements;
- Reference books and other learning materials.
- List of all recent final projects examined prior to the audit

Following NVAO regulations the panel prior to the audit the panel has studied 15 students' final projects. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

## ANNEX IV                      Composition of the audit panel

On 29<sup>th</sup> of September 2020 the NVAO endorsed the composition of the panel to assess the Master Architecture and Urbanism of the Fontys University of Applied Sciences. (009622).

Naam visitatiegroep:	HBO academies voor bouwkunst
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Succinct resumes of participating panel members:

<b>Name</b>	<b>Succinct CVs</b>
Prof.dr.ir. P.J.V. van Wesemael	Hoogleraar Urbanism and Urban Architecture Technische Universiteit Eindhoven
Bsc. B.W.W. van der Pol	Directeur-bestuurder Architectuur Instituut Rotterdam en zelfstandig adviseur
Ma. A. Hoogewoning	Docent aan de Koninklijke Academie van Beeldende Kunsten en freelance architectuurhistoricus
R.B. Beers BBE	Student Master Architectuur aan ArtEZ Hogeschool voor de kunsten
V. Bartelds mba	Certified secretary

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.



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