

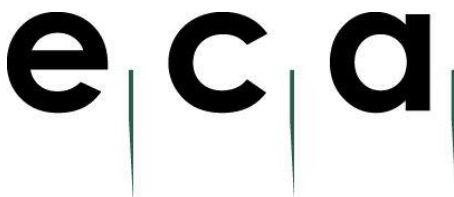
Assessment report

Masters of Science in Architecture, Urbanism and Landscape Architecture

Academy of Architecture
Amsterdam University of the Arts



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

Masters of Science in Architecture, Urbanism and Landscape Architecture

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European Consortium for Accreditation in Higher Education



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1. Executive summary

This report contains an assessment of the quality of internationalisation of the Master of Science programmes in Architecture, Urbanism and Landscape Architecture at the Academy of Architecture in the Amsterdam University of the Arts. The underlying assessment constitutes an update. The initial audit was performed by an international panel, convened by AeQui and validated by the Accreditation Organisation of the Netherlands and Flanders (NVAO), during an online visit on 7 and 26 November 2020. The panel then concluded that the three programmes fulfilled all criteria and all standards of the CeQulnt evaluation framework and judged three criteria as satisfactory and two criteria as good. As such result did not lead to the conferral of the Certificate, the programmes decided to internally develop their internationalisation activities and report on their progress in December 2022. The panel's findings, considerations and conclusions in the present report take into account the quality of internationalisation of the three programmes at the end of 2022.

According to the panel, the three master programmes at the Academy of Architecture fulfil all criteria and all standards of the CeQulnt evaluation framework. Over the past three years, the Academy has developed a robust framework to enhance the internationalisation aspects of its three master programmes. The strategic goals for internationalisation are clear, relevant and widely supported by management, staff, lecturers and students. The goals are broken down in appropriate objectives and operationalised in a timebound Action Plan that proves sufficiently concrete to monitor the programmes' achievements and to establish that they contributed to the quality of teaching and learning. At the time of the update, the strategic goals and the accompanying objectives reflect the intentions of the programmes and the Academy. If anything, some of the specific indicators to monitor progress can be formulated in a more concrete and verifiable way.

The intended learning outcomes of the programmes are in line with the level and orientation of the study programmes and are attuned to the expectations of the discipline and the international field of work; there is a clear alignment between programme learning outcomes, course learning goals and assessment methods; and students who graduate have indeed achieved the intended learning outcomes as they are currently formulated. While at the time of the initial site visit, there were references to the international and intercultural dimension in the learning outcomes, a set of six international and intercultural learning outcomes have now become part and parcel of the programmes and their respective curricula. The panel

considers that the international and intercultural learning outcomes are formulated appropriately and encourages the Academy to formally incorporate these as an integral part of the overall intended learning outcomes in the respective programmes.

The Academy's teaching and learning environment continues to be robust, an appreciation that covers to a similar extent the content, the didactics, and the facilities of the three study programmes. The discussions with lecturers, staff, students and alumni have demonstrated that the strategic goals for internationalisation are indeed pursued and that the international and intercultural learning outcomes are effectively realised when students, staff and lecturers meet (virtually) in small-scale diverse groups or in the safe environment of the Academy building. The panel welcomes the integration of a 2 ECTS compulsory course on intercultural skills in each of the three programmes, as of September 2023.

The Academy can rely on a sufficient number of good quality permanent staff and guest lecturers to deliver spatial design education with an international and intercultural dimension. When staff would not be sufficiently competent in terms of didactics, assessment, intercultural or language skills, then the Academy and the AHK offer a range of in-house professionalisation opportunities. Since the initial site visit, these opportunities have increased in so far as Cultural Awareness is concerned, and have been attended by several permanent staff and all newly recruited lecturers. The panel welcomes the efforts of the Academy and the AHK in this regard and encourages them to pursue on the same path. If anything, the panel advises the Academy and its three programmes to set clear and verifiable indicators, and to monitor regularly if the targets for training lecturers in new teaching methods and for lecturers and staff with international and intercultural experience are reached.

The composition of the student group has been and continues to be well in line with the internationalisation goals of the programmes and conducive to delivering the programme according to its international and intercultural ambitions. Students on the three master programmes acquire extensive international and intercultural experiences both abroad and at home. Moreover, all students – irrespective of nationality or discipline – can rely on a range of relevant services that facilitate their study period. Moreover, it goes to the credit of the Academy and its programmes that these opportunities also seem to work out in practice: students were very enthusiastic about the concurrent education model, the international classroom, the small diverse and inclusive working groups, the safe environment of the Academy, the networking opportunities and the support they receive to make their stay in Amsterdam worthwhile and effective.

In addition to all positive comments and appreciations, the panel sees room for further development in a few areas. It advises the Academy of Architecture and the three master programmes in Architecture, Urbanism and Landscape Architecture to:

- to incorporate the international personal and professional skills as an integral part of the intended learning outcomes;
- to increase the number of non-Dutch and non-Western staff in the Academy and on the programmes.

In sum, the panel considers that the Master of Science programmes in Architecture, Urbanism and Landscape Architecture at the Academy of Architecture in Amsterdam fulfil each of the five standards of the CeQulnt assessment framework. The update report and review has demonstrated that the Academy has made tremendous progress with regard to its intended internationalisation, while the quality of its teaching and learning environment and its students continue to be good. The panel's overall judgement on the programmes' quality of internationalisation is **positive**.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Raoul van Aalst MSc., BA, panel chair on behalf of AeQui
- Prof. ir. Nathalie de Vries, professor in Architectural Design at TU Delft
- Prof. Johan De Walsche, professor in Architecture at the University of Antwerp
- Prof. Lilli Licka, professor of Landscape Architecture at BOKU in Vienna
- Ir. Daan Zandbelt, advisor to the Dutch authorities on the physical living environment
- Jeroen Steegmans, BA, master student Bestuur en Beleid at Utrecht University
- Mark Delmartino MA, NVAO-certified panel secretary and CeQuInt certified auditor.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from AeQui upon simple request. The procedure was coordinated by René Kloosterman, director of AeQui.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) At the start of the visit, the panel members discussed their initial findings, identified the key issues to be raised during the sessions, and agreed on a division of tasks during the visit. The panel attended the online Graduation Show of the Academy on 7 November 2020 and carried out the online visit on 26 November 2020. ([Annex 3: Site visit programme](#)) To prepare for the update review, the Academy produced a paper on the restructuring of its internationalisation strategy, which outlined the activities undertaken since the previous site visit and envisaged in the near future. The panel members commented on the paper prior to the online discussion between the Academy and the panel's chair and secretary/CeQuInt auditor on 26 January 2023.

Immediately after the discussion, the panel as a whole checked if its initial assessment of January 2021 required adaptation. This proved to be the case in particular for standard 1,



while its appreciation of standards 2 and 4 deserved fine-tuning. The panel finalised the draft version of this update report on 13 February 2023. It was then sent to the Academy of Architecture to review the report for factual mistakes. The panel approved the final version of the report on 20 March 2023.

3. Basic information

Qualification:	Master of Science in Architecture Master of Science in Urbanism Master of Science in Landscape Architecture
Number of credits:	240 ECTS
Specialisations (if any):	European Master in Landscape Architecture
ISCED field(s) of study:	58 Architecture and Building
Institution:	Amsterdam University of the Arts
Type of institution:	Public institution of higher professional education
Status:	Institution and programmes are accredited by the Dutch Flemish Accreditation Body (NVAO)
QA / accreditation agency:	Previous programme accreditations - Hobéon Current programme accreditations – AeQui Institutional accreditation - NVAO
Status period:	Programme accreditations are confirmed November 5 th 2021 Institutional accreditation since 2013-2014, confirmed in 2019-2020

Additional information:

The assessment of the Quality of Internationalisation as reported in this document constitutes an update of the assessment exercise the panel performed at the end of 2020 and reported on in January 2021.

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

The three master programmes under review are offered by the Amsterdam Academy of Architecture. The Academy was founded in 1908 by a group of architects who felt there was an urgent need for new design talent in the field of work. In 1987, it co-founded the Amsterdam University of the Arts (AHK) and still constitutes one of AHK's six faculties. As part of AHK, the Academy of Architecture's study programmes target the interface between applied arts and autonomous art, offering study programmes for designers by designers. The Academy underscores the internationalisation objectives of AHK, which trains students for the national and international world of art, culture and heritage.

The Academy of Architecture considers itself a typically Dutch organisation that operates in an international context, offering Dutch and non-Dutch students the opportunity to study at an international school and prepare for an international professional practice. Since 2013-2014, the internal curriculum is offered entirely in English. The language in the external curriculum depends on the student's work situation.

Early 2018, the Academy of Architecture took stock of its level of performance in terms of internationalisation in its Position Paper on Internationalisation. In the document the Academy analysed the level of internationalisation in the recent past in order to provide a benchmark for its future performance. The analysis showed that by spring 2018, the Academy was on the one hand offering several international activities but on the other hand could do better in raising awareness of the quality and impact of these international activities. In order to harness the power of internationalisation, the Academy should define its teaching goals and principles more clearly for each individual department and discipline. Moreover, the analysis learned that the Academy could benefit more from its international contacts and collaborations. Based on this analysis, the Academy defined four strategic goals for the institute and its three master programmes. At the time of the initial visit, the panel gathered from the information materials and the discussions that the international dimension of both the Academy of Architecture as an institute and the three master programmes in Architecture, Urbanism and Landscape Architecture had been growing slowly but steadily for quite some time already. The Position Paper on Internationalisation with its benchmark analysis, its strategic goals and its Action plan constituted a landmark document for the development and ambitions of the Academy with regard to internationalisation. The panel thought highly of this Position Paper because it offered not only an honest account of the performance of the Academy at the time but also contained a feasible development plan. While the document had been of utmost importance in the then recent past, it was time according to the panel at

the end of 2020 to move forward and – based on the same strategic goals for internationalisation – define new concrete plans for the near future.

Since the initial site visit (end 2020) and evaluation report (early 2021), the Academy has continued – and enhanced – its internationalisation efforts, thereby following the panel’s advice to formulate more concrete internationalisation goals. This has resulted in a refined Internationalisation Strategy, reformulated internationalisation goals and a restructured Internationalisation Action Plan. The panel gathered from the update paper ‘Restructuring our internationalisation strategy’ that the provisions for intended internationalisation have been linked to the ambitions of the “Academy’s Internationalisation Goals – what’s next?” and to AHK’s Internationalisation Quality Agreements (in Dutch: *Kwaliteitsafspraken Internationalisering*). Both internationalisation goals and quality agreements aim to strengthen internationalisation in curriculum and examination, to advance the International Classroom, to enhance the network of strategic partners, to improve student and staff mobility, and to foster cultural awareness and inclusion.

Refining the internationalisation strategy has also led to a reformulation of the Academy’s internationalisation goals. At the time of the update review, all curricula in the Academy share the following four internationalisation goals:

- Internationalisation of the study programme;
- Internationalisation of the student experience;
- Improvement of teaching and learning methods;
- Increase international relationships and activities.

Each goal has been broken down in a set of operational objectives, which in turn are explicitly mentioned in the International Action Plan. Prior to the update meeting, the panellists reported internally that the new provisions for intended internationalisation are clear and properly reflect the intentions of the programmes and the Academy. Moreover, the panel gathered during the discussion with the Academy and programme representatives that both the internationalisation strategy in general and the internationalisation goals and objectives in particular are widely supported by management, staff, lecturers and students.

Based on the written materials and the discussions during the update review, the panel **considers** that the Academy has worked hard over the last three years to turn the then strategy, goals and objectives into a robust framework to enhance the international and intercultural dimension of its three master programmes. The reformulated strategic goals for internationalisation are clear, relevant and widely supported by management, staff, lecturers and students. The panel feels confident to state that at the time of the update, the strategic goals and the accompanying objectives reflect the intentions of the programmes and the Academy.

The panel **concludes** that at the time of the update review early 2023, the Academy has at disposition a clear and robust framework to enhance the internationalisation aspects of its three master programmes. The strategic goals for internationalisation are clear and relevant, and are widely supported by management, staff, lecturers and students.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

The initial Position Paper explored the level of internationalisation of the Academy and its programmes at the time, i.e. early 2018, and issued four strategic goals that were still relevant at the time of the assessment visit in 2020. At that time, the Academy focussed on four aspects: international classroom, curriculum content, strategic partners, and mobility of students and staff. The panel noticed in the materials that these four components were operationalised in detail in the Action Plan and that, while not every goal was formulated in an easily verifiable way, almost all goals had been achieved by the end of 2020. These achievements demonstrated according to the panel that at the end of 2020, the Academy's level of performance in terms of internationalisation had grown compared to the time early 2018 when the Action Plan was formulated.

In its update for the current review, the Academy has reformulated its four strategic goals but maintained their substance: since 2020, the internationalisation plans of the Academy and its programmes have continued to focus on curriculum content, international classroom, strategic partners and mobility of students and staff. In the meantime, the internationalisation goals were broken down in relevant objectives, which in turn have been operationalised in the Internationalisation Action Plan for the period 2021-2023. The formulation of the objectives and the way these objectives are linked to timebound activities in the Action Plan allow for verifying progress on the targets. If anything, some of the specific indicators to monitor progress can be formulated in a more concrete and verifiable way.

Based on the written materials and the discussions during the update review, the panel **considers** that the internationalisation goals are broken down in relevant and appropriately formulated objectives, which in turn are operationalised in a timebound Action Plan. The Academy now is in the position to monitor the achievement of the programmes' internationalisation goals.

The panel **concludes** that the Academy's strategic goals for internationalisation are broken down in relevant objectives, which in turn are operationalised through actions and activities in the Action Plan. The action plan now contains feasible deadlines and milestones for the activities, which allows monitoring. Some of the milestone descriptions could further benefit from a more concrete and/or specific target, and the panel advises to use a SMART approach to this.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

The panel's findings, considerations and conclusions on this criterion have not changed during the update visit. Based on the updated materials and the discussions in January 2023, the panel establishes that the reformulated internationalisation goals continue to include measures that contribute to the overall quality of teaching and learning. Hence, the below-

mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

When taking stock of the international dimension of its endeavours in the Position Paper of 2018, the Academy has looked at several components of its activities that were all related to the quality/implementation of its study programmes. The panel noticed that the result of this analysis was nicely summarised and visualised in the Internationalisation Scheme that was part of the Position Paper and included in the Self-Evaluation Report accompanying the CeQuInt application. Aspects addressed included the International Classroom, the General Programme, Academic Staff, Curriculum Content, Strategic Partners, International Work Experience for students, and Cross-Border Mobility.

The panel found that at least three out of four aspects of the strategic goals that received particular attention in the period 2018-2020 had a direct impact on the organisation and the quality of education and training: international classroom, curriculum content, and mobility of students and staff. Moreover, the Heads of the study programmes have been instrumental in extending the network of strategic partners of the Academy and their respective disciplines.

The Academy's educational concepts are adjusted to the nature of each profession. Since every professional practice requires a different skill set, there are clear differences between the various curricula. However, the panel understood that when setting its strategic goals for internationalisation, the Academy identified four goals that are common / applicable to all study programmes. In order to achieve these four goals, the Academy is focusing on training students across all master programmes to acquire a set of skills that is specifically geared towards working in an international environment. In order to be able to perform within an international context, it is important that students are 'internationally competent': they must possess personal and international skills, as well as international expertise specific to the profession. As will be elaborated on in the next section, the Academy has concretised a set of international personal and professional skills which receive attention in the curricula, on top of the 'regular' exit qualifications.

Based on the written materials and the discussions on site, the panel **considers** that the strategic goals for internationalisation, the previous (2018-2020) areas of attention and the new focus themes all have a direct impact on the implementation / quality of teaching and learning. According to the panel, the concrete internationalisation objectives set in 2018 have enhanced the quality of teaching and learning. In line with its findings on the previous criterion, the panel considers that the new measures – linking the strategic goals to climate challenges and digital education - still need to be operationalised in order to establish if and how they will effectively enhance the quality of teaching and learning. Further to its observation under criterion 1a, the panel suggests the programmes, when talking about the operationalisation of the new measures, to take on board the (outcome of the) discussion regarding the fundamental goals and concepts of internationalisation, making an explicit distinction between the educational goals (development of competencies) and the external goals, including the impact and ethical concerns that come with undertaking projects with local communities abroad.

The panel **concludes** that the strategic goals for internationalisation have been designed in such a way that they contribute to the quality of teaching and learning. Their impact has been clear in so far as the period 2018-2020 is concerned; it is now up to the Academy to operationalise the measures from the strategic goals and connect these to the newly identified – and equally relevant - themes.

Overall conclusion on standard 1

The panel concludes that the three master programmes in Architecture, Urbanism and Landscape Architecture meet all underlying criteria of this standard. The panel came to this conclusion already at the initial assessment and considers that in the meantime the Academy has developed an even stronger position on intended internationalisation. Since drafting its initial Policy Paper in 2018, the Academy has developed a robust framework to enhance the internationalisation aspects of its three master programmes. The strategic goals for internationalisation were defined in 2018 and refined in 2021: in both cases they were/are clear, relevant and widely supported by management, staff, lecturers and students. In the most recent version of the internationalisation strategy the internationalisation goals are broken down in appropriate objectives and operationalised in a timebound Action Plan that proves sufficiently concrete to monitor the actions and activities of the programmes and to establish that they contribute to the quality of teaching and learning.

Based on the interviews and examination of the underlying documentation, the panel assesses *Standard 1. Intended internationalisation* as **good**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The master programmes in Architecture, Urbanism and Landscape Architecture follow the concurrent education model in which students simultaneously receive training, conduct design research, and gain professional experience. Every programme comprises an internal and an external curriculum. The learning outcomes of the internal curriculum of the Academy are in accordance with the Dutch Architects' Title Act, in particular with the Further Regulations Regarding the Structure of Study Programmes for Architects, Urban Designers, Landscape Architects and Interior Designers. The assessment criteria of the external curriculum are attuned to the professional experience learning outcomes as described in the appendix to the Professional Experience Period Regulations and the above-mentioned Further Regulations. The panel gathered from the materials and the discussions that in terms of learning outcomes, the internal curriculum and the professional experience component together constitute one inseparable study programme.

Each master programme has its own set of learning outcomes: it contains about a dozen exit qualifications which are clustered around discipline, context, and profession. The panel noticed that the three sets of outcomes on the one hand have been formulated in a similar way but on the other hand are sufficiently specific to reflect the individuality of the respective disciplines. In recent year the Academy of Architecture updated its skills matrix, aligned its learning outcomes to the teaching practice, fine-tuned the formulation of the learning outcomes to the Dublin Descriptors, and has added references in the exit qualifications to the international and intercultural dimensions of the programmes. In order to perform adequately in an international context, it is important that students are internationally competent: they have to master certain personal and international skills and international expertise specific to the profession. These international skills are receiving increasing attention in the courses, in addition to the general exit qualifications.

The panel gathered from the updated materials that these international skills have become in the meantime fully-fledged intended international and intercultural learning outcomes. By the end of their master programmes students should have: (i) an international and intercultural mindset, (ii) general international and intercultural knowledge, (iii) the ability to reflect on international themes and topics, (iv) communication and intercultural skills in an international environment, (v) collaboration skills in an international environment, and (vi) an international orientation in their profession. These six competencies are operationalised in statements which are formulated as intended learning outcomes.

During its discussion in January 2023, the panel learned that these learning outcomes will be incorporated in the programme curricula as of September 2023. While it welcomes this integration in the curriculum, the panel also thinks that the programmes should incorporate the six international and intercultural learning outcomes in the existing set of intended learning outcomes. According to the panel, this should not necessarily lead to adding a separate set of six learning outcomes to the existing set of a dozen learning outcomes per programme.

However, an explicit and visible integration of the intended international and intercultural learning outcomes across the discipline, context and profession clusters of the exit qualifications would be appropriate for programmes that promote their international and intercultural dimensions as a distinctive quality feature.

Based on the written materials and the discussions during the update review, the panel **considers** that the intended learning outcomes benefit both the profile of the Academy and the respective disciplines: they are sufficiently specific to the disciplines of Architecture, Urbanism and Landscape Architecture and tie in with the level (master) and orientation (professional) of the programmes. The panel welcomes the integration of the six international and intercultural competencies as an integral part of the programmes' intended learning outcomes. In doing so, the Academy has lived up to the panel's expectations during the previous visit: the panel then suggested that if the Academy really wants to deliver internationally and interculturally competent graduates, it may want to integrate the personal and professional competencies in the intended learning outcomes of the three programmes. Moreover, the panel appreciates the envisaged translation of these dedicated learning outcomes in the learning goals of the curriculum components.

When finalising the integration of the international and intercultural competencies in the programmes and their curriculum components, the Academy should also formally mention these six competencies as intended learning outcomes. With this advice, the current panel repeats its consideration made during the previous visit: by integrating the international and intercultural competencies in the programmes' learning outcomes, these competencies will not be the object of mere supplementary attention in courses but become an integral part of the exit qualifications, and thus give them the standing they deserve.

The panel **concludes** that the intended learning outcomes are in line with the level and orientation of the study programmes and are attuned to the expectations of the discipline and the international field of work. The intended international and intercultural learning outcomes, which are currently being added as an integral part of the master programmes, are a clear reflection of the internationalisation goals of the Academy and its programmes.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The panel's findings, considerations and conclusions on this criterion have not changed during the update visit. Based on the updated materials and the discussions in January 2023, the panel establishes that the programmes are translating the intended international and intercultural learning outcomes in the learning goals of the respective curriculum components. During this exercise, teaching staff is also taking care that these learning goals will be tested and assessed. However, this exercise is still work in progress and at the time of the update visit, there were no concrete examples of assessed methods that measure the international and intercultural learning goals (or programme learning outcomes) yet. By the time of the next external assessment of the programmes according to the NVAO evaluation framework, there

should be ample evidence to document these methods and the concrete assessment results. With this caveat, the below-mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

The panel gathered from the information materials and the discussions that the system which governs student assessment in the three master programmes is properly developed and embedded in the policies and provisions of both the Academy of Architecture and the AHK. According to this system, each course consists of components that in most cases result in an individual product (Projects and Research) and sometimes in collective products (Winter School). At the end of each course, students present their work and lecturers formulate an opinion about the learning process and the result during a discussion with the student in the presence of fellow students. The assessment reflects the learning goals of the course and is recorded in an evaluation form; the assessment does not result in a score, but lecturers provide a qualitative appreciation (from insufficient to excellent) with a motivated explanation. The testing of practical components in the external curriculum is based on the practice records of students, takes place orally and is scheduled prior to the annual examination.

According to the materials provided, there are several curriculum components containing an international and/or intercultural component. Each component features international and/or intercultural learning goals, which are consistent with the learning outcomes at programme level. The panel established that this alignment of international and intercultural learning outcomes and learning goals is also present at the level of individual course assessments, where students are assessed on their capacity to reach the learning goals and achieve the programme outcomes. Hence, the assessment procedures for these course components are connected with the learning goals, which in turn explicitly and implicitly include international and intercultural competencies.

While the panel welcomes this connection, it thinks the link between learning outcomes, learning goals and assessment is still rather vague when it comes down to the international and intercultural dimension. According to the panel, more can be done to assess the specifically international and intercultural competencies in the study programmes. During the interviews the panel found out that students are not yet explicitly assessed on the personal and professional skills that should turn Academy of Architecture students into internationally and interculturally competent graduates. Hence its suggestion to not only address these skills in course components but also to operationalise these skills and verify at several moments during their study to what extent students are making progress and eventually achieve these skills.

Based on the written materials and the discussions on site, the panel **considers** that the Academy and its three master programmes can rely on a thorough assessment system. The assessment methods of the respective course components are relevant and the evaluation itself is based on the learning goals of the respective courses. Nonetheless, the panel sees room for a more explicit organisation and assessment of the personal and professional skills Academy of Architecture students should demonstrate as internationally and interculturally competent graduates.

The panel **concludes** that in general there is a clear alignment between programme learning outcomes, course learning goals and assessment methods. In so far as the international and intercultural competencies are concerned, the alignment can become more explicit through the operationalisation, as well as the monitoring and evaluation, of the international personal and professional skills.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The panel's findings, considerations and conclusions on this criterion have not changed during the update visit. Based on the updated materials and the discussions in January 2023, the panel establishes that the three programmes have concrete plans to ensure (through dedicated assessment) that students can demonstrate the achievement of the international and intercultural learning outcomes by the time they graduate. However, this is still work in progress and the first concrete results should be available at the time of the next external assessment of the programmes according to the NVAO evaluation framework. With this caveat, the below-mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

In order to establish whether students achieve the intended learning outcomes, the panel has reviewed a sample of final projects from the academic years 2018-2019 and 2019-2020. Through these final projects students demonstrate their mastery of the professional discipline in general and their control over the various steps of the design process in particular. Students formulate their own graduation plan and show their capacity to create a design, to assess the professional, social, and ethical relevance of their assignment, to determine their role as designers, and to organise, develop and deliver the project. The panel established that all final projects meet at least the minimum level of quality one could expect from a final product at master level, and often go well beyond that level. In that regard the panel was not surprised that several Academy of Architecture students receive prizes and win competitions.

Compared to the previous accreditation visit, the panel noticed that there is a greater variety in the chosen assignments and that several works have a distinctly international dimension. This finding can certainly be related to both the growing number of non-Dutch students on the programme and the increased attention to the international dimension of the programmes.

The panel is confident that graduates of the three master programmes invariably have the competencies to operate in an international and intercultural environment and that the Academy is indeed delivering internationally and intercultural competent graduates. However, the discussions showed that the programmes are not yet in the position to demonstrate that the personal and professional skills have been checked and validated at end level. Hence, the panel invites the Academy to devise a system in which these skills are explicitly tested. By doing so, the Academy can demonstrate that its graduates are indeed internationally competent.

Based on the written materials and the discussions on site, the panel **considers** that the quality of the final exams definitely reflects the requirements for a master programme. It is to the credit of the programmes that students who successfully pass the final project have indeed reached the programme learning outcomes and are able to operate at master level. The latter point is furthermore confirmed by the statements that almost all graduates find relevant positions as spatial designers. While graduates are likely to have acquired the international skills put forward by the programme, there is as yet no mechanism to verify this assumption. Hence, the panel invites the Academy to devise a system through which the programmes can demonstrate that their graduates are indeed internationally and interculturally competent.

The panel **concludes** that students who graduate have indeed achieved the intended learning outcomes as they are currently formulated. Although these learning outcomes contain some reference to the international and intercultural dimension of the discipline, the programmes do not yet verify explicitly that graduates have also acquired the international skills put forward by the Academy as part of its ILOs.

Overall conclusion regarding standard 2

The panel concludes that the three master programmes in Architecture, Urbanism and Landscape Architecture meet all underlying criteria of this standard. The intended learning outcomes of the programmes are in line with the level and orientation of the study programmes and are attuned to the expectations of the discipline and the international field of work; there is a clear alignment between programme learning outcomes, course learning goals and assessment methods; and students who graduate have indeed achieved the intended learning outcomes as they are currently formulated.

During the update visit, the panel established that the Academy has taken important steps to ensure that the set of international and intercultural components will be integrated in the programme learning outcomes. These intended international and intercultural learning outcomes are a clear reflection of the internationalisation goals of the Academy and its programmes. Moreover, they are being translated in learning goals of programme curricula, which in turn will be assessed in their own right. At the time of the update visit, most of these developments are work in progress. Concrete evidence is to be expected in a few years.

In its previous review, the panel assessed this standard as satisfactory. Based on its findings and considerations following the update review, the panel acknowledges that good progress has been made and that the standard is met in a more satisfactory way than before. However, the implementation is not yet sufficiently developed to warrant a more positive conclusion.

Based on the interviews and examination of the underlying documentation, the panel assesses *Standard 2. International and Intercultural learning* as **satisfactory**.

Standard 3: Teaching and Learning

The findings, recommendations and conclusions on the teaching and learning standard and its criteria curriculum, teaching methods and learning environment have not changed during the update visit. Hence, the below-mentioned text of the assessment report is identical to the initial version of January 2020.

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The panel gathered from the self-evaluation report that students are prepared for spatial design as a practical and critical discipline at the interface of art, science and technology. The connection with art education underlines the special importance the Academy attaches to artistic aspects and to individual positioning in the professional practice. Students at the Academy of Architecture are prepared for an integrated professional practice in a field of work in which skills in design research and understanding of each other's design methods and specific design skills are of increasing importance.

Each of the three master programmes consists of a four-year curriculum of 240 ECTS: half of the credits are spent on a so-called external curriculum in which students gather professional experience with a spatial design company and are examined on the basis of their practice records; the internal curriculum consists of projects, research, morphology classes and lectures and takes up the other 120 ECTS. The internal curriculum is built in such a way that there is coherence both horizontally (increasing complexity of the components) and vertically (logical combination of simultaneous components). The panel learned that despite the specificity of the three disciplines, Architecture, Urbanism and Landscape Architecture are deliberately taught as inseparably connected, partly multidisciplinary study programmes. Hence many curriculum components are offered jointly to master students from all three programmes. This approach, as well as the concurrent education model in which study and practical experience mutually reinforce each other, makes the Academy of Architecture unique in the Netherlands.

The design projects are the backbone of the internal curriculum: they integrate knowledge, insight and skills and are partly offered in a multidisciplinary context. The research pathway concerns skills training in areas that are essential for identifying, solving and conveying of design problems; the research components are linked to the design assignments and emphasise communication and presentation skills. In the morphology classes student develop a personal signature, as well as a critical and independent attitude. Lectures focus on the acquisition of knowledge and insight. Other curriculum components include a Winter School, a Summer School, electives and a Graduation Clinic.

Every year the different curricula feature several projects with an international and intercultural focus. The panel understood from the course overview that about half of the curriculum components have an international or intercultural dimension, and this across the four years of the study programmes. These courses can take place in the Academy or involve an international visit. According to an overview of the international projects, the number of programme components that are organised abroad has almost doubled in the period between

2014-2015 and 2019-2020. Moreover, since 2017-2018 a growing number of graduation proposals concern final projects abroad: reportedly 35% of last year's graduation proposals took place in an international context.

Based on the written materials and the discussions on site, the panel **considers** that the content and structure of the three master programmes is strong. The concurrent education model is unique and prepares students for an integrated professional practice and multidisciplinary internal study programmes. The panel thinks highly of the coherence of the internal curriculum and of the programmes' connection between work and study. Moreover, the panel considers that internationalisation takes up an increasingly important part in the programme: there are more courses with an international and intercultural dimension, more students prepare graduation proposals in an international context, and students increasingly perform their external curriculum with internationally oriented companies. The panel is convinced that the curricula allow students to acquire the international and intercultural learning outcomes of the respective study programmes and train them in international personal and professional skills.

The panel **concludes** that the content and the structure of the curricula are conducive to achieving the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The Academy offers a small scale inclusive learning environment for and by national and international designers. The four-year programmes are taught as inseparably connected, partly multidisciplinary curricula. They are offered in accordance with the concurrent education model, in which the student simultaneously receives training, conducts design research and gains relevant professional experience. The panel understood from the materials and the discussions that this didactic model is unique in Europe. The study programmes therefore offer a laboratory and workplace in one.

The teaching methods reflect the situation in professional practice and lead to the knowledge and skills professional designers need. The International Classroom is central to the programmes' educational philosophy and practical approach. It is the backbone of all education activities and aims to maximise the impact and outcome of the study programmes for all students. The panel gathered from the materials and the discussions that the programmes indeed benefit from this International Classroom approach because there is a substantial national, cultural and disciplinary diversity among students and lecturers, because there are sufficient components with an international and intercultural dimension and because lecturers have the didactic skills and disciplinary know-how to enhance the study programme by using the international experience of students. Moreover, the International Classroom allows students to develop international and intercultural skills 'at home'.

Since 2013-2014, the study programmes are offered in two languages: the internal curriculum is entirely in English, while the language in the external curriculum depends on the student's work situation. The panel learned that this approach is fully in line with AHK's language code of conduct (*Gedragscode Taalbeleid*) and is based on the assumption that the study programmes have an international profile and aim at an international educational culture. About one third of the students in the master programmes is non-Dutch. Moreover, the three disciplines are strongly internationally oriented, with many Dutch design offices receiving commissions from abroad and many international consultancies collaborating with Dutch designers. Hence it is important for Dutch designers to be able to function in an international context. The panel understood from the discussions that programmes pay careful attention when splitting up cohorts in small project groups and do not leave this up to the students. Although students can express preferences for a particular theme, the composition of the group also depends on a good mixture of nationalities, disciplines and cultural backgrounds. In this way the programmes guarantee national, cultural and disciplinary diversity without exclusion.

The panel understands the choice of AHK and the Academy to set up bilingual programmes. However, in view of the Academy's ambition to make its programmes truly international, the panel thinks that English should become the sole language of instruction. Currently some of the (final) products are still in Dutch, which hinders their transmission to all current and future students. Furthermore, the panel noticed that the minimum level of English is set at level B2, which seems fairly low for a programme that aims to be truly international and intercultural.

Based on the written materials and the discussions on site, the panel **considers** that students at the Academy are taught to make spatial designs in a professional context and to be aware of the traditions and global trends to which these relate. It is the role of the Academy to instil this professionalism into students, to open their eyes, to teach them to look and to enable them to visit and experience the best examples of the professions. Moreover, the panel considers that the growing number of non-Dutch students allows the study programmes to make good use of the didactical principles of the International Classroom.

The panel **concludes** that the teaching methods of the curricula are particularly conducive to achieving the intended international and intercultural learning outcomes.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The Academy is accommodated in a seventeenth-century monumental building in the very centre of Amsterdam. The workspaces and the MakerSpace at the nearby Marineterrein offer various technologies in support. The panel gathered from the discussions that the students see the Academy building as an extension of their home. Even if they only spend one or two days per week at the Academy because their external curriculum takes up most of their time, they do appreciate being at the academy. Students view the Academy as intense headquarters where they meet fellow students, staff, and guest lecturers, attend courses,

workshops and (extra-curricular) events, and produce and discuss their work. The Academy building also constitutes a good place for bonding within and across study programmes, both among international students and between Dutch and non-Dutch students.

To achieve and sustain the desired level of internationalisation, the Academy needs to foster intercultural sensibility on both the individual and the organisational level. It wants to meet the needs of international students as well as add value to their experience in Amsterdam. This requires the Academy to embrace cultural diversity as an opportunity for mutual intellectual growth and to appreciate all perspectives as they relate to the study and profession of architecture and design. The Academy also wants its Dutch students to learn from their fellow students from abroad and it wants to teach those who are interested to work in an international context. The Academy supports internationalisation at home on various levels by offering the programmes in English, having programme components focus on an international topic, organising international projects, by organising the composition of the student groups, and by recruiting staff and lecturers with experience abroad.

Over the past three years, staff, teachers, and students have all paid more attention to learning and studying in an international context. The Academy in general and the three study programmes in particular have intensified the intercultural enrichment, the social integration and the international practices. Moreover, several initiatives that will be elaborated in the next sections have been taken to encourage a more deliberate social integration.

The panel gathered from the interview with students that they feel supported by the programme teams in their study planning. The Academy's personal atmosphere and direct personal contacts are important strengths. And even if the Academy in Amsterdam is the biggest Architecture Academy in the Netherlands, it does manage to provide personal care for the individual students. Furthermore, students indicated that they appreciate the work of the study advisor and the professional experience coordinator. These staff are architects with teaching experience; they constitute a direct contact for both students and teaching staff and advise on education pathways and the external curriculum. The panel understands that the learning environment is experienced as particularly inspiring for all students, Dutch and non-Dutch alike: one student mentioned that to the panel that "the programmes offer a deep immersive learning" while another student indicated that "the Academy manages to get the best out of us."

Based on the written materials and the discussions on site, the panel **considers** that the premises of the Academy are intensively used by the students as headquarters for their educational development and as social meeting place to network with fellow students, staff, and guest lecturers. The students are particularly satisfied with the learning environment, which they find inspiring. Moreover, the Academy and the three master programmes go at lengths to provide all – Dutch and international – students an interesting and relevant study period in Amsterdam. In this regard the panel thinks highly of the way in which the master programmes address several international and intercultural components 'at home'.

The panel **concludes** that the learning environment at the Academy is particularly conducive to achieving the intended international and intercultural learning outcomes of the three master programmes.

Overall conclusion regarding standard 3

The panel concludes that the three master programmes in Architecture, Urbanism and Landscape Architecture meet all underlying criteria of this standard. The Academy's teaching and learning environment is robust, an appreciation that covers to a similar extent the content, the didactics, and the facilities of the three study programmes. Moreover, the panel found that the year-long internationalisation efforts of the Academy and its programmes are most visible in the way the master programmes are implemented. The discussions with lecturers, staff, students, and alumni have convinced the panel that the strategic goals for internationalisation are indeed pursued and the international and intercultural learning outcomes are effectively realised when students, staff and lecturers meet (virtually) in small-scale diverse groups or in the safe environment of the Academy building.

Based on the interviews and examination of the underlying documentation, the panel assesses *Standard 3. Teaching and Learning* as **good**.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The panel's findings, considerations and conclusions on this criterion have not changed much during the update visit. Based on the updated materials and the discussions in January 2023, the panel establishes that it is an explicit ambition of the Academy to improve the teaching-learning methods by training lecturers in new teaching methods (such as reflection, feedback and intercultural skills), and to increase the number of lecturers and staff with international and intercultural experience. Moreover, the panel gathered that several actions have been undertaken in the meantime to increase the cultural awareness of both experienced and newly recruited lecturers. With this caveat, the below-mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

The Academy has a permanent staff of 37 people, equalling 24 FTE. It is headed by a director and three heads of department, who are also the heads of the three master study programmes. The heads of programme are hired for a limited duration, have a direct connection with the field of work and bring along their own network of contacts and potential guest lecturers. The education activities are complemented by about 350 guest lecturers per year. The panel understands that this staffing set-up connects the curriculum with the field of work and ensures that the study programmes always address topical themes. The panel has looked at the CV's of the key staff and some of the guest lecturers and found that the programmes can rely on a sufficient number of good quality staff and lecturers. Students are generally satisfied with the level of the staff and guest lecturers, and think particularly highly of the availability and the human side of their teachers and counsellors.

Although the number and quality of the permanent staff is good, the diversity among the (teaching) staff in terms of mainly cultural background is not yet as broad as the Academy would like it to be. Hence, in case of equal suitability at recruitment procedures, candidates with a different cultural background are given preference to create a workforce that better reflects the cultural diversity of the society and the international and intercultural ambitions of the programmes.

Furthermore, the Academy has a comprehensive artist-in-residence programme with international professionals of good reputation who accept affiliations to the Academy for projects, workshops or winter schools. Also visiting critics, international guest speakers and guest lecturers from abroad ensure that the international perspective continues to be part of the Academy's curricula. While a considerable part of the guest lecturers are Dutch, also these experts have often gained work experience in an international context and/or taught at institutes elsewhere in Europe or beyond. Students appreciate that they are exposed to a wide variety of interesting and experienced professionals and experts. In a few cases, however, individual guest lecturers did not seem to have adequate didactic and assessment skills, which was picked up and reported by students but not always followed up as swiftly as possible by the programme management. Given that the Academy has appropriate

instruments and procedures in place to detect such flaws, the panel suggests that these tools are also used to screen and evaluate external lecturers.

Based on the written materials and the discussions on site, the panel **considers** that each study programme can rely on a sufficient number of good quality staff and lecturers, who do not only provide students with knowledge and skills but also educational and professional counselling. It is strong point according to the panel that the Academy takes personal care of its students. The Academy has only a limited number of permanent (teaching) staff and relies considerably on short-term guest lecturers. Together staff and lecturers can deliver the curricula in line with the programmes' international and intercultural objectives. The panel, however, shares the point made by the Academy that there is room for a more diverse staff team that also includes colleagues with a non-Western background.

The panel **concludes** that the three master programmes have a sufficient number of good quality permanent staff and short-term guest lecturers to deliver high quality education with an international and intercultural dimension. While the individual members are properly qualified, the team needs more diversity if it the Academy wants to teach what it preaches.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

The panel's findings, considerations and conclusions on this criterion have not changed during the update visit, apart from the elements mentioned under criterion 4a. With this caveat, the below-mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

Further to the findings on the previous criterion and with the *caveat* that there is not enough cultural diversity in the team, the panel noticed from the materials and the discussions that all (teaching) staff and guest lecturers have the adequate knowledge, skills and expertise to deliver the programme components in general and with regard to their international and intercultural dimension in particular.

The heads of study programmes take up an important position in the Academy but are replaced very five years in order to allow for new ideas, a new approach and a new range and even wider variety of contacts / potential guest lecturers. The dynamics of the composition of the teaching staff / guest lecturers contributes to the multicultural and international character of the learning environment. In this way the Academy is living up to its purpose of being a meeting place in the classical sense of the word, a network where ideas are exchanged, knowledge and experience are passed on and work is carried out on topical assignments.

In order to safeguard the international perspective of its training profile, the Academy is an active member of several international networks. In recent years the Academy organised a two-day workshop in the framework of EAAE's Education Academy for teachers from various European architectural schools on the relationship between education and practice. At

another occasion, the Academy contributed to the workshop Architectural educational and professional practice.

The panel gathered from the materials and the discussions that staff and guest lecturers are expected to have a good command of English. Students and staff seem happy with the current level of English language proficiency at the Academy: one of the interviewees mentioned in this regard that English constitutes a levelling factor and is really used as a vehicular language because everybody understands English and almost nobody is a native English speaker.

Based on the written materials and the discussions on site, the panel **considers** that heads of study programmes, permanent staff and guest lecturers have an international exposure, intercultural competencies and an adequate level of language skills that all together help the Academy achieve the international and intercultural components of the master programmes.

The panel **concludes** that staff members and guest lecturers have sufficient international experience, intercultural competences and language skills to deliver the programmes. However, if the Academy wants to step up its efforts in line with the ambitions it has expressed in the documents and during the meetings, then many more non-Dutch and non-Western staff with similarly high international experience, intercultural competencies and language skills as the current team need to join the Academy and its master programmes.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

The panel's findings, considerations and conclusions on this criterion have not changed during the update visit, apart from the elements mentioned in criterion 4a. With this caveat, the below-mentioned text of the current assessment report for this criterion is identical to the initial version of January 2020.

The Academy offers several services to its staff in order to gain international experience and intercultural competences and to improve their language skills. The panel noticed that the Academy upholds the didactical model of master and mate: the master trains the mate to become an independent professional who in turn becomes a teacher and trains the next generation of designers. To strengthen and professionalise this helix, the Academy is offering an inter-vision programme: under the guidance of an educational expert/trainer, young and more experienced lecturers exchange experiences and address didactic questions. Given that more and more international students are graduating from the Academy, a growing number of alumni return to the Academy as mate / junior lecturer. The first gain experience in bachelor courses and then teach alongside older experienced lecturers on short-term first year projects. The large number of projects that is offered in parallel allows for an effective exchange of expertise among the lecturers.

In terms of language proficiency, the Academy offers subject-oriented in-house refresher courses in English fluency. Moreover, a Dutch-English lexicon with subject terminology in support of the curriculum is under development.

The panel learned that the Academy and the AHK offer staff a variety of opportunities to enhance their didactic skills ranging from a basic training in didactic skills to several teacher professionalisation pathways.

The Academy is partner / member in several predominantly European networks and organisations such as EAIE and EAAE. Over the years it has developed guidelines and monitoring procedures to assess its collaboration with partner institutions. In the framework of these cooperation agreements, the (teaching) staff of the Academy is encouraged to spend a mobility period abroad.

Finally, the academy appointed an International Affairs coordinator to organise internationalisation activities, work on the internationalisation Action Plan and ensure the wellbeing of international students at the Academy. The panel learned that in addition to internationalisation, the coordinator and the Academy also promote interculturality and inclusivity. In this regard, the coordinator followed the ECHO training on inclusive excellence and joined several inclusivity courses.

Based on the written materials and the discussions on site, the panel **considers** that the services on offer by the Academy and the AHK allow staff to enhance its international, intercultural and language skills.

The panel **concludes** that the range of services staff have at disposition effectively enhance the quality of their teaching and learning and thus of the quality of the study programmes.

Overall conclusion regarding standard 4

The panel concluded in 2021 and again now in its update assessment that the three master programmes in Architecture, Urbanism and Landscape Architecture meet all underlying criteria of this standard. The Academy can rely on a sufficient number of good quality permanent staff and guest lecturers to deliver spatial design education with an international and intercultural dimension. When staff would not be sufficiently competent in terms of didactics, assessment, intercultural or language skills, then the Academy and the AHK offer a range of in-house professionalisation opportunities. The panel gathered from the updated materials that AHK, the Academy and the programmes have paid good attention in the Action Plan 2021-2023 to improving the capacity of the lecturers in terms of intercultural skills and cultural awareness.

In line with its conclusion under standard 2, these actions are to a large extent work in process and concrete evidence of their impact will only be visible in a few years. In its previous review, the panel assessed this standard as satisfactory. Based on its findings and considerations following the update review, the panel acknowledges that good progress has been made and

that the standard is met in a more satisfactory way than before. However, the implementation is not yet sufficiently developed to warrant a more positive conclusion.

Furthermore, and in line with its findings, considerations and conclusion under standard 1, the panel advises the Academy to set clear and verifiable indicators for the objectives addressing the improvement of the teaching-learning methods. By doing so, the programmes will be able to monitor regularly if the targets for training lecturers in new teaching methods and for lectures and staff with international and intercultural experience are reached.

Based on the interviews and examination of the underlying documentation, the panel assesses *Standard 4. Staff* as **satisfactory**.

Standard 5: Students

The findings, recommendations and conclusions on the student composition, experience and services have not changed during the update visit. Hence, the below-mentioned text of the assessment report is identical to the initial version of January 2020.

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

The panel gathered from the information materials that the number of students and the composition of the student cohorts have changed over the years. While the Academy attracted 237 students in 2014-2015, their number has increased to 309 in 2019-2020. There are still way more Dutch students in the programme, although the share of international students has grown from 18% in 2014-2015 to 33% in 2019-2020. According to the Academy, the programmes aim for an annual influx of 30-35% of foreign students with an absolute maximum of 50% in case the quality of the applications would allow. This reportedly would be possible given that the international students who apply at the Academy of Architecture in Amsterdam tend to be among the most talented and ambitious students from their study programme of origin.

This means that the current composition of the student group is fully in line with the objectives of the Academy: the ratio of one third of foreign students and two thirds of Dutch students is perfectly feasible in view of the external curriculum, which is more difficult to organise for international students who do not speak Dutch. Moreover, this composition allows the programmes to create small educational groups which are diverse in terms of nationality, culture and discipline. Moreover, the variety of nationalities allows the lecturers to make full use of the International Classroom. By doing so, the Academy guarantees that all students find an inspiring intercultural learning environment in which exchange is encouraged, diversity is promoted and where nobody feels excluded.

During the visit the panel interviewed a very diverse group of students with a variety of technological, artistic and international backgrounds. It seems there is a growing group of foreign students from outside Europe, which in turn increases not only the national but also the cultural diversity of the cohorts. Students indicated that they are in a position to bring in their own backgrounds and that teaching staff make good use of this input.

Based on the written materials and the discussions on site, the panel **considers** that by now the Academy and the master programmes have reached a point in which the composition of the student cohorts and their breakdown in Dutch and international students is in line with the expectations. This in turn facilitates the organisation of the external curriculum, the international classroom and the creation of small educational groups which are sufficiently diverse. While the student group for the online interview may have been handpicked by the Academy, the simple fact that programmes are in a position to bring together such a wealth and variety of good quality students, personalities with their own background and professional ambitions, proves according to the panel that there is a good international and intercultural diversity among students and that this composition is a value added to the programmes.

The panel **concludes** that the composition of the student group is well in line with the internationalisation goals of the programmes and conducive to delivering the programme according to its international and intercultural ambitions.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

The Academy aims to realise a culture in which every student – Dutch and international – feels at home, safe and respected and where differences are appreciated. Every year, the programmes welcome a variety of foreign students who contribute to the international and intercultural climate. Because of the wide range of nationalities, students learn to work and communicate in a culturally diverse environment. Through working and designing together, students not only learn from the teaching staff but also from and with each other. One of the interviewed staff mentioned that in the course of the curriculum, the International Classroom is reaching its peak: by then students are dominating the lectures with lecturers becoming facilitators and moderators of the student group in the international classroom.

Students indicated to the panel that they consider the Academy to be their second home, that the programmes succeed very well in creating a safe environment, and that the diversity in nationality, cultural and educational backgrounds is a particular value added of their study programmes. Moreover, students mentioned that they chose to study at this Academy because of the parallel work and study programme: the concurrent education model is attractive to many students and students emphasised that the combination of internal and external curriculum is tough but feasible and rewarding.

Furthermore, the panel gathered that the study programmes offer students plenty of opportunities to incorporate an international or intercultural dimension in their curriculum, both 'at home' and abroad. About half of the courses have an explicitly international or intercultural component, while students can go abroad for study trips, workshops, summer schools, internationally coached projects and – very importantly – to prepare for their graduation exam. Due to the Academy's extensive network of institutes and organisations students can operate in an international context at several points during their studies. According to the materials an increasing number of students is applying for a small grant to spend a study period abroad.

Based on the written materials and the discussions on site, the panel **considers** that both the academy and the students mutually reinforce the international and intercultural dimension of the study programmes. The Academy offers study programmes with several opportunities for international and intercultural experiences, both at home and abroad, while students bring in their own diversity in nationality, culture and background to make this happen in reality. In this regard the panel thinks highly of the safe and homey environment the Academy manages to create for its multinational and multicultural student population.

The panel **concludes** that students on the three master programmes have the opportunity to acquire extensive international and intercultural experiences both abroad and at home.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

The panel learned from the materials that it is not an explicit objective of the Academy to strive for diversity, but the programmes do want to be inclusive. Hence the Academy goes at lengths to offer all students, both Dutch and non-Dutch – an environment in which they feel at home and at ease. In addition to the building of the Academy, which students have described as the operational headquarters of the programme where they like to network with fellow students and lecturers, the Academy is offering a range of (formal) services and (informal) events to an increasingly multinational and multicultural group of students.

As soon as students are accepted at the Academy, they receive not only information on the official admission procedure, but also on more practical matters. Especially first year foreign students need guidance in finding affordable housing as well as suitable work that meets the criteria of the external curriculum.

In terms of social support, the Academy introduced in 2018 the Academic Buddy system, inviting second, third and fourth year students to welcome new Dutch and international students and making them feel at home at the Academy. Now every year a group of 15 to 20 Academic Buddies are paired up and together they look at a group of 7 to 10 new students.

At the start of each academic year, new students take part in a Start Workshop in which the emphasis is on getting to know each other and where students with a non-Dutch background talk about their time at the Academy. Much attention is paid at this event to interculturality and inclusiveness.

The After Academy is organised four times per year on a Friday afternoon: it offers an informal place where connections between (international) students are encouraged in a relaxed atmosphere with conversation, debate and games. The After Academy is always linked to a theme in relation to interculturality and often these events are organised together with other international students from various AHK faculties.

The Academy offers foreign students courses in Dutch in order to increase their chances of success in case of a long-term stay in the Netherlands. Students who want to study, work or research abroad receive advice on promising funds and are supported in submitting grant applications.

In order to offer the increasing number of foreign students the services and the education environment described above, the task allocations of both study advisor and professional experience coordinator have been expanded. As architects with teaching experience, they constitute a direct contact for both students and teaching staff and advise on education

pathways and the external curriculum. Students indicated to the panel that they very much appreciate the work of both staff members.

Based on the written materials and the discussions on site, the panel **considers** that the Academy offers a range of formal services and informal activities that are very relevant to the student on the master programmes. Students appreciate these opportunities because they do not only facilitate their study period in Amsterdam but also contribute to settle in smoothly and feel at home in an environment that often differs considerably from what they were used to before.

The panel **concludes** that all students – irrespective of nationality or discipline – can rely on a range of relevant and effective services that facilitate their study period at the Academy of Architecture in Amsterdam.

Overall conclusion regarding standard 5

The panel concludes that the three master programmes in Architecture, Urbanism and Landscape Architecture meet all underlying criteria of this standard. The composition of the student group is well in line with the internationalisation goals of the programmes and conducive to delivering the programme according to its international and intercultural ambitions. Students on the three master programmes acquire extensive international and intercultural experiences both abroad and at home. Moreover, all students – irrespective of nationality or discipline - can rely on a range of relevant services that facilitate their study period. Moreover, it goes to the credit of the Academy and its programmes that these opportunities also seem to the work out in practice: students were very enthusiastic about the concurrent education model, the international classroom, the small diverse and inclusive working groups, the safe environment of the Academy, the networking opportunities and the support they receive to make their stay in Amsterdam worthwhile and effective.

Based on the interviews and examination of the underlying documentation, the panel assesses *Standard 5. Students* as **good**.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Satisfactory
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Raoul van Aalst		X		X	
• Johan De Walsche	X	X	X		
• Lilli Licka	X	X	X		
• Daan Zandbelt	X		X		
• Nathalie de Vries	X		X		
• Jeroen Steegmans				X	X
• Mark Delmartino		X		X	

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Raoul van Aalst - chair

Panel chair on behalf of AeQui

Johan De Walsche – member

Professor in Architecture at the University of Antwerp, Belgium

Lilli Licka – member

Professor of Landscape Architecture at the University of Natural Resources and Life Sciences in Vienna, Austria

Daan Zandbelt – member

Advisor to the Dutch authorities on the physical living environment

Nathalie de Vries – member

Full professor in Architectural Design at Delft University of Technology

Jeroen Steegmans – student member

Master student Bestuur en Beleid at Utrecht University, student-member

Mark Delmartino – panel secretary (CeQulnt certified auditor)

NVAO-certified secretary & CeQulnt certified auditor

Coordinator: ir. René Kloosterman, director AeQui

Annex 2. Documents reviewed

Information reports

- Restructuring our Internationalisation Strategy 2021-2023, Amsterdam Academy of Architecture, November 2022.
- Masters of Science in Architecture, Urbanism and Landscape Architecture, Self-Evaluation Report Accreditation Assessment 2020, Academy of Architecture – Amsterdam University of the Arts.
- Masters of Science in Architecture, Urbanism and Landscape Architecture, Self-Evaluation Report ECA Certificate for Quality in Internationalisation 2020, Academy of Architecture – Amsterdam University of the Arts.

Annexes to the information reports

- Education materials
 - Curricula Vitae Guest Lecturers
 - Study Guide 2020-2021 including Education and Examination Regulations
 - Studiegids 2020-2021 inclusief Onderwijs- en Examenregeling
 - Study Guide Pre-Master A&T 2020-2021
 - Study Guide Pre-Master U&L 2020-2021
 - Study Guide Minor Architecture 2020-2021
 - Study Guide Minor U&L 2020-2021
- Internationalisation materials
 - Documented Internationalization Goals
 - Overview of the Curriculum in Diagrammatic Form
 - Reference to Intercultural and International Courses
 - International and Intercultural Student Assessments
 - Example of a Diploma Supplement
 - Table of incoming and outgoing students of the last three years
 - List of International Education Projects
 - Position Paper on Internationalization 2018
 - Internationalisation goals – what's next?
 - Notitie internationale en interculturele leerdoelen Academie voor Bouwkunst
 - Notitie taalbeleid Academie voor Bouwkunst
 - AHK Gedragscode taalbeleid

Graduation projects

Following NVAO regulations, the panel has studied final projects and their assessment of master programme students who graduated in 2018-2019 and 2019-2020. For privacy reasons, the names of these graduates are not included in this report, but are known to the coordinator at AeQui.

Annex 3. Site visit programme

Overview

Date:	7 & 26 November 2020 (initial site visit) 26 January 2023 (update online discussion)
Institution:	Amsterdam University of the Arts
Programme:	Master of science programmes in Architecture, Urbanism and Landscape Architecture
Location:	online visit (Academy of Architecture in Amsterdam)

Programme

Thursday 26 January 2023

- 12.00 Internal meeting
- 12.30 Discussion with Academy and programme representatives
- 13.45 Internal deliberation of the panel
- 14.00 Feedback to the participants

Saturday 7 November 2020

- 14.00 Internal meeting
- 15.00 Participation online Graduation Show Academy of Architecture
- 15.15 Graduation show
- 16.00 Presentations by programme directors
- 16.45 Q & A - discussion
- 17.00 End of day 1

Thursday 26 November 2020

- 09.00 Management of Academy and programmes
- 10.30 Staff and teaching staff
- 12.00 Students
- 13.15 Lunch and walk-in
- 14.15 Session on Internationalisation
- 15.15 Session on testing and attained learning outcomes
- 16.00 Internal meeting panel

17.30 Plenary feedback

18.00 End of site visit

For privacy reasons, the names are not included in this report. The names of auditees are known to the coordinator at AeQui.

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