

M Interior Architecture ArtEZ Institute of the Arts

*Report of the extensive programme assessment
21 and 22 September 2015*

Utrecht, The Netherlands
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www.AeQui.nl
Assessment Agency for higher Education


 *This document is best printed in duplex.*

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Summary

On 21 and 22 September 2015 an assessment committee of AeQui has performed an assessment of the Masterprogramme Interior Architecture of ArtEZ. The overall judgement of the committee regarding the quality of the programme is satisfactory.

The interior architecture programme at ArtEZ, also known as 'Corporeal', is a two-year, full-time MA programme consisting of 120 EC. Corporeal starts from a clearly defined idea about the place and role of interior architecture within the artistic and professional field. The emphasis lies on the bodily experience of space and the way humans relate to their environment. The programme encourages its students to develop a sensitivity that allows them to empathise with the experience and position of people in space.

Intended learning outcomes

The assessment committee establishes that the profile and vision of the programme convey a unique and relevant view on the profession of interior architecture. The programme takes up a clearly defined position within the education field through its strong focus on the bodily experience of space and its stress on materiality, tactility and atmosphere. The committee applauds the programme's aim to educate interior architects who take the human experience of space and environment as their point of departure and who are able to propose design solutions that play a meaningful role in the shaping of social developments. The committee judges that the profile of the programme has been translated into concrete intended learning outcomes, the level and orientation of which are aligned with the (inter)national requirements of a master's programme in interior architecture. The programme monitors and evaluates its profile and final qualifications through exchanges with various other educational (inter)national programmes. In addition, all tutors involved are practicing designers.

Curriculum

The assessment committee judges that the programme is supportive of the development of the students and shows much potential for a being an environment where students can develop into skilled, research-oriented, socially engaged spatial designers who are fully committed to the relations between body, space and materiality. The committee is very positive about the structure of the programme, which is an excellent elaboration of the domains of inquiry and core competencies through a careful selection of subjects. In the three educational strands (the Studios, the Case Studies and Theoretical Research), students are offered an ideal environment in which they can develop a research-driven spatial design practice geared towards social engagement. The assessment committee appreciates the manner in which research (both theoretical and practice-based) has been integrated into the programme and is positive about the timing and structure of the thesis trajectory.

The committee observes that the programme offers a safe, nurturing and responsive learning community in which the students' professional and personal development is placed at the centre of the didactic process. In the same time, the committee makes suggestions for further development of this aspect of the curriculum.

Staff

The assessment committee qualifies this standard as satisfactory. The committee concludes that the staff is dedicated and qualified for the realization of the content as well as the didactical and organizational implementation of the programme. Core and guest tutors are all active in the professional field. The committee appreciated the tutors' strong sense to build a community and their mutual understanding of the focus and aim of the Corporeal programme. The students and alumni the committee spoke to were positive about the personal and individual support and guidance they received from staff members. The committee however makes a recommendation on the involvement of guest tutors and specialists.

Services and facilities

The assessment committee observes that the accommodation and infrastructure are of a good standard. According to the assessment committee, Corporeal's location in two cities is supportive of its goal to let students experience and try out different roles: in Zwolle, they can collaborate with the BA programme of Interior Architecture; in Arnhem they are able to meet MA students from other programmes. The committee also evaluates the academic guidance and information provision to students as good. Tutors and students form a community that is supportive of individual development and group collaboration. Students valued the small scale positively and felt safe, supported and challenged to explore the field of Interior Architecture.

Quality assurance

The assessment committee has been able to establish that the quality of the programme is evaluated on a

structural basis and that all relevant parties (Degree Programme Advisory Committee, Examination Board, staff, students, alumni and the professional field committee) are adequately are involved. The programme makes use of a wide range of evaluation tools. The committee observes that the outcomes of these evaluations are used as the basis for critical reflection and concrete measures for improvement. The committee is very positive about the open-mindedness of the programme and its responsiveness to issues and questions raised by students, tutors and representatives of the professional field, thus ensuring a culture of collaborative responsibility for the quality of the programme.

Assessment and learning outcomes achieved

The assessment committee has been able to establish that the programme has an effective assessment procedure. The validity and reliability of the assessments are guaranteed by the alignment of the assessment criteria with the competencies of the programme as a whole and the specific goals of each component. Corporeal structurally involves external critics for key assessments and makes use of standardised evaluation forms and written feedback. The Faculty Exam Board takes a lead in developing methods and training sessions to ensure that the assessments remain valid, reliable and transparent.

The committee was able to conclude that the graduates succeed sufficiently in achieving the intended qualifications of the programmes. The subjects of the graduation projects are relevant to the field of spatial design, and graduates of the programme are active in the professional field in different capacities.

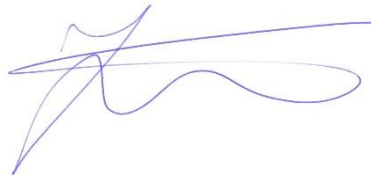
All standards of the NVAO assessment framework are assessed positively and hence the assessment committee awards a positive recommendation for the accreditation of the programme.

On behalf of the entire committee,

Utrecht, October 2015



René Kloosterman MSc
Chair



Jesseka Batteau PhD
Secretary

Recommendations

When it comes to the content of the Corporeal programme, the committee thinks that the three domains (the body, the social and the reflective) of the curriculum could be developed in more depth. The committee thinks that - as a next step in the development - the programme would benefit from inviting specialised (guest) tutors who have a strong theoretical background in the corporeal field of inquiry, thus creating more opportunities for criticality, discussion and reflection. It, therefore and among others, encourages the programme to involve a wider group of guest tutors and specialists in the near future.

Furthermore, though the programme fosters a culture of experimentation and 'learning by making', the committee encourages Corporeal to focus more strongly on the cultivation of a critical discourse that is particular to their position. A stronger translation of the profile into the curriculum could improve the number and diversity of incoming students.

The committee was able to conclude that the graduates succeed sufficiently in achieving the intended qualifications of the programmes. However, the committee thinks that there is room for improvement when it comes to the critical positioning towards design practice and theory in the final graduation products. According to the committee, a critical assessment of the steps and decisions made during the graduation trajectory could help students to arrive at more innovative results which are anchored in, and emerge from, a process of theoretical and reflective positioning in relation to the world and the profession.

Overview

The judgements per standard are presented in the table below.

Standard	Judgement
Intended learning outcomes 1. Intended learning outcomes	<i>Good</i>
Curriculum 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students	<i>Good</i> <i>Satisfactory</i> <i>Excellent</i> <i>Satisfactory</i>
Staff 6. Staff: qualified and size	<i>Satisfactory</i>
Services and facilities 7. Accommodation and infrastructure 8. Tutoring and student information	<i>Good</i> <i>Good</i>
Quality assurance 9. Evaluation of the programme	<i>Good</i>
Assessment and learning outcomes achieved 10 Assessment system 11 Achieved learning outcomes	<i>Good</i> <i>Satisfactory</i>
General conclusion	Satisfactory

Colophon

Institute and programme

ArtEZ Institute of the Arts
Onderlangs 9, 6812 EC Arnhem
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Status institution: publicly funded
Result of institutional assessment: applied for

Programme: Master of Interior Architecture
Level: Master
Number of credits: 120 EC
Nomenclature: Master of Interior Architecture
Location: Arnhem and Zwolle
Mode of study: full-time
ISAT: 49238
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme:
Director Institute of Architecture: Ko Jacobs
Course directors of Master Interior Architecture: Ingrid van Zanten and Eric de Leeuw

Assessment committee

R.S. Kloosterman, chair
K. Havik, domain expert
M. Bader, domain expert
J. Geipel, domain expert
T. Schouten, student
J.M. Batteau, secretary

The Committee was presented to the NVAO for approval; the committee assessed the three MIA programmes of ArtEZ, KABK and Sandberg Instituut.

The assessment was conducted under responsibility of
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Introduction

The ArtEZ Institute of Architecture is part of the ArtEZ Institute of the Arts, one of the major arts institutes in the Netherlands with locations in Arnhem, Enschede and Zwolle. The institute provides bachelor's and master's degree programmes in visual art, architecture, fashion, design, music, theatre, creative writing, dance and art education as well as an associate degree programmes and various preparatory courses. The programmes at ArtEZ are aimed at supporting the artistic, intellectual and personal development of the students, guiding them as they hone their individual talents and ambitions and learn to sustain a professional artistic practice. The ArtEZ Institute of Architecture offers spatial-design programmes in the field of architecture and interior design: the MA programmes for Architecture and Interior Architecture (both in Arnhem), the Interior Design Associate Degree and the BA programme for Interior Architecture (both in Zwolle).

The institute

The ArtEZ Institute of Architecture is one of the four faculties of ArtEZ – Art & Design, Architecture, Music and Theatre & Dance. In 1949, the Institute of Architecture was officially recognised as an independent educational institution. In 1965, the institute was named the 'Institute of Architecture', one of six in the Netherlands. Two decades later, in 1988, the Institute was part of a merger that formed the new Arnhem Institute of the Arts (HKA). The Institute of Architecture became a faculty within the ArtEZ Institute of the Arts in 2002. Visual design takes a central place in the institute and is strongly connected to the ideas and practices of the 'Arnhem School' in visual art. The ArtEZ Institute of Architecture has its own educational bureau for the two MA programmes. Together with the five educational coordinators, this bureau is responsible for the organization of institute and its programmes.

The programme

The Interior Architecture Master programme was launched in 2011, following the amendments to the Dutch law on the professional registration of architects (WAT, Wet op de Architectentitel) and changes in the registration of interior architects: since 1 January 2015, interior architects (like architects, landscape architects and urban designers) must have completed a two-year MA programme, followed by an additional two years of officially recognised professional experience, before they can be registered in the national Architectenregister. The interior architecture programme at ArtEZ, also known as 'Corpo-

real', is a two-year, full-time MA programme consisting of 120 EC. Corporeal starts from a clearly defined idea about the place and role of interior architecture within the artistic and professional field. The emphasis lies on the bodily experience of space and the way humans relate to their environment. The programme encourages its students to develop a sensitivity that allows them to empathise with the experience and position of people in space. The Corporeal programme aims to educate students to be reflective, inquisitive, and innovative designers who are able to propose design solutions that are based on a strong involvement with and knowledge of the complex and dynamic relations between space and body.

The structure of the programme is based on three central notions: the body, the social and the reflective. These concepts correspond with the different components in the programme. During the four semesters, students participate in Studios (with a focus on the body and space), are involved in Case Studies (real commissions aimed at learning about the social dimensions of design) and develop theoretical knowledge and skills through the Theory Programme. The three pillars of the educational programme are offered in an integrated manner, making explicit the interconnections between the body, the social and the reflective in all three components. For Corporeal, research in its various forms (such as theory, as practical trial and error and as artistic practice) is central to all of the programme's educational components.

The Corporeal programme works from two locations: on Wednesday and Thursday students are in Zwolle for the Case Study and the Theory programme, whereas on Friday they move to Arnhem for the Studios. This set-up allows students to work with Interior

Architecture Bachelor students in Zwolle and with Architecture Master students in Arnhem. It enables them to become familiar with the different roles of the interior architect in the professional field. According to the programme, its location in the 'periphery' of the Netherlands is supportive of the reflective and contemplative attitude central to its views on the role of the designer.

The assessment

ArtEZ Institute of the Arts has assigned AeQui VBI to perform a quality assessment. Together with the MA programmes Interior Architecture of ArtEZ, KABK and Sandberg Instituut, AeQui appointed an independent and competent assessment committee. Before the

assessment, a preparatory meeting with representatives of the programme took place to determine the itinerary of the site-visit and the interviewees, see attachment 2.

Two weeks prior to the site-visit, the MA programme announced the possibility for open consultation to students and staff. Neither students nor staff made use of this opportunity.

The assessment committee reviewed the theses and final projects of all graduates since the programme's launch. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner; at the conclusion of the assessment, the results were presented to representatives of the programme.

The concept of this report was sent to the representatives of the programme; their reactions have led to this final version of the report.

Intended learning outcomes

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that the profile and vision of the programme convey a unique and relevant view on the profession of interior architecture. The programme takes up a clearly defined position within the education field through its strong focus on the bodily experience of space and its stress on materiality, tactility and atmosphere. The committee applauds the programme's aim to educate interior architects who take the human experience of space and environment as a their point of departure and who are able to propose design solutions that play a meaningful role in the shaping of social developments. The committee judges that the profile of the programme has been translated into concrete intended learning outcomes, the level and orientation of which are aligned with the (inter)national requirements of a master's programme in interior architecture. The programme monitors and evaluates its profile and final qualifications through exchanges with various other educational (inter)national programmes, through different discipline-specific educational and professional networks as well as through formal and informal student- and alumni evaluations. In addition, all the tutors involved are practicing designers and are, therefore, able to incorporate new developments taking place within the discipline and professional field into the curriculum.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **good**.

Links with professional practice

According to the assessment committee, ArtEZ has a clearly defined point of departure, which is reflected in the title of the programme: Corporeal. The programme positions the interior architect as a designer who pays close attention to the bodily experience of space and to the manner in which human beings relate to their environments. In accordance with this view on spatial design, the programme places notions, such as craftsmanship, tactility and materiality, at the core of its investigations, while also stressing the importance of research-driven design and a responsive attitude towards social transformations. The assessment committee applauds this explicit vision of the programme. By taking a clear position in the educational and professional field, they represent a very particular and relevant view on what interior architecture can be and what it might contribute to the professional field. During its interviews, the committee was able to establish that tutors, students and alumni all share the programme's position, conveying to the committee the conviction that the attentive study of body in relation to space and materiality is essential to the further development of the profession. The

committee could conclude that students coming to the programme clearly know and appreciate the goals of the curriculum.

Corporeal maintains that designers and interior architects must be able to recognise social trends and integrate these as design challenges within the field of interior architecture. Designers and interior architects research behaviour and relationships within the spaces where people live and develop intervention strategies for these contexts. For Corporeal, interior architects do not merely design living and working spaces on commission; rather, they are perceptive of the specific workings of these spaces and can contribute to the form and direction of social transformation through research-driven design. In other words, Corporeal strives to educate students who can play an important role in the professional field as innovators and initiators.

Recent developments in the professional field have shown that research-driven design is becoming increasingly important in the field of spatial design. The growing importance of the local, the transformation of organisational structures and the use of new technologies require new responses and innovative designs. According to Corporeal, designers and interior architects must reinvent their role as spatial designers: they should not merely find answers to the questions at hand but also be actively involved in the formulation of new questions through their design practice and, thus, play an active role in the shaping the direction and form of social developments.

Up to date

The assessment committee has been able to establish that the programme ensures that its intended learning outcomes are kept up to date through its formal and informal exchanges with the professional and educational field, both nationally and internationally.

In the first place, the programme receives regular input on its intended learning outcomes from the professional field by convening consultation sessions with representatives from the field of interior design and architecture, the Professional Field Committee. As the committee could read in the minutes from these meetings, these professionals are very positive about the profile and goals of the programme. According to them, the focus on body and space, the stress on research and the goal to support students in becoming independent, socially responsible designers is of great relevance for the profession today.

An important change in the professional and educational field of interior architecture is the amendment to the professional registration of architects (WAT, Wet op de Architectentitel) from June 12, 2008. This stipulates that interior architects, like architects, landscape architects and urban designers, must have completed a two-year Master programme, followed by an additional two years of officially recognised professional experience before they can be registered in the national Architectenregister. This law has been in effect since January 1, 2015. Following this amendment, Corporeal was part of the national consultation platform for interior architecture and, together with the other participating institutes, involved in the formulation of an education programme profile for the new Interior Architecture Master programmes.

Corporeal continues to maintain the relevance of its profile and goals through participation in work groups and platforms such as those that address the developments and issues in the educational field of design and interior architecture:

- the Werkgroep Ruimte is a network group within the Overleg Beeldende Kunsten (Consultation Committee on Visual Arts), which represents the interests of education programmes in interior architecture, for example in consultation with the Register of Architects;
- Corporeal's course director, who is a member of the aforementioned workgroup, is the contact person between this workgroup and the consultation committee of course directors of Interior Architecture Master programmes in the Netherlands;

- Corporeal is also part of the Werkgroep Master Competenties, which has been mandated by the Overleg Beeldende Kunsten to define new education programme profiles, which will be the basis of all Fine Art and Design Master programmes in the Netherlands.

Furthermore, the programme evaluates its profile and goals through its exchange with other international institutes of interior architecture. For the past few years, the Architecture & Interior faculty has been maintaining a constructive relationship with two education programmes in Strasbourg (the INSA and the ENSAS) as well as with the Hochschule Konstanz's architecture programme through a series of summer schools (2013 in Strasbourg; 2014 in Konstanz; 2015 will be in Arnhem). Through these international exchanges, Corporeal is able to calibrate its profile and goals with those of similar programmes. Finally, members of the staff regularly attend international conferences, such as Cumulus, the International Association of Universities and Colleges of Art, Design and Media and has recently collaborated with the Detmolder Schule für Architektur und Innenarchitektur. Furthermore, the core tutors, guest tutors and mentors who are supervising the students in the graduation phase are all active within the professional field. This enables them to incorporate developments and urgent issues into the curriculum.

Finally, the programme also regularly consults its students and alumni via informal exchanges and formal questionnaires to establish whether the intended learning outcomes are, indeed, aligned with the expectations and requirements of the professional field.

Concrete

For Corporeal, the main focus is the relationship between people and the spaces in which they live. The programme has translated this perspective into three domains of inquiry: the body, the social and the reflective. The body stands for the knowledge of the relationship between the body and the space. The social is about creating new meaningful relationships within a specific social context. The reflective stands for thoughtful introspection and new insights based on theory as well as a critical consideration of the spatial designer's own position in the field. All three aspects (as both knowledge and skills, as theory and practice) are of equal importance for the programme and an integral part of the intended learning outcomes.

The levels and final qualifications of the three Interior Architecture programmes (Associate Degree, Bachelor and Master) are based on the same core competencies:

- Researching and designing ability;
- Personal competencies;
- Professional competencies and professional attitude.

Each of the three core competencies is further specified with a specific set of final qualifications. (See attachment 4 for an overview of the final qualifications.) This shared framework enables students, tutors and the professional field to distinguish between the different levels of the three programmes. The qualifications employed by Corporeal are based on the Landelijk Competentieprofiel (National Competency Profile) developed by the Landelijke Platform Interieurarchitectuur (National Platform on Interior

Architecture) as well as on the qualifications described by Dutch law on the professional registration of architects (WAT, Wet op the Architectentitel) and the Dublin Descriptors.

Dublin Descriptors

To ensure that the level of the programme meets international standards, the final proficiencies have been compared to the Dublin Descriptors. The committee was presented with an overview and explanation of how the final qualifications incorporate the standards set by the Dublin Descriptors. The committee concluded that the competences of the programme were well in line with the international standard of intended learning outcomes for a master's degree in interior architecture.

Curriculum

Based on the interviews and examination of the underlying documentation, the assessment committee judges that the programme is supportive of the development of the students and shows much potential for being an environment where students can develop into skilled, research-oriented, socially engaged spatial designers who are fully committed to the relations between body, space and materiality.

The committee is very positive about the structure of the programme, which is an excellent elaboration of the domains of inquiry and core competencies through a careful selection of subjects. In the three educational strands (the Studios, the Case Studies and Theoretical Research), students are offered an ideal environment in which they can develop a research-driven spatial design practice geared towards social engagement. The assessment committee appreciates the manner in which research (both theoretical and practice-based) has been integrated into the programme and is positive about the timing and structure of the thesis trajectory. Furthermore, the committee observes that the programme offers a safe, nurturing and responsive learning community in which the students' professional and personal development is placed at the centre of the didactic process.

When it comes to the orientation and content of the Corporeal programme, the committee thinks that the three domains (the body, the social and the reflective) of the curriculum, though highly relevant, need to be developed in more depth. Though the programme fosters a culture of experimentation and 'learning by making', the committee encourages Corporeal to focus more strongly on the cultivation of a critical discourse that is particular to their position. A stronger translation of the profile into the curriculum could improve the number and diversity of incoming students.

Orientation

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. According to the committee, the programme's orientation towards the professional field enables students to develop their skills as spatial designers at a Master's level. Through the Case Studies in particular, students learn how to translate the wishes of real clients into spatial designs that take account of the specificities of the body-space experience and reckon with the social dynamics of a space. Also, through the structural involvement of guest tutors who are active in the professional field of spatial design, the programme ensures that the programme is able to incorporate new developments in the field.

In the Case Studies, students work on real commissions for clients who are looking for new strategies and scenarios for their interior spaces. The experience of working as a team in addressing a concrete spatial design question provides students with experience in the professional role that they will be required to fulfil later. Students learn to collaborate and

productively deploy the qualities of all team members. The results of the Case Study are presented in the second year by the team of students in a symposium and via a publication, both of which are shared with the client and the professional field. For example, in past years, students have investigated the design of school buildings for the future, activity centres for people with mental disabilities and the socially binding value of train stations and surrounding spaces, the latter of which was commissioned by the Nederlandse Spoorwegen. They have also researched methods for gaining insight into the needs of a very large and diverse group of users. During the assessment visit, the committee saw some products and results of the Case Studies. It was of opinion that these projects were relevant, both in content and orientation.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. According to the committee, the content of the curriculum of Corporeal enables students to achieve the intended

learning outcomes. In the curriculum, the three aspects central to the profile of Corporeal (the body, the social and the reflective) are presented and taught in an integrated manner. Furthermore, the committee thinks that the theoretical frame of reference is a logical consequence of the programme's position. Nevertheless, the committee observes that there is room for improvement when it comes to the further exploration and development of the material, bodily, social dimensions of interior spaces. This could be achieved by cultivating a critical discourse in which approaches, methods and ideas are rigorously questioned. The committee realises that the programme is relatively young and needs time to create its rituals, stories and heroes in the coming years, but thinks that a more consistent translation of Corporeal's philosophy into the curriculum would help it to stand out as an example in the Dutch educational landscape.

The Corporeal curriculum is a full-time, two-year programme of 120 EC. Each semester consists of a particular combination of Case Studies, Studios and theoretical reflection. (See attachment 5 for a full overview of the programme; the Case Study has been described in the previous section.)

The Studios are aimed at researching the relation between body and space. The guest tutors begin with the formulation of an assignment based on a theme provided by the education programme. Within this assignment, students are explicitly asked to follow their own research theme. The student will complete three Studios during the first academic year. Studio 1 lasts 14 weeks, and is followed by Studios 2 and 3, each of which lasts 7 weeks. The Studios 4 and 5 in the second year last 14 and 21 weeks, respectively. Studio 4 is supervised by one of the education programme's core tutors, occasionally supplemented by an independent expert and other core tutors. Studio 5 comprises the graduation phase. The student must integrate and apply all previously learned research-skills and knowledge. The tutors supervising the other components also play a role in this phase by being present during the preliminary review of the graduation project. Students are supervised by one of the education programme's core tutors but they also select and recruit a mentor, usually an (interior) architect active in the professional field who has knowledge and/or experience relevant to the subject of the student's graduation project.

In the thesis-trajectory, students begin by formulating a research question, conduct literature research and

write a thesis. Students are expected to connect their research question to the practical, empirical artistic research they conduct in Studio 4 and must subsequently integrate the results of this Studio into their thesis. In the graduation projects, the theory from the Thesis is linked to spatial, empirical research.

Corporeal offers separate modules and lectures that focus on the various aspects of the (artistic, empirical and theoretical) research process: literature research, referencing and citation, documenting research results and writing. The committee observes that the theoretical frame of reference is in line with the programme's philosophy. Next to the discourse of phenomenology and environmental psychology that accompanies the initial position, the theory classes touch upon the broader history of interior design, stressing the idea that interiors have another temporality than "the outside".

The committee thinks that the content of the Case Studies, Studios and theoretical research strands meet the requirements of a master's in interior architecture. Students are offered the necessary knowledge and skills for them to work as independent professional spatial designers. This being said, the committee would like to encourage the programme to invest more deliberately in a culture of criticality and self-reflection that continues to question its own points of departure and explore how the domains of inquiry can be further translated within the curriculum. One issue that could be addressed, for example, is the distinction between the *representation* of a design-concept and the actual *experience* of this idea: on what types of research is a student's design based and to what extent has it been tested in or interfered with real spaces and social contexts?

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard **excellent**. The assessment committee judges that the structure of the curriculum and didactic principles of the programme are excellently attuned to its goals and the needs of the students. It offers students an environment where they can learn to integrate theory and practice as independent researching spatial designers. The structur-

ing of the curriculum along distinct lines and the careful selection of subjects provides an excellent foundation for a programme that is both coherent and flexible. The committee is very positive about the way Corporeal takes (empirical, theoretical and artistic) research as its starting point and has designed a Thesis-trajectory within its curriculum. Furthermore, the committee applauds the manner in which Corporeal supports the individual development of its students through coaching and intervention. It is also very positive about the programme's capacity to support a culture of shared responsibility and collaboration. The students and alumni the committee spoke to were highly appreciative of the programme's responsiveness to their individual needs and the manner in which it enabled them to work as a team.

Research plays an important role in the whole curriculum and takes on various forms: theoretical research is connected to literature research and the writing of the thesis; strategic research is the fundamental principle for the Case Study, the results of which usually take the form of a scenario or strategy. Research by making, or artistic research, is the basic principle of the Studios. By conducting different types of research in different contexts, students of Corporeal learn to employ a diverse repertoire of research strategies within the design process.

Two other important features of the didactic concept of the programme concern its focus on the individual study trajectory of the student and the investment in a culture of collaboration and teamwork. The emphasis on self-guidance plays an important role from the very beginning of the education programme. As part of the admission procedure, students must write a motivation letter that outlines their personal ambitions. Once they have been admitted to the programme, they are asked to write an individual study plan in which they reflect on their position within the profession and formulate their goals for the two years of the programme. This study plan is a guiding principle within the course and is used to monitor and re-

flect on the student's development during each semester. Also, students of the master's programmes meet regularly in the so-called 'Master-Kring' where they exchange experiences and knowledge, look for mutual interests, and discuss their positions and goals as artists and designers.

Teamwork and collaboration between students are also of vital importance in the programme, particularly in the Case Studies. To facilitate this, the programme has designed a workshop led by an expert from that field to help students become aware of group dynamics within a team. Two of the education programme's core tutors have also been trained to manage processes relating to teambuilding and collaboration.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. The committee was able to observe that the curriculum ties in with the qualifications of the incoming students, most of whom have obtained a BA in Spatial Design or Built Environment from an institute in the Arnhem or Zwolle regions. The students and alumni the committee spoke to clarified that Corporeal was well tailored to their skills, knowledge and level as designers when they entered the programme. The committee is positive about the programme's focus on the Dutch field of interior architecture, but also observed that the number and variety of students is somewhat limited. This is not surprising given that the programme is relatively young and is located in the region. It, therefore, thinks that as the programme continues to develop and grow that it will benefit from a wider variety of incoming students. It would like to support the programme in its desire to admit more international students so as to create a community in which there is more exchange between different backgrounds, positions and approaches.

Staff

The assessment committee qualifies this standard as satisfactory. Based on the interviews and the underlying documentation, the assessment committee concludes that the staff is dedicated and qualified for the realization of the content as well as the didactical and organizational implementation of the programme. Core and guest tutors are all active in the professional field of interior design and architecture and are, therefore, able to incorporate their experience and knowledge into the curriculum. The committee appreciated the tutors' strong sense to build a community and their mutual understanding of the focus and aim of the Corporeal programme. The students and alumni the committee spoke to were positive about the personal and individual support and guidance they received from staff members. That being said, the assessment committee would like to encourage the programme in its ambitions to involve more (international) guest tutors with a more profound perspective on the corporeal principles, so as to create an environment in which students learn to position themselves more explicitly in relation to other approaches and design practices in the professional field.

Staff

Standard 6: The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**. The committee has been able to establish that the staff members of Corporeal are qualified, experienced and dedicated to the programme. They are intrinsically motivated to provide students with the necessary guidance and support to achieve the intended goals of the programme. In the discussions during the site visit, it became clear that staff members had a coherent and common frame of reference, explicitly subscribing to the focus and philosophy of the Corporeal programme. Nevertheless, the committee thinks that - as a next step in the development - the programme would benefit from inviting specialised (guest) tutors who have a strong theoretical background in the corporeal field of inquiry. The present theoretical and 'critical' level could be more profound, thus creating more opportunities for discussion, reflection and positioning. The committee therefore encourages the programme in its aims to involve a wider group of (international) guest tutors and specialists in the near future.

Corporeal works with a team of five core tutors that determines the content and didactical and organizational direction of the program. A more flexible and variable group of guest tutors takes care of the various programme components, most of which have

strong connections with the professional network and field of the guest tutor. Two of the core tutors also teach in the Interior Architecture Bachelor programme. The committee thinks that the combination of core tutors and guest tutors allows for structure and coherence as well as the necessary flexibility and judges that the size of the staff is sufficient for the realisation of the curriculum.

All of the core tutors and guest tutors have backgrounds relevant to the field of Interior Architecture: some work in architecture, others in industrial design. Within the group of core tutors, 80% holds a Master degree or an equivalent qualification. Approximately 70% of the guest tutors has a Master degree. As stipulated in the Professionalization Plan of ArtEZ, 6% of the annual income has to be spent on professionalization, which includes the programme "Master op Maat" where the staff can study for a master's degree. In addition, staff members can enrol for master programmes at other universities.

During the site-visit, students and alumni emphasized the personal and individual approach of tutors. They explained that tutors were very supportive of their personal and professional development as well as easily accessible and approachable. In addition, students were positive about the close relationship of the guest tutors to the working field and valued this as relevant for their own position as starting art professionals. In the National Student Survey (2015), students assessed the staff with a 4.1 on a scale from 1 to 5.

Services and facilities

The assessment committee observes that the accommodation and infrastructure are of a good standard. According to the assessment committee, Corporeal's location in two cities is supportive of its goal to let students experience and try out different roles: in Zwolle, they can collaborate with the BA programme of Interior Architecture; in Arnhem they are able to meet MA students from other programmes. The committee also evaluates the academic guidance and information provision to students as good. Tutors and students form a community that is supportive of individual development and group collaboration. Students valued the small scale positively and felt safe, supported and challenged to explore the field of Interior Architecture.

Accommodation and infrastructure

Standard 7: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The facilities and accommodation contribute to the realisation of the curriculum. The dual location of the programme is supportive of the programme's goals to educate students in taking on different roles within different contexts. The workshops in both Zwolle and Arnhem are well-equipped with assistants and instructors, and students have access to the different multimedia libraries in both locations.

The educational programme of Corporeal is based in Arnhem and in Zwolle. On Wednesdays and Thursdays, students are expected to work in Zwolle on the Case Study and the Theory programme. On Fridays, the Studios take place in Arnhem. Both locations are well-equipped. Workshop assistants and technical skills instructors supervise students and give mandatory trainings before students are allowed to work independently with heavy machinery. Students can use studios for photography, printmaking and printing, animation and audio-visual techniques, ceramics, plastic, leather, wood and metal, computer workstations and can use a 3D milling machine and laser cutter for making models and mock-ups.

In addition, students have access to the different multimedia libraries of ArtEZ. The central multimedia library in Arnhem covers various domains of art education. The multimedia library in Zwolle covers the domains of fine art, design, architecture, interior architecture and theatre. Students have access to books, contemporary periodicals and professional journals as well as to collections of sheet music, audio and video materials. Students can borrow up to fifteen items.

Students mentioned that in addition to the workspaces in Zwolle and Arnhem, they also use other places and spaces to work. According to students and alumni, there were some differences between the accommodations in Zwolle and Arnhem: in Zwolle, Corporeal has its own department and storage space, which is not the case in Arnhem. This sometimes leads to storage problems, but students and tutors find adequate solutions when this occurs.

Tutoring and student information

Standard 8: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The committee judges that the tutoring is closely attuned to the needs of the students and that the information provision is of a good standard.

For all faculties of ArtEZ, the Electronic Learning Environment (ELO) is the most important source of information. Students can access the ELO with an ArtEZ account. It contains general information about opening hours, the regulations for the multimedia libraries and contact information of student counsellors. In line with all other programmes at ArtEZ, Corporeal uses the Osiris software to track study results for individual students. Students can access Osiris and have to log in separately from the ELO. ArtEZ plans to connect ELO and Osiris in the near future.

Because Corporeal is a small-scale programme, students and core tutors all know each other personally. Supervision and shared reviews are an integral part of the program. Every week, tutors have a conversation with students about where they are in their learning

process and what their goals are for the following period. Students and alumni stated during the site-visit that they feel motivated by their tutors and fellow students to adopt an explorative attitude and broaden their views as they develop their projects and interests. The alumni stated that the supervision of academic writing skills had improved considerably over the past years.

The assessment committee was able to establish that students receive academic guidance and support for

a wide array of subjects, for example the theory lessons. In the conversations with students, it became clear that the personal atmosphere, personal branding lessons, publication lessons and writing classes help students to write their thesis and position themselves in the professional field.

To conclude, Corporeal provides extra facilities and support for the ten percent of the students with dyslexia.

Quality assurance

The assessment committee has been able to establish that the quality of the programme is evaluated on a structural basis and that all relevant parties (Degree Programme Advisory Committee, Examination Board, staff, students, alumni and the professional field committee) are involved in monitoring the quality of the programme. The programme makes use of a wide range of evaluation tools, such as curriculum and alumni surveys, as well as national and institutional quality assessments, such as Arts Monitor (Kunstenmonitor), the National Student Survey (Nationale Studenten Enquête, NSE) and the Staff Satisfaction Survey (Medewerkertevredenheidsonderzoek, MTO). The committee observes that the outcomes of these evaluations are used as the basis for critical reflection and concrete measures for improvement. The committee is very positive about the open-mindedness of the programme and its responsiveness to issues and questions raised by students, tutors and representatives of the professional field, thus ensuring a culture of collaborative responsibility for the quality of the programme.

Evaluation

Standard 9: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Explanation: The programme monitors the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The committee was able to establish that the programme of Corporeal maintains a culture of quality in which it actively seeks to improve its courses through regular, formal evaluations and through ongoing discussions with students, tutors, alumni and the professional field. Corporeal's quality assurance procedures are derived from the ArtEZ quality assurance structure, but Corporeal also initiates its own programme specific quality evaluations. The results provided by the quality control instruments lead to concrete proposals for improvements and amendments, which are implemented through the Course and Examination Regulations and evaluated the following year.

Quality assurance at ArtEZ

The main points of ArtEZ's quality control policy have been formulated in the Quality Control Plan (2009), which is currently being reviewed and updated. The Quality Control Plan will be finalised and approved by the Board of Directors by the end of 2015. The Education and Quality department (Onderwijs en Kwaliteit, O&K) is responsible for formulating and developing

quality control policy and instruments for the programmes at ArtEZ. The O&K department also advises and supports the faculties and programmes in the implementation of the different phases of the quality control cycle. ArtEZ deploys the following quality control policy guidelines:

- Structural basis: tutors and managers implement quality control on a structural basis;
- PDCA cycle (Plan-Do-Check-Act): there is one single consistent vision of quality control;
- Structural overview: there is a structural overview of the degree to which formulated goals are achieved;
- Concrete improvement plans: the results of the evaluation of the education programmes are applied in concrete improvement plans.
- Results are shared: results of evaluations are shared with concerned parties.

All of ArtEZ's education programmes, faculties and facility services make use of the DigOport digital portfolio system. This system, developed internally by ArtEZ, ensures accountability and transparency in the quality control cycle.

The Education & Quality department has compiled an overview (available on DigOport) of the various evaluation instruments applied by the ArtEZ programmes. Evaluations include the National Arts Monitor (Kunstenmonitor), the National Student Survey (Nationale Studenten Enquête, NSE) and more specific programme evaluations, such as the curriculum survey. The Staff Satisfaction Survey (Medewerkertevredenheidsonderzoek, MTO) is also an important quality assurance instrument for the programmes at ArtEZ.

Results of surveys are discussed by Corporeal tutors and students and are linked to the findings of the Professional Field Committee. These discussions also play

a role in determining and developing the basic content and direction of the programme.

The contact with alumni and the professional field also plays an important role in evaluating the programme's final qualifications. The core and guest tutors maintain contact with all the alumni of the past years. Corporeal has also conducted an Alumni Survey so as to evaluate how graduates experienced the programme and the transition to the professional field. Corporeal plans to conduct the Alumni Survey once every three years.

Role of committees in quality assurance

It is the responsibility of the ArtEZ Central Examination Board (Centrale Examencommissie, CEC) to ensure the application of all relevant procedures and regulations as described in each programme's Course and Examination Regulations (Onderwijs- en Examenregeling or OER), assessment policy and plans. The organisational structure, mandate and activities of the Examination Board have been further developed and refined since the new Dutch law on governance (Wet Versterking Bestuur) came into effect. The CEC consists of one chairperson and at least three members representing the four faculties of the institute. Each member is also the chairperson of the Faculty Examination Board (Facultaire Examencommissie, FEC). Within ArtEZ, the Examination Board's jurisdiction is defined by relevant legislation as well as the Course and Examination Regulations. The CEC has delegated some areas of its jurisdiction to the FEC. All information regarding the organisation and regulations of the Examination Boards, as well as all annual reports, can be consulted in the Electronic Learning Environment of the ArtEZ Examination Boards.

The Examination Board contributes to the education programme's quality control by providing specific feedback on the programme's assessment plan and assessment programme. The Examination Board collaborates closely with the Education and Quality department (Onderwijs en Kwaliteit, O&K) in advising the education programme on the improvement of the assessment plan and programme.

The Examination Board provides structural and ad hoc advice to the programme and the management, based on concrete questions submitted by students to the Examination Board and other findings regarding assessment and examinations. The Examination Board also verifies whether all of the programme's procedures are being followed and whether any amendments, improvements or further information is

required. The chairperson of the Faculty Examination Board is always present at graduation presentations and evaluations and plays an important role in the external assessment procedures ('visitaties') of the faculty's education programmes.

The Examination Board presents an annual report of its findings regarding the quality of assessment and examinations within ArtEZ. This report is discussed with the Board of Directors and faculty managements.

Professional Field Committees play an important role in evaluating and advising ArtEZ on the quality of the curriculum and its orientation towards the professional field. The professional field committee advises on matters regarding:

- the connection between the level and qualifications of graduates and the professional field;
- the validation of the final qualifications and the education programme profiles;
- relevant changes, trends and developments in the (international) professional field and in society;
- the relevance and level of the curriculum.

The Architecture & Interior faculty has functioning Professional Field Committees for all of its programmes. These Professional Field Committees meet at least once every year. For the Interior Architecture education programmes, these meetings are often combined with the graduation exhibition, so that the committee can verify the nature, level, relevance and quality of the graduation projects. In recent years, the Professional Field Committee has been consulted on how the final levels of the three Interior Architecture education programmes (Associate Degree, Bachelor and Master) are connected to the professional practice in the professional field.

ArtEZ's representative advisory framework includes the Institute Works Council and the Degree Programme Advisory Committee. The Institute Works Council is the faculty's representative advisory body, where organisational topics are discussed, such as the budget, the formation plan and the annual policy agenda. If necessary, the Institute Works Council may also discuss relevant matters regarding staff and students.

The Degree Programme Advisory Committee's main task is to advise the education programme management on educational matters upon request as well as proactively. In practice, this consists of meetings in which the Course and Examination Regulations and

the curriculum for the upcoming academic year are discussed and evaluated, and where significant results of evaluations can be discussed.

Small improvements and adjustments to the curriculum of the education programmes are usually implemented in the scheduling and the teaching programmes for the upcoming academic year, based mainly on feedback by tutors and students.

Assessment and achieved learning outcomes

Based on the interviews and examination of the underlying documentation, the assessment committee has been able to establish that the programme has an effective assessment procedure. The validity and reliability of the assessments are guaranteed by the alignment of the assessment criteria with the competencies of the programme as a whole and the specific goals of each component. Corporeal structurally involves external critics for key assessments and makes use of standardised evaluation forms and written feedback. The committee is also positive about the transparency of the assessments. Students are well-informed of the assessment criteria and procedures throughout the programme and are included in the ongoing reflection on the validity, reliability and objectivity of the assessment procedures. The Faculty Examination Board takes the lead in developing methods and training sessions to ensure that the assessments remain valid, reliable and transparent.

The committee was able to conclude that the graduates succeed sufficiently in achieving the intended qualifications of the programmes. The subjects of the graduation projects are relevant to the field of spatial design, and graduates of the programme are active in the professional field in different capacities. However, the committee thinks that there is room for improvement when it comes to the critical positioning towards design practice and theory in the final graduation products. According to the committee, a critical assessment of the steps and decisions made during the graduation trajectory could help students to arrive at more innovative results which are anchored in, and emerge from, a process of theoretical and reflective positioning in relation to the world and the profession.

Assessment

Standard 10: The programme has an adequate assessment system in place.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this part of the standard as **good**. The committee observes that the programme makes use of a well-designed assessment system, which evaluates the intended learning outcomes of the students in a valid, reliable and transparent manner. That the assessments, indeed, measure the level of the formulated core competencies (research and designing ability; personal competencies and professional competencies) in an objective manner is ensured through the use of standardised evaluation forms and procedures, through the involvement of external tutors and the ongoing reflection within the programme on the process and outcome of the assessments.

Students are kept well-informed about the criteria and procedures in various ways: via informal exchanges with tutors, course-overviews, evaluation-forms and the electronic learning environment. Students indicated to the committee that they were very satisfied about the objectivity and transparency of the assessments at Corporeal. Also, the Faculty Examination Board is active in developing methods and training sessions to ensure that the assessments remain valid, reliable and transparent.

Valid and reliable

ArtEZ has a general assessment policy in place for all programmes of the institute. Using this policy as its starting point, Corporeal has designed an assessment structure in which professional expertise plays a central role: assessments and evaluations are conducted by experts with specialised knowledge in the field relevant to the assessment or evaluation. The core tutors are responsible for the quality and reliability of the assessments and are officially appointed as examiners by the Examination Board. Similarly, the assessments of programme components given by guest tutors are always conducted in collaboration with one of the programme's formal examiners.

To ensure the validity and reliability of the assessments, the programme uses the following instruments:

- there is an evaluation questionnaire available for each evaluation;
- the evaluation criteria specified in the evaluation questionnaire are consistent with the competencies of the programme as a whole and the specific goals of each component;
- the programme structurally involves the professional field (as external critic or tutor but also via the professional field committee) to evaluate which criteria determine the master's level;
- the programme has designed an Assessment Plan in which it establishes all assessment moments in relation to the final qualifications and competencies.

For Corporeal, assessments are part of an ongoing process of development and reflection. The programme is in constant dialogue with its students about their individual ambitions and the realisation of their goals. There is a structural evaluation of how the student's development relates to previously formulated ambitions, to the goals for the various programme components (Case Studies, Studios, etc.) and to the final qualifications of the programme.

Intake

All registering candidates are required to submit a portfolio, a letter of motivation, a curriculum vitae and copies of relevant diplomas. Based on these documents, the Admissions Board, consisting of the course director and two core tutors (theory and practice), determines whether the candidate is eligible for an admission interview. In addition to the candidate's work, the admission interview focuses mainly on the candidate's motivation and ambitions for enrolling in the Corporeal programme. The interview also addresses the candidate's theoretical and reflective ability as well as his/her ability to work collaboratively.

In order to be admitted, candidates must have a Bachelor diploma in Spatial Design or Built Environment. For international Bachelor graduates, or Bachelors from other disciplines, the admission is discussed during the admission interview and by the Admissions Board. The admission must be verified and confirmed by the Examination Board.

Case Study

In the Case Study, students work collaboratively as a project team with each student assuming a role appropriate to his or her interests and capabilities. The assessment is explicitly designed to address the connection between the student's individual development and development within the collaborative team effort. Evaluation criteria are formulated in advance. During the period of research through design, the preliminary assessment focuses mainly on the student's individual development within the collaborative project team: research and development questions, focus on the user, collaborative ability and analytical ability. The evaluation and assessment of the content and quality of the final product of the Case Study takes place during the symposium and publication, which conclude the Case Study.

The Case Study is evaluated by the Case Study tutor who also takes the opinion of the client into account. The individual assessments are also discussed collectively by the team.

Studios

The teaching methods in the Studios (group discussions, preliminary presentations and individual supervision) are aimed at an ongoing discussion regarding the development of each student's work. The goals specified in the course description for the Studios are implemented by the tutor as the criteria for each assignment. For long-term Studios, preliminary evaluations make use of the input of independent experts and the programme's course director. Studio 5, the final Studio, is evaluated differently since it is here that the student must demonstrate his/her final level. (See the section below.)

Intervision

In the final phase of the study programme, students partake in a final individual intervion session with guest tutors with expertise in the fields of marketing and branding in which they reflect on their original goals (as formulated in the original study plan) in relation to their current position and aims for the future. The assessment of this component is based on the student's capacity to critically reflect on his/her position and goals in relation to the discipline and profession. This ability is evaluated on the basis of the (evolving) study plan and the discussion during intervion moments with fellow students and tutors.

Theoretical research and Thesis

There are various types of assessment for the theoretical subjects, including oral exams, written essay assignments and practical assignments. The thesis is supervised by the theory tutor during individual consultation hours, focusing on the quality and the level of the research and the written text. The completed concept version of the Thesis is sent to an independent second reader familiar with the subject. The student makes use of the second reader's feedback for the final version of the Thesis. The Thesis is evaluated by the theory tutor who also takes the second reader's assessment into account.

Studio 5 / Graduation

The student's final project for Studio 5 is evaluated by a Graduation Committee consisting of three members: a mentor and two of the core tutors. An external

critic joins the committee for the presentation. The external supervision is provided by the mentor, who has been recruited by the student in consultation with the education programme.

The external critic has two tasks. First, (s)he must determine whether the project has been conducted and evaluated according to the applicable graduation regulation, in terms of procedure as well as content. Second, the external critic evaluates the graduation level. Though the evaluation of the external critic is based on the work presented during the graduation presentation, his/her main focus is the quality of the Corporeal programme itself and whether it has been able to deliver the desired master's level. The graduation procedure is published in the Electronic Learning Environment and clearly specifies the role of the various parties and how the assessment tasks are divided within the graduation committee.

The final assignments of the students consist of four components: Thesis, Studio 4 results, Studio 5 graduation work and Case Study results. These four components are closely related and together provide insight into the final level realised by the students. The final products also convey the different types of research deployed within the programme.

Examination Board

The Faculty Examination Board of the Architecture & Interior faculty is responsible for monitoring the quality of implementation of assessments, admissions and graduation procedures. It appoints examiners and provides assessment training for the tutors involved. The Examination Board is also responsible for granting exemptions and extending study durations. The committee consists of a chairperson, a secretary, a committee member and an official secretary. One of Corporeal's core tutors is also a committee member, thus ensuring that the Examination Board has direct access to the necessary information about the programme's assessment procedures.

Transparent

The committee has been able to conclude that the assessments of the programme are both clear and transparent for the students. Students have access to the content and evaluation criteria of all the programme components and can look up the rules and regulations concerning the assessment procedures via the electronic learning environment of ArtEZ. The

students confirmed to the committee that the programme maintains an ongoing dialogue with them about the quality and objectivity of the assessment procedures. The students conveyed that they were very satisfied with the open manner in which the programme communicates with them about the assessment procedures and criteria. They experienced the assessments as objective, reliable and relevant to their development as spatial designers.

Achieved learning outcomes

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this part of the standard as **satisfactory**. According to the committee, the students of Corporeal, indeed, achieve the intended learning outcomes formulated by the programme. Students engage with the material, bodily and social dimensions of interior spaces and their projects convey a drive to deliver meaningful and explorative design solutions. The theses read by the committee were well written and of the required academic standard. The six alumni of the first cohorts (two graduated in 2013, four in 2014) of the programme are all employed within the professional field: they work for companies and studios and some have recently initiated their own design practices. That being said, the committee thinks there is room for improvement with regard to the critical dimension of the graduation projects. Given the ambitions of the programme, the committee would have liked to see a more thorough exploration of materialities, bodies and spaces as well as a deeper engagement with real social contexts. The results and products of the graduation projects seemed to be somewhat detached from the real world; though they were clearly the result of experimentation, the designs were not used as interventions in or as responses to real environments. According to the committee, the design questions addressed in the theses and graduation projects could be strengthened if students positioned themselves more explicitly in relation to specific theoretical frameworks, design practices and real social contexts. The assessment committee is of the opinion that a more critical, challenging attitude could help students to arrive at more innovative results with far-reaching implications.

Attachments

Attachment 1 Assessment committee

This form is produced in accordance with NVAO standards.

II. Overzicht panelleden

Naam (inclusief tituluur)	Rol (voorzitter / lid / student-lid)	Domeindeskundige (ja / nee)
Ir R.S. Kloosterman	voorzitter	nee
M. Bader	Lid	Ja
J.D. Geipel	Lid	Ja
Dr K.M. Havik	Lid	Ja
T.T.D. Schouten BSc	Student	Nee

III Secretaris/Coördinator

Naam (inclusief tituluur)	Gecertificeerd d.d.	
Dr J.M. Batteau	2012	

IV Korte functiebeschrijving van de panelleden (1 regel)

1	René Kloosterman frequently chairs assessments
2	Markus Bader is an architect in Berlin and associate professor at several renowned (applied) universities
3	Jan Geipel is Dean & Professor at HEAD University of Art and Design, Geneva
4	Klaske Havik is researcher and associate professor at the TU Delft
5	Thirza Schouten is a masterstudent at the EUR

V Overzicht deskundigheden binnen panel¹

Deskundigheid	De deskundigheid blijkt uit:
a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied	De heer Bader is een associate professor in Kassel, Düsseldorf en Praag. De heer Geipel bekleedt vele internationale functies als adviseur en bestuurder in het domein Mevrouw Havik is onderzoeker op het gebied van nieuwe methoden voor analyse en design
b. internationale deskundigheid	De heer Bader is werkzaam in Berlijn als architect en verbonden aan diverse internationale universiteiten en hogescholen De heer Geipel is Dean & Professor at HEAD University of Art and Design, Geneva. Tot en met 2009 was hij hoofd educatie bij het Danish Architecture Center / Copenhagen, Denmark Mevrouw Havik is als architect en als schrijfster actief in heel Europa
c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld	De heer Bader is werkzaam in Berlijn als architect De heer Geipel werkte onder andere voor het Danish Architecture Center / Copenhagen, en Vitra te Basel

¹ N.B. De secretaris is GEEN panellid

	Mevrouw Havik is als architect en als schrijfster actief in Europa
d. recente ervaring met het geven of ontwikkelen van onderwijs op het desbetreffende opleidingsniveau (bachelor of master) en oriëntatie (hbo of wo) alsmede deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) ²	<p>De heer Bader is verbonden aan diverse internationale universiteiten en hogescholen</p> <p>De heer Geipel is Dean & Professor at HEAD University of Art and Design, Geneva</p> <p>Mevrouw Havik is als docent en coördinator verbonden aan de TU Delft, waar zij verantwoordelijk is (ontwikkelen, uitvoeren en toetsen) voor ontwerpstudio's en inhoudelijke vakken. Verder is ze actief in het opzetten van een leergang Methods & Analysis</p> <p>Mevrouw Schouten is ervaren beoordelaar van scripties en andere student-eindwerken</p>
e. visitatie- of auditdeskundigheid	<p>De heer Kloosterman voert met regelmaat visitaties uit</p> <p>Mevrouw Schouten voert met regelmaat visitaties uit en treedt op als projectcoördinator bij AeQui</p>
f. studentgebonden deskundigheid	Mevrouw Schouten studeert M Gezondheidswetenschappen aan de EUR

² Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Attachment 2 Programme of the assessment

Day 1, 21 September 2015

Het Nieuwe Instituut
Museumpark 25
3015 CB Rotterdam

- 8.30-9:00 Arrival of panel
- 9:00-11:00 Preparations panel
- 11.00-12.45 1st Presentation (not public – only director and one or two persons involved with the programme will be present)
- Three Programmes Master Interior Architecture
Intention: *get to know each other and profiling the programmes*. Note: first day of the accreditation process is for ‘scanning’. The panel will visit each programme the following days. At that moment the questioning by the panel will go more in depth about statements and choices made.
1. Corporeal, ArtEZ Arnhem/Zwolle by Eric de Leeuw and *Ingrid van Zanten* (course directors)
 2. Studio for Immediate Spaces, Sandberg Instituut, Amsterdam by *Anne Holtrop* (course director)
 3. Inside, KABK, The Hague by Hans Venhuizen (course director describes the programme and shows examples of work done by students and former students).
- 12.45-13.45 Lunchmeeting (panel only)
- 14.00-17.00 2nd presentation (semi-public, invited are a limited number of staff, tutors and students)
- The context of the programmes: relevant national and international developments in Interior Architecture. Each course director has invited a guest speaker to give a presentation on one of the three themes. This is followed by a moderated discussion between, speakers, panel and audience.
1. 14.05 – on Community - *Francesco Messori*
 2. 14.40 – on Autonomy - *Mark Pimlott*
 3. 15.15 – on Responsibility - *Kristian Koreman and/or Ira Koers*
- Each speaker delivers a 20 minute talk, moderator *Bert van Meggelen* asks questions for about 5 minutes, the panel is invited to ask questions for about 10 minutes.
- 15.50-16.00 Break
- 16.00-17.00 Public discussion, moderated by *Bert van Meggelen*, between the panel and the speakers.
Intention: the discussion is about developments in Interior Architecture. The set-up is not for discussing how the programmes relate to these. This is a subject for the second day of the visit of the panel.
- 17.00-18.00 Drinks (the panel can join or retreat for deliberations)

Day 2, 22 September 2015

ArtEZ Academie van Bouwkunst
 Onderlangs 9
 6812 CE Arnhem
 R2.14, Rietveld Building

- 09.00 – 9.30** **Arrival of assessment panel**
 René Kloosterman (chairman) Klaske Havik, Markus Bader, Jan Geipel, Thirza Schouten-Poot,
 Jesseka Bateau (secretary)
- 9.30 – 10.15** **Programme management**
Introduction, purpose and program of the site visit
 Ko Jacobs, Ingrid van Zanten, Eric de Leeuw
- 10.30 – 11.15** **Alumni**
*Connection programme and professional field, examination and intended learning
 Outcomes.*
 Robert van Middendorp, Sahar Jaber, Marleen Garstenveld, Daphne van Rosmalen
- 11.30 – 12.00** **Examining board**
Assessment policy, learning outcomes
 Ton Lamers, Gerd Jan Oud, Marie-Leen Ryckaert
- 12.00 – 13.30** **Lunch**
*Internal meeting, show case and open consultation for students and staff to
 exchange thoughts with committee*
- 13.30 - 14.30** **Teaching staff**
*Intended learning outcomes, programme, examining, quality of staff, selection of
 students*
 Marie-Leen Ryckaert, Irene Müller, Eric de Leeuw, Helen de Leur
- 14.45 – 15.45** **Students**
Programme, testing, quality of staff
 Debbie van Dijk, Suzanne Overbeek, Arco Hollander, Aaltsje Venema
- 15.45 – 16.15** **Additional research**
- 16.15 – 17.15** **Internal meeting of the committee (formulating conclusions)**
- 17.15 – 17.45** **Feedback of findings and conclusions**
- 17.45** **Drinks, end of visitation day 2**

Attachment 3 Quantitative data

Quantitative data regarding the programme

Voor NVAO

Tabel 1: Rendement

Cohort	2011	2012	2013
Rendement	33%	57 %	71%

2. Teacher -student ratio achieved: 1:8

Teacher quality: three of the four (75%) core teachers has a master's degree.

3. Average amount of face-to-face instruction per stage of the study programme:

First year: 18 hours a week

Second year: 20 hours a week

Attachment 4 Final qualifications

ArtEZ Master Interior Architecture core competencies

Researching and designing ability.

- The student is able to develop an original idea and artistic vision into a concept for a space, and is able to realise this concept.
- The student develops professional knowledge, insight and skills based upon individual applied research.

Personal competencies

- The student is able to examine, analyse, interpret and evaluate his/her own work and that of others.
- The student is able to further develop and deepen his/her own craftsmanship, personal interpretation of the professional situation, and creative talents.

Professional competencies and professional attitude

- The student is able to create and maintain an inspiring and functioning personal professional situation.
- The student is able to make connections between his/her own work and that of others, and between his/her work and the public.
- The student is able, in the context of a collaborative effort in a local, national or international context, to actively participate in the realisation of a product or process.
- The student is able to acquire and interpret assignments, present and explain his/her work in an effective manner, and negotiate with clients and other concerned parties.

Attachment 5 Overview of the programme

Overview curriculum Corporeal

	<u>Reflective Thesis</u>	<u>Social Case Study</u>	<u>Bodily Studios</u>	<u>Reflective Intervision</u>
Semester 1	4	8	16	1
Semester 2	8	8	13	2
Semester 3	12	10	10	3
Semester 4			23	2
Total	24 EC	26 EC	62 EC	8 EC

Attachment 6 Documents

- Critical reflection
- Description curriculum components
- Evaluation forms
- Matrix of curriculum components and competencies
- Relation Dublin Descriptors to competencies
- Overview CV's staff, tutors and guest tutors
- Minutes of the meetings with the professional field committee
- Overview of extended network and partners of the programme
- Examples of Case Studies and Studios
- Examples study plans of students
- Course and examination regulations;
- Results student- and alumni questionnaires;
- Literature used within the programmes;
- Programme overviews and descriptions of the modules;
- Electronic Learning Environment;
- Assessment procedures of the programmes;
- Criteria for admission candidates;
- Final projects + theses:
 - 2013
 - 1514409
 - 1500771

 - 2014
 - 1515743
 - 1502309
 - 1518101
 - 1503016

 - 2015
 - 1505893
 - 1505594
 - 1516568
 - 1512530
 - 1510884

Attachment 7 Declarations of independence

Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the masterprogrammes Interior Architecture, at ArtEZ, Royal Academy of Art and Sandberg Institute.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insolar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: 

Full name: MARKUS DABER

Place: ROTTERDAM

Date: 21.09.15

Declaration of independence and confidentiality
Prior to the assessment

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- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insolar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: 

Full name: R.S. Kloosbergen

Place: ROTTERDAM

Date: 21 Sept 2015

Declaration of independence and confidentiality
Prior to the assessment

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- being acquainted with the NVAO code of conduct



Signature:

JAN DORSTRIK GEIPEL

Full name:

ROTTERDAM

Place:

21. SEPT 2015

Date:

Declaration of independence and confidentiality
Prior to the assessment

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- being acquainted with the NVAO code of conduct



Signature:

TTD Schouten-Poot

Full name:

Rotterdam

Place:

21 september 2015

Date:

Declaration of independence and confidentiality
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- being acquainted with the NVAO code of conduct

Signature:

Full name:

Jesse de Battean

Place:

Rotterdam

Date:

21-9-2015

Declaration of independence and confidentiality
Prior to the assessment

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- being acquainted with the NVAO code of conduct

Signature:

Full name:

Claude Maria Hamik

Place:

Rotterdam

Date:

21/9/2015