


M Interior Architecture Royal Academy of Art (KABK)

*Report of the limited programme assessment
21 and 24 September 2015*

Utrecht, The Netherlands
October 2015
www.AeQui.nl
Assessment Agency for higher Education

 *This document is best printed in duplex.*

Summary

On 21 and 24 September 2015 an assessment committee of AeQui has performed an assessment of the masterprogramme Interior Architecture. The overall judgement of the committee regarding the quality of the programme is **excellent**.

The Royal Academy of Art (KABK) in The Hague offers the Interior Architecture master's programme, also known as 'INSIDE'. The programme is a two-year, full-time programme of 120 EC. It is set-up to address urgent questions and developments in society, both within the Netherlands and abroad. The motto of the INSIDE programme, 'Design for the Real World', calls attention to the mission of the programme to ground spatial design in a wide-ranging exploration of social, cultural, political, historical, economic and material contexts.

Intended learning outcomes

The assessment committee qualifies the intended learning outcomes as **excellent**. The goals and competencies of the programme are excellently aligned with, and even exceed, the (inter)national qualifications for a Master of Interior Architecture. The programme is unique in its strong social engagement and its stress on the responsibility of the spatial designer/architect to take the dynamics and complexities of real interior spaces and their users as a starting point for the design process. The committee thinks that the philosophy and expectations of the programme are highly relevant, precise and ambitious, conveying a strong focus on research, context and the phases of the design process.

Because the course structurally involves practicing artists and designers in the curriculum, INSIDE is able to respond swiftly to new developments and issues in the field. According to the committee, the course stands out as an excellent example for other master's programmes of interior architecture at an international level.

Teaching-learning environment

The assessment committee qualifies the teaching-learning environment as **excellent**. The two-year programme offers students four semesters in which they attend three intensive studios addressing different aspects of the profession, participate in separate courses on spatial contexts, skills and theory. Undertaking trips to relevant sites, and effectively making use of the summer break between year 1 and 2, are integral and characterising part of the programme. At the same time, each student follows his/her individual study trajectory, which culminates in the graduation project and thesis. In this manner, INSIDE is able to support students in their development towards responsible and socially engaged designers with a deep

insight in the multidimensional complexities of existing spaces and who are able to offer sustainable design solutions for present and future users. The committee is very impressed by the manner in which the programme translates its sophisticated starting point into an international environment of synergy, creative energy and productive collaboration.

The tutors and guest tutors are highly qualified as interior architects, architects and artists, all of whom are active in the professional field. Therefore, education takes place partly through professional practice and is well anchored in the real world; during the course students already forge qualitative networks and learn to successfully navigate the different phases of the design process. The assessment committee judges the programme to be challenging and inspiring, achieving its goals through a thoughtful design of the curriculum and its ability to create a culture of feedback and quick implementation.

Assessment

The committee qualifies the assessment system of the programme as **good**. The validity and reliability of the assessments is due to the structural use of evaluation criteria derived from the programme's intended qualifications, which figure as an objective frame of reference during formal and informal assessments. For the formal reviews in the second year (green light review and final graduation) the programme involves external examiners from the professional field to evaluate the work. Assessments in the programme are also used to receive feedback from external examiners on the relevance and objectivity of the assessment criteria. Students are informed of the assessment procedures in various ways and at relevant moments in the programme and the examination committee functions in an adequate manner, with one external committee member and an independent

chairman. The assessment committee observes that the programme has a very good feedback system in place, which is precise as well as flexible and open to change when necessary.

Achieved learning outcomes

The assessment committee qualifies the achieved learning outcomes as **excellent**. The committee is very impressed with results of the programme. The level of the graduates – as demonstrated in the graduation projects and theses – is very high: they are able to produce innovative, extensively researched and excellently executed spatial designs. The theses and graduation projects of these students show themselves to be innovative, socially engaged and extensively researched design solutions which take into account the dynamics and complexities of real spaces and their users. The students' participation in the programme has clearly enhanced their ability to

think and design from an independent position while also incorporating the unique philosophy of INSIDE into their practice. Also, the course's high starting level, the intensive personal supervision and the small scale enhance its success rate. Graduates and students of the programme are awarded prizes and are able to establish themselves as independent designers in the professional field.

Recommendation

With regard to the intake of students, the committee thinks that the programme could more explicitly compose a team that intensifies productive and creative interaction between different positions, international backgrounds and working methods. At present the intake is conducted via Skype and the selection is primarily based on the quality of the portfolios of the candidates and the degree to which they share the philosophy and approach of INSIDE.

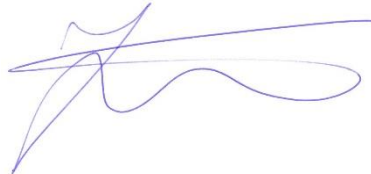
All four standards of the NVAO assessment framework are assessed positively and hence the assessment committee awards a positive recommendation for the accreditation of the programme.

On behalf of the entire committee,

Utrecht, October 2015



René Kloosterman MSc
Chair



Jesseka Batteau PhD
Secretary

Table of contents

Summary.....	3
Table of contents.....	5
Colophon.....	6
Introduction.....	7
1. Intended learning outcomes.....	9
2. Teaching-learning environment.....	12
3. Assessment.....	19
4. Achieved learning outcomes.....	22
Attachments.....	23
Attachment 1 Assessment committee.....	24
Attachment 2 Program of the assessment.....	26
Attachment 3 Quantitative data.....	26
Attachment 4 Final qualifications.....	29
Attachment 5 Overview of the programme.....	29
Attachment 6 Documents.....	30
Attachment 7 Declarations of independence.....	32

Colophon

Institute and programme

Royal Academy of Art (KABK)
Prinsessegracht 4
2514 AN The Hague
+31 70 315 47 77
Status institution: publicly funded
Result of institutional assessment: positive

Programme: Master Interior Architecture
Level: HBO Master
Number of credits: 120 EC
Nomenclature: MA in Interior Architecture
Location: The Hague
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 of KABK: M. Schoenmakers
Director of the programme: H. Venhuizen
Official responsible for quality assurance at KABK: I. Serail

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
AeQui VBI
Vlindersingel 220
3544 VM Utrecht, The Netherlands
+31 30 87 820 87
www.AeQui.nl

Introduction

The Royal Academy of Art (KABK) in The Hague offers seven bachelor's courses in Autonomous Fine Art and Design and four master's courses (Type and Media, Interior Architecture, ArtScience and Artistic Research – the latter two in co-operation with the Royal Conservatoire) as well as a post graduate course in Industrial Design, various preparatory programmes and a PhD programme in cooperation with Leiden University. Together with the Royal Conservatoire (KC), KABK constitutes the University of the Arts in The Hague. KABK aims to prepare students to become self-aware artists and designers who make a significant contribution to their discipline and to society with their passion, profundity and experimental attitude. The Interior Architecture master's programme, also known as 'INSIDE', was launched in 2011 and aims to educate independent and knowledgeable interior architects and designers who are able to develop sustainable solutions through intensive research of the social, political and material environments in which they create their designs.

The institute

The KABK is the oldest Academy in the Netherlands, its history reaching back to the founding of the Academy of the Pictura artists' brotherhood in 1682. In 1839, the Academy moved to a building on the Prinsessegracht, the present location of the Academy. In the 1980s, KABK and the Royal Conservatory merged into one and became the Academy of Fine Arts, Music and Dance, now known as the University of the Arts in the Hague.

The KABK building was renovated in 2000 to make room for all the arts and design courses of the Academy. In 2001, the University of the Arts and Leiden University took the initiative to found a new collaborative Academy of Creative and Performing Arts. At this academy, the institutes develop and share research programmes and new study methods. It is the first formalised cooperation between a university and an art institute in the Netherlands. Students of the University of the Arts and Leiden University have the opportunity to study at each other's institutions during their study trajectories.

The KABK focuses on the individual, creative talent of its students, seeking to strengthen their innovative abilities and to support them in developing a professional and inquisitive attitude.

The programme

The master's programme, INSIDE, is a two-year, full-time programme of 120 EC. It is set up to address urgent questions and developments in society both within the Netherlands and abroad. The motto of the INSIDE programme, 'Design for the Real World', calls attention to the mission of the programme to ground

spatial design in a wide-ranging exploration of social, cultural, political, historical, economic and material contexts. It subscribes to the views of designer Victor Papanek, who developed a practice aimed at useful and sustainable design through a self-conscious reflection on the designer's position and responsibilities within society.

The content of INSIDE changes each year; it is based on a socially relevant theme and takes the problems and issues encountered by actual users of real spaces and interiors as its starting point. In the previous academic year (2014-2015), the overall theme was 'controlled space': the programme investigated and explored the ways in which public space is subjected to mechanisms and strategies of control.

The core of the programme comprises studio work. Students take part in three studios (INTER, URBAN and SPACE) which together account for about 40% of the programme's study load. In the studios, students follow the entire process of a research and design project: orientation, research, analysis, concept development, design, presentation and evaluation. Various aspects of the design process are explored in four parallel programmes: Flows, Theory, Skills and Travel. In the Flows programme, students explore the various dynamic dimensions of a spatial context. The theory programme supports and trains students in developing and articulating a position within the field of interior architecture. In the Skills programme, students acquire experience in materials and techniques in technical workshops. Finally, the Travel programme allows students to observe and reflect on the discipline, cultural phenomena and social topics by visiting relevant sites and spaces.

Since its launch, INSIDE has admitted 6 to 13 students per year with a total of just under 20 attending students per academic year. The majority of students

have an international background and in many cases the theme of their graduation project is derived from their country of origin. The programme staff consists of the head of the course, a course coordinator/mentor and 7 core tutors. In addition, the programme structurally involves a variety of guest teachers in its curriculum.

The assessment

The Royal Academy of Art in the Hague 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. A preparatory meeting with representatives of the programme took place in anticipation of the assessment; during this meeting, the programme and AeQui exchanged the necessary information and established the dates and programme of the site-visit.

The assessment was carried out according to the itinerary presented in attachment 2. One student made use of the opportunity for open consultation. 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.

1. Intended learning outcomes

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

Explanation: As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **excellent**. The goals and competencies of the programme are excellently aligned with, and even exceed, the (inter)national qualifications for a Master in Interior Architecture. The programme is unique in its strong social engagement and its stress on the responsibility of the spatial designer/architect to take the dynamics and complexities of real interior spaces and their users as the starting point for the design process. The committee thinks that the philosophy and expectations of the programme are highly relevant, precise and ambitious, conveying a strong focus on research, context and the phases of the design process.

The intended learning outcomes are kept up to date in various ways, via formal and informal student and alumni evaluations, the consultation of external experts and the maintenance of an extensive network of high profile institutes and actors in the professional field. Because the course structurally involves practicing artists and designers in the curriculum, INSIDE is able to respond swiftly to new developments and issues in the field. According to the committee, the course stands out as an excellent example for other master's programmes in interior architecture at international level.

Links with professional practice

The assessment committee judges that the orientation of the programme is highly relevant for the professional field in its aim to support and coach students in becoming responsible designers who engage with the complexities and multidimensionality (social, cultural, historical, economical, etc) of real spaces and who take the needs of present and future users into account in their design proposals. According to the committee, the profile of INSIDE is informed by highly relevant questions about the discipline and a wish to deliver autonomous spatial designers who are able to respond to urgent questions and challenges in the field and society at large. The programme's philosophy conveys a stronger position in relation to other programmes with its focus on social engagement and context. The starting point of the programme is complex and ambitious, yet very clearly formulated.

The name of the course, INSIDE, conveys how it wishes to position itself in relation to other programmes in the professional and educational field.

INSIDE aims to support and coach students in becoming responsible designers who engage with the complexities and multidimensionality (social, cultural, historical, economical, etc) of real spaces and who take the needs of present and future users into account in their design proposals.

The interior designer and architect work with spaces where people interact most directly; they are on the 'inside'. These spaces are not necessarily restricted to private and/or small scale spaces. INSIDE's definition of interior space is broad and inclusive: interior spaces can be found on different scales, be determined by very different kinds of physical boundaries and can include spaces in the private as well as in the public domain. The notion of the 'inside' also applies to the attitude and methods of INSIDE's approach. As noted in the introduction, the programme was in-

spired by the views of designer Victor Papanek, who developed a practice aimed at sustainable and socially responsible design. According to INSIDE, Papanek's ideas are still very relevant for the contemporary professional field. It offers a philosophy and methodology to tackle urgent social developments, such as the emergence of large-scale interiors,

the changing relation between private and public space and the growing need for sustainable environments and social cohesion. At INSIDE, interior architects must fully engage with society and develop a keen awareness of the social, economic and technological changes taking place. They must be able to shape and modify the relation between space, users

and context and must be able to connect these to the 'outside' as well. In this way, students at INSIDE learn how to become independent, professional designers who are critical, knowledgeable and able to anticipate the social consequences of their work.

Up to date

The assessment committee has been able to observe that the programme is very successful in keeping its intended learning outcomes up to date and aligned with developments in the field. Because of the structural involvement of a wide array of (guest) tutors who are active in the professional field, the master's programme is able to flexibly respond to relevant developments in the profession. The programme also verifies whether its intended learning outcomes meet the requirements of the professional field through regular consultations with representatives of the profession as well as structural student evaluations at predetermined moments in the course.

The programme has redefined and sharpened its goals since its launch in 2011. From the start, INSIDE has based its competences on those listed in the National Professional and Education profile *Ruimte voor Verdieping* (2008), which stipulates the national qualifications for a master's and bachelor's programmes in interior architecture. The programme has involved its tutors, all of whom are practicing designers, artists and/or interior architects, in the formulation and further development of its learning outcomes from the onset. It makes sure to review the intended learning outcomes and assessment criteria during every assessment. Tutors and external examiners review the outcomes and criteria in relation to their own professional practice and the work done by students in the studio projects, the theory programme and skills courses. Once a year, INSIDE presents its learning outcomes to an independent professional field committee. Recommendations are incorporated into the learning outcomes after first being tested on a number of semester and graduation assessments.

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, that if they wish to register, must have completed a two-year,

master's programme followed by an additional two years of officially recognised professional experience before they can be registered in the national Architectenregister. This law came into effect on January 1, 2015. Following this amendment, KABK participated in the national consultation platform ('Platform Interieur Architectuur'), consisting of various stakeholder organisations for interior architecture: the Dutch Association of Interior Architects, the study programmes of Interior Architecture, the Netherlands Association for Universities of Applied Sciences and the Architects Registration Bureau. Together with the other participating institutes and partners, KABK was involved in the formulation of an education programme profile for the new Interior Architecture Master programmes.

The modification of the entry-level qualifications specified in the Architect Title Act implies that some competencies must be acquired during a professional traineeship after the completion of the master's course. This pertains in particular to knowledge and skills of project management and design realization in the *Dutch* context. INSIDE has revised its learning outcomes in such a way that these specific competencies (project management and design realization) are assessed according to the location and context of the project, whether this be in the Netherlands or abroad. Since the majority of INSIDE students come from abroad and will most likely find employment in their countries of origin, the programme chooses not to zoom in on the specifics of the Dutch context but rather to teach students methods and approaches through which they can successfully navigate design projects in any given cultural and social context. Additionally, the programme explicitly positions the interior architect as an initiator and entrepreneur in spatial design, thus expanding on the profile formulated in the Register of Architects, which positions the interior architect/designer primarily as someone who is hired to execute a particular public service.

Concrete

The competences of the programme have been organized into five learning outcomes. The five learning outcomes are a translation of the programme's profile characteristics and correspond to the competencies described in the National Professional and Educational Profile (2008), the Dutch Register of Architects entrance criteria and the Dublin Descriptors:

1. Research

2. Design
3. Development
4. Presentation
5. Position

These learning outcomes have been specified in 15 assessment criteria, which are a part of the Review Form that INSIDE uses in its semester and final assessments. (For an overview of the specifications of these learning outcomes, see Attachment 4). The assessment committee was presented with an overview of the relation between the competencies and the national and international criteria for interior architects and has established that the intended learning outcomes and assessment criteria are clear, precise and an excellent translation of the programme's profile and the (inter)national educational requirements.

Dublin Descriptors

To ensure that the level of the programme meets international standards, the final qualifications have been compared with 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 are fully aligned with the international standard of intended learning outcomes for a master's degree in interior architecture.

2. Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes..

Explanation: The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the teaching-learning environment as **excellent**. The two-year programme offers students four semesters, during which they attend three intensive studios that address different aspects of the profession, participate in separate courses on spatial contexts, skills and theory. At the same time, each student follows his/her individual study trajectory, which culminates in the graduation project and thesis. Travel is an important and productive component of the programme: students make trips to relevant sites and use the summer break between year 1 and 2 to do research for their graduation project. In this manner, INSIDE is able to support students in their development as responsible and socially engaged designers with deep insight into the multidimensional complexities of existing spaces as well as able to offer sustainable design solutions for present and future users. The committee is very impressed by the manner in which the programme translates its sophisticated starting point into an international environment of synergy, creative energy and productive collaboration.

The tutors and guest tutors are highly qualified as interior architects, architects and artists and are all active in the professional field. Therefore, education takes place partly through professional practice and is well anchored in the real world. During the course, students already forge qualitative networks and learn to successfully navigate the different phases of the design process. The committee applauds the strong cohesion between students and tutors as well as the good balance found between tutorship and more open guidance of the individual learning trajectories of the students. The small scale, intensive studios and strong sense of community allow for a very safe and supportive environment in which students can receive coaching when needed and function as each other's fellow critics. The assessment committee judges that the programme is challenging and inspiring, achieving its goals through a thoughtful design of the curriculum and its ability to create a culture of feedback and quick implementation. The KABK building offers satisfactory workspaces and workshops for the realisation of the curriculum.

Programme covers the learning outcomes

According to the assessment committee, the programme enables students to fully realise the intended learning qualifications. The committee qualifies the programme as an excellently designed and challenging curriculum in which each component addresses different aspects of the profession while also assuring that students are able to integrate different skills and competencies through their individual and collaborative projects. The committee highly values the structure and content of the studios, which are tutored by practicing spatial designers and involve projects that are situated in the real world with real clients and existing spatial contexts. In this way, the curriculum is fully anchored in real life. The committee is also very positive about the 'Flows' and 'Travel' course components in the curriculum, which are unique in their approach to interior design, as a practice engaged with the multidimensional dynamics of existing spaces. The committee thinks that the course has succeeded in integrating reflection, production and exploration in a highly effective manner. Theory and research

form an integral component of the curriculum as well, and help students incorporate critical thinking and analytical skills in their design practices.

The INSIDE course is structured in a similar way to a research and design office. The Studios form the backbone of the curriculum. Students are allotted eight weeks (comparable to a competition submission) or eighteen weeks (comparable to a regular commission) for the main projects in the Studios. Specific aspects of the design process are explored in depth in four parallel programmes: Flows, Theory, Skills and Travel. Specialist tutors supervise these four programmes. During the first three semesters, these facets of research and design practice are offered as separate course components, whereas in the final semester these aspects are integrated into the individual graduation work of the students.

INSIDE's first semester begins with an intensive four-week introduction period, which is followed by two, eight-week Studios. After a two-week introduction, the second semester centres on one, long, eighteen-

week Studio and offers students more scope to explore the project in depth. In the second year, INSIDE students are expected to explore their personal interests and work on their graduation projects. Students no longer participate in Studio projects but rather are supervised by one of the Studio tutors. This tutor supervises the preparation and execution of the project and determines the conditions for the student's individual graduation project, which is based on the learning outcomes and their own professional experience.

Studios

The programme offers three types of Studios (INTER, SPACE and URBAN), each of which examines a spatial context undergoing change from another perspective. The alternation of approaches is organized in such a way that a student can participate in three types of Studios per year. In the Studios, students work on a concrete project under the supervision of a renowned designer or team assembled by this designer. The studio tutor in consultation with the head of the course determines the project assignment. The project can be purely academic in character, or it may be directly related to current projects within the tutor's private practice. Each Studio covers all phases of a project from research to analysis and concept development to design and presentation.

Studio INTER is based on people and their engagement with their immediate surroundings and focuses on the perspective of the space's user. Studio URBAN departs from the wider urban context and zooms in on 'interior space'. Studio SPACE takes the design of architectural space that can be immediately perceived as its starting point.

Flows

In the Flows module, students are taught to look at the world as a collection of flows rather than as a collection of isolated phenomena. Materials, energy, people, resources, etc. are not separate from each other but rather are interconnected and subject to complex processes of transformation. One flow can easily be both the residue of one system and a resource for another: demolition materials become building materials, waste heat is a source of energy, vacant buildings become community centres and the elderly become educators. Flows-based design as practised by INSIDE positions itself as a holistic design approach that embraces many ecological and social design methods. The flows approach gives designers

a framework for understanding the social and economic dimensions of space, while also leaving them room to explore and discover their own methods of intervention.

Theory and research

The Theory programme at INSIDE combines theory and research skills, providing a theoretical framework for students' Studio assignments, which all deal with specific contexts and requirements. During the two-year course, students acquire tools to link theory, critical reflection and analysis to their design process. To achieve this, the programme uses different learning tools: reading and analysing key texts, actively participating in discussions about the profession, writing texts about specific subjects, presenting research and personal insights, formulating observations, conducting interviews, visiting museums, exhibitions and lectures, studying and discussing important films and videos and exploring developments in other professional fields.

At INSIDE, research is understood as a deepening of insight and knowledge, strengthening research skills, and, ultimately, developing an individual research approach. The aim is to stimulate students to develop their own observations, reflections and analyses into a well-grounded approach that they can then apply to their own design practice.

The theory programme aims to create an intellectual climate in which students can prepare for their role as designers in the best way possible, where they will have to draw on their expertise and power of conviction in the public domain in order to convince others that their design is the most appropriate solution for a particular problem.

The research trajectory culminates in the thesis: a text (or film) in combination with visual material.

Skills

In the Skills programme, students train specialised competences and techniques that enable them to carry out projects for the Studios more proficiently. Since INSIDE has a broad approach regarding the role of the interior architect in the field, it is aware that a two-year course is too short to impart knowledge about all the materials, techniques, skills, rules, regulations and organizational forms that the student will encounter later in his/her professional practice. Instead, the Skills programme is aimed at insight. Students are made aware of the skills that they might need and trained to find strategies and methods to

acquire and implement these skills themselves. In the third semester during the Graduation studio, graduating students are given the task of organizing their own Skills workshop. The students formulate a research question based on their own graduation project, and other students can become involved in the workshop to explore and develop this particular skill. Examples of previous Skills workshops offered by the programme are: Presenting/portfolio, Data visualisation, Modelling, Reuse 1 to 1, Photography, Gamification, Research by entering, Graphic design, What is a concept?, Pioneer sculpture, Climate and other installations, Research methods, Controlled space, Acoustics, Audiovisual narratives and Domesticating non-building structures.

Travel

The purpose of the Travel programme is to challenge students to observe and be curious about existing spaces. It is about honing and developing their intuitions as designers. Students travel to different cities and locations in both the Netherlands and abroad and learn to observe an environment from their own perspective. In the third semester, the students are asked to organize one Travel day for their fellow students. This day encompasses a chain of experiences that represents, illustrates or questions the individual fascinations and points of departure of the various graduation projects.

Up to date

The assessment committee judges that the programme succeeds in maintaining the relevancy and outward orientation of its curriculum. It does so in various manners, firstly through the involvement of practitioners from the field who determine the content of the studios and skills programmes according to current issues and interests in the field. They also incorporate their own projects in the studio work, thus ensuring that the students are in direct contact with real assignments, clients and work environments. Furthermore, the programme maintains a structural feedback system, involving students, tutors and guest tutors, in the ongoing evaluation of the course. The head of the programme regularly conducts progress evaluations with the students to monitor their development but also to hear how they are experiencing the programme. Each year the programme decides on a new theme for the curriculum, which addresses an urgent issue in the field, discipline

and/or society at large, thus ensuring that it remains flexible and open to developments relevant to the discipline. The assessment committee judges that the programme has a very good feedback system in place and is able to respond swiftly and effectively to input from students and tutors. In this sense, it has developed a highly successful growth model for the future, according to the committee.

The INSIDE studio tutors determine the content of the research and skills classes in consultation with the head of the course. Studio tutors alternate with one another and incorporate their own projects in the Studio that they supervise. Studios are structured around projects related to current themes. Projects can be academic in character or relate directly to current projects at the tutor's practice. Invitations from clients, institutions and sister universities can also lead to a studio project. The introductory month at the start of every academic year focuses on an annual theme that addresses a relevant issue in the field and/or society. During the past four years, INSIDE has had the following themes: Food, Office Vacancy, the Retail Street and Controlled Space.

Structure of the programme

The assessment committee is very positive about the structure and didactic concept of the programme. It believes that INSIDE is very successful at enabling the students to develop a responsible, socially engaged and independent design practice in which they can apply their own methods and approaches. Students are offered a challenging and inspiring learning environment in which they fully engage with existing spaces and users and learn to master the different phases of the design process.

The committee applauds the manner in which the programme has found a balance between tutorship and a more open guidance of the students' projects and learning trajectories. The shift from a more formatted curriculum in year 1 to a more open-ended structure in year 2, in which students must develop their own projects, is very ambitious and a strong, emancipating step for the students, according to the committee. They are impressed with the fact that the programme manages this in a very successful manner. Furthermore, the committee also appreciates the balance that the programme has found between individual and collaborative projects and initiatives as well as the manner in which the summer holiday has

been incorporated into the programme as a research period for the students.

INSIDE's didactic concept is based on several principles. First of all, it fosters an environment in which tutors and students form a strong community that mirrors the character of the discipline and professional field. Second, the course is designed to start with the exploration of the different dimensions of the designer's practice and ends with independent work in the professional field. Students, thus, are allowed a lot of responsibility and room to determine their own trajectory during the course. The course is also explicitly aimed at integrating theoretical reflection into the design process and at strengthening the professional role and position of the student.

Furthermore, education at INSIDE takes place in situations that closely resemble professional practice and continually engages with the discipline, field and social context.

INSIDE incorporates various teaching forms and learning contexts, stressing the importance of collaboration and group work for the individual development of each student. Teaching forms include: lectures, exchanges with professionals, study of source material, discussions, presentations, written assignments, data visualisation, individual work reviews and discussions, reviews of group work, learning by teaching, workshops, visits to design studios, sites, exhibitions and blogging and posting.

Coherence

The assessment committee concludes that the programme is exceptionally coherent in the execution of its goals and ambitions. Not only is it able to integrate the intended learning outcomes through the programme structure and components but it has also succeeded in creating an environment where staff, guest tutors and students form a productive and inspiring cohesive community. The students and staff the committee spoke to all subscribed to the overall goals of the programme, and clarified how the programme forges strong cohesion between students and tutors with different backgrounds and nationalities. In addition, the programme's curriculum is highly coherent through the connections it creates between the different programme components, each of which addresses the five learning outcomes from a particular angle. The students explained how the Flows, Theory, Skills and Travel components were designed in

such a way that it contributed to their Studio projects. Similarly, the tutors of the various programme components were aware of the relation between their own courses and the rest of the curriculum.

The Studio tutors fine-tune the content and organization of their projects with both the head of the course and the tutors responsible for Theory, Flows, Skills and Travel components. In the Flows programme, students conduct a study of the 'flows' of a particular Studio project. In the Theory programme, students write a thesis to accompany their Studio project. The Skills programme strengthens certain skills needed for studio work. The Travel programme trains students to observe and distil important information from a site. The parallel programmes end well before the completion of the Studio project so that students can devote all of their attention to completing the Studio work. At the end of the semester, the Studio results are presented; and, in the collective assessment, all separate assessments from the parallel programme are brought together in one 'final semester review'.

Feasible

Though the INSIDE programme is demanding with approximately 22 contact hours in the first year as well as an intensive individual trajectory in the second year (with around 4 contact hours), students considered it to be feasible. Students are selected for the quality of their work, independence and the degree to which they can cope in the professional field. Therefore, candidates are well equipped for dealing with the pressures of the programme. Additionally, the coaching that students receive from the tutors and each other, the strong sense of community and the attentiveness of the head of the programme to the experiences of the students ensures that students are able to successfully cope with the workload and meet the requirements of the programme.

The semester schedule of INSIDE is based on one hundred days of learning spread out over twenty weeks. This workload closely resembles that of a professional (interior) architecture practice and is good preparation for the future profession of the students. Nevertheless, in response to repeated feedback that the timing of workload was too intense due to a clustering of deadlines at the end of the semesters, some

changes have been made to lighten the students' workload.

Since its launch, the INSIDE course was organized in the following manner: the first part of the week is devoted to research and skills classes, the latter part to Studio work. Wednesdays are devoted to extracurricular activities. Assessment of the various programmes takes place during the midterm week and at the end of the semester.

However, since the start of the academic year 2014-2015, this programming only applies to the middle part of the first and second semester (the third and fourth semesters do not have a preconceived schedule). In this part of the semester, the research and skills classes relate directly to the Studio projects. The rest of the parallel programme components (Flows, Theory, Skills and Travel) are offered in an intensive introductory period each semester and conclude more than four (semester 1) to eight (semester 2) weeks before the end of the semester so that students can fully concentrate on completing their studio projects. With this restructuring of the course, the programme was able to improve its feasibility for students without affecting its coherence and overall study load.

The students and alumni that the assessment committee spoke to were very positive about the programme, and indicated that even though the workload was high they were able to successfully navigate the programme thanks to the accessibility and dedication of the head and tutors as well as the overall responsiveness of the programme to their needs. There are very few dropouts, and if a student stops (for data see appendix 3), this is often for personal reasons and not because of the level or structure of the programme itself.

Coaching

In the conversations the committee had with students and alumni, it became clear that the students are very satisfied with the manner in which they are coached. The tutors and head are regularly available for questions and consultation, and the students appreciate the different approaches and expertise of the tutors involved, making it possible to consult each of them on specific topics. The assessment committee is very positive about the manner in which INSIDE coaches its students. The small scale ensures that

there is open communication between tutors and students; moreover, the cultivation of an ongoing dialogue creates an environment in which students and tutors are free to criticize and receive criticism. The committee was impressed by how the programme pushes the students to transform their personal fascinations into socially relevant design practices.

The head of the programme, in particular, is very active in monitoring the experiences and progress of the students. He conducts progress evaluations and speaks to students during the Skills and Travel programmes as well as when they are working on their projects in the studio spaces at INSIDE. Students are offered advice and support related to any problems concerning study progress, housing, health, authorities, language or more personal issues. During the graduation trajectory, the head is responsible for procedural matters but also acts as a coach for the graduating students.

Students can also contact the KABK student counselor or study advisor if they wish to discuss a problem with someone unrelated to the course.

Intake

The quality of the incoming students is high, according to the assessment committee. The students consciously choose the approach of the programme and have very good design skills. The committee does think that with the expected increase in the number of incoming students, the programme could do more to compose a team that intensifies productive and creative interaction between different positions, international backgrounds and working methods. Currently, the intake is done via Skype and the Internet; and, the selection is primarily based on the quality of the portfolio rather than on what the student might add specifically to the team as a whole.

INSIDE receives an average of sixty applications per academic year. About half of the applicants are from European countries, a small number from North and South America and the rest come from Asia. The number of Dutch students is not very high at present. Almost all prospective students who apply to INSIDE have obtained a bachelor's degree in interior architecture or a comparable spatial design discipline, such as architecture, design of public space or architectural design. Some students with backgrounds in music, film or social sciences have also applied to INSIDE.

An aptitude for spatial design is an important criterion in deciding whether or not to admit such students.

Prospective students submit their applications with a portfolio of design work and a letter of motivation. An admissions committee, made up of the head of the course (chairman), the design tutor, the theory programme tutor, the Flows programme tutor and the course coordinator (secretary), processes the applications. The application can be assessed if at least three members are present, provided that they include the head and a design tutor. The programme organises three admission rounds: one after 1 March, one after 1 May and one after 1 June. Applications received later and candidates scouted in other ways are assessed in direct consultation rounds by at least three committee members.

The members of the admissions committee assess the applications according to the quality of the applicant's spatial design and presentations skills, his/her motivation for studying at INSIDE and an affinity with the INSIDE approach. Applicants must have the following characteristics:

1. Authorship: displays a uniquely original approach/design/theory/position/ position/awareness in the work;
2. Socially Responsibility: displays interest in social issues in the work;
3. People: views the design context from the perspective of the user.

After the provisional admission, a Skype meeting is held between the prospective student and the INSIDE coordinator to determine, among other issues, the level of English language proficiency. If it is sufficient for communication within the course, a positive advice for admission is given to the director of the Academy, who is ultimately responsible for the admission.

Teaching staff

According to the assessment committee, the programme's tutors and guest tutors are highly qualified and form a motivated and engaged team. All are practicing artists and designers as well as experienced educators. The committee observes that the tutors and guest tutors are able to inspire, support and challenge the students, deploying different strategies and approaches.

INSIDE is managed by the programme head (2 days a week) and a coordinator (2 days a week). The programme employs seven tutors for the Studios and other programme components. The total number of teaching staff amounts to 2,1 fte. In addition, the programme involves a variety of guest lecturers throughout the year, with a total of 0,13 fte. 85% of the tutors has a master's degree.

The programme primarily works with a pool of alternating tutors who have professional practices that mirror the INSIDE profile. Each academic year, the programme selects tutors who are the most capable of leading a particular Studio, supervising graduating students, leading Skills workshops, holding lectures or contributing to INSIDE in other ways. The tutors of the Theory and Flows programmes are affiliated with INSIDE for a longer period and, together with the head, the studio practice tutor and the course coordinator, form the core staff of the department.

The Studio tutors alternate with one another and determine what role they fulfil in each academic year. They can also assemble a team of specialists from their offices to tutor the students on specific components of the semester project. Other INSIDE tutors and the students themselves can also make suggestions for potential tutors.

Facilities

The assessment committee observes that the facilities of the INSIDE programme are adequate and enable the students to follow the programme. There is a large studio room available for the students as they work on their projects, and they can make use of the many workshops available at KABK.

From the start, INSIDE has had its own studio space for lectures, tutoring and other educational work. Students can access their own work area from 8am until 10pm. There is a WiFi network available throughout the whole school. Students conduct their research and design work in the studio space and make models as well as other presentation objects. In April 2015, INSIDE was relocated to a workspace that was specifically acquired and refurbished for the programme. The 235 m² space was previously a discotheque and is accessible from the KABK buildings. Since students generally work on their own laptops, INSIDE does not provide computers. KABK does, however, provide an extensive computer workplace

where students have access to specific computer programmes and can print material in various sizes. Additionally, INSIDE students can utilize the large number of study areas and studios at KABK. They can also follow KABK courses to improve their skills without any extra fees. Workshops at KABK include: textile

and fashion, wood, metal, 3D printing lab, plastic materials, ceramics, graphic techniques, photography, printing, a darkroom and digital darkroom, a multimedia centre and a facility where students can acquire materials.

3. Assessment

The programme has an adequate assessment system in place

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the assessment system of the programme as **good**. The validity and reliability of the assessments is due to the structural use of evaluation criteria derived from the programme's intended qualifications, which acts as an objective frame of reference during formal and informal assessments. For the formal reviews in the second year (green light review and final graduation), the programme involves external examiners from the professional field to evaluate the work. Assessments for the programme are also used to receive feedback from external examiners on the relevance and objectivity of the assessment criteria. Students are informed about the assessment procedures in various ways and at relevant moments in the programme. The examination committee functions adequately with one external committee member and an independent chairman. The assessment committee observes that the programme has a very good feedback system in place, which is precise as well as flexible and open to change when necessary.

Valid and reliable

The assessment committee observes that the programme's assessments are valid and, indeed, objectively measure the intended learning outcomes as formulated by the programme. The programme achieves this by using the formulated qualifications as a guideline for all formal and informal assessments, by deploying a standardized Review Form for the assessment feedback and by involving external examiners in the formal assessments. The validity and reliability of the assessment procedures and methods are also guaranteed through the feedback of external examiners during formal assessments. According to the committee, the assessment procedures are very precise and function well.

INSIDE tutors provide verbal and written feedback to students at various moments throughout the course. At the end of each semester, the various evaluations of the programme components (studios, skills, theory, flows, travel) are combined into one, single review. The tutors formulate a collective assessment based on the criteria specified on the Review Form. All reviews are written down in a report and sent to the students. The Review Form consists of a translation of the competences according to the assessment criteria directly linked to the students' work. The form provides a structure for the assessment meeting and can also act as a 'calculation form' to arrive at a general assessment of the student.

First year

At the end of the **first semester**, all tutors involved in the semester combine their individual assessments into one collective semester assessment, which is expressed in an overview of study credits obtained and a general mark for overall performance. A student who finishes the first semester with an unsatisfactory mark for the general assessment or an insufficient number of study credits (fewer than 30) is still eligible to start the second semester. The consequences of this failed assessment and additional requirements for the second semester assessment are also specified in the report.

The assessment of the **second semester** focuses on the Studio project. Again, the semester tutors combine their individual assessments into one, collective assessment. The collective assessment evaluates the five, main competencies and these marks are motivated in writing with references to the appended individual assessments for each category. As in the first semester, the collective assessment ends with a written overview of the study credits obtained and a general mark for overall performance. The report also includes the assessment committee's evaluation of the student's progress as well as the tutor's opinion regarding whether or not the student is able to start his/her graduation project in the second year.

If a student is not admitted to the second year of the course, they are eligible to repeat the first year. During such an eventuality, any study credits obtained are no longer valid at INSIDE.

Second year: graduation

First review: half-way through the third semester, students must present their graduation proposals to

the graduation committee, which is composed of the department head (chairman), the Studio tutor supervising the student and the Theory and Flows tutors. The committee discusses the proposals with the students and assesses the feasibility of the proposals, using the Review Form as a framework for evaluation. The students can continue with their graduation projects, regardless of the content of the recommendations in the report.

Second review: the procedure is identical to the first review, only this second review marks the end of the third semester. The students receive 30 EC on the basis of this review.

Third review: this takes place half-way through the fourth semester and follows the same procedure as reviews 1 and 2.

Green Light Review: five weeks before the final Graduation Review, students present an overview of their graduation projects as well as the results of their Thesis and Flows research. This time, an external examiner joins the graduation committee for the assessment. Sometimes, other INSIDE tutors are also added to the committee. The Green Light Review serves as a final preview of the Final Graduation Review. The committee decides whether or not it thinks the student will be able to execute his/her graduation project in a satisfactory manner. The committee discusses the graduation project with the student and assesses the projects according to specified criteria. Receiving a green light for graduation means that if the student follows the recommendations given by the committee he/she will pass the final examination. If the committee has serious reservations, the student might have to fulfil extra requirements. In this case, the committee gives the student an Orange Light.

If the committee does not think the student will reach a satisfactory level for graduation, the student receives a Red Light. Students who receive an Orange or Red Light are allowed to take part in the Final Graduation Review knowing that they may fail the review. Only in the case of a 'No Show' will a student receive a report marked 'fail'. Such a student is disqualified from participating in the final examination.

Final Graduation

At the final review of the programme, the graduation committee assesses the work of the student in relation to the required qualifications of the programme. As with the Green Light Review, an external examiner

is also a part of the graduation committee and other tutors from INSIDE may also be involved. During this review, students present a complete overview of their graduation projects. The committee discusses the projects with the student and assesses the projects according to specified criteria in the Review Form. Each of the five, main criteria (research, design, development, presentation and position) is given a mark between 4 and 10. The five marks lead to an overall mark for the whole graduation project. Except in event of a tie, the head has no voting rights. In this case, the chairman casts the decisive vote.

Within a week of the Final Graduation Review, the student receives the committee's comments in a report. If a student does not pass the review, he/she meets with the head of INSIDE to discuss the possibility of a resit of the graduation.

The graduation exhibition opens two weeks after the final review in the studio space of INSIDE at KABK. For the exhibition, students can seek advice from an invited curator. The graduation work is also presented in an INSIDE publication that the graduates have compiled with first-year students.

Examination committee

The assessment committee met with members and secretary of the examination committee of KABK. It judges that this committee functions well and is active in the monitoring of the quality of the assessment system. The committee consists of an independent chairman, a formal secretary (also the person responsible for quality assurance at KABK) and representatives of the different programmes within the University of the Arts at the Hague.

The committee covers all study programmes of KABK. It has nine seats with right to vote for members representing different programmes of KABK, one external member with right to vote from outside KABK, and a non-voting formal secretary. One of the members is elected chairman. The committee assembles on a regular basis to discuss the proceedings of the assessments and examination and their alignment with the education and examination regulations (OER). Members visit assessments on a sample basis in order to verify the quality of the assessments. The examination committee takes all formal decisions on the examination results and requests for exemptions, as well in case of any irregular proceedings during the assessments.

Transparent

The assessment committee concludes that the assessment system of the programme is transparent and clear for students and staff. The assessment policy and methods are formulated in formal documents, accessible on paper and online and act as subjects of discussion during student evaluations each semester. The students indicated to the assessment committee that they felt that the formal and informal evaluations are relevant, objective and transparent. In their experience, the programme's assessment system really helps them to develop into spatial designers who can have an impact on society. They were also positive

about the open manner in which the programme reflects on its own assessment procedures. One student had complaints about the crediting system. He had passed some of the programme components, but failed both the exam and the resit of the first year. The student had not been aware that if he failed the first-year assessment, he would lose all previous credits. The assessment committee understands the crediting system from the viewpoint of integrative testing. However, it would like to encourage the programme to evaluate the distribution of credits within the semesters and make sure that all students are informed about the procedures and philosophy of the crediting system.

4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved..

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the achieved learning outcomes as **excellent**. The committee is very impressed with results of the programme. The level of the graduates – as demonstrated in the graduation projects and theses – is very high. They are able to produce innovative, extensively researched and excellently executed spatial designs. Their participation in the programme has clearly enhanced their ability to think and design from an independent position while also incorporating the unique philosophy of INSIDE into their practice. Also, the course's high starting level, the intensive personal supervision and the small scale enhance its success rate. Graduates and students of the programme are awarded prizes and are able to establish themselves as independent designers in the professional field.

Achieved learning outcomes

The assessment committee has been able to conclude that the achieved learning outcomes of the programme are of a very high standard. The assessment committee reviewed all the theses and graduation projects from the past three academic years. The theses and graduation projects of these students are innovative, socially engaged and extensively researched design solutions that take the dynamics and complexities of real spaces and their users into account. Both the theses and graduation projects display excellent theoretical and practical skills and demonstrate that graduates of INSIDE are fully equipped to inhabit a position in the professional field.

So far, thirteen students have graduated from INSIDE. Four of the first nine graduates have found work at research and design offices. Three alumni combine freelance work at architecture offices with the establishment of their own, private offices. Two alumni

opened their own offices immediately after graduation and/or combine this with teaching positions in design education. The other four were still in the process of graduation when this report was written. The majority of INSIDE alumni have found employment or have succeeded in creating work for themselves in the field of spatial design. Importantly, the students' design work, whether as freelance designers or employed at a design office, is closely aligned with their approaches and methods displayed in the master's course.

The assessment committee was very impressed by the level of reflection and confidence of the graduates and alumni it spoke to during the visit. They were articulate and spoke from different positions and perspectives, while also clarifying how the programme had supported them in developing a design practice that was fully anchored in social reality. As one student put it: 'I know I can design, but now I know why I design.'

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 Mevrouw Havik is als architect en als schrijfster actief in Europa

¹ N.B. De secretaris is GEEN panellid

<p>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>	<p>De heer Bader is verbonden aan diverse internationale universiteiten en hogescholen De heer Geipel is Dean & Professor at HEAD University of Art and Design, Geneva Mevrouw Havik is als docent en coördinator verbonden aan de TU Delft, waar zij verantwoordelijk is (ontwikkelen, uitvoeren en toetsen) voor ontwerpatelier en inhoudelijke vakken. Verder is ze actief in het opzetten van een leergang Methods & Analysis Mevrouw Schouten is ervaren beoordelaar van scripties en andere student-eindwerken.</p>
<p>e. visitatie- of auditdeskundigheid</p>	<p>De heer Kloosterman voert met regelmaat visitaties uit Mevrouw Schouten voert met regelmaat visitaties uit en treedt op als projectcoördinator bij AeQui</p>
<p>f. studentgebonden deskundigheid</p>	<p>Mevrouw Schouten studeert M Gezondheidswetenschappen aan de EUR</p>

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 | <p>1st Presentation (not public – only director and one or two persons involved with the programme will be present)</p> <p>Three Programmes Master Interior Architecture
Intention: <i>get to know each other and profiling the programmes</i>. 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.</p> <ol style="list-style-type: none">1. Corporeal, ArtEZ Arnhem/Zwolle by Eric de Leeuw and <i>Ingrid van Zanten</i> (course directors)2. Studio for Immediate Spaces, Sandberg Instituut, Amsterdam by <i>Anne Holtrop</i> (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 | <p>2nd presentation (semi-public, invited are a limited number of staff, tutors and students)</p> <p>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.</p> <ol style="list-style-type: none">1. 14.05 – on Community - <i>Francesco Messori</i>2. 14.40 – on Autonomy - <i>Mark Pimlott</i>3. 15.15 – on Responsibility - <i>Kristian Koreman and/or Ira Koers</i> <p>Each speaker delivers a 20 minute talk, moderator <i>Bert van Meggelen</i> asks questions for about 5 minutes, the panel is invited to ask questions for about 10 minutes.</p> |
| 15.50-16.00 | Break |
| 16.00-17.00 | <p>Public discussion, moderated by <i>Bert van Meggelen</i>, 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.</p> |
| 17.00-18.00 | Drinks (the panel can join or retreat for deliberations) |

Day 2, 24 September 2015

Royal Academy of Art
Prinsessegracht 4
2514 AN The Hague

- 9.00** **Panel arrives at Royal Academy of Art**
René Kloosterman (chairman) Klaske Havik, Markus Bader, Jan Geipel, Thirza Schouten-Poot, Jesseka Bateau (secretary)
- 9.00-9.30** **Panel preparation/discussion**
- 9.30-10.15** **Meeting panel with management**
Marieke Schoenmakers, director Royal Academy;
Hans Venhuizen, Head Master Interior Architecture (INSIDE)
- 10.15-10.30** **Break**
- 10.30-11.30** **Meeting panel with tutors**
Leeke Reinders (TU Delft), skills tutor 'observing'; Anne Hoogewoning, tutor theory
Eline Strijkers (DroepelStrijkers), tutor Studio; Lizanne Dirx (Superuse Studios), tutor Flows
Aser Giménez Ortega (MVRDV), tutor Studio
- 11.30-11.45** **Break**
- 11.45-12.30** **Meeting panel with members of examination committee**
Ernst Bergmans (member); Enno Voorhorst (external member); Iskander Serail (non voting secretary)
- 12.30-13.30** **Lunch break panel and open consulting hour**
One student made use of the consultation opportunity.
- 13.30-14.30** **Meeting panel with students**
Sisi Li; Camilla Casiccia; Elena Conrad; Yuiko Yokota; Hegiasri Hutaries
- 14.30-14.45** **Break**
- 14.45-15.30** **Meeting panel with alumni**
Jillian Chen (graduated July 2015); Emilija Juodyte (graduated July 2015); Roy Yin (graduated Aug 2014); Ni Nan (graduated July 2014);
Including exhibition of Elide Mozzorecchi and Zacharias Antoniadis (both graduated July 2015)
- 15.30-16.45** **Final discussion and conclusions**
- 16.45-17.00** **Feedback from panel to representatives INSIDE**
- 17.00-17.15** **General feedback from panel to representatives INSIDE, ArtEZ and Gerrit Rietveldacademie**
- 17.15** **Closing and informal drinks**

Attachment 3 Quantitative data

Quantitative data regarding the programme

1. Data on intake, transfers and graduates:

Cohort	Intake	Drop-out 1 st year	Drop-out 2 nd year	Diploma in 2 years	Diploma in 3 years
2011-2012	6	3 (50%)	0 (0%)	2 (33,3%)	1 (16,7%)
2012-2013	13	5 (38,5%)	2 (15,4%)	6 (46,2%)	0 (0%)
2013-2014	7	3 (42,9%)	0 (0%)	4 (57,1%)	0 (0%)
2014-2015	10	-	n.a.	n.a.	n.a.

2. Teacher -student ratio achieved:

In the academic year 2014-2015, the teacher-student ratio was 2,1 teaching staff for 14 students, i.e. 1 fte per 6,56 students.

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

First year: an average of 22 contact hours a week

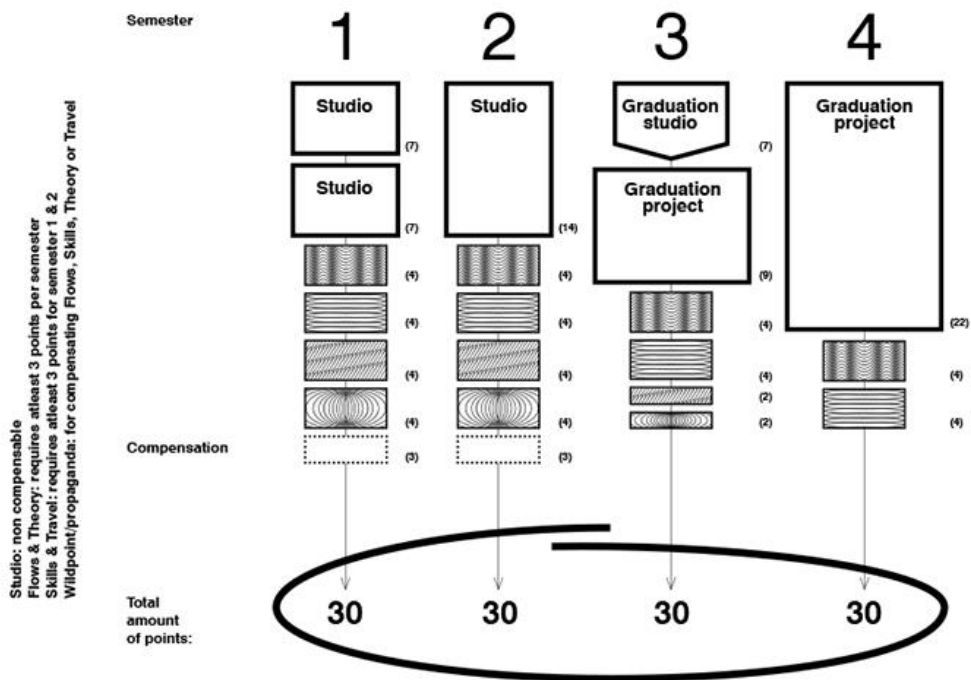
Second year: an average of 4 contact hours a week. Students follow an intensive individual study trajectory in which they organise their supervision themselves.

Attachment 4 Final qualifications

1. **Research: quality of the research of the project:**
 - is able to observe, research and analyse spatial situations from a perspective of the user of these situations;
 - is able to establish and interpret spatial situations that can be improved by steering through a spatial designer;
 - is able to include relevant knowledge in the analysis in a structured way;
 - is able to translate the research results in a spatial design by doing research by design;
 - is able to compose a THESIS with a good organization of thoughts, use of the english language, credibility of the statements, presentation graphic and verbal;
2. **Design: quality of the spatial design of the project:**
 - is able to translate the research results in a spatial design by doing design by research;
 - is able to create designs that are renewing, surprising and convincing from all relevant perspectives, be it human, artistic, spatial, sustainable, financial, legal, functional, etc; is able to determine and include the knowledge, materials and skills needed to realize the developed spatial design;
3. **Development: the ability to organize, cooperate, learn and grow during the project:**
 - is able to further develop and broaden their vision and abilities, as well as their work and method of working in a manner that is appropriate to them and that is related to their discipline;
 - is able to establish and maintain an inspirational and functional work situation, both for themselves and for others;
 - is able to gather (experts in) needed skills around the project and/or work in groups with complementing skills;
4. **Presentation: the quality of the graphic, verbal and spatial presentation:**
 - is able to present the observation, analysis, concept, design and personal position in a consistant, communicative, surprising and convincing way, verbally, imaginative as well as in writing to colleagues, clients and an audience.
5. **Position: can the student convincingly position him/herself in the 'real world' and that of spatial design:**
 - takes a clear and personal position in the analysed situation and through that in the world of spatial design, possesses vision on the role and position of their discipline in society;
 - is aware of the societal environment and can relate their workand opinions to that of others and to developments within a cultural and societal context;
 - is aware of what is happening in 'the Real World' in transition from the urban scale down to the urban interior shows the ability to act in the world of spatial change design as an initiator and entrepreneur.

Attachment 5 Overview of the programme

In the 2015 — 16 academic year, INSIDE employs the following credits system, per semester:



Attachment 6 Documents

- Critical reflection
- Description curriculum components
- Evaluation criteria in Review Form
- Matrix of curriculum components and competencies
- Relation Dublin Descriptors, National professional and educational profile and entrance criteria in Dutch Register of Architects to intended qualifications
- Overview CV's staff, tutors and guest tutors
- Examples of results Studios + Flows, Skills, Theory and Travel courses.
- Course and examination regulations;
- Literature used within the programmes;
- Programme study guide and descriptions of the modules;
- Semester overview
- Assessment procedures of the programmes;
- Criteria for admission candidates;
- Student final works:

Graduation year	Student number
2013	3009734
2013	3015777
2014	3015615
2014	3021440
2014	3018474
2014	3018504
2014	3018512
2014	3020290
2014	3017915
2015	3036812
2015	3038149
2015	3038130
2015	3037584

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

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: R.S. Kloosbergen

Place: ROTTERDAM

Date: 21 Sept 2015

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, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- 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

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, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- 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
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, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
 - being acquainted with the NVAO code of conduct

Signature:



Full name:

Jesse de Batteau

Place:

Rotterdam

Date:

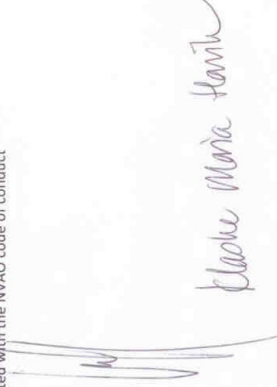
21-9-2015

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, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
 - being acquainted with the NVAO code of conduct

Signature:



Full name:

Claude Maria Hamik

Place:

Rotterdam

Date:

21/9/2015