Amsterdam Academy of Architecture

Employers brochure

Table of contents

Foreword

The Academy of Architecture in Amsterdam has a unique educational model: Students work four days per week and they study at the Academy in the evenings and on Fridays. After four years, they can obtain their Master's title. At that time, they may immediately register in the Architects' Register *(Architectenregister)* as an architect, urban designer or landscape architect.

You are an employer of a student at the Academy of Architecture or are considering employing a student. As an employer, you are partly responsible in the educational model of the Academy for the training of young professional. In this brochure, we will inform you about the educational model of the Academy and we will specify what that means for you as employer and for the student.

In addition to the official website (www.academyofarchitecture.nl), the Amsterdam Academy of Architecture also has a digital platform for the professional experience: www.avbwerkt. nl (in Dutch). You can download the external curriculum of the Academy of Architecture there, place vacancies for our students and you can view the profiles of students who are offering their services as employees.

Should you still have any questions after reading this brochure or the external curriculum, you are kindly invited to contact me.

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How did the educational model of the Academy arise?

As an educational institution that combines practice and theory, the Amsterdam Academy of Architecture has a respectable history: our educational model is more than 100 years old. In this paragraph, you will find a short history of the origins and the development of our educational model.

The establishment of the Academy of Architecture

The study programme came into existence more than 100 years ago as a counterpart, linked to the professional practice, to the technical-theoretical architecture programme of the University of Technology *(Technische Universiteit)*.

In 1908, Willem Kromhout and other prominent members of the Dutch architectural society *Architectura et Amicitia* (A et A) established the *afdeling Voortgezet en Hooger Bouwkunst Onderricht* (Further and Higher Architectural Education department, VHBO) of the *Rijksakademie van Beeldende Kunsten* (National Academy of Visual Arts). At that time, Amsterdam had already had to do without a reputable architecture study programme for almost 40 years, after the architecture department was transferred from the *Koninklijke Academie van Beeldende Kunsten* (Royal Academy of

Fine Arts, now known as the *Rijksakademie van Beeldende Kunsten*) to the Polytechnic School (now Delft University of Technology) around 1870.

The aim of the VHBO tied in with that of A et A and has not changed since then: teaching each other about architecture. The teachers were, and still are, designers themselves and students acquire practical experience during the training, so that a fusion of theory and practice is created. This educational model still serves as the basis for the Architecture, Urbanism and Landscape Architecture study programmes at the Amsterdam Academy of Architecture.

The origins of the external curriculum

In 2001, Jo Coenen paid a visit to all Master's programmes in Architecture as chairman of the assessment committee. He was an advocate of an explicit and pedagogically formulated curriculum for the

practical component of the Academies of Architecture. Up until then, the practical component was not yet formulated as a separate curriculum.

The academies subsequently wrote a curriculum for the practical component together. In 2004, the External Curriculum memorandum was submitted to Chief Government Architect Jo Coenen, after which the academies started working with the newly formulated curriculum.

In 2007, an assessment committee, commissioned by Chief Government Architect Mels Crouwel, assessed the execution and the realised final level of the external curriculum.

The outcome stated that students of the Academies of Architecture can justifiably register themselves in the Register of Architects and meet the basic qualifications recorded in the *Nadere Regeling* (Further Regulations), part of the Architects' Title Act (*Wet op de architectentitel*).

Revision of the Architects' Title Act

In 2011, the Architects' Title Act was amended. Each student of Architecture, Urbanism, Landscape Architecture and Interior Architecture who graduates in the Netherlands as of 1 January 2015 may only register in the Architects' Register (*Architectenregister*) after completing a two-year professional traineeship (*beroepservaringsperiode, BEP*).

The Architects Registration Bureau (*Bureau Architectenregister*) has adopted and laid down rules and regulations for this

two-year professional traineeship in close consultation with the professional groups in the Professional Traineeship Regulation (*Regeling Beroepservaringperiode, 2012*).

In the case of graduates from the Academies of Architecture who have already gained professional experience during their studies, the Act provides for a possibility of exemption: the Architects Registration Bureau may grant academies exemption from the two-year professional traineeship. One condition, however, is that the external curriculum of the academies is comparable to what the Professional Traineeship Regulation (*Regeling Beroepservaringperiode*) requires in terms of content and structure.

This was the reason for the Academies of Architecture to reformulate the external curriculum, partly in consultation with the Architects Registration Bureau, in such a way that the structure and content became comparable to the statutory requirements of the BEP. The exit qualifications of the Professional Traineeship Regulation formed the framework when reformulating the external curriculum.

The result has been positive. In 2014, the Architects Registration Bureau granted exemption from the professional traineeship. The exemption applies to all students of the Amsterdam Academy of Architecture who started after 31 August 2014. A transitional arrangement also grants exemption to all students who started their study programme before 1 September 2014 and who graduated/will graduate in 2015 or later.

How is the educational model of the Academy structured?

Basic principles of concurrent education

The study programme at the Academy of Architecture is characterised by the interconnectedness of study and work in the professional practice.

– In the evening and on Fridays, the students attend lessons at the Academy of Architecture, for which they receive 30 credits each year.
– From Monday to Thursday, the students work at least 20 hours and a maximum of 32 hours in the professional practice. Students also receive 30 credits each year for this professional experience, in so far as this is relevant to the training to become an architect, urban planner or landscape architect.

We refer to the way in which study and professional experiences together form a fully-fledged study programme as the 'concurrent model'.

The term 'concurrent model' does not refer to concurrency between working and studying, but to practice and theory running parallel to each other, and to the interplay between them. In the past, many vocational training courses were organised according to the concurrent model. Most study programmes gradually switched to a serial model: first learning, and only then practice. Our model has therefore become the odd one out to a certain extent. It is noteworthy that interest in this educational model has increased worldwide in recent years.

The concurrent formula is essential to the training to become an architect, urban planner or landscape architect at the Academy of Architecture. Simultaneously studying and working in the field offers the student experience and learning opportunities essential to his professional formation. Through professional practice, students broaden and deepen the knowledge and skills acquired during the Bachelor's study programme and obtain knowledge and skills in aspects of the profession otherwise unachievable (or only indirectly) with an internal curriculum.

The combination of study and work also broadens the student's insight into their discipline and their own development, since the practical experience enables students to assess the relevance of the study and conversely the study offers students a critical view on the quality of their work and their working environment. Reflecting on both, the student is continually faced with a double question: 'How can my study benefit my professional practice and how can my professional practice benefit my study?' As a component of the study, this reflection leads to a concrete deepening of the professional formation of the individual student.

Finally, the simultaneity of work and study means that the development of the students is usually quick and intensive.

In the meantime, this interest in the entire professional group has been enshrined in the Architects' Title Act and as of 1 January 2015 professional experience is mandatory for registration in the register.

Self-management

Our guiding principle is that students are responsible themselves for their professional experience. That is a conscious choice. The Academy offers students a substantive framework, but within that framework they are personally responsible for the quality of their professional experience, their own development in the field and profession, and achieving an optimal interplay between their study and professional experience.

The Academy guarantees the quality through the testing and assessment of the professional experience.

What conditions does the working environment have to fulfil?

Manner of acquiring professional experience

The professional experience can be gained in (a combination of) three different ways:
1. *For an Architecture student:* working at an architectural firm or a properly comparable professional practice.
   For an Urbanism student: working at an urban planning agency or with an urban planning service.
   For a Landscape Architecture student: working at a landscape architecture firm or with a service where relevant landscape design work is carried out.
2. Work on a freelance basis for multiple employers within the discipline the student studies.
3. Combining the study with one's own practice or company is allowed under certain conditions.

Criteria for the work situation

Regardless of whether the student works as an employee, or on a freelance basis or has his own practice, the expectation with regard to the work situation is that:
– designs are made and realised, and that the student is actively supervised in his work activities by a at least one designer (the supervisor, the mentor, or the external mentor in the case of a personal practice);
– there is a stimulating and challenging work environment with sufficient conditions for the student to develop into an effective professional (designer);
– the infrastructure is of a sufficient quality: availability of professional literature, documentation on legislation and materials, possibility to discuss the profession etc.;
– it enables the student, in the course of the study, to be exposed to all parts of the process and to gain insight into the interrelationship between the various parts of the process: from the initiation stage and the various distinctive design phases up to completion.

Who is involved in the professional experience?

The student

The student is responsible for the content and progress of his/her professional practice, arranges a work situation that meets the requirements set by the study programme, ensures there is a fruitful interplay between professional experience and study, and is responsible for achieving the exit qualifications for the external curriculum.

The employer

The employer is partly responsible for the quality and the content of the profession and the professional practice. In light of this, the Academy address the employers on their shared responsibility for the education of starting professionals.

As an employer, you know that the Academy of Architecture sets conditions for the professional experience of its students and that you play an important role in creating the right conditions when it comes to the work, the working environment and working conditions of your employee, who is also a student of the Academy of Architecture.

As an employer, you provide a stimulating working environment and sufficient opportunities for personal development.

It is also in the employer's interest that an employee develops and exploits his/her opportunities, thus increasing his/her importance to the firm.

The working environment is also a learning environment. That is to say that you make it possible for the employee who is still studying to perform work that contributes to his/her development into an effective designer.

The Academy attaches great importance to you offering working conditions that enable the student to combine work and study. In order to achieve a good balance between study and work, we take a working week of at least 20 hours and a maximum of 32 hours as a basis. Fridays must always be available for education at the Academy.

You should discuss with the student, and on the initiative of the student, whether the nature of the work and the opportunities for development are in keeping with the programme requirements. You do this, for example, in the standard performance reviews and assessment interviews that you conduct as part of the personnel policy of your organisation.

The Academy of Architecture

The Academy formulates and guarantees the objective and the content of the external curriculum, which forms the framework within which the student designs his/her professional experience as part of the study programme, and formulates clear learning outcomes for the professional experience in this curriculum.

The Academy sets clear requirements for the content of the work and the work situation of the students.

The Academy provides satisfactory facilities, such as information, supervision, testing and assessment, in order to enable the student to make optimal use of the concurrent model.

If you have any questions, you can always contact our professional experience coordinator. He will also consult you directly – always in conjunction with a student – if that is necessary for the support and supervision of the student. This coordinator is primarily responsible for the professional experience within the Academy of Architecture.

The Academy supervises, tests and assesses the professional experience and the development of the student, in the interim period and at the end, by means of a valid and transparent manner of testing and assessment.

What does the student learn in practice?

The Academies of Architecture have specified eight professional qualifications in the external curriculum based on the exit qualifications of the Architects Registration Bureau and in consultation with the Architects Registration Bureau. These are the exit qualifications for the professional experience of our students. These eight professional qualifications are divided into four general professional qualifications related to the conduct of the student and four specific professional qualifications that are related to the domain of the student (architecture, urbanism and landscape architecture). On the next page you will find an overview of the eight professional qualifications:

General professional qualifications
(conduct)

1. Positioning
Argues one's own position, one's own functioning and choices with regards to design (design aspects, design project, profiling) and work (activities, business opportunities) in relation to:
– Position and developments within the occupational group/the discipline.
– The role and responsibilities of the architect / urban planner/ landscape architect.

2. Organising
Organises (one's own) work and design processes, works together effectively with colleagues, different beneficiaries, disciplines concerned and acts responsibly on the basis of one's insights into tactical, strategic and organisational aspects of business practice and the decision-making process

3. Interpersonal skills
Acts in professional practice situations with an awareness of social considerations and responsibilities, professional values/norms and judicial frameworks, and identifies tasks, opportunities or problems.

4. Communicating
Communicates in a convincing manner (visually, in writing and orally) to a diverse audience about his/her professional position, design approach, working method, research and/or design project.

Professional qualifications
(domain)

5. Enterprising
Recognises how assignments are determined, defined, initiated and/or acquired and organised professionally, contributes (as part of a team) to defining the assignment, feasibility research and drawing up project plans. Takes initiative to obtain (more) responsibility with regards to the organisation of the firm and/or project management.

6. Designing
Researches, analyses and defines functional and conceptual points of departure for the design and, creates the foundation for a design in a structure design or functional-spatial concept, and develops this into an integral final design and/or spatial advice.

7. Preparation realisation phase
Has a clear picture of the technical, financial, contractual and judicial aspects of the design, including the consequences for the realisation preparation phase, adequately applies these insights and can advise the client about it.

8. Supervision implementation and execution
Comprehends the aspects of implementation of the design, on the basis of which he/she manages the implementation and/or supervises it and checks the results.

How does the Academy assess the professional experience?

Students from the Academy of Architecture work on the development of eight professional qualifications at your firm or service (see the previous paragraph of this brochure). In this paragraph, you will find information about the way in which the Academy assesses the student during his/her professional experience.

Reporting and assessment

The student keeps a record of the work that he/she performs, and reports in writing and orally on the quantity and quality of his/her professional experience. This reporting is an important instrument for the Academy of Architecture in order to assess the nature of the practical work, the practical situation and the individual development of a student quantitatively and qualitatively.

Professionals from the field of the study programme concerned are brought in for the annual assessment of the professional experience. They jointly test and assess the practical situation of the individual student based on the practice documents that the student has compiled and a discussion with the student. They record this assessment in an assessment form. Moreover, the assessors give the student advice for the continuation of the study programme.

In addition to this assessment of the professional experience, the student also submits his/her practice documents during the final annual review of the student's academic record, where the development of the student in terms of both his/her study at the Academy and his/her professional experience, as well as their interconnection, is assessed.

Relationship with the external curriculum

Three levels of actions and learning outcomes are described in the above-mentioned professional qualifications. The actions are the activities that the student carries out in practice, the learning outcomes are the products that the student delivers in order to demonstrated that the professional qualifications have been acquired. The learning outcomes can be drawings, sketches, photos of scale models, photos and reports of meetings, etc.

On the basis of the learning outcomes, the qualifications which the student is working on will be tested and the level at which this is occurring will be assessed. The other qualifications will be taken into consideration in the assessment so that a comprehensive assessment arises. The phase which the study programme of the student concerned is in at that time will also be taken into consideration.

An assessment will also be made regarding whether, and at which level, the student has developed general insights during the entire study programme, whether the student can connect these insights with the career in the professional practice and if the student can specify how he/she wants to structure the further study in relation to his/her practice, which position will be elaborated on and which educational components or career steps tie in with that.

Quantitative reporting and assessment

The student will provide us with a practice form signed by you at the beginning of each academic year and when switching employer or when extending/renewing a contract. This form offers us insight into the quantitative aspects of the professional experience and includes the following details:

– type of organisation;
– size of organisation;
– memberships of organisation;
– start and end dates of employment;
– type of employment (indefinite period, fixed-term, freelance, etc.)
– quantitative scope of professional experience
– position;
– tasks;
– work activities;
– degree of independence;
– degree of supervision;
– name and information mentor.

Qualitative reporting and assessment

Every year, the student creates a collection of materials and documents that provide the student and the Academy with insight into the performance, the development that has been undergone, and the knowledge, insights and skills acquired (learning outcomes: 'proof of ability') in relation to the requirements of the study programme.

These practical documents include the following components:

– All practice forms from the academic year to be assessed. The student will provide

a practice form each year and for each employer with information about the workplace(s) that make a quantitative assessment of the professional experience possible.

— The assessment form from the previous academic year.

— An employer's statement. With this statement, you declare as an employer that the student has performed the work shown. You also declare with this statement that the material may be shown for the assessment of the professional experience within the context of the study at the Amsterdam Academy of Architecture. The projects shown will only be examined by the assessors, the professional experience coordinator and possibly the head of the department. We treat the information shown in the strictest confidence and do not share it with others.

— A curriculum vitae of the student. This gives general information about the student.

— An overview of all work that the student has performed in the academic year to be assessed, in which the following information is given:
  — the name of the project;

  — which (external) parties were involved in the project;
  — the role and responsibility of the student, specified per project and per phase;
  — an hourly time sheet per project;
  — any other information that is necessary in order to gain a clear picture of the development in the professional practice.

— In addition, the student documents more detailed information for a number of projects, which above all provides a qualitative insight into the work performed. From the information provided, both in text and images, it will become clear:
  — what the characteristics and (practical) details of the project are;
  — what the personal role, tasks and responsibilities of the student in the various processes of the project are;
  — in which phase(s) the work is performed;
  — which of the eight professional qualifications the work performed concerns.

— A practical report from the academic year to be assessed. This is a reflection of the professional experience, in which the student discusses the eight professional qualifications, his/her personal development, and the relationship between study and work. The student also maps out a personal development plan for the continuation of the study programmes, linked to his/her envisaged development in the professional practice.

— Information about the courses related to the professional experience. The Academy offers three compulsory practical modules of 7 to 8 sessions. In the second year, the students do a module entitled 'Presentation and Communication', in the third year 'Design and Management, and in the fourth year 'Design and Entrepreneurship'.

Operational levels of the eight professional qualifications

The way in which a student develops in practice will differ per individual. It is dependent on differing factors, such as the starting level, interests, effort and ambition of a student, but also the nature of the work, the quality of the working environment and the opportunities that are offered to a student. In order to monitor this development of students during the professional experience, 3 operational levels are described per professional qualification.

○   **Level 1 — Beginner**
○○   **Level 2 — Advanced**
○○○   **Level 3 — Qualified to start practising**

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- Specifies the role of the architect / urban planner / landscape architect in the process of designing and realising and the social expectations and obligations of the occupational group and makes a translation to one's own situation and ambitions at a basic level.

- Specifies the professional responsibilities (both formal and ethical) that the profession entails.

- Specifies design choices and design results of colleagues

- Specifies knowledge and insights of one's own discipline and related professional fields.

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- Shows oneself to be actively aware of developments and history of the profession, the social developments and consciously makes connections to one's own design work and professional practice.

- Analyses the professional responsibilities (both formal and ethical) that the profession entails.

- Analyses design choices and design results of colleagues and applies them in modified form to one's own design choices.

- Applies knowledge and insights of one's own discipline and related professional fields.

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- Demonstrates possessing accurate and adequate knowledge with regards to one's own discipline, the occupational field and related occupational fields, and can apply this knowledge adequately in reflecting upon one's own production, positioning and role in the professional practice.

- Analyses the professional responsibilities (both formal and ethical) that the profession entails.

- Actively analyses and evaluates one's own design choices, design results and oeuvre, as well as the conditions under which the design practice functions and can connect personal conclusions to it.

- Processes knowledge and insights of one's own discipline and related professional fields in one's own vision of the profession.

2.   Organising

Oversees one's own work and design processes. Within this context the student can:

- adequately prepare work activities, with some support and guidance, and efficiently execute them in a structured way.

- guard the progress and quality of his own work activities, with some support and guidance.

- point out problems and unexpected situations.

- coordinate his/her own work activities with those of direct colleagues within the firm or project team.

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Oversee his own work and design processes and those of direct colleagues within the firm and/or project team. Within this context the student can:

- almost independently plan work activities and (simple) projects in a realistic way (regarding content, finances, time).

- structure, coordinate and survey the progress and quality of his own work activities independently and the work activities of others with some guidance.

- anticipate and respond adequately to problems and unexpected situations.

- achieve adequate results in collaboration with colleagues and/or external parties.

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Independently take responsibility for the work process and the distinguishable phases and aspects within it. The student is also able to:

- independently plan projects in a realistic way, with regard to content, time and finances.

- independently structure, coordinate and survey the progress and quality of the work activities (both one's own work activities and those of others).

- implement effective decision-making in complex and unpredictable situations.

- effectively cooperate in design and realisation projects; in which various beneficiaries and disciplines are involved, safeguard the progress and give guidance where necessary.

3.   Interpersonal skills

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- Is aware of the social responsibilities connected to a design.

- Knows about the professional position of the architect / urban planner / landscape architect and the way in which values and norms are expressed in dealings with other parties.

- Outlines the judicial frameworks within which a design is developed, both in the design and realisation process.

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- Can name relevant social responsibilities and developments and relate them to the design (under development).

- Acts in accordance with the professional values and norms in dealings with other parties.

- Incorporates the relevant judicial frameworks in the development of the design and realisation process.

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- Names social responsibilities and developments in connection with and intertwined with the design.

- Conducts himself/herself in accordance with the values and norms of the professional role.

- Describes the complete judicial frameworks for the design (the student is working on), addresses and solves problems.

4. Communicating

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- Can broadly distinguish between main issues and matters of minor importance in the provision of information;
- Exhibits a basic awareness of the information requirements of different target groups.

- Consciously chooses means and techniques.

- Is broadly goal-oriented and efficient in the information transference.

- Demonstrates basic empathetic ability in dealings with other parties.

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- Demonstrates an adequate and relevant information selection;
- Attunes the information provision to the target group;
- (Jointly) prepares presentations;
- (Jointly) consults with various external parties.

- Deploys means and techniques adequately.

- Is goal-oriented and effective in the information transference.

- Demonstrates empathy in dealings with other parties.

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- The information selection is optimally attuned to the goal of the presentation;
- The information selection is optimally attuned to the target group;
- Present collaboratively or independently to various external parties;
- Consults independently with various external parties.

- Means and techniques are optimally and creatively deployed.

- Is goal-oriented, effective and convincing in the information transference.

- Demonstrates empathy in dealings with others, gives others the feeling of being heard without losing sight of one's own goal.

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5. Enterprising

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- Indicates by means of one's own (project) activities, the means and activities necessary to obtain/initiate assignments.

- Acknowledges and indicates which business frameworks are relevant to the (project) work activities the student is involved in.

- Makes an inventory of and analyses, partly under supervision, the wishes and ambitions of clients and stakeholders in simple assignments (in historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).

- Draws up a programme of requirements for smaller/simpler assignments under supervision.

Shows enterprising conduct within one's own work activities:
- Identifies opportunities and takes initiatives;
- Is innovative and is able to think 'out of the box';
- Takes risks and shows daring;
- Displays persuasiveness and perseverance.

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- Indicates the means and activities necessary to obtain/initiate assignments.

- Acknowledges and indicates which business frameworks are relevant to the projects student is involved in.

- Develops problem-solving approach independently (for smaller assignments) or in collaboration (larger/more complex assignments), on the basis of inventories and analyses of the wishes and ambitions of the client(s) and stakeholders (within historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).

- Draws up a programme of requirements independently (smaller assignment) or under supervision (larger or more complex assignments).

Shows enterprising conduct at the level of the projects the student is working on and his/her work situation:
- Identifies opportunities and takes initiatives;
- Is innovative and is able to think 'out of the box';
- Takes risks and shows daring;
- Displays persuasiveness and perseverance

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- Applies the means and activities necessary to obtain/initiate assignments.

- Knows which business agreements are relevant within the design practice and how these are entered into and laid down.

- Recommends on the basis of conducted feasibility research, the wishes and ambitions of clients and stakeholders - solution directions (in historical, social, cultural, spatial, ecological, technical, aesthetic, judicial and financial context).

- Comprehends the significance of a programme of requirements - with regards to ambitions, wishes/expectations and conditions - and the relationship with the design based on it;

Shows enterprising conduct within the company or workplace:
- Identifies opportunities and takes initiatives;
- Is innovative and is able to think 'out of the box';
- Takes risks and shows daring;
- Displays persuasiveness and perseverance.

6. Designing

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- Formulates an elementary spatial formulation of a problem.

- Translates points of departure and preconditions to the design.

- Recognises relevant design tools and relevant design techniques essential to the design question.

- Brings a sense of coherence, to a certain extent, to the different scale levels and design domains.

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- Formulates a spatial formulation of a problem using relevant analysis and/or research results.

- Applies the points of departure and the preconditions coherently to a design.

- Deploys appropriate design tools and design techniques to find a spatial solution.

- Brings a sense of coherence to the different scale levels and design domains.

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- Formulates a clear spatial formulation of a problem on the basis of targeted research prior to and during the design process.

- Applies complex points of departure and preconditions to a convincing design.

- Efficiently deploys design tools and design techniques for the spatial solution.

- Switches effectively between the scale levels and design domains.

7. Preparation realisation phase

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- Works under supervision on the realisation of the technical elaboration or the specified spatial advice on (parts of) a final design;

- Discovers and determines the different realisation of technical specifications necessary to establish a proper execution and communicates this internally;

- Indicates which process documents and/or permits are needed prior to the realisation of the design and how they are set up, employed and/or applied for;

- Specifies realisation costs and budget methodology and gains experience in the relationship between the budget and the overall financial consequences of the design proposals during all phases;

- Demonstrates knowledge of the different ways of contracting and procurement, including the relevant laws and regulations;

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- Works independently on the realisation of the technical elaboration or the specified spatial advice of (parts of) a simple final design or on a more complex final design under supervision;

- Integrates advice of experts in the field of physics, installation technology and (fire) safety;

- Advises on simple designs independently on the realisation of technical specifications or on more complex designs under supervision;

- Indicates which process documents and/or permits are needed prior to the realisation of the design and how they are set up, employed and/or applied for and applies this under supervision;

- Demonstrates knowledge of realisation costs and budget methodology through one's own projects with the relationship between the budget and the overall financial consequences of the design proposals during all phases;

- Demonstrates knowledge of the different ways of contracting and procurement, including the relevant laws and regulations and is able to offer general advice on this.

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- Works independently on the realisation of the technical elaboration or the specified spatial advice of the final design;

- Integrates advice of experts in the field of physics, installation technology and (fire) safety;

- Advises independently on realisation of technical specification;

- Indicates which process documents and/or permits are needed preceding the realisation of the design and how they are set up, employed and/or applied for and applies this under supervision;

- Demonstrates experience with realisation costs and budget methodology to substantiate the feasibility of the design and/or spatial advice during all phases and advises the client on this;

- Demonstrates experience in the different ways of contracting and procurement, including the relevant laws and regulations and advises the client on this.

8.   Supervision, implementation and execution

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- Works under supervision on the elaboration of the design and/or spatial advice with regards to the preparation of the technical aspects, and the realisation in relation to the whole of the design.

- Works under supervision on (components of) aesthetic control with regard to the detailed elaboration of the technical aspects in relation to the entirety.

- Outlines the responsibilities and communication processes with regard to the management.

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- Works under with others on the elaboration of the design and/or spatial advice with regards to the preparation of the technical aspects, and the realisation in relation to the whole of the design.

- Works independently and/ or with others on aesthetic control with regard to the detailed elaboration of the technical aspects in relation to the entirety.

- Outlines the responsibilities and communication processes with regard to the management.

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- Works independently on and/ or supervises the elaboration of the design and/or spatial advice with regard to the preparation of the technical aspects, and the realisation in relation to the entirety of the design.

- Performs independently and/ or supervises the aesthetic control with regard to the detailed elaboration of technical aspects in relation to the entirety of the design.

- Shows he/she possesses the correct and adequate knowledge with regard to the management and the related responsibilities.

Colophon