Vak: Graduation project

Vakcode	ARDM22GRAD
Naam	Graduation project
Studiejaar	2025-2026
ECTS credits	-
Taal	Nederlands
Coördinator	A.A.A. van Werd

Werkvormen	
Toetsen	Graduation project - Overige toetsing

Leeruitkomsten

- distinguishes, and critically reflects on professional roles and strategies in order to make social impact.
- bases intuitive research and design choices on an elaborated disciplinary frame of reference.
- is able to analyse and define a complex assignment, and to place this assignment in a wider social and (inter-)disciplinary context.
- shows the ability to synthesize knowledge, skills and attitude into design work.
- shows empathy, and sensitivity to social needs and ambitions of people involved in these
- issues.
- takes personal position, and engages in (inter-)disciplinary debates.
- sets out and follows an integrated research and design approach based on clear research questions, and is able to learn and adapt along the way.
- clarifies, and critically reflects on professional choices and considerations.
- shows the ability to distinguish, investigate and contribute to urgent social / spatial issues.
- Is able to initiate meaningful (inter-)disciplinary cooperation.
- is able to create an integrated, convincing and personal narrative in order to design, communicate and realize a project.

Inhoud

Content

In the fourth year, student mainly work on their graduation project. In this project, the final level of the in-school curriculum is tested. In the graduation year, student synthesize knowledge, skills and attitude in order to study, (re)define and solve complex spatial problems. At the start of this year, graduation students choose a profile that is related to one of the three personae: 'the activist', the 'thinker' and the 'artist'. Although each profile emphasizes its own set of core competencies, all seven training competencies are demonstrated in the graduation project. Within the framework of the graduation year, students are responsible for planning and organizing their projects. In doing so, they demonstrate to master the design process in all its facets, and to function as a complete designer/architect.

Working method

In a thorough research and design process, graduation students develop complex architectural projects. Although based on individual assignments, each project is related to one of the six research themes addressed in the Academy’s research agenda. Working on these common themes enables graduation students to collaborate in research, to give each other feedback, and to build and exchange knowledge.

Assessment

The program of the graduation year consists of four phases. Each phase concludes with a review.
The assessment in the graduation year is development oriented. The student’s development is made clear in assessment forms showing the competences and learning outcomes assessed at review 1 - 4. Reviews 1 and 2 are assessed formatively. The result of these assessments is a *go* or a *no go*. Review 3 is the first step in a summative assessment of the graduation project. Based on this assessment, the committee evaluates if a student has acquired the final level of the in-school curriculum. The result of this assessment is a *go* or a *no go*. In case of a positive assessment, the student is guaranteed to pass the graduation exam with a sufficient grade (5.5 or higher). Review 4 is the second step of the project’s summative assessment. Review 4 involves a final, public presentation. Based on a comprehensive evaluation of the student’s process and the project’s outcomes, the assessment committee establishes the final grade.

Study load

One year / 29 EC.

Opgenomen in opleiding(en)

Architectuur

School(s)

Instituut voor Future Environments

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