

# System for academic quality at Bergen School of Architecture (BAS)

Last revised .... December 2020

## 1. Objective for academic quality at BAS

One overarching goal for academic quality at BAS is for the study programme offered by the school to maintain a high standard and for the teaching and supervision to satisfy national and international standards and guidelines.

The work to maintain academic quality must meet the expectations and needs of students, teachers and administrators at BAS. This document is founded on the school's stated goals and links those goals to prevailing guidelines and procedures.

The objective of the quality management system is to highlight and define quantifiable values to ensure quality in all of BAS's activities.

The quality management system should identify examples of good quality and uncover quality failures. The system should not merely serve as a control mechanism but also help improve academic quality by generating information for the management and board to inform decisions about priorities and the distribution of resources.

BAS's quality management system was approved by NOKUT after the last evaluation in 2009. The feedback given at the time has been evaluated and resulted in changes that have been incorporated into the prevailing revised document.

As a small school with few students and a limited academic offering, the aim has been to avoid excessive red tape and not generate more forms than are necessary.

A workable quality management system must be simple and easy to use. The system must clearly assign responsibilities within the organisation and allow the system to be developed and maintained.

BAS aims to maintain an active and up-to-date website. All necessary information for students (education plans, programme guidelines, programme descriptions etc.) are available online. Parts of the school's emergency response plan can also be accessed on the website, and relevant procedures and documents from the QM system are uploaded continually.

## 2. Rules and responsibilities for academic quality

### Key documents for planning and governance at BAS

The following acts and regulations regulate activity at Bergen School of Architecture and are therefore significant in terms of academic quality.

- Universities and University Colleges Act
- Regulations on Criteria for Master's Degrees
- Regulations on Admission to Higher Education
- Regulations on Quality Assurance and Quality Enhancement in Higher Education and Vocational Education
- Regulations on Oversight of Academic Quality in Higher Education

The following internal documents govern the school's activities:

- Regulations for the Master's Programme at BAS
- BAS programme description
- Guidelines for the BAS programme
- BAS strategy plan

- Statutes of the BAS foundation

**The following roles and responsibilities are part of the school's quality management system:**

The BAS *board* has the ultimate responsibility for the quality management system, including for effective operation and high academic quality. The board is responsible for ensuring that the school's activities comply with prevailing laws, regulations and rules. Every year the board receives a report from the learning environment committee as well as an academic quality report from the academic quality committee and may ask for action to be taken on the basis of what is being reported.

Composition: students, teachers, administrative staff and external parties.

The *rector* is the school's general manager and has overall responsibility for managing and supervising the running of the institution. On behalf of the board, the rector is responsible for academic quality and the academic quality system. This includes maintenance of the quality system and regular revisions of procedures.

The *administration* co-ordinates planning and reporting procedures in respect of academic quality. This includes course evaluations and student evaluations. Responsibility for maintenance and revision of administrative academic procedures. Secretary to the board, academic quality committee, learning environment committee, teachers' committee. Responsibility for ensuring documentation of student works and work carried out by academic staff. Responsibility for registering qualifying work and publications.

The *academic quality committee's* mandate is to work to improve study programmes, teaching and learning. The committee is central to the school's work on its quality management system. The committee should assist with quality development and quality assurance of the school's study programmes and departments. It should question and discuss academic quality at the regular meetings that take place throughout the academic year. The committee reports directly to the board and has a mandate to raise issues that may otherwise have become fragmented at the lower levels of the organisation. The committee works closely with the learning environment committee in a number of areas and receives feedback on issues discussed by the teachers' committee. The committee is responsible for preparing the annual academic quality report. Composition: Rector, pro-rector, heads of year, selected teachers and students.

The *learning environment committee* is tasked with helping to ensure that the students' learning environment is as described in Section 4-3 (1) and (2) of the Universities and University Colleges Act. This includes facilitating a good academic environment, working to improve student welfare at the place of learning and ensuring that the learning environment at the institution, including the physical and psychosocial working environment, is adequate following an overall assessment of the students' health, safety and well-being. An annual report keeps the board informed of issues that have been discussed. The learning environment committee works closely with the academic quality committee in a number of areas.

Composition: Students and staff.

*Heads of year* are academic co-ordinators responsible for ensuring continuity and coherence between the courses in the different cohorts throughout the academic year. As a member of the academic quality committee, the head of year has a joint responsibility for continually assessing the teaching and suggesting improvements.

*Main teachers / course tutors* are responsible for the delivery of each course, for assessing each student after every course and for evaluating the course using a standard template. They participate in the teachers' committee and teachers' seminars and help evaluate exams, admissions and teaching plans.

The *teachers' committee* considers cases relating to teaching on a rolling basis, meeting around once every month. It discusses and provides feedback on issues raised by the academic quality committee. All major academic issues must be given final approval by the teachers' committee. The teachers' committee considers and approves cases relating to teacher recruitment. Everyone who teaches at

BAS is entitled to attend and speak at teachers' committee meetings. Two years of service are required to be able to vote at teachers' committee meetings. The teachers' committee is chaired by the rector.

The teachers' seminar takes place annually. Each seminar has a main theme and can also involve planning for the next semester and evaluations of courses and students. Teachers who have taught at BAS in the past semester or who will be teaching there in the coming semester are invited to attend the seminar.

*Examiners* participate in the evaluation of exams, academic quality and quality of results after the exam. This work is especially timetabled and the examiners paid a fee for time spent.

The *students* are an active and important part of the quality management system at BAS. They take part in student evaluations and are represented on most of the school's panels and committees, including the school's board, council, academic quality committee, learning environment committee, class committees, complaints committee, admissions committee and nominations committee.

### 3. The system in practice

BAS's quality management system comprises the following main elements:

- Quality of admissions
- Education quality
- Quality of results
- Framework quality

What we mean by these terms:

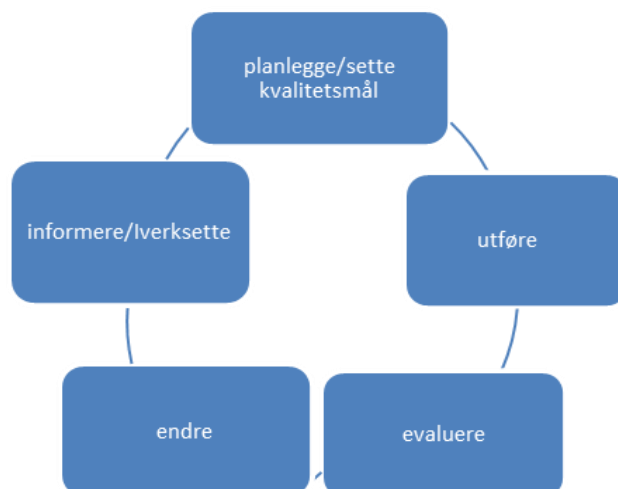
**Quality of admissions** concerns the applicants' academic merits, the school's application information and admissions procedures.

**Education quality** relates to the study programme itself, the school's pedagogical practices, working and teaching methods, exam procedures, collaborations and internationalisation, research and development.

**Quality of results** relates to completion rates and learning outcomes and the relevance of the programme in respect of qualifications frameworks and programme descriptions.

**Framework quality** concerns the school's available resources, premises, technical equipment, staff, access to library, workshops and support functions as well as the students' learning environment.

The work to improve academic quality involves multiple recurring phases, shown here as a quality circle:



## GRAPHIC (CLOCKWISE FROM TOP):

plan/set quality targets

execute

evaluate

change

inform/implement

The work follows the school's quality plan / annual wheel in the form of set procedures for admissions, teaching, exams etc. BAS is a small and dynamic institution with a short way from decision-making to implementation, so there is always scope for changing the academic focus. Teachers, students and management are therefore prepared to deal with problematic issues and make changes when necessary.

BAS uses feedback from all levels of the organisation to improve academic quality, including indicators such as online hits or awards for BAS alumni/students as well as regular activities such as evaluations, reports, student and alumni surveys, non-conformance reports and direct feedback from students, teachers and external examiners.

Comprising students, teachers, administrators and management, the academic quality committee holds regular meetings and workshops in which it addresses relevant issues concerning academic quality and proposes changes for individual students, individual courses, cohorts and the programme as a whole. Every year the committee prepares a report on academic quality for the board, which uses it to produce the annual report. The academic quality report describes measures taken in relation to the four key elements. The report also contains evaluations of past measures and assessments of whether they should be continued.

### 3.1 Goals and processes for quality of admissions

Below are **the school's goals for information requests, applications and admissions** along with a summary of related activities:

*Goals: BAS shall at all times have information available about the programme and admission criteria to enable potential applicants to familiarise themselves with the school's study programme and admission procedures.*

*BAS shall admit students to the architecture programme in line with set application and admission procedures and through set channels.*

*BAS shall set a high bar for admission to the programme, and cohorts shall be selected on the basis of an individual assessment of each applicant but also in light of the contribution the applicant is likely to make to the combined competencies of the cohort.*

*As part of the internationalisation programme in higher education, BAS is pleased to welcome overseas students and students who have received their initial training at other institutions in Norway and abroad as exchange students, guest students or regular students at Advanced Level.*

*Activity:* Quality indicators which can provide information about the quality of admissions include:

- number of applicants
- the applicants' prior knowledge (experience)
- satisfaction with the intake
- drop-out rates

An extended academic quality committee incorporating the teachers' committee and admissions committees discusses and implements relevant measures on the basis of:

- advance and retrospective analysis of the intake summarised in an admissions report with year-on-year comparisons

- the make-up of the admissions committee
- an applicant survey

This is to ensure:

- that the intake constitutes an optimal student body
- that the admissions committee possesses the necessary expertise
- that students are admitted according to clear and unequivocal guidelines that ensure fair treatment
- admission of qualified students (Norwegian and international) at Advanced Level
- adequate information for applicants
- continual development and evaluation of the intake and measures taken during past admissions

### 3.2 Goals and processes for academic quality

Below are the school's goals for academic quality along with a summary of related activities:

#### A) Foundation Level: Years 1, 2 and 3

**Goals:** *Year 1 should give the students knowledge of and insights into the building history, building traditions, construction methods, structures and ways of life in the cultural landscape. The main modules give the students a practical and methodical introduction to our building history, situation and landscape analysis as well as building, construction and materials analysis. The above is done in the form of practical design exercises linked to relevant locations and buildings. The students practise making interventions in the environment to meet certain needs and to conduct full-scale interventions in various settings.*

*Year 2 should give the students insights into building for different clients. The main modules in Year 2 allow the students to practise how to work with specific user groups and their specific needs and spatial requirements.*

*In Year 2 the students should be given an insight into structures and technology as part of their design studies in the form of materials courses and practical exercises integrated with their design work.*

*The Year 2 cohort should identify and travel to a (primarily) European city to investigate and learn how backgrounds that differ to the students' own have created architecture and communities.*

*In Year 3 the students should investigate the architect's civic mission through design. The design work encompasses towns, villages and complex buildings as well as complex situations. The exercises in Year 3 will be extended to include the cultural dimension in its entirety. Topics such as cultural identity, cultural continuity and local connections such as identity and community-building through communal buildings and shared spaces are new to the students in Year 3.*

*The main modules provide a gradual introduction to communities and complex urban questions.*

**Activities:** Quality indicators which can provide information about academic quality at Foundation Level include

- perceived quality of teaching and learning outcomes amongst students and alumni
- completion of studies in accordance with education plans
- drop-out rates
- external feedback

BAS is a small and dynamic institution, so teachers are able to change course along the way based on their experiences and on feedback from students, the school and other teachers.

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluations from students
- evaluations from teachers
- evaluation meetings
- examiners' reports
- student survey
- candidate surveys
- quality of any completed constructions

This is to ensure:

- that there are general plans in place to describe academic content for the year (annual programme). All planned courses (including DAV and TTA) are evaluated and approved in light of this
- that the different courses are planned and delivered in line with the general attainment targets / learning outcomes
- that the students are supported by a permanent resource (e.g. class teacher) through all the different courses (continuity in relation to the annual programme)
- that the main teachers are competent and qualified for the planned teaching activities
- that every student can cope with the teaching methods and academic programme and is given continual feedback both verbally and in writing
- that the students are able to exhibit and obtain feedback on their work from sources other than their assigned teachers (e.g. Christmas exhibition)
- identification of the level of design expertise through design-build courses where student projects are realised
- discussion and learning across classes through joint lectures and open reviews etc.

## **B) Years 4 and 5: master's programme**

*Goals: Professionalisation and didactic development building on what the students have learnt at Foundation Level. BAS should offer varied courses of a high quality. The courses should reflect the school's values and views on which themes and skills the students should be familiar with. The courses offered should incorporate a broad approach to different scales, methodologies, tools and project types.*

*Activities:* Quality indicators which can provide information about academic quality on the master's programme include

- perceived quality of teaching and learning outcomes amongst students and alumni
- completion of studies in accordance with education plans
- external feedback

BAS is a small and dynamic institution, so teachers are able to change course along the way based on their experiences and on feedback from students, the school and other teachers.

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluations from students
- evaluations from teachers
- evaluation meetings
- examiners' reports

- student survey
- candidate surveys

This is to ensure:

- that the students know what is expected of them on the semester courses at Advanced Level
- that varied courses of a high quality have been designed well before the start of the semester. The different courses should be planned and delivered in line with the general attainment targets / learning outcomes
- that the main teachers are competent and qualified for the planned teaching activities
- that DAV and TTA are integrated in the course programme
- that the students are individually supported on the basis of their past performance and evaluations and are given continual feedback both verbally and in writing
- discussion and learning across classes through joint lectures and open reviews etc.

### C) Diploma

**Goals:** *The diploma semester should be an intensive, diversified, meaningful and autonomy-building exercise. The diploma semester should largely be organised by the students themselves. They should identify and define their programme, design their project and present it as an independent piece of work.*

*The school also wants BAS's agenda and identity to be reflected in the diploma work.*

*The school should ensure that each student is able to request guidance by competent resources whom the student is comfortable with. The school should also ensure that the students' individual projects are elucidated and critiqued in discussions in the plenary and in joint programmes involving workshops and collective learning.*

**Activities:** Quality indicators which can provide information about the academic quality of the diploma semester include:

- perceived quality of teaching and learning outcomes amongst students and alumni
- completion of studies in accordance with education plans
- external feedback

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluations from students
- evaluations from teachers
- evaluation meetings
- examiners' reports
- student survey
- candidate surveys
- quality of any completed constructions

This is to ensure:

- that the students are cleared for the diploma exam well before the semester commences to allow them to defer the semester if appropriate. Such clearance must be fair, consistent and based on available standards for what is required in order to enrol for the diploma exam.
- that the joint programme maintains the school's academic philosophy / learning outcomes during the diploma semester
- that the joint programme offers adequate formative assessment in order to provide a corrective to the students and supervisors. This involves setting criteria for academic critique on the joint programme, including both teachers and guest adjudicators
- that the students are able to choose supervisors they are comfortable with

- that all supervisors are highly qualified, both academically and pedagogically
- that the students are given individual support based on their performance and receive verbal and written feedback
- that the students are supported according to a predictable and agreed framework in terms of further study if they were to fail their exam
- discussion and learning across classes through joint lectures and open reviews etc.

#### **D) Collaboration and internationalisation**

**Goals:** *BAS wishes to encourage collaboration and exchanges with other educational institutions, thus keeping the school and students abreast of what other institutions emphasise in their teaching. BAS wishes to encourage collaboration between educational institutions and research communities to generate discussion, cross-disciplinary learning and an interest in architecture through forums such as diploma exhibitions and joint lectures, for instance. BAS should advise and guide staff and students on choosing an institution and the timing of the exchange.*

**Activities:** Quality indicators which can provide information about collaborations and internationalisation include:

- student mobility
- existing collaborative agreements
- existing exchange agreements

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluations from students
- evaluations from teachers
- examiners' reports
- student survey
- candidate surveys

This is to ensure:

- that BAS has an unequivocal and clear policy on which types of exchanges it is seeking and that they fall within the parameters of the academic programme
- good and clear collaborative agreements with other institutions

#### **E) Research/development/documentation**

**Goals:** *Teaching at BAS should be research-based in line with the provisions of recent higher education legislation. Research at BAS should be based on the fundamental characteristics of the school: learning through building, teachers with their own architecture practice, and new teaching formats with alternative subject combinations. There are three key dimensions to research at BAS: development through accumulated building practice (building), research and development through individual practice away from the school (the teachers' external practice), and research involving the school and teachers (teaching methods and subject combinations). Selected results from all three areas are documented, published and submitted to international forums such as exhibitions, competitions and conferences. The library should ensure documentation of the academic work carried out by students and teachers at BAS.*

**Activities:** Quality indicators which can provide information about the relevance of research, development and documentation include:

- publications from courses / publicity for student projects
- participation in exhibitions, conferences and consultative bodies
- research articles in renowned journals
- external use of library and project archive



An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures.

This is to ensure:

- that academic staff document their academic expertise and that their expertise is monitored over time
- that the school's programmes identify and recruit teachers to the school who represent relevant academic approaches that the school wishes to strengthen on its research and development programmes
- that the school identifies relevant work carried out by academic staff when they are not teaching at BAS
- that research results, development and publications are of a high quality and social relevance

### 3.3 Goals and processes for quality of results

Below are **the school's goals for learning outcomes and quality of results** along with a summary of related activities:

#### A) Foundation Level exams: Years 1, 2 and 3 exams

**Goals:** *The school should conduct exams that ensure that each student's works are assessed on an individual basis by independent examiners.*

*The assessment of the students' works should be based on the student's attitude towards the subject, demonstrated knowledge, approach to the task and working methods through independent, systematic and critical reasoning. The school should organise the exams so that the examiners gain an impression of the students' academic development.*

*Exams must be marked in accordance with assessment and marking criteria stipulated by BAS pursuant to the Universities and University Colleges Act. Exams are marked as either a FAIL or a PASS. Exam results are decided at an assessment meeting attended by all examiners, course co-ordinators and the school's rector. Students may appeal their exam results under the Universities and University Colleges Act. Appeals are considered in accordance with the guidelines for the programme, relevant regulations and the Universities and University Colleges Act.*

*The examination panel should be made up of: 2 architects (of whom one with a Norwegian and one with an overseas practice) and one visual artist. The exam process, exam format and assessment criteria must be agreed by the school and examiners in advance.*

*Through feedback and reports, the examiners should advise the students on their development but also give the school correctives in respect of its teaching.*

**Activities:** Quality indicators which can provide information about the quality of results at Foundation Level include:

- number of graduated students
- fail rates
- perceived quality of learning outcomes amongst students and alumni
- statements by examiners on quality and relevance
- external competitions, nominations and awards for students and/or alumni are also considered a recognition of the school and an indicator of the quality of results

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluation meetings after exams, master's programme and diploma
- examiners' reports

- student survey
- candidate surveys

This is to ensure:

- that criteria / learning outcomes have been drawn up along with assessment criteria for what is expected of the students during the exam
- that the students are cleared to take the exam
- that the students are given a fair examination in accordance with the requirements for expected progression on the programme
- that the students are confronted with qualified and academically competent examiners
- that examiners are selected on the basis of a broad discussion between the teachers and on strict academic criteria. As well as offering academic critique, the examiners should also represent the future demands of the architecture profession
- that learning outcomes (cf. programme description and qualifications framework) are achieved and that the student is cleared for further study / diploma

### **B) Final master's courses** (Advanced Level semester courses with final exam)

**Goals:** *The assessment criteria must be agreed by the school and course tutors in advance. The master's courses are assessed by the main teacher and at least one external examiner and should result in a PASS or a FAIL. The main teacher may request two weeks of supplementary work before giving their assessment.*

**Activities:** Quality of results indicators which can provide information about the quality of results on the master's programme include:

- number of graduated students
- fail rates
- perceived quality of learning outcomes amongst students and alumni
- statements by examiners on quality and relevance

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluation meetings after master's courses
- examiners' reports
- student survey
- candidate surveys

This is to ensure:

- that the students are supported according to a predictable and agreed framework in terms of further study if they were to fail a course
- that learning outcomes have been drawn up that the students are expected to achieve by the end of the course
- that the students are given fair feedback in accordance with the requirements for expected progression on the programme
- that external adjudicators are selected according to academic criteria
- that learning outcomes, cf. programme description and qualifications framework, are achieved and that the student is cleared for further study / diploma

### **C) Diploma exam**

**Goals:** *The diploma exam should be an examination of individual candidates' own-choice project. The exam format is a visual exhibition of the project.*

*The assessment of the student should be based on the student's attitude towards the subject, demonstrated knowledge, approach to the task and working methods through independent, systematic and critical reasoning. The school should organise the exam so that the examiners gain an impression of the students' academic development.*

*Exams must be marked in accordance with assessment and marking criteria stipulated by BAS pursuant to the Universities and University Colleges Act. Exams are marked as either a FAIL or a PASS. Exam results are decided at an assessment meeting attended by all examiners, course co-ordinators and the school's rector. Students may appeal their exam results under the Universities and University Colleges Act. Appeals are considered in accordance with the guidelines for the programme, relevant regulations and the Universities and University Colleges Act.*

*The examination panel should be made up of: 2 architects (of whom one with a Norwegian and one with an overseas practice) and one visual artist. The exam process, exam format and assessment criteria must be agreed by the school and examiners in advance.*

*Through feedback and reports, the examiners should advise the students on their development but also give the school correctives in respect of its teaching.*

*Activities:* Quality indicators which can provide information about the diploma exams include:

- completion rates and number of graduated students
- perceived quality of learning outcomes amongst students and alumni
- statements by examiners on quality and relevance
- external competitions, nominations and awards for students and/or alumni are also considered a recognition of the school and an indicator of the quality of results

An extended academic quality committee incorporating the teachers' committee discusses and implements relevant measures on the basis of:

- evaluation meetings after the diploma exam
- examiners' reports
- student survey
- candidate surveys

This is to ensure:

- that examiners are selected on the basis of a broad discussion between the teachers and on strict academic criteria. As well as offering academic critique the examiners should also represent the future demands of the architecture profession
- that criteria / learning outcomes have been drawn up, what is expected of the students during the exam
- that the students are given a fair examination in accordance with the requirements for expected progression on the programme
- that all students who fail the exam are supported according to unequivocal and agreed processes for further study at BAS
- that learning outcomes (cf. programme description and qualifications framework) are achieved

### **3.4. Goals and processes for framework quality**

This element is closely linked to HSE and services. Training, safety and some aspects of the learning environment are managed by the school's HSE system, while resources such as the library, administration and physical learning environment are organised by services.

#### **A) Academic staff**

*Goals:* *BAS's academic staff must maintain a high professional standard. Teaching staff in the different subject areas should represent a wide array of academic and artistic disciplines. Different areas of expertise are necessary in order to ensure dynamic teams who work together during the different phases of the study programme and to ensure development in the different cohorts. BAS teachers should have robust backgrounds for their teaching based on their own architectural practice. This means*

*that in their own practice they should conduct research and work on relevant projects/ideas and artistic disciplines which reflect the development of modern society. A proportion of academic staff should be permanent employees, be qualified for the position of associate professor, and have BAS as their principal employer. BAS should work to ensure a good gender balance amongst academic staff.*

*Class teachers and heads of year are responsible for providing support and continuity for the duration of the programme. Other teachers are engaged for isolated tasks in response to specific academic needs.*

Activities: Quality of results indicators which can provide information about framework quality for academic staff:

- proportion of permanently employed teachers with their principal employment at BAS
- proportion of women amongst academic staff
- implemented measures to aid skills development for academic staff

Resources and the learning environment are predominantly discussed and evaluated in various forums / by various bodies, including the school's academic management and administration, the academic quality committee and the learning environment committee. Measures are considered and implemented on the basis of:

- evaluations
- student survey
- non-conformities / reported issues
- candidate and alumni surveys

This is to ensure:

- that teaching staff are appointed in line with the school's need for up-to-date, relevant expertise in its research-based teaching
- that the school has a balanced body of teachers with both teachers tasked with ensuring continuity and teachers employed to carry out individual assignments
- that the school is aware of the teachers' own practices
- that the teachers are able to engage in professional development over time
- academic development amongst the teachers by offering relevant joint lectures in connection with meetings of the teachers' committee

## **B) Academic administration**

Goals: *The BAS administration should create good conditions for learning.*

*The administration should be a co-ordinating link between students, academic resources and external contacts.*

*The academic administration should ensure clarity and continuity as well as consistency and quality when providing administrative academic services. The administration should ensure that education plans are updated and signed by the students and that necessary information is available. The administration oversees arrangements for students with particular needs.*

*The administration is a driver and administrator of the quality management system and makes changes to the system as needed.*

Activities: Quality of results indicators which can provide information about the framework quality for the administration include:

- the students' perception of resources and learning environment
- non-conformities
- reported issues

Resources and the learning environment are predominantly discussed and evaluated in various forums / by various bodies, including the school's academic management

and administration, the academic quality committee and the learning environment committee. Measures are considered and implemented on the basis of:

- learning environment survey
- student survey
- non-conformities / reported issues
- candidate and alumni surveys

This is to ensure:

- that all students sign their education plan and agree any adaptation for those who need it
- that necessary information about courses etc. is available to students and teachers
- follow-up of evaluations of students and courses
- follow-up of evaluations by students
- continuity through participation and secretaryship of the admissions committee, teachers' council, academic quality committee and board
- practical and formal preparations for holding exams
- information about appeals for students

#### **D) Library/ICT**

*Goals:*

*The library should primarily provide professional services to students and teachers at BAS by continuously stocking collections/books and journals to support teaching and research at BAS.*

*The library should be a specialist library with the majority of its literature covering the architectural topics taught at BAS.*

*The library should introduce various electronic platforms and other libraries to boost the students' knowledge acquisition.*

*BAS should offer its students basic ICT services.*

*Activities*

Quality indicators which can provide information about the library and ICT include:

- book and journal budget
- the students' perception of services and facilities
- feedback from subject teachers

Resources and the learning environment are predominantly discussed and evaluated in various forums / by various bodies, including the school's academic management and administration, the academic quality committee and the learning environment committee. Measures are considered and implemented on the basis of:

- learning environment survey
- student survey
- non-conformities / reported issues
- candidate and alumni surveys
- registered error messages, resources spent on rectifying ICT

This is to ensure:

- access to relevant literature (books, journals) for BAS students and staff
- documentation of the school's activities, including teaching, exhibitions, publications, participation in competitions etc.
- field library maintenance
- internet access and access to printing, copying and scanning services for students and staff

#### **E) Learning environment / buildings / workshops / training**

**Goals:** *BAS's premises should themselves form an integral part of the study programme and continually respond to and change in step with the programme. BAS should make premises available to its students which are appropriate and flexible in response to the teaching. This means that the premises should contain the necessary lighting, ventilation, safety and sanitary facilities. Learning environment initiatives should be summarised in the learning environment report prepared by the learning environment committee for the board.*

*The school should also make available fully equipped workshops and workspaces both outdoors and indoors for use in the teaching.*

*BAS workshops should be open to students within the stipulated hours.*

*The students should learn to recognise the properties of the materials by processing them. Thorough training must be provided to ensure that this can be done in a safe environment.*

**Activities:** Quality indicators which can provide information about the learning environment / buildings / workshops / training include:

- the students' perception of the learning environment
- non-conformities
- issues reported to the learning environment committee

Resources and the learning environment are predominantly discussed and evaluated in various forums / by various bodies, including the school's academic management and administration, the academic quality committee and the learning environment committee. Measures are considered and implemented on the basis of:

- learning environment survey
- student survey
- non-conformities / reported issues
- candidate and alumni surveys

This is to ensure:

- that all students have access to premises with a minimum of infrastructure for their training
- that the school has well functioning workshop premises with the necessary machinery for use in the teaching
- that all students have received the necessary basic training to allow to them use the workshops and machinery
- information for the management and board as a basis for making priorities and distributing resources