

**Education and Examination Regulations  
Royal Academy of Art**

**BACHELOR FINE ART  
BACHELOR DESIGN**

**2024-2025**

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## **Education and Examination Regulations Royal Academy of Art The Hague**

The Education and Examination Regulations, hereafter also 'EER' or 'these regulations', specifies the rules and provisions that apply to the bachelor's programmes of the Royal Academy of Art The Hague (KABK) as a whole, in conformity with art. 7.13 of the Dutch Higher Education and Scientific Research Act (Dutch: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek 'WHW'*).

Please note that this EER is the 'separate section that applies to students of specific programmes' of the Royal Academy of Art The Hague, as referred to in the Student Charter of the University of the Arts The Hague. The Student Charter is applicable to every student at the university and can be consulted on the [HdK website](#).

These regulations have been adopted on 23 October 2024 by the directorate of the KABK and apply to all cohorts of students of the degree programmes and study components referred to, and to the 2024-2025 academic year. The regulations have been approved by the Executive Board of the University of the Arts The Hague.

## Introduction

The EER (Dutch: *Onderwijs- en Examenregeling*; 'OER') describe the objectives, content and structure of the degree programmes offered and the rules and regulations and provisions dealing with the organization of these programmes and the assessments and examinations related to them. The EER is a requirement of the Dutch Higher Education and Scientific Research Act to ensure that students are well informed about the content of their degree programme and the way it is organized. They are the basis for the curricula of each of the specialisations, the time schedules, the assessments and examinations, the facilities available to the students and the administrative systems and procedures. They describe the responsibilities and obligations of everyone involved: teachers, students, Heads of department, coordinators, directorate and legal bodies within the KABK, such as the Examination Board and the Study Programme Committee.

The EER is evaluated each academic year for reasons of quality assurance and further improvement. They are established for the following academic year, including possible adaptations based on these evaluations and/or changes in legislation. They are finally approved by the Executive Board of the University of the Arts The Hague for the academic year mentioned on the front page and therefore, binding for the concerning year.

The current document describes the formal and procedural aspects of the education in our bachelor's programmes. The specific content of the various specialisations is covered in the curricula (overview of study components and related number of credits) and course descriptions of study components to be found on the Portal. Together, these documents constitute the EER.

## Chapter 1: General provisions

### Introduction

This EER deals with the bachelor's degree programmes offered by the KABK. Separate regulations are established for the master's degree programmes.

### Effective date

These regulations will take effect on 1 September 2024 and replace any other EER ex art. 7.13 WHW effective for the programmes mentioned in article 1 from that date onward.

### Article 1.1 Applicability of the regulations

These regulations apply to the education and examinations of the following degree programmes as registered in the national register RIO Higher Education: Registration Institutions and Study Programmes Higher Education:

- Bachelor's programme in Fine Art (RIO degree number 39110), comprising the specialisations:
  - ArtScience and
  - Fine Art
- Bachelor's programme in Design (RIO degree number 39111), comprising the specialisations:
  - Graphic Design;
  - Photography;
  - Interior Architecture and Furniture Design;
  - Interactive/Media/Design;
  - Textile and Fashion.

### Article 1.2 Definitions

A glossary of terms, definitions and translations in these regulations is given in (appendix 2).

The following terms are defined in the Glossary, but the following clarification is given here for readability of this text:

- A degree programme (*Dutch: opleiding*) is a cohesive whole of study components designed to achieve clearly defined objectives regarding the knowledge, insight and skills that a student completing the programme is required to possess. Degree programmes are the official curricular units that are accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and registered in the Institutions and Programmes Register (RIO: *Registratie Instellingen en Opleidingen*).
- A specialisation (*Dutch: opleidingsvariant*) is an implementation of a degree programme with a focus on a specific profile within the objectives of the programme, e.g. on a specific artistic discipline. All specialisations within a degree programme share the same final qualifications/learning objectives.
- A department (*Dutch: afdeling*) is the organisational unit within the KABK that is responsible for the curriculum of a specialisation.
- A study component (*Dutch: onderwijseenheid*) is a unit focusing on the achievement of specific learning objectives that contribute to the final qualifications of the programme. Study components include theoretical and practical courses, internships, projects, et cetera (see chapter 3).

## Chapter 2: Duration, structure and evaluation of the programmes

### Article 2.1 Duration of the programmes

The bachelor's programmes in Fine Art and in Design amount to 240 European Credits, hereafter EC. Each year comprises 60 EC.

### Article 2.2 Propaedeutic phase

1. The first year of the bachelor's programmes in Fine Art and in Design constitutes the propaedeutic phase of the programme.
2. Each specialisation mentioned in article 1.1 has its own propaedeutic phase and main phase.
3. The purpose of the propaedeutic phase is:
  - *orientation*: it must give the student sufficient insight in the content and objectives of the programme to decide whether the student wants to continue it to the end;
  - *selection*: it must give the KABK the opportunity to determine whether a student will be able to complete the full study successfully, and
  - *referral*: it must provide both the KABK and the student with sufficient information to refer the student to specific specialisations or to other study programmes. Applicable procedures and conditions are described in appendix 4.
4. Upon successful completion of the propaedeutic phase, students receive a certificate.
5. At the end of the first year, students receive a recommendation on the continuation of their study. This is related to the amount of EC gained. (For more information see article 6.2) Under certain conditions, this will be a binding recommendation for the student to discontinue the study in the same bachelor's degree programme. Further regulations on this recommendation are described in article 6.2.
6. Upon successful completion of the propaedeutic phase, the student is allowed to continue studying in the main phase of the corresponding specialisation. A student who has not yet completed the propaedeutic phase may only participate in the main phase if the student has received a minimum of 45 ECs in the propaedeutic year.

### Article 2.3 Main phase

1. The second, third and fourth years (total 180 EC) of the bachelor's programmes in Fine Art and in Design constitute the main phase of the programme.
2. Upon completion of the main phase, students receive a diploma in agreement with article 12.3.

### Article 2.4 Part-time and full-time programmes

1. All specialisations mentioned in article 1.1 are offered as full-time programmes.
2. The specialisation Fine Art of the bachelor's programme in Fine Art is also offered as a part-time programme.
3. The specialisation Photography of the bachelor's programme in Design is also offered as a part-time programme.
4. Final qualifications of full-time and part-time programmes are the same.
5. Part-time programmes have less contact hours than full-time programmes and require more independent work from students. The duration of the part-time programmes in terms of calendar years depends on the time the student can spend on independent learning and possible exemptions that can be granted.



### **Article 2.5 Combined Degree programme Fine Art/Art History**

1. In the specialisation Fine Art, an opportunity is offered to selected students who completed the propaedeutic phase to combine the programme with the bachelor's degree programme in Art History (stream Arts, Media and Society) of Leiden University.
2. The selection criteria and procedure are described in appendix 5.
3. In the Combined Degree programme, study components of the main phase of the specialisation Fine Art of the KABK with study components of the stream Arts, Media and Society of the programme in Art History of Leiden University are combined into one shared programme of 180 EC's, leading to both a Bachelor of Arts degree at the KABK and a Bachelor of Arts degree at Leiden University.
4. Study components in the Combined Degree programme are subject to the regulations of the institution offering the study components.

### **Article 2.6 Evaluation of education**

The aim of the evaluation of the education is to systematically collect information about the quality of the courses and the programmes. The most common forms of evaluation at the KABK are the course evaluations for the individual subjects and the NSE (National Student Survey) for student satisfaction in general. The results of these surveys are used as input for improvement, development and innovation of the programmes. It is therefore a source for policy development in the broadest sense of the word, including curriculum development and human resource policy.

1. Heads of Department are responsible for the evaluation of the education provided by their department
2. No later than 30 September the Heads of department hand in an evaluation plan to the Directorate and to the Quality Assurance Team. The Quality Assurance Team is directly involved in the carrying out of the evaluations and provides a format for the evaluation plan. The evaluation plan of a department gives an overview of the courses to be evaluated during the academic year concerned. The evaluation plan of each department is shared with the Study Programme Committee and communicated to the tutors of the department.
3. Both qualitative and quantitative instruments can be used for the evaluation of education. The Quality Assurance Team supervises the use of these instruments. If necessary, the Quality Assurance Team draws up protocols, guidelines or manuals for this purpose.
4. In the evaluation plan, a distinction is made between the courses that have changed (compared to the previous academic year) and those that have not. For courses that have changed, the evaluation is mandatory. The courses that have not been changed must be evaluated at least once every three years. Changes can be the result of curriculum changes, such as changes in the credits, the content, the educational approach. If the subject is taught by a new/other teacher (compared to the previous year) an evaluation is also mandatory. If a department has special needs, e.g. the evaluation of study coaches or a programme evaluation, tailor-made solutions are possible. The department concerned will then consult with the Quality Assurance Team and can include this in the evaluation plan.
5. After the end of each semester the results of evaluations are made available by the Quality Assurance Team as soon as possible. The results are given back to the tutor concerned and to the Head of the department. The Head of the department is responsible for translating the results of the evaluations into possible improvement measures and for communicating these to those involved within their department and to the Directorate. The Academy Council, the

Study Programme Committee, the Examination Board and other persons and bodies involved may request the results of the evaluations, as far as these are relevant within the framework of their responsibilities.

6. We want to ensure that the evaluation of education takes place in a safe environment and point out that all those involved must respect the code of conduct of the KABK. With regard to evaluations, the Quality Assurance Team will make sure that:
  - a. where necessary and reasonably possible, the anonymity of participants will be guaranteed and reports will be anonymized.
  - b. the interests of persons who are in any way, immediately or indirectly, subject to evaluation activities are respected (including teachers, support staff, department heads, students or external partners).
  - c. unnecessarily hurtful, discriminating or threatening input to evaluations shall be deleted.
  - d. in case of doubt, the confidential counsellor shall be consulted.

## **Chapter 3: Study components**

### **Introduction**

A bachelor's degree programme consists of a number of study components. This chapter gives the framework for the description of these study components. The complete overview of the study components is published on the KABK website for each bachelor specialisation.

### **Article 3.1 Description of study components**

1. Each specialisation, as mentioned in article 1.1, consists of a number of study components.
2. All study components are described, according to the format for descriptions of study components (*aka course descriptions*) in appendix 3. The complete overview of study components is shared with students at the start of the study year and can be found on the portal.

### **Article 3.2 Study load of study components**

1. The study load of each study component is expressed in a number of European Credits. One European Credit corresponds to a study load of 28 hours.
2. The study load of a study component reflects the number of hours students are required on average to complete the component successfully. This includes both the contact hours and the independent study hours.

### **Article 3.3 Types of working methods related to study components**

The following types of working methods can be distinguished:

- a. Studio practice
- b. Theoretical courses
- c. Thesis<sup>1</sup>
- d. Study components integrating studio practice and theory
- e. Practical courses
- f. Workshops

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<sup>1</sup> Departments can also refer to the thesis as a Research Paper. For readability purposes, only the term thesis is used in this document.

- g. Semester projects, project weeks, and other project activities
- h. Excursions and site visits (see also article 9.3)
- i. Internships (see article 8.1)
- j. Graduation project
- k. Academy-wide and university-wide education, which may have one of the above forms or other types of study components: Studium Generale, Research and Material Labs, study components and activities in the context of the Individual Study Track (IST), exchange periods, et cetera (see article 8.3 and 8.4)

## **Chapter 4: Main language of instruction**

### **Article 4.1 Rules on language**

1. English is used as the working language in all KABK degree programmes, both during the lessons and other group meetings and during the assessments and in individual supervision. See also the Code of Conduct on Language of Instruction.
2. All information relating to the programme, insofar as it is produced by or under the responsibility of the KABK, will be made available in English
3. Written papers will be written in English, unless the student and the teacher concerned have made other agreements about this beforehand. One reason for such an agreement is, for example, that it is functional given the nature of the subject of the paper.
4. Students are expected to have a sufficient command of English. English proficiency is assessed during the admissions procedure as described on the KABK website.
5. Teachers, examiners and support staff with teaching duties are expected to have a good command of English (B2 – C1).
6. Support staff who do not have an educational task is deemed to have English language proficiency that is appropriate to the nature of the position.

## **Chapter 5: General provisions on assessments**

### **Introduction**

Assessments are important learning opportunities for students and therefore play a significant role in our education.

This chapter stipulates the regulations for the assessments throughout the programme of each of the specialisations. They serve to ensure that:

1. Assessments are competence-based and integral in nature. Individual study components are always assessed considering the integral development of the student.
2. Assessments are aligned with the study programme in terms of content, learning objectives and teaching methods and in correspondence with the bachelor's degree level.
3. Assessment methods and assessment criteria reflect the professional artistic practice as much as possible.
4. Students must be informed at the start of the study year about assessment criteria and assessment methods for all study components. (Portal)
5. Assessments are carried out by teams of examiners, to ensure the reliability on the basis of an intersubjective approach.

### **Article 5.1 Semester assessments, propaedeutic assessment and final assessment**

1. Every semester, except the second semester of the final year, concludes with a semester assessment.
2. The department will publish and share the applicable assessment protocol, including the assessment criteria, at the start of the study year to students.
3. The department will publish and share the applicable assessment committee protocol, regulating the role and task division between the members of the assessment committee at the start of the study year to students.
4. Semester assessments consist of a collective assessment combined with or preceded by individual course reviews.
5. The semester assessment following the second semester of the propaedeutic phase is known as the 'propaedeutic assessment'. It follows the regulations for the semester assessments. See Chapter 6 for more information on this .
6. Regulations for the semester assessments are described in article 5.3 and 5.4 below.
7. The assessment following the second semester of the final year is known as the 'final assessment'. It follows specific regulations described in Chapter 7.

### **Article 5.2 Examiners and assessment committees**

1. The Examination Board appoints examiners as referred to in article 7.12c of the WHW. The Examination Board appoints examiners 'in committee', meaning that examiners assess together.
2. From this selection of examiners, the department establishes assessment committees for each collective assessment.
3. Semester assessment committees have at least three members.
4. The assessment committees must be established according to the rules indicated in the procedure Appointing Assessment Committees and Examiners as established by the Examination Board.

### **Article 5.3 Regulations for individual course reviews**

1. A semester consists of one or more study components (sometimes briefly referred to as *courses*) as referred to in article 3.1 of these regulations. For each study component, an individual course review can take place in which the student's development and results for the relevant study component are discussed. This discussion is based on the learning objectives and learning outcomes of that study component, as specified in the description of the study component. In some specialisations, individual course reviews are replaced by integrated collective assessments.
2. The individual course review is conducted by the teacher(s) responsible for that study component.
3. The individual course review is formative and provides students with substantive and qualitative feedback on their progress and results and with suggestions for their further development during their study. Feedback and suggestions are related to the learning goals and assessment criteria specified in the description of the study component.
4. Whether or not a study component has been completed satisfactorily, and with what grade or result, is established during the collective assessment (rather than the individual course review) in the context of the student's overall development. See articles 5.4, 5.5 and 5.6 of these regulations for more details.
5. As an exception to section 4 of this article and in agreement with section 4 of article 5.1, individual course reviews in the ArtScience specialisation do result in formal assessments on the successful completion and grading of each study component. Individual course reviews in this specialisation typically take place at the end of each study component.
6. The findings of individual course reviews are recorded in Osiris and include feedback related to learning outcomes. These are relevant for the planning of the student's continuation of the study (cf section 3 of this article). The department responsible for the specialisation registers these remarks in Osiris within thirty working days and informs the student about this within fifteen working days. Results and feedback in Osiris are accessible to the student concerned and anyone else with legitimate authorization.

### **Article 5.4 Regulations for collective assessments**

1. The competencies as defined by the *Overleg Beeldende Kunsten (OBK)* have been translated into specific criteria and learning outcomes per department and per study year, which form the basis for the collective assessment.
2. In the collective assessment, the student's work from the last semester is assessed, and the student's individual course reviews and overall development and progress are discussed and evaluated.
3. The collective assessment concerns all the study components that comprise the semester in question, including the Individual Study Track (IST), and/or any study components offered at an academy-wide level or completed at other institutes. The assessment is performed based on the results of practical and/or theoretical work in those study components.
4. As an exception to sections 2 and 3 of this article and in agreement with section 4 of article 5.1, collective assessments in the ArtScience specialisation are carried out by means of an evaluation of the student's semester project.
5. Students must attend collective assessments of their work in person. They are required to reflect on their presentation and on their wider development. If a student does not attend the collective assessment of their work, the result will be registered as "not assessable" (Dutch:

*Niet beoordeelbaar/NB*), and no credits will be awarded. This will be considered a failed assessment.

6. The collective assessment concludes with a meeting of the assessment committee, in which the assessment results are formulated and registered. If necessary, the committee provides a recommendation on the student's continuation of studies.
7. The assessment committee determines, based on the findings of the individual course reviews and the collective assessment, the results and grades of individual study components. It adheres to the requirements and criteria as included in the description of the study component concerned.
8. For students who receive an unsatisfactory result, the assessment committee determines how they can retake the components or compensate for that result, and when and how this will be assessed.
9. At the end of each academic year, the assessment committee determines whether the student will be admitted to the next academic year or if a study plan needs to be made together and in agreement with the student before 31 August. This study plan states how missing study points can be gained or compensated in the coming year.
10. The assessment committee determines how many EC the student has earned, being the sum of all EC connected to the individual study components completed successfully with no further conditions. If, for any reason, the number of EC earned is still uncertain, students are informed about the reasons for this and the term within which they will get further notice.
11. The department responsible for the specialisation informs the students about the results of the collective assessments as soon as possible, but at least *within fifteen working days* and registers them in Osiris within *thirty working days* after the assessments. Students can see their results in Osiris.
12. If a student feels that there are any errors or omissions in the registration of their results, they must report these to the coordinator or head of their department, within 30 working days of the publication of the result in Osiris. The department will take further action or advise the student on further actions if necessary. See also chapter 14 for the appeals procedure.
13. Inability to participate in the collective assessment (or any part thereof) due to illness, accident or other extenuating circumstances must be reported to the head of the department before the commencement of the assessment. Acknowledgement of these circumstances requires a statement by the student counsellor within the constraints of confidentiality. Circumstances that prevent the student from participating must be discussed with the student counsellor before the assessment. The student counsellor will inform the head of the department of the circumstances, if (and only if) the student gives permission to do so. The information may serve no other purpose than determining participation in the collective assessment and is made available only to the head of the department. A new date for the collective assessment will be determined in consultation with the chair of the semester assessment committee.
14. The following are considered extenuating circumstances:
  - demonstrable and long-term illness, functional constraints' and 'chronic physical and/or mental-emotional health conditions of the student;
  - serious personal circumstances of the student;
  - pregnancy of the student;
  - membership on the Participation Council or Study Programme Committee;

- membership of the board of a foundation that, by virtue of its charter, operates student amenities, as referred to in the WHW;
- membership of the board of a sizeable student organisation or a comparable organisation that primarily serves the interests of the arts in society and that organises activities to this end.

#### **Article 5.5 Proceedings of the collective assessment committees**

1. Each semester assessment committee appoints one of its members as the chair and one other member as vice-chair.
2. The student must attend the collective assessment in person (see also sections 6 and 14 of article 5.4 of these regulations). The chair determines whether the student to be assessed can attend the discussion about the outcomes of the assessment.
3. The chair of the assessment committee is responsible for the scheduling, organisation and coordination of the collective assessments.
4. If the committee is unable to agree on the outcome of the assessment, they may take a vote. The committee's decision is based on a majority vote. In case of a tie, the chair casts the deciding vote.
5. The assessment committee determines the number of ECs obtained (see article 5.4, section 12).
6. Results and recorded feedback are registered in Osiris. If the chair of the assessment committee is not the Head of the department responsible for the specialisation, the chair notifies the Head of the department immediately of the results. The Head of the department is responsible for the registration of these results in Osiris for the purposes of study progress monitoring, declarations and certificates.
7. The recorded feedback from the collective assessment is extensive and relevant in terms of content and focuses on the student's development and is a substantiation of the assessment.
8. The chair of the assessment committee is responsible for any further procedures arising due to the assessment results. In case of an unsatisfactory assessment, the student will be informed of this, and the consequences arising from it, in person and in writing, on the assessment feedback form.
9. The chair of the assessment committee informs the Examination Board regarding all matters of an exceptional and unforeseen nature and for which these regulations contain no provisions. The Examination Board must be involved in provisions made for such cases.

#### **Article 5.6 Determining the result and awarding credits**

1. Assessment results can be expressed as either:
  - a) in grades, ranging from 1 to 10, with a maximum of one decimal or,
  - b) on a three-point scale: fail/pass/pass with distinction.
 See Appendix 6 for the grading table.
2. For each study component, the applicable grading scale is determined by the department. The applicable scale can be found in the course description.
3. In case of graded results, grades of 6.0 and higher are acknowledged as satisfactory within the Academy. In case of qualitative results, pass and pass with distinction are considered satisfactory; all others unsatisfactory.
4. During the collective assessment, the semester assessment committee decides upon the results of each study component and grants the EC. This process includes the outcome of the assessment of the individual teacher(s) concerning the involved component(s).

5. If several study components are strongly related in terms of content and/or learning objectives, the student's summative result can be determined for that cluster of study components as a whole, instead of separately. In such cases, the credit point tables demonstrate which study components make up the cluster, and how the result at the cluster level is calculated. Individual course reviews will still be provided for each individual study component so students receive extensive and relevant feedback per component.
6. Students are responsible for keeping track of their own study progress. If a student feels that there are errors or omissions in the registration of their results, they should report these to the coordinator or head of their department, within 30 working days of the publication of the result in Osiris. The department will take further action or advise the students on further actions if necessary. See also chapter 14 for the appeals procedure.

#### **Article 5.7 Resits and compensation**

1. Students have the right to one resit opportunity per study component. Resits should be planned within the same academic year.
2. For practical courses, the assessment committee can give the student the opportunity to compensate the failed course by earning a satisfactory grade in the next semester.
3. For a student to be allowed to participate in a resit, the student must have taken part in the original assessment of that course or collective. This principle applies to all resits.
4. If an attendance requirement has been stipulated for a study component as the only assessment criterium, and the student failed to meet this requirement, the student must either redo the study component or complete an additional assignment, unless specified otherwise in the description of the study component. The examiner of the study component determines before the end of the concerning semester which of these options is applicable.
5. Collective assessment: in the event of an unsatisfactory collective assessment, the semester assessment committee determines if a resit is possible without redoing the entire year. The committee can give the student the opportunity for a resit by accomplishing certain tasks or by earning a satisfactory grade in the next semester.
6. If resits are taken by accomplishing certain tasks in the next semester, the associated obligations for the student will be established as part of the result of an assessment, and the fulfilment of these obligations will be tested during the assessments in the next semester.
7. The possible application of compensation regulations does not change the fact that the student must achieve all the final qualifications to obtain the diploma. A student can only compensate for failing a particular study component if the student can demonstrate in another way that the required competencies as agreed upon in a study plan are met.

#### **Article 5.8 Nature and sequence of the assessments**

1. All assessments have a strong focus on their formative purpose. Students get relevant and extensive feedback, a substantiation of the assessment and recommendations, supporting them in their further development and their study plans for the coming semesters.
2. After the first, third, fifth and seventh semesters of the study, students with unsatisfactory results get advice to enable them to catch up with the set criteria.
3. After the second, fourth and sixth semesters of the study assessments are both formative and summative. Apart from the feedback and recommendations as mentioned in section 1 of this article, students can be denied access to the programme of the next year of study if they



have (seriously) unsatisfactory results. A plan needs to be made on how missing EC can be gained or compensated in the coming year.

4. After the second semester of the first year, the assessment also serves as the propaedeutic assessment with a summative nature. See the regulations in Chapter 6 for more details.
5. To be allowed to start the final semester of the study programme, students must have successfully completed all previous assessments. A student who has not yet earned all the previous EC can be admitted to the final semester, if and only if, the semester assessment committee believes that the student is capable of completing the studies within the current academic year. In these cases, the assessment form must include the committee's motivation, alongside a feasible study plan, made at the start of the final semester.
6. At the end of the eighth semester, the assessment takes the shape of the final assessment and graduation project. See the regulations in Chapter 7 for more details.

## **Chapter 6: Propaedeutic phase, propaedeutic assessment and recommendation on the continuation of the study.**

### **Article 6.1 Propaedeutic phase assessment(WHW art. 7.8)**

1. The first year of a bachelor's degree programme is called the propaedeutic phase. It comprises 60 EC.
2. The propaedeutic phase concludes with a propaedeutic examination, in the form of the propaedeutic assessment. The semester assessment after the second semester of the first year of study is the propaedeutic assessment.
3. The Examination Board appoints examiners for the propaedeutic phase in each specialisation, comprising the Head of the department responsible for that specialisation and supervising teachers of study components in the first year of the programme. The department can appoint examiners of other years as members of the assessment committee for the propaedeutic phase.
4. All articles in chapter 5 of these regulations also apply to the propaedeutic assessments and the propaedeutic assessment committee.
5. Without prejudice to the provisions in section 3, the committee may advise the faculty director to issue a binding negative recommendation on the continuation of the study or choice of specialisation. See section 6.2 of this article.
6. Students passing the propaedeutic assessment receive a certificate indicating that they have passed the assessment and that 60 EC's have been obtained.

### **Article 6.2 Regulations concerning the recommendation on continuation of studies and rejection (WHW art. 7.8b)**

1. At the end of the first year of enrolment, all students at the Academy, receive a recommendation on the continuation of their studies, within the degree programme.
2. The recommendation is issued by the directorate of the KABK based on the advice of the assessment committee for propaedeutic examinations. The recommendation takes one of the following forms:
  - a. Positive recommendation: Based on the results of the study components in the first year, the Academy expects that the student will be able to pursue the study successfully and thereby promotes the student to the main phase of the study programme in question. Promoting the student to the main phase of the study is considered a positive recommendation.

- b. Binding negative recommendation: Students receive this recommendation if the assessment committee concludes that they will not be able to complete the programme successfully, based on the results of their assessments. This recommendation means that the student will not be allowed to continue their specialisation and is not eligible to enrol in the same degree programme (see also article 1.1) at the Academy again. The binding nature applies to both the full-time and part-time variants of the programme (see section 6 for rules on re-enrolment after a binding negative recommendation). Candidates receive signed, written notification of such a recommendation from the directorate of the Academy. The notification includes a reference to the procedure that students must follow if they wish to file an appeal as mentioned in article 14.
- c. Postponed recommendation on the grounds of extenuating personal circumstances, as listed below, insofar as the assessment committee deems that these have impeded the student from obtaining satisfactory results. Essentially the recommendation is postponed until the end of the next academic year at which time the student will receive a positive or binding negative recommendation.

The following are considered extenuating circumstances:

- demonstrable and long-term illness, functional constraints' and 'chronic physical and/or mental-emotional health conditions of the student;
  - serious personal circumstances of the student;
  - pregnancy of the student;
  - membership on the Participation Council or Study Programme Committee;
  - membership of the board of a foundation that, by virtue of its charter, operates student amenities, as referred to in the WHW;
  - membership of the board of a sizeable student organisation or a comparable organisation that primarily serves the interests of the arts in society and that organises activities to this end.
3. Students should inform their study coach about any extenuating circumstances as soon as possible. The circumstances that prevent the student from participating must be discussed with the student counsellor who can establish these extenuating circumstances within a confidential framework. The student counsellor will inform the assessment committee of the circumstances in writing, if (and only if) the student gives its permission to do so. The information may serve no other purpose than the study recommendation, and it is made available only to the assessment committee.
  4. For positive and binding negative recommendations, the following norms apply:
    - A positive recommendation is always given to students who have obtained 45 EC's or more at the end of their first year of enrolment.
    - A binding negative recommendation is given to students who have obtained less than 45 EC at the end of their first year of enrolment, unless something else was agreed.
    - If a student has obtained 45 EC or more but did not yet complete the full propaedeutic phase, a study plan must be agreed upon that clarifies how the missing study points can be obtained in the upcoming academic year.
  5. A binding negative recommendation can be given only if the following criteria have been met:
    - The criteria and the procedure for the study recommendation and the possibility of rejection are communicated clearly at the start of the propaedeutic year.

- The student and study coach of the propaedeutic phase discuss the results of the student in (at least) one individual meeting per semester. Study progress results are made available to students via Osiris.
  - Any special personal circumstances that effect a student's study progress are discussed with the student counsellor and are considered in the recommendation process.
  - Students receive an interim recommendation at a date that gives them a reasonable period of time in which to substantially improve their study results, but no later than in the first week of the fourth period of the first year of enrolment. Students will also be notified of this period.
6. A binding negative recommendation can be issued so long as the student has not yet passed the propaedeutic examination, but no later than 31 August in the first academic year of enrolment, or 31 August in the second academic year in the case of a postponed recommendation.
  7. A binding negative recommendation is valid indefinitely. If students wish to be re-admitted to the same degree programme, they must re-apply, follow the admission procedures and be admitted again.

## Chapter 7: Final assessment, green light review, graduation

### Introduction

At the KABK, the term 'final assessment/final examination' is commonly used to refer to the assessment of the student's final *artistic* work. Please note that the student can only graduate and receive a diploma if **all final requirements** have been met. This does not only include the artistic graduation project, but also all educational and administrative requirements.

### Article 7.1 Green light review

1. Following the assessment of semester seven, a green light review can take place, no later than 6 weeks prior to the final examination.
2. The green light review is performed by (a majority of the members of) the final assessment committee and results in a recommendation as to the student's participation in the final examination assessment (hereinafter referred to as 'the examination' in this article) based on the relevant questions and plans presented by the student for this purpose.
3. Students are not permitted to participate in the green light review if they have not earned 180 EC by the start of that assessment.
4. Green light reviews can be split in several phases to give students and examiners better insight in the status and progress of their work.
5. The result the green light review is shared with the student no later than four weeks prior to the scheduled final examination.
6. The result of the green light review, a recommendation with motivation, can be the following:
  - a. Green: A positive recommendation is given if, based on the student's objectives and approach for the final examination, the assessment committee is confident that the student can pass the final examination.
  - b. Orange/Yellow: there is some doubt over the student's ability to successfully complete the examination.

- c. Red: the committee lacks sufficient confidence towards a positive conclusion of the examination the student is currently registered towards.
7. The result of green light is only binding if it is a red-light recommendation AND if the student has not yet earned 210 EC. In such cases, the student is not permitted to participate in the final examination.

**Explanation:**

The above-mentioned provisions mean that:

- a student with less than 180 EC cannot participate in the green light assessment;
- a student with 180–210 EC may participate in the green light assessment, but a red-light recommendation will be binding, and
- a student with 210 EC or more cannot receive a binding red-light recommendation.

**Article 7.2 Final assessment committee: Composition and working method**

1. The Examination Board appoints examiners. Out of this group of examiners, the Head of the department forms the final assessment committee and serves as chair. The committee is primarily made up of teachers from the final study phase.
2. The Heads of the departments select one or more external experts for the final assessment as members of the final examination committee and communicate their names and profiles to the Examination Board who can decide whether the proposed expert(s) are qualified for the assessment. At least one of these external experts is independent from the KABK. Additional external experts may be related to the KABK, but not to the specialisation involved. In exceptional cases of unforeseeable circumstances, final examinations can take place in the absence of an external expert to avoid disproportional disadvantages for the student. The chair of the final assessment committee must report these exceptional cases to the Examination Board, to enable the Examination Board to verify that the independence and the validity of the final examination have not been compromised.
3. The final assessment committee appoints a secretary.
4. The final examination is attended by the student, the assessment committee, and can be attended by fellow students, members of the Examination Board, (deputy) director and staff members that are working on the assuring of the quality of examinations if agreed upon by the student. However, this never applies to the deliberations of the final assessment committee.
5. The final assessment committee determines the result of the final examination assessment. The committee may take a vote, if the committee is unable to agree on the outcome of the assessment. The committee's decision is based on a majority vote. In case of a tie, the chair casts the deciding vote. The chair of the committee announces the final decision in the presence of the other members of the committee. The secretary of the committee keeps a written record of these decisions.
6. Decisions of the final assessment committee are definitive after the closing of the meeting. See chapter 14 for the appeals procedure.

**Article 7.3 Final assessment regulations for the Royal Academy of Art The Hague**

1. The final examination takes place in the form of a final assessment.
2. The composition of the final assessment committee is described in article 7.2 of these regulations.

3. The final assessment committee decides on the assessment of the final examination work in a collective assessment, in which evaluation of the external members is considered. The decision of the committee concerns whether the work, as a cohesive whole, demonstrates that the student meets all final qualifications for the degree programme, provided that all previous study components have been completed.
4. The number, subject, technique and execution of the works are determined in consultation with the teachers involved and the Head of the department and must enable the assessment committee to come to a decision as mentioned in section 3 above.
5. One of the works referred to in section 4 is a thesis. See appendix 7 for the criteria. The thesis must be written in English or Dutch. It must be submitted in triplicate: one copy for the student, one for the teacher and one for the library. The copy of the thesis submitted to the teacher and the library remain the property of the Academy. If possible, the thesis should also be submitted in digital form (preferably in PDF format). The thesis is assessed separately.
6. All materials submitted for assessment must have been prepared under the supervision of the teacher (or teachers) in question, and they must have been accepted as such by the teacher (or teachers).
7. All pieces of work presented must be verifiably the inalienable intellectual property of the candidate. Students must state on the cover page of the thesis that this is an original and personal work. See appendix 8 for these regulations.
8. The secretary of the final assessment committee notifies the candidate of the outcome as soon as possible after the final assessment, but within three days at the latest.
9. The chair of the final assessment committee determines the date, time and location of the resit for students who do not pass the final assessment. A resit opportunity should be offered within the same academic year.
10. Students have definitively failed if:
  - a. Not all study components have been completed or,
  - b. they fail the final assessment and the resit, or,
  - c. they fail the final assessment and do not make use of the opportunity for a resit.
 In these cases, students must redo all parts of the examination.
11. In case of inability to participate in the final assessment due to extenuating circumstances, articles 5.4.13 and 5.4.14 (Regulations for collective assessments) apply.

#### **Article 7.4 Other provisions**

The Examination Board decides in cases for which these regulations contain no provisions.

## **Chapter 8: (International) Internships, (international) exchange, academy-wide education, external educational activities**

### **Introduction**

KABK encourages, and sometimes requires, students to participate in several kinds of educational activities that are not organized by their own department: internships, international exchange periods, study components offered by other institutions, et cetera. This chapter describes how these activities are integrated in the programmes and in the assessments.

### **Article 8.1 (International) Internships**

1. Arrangements for international internships must be confirmed in an internship form, available from the International Office via the Portal, before the start of the internship. For internships in the Netherlands one can find the form through the internship coordinator via the Portal. The internship form is a trilateral agreement between the student, the department responsible for the specialisation and the organisation providing the internship position.
2. The department appoints an internship coordinator who will contact the student and the organisation providing the student during the internship period at least two times during the internship period (approximately in the middle and at the end) to monitor and evaluate the progress of the student during the internship period.
3. The organisation providing the internship position appoints a contact person who will give guidance to the student during its internship. The contact person gives a final evaluation of the student's performance during the internship. This evaluation is taken into consideration as a weighty advice in appropriate assessments of the student.
4. As a rule, students cannot fulfil their mandatory internships in projects and/or organisations in which their teachers, coaches, Heads of department or any other faculty member directly involved in their study programme have a significant interest. The aim of this rule is to avoid any possible conflict of interests, undesirable dependency relationships between teachers and students, unjustified inequality between students and unacceptable accumulation of roles within one Academy member with respect to the students.
5. Mandatory internships must be scheduled in the academic year between 1 September and 10 July.

### **Article 8.2 International exchange**

1. Students who want to participate in an (international) exchange programme can apply to one of the partner institutions, of which a list is available on the Portal. In case a student wants to apply for a non-partner institution, the student can do so upon approval of the department head.
2. Students who want to participate in an international exchange programme need a learning agreement. The Erasmus+ learning agreement and the non-EU exchange learning agreement are available from International Office via the Portal. The learning agreement is approved and signed in advance by the student, the Head of student's department and the host institution. The learning agreement lists the names of the study components/activities to be followed at the host institution and the number of credits for each of these study components.
3. Any amendment to the learning agreement must be approved and signed by the student, the Head of student's department and the host institution.
4. The host institution will be responsible for the assessment of these study components/activities according to its own regulations for such assessments.
5. Results and EC obtained within the framework of an exchange and formally agreed in the exchange agreement (learning agreement and any subsequently agreed changes to that agreement), will be automatically recognised by the KABK. A statement concerning these results and EC from the host institution (transcript of records) will serve as proof.
6. The formal recognition of these results and EC will be part of the collective assessment after the semester of the exchange period, or as soon as possible thereafter if the exchange period was not finished at the moment of the collective assessment.

7. If the exchange is carried out within the framework of a grant programme (e.g. Erasmus+), the regulations for the grant programme apply. Regulations of grant programmes are available via the Portal.

### **Article 8.3 Academy-wide education**

1. Academy-wide education covers all study components and learning activities that are organised at an academy-wide level rather than by specific bachelor (or master) departments.
2. Academy-wide education is subject to these regulations in the same way as the study components/activities organised by each of the bachelor and master departments.
3. Every KABK student in a bachelor programme obtains 30 credits in total as their Individual Study Track (IST). The KABK offers electives for students in the second, third and fourth year where such credits can be obtained. The aim of the programme is to give students the opportunity to attend courses of their own choice in addition to the programme in their department. This may be aimed at acquiring skills in other disciplines, but it may also be on a particular subject or research. The added value of this offer also lies in the mixed composition of the groups.
  - a. One of the heads (of a bachelor department) is *IST-Curator electives* and has the final responsibility for all IST-electives offered during the academic year. Janine Huizenga is the IST-Curator electives for academic year 2024-2025.
  - b. The IST-curatorship is an additional task for a head of a bachelor department and can rotate among the heads.
  - c. The functional relationship between the curator and the heads of departments is that they closely work together. All departments can offer electives through their lecturers, from which eventually an attractive programme is made each semester. This also may include lecturers from outside the academy or lectures who are involved with the lectorate. Course offerings will be aligned with all heads, the final decision lies with the curator.

### **Article 8.4 Individual study track**

1. In the bachelor's degree programmes of Fine Art and of Design, except for the part-time specialisation of Fine Art, 30 ECs are reserved for the Individual Study Track (IST). This track allows students to further customize their programme according to individual interests.
2. Each specialisation determines the distribution of EC over the years of study and includes them in the study components overview.
3. In each specialisation, coaches for the IST are appointed. These coaches give the students guidance in the choice of their IST in line with the development of personal positioning and relating competences. Students present their proposals for the IST to these coaches and need their approval to include these proposals in their study programmes.
4. IST credits from full-time internships and/or the final examination can be integrated into the internship/final examination assessment in a manner to be approved by the Head of the department.
5. As the specialisation ArtScience of the Bachelor Fine Art programme is organized in close collaboration with the Royal Conservatoire and follows a different structure, provisions for the IST in this specialisation are given in the Study Guide for that department.

### **Article 8.5 Educational activities within other departments**

1. Students who want to follow course components at another specialisation within the KABK must have permission from the Head of their specialisation. In addition, there must be permission from the specialisation where the student wants to follow a study component after the Head of department of the student's own department has made a recommendation.
2. An agreement must be made between the two specialisations in recognising the EC. The status of the EC (extra-curricular, IST, instead of an elective course, etc.) should also be agreed and communicated to the Student Administration.
3. The specialisation in which the student joins a course component is responsible for the assessment of this course. The result can be part of the presentation of the collective assessment of the own department.

## **Chapter 9: Exemptions and substitute activities**

### **Introduction**

The provisions in this chapter deal with exemptions or other reasons for students not to follow all mandatory study components. Article 9.1 focuses on exemptions for individual study components. Article 9.2 deals with exemptions for larger parts of the programme, for example when students are admitted to a later stage of the degree programme, or switch from their original home institution to continue their studies at the KABK after a period of incoming exchange for study. Article 9.3 deals with the provision of an alternative for students who cannot participate in mandatory study components for financial reasons. Articles 9.4 and 9.5 deal with provisions for students with functional constraints and chronic health conditions.

### **Article 9.1 Exemptions for individual study components**

1. At the request of a student and on the recommendation of the Head of department, the Examination Board can grant an exemption for one or more study components based on a certificate, diploma, testimonial or other document that proves that the student has already reached the learning outcomes.
2. The procedure for requesting an exemption is described in the "Exemption Protocol for study components" (appendix 1) attached to these regulations.
3. The period of validity of any exemption granted is unlimited, unless the content of the relevant study component is altered due to changes to the Education and Examination Regulations. If an exemption is granted, the student will receive written confirmation of the exemption which is also communicated to the Head of the department and the Student Administration.

### **Article 9.2 Exemptions for larger parts of the programme**

1. Students who want to start their studies in a later stage of the programme must be exempted from all study components in the preceding semesters.
2. Students who want to enrol at the KABK as regular students after a period of incoming exchange need to be exempted from all study components in the preceding semesters, including the exchange period (which is formally part of the programme followed at the student's original home institution). Please refer to article 8.2.5
3. Exemptions as referred to in sections 1 and 2 of this article, must and can only be formally granted after the acceptance and enrolment of the student in the degree programme.



Therefore, special provisions apply, which are described in section B of the Exemption Protocol in appendix 1.

### **Article 9.3 Substitution of compulsory study components due to financial or other reasons**

Students who cannot participate in certain compulsory study components (such as excursions) for financial reasons, visa obligations or any other extenuating reason will be given the opportunity to fulfil their obligations by means of a substitute activity. The KABK is committed to undertake serious efforts to avoid such situations.

### **Article 9.4 Tests and examinations (assessments) for students with functional constraints and chronic health conditions**

Students with functional constraints and chronic health conditions can participate in assessments and examinations in a way that considers their disabilities. To be entitled to these adaptations, the student must report these constraints to the student counsellor in a timely way, no later than three months after becoming aware of them or being diagnosed. The student counsellor will advise the Head or coordinator of the department and/or the Examination Board. They decide and may make arrangements, if necessary. However, assessment and examination criteria will not change.

### **Article 9.5 Other provisions for student with functional constraints and chronic health conditions**

1. Students with a functional impairment due to a disability or chronic illness are entitled to effective, suitable or necessary adjustments unless these pose a disproportionate burden on the university.
2. The adjustments should remove or limit obstacles and promote the student's independence and full participation as much as possible. The adjustments may relate to:
  - a. the accessibility of buildings;
  - b. the educational program, including internships;
  - c. the teaching schedules;
  - d. the working methods, including guidance;
  - e. the learning resources, and;
  - f. the assessment (see 9.4)

## **Chapter 10: Individual study guidance**

### **Introduction**

The individual development of the student, according to the student's own ambitions, interests and capabilities, is essential to the education at the KABK. Therefore, the Academy attaches great value to the individual guidance students receive during their study and to the opportunity to put individual accents in their study. This chapter describes the provisions for individual coaching, the Individual Study Track and internship guidance.

### **Article 10.1 Individual coaching**

Students are assigned study coaches. At least once per semester, study coaches discuss the individual study progress with the student, as well as their study plan for the next semester. In the propaedeutic year the coach is sometimes referred to as mentor.

### **Article 10.2 IST coaching**

Students are assigned IST coaches. The IST coach discusses and approves the IST plans, assesses and evaluates the IST plan after completion and records ECs. See article 8.4 on the Individual Study Track.

### **Article 10.3 Internship coordinator**

Students are assigned an internship coordinator who acts as a coach, and who will contact the organisation providing the internship position at least two times during the internship period (approximately in the middle and at the end) to monitor and evaluate the progress of the internship. The internship coordinator is responsible for the process of the internship and subsequent evaluation. See article 8.1 on internships.

## **Chapter 11: Administration and information provision**

### **Introduction**

This chapter describes how the study progress of the students is administered, and how they are informed about any information relevant to them in the context of their study.

### **Article 11.1 Curriculum information**

An overview of the final qualifications, content, structure and distribution of ECs, for each of the specialisations, is published on the portal and shared with the students before the start of the academic year.

### **Article 11.2 Descriptions of study components**

Descriptions of study components as mentioned in article 3.1 are made available to students on the portal before the start of the semester. They follow the format in appendix 3.

### **Article 11.3 Student Administration and Student Information System - Osiris**

1. For the administration of students' personal data and registration of their study progress, the KABK uses a digital system called *Osiris*.
2. *Osiris* is subject to all applicable national and international legal provisions with respect to data security and privacy protection.
3. The departments are responsible for the accuracy and completeness of data registered in *Osiris* with respect to the study progress of the students.
4. Students are responsible for the accuracy and completeness of their own personal data (e.g. address, full names, place and date of birth, et cetera) registered in *Osiris*.
5. *Osiris* is the authoritative source of information for bodies with legal power like the Examination Board and the Executive Board in taking their decisions.
6. *Osiris* is the authoritative source of information for generating management information and quality assurance data.

#### **Article 11.4 Information provision by e-mail**

1. All students receive an e-mail address in the domain *kabk.nl* on the first day of their enrolment until their last day of enrolment.
2. Students must be familiar with all information provided by the KABK via the e-mail address mentioned in section 1.

### **Chapter 12: Announcement and registration of results; statements and certificates**

#### **Article 12.1 Registration and announcement of assessment results**

1. The assessment committee uses a form to record the assessment results and feedback for each student at the meeting following the collective assessment. This form is signed by the chair of the assessment committee.
2. Each student receives a report of the assessment after it has taken place, including the recorded feedback, the assessment of the performance and the outcome of the assessment, within fifteen working days after the collective assessment. For students who have failed the assessment, the report also indicates when and how a resit is organized.
3. If it is impossible to inform students within the terms mentioned in paragraph 2 of this article due to unforeseen circumstances, students are notified of the reason for this and the term within which they will receive the results.
4. The chair of the assessment committee ensures that the results and feedback forms are entered in *Osiris* within 30 working days of the assessment date.

#### **Article 12.2 Validity of results**

1. Results remain valid for a period of six years after the assessment date. After six years, the Examination Board can declare the results invalid if the content and/or objectives of the study component(s) concerned are demonstrably outdated.
2. For students temporarily interrupting their studies, the six-year period includes the years they were not registered as a student at KABK.
3. If the interruption has lasted longer than one year, students are required to go through a new admissions procedure. Upon re-entry, the head of the department, study coach and student will make a study plan to ensure the student reconnects to the programme. In case of disagreement, the head of the department decides.
4. A propaedeutic certificate remains valid indefinitely.

#### **Article 12.3 Issuing of a declaration, certificate and diploma (WHW art. 7.11)**

1. Students who have obtained the required 60 EC of the propaedeutic phase of the specialisation are awarded a certificate by the Examination Board, stating they have successfully completed the propaedeutic phase of their degree programme and specialisation.
2. Students who, in addition to the required 60 EC of the propaedeutic phase, have obtained the required 180 EC of the main phase of the specialisation are awarded a diploma by the Examination Board, stating the degree programme, specialisation and achieved degree.
3. Students will be awarded their diploma by the department during a diploma ceremony at the end of the academic year. They will also receive a diploma supplement, grade list and commentary on their final work. The aim of the diploma supplement is to provide insight into

the nature and content of the degree programme, in part to ensure international recognisability.

4. In case a student is unable to receive their diploma during the ceremony, the diploma can be collected at the Student Administration at a later date, upon presentation of proof of identification. Diplomas cannot be sent by mail or collected by anyone other than the recipient.
5. Students who have not obtained the required credit points to receive a propaedeutic certificate or bachelor's diploma, will receive a declaration of the credit points achieved and a grade list from the Student Administration upon request.

## **Chapter 13: Irregularities during assessments/examinations**

### **Article 13.1 Irregularities**

1. If a student committed any irregularity regarding any part of an assessment, evaluation or examination, the examiner or chair of the assessment committee informs the Examination Board is informed in writing as soon as possible, but at least within five working days. . Examples of irregularities include (but are not limited to): fraud/cheating/plagiarism or a clear attempt to such actions, disturbances and misconduct. The responsible Head of department and student(s) concerned will receive a copy of this report.
2. The Examination Board can request the student(s), examiner and Head of department concerned to come to an appropriate measure, preferably by mutual agreement or to refrain from further measures. Such a consultation and the conclusion thereof shall be submitted in writing to the Examination Board within a term to be determined by the Examination Board. This report must be signed by the student(s) and the examiner(s).
3. If, in the opinion of the Examination Board, the consultation as referred to in section 2 is not useful or desirable, or has not led to an acceptable conclusion, the Examination Board will conduct its own investigation into the course of events. In this case at least the student(s) and examiner(s) will be heard.
4. The Examination Board will decide with due observance of article 7.12b second paragraph WHW, as soon as possible, but no later than within two weeks of receipt of the report from a consultation as referred to in section 2, or as soon as possible, but no later than within two weeks after hearing the persons involved in an investigation as referred to in 3. The board will then inform the student of this decision in writing as soon as possible (max within three weeks). The examiner and responsible department Head receive a copy of that statement.
5. If the irregularity is only discovered after the exam, the Examination Board may withhold the student of the diploma referred to in article 7.11 of the WHW, or may stipulate that the student in question can only be awarded the diploma after a renewed examination of the parts to be determined by the Examination Board or Directorate.
6. The Examination Board compiles a report of its decision and the facts on which it is based and sends this to the directorate. In case of a decision with the verdict guilty, the report will be included in the student dossier.

## Chapter 14: Appeal

### Article 14.1 Regulations for appeals with the Board of Appeals for Examinations

1. Students who deem that their interests have been directly damaged due to what they perceive as the improper application of the EER are entitled to file a written appeal within 30 days with the Board of Appeals for Examinations (in Dutch: *College van beroep voor de examens*, 'CBE' or 'COBEX') of the University of the Arts, The Hague.
2. The Board of Appeals rules on appeals that have been filed regarding:
  - decisions to issue a student a binding negative recommendation, as referred to in article 6.2 of these regulations;
  - decisions regarding admission to the green light and the final assessments, as referred to in article 7 of these regulations;
  - decisions regarding the number of credits obtained;
  - other decisions by Assessment Committees, and Examination Board and examiners.
3. An appeal may be lodged if:
  - the decision is in contravention of any generally binding regulation (e.g. the Education and Examination Regulations, WHW);
  - in taking the decision, the body obviously used its power for purposes other than that for which it was originally intended;
  - upon weighing the interests in question, the body involved could not have taken the decision in all reasonableness;
  - the decision is contrary to any other principle of good administration prevailing as part of the general sense of justice;
  - the further provisions regarding the procedure, the handling and the verdict can be found in the Legal Protection chapter of the Student Charter of the University of the Arts, The Hague. See [www.hogeschoolderkunsten.nl](http://www.hogeschoolderkunsten.nl).

### Article 14.2 Appeals to the Administrative Jurisdiction Division of the Council of State

1. Decisions taken by any authoritative body of the University of the Arts, The Hague (including the Examination Board, the Board of Appeals for Examinations and the Executive Board) are considered decisions as mentioned in article 3.1 of the Dutch General Administrative Law Act (Dutch: *Algemene wet bestuursrecht*).
2. These decisions can be appealed to the Administrative Jurisdiction Division (in Dutch: *Afdeling Bestuursrechtspraak*) of the Council of State (in Dutch: *Raad van State*). For further information: see <https://www.raadvanstate.nl/studentenzaken/> or [https://www.raadvanstate.nl/publish/library/14/brochure\\_in\\_hoger\\_beroep\\_bij\\_de\\_raadvan\\_state.pdf](https://www.raadvanstate.nl/publish/library/14/brochure_in_hoger_beroep_bij_de_raadvan_state.pdf); both in Dutch.

### Article 14.3 Safekeeping

1. All relevant theoretical and practical work must be retained for the duration of any appeals procedure initiated by a student. The student is responsible for the safekeeping of these items.
2. All relevant theoretical and practical assignments must be retained for the duration of any appeals procedure initiated by a student. The Academy is responsible for the safekeeping of these items.

## **Chapter 15: Other provisions**

### **Article 15.1 Confidentiality of educational situations**

1. Recordings of educational situations, including (but not exclusively) assessments, coaching sessions, performances, concerts, group and individual lessons, and feedback sessions should only be made with restraint, with the consent of the participants and for academic purposes.
2. An objection by anyone present must always be respected.
3. It is not permitted to bring recordings of final assessments or fragments of these into the public domain outside the educational context unless permission has been granted for this by the student being assessed, the person(s) who has/have made the assessment, others involved who are visibly present (in so far as they can be traced) and the directorate.
4. The teachers and university staff who have access to the assessment files because of their post, either through Osiris or otherwise, must treat this information as confidential.
5. Recordings of exam work will be archived by the KABK for accreditation and quality assurance purposes. This is in compliance with national legislation and regulations of the Ministry of Education, Culture and Science.
6. No rights whatsoever may be derived from the recordings made notwithstanding permission having been granted in conformity with paragraphs 2 to 4 inclusive of this article.

### **Article 15.2 Copyright**

1. All work that a student produces in the framework of his or her study at the KABK ('student work') remains the physical and intellectual property of the student, except for the work made during collaborations with external partners or internships. Intellectual property of student work made in collaboration with external partners or during internships is determined by the respective agreement between the KABK and / or student and the external partner or internship partner.
2. All students of the KABK grant the Royal Academy of Art a non-exclusive and non-transferable license for the duration of the copyright to use their student work for non-commercial, educational, communication and accreditation purposes. This licence continues after graduation of the student but only relates to work made during and as part of their studies. The license granted shall take effect on the date the student work is created. When using a student work, the KABK shall use its reasonable efforts to credit the student as the creator of the work.

### **Article 15.3 Reference title**

These regulations can be referred to as the "Education and Examination Regulations for the Bachelor's Programmes of the Royal Academy of Art 2024-2025" or by the Dutch abbreviation "OER Bachelor KABK 2024-2025".

## Appendix 1 - Exemption protocol

### A. Exemptions for individual study components (article 9.1 of the Education and Examination Regulations)

1. Students must submit any request for exemption to the teacher before the third meeting of the study component/seminar/studio visit series etc. at the latest (this enables students to better familiarise themselves with the content of the subject and gives them the chance to discuss the matter with the teacher). To apply for an exemption, students must complete a form<sup>2</sup> that states at least the following information:
  - a. the subject/subjects for which the exemption is requested;
  - b. the grounds on which the exemption is requested; and
  - c. the number of credits for which the exemption is requested.
2. The request for exemption must be accompanied by supporting documentation, as well as:
  - a. the content of the activity on which the exemption is based; and
  - b. the activity must be completed with a satisfactory result.
3. The teacher will judge the request on:
  - a. the similarity to the content of the subject for which exemption has been requested; and
  - b. the actual achievement of a satisfactory result.
4. The teacher will advise the Head of the department on the request and supply the supporting documentation. The student must submit its request with this advice to the Head of the department. The Head of the department will ensure that the teacher has based its recommendation on solid arguments. If this is the case, the Head of the department will adopt the recommendation of the teacher. The recommendation will then constitute a recommendation to the Examination Board. In case of requests regarding academy-wide subjects, the directorate acts as the responsible in this and in following sections of this protocol.
5. The student must submit the request, along with the advice from the Head of the department to the secretary of the Examination Board, together with all supporting documents.
6. Only requests with a positive recommendation by the Head of department will be taken into consideration by the Examination Board. The secretary of the Examination Board checks the requests. The Examination Board will perform a marginal assessment<sup>3</sup> of the positive recommendations and check that all formal requirements have been met (including the presence of supporting documentation). As a rule, the Examination Board will adopt the recommendations made by the Head of the department. Only if formal requirements have not been met, the request is directed back to the Head of the department for reconsideration.
7. Once the Examination Board has adopted a positive recommendation, the exemption will be officially granted. The secretary of the Board will inform the student administration and the Heads of department with the decisions made on exemption requests. The department informs the student on the decision.

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<sup>2</sup> this form can be found on the portal page of the student administration

<sup>3</sup> Marginal assessment means that the Examination Board monitors whether the procedure has been followed correctly and whether a careful assessment has been made. The board will not interfere with the substantive responsibility of the Head of the department. It will not independently deviate from the advice of the Head of the department, although it may direct the request back to the (Head of the) department in order for it to be assessed again. The same decision can be made again, although the motivation should then be argued more thoroughly.

8. The Student Administration will register the granted exemptions.
9. If a request for exemption is rejected by the Examination Board, the secretary of the Examination Board will duly inform the relevant Head of the department and coordinator, stating the reasons for the rejection and requesting the Head of the department to assess the exemption request once again. The department will inform the student about the rejection and the further procedure.

#### **B. Exemptions for larger parts of the programme (article 9.2 of the EER)**

1. Exemptions that are the logical implication of a recommendation of an Admission Committee to admit the student to a later stage of the programme need to be confirmed by the Examination Board before 1 October of the academic year.
2. In such cases, an application form must be completed by the Admission Committee, specifying the semesters and study components for which the student is requesting an exemption. The application form must be supported by documents that give evidence of the student's eligibility for the exemptions concerned.
3. The Admission Committee sends the application form with all supporting documents to the secretary of the Examination Board for a preliminary advice. This can be done anytime during the admissions process. Supporting documents could include a propaedeutic certificate or grade list from another institution. Such documentation is **not** mandatory for the Examination Board to come to a decision, but it does provide a more complete picture which will expediate the process.
4. The Examination Board gives its preliminary advice to the department head/coordinator, based on the documentation provided, and under the condition that the Examination Board receives no further relevant information. The Examination Board can only give a preliminary advice because the student in question is not a registered student at this point in time.
5. Once the student is officially enrolled in the degree programme, the Examination Board reconsiders its preliminary advice and will confirm it, unless the Examination Board received new and relevant information affecting its decision.
6. Once admission to a later stage of the programme had been confirmed, the secretary of the Examination Board informs the student administration and sends them all documentation to be archived in Osiris.
7. If the student is exempted from the propaedeutic phase, the student will be enrolled in the main phase of the specialisation. The propaedeutic phase will not be registered as achieved at the KABK.
8. If the student is exempted from parts of the main phase, the credits for these parts will be attributed to the student with the grade "EXEMP" ("VR" in Dutch).



## Appendix 2 - Glossary

| Term                                     | Explanation  |
|--|--|
| (The) Academy                            | Shorthand reference for the Royal Academy of Art.  |
| Academic year                            | The period beginning on 1 September and terminating on 31 August of the subsequent calendar year. An academic year has two semesters.  |
| Academy for Creative and Performing Arts | This is a collaborative partnership between the University of the Arts, The Hague and the University of Leiden.  |
| Admissions review                        | A review of the suitability of prospective students.   |
| Admissions committee                     | A committee established by the Executive Board, represented by the faculty director, to bear responsibility for assessing the attitude and suitability of prospective students for specific study programmes (WHW art. 7.26a). The faculty director may mandate this task to the Head of department who establishes this admissions committee.   |
| Assessment                               | Assessments involve an investigation into the knowledge, insights and skills of the examinee, as well as the evaluation of the results of that investigation, as referred to in WHW art. 7.3, para. 3 and art. 7.10, para. 1. See chapters 5, 6 and 7 of these regulations.<br>(Dutch: <i>tentamen</i> , at the Royal Academy of Art commonly referred to as <i>beoordeling</i> )  |
| Assessment committee                     | Committees of examiners (or assessment committees) are established for the purpose of preparing and/or implementing examinations and parts of examinations, as referred to in WHW art. 7.12c, para. 1. The examiners are responsible for setting and assessing tests and examinations.<br><br>These assessment committees have different powers, depending on their tasks. See chapters 5, 6 and 7 of these regulations. |
| Bachelor's degree                        | Degree that can be earned after completing a four-year higher professional education (HBO) programme (or after completing a three-year university level (WO) programme).   |
| Block/Period                             | This is half of a semester, with a maximum of four blocks/periods per academic year.   |
| Board of Appeals for Examinations        | The Board of Appeals for Examinations, as referred to in WHW art. 7.60, can be reached through the Central Office of the University of the Arts.<br>(Dutch: <i>College van Beroep voor de Examens</i> ; <i>abbr. CoBEx</i> )   |
| Confidential counsellor                  | The confidential counsellor can guide and advise on complaints about undesirable behaviour, integrity issues or (social) safety. Examples are sexually intimating behaviour, bullying, aggression,   |

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|                            | racism, discrimination, or any other kind of unacceptable behaviour. The confidential counsellor can also support in the possible case of filing an official complaint.  |
| Competence                 | Competence is the integral whole of knowledge, skills, attitudes and other personal qualities that individuals possess, which enable them to carry out tasks in an adequate way, to find solutions and to put them into effect in practising their profession.   |
| Coordinator                | A coordinator oversees the organisational and administrative work within a department.   |
| Council of Representatives | The Participation Council, as referred to in WHW art. 10.17: The council comprises elected representatives from various ranks within the institution: students, teaching staff from each faculty and general support and educational support staff. The University has a central council and two faculty councils, one for the Academy and one for the Conservatoire.  |
| Course                     | A specific type of study component, usually involving classes taught by teaching staff. Courses may have a focus on theoretical or practical subjects, or a combination of both.   |
| Degree programme           | As referred to in WHW art. 7.3, a degree programme is a cohesive whole of educational units designed to achieve clearly defined objectives regarding the knowledge, insight and skills that a person completing the programme is required to possess. Each degree programme concludes with an examination.<br>(Dutch: <i>opleiding</i> )   |
| Department                 | The term department refers to the organisational entity offering the curriculum for a specific specialisation.<br><br>The bachelor's programme in Fine Arts is organised in two departments: specialisation B Fine Art and specialisation B ArtScience.<br><br>The bachelor's programme in Design is organised in five departments: specialisation B Photography, specialisation B Graphic Design, specialisation B Interior Architecture and Furniture Design, specialisation B Interactive/Media/Design and specialisation B Textile and Fashion.<br>(Dutch: <i>afdeling</i> ) |
| diploma                    | A certificate awarded by an educational establishment to show that someone has successfully completed a course of study. At KABK diplomas are awarded for the achievement of a master's or bachelor's degree.  |
| EC/Credits                 | A measure of the hours of study: One European Credit is equal to a study load of 28 hours (self-study and lectures). The study load of a bachelor's degree HBO programme amounts to 240 study credits: 60 in the propaedeutic phase and 180 in the main phase.   |

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| ECTS                                  | European Credit Transfer and Accumulation System: The European system for exchanging and accumulating credits.  |
| Education and Examination Regulations | <p>The regulations as referred to in WHW art. 7.13.</p> <p>The EER consist of two parts: One part provides a general description of the teaching at the Academy and a concise description of the curriculum of the study components at the Academy and the Interfaculty ArtScience; the other part includes the rules and provisions (with a distinction between Ba and Ma). Both of these parts are included in the Study Guide.</p> <p>(Dutch: <i>Onderwijs- en examenregeling. Abbr. OER</i>)</p>  |
| Examination                           | <p>A review of the candidate's knowledge, insights and skills and the evaluation of the outcomes of this review. This review is referred to in the WHW, art. 7.10 as a 'tentamen'.</p> <p>At the Royal Academy of Art The Hague, the term <i>assessment</i> is commonly used to refer to examinations.</p>  |
| Examination Board                     | <p>The body, referred to in articles 7.12, 7.12a, 7.12b and 7.12c of the WHW, which is legally responsible for:</p> <ul style="list-style-type: none"> <li>• the quality of the assessments and examinations (WHW art. 7.12.b, para. 1, sub a);</li> <li>• guidelines and instructions concerning the assessment and determination of the examination result (WHW art. 7.12.b, para. 1, sub b);</li> <li>• the application of exceptional regulations, including those governing exemptions, and allows individual exceptions to the regulations in certain cases (WHW art. 7.12b, para. 1, sub d);</li> <li>• taking measures in the event that fraud is committed by a student (WHW art. 7.12b, para. 2);</li> <li>• appointing the examiners, including the chair of a an assessment committee (WHW art. 7.12c);</li> </ul> <p>The Examination Board testifies that students fulfil all final requirements upon graduation and issues the corresponding diploma once the student has taken the required examinations and once the Board of Governors has determined that the procedural requirements for issuing the diploma have been met (WHW art. 7.11).</p> <p>(Dutch: <i>Examencommissie</i>)</p> |
| Examiner                              | <p>A member of the assessment committee, as referred to in WHW art. 7.12c: Individuals who teach within the relevant degree programme may be designated as examiners, as may experts from outside the programme. Examiners are appointed by the Examination Board.</p>  |

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|                                      | (Dutch: <i>Examinator</i> )  |
| Executive Board                      | The Executive Board of the University of the Arts, The Hague is the competent authority, bearing responsibility for the education, organisation and management of the institution.<br>(Dutch: <i>College van Bestuur, instellingsbestuur</i> )   |
| External students                    | Students enrolled at the University for the sole purpose of participating in the propaedeutic or final examination, or parts thereof.  |
| Faculty                              | The University of the Arts, The Hague comprises two faculties: the Royal Conservatoire and the Royal Academy of Art. Additional units include the Interfaculty ArtScience and the Interfaculty School for Young Talent.<br>(Dutch: <i>Faculteit</i> )  |
| Feedback                             | Process whereby the outcome of the assessment is given. Feedback is a recorded constructive reflection relevant to the content of the assessment and aimed at the development of the student.  |
| Feedforward                          | Written reflection outlining positive artistic steps or behaviours that will be beneficial to the student's development. Feed forward focusses on how someone can develop in the next study phase based on insights from the past study period.  |
| Final assessment / final examination | The final assessment of a programme, based on the final examination work – usually referred to as "final examination" in common parlance.<br>(Dutch: <i>eindexamen</i> )<br><b>NOTE: At the Royal Academy of Art, the term 'final assessment/final examination' is commonly used to refer to the assessment of the student's final <u>artistic</u> work. Passing this assessment does not necessarily imply the student's definitive graduation: it is possible that the student still must fulfil other requirements (e.g. thesis or internship) successfully as part of its study programme.</b> |
| Head (of department)                 | Official in charge of an educational unit or a study programme at the Academy.   |
| Individual course review             | Each study component is usually concluded with an individual course review, in which the student's development and progress are discussed based on the learning objectives of that component. The purpose of individual reviews is to give students substantive and qualitative feedback on their progress and results, and with suggestions for their further development during the study.   |
| Individual Study Track               | In the main phase of the bachelor's programmes (and in the ArtScience master's programme), study load is reserved for a study component with individually determined contents approved   |

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|                                 | <p>by the department. This is known as the Individual Study Track (IST). This track allows students to further customise their programme to align it with their individual fascinations and ambitions.</p> <p>IST credits from full-time internships and/or the final examination can be integrated into the internship/final examination assessment in a manner to be approved by the Head of department.</p>  |
| Interfaculty                    | <p>An Interfaculty is a partnership between the Conservatoire and the Academy. ArtScience and the School for Young Talent are Interfaculties. The ArtScience bachelor's programme provided by the ArtScience Interfaculty falls under the Fine Art bachelor's programme in the Central Registry of Higher Education Programmes (CROHO). The ArtScience master's programme falls under the Music Master's programme in CROHO.</p>  |
| Main (subject) phase            | <p>The part of the bachelor's programme that follows the propaedeutic phase of the programme and is concluded with its final examination.)</p> <p>(Dutch: <i>hoofd fase, postpropedeutische fase</i>)</p>   |
| Master's programme              | <p>A one-year or two-year advanced degree programme (as a rule, subsequent to the completion of a bachelor's programme) at an institution of higher professional education or a university.</p>   |
| Mentor                          | <p>A counsellor for students in the propaedeutic phase of study, specifically responsible for the individual guidance of the student. A mentor is always a teacher of the department. See article 10.1 of these regulations.</p>  |
| Midterm reviews                 | <p>An integral feedback moment in which the student's development and progress are discussed based on the learning objectives of that component. The purpose of midterm reviews is to give students substantive and extensive feedback on their progress and results, and with suggestions for their further development during the study.</p>  |
| Overleg Beeldende Kunsten (OBK) | <p>The network consultation body for Visual Arts and Design in The Netherlands. In addition to the SAC KUO (Sectoral Advisory Board for Art Education), this consultation between the directorates of art institutions seeks coordination and cooperation with the aim of jointly representing art education within the Vereniging Hogescholen.</p> <p>In addition to its responsibility in the field of educational and professional profiles, the OBK contributes to relevant mutual knowledge sharing.</p> |
| Practical exercises             | <p>Carrying out assignments or creating designs, conducting research assignments, completing internships or participating in excursions</p>   |

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|  | and other necessary educational activities, with the goal of achieving the required skills.   |
| Propaedeutic assessment/propaedeutic examination | The examination that concludes the propaedeutic phase of a bachelor's programme: The examination takes the form of a propaedeutic assessment aimed at determining whether the student meets the requirements specified for the propaedeutic phase.  |
| Recorded feedback                                | Feedback is a process whereby the outcome of the assessment is given regarding the criteria set. Feedback is a recorded constructive reflection relevant to the content of the assessment and aimed at the development of the student. It can be written feedback or a visual representation of the outcome that can be uploaded in Osiris as pdf. Students can access the feedback themselves in Osiris within the given timeframe.  |
| RIO  | All recognised secondary vocational and tertiary education programmes are listed in the Register Instellingen en Opleidingen – RIO (Institutions and Programmes Register). These are programmes which have been approved by the ministerie van Onderwijs, Cultuur en Wetenschap – OCW (Ministry of Education, Culture and Science).   |
| Semester   | Each academic year has two semesters. A semester comprises blocks or periods.   |
| Semester assessment                              | A formal assessment conducted at the conclusion of each semester: This assessment is conducted by an assessment committee.  |
| Specialisation                                   | A cohesive whole of educational units <u>within a degree programme</u> , focusing on a specific domain within the visual arts and/or design, as referred to in the WHW (e.g. article 7.9). Within each specialisation, curricula with specific focuses may be offered. Thus, for example, the bachelor's degree programme in Design has a specialisation in Photography. Students in the specialisation in Photography may graduate with a focus on documentary photography or fiction.<br>(Dutch: <i>afstudeerrichting</i> ) |
| Student  | A person who is enrolled at the University of the Arts, The Hague to pursue a degree programme.   |
| Student counsellor                               | The student counsellor represents the individual interests of the students and is bound by a duty of confidentiality. The counsellor can also mediate or make referrals to agencies or individuals outside the Academy. Third parties are contacted, if necessary, but only with the approval of the student.   |
| Study Coach                                      | A guide/mentor for students in the main phase of study, specifically responsible for the individual guidance of the student. A coach is a   |

|                                      |   |
|--------------------------------------|---|
|                                      | staff member of the department. See article 10.1 of these regulations.  |
| Study component                      | A component of a study programme is equivalent to that which is referred to in WHW art. 7.3 as a unit of study. It is a part of the educational programme, which concludes with an assessment. A list of possible types of study components is given in article 3.3.<br>(Dutch: <i>onderwijseenheid</i> )   |
| Study load                           | The study load of study activities is the <i>average</i> amount of time required by <i>typical</i> students to complete these activities successfully in <i>normal</i> circumstances. It is expressed in ECTS (European Credit Transfer System). One ECTS is equal to 28 hours of study. The study load of each study activity has been calculated based on the study hours within the Academy (excursions, internships, interviews, practical and theory classes, lectures workshops, etc.) and study hours of independent study; also referred to as study hours, and expressed in credits. |
| Teacher                              | A teaching staff member who educates students to become independent artists or designers. Teachers also supervise, coach and assesses students.   |
| The Royal Academy of Art             | The Fine Arts and Design Faculty of the University of the Arts The Hague.<br>(Dutch: <i>Koninklijke Academie van Beeldende Kunsten; abbr. KABK</i> )  |
| The Royal Conservatoire              | The Music and Dance faculty of the University of the Arts The Hague.<br>(Dutch: <i>Koninklijk Conservatorium; abbr. KC</i> )  |
| The University of the Arts The Hague | On 1 January 1990, the Royal Academy of Art and the Royal Conservatoire merged to form the School of Visual Arts, Music and Dance. On 8 July 2010, the name of the institution was changed to the University of the Arts The Hague. The Executive Board is responsible for the daily operations of the University.  |
| WHW                                  | Higher Education and Scientific Research Act, Bulletin of Acts, Orders and Decrees 593, 1992; Implementing Decree 2008 Text, as in force on 1 July 2018.<br>(Dutch: <i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i> )   |
| WSF                                  | Act on Student Grants and Loans, Student Finance.<br>(Dutch: <i>Wet op de Studiefinanciering</i> )  |

### Appendix 3 - Format descriptions of study components

#### KABK 2024-2025 // Format Course Descriptions

|                         |  |
|-------------------------|--|
| Course title            |  |
| Course code             |  |
| Year/semester/block     |  |
| Tutor(s)                |  |
| Course description      |  |
| Learning objectives     |  |
| Teaching methods        |  |
| Assessment methods      |  |
|                         | <input type="checkbox"/> Fail/Pass/Pass with distinction |
| Grading scale           | <input type="checkbox"/> 1-10                            |
| Compensation            |  |
| Attendance requirements |  |
| Main competencies       |  |
| Study load (EC)         |  |
| # of contact hours      |  |
| # of self-study hours   |  |



## **Appendix 4 - Protocol 'Switching degree programmes/specialisations'**

If students want to switch to another specialisation within their KABK degree programme or to another degree programme, the following procedure applies

1. The Head of department responsible for the original specialisation of the student issues a non-binding recommendation to the department responsible for the student's intended specialisation.
2. The department of the intended specialisation treats the request as a regular application and assesses whether the student meets the entrance requirements for the new specialisation. The admission committee decides to which year and semester the student can be admitted based on the outcomes of the student's admission assessment and the study components the student has completed successfully so far. ECs obtained in the student's original degree programme remain valid. The admission committee decision substantiates in which of the two following ways the ECs obtained can be administered:
  - a. ECs obtained before can be administered as 'extra-curricular ECs'.  
Option A entails that these credits cannot be used to request an exemption of individual study components or larger parts (9.2 lid 2 EER). The obtained ECs will be listed as extra in the grade list of the student upon graduation.
  - b. ECs obtained before can be grounds for an exemption of individual study components or larger parts (9.2 lid 2 EER) in the new programme if the student's knowledge and skills meet the corresponding requirements.  
Option B entails that the admission committee completes the admission form and exemption form and submits these to the Examination Board secretary for the Board's approval, with any supporting documents (e.g. overview of credits obtained, and the non-binding recommendation).
3. The Examination Board considers whether the admission process has been carried out correctly and whether the student will be able to meet the final qualifications of the intended degree programme. The Examination Board informs the head of the intended department and the Student Administration of this decision and the reasons. The new department will inform the student about the further course of action.
4. The department responsible for the new programme takes the initiative for the administrative registration of the student's switch. In Osiris a hybrid programme will be administered still showing the modules achieved in the original specialisation. The student receives instructions how to fulfil any missing requirements for the new specialisation if necessary.

## **Appendix 5 - Selection process Combined Degree programme**

This appendix describes the selection process for students who want to be admitted to the Combined Degree programme of the bachelor's programme in Fine Art (specialisation of the degree programme in Fine Art, Royal Academy of Art) and the bachelor's programme in Art History (stream Art, Media and Society, Leiden University).

### **Admissions to propaedeutic year**

The first step to be accepted as a student on the Combined Degree trajectory is to be admitted to the BA Fine Art at KABK. Applicants can state their interest in the Combined Degree programme but they have to complete the same admissions process as any BA Fine Art applicant. See the document on admissions for more details.

### **Admissions to BA Fine Art**

At the end of the propaedeutic year a decision will be made if the students are considered to be able to complete the BA Fine Art programme successfully. The same criteria apply to Combined Degree students as to regular students.

### **Transition from the Bachelor Fine Art to the Combined Degree Programme**

During the propaedeutic year students receive additional information about the Combined Degree trajectory. Students stating firm interest in the route will be invited for a specific test at the end of the second semester. In addition to their successful completion of the propaedeutic year, candidates for the Combined Degree programme will get an additional assignment, involving a written paper. A committee involving KABK staff and LU staff reviews the paper and conducts a short interview with the students.

The assignment and the interview aim to assess whether the student meets the following additional criteria:

- Capacity to analyse, criticise and reflect;
- Capacity to contextualise topics;
- Capacity to structure thoughts and use arguments in a coherent way;
- Capacity to write and present by using proper language and grammar, using references according to academic standards.

This committee decides on the transition to the Combined Degree programme based on these criteria.

## Appendix 6 – Grading scale

### Grading scale Europe

| Grade   | Grade | Definition   |
|---------|-------|--|
| 10      | A     | <b>Excellent</b> – outstanding performance with only minor errors      |
| 9       | B     | <b>Very good</b> – above the average standard but with some errors     |
| 7,5 - 8 | C     | <b>Good</b> – generally sound work with a number of notable errors     |
| 6,5 - 7 | D     | <b>Satisfactory</b> – fair but with some shortcomings                  |
| 6       | E     | <b>Sufficient</b> – performance meets the minimum criteria             |
| 5       | FX    | <b>Fail</b> – some more work required before the credit can be awarded |
| 1-4     | F     | <b>Fail</b> – considerable further works is required                   |

### Grading scale UK and US

| NL  | UK | US |
|-----|----|----|
| 10  | A+ | A+ |
| 9,5 | A+ | A+ |
| 9   | A+ | A+ |
| 8,5 | A+ | A+ |
| 8   | A  | A  |
| 7,5 | A- | A  |
| 7   | B  | B+ |
| 6,5 | C  | B  |
| 6   | D  | C  |
| 5,5 | E  | D  |
| 5   | F  | F  |
| 4   | F  | F  |
| 3   | F  | F  |
| 2   | F  | F  |
| 1   | F  | F  |

Source: Nuffic, the Dutch organization for Internationalisation in Education

## **Appendix 7 – Expectations and Criteria for Bachelor Thesis**

### **Expectation Bachelor**

- Proof that the student is able to conduct a purposeful and planned research that benefits the development of the student's own work.
- An articulation of the research that presents traceable argumentation and conclusions.
- A positioning of the research and artistic work in relation to its chosen context and discourse.

### **Criteria**

- The research leads to content that is relevant in relation to the student's individual artistic or design practice.
- There is coherence in reflections, use of arguments and conclusions drawn.
- The use of sources and references is in line with MLA-standards.
- The articulation of the research makes the content accessible for others.
- There is a relevant relationship between content and form of the articulation.
- Through the research and the articulation thereof the student was able to reflect on the student's own work in the chosen field of art or design.
- Through the research and articulation thereof the student is able to draw relevant conclusions for the student's artistic practice.
- The student was able to reflect on and make use of supervision and feedback by teachers and peers.

## **Appendix 8 – Statement of Originality**

Statement of originality

This is to certify that to the best of my knowledge, the content of this thesis is my own work. This thesis has not previously been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Signed