

Education and Examination Regulations

Royal Academy of Art, The Hague

BACHELOR FINE ART

BACHELOR

DESIGN

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Table of content

Education and Examination Regulations Royal Academy of Art The Hague	5
Introduction.....	6
Chapter 1: General provisions	7
Introduction.....	7
Article 1.1 Applicability of the regulations	7
Article 1.2 Definitions	7
Chapter 2: Duration, structure and evaluation of the programmes	8
Article 2.1 Duration of the programmes	8
Article 2.2 Propaedeutic phase	8
Article 2.3 Main phase.....	8
Article 2.4 Part-time and full-time programmes	8
Article 2.5 Combined Degree programme Fine Art/Art History	9
Chapter 3: Study components.....	10
Introduction.....	10
Article 3.1 Description of study components.....	10
Article 3.2 Study load of study components	10
Chapter 4: Main language of instruction	11
Article 4.1 Rules on language	11
Chapter 5: General provisions on assessments	12
Introduction.....	12
Article 5.1 Semester assessments, propaedeutic assessment and final assessment.....	12
Article 5.2 Examiners and assessment committees	12
Article 5.3 Regulations for individual course reviews	13
Article 5.4 Regulations for collective assessments.....	13
Article 5.5 Proceedings of the collective assessment committees	15
Article 5.6 Determining the result and awarding credits	15
Article 5.7 Results and compensation	16
Article 5.8 Nature and sequence of the assessments	17
Chapter 6: Propaedeutic phase, propaedeutic assessment and recommendation on the continuation of the study.	17
Article 6.1 Propaedeutic phase assessment (WHW art. 7.8)	17
Article 6.2 Regulations concerning the recommendation on continuation of studies and rejection (WHW art. 7.8b)	17
Introduction.....	19
Article 7.1 Green light review	19
Article 7.2 Final assessment committee: composition and working method	20
Article 7.3 Final assessment regulations for the Royal Academy of Art The Hague	20
Article 7.4 Other provisions	21
Chapter 8: (International) Internships, (international) exchange, academy-wide education, external educational activities	21
Introduction.....	21
Article 8.1 (International) Internships	21
Article 8.2 International exchange	22
Article 8.3 Academy-wide education.....	22
Article 8.4 Individual study track	23

Article 8.5 Educational activities within other departments	23
Chapter 9: Exemptions and substitute activities	24
Article 9.1 Exemptions for individual study components	24
Article 9.2 Exemptions for larger parts of the programme	24
Article 9.3 Substitution of compulsory study components due to financial or other reasons	24
Article 9.4 Tests and examinations (assessments) for students with functional constraints and chronic health conditions	24
Article 9.5 Other provisions for student with functional constraints and chronic health conditions	25
Chapter 10: Individual guidance	25
Introduction	25
Article 10.1 Individual coaching	25
Article 10.2 IST coaching	25
Article 10.3 Internship coordinator	25
Chapter 11: Administration and information provision	26
Introduction	26
Article 11.2 Descriptions of study components	26
Article 11.3 Student Administration and Student Information System - Osiris	26
Article 11.4 Information provision by e-mail	26
Chapter 12: Announcement and registration of results; statements and certificates	26
Article 12.1 Registration and announcement of assessment results	26
Article 12.2 Validity of results	27
Article 12.3 Issuing of a declaration, certificate and diploma (WHW art. 7.11)	27
Chapter 13: Irregularities/fraud during assessments/examinations	27
Chapter 14: Appeal	29
Chapter 15: Other provisions	29
Article 15.1 Confidentiality of educational situations	29
Article 15.2 Copyright	29
Article 15.3 Reference title	29
Appendix 1 - Exemption protocol	31
A. Exemptions for individual study components (Article 9.1 of the Education and Examination Regulations)	31
B. Exemptions for larger parts of the programme (article 9.2 of the EER)	32
Appendix 2 - Glossary	33
Appendix 3 - Format descriptions of study components	41
Appendix 4 - Protocol 'Switching degree programmes/specialisations'	42
Appendix 5 - Selection process Combined Degree programme	43
Admissions to propaedeutic year	43
Admissions to BA Fine Art	43
Transition from the Bachelor Fine Art to the Combined Degree Programme	43
Appendix 6 – Grading scale	44
Grading scale Europe	44
Grading scale UK and US	44
Grading scales KABK	44
Appendix 7 – Expectations and Criteria for Bachelor Thesis	45
Expectation Bachelor	45

Criteria.....	45
Appendix 8 – Statement of Originality.....	46
Appendix 9 – Competences	47

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 17 July 2025 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 2025-2026 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 organisation 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 concerned 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 2025 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 code 39110), comprising the specialisations:
 - ArtScience
 - Fine Art
- Bachelor's programme in Design (RIO degree code 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 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: afstudeerrichting*) 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 study from students. The duration of the part-time programmes in terms of calendar years depends on the time the student can spend on independent study 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 evaluation of education aims 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 individual subjects and the NSE (National Student Survey), which assesses student satisfaction in general. The results of these surveys are used as input for the 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 carrying out the evaluations and provides a format for the evaluation plan. The evaluation plan for a department provides an overview of the courses to be evaluated during the relevant academic year. The evaluation plan for each department is shared with the Study Programme Committee and communicated to the department's tutors.
3. Both qualitative and quantitative instruments can be used to evaluate education. The Quality Assurance Team supervises the use of these instruments. If necessary, the Quality Assurance Team develops 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. If the subject is taught by a new or different 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 returned to the tutor concerned and the Head of Department. The Head of 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. Study Programme Committee, the Examination Board and other persons and bodies involved have the right to the results of the evaluations, as far as these are relevant within the framework of their responsibilities and as far as this is not in contrast with any legal constraints, such as the GDPR. 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 anonymised.
- 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, discriminatory or threatening input to evaluations shall be deleted.
- d. In case of doubt, the confidential counsellor shall be consulted (when students are involved).

Chapter 3: Study components

Introduction

A bachelor's degree programme consists of a number of study components. This chapter provides the framework for describing the study components. The complete overview of the study components is published on the KABK website for each bachelor's 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 (*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. The curriculum is also published on the KABK website under each specialisation.

Article 3.2 Study load of study components

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

Article 3.3 Types of teaching formats related to study components

The following types of teaching formats can be distinguished:

- a. Studio practice
- b. Theoretical courses
- c. Thesis¹
- d. Study components integrating studio practice and theory
- e. Practical courses
- f. Workshops
- 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)

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

- j. Graduation project
- k. Academy-wide and university-wide education, which may have one of the above forms or other types of study components: Common Ground, Research and Material Labs, study components and activities in the context of the Individual Study Track (IST), exchange periods (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 lessons and other group meetings, as well as during assessments and 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 prior arrangements to the contrary. 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 the English language. 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 are 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 outlines the regulations for assessments throughout the programme of each specialisation. They serve to ensure that:

1. Assessments are competence-based and integral in nature. Individual study components are always assessed in consideration of the student's integral development.
2. Assessments are aligned with the study programme in terms of content, learning objectives and teaching methods and 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 beginning 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 based on 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 with students.
3. The department will publish and share the applicable assessment committee protocol, which regulates the role and task division among members of the assessment committee, with students at the start of the study year.
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 outlined in the study component description.
4. Whether or not a study component has been completed satisfactorily, and with what grade or result, is established during the collective assessment 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. 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 authorisation.

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 previous semester is evaluated, and the student's individual course reviews, as well as their overall development and progress, are discussed and assessed.
3. The collective assessment encompasses all the study components that comprise the semester in question, including the Individual Study Track (IST) and any study components offered at an academy-wide level and/or completed at other institutions. 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 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 student can be admitted to the next study year, but accompanied by a study plan (both cases in agreement with 5.8.3). The plan needs to be created in collaboration with the student and agreed upon before August 31. This study plan states how missing study points can be gained or compensated for in the coming year.
10. The assessment committee determines the number of EC the student has earned, which is the sum of all EC associated with 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 necessary next steps. 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 personal circumstances must be reported to the Head of 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, preferably before the assessment and if this cannot be realised, as soon as possible after the assessment. The student counsellor will inform the Head of 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 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 personal circumstances:
 - demonstrable and long-term illness, operational 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 assessment outcomes.
3. The chair of the assessment committee is responsible for scheduling, organising, and coordinating 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 Department responsible for the specialisation, the chair notifies the Head of Department immediately of the results. The Head of Department is responsible for registering these results in Osiris for study progress monitoring, declarations, and certificates.
7. The recorded feedback from the collective assessment is extensive and relevant in terms of content, focusing 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 from 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 considered 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 advice 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 are preferably scheduled before the summer break of the academic year concerned. If this is not feasible due to a student's personal circumstances or to the nature of the shortcomings in the failed assessments, they will be scheduled at a later point, but always within the same academic year.
2. Apart from the right to one resit (scheduled within the study year), 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, with the exception for students who have been unable to attend the assessment due to personal circumstances such as illness. This under the condition that the student has informed the Head of Department and the student counsellor about these circumstances before the assessment if possible, or as soon as reasonably possible afterwards otherwise.
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, after the second semester.
3. The Examination Board appoints examiners for the propaedeutic phase in each specialisation, comprising the Head of Department responsible for that specialisation and supervising teachers of study components in the first year of the programme. The department can appoint examiners from 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. Students who have obtained all 60 EC of the propaedeutic phase receive a propaedeutic certificate.

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 in the propaedeutic phase of a Bachelor, all students at the Academy receive a recommendation on the continuation of their studies.

2. The Directorate of the KABK issues the recommendation based on the advice of the assessment committee for propaedeutic examinations.
3. The recommendation takes one of the following forms:
 - a. A positive recommendation is always given to students who have obtained 45 ECs or more at the end of their first year of enrolment.
The Academy promotes the student to the main phase of the study programme in question. If a student has obtained 45 ECs or more but did not complete the full propaedeutic phase, the student must obtain the missing ECs in the following years.
 - b. A binding negative recommendation is given to students who have obtained less than 45 EC at the end of their first year of enrolment and do not have extenuating personal circumstances.
This recommendation means that the student will not be allowed to continue their study 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. Candidates receive a 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 Chapter 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.
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.
4. Only the following are considered extenuating personal circumstances:
 - demonstrable and long-term functional constraints' and 'chronic physical and/or mental-emotional health conditions of the student;
 - Illness of the student;
 - Family 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.
 - special circumstances other than those mentioned above, which, if not taken into account, would lead to an unfairness of a predominant nature.
5. Students should inform the student counsellor about any extenuating personal circumstances as soon as possible, and no later than three months after becoming aware of them or being diagnosed. The student counsellor will inform the assessment committee of the circumstances in writing, if the student gives its permission to do so. The information may serve no purpose other than to inform the study recommendation, and it is made available only to the assessment committee.
6. A binding negative recommendation can be given only if the following criteria have been met:
 - The criteria and procedure for study recommendations and the possibility of rejection are clearly communicated 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 affect 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 provides them with a reasonable period of time to improve their study results substantially.
7. 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.
 8. A binding negative recommendation is valid indefinitely. If students wish to be re-admitted to the same degree programme, they must reapply, 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 not only includes 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 conducted by a majority of the members of the final assessment committee and results in a recommendation regarding 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 into several phases to give students and examiners better insight into the status and progress of their work.
5. The result of 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. If the student has not yet earned 210 EC, a redlight recommendation is binding, which means that 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. From this group of examiners, the Head of Department forms the final assessment committee and serves as its chair. The committee is primarily made up of teachers from the final study phase.
2. The Heads of 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 student attends the final examination, the assessment committee, and can be attended by fellow students, members of the Examination Board, (deputy) director and staff members who are working on ensuring 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. 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 determines the assessment of the final examination work through a collective evaluation, taking into account the evaluations of external members. 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 remains 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 re-sit, 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 personal circumstances, articles 5.4.13 and 5.4.14 (Regulations for collective assessments) apply.

Article 7.4 Other provisions

- 1 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 organised by their own department: internships, international exchange periods, study components offered by other institutions, etc. 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 internship during the internship period at least twice (approximately in the middle and at the end) to monitor and evaluate the student's progress.

3. The organisation providing the internship position appoints a contact person who will give guidance to the student during the internship. The contact person provides a final evaluation of the student's performance during the internship. This evaluation is taken into consideration as 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 has a significant interest. This rule aims to prevent potential conflicts of interest, undesirable dependency relationships between teachers and students, unjustified inequalities between students, and the 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. If a student wishes to apply to a non-partner institution, they may do so upon approval from the department head.
2. Students who wish to participate in an international exchange programme require a learning agreement. The Erasmus+ learning agreement and the non-EU exchange learning agreement are available from the 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 and activities to be followed at the host institution, along with the number of credits assigned to each of these components.
3. Any amendment to the learning agreement must be approved and signed by the student, the Head of the student's department and the host institution.
4. The host institution will be responsible for assessing these study components and 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 approved 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's (or master's) 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.
 - 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 work closely 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 lecturers 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 customise their programme according to individual interests.
2. Each specialisation determines the distribution of EC over the years of study and includes it in the study components overview.
3. In each specialisation, coaches for the IST are appointed. These coaches provide students with guidance on their IST choice, aligning it 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 organised 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, permission must be obtained from the specialisation where the student wishes to follow a study component, after the Head 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 upon 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

The KABK aims to provide equal opportunities to all students by offering the support and resources necessary for each individual to reach their full potential, regardless of their personal or social backgrounds.

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, testimonium 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 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 undertaking 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 manner that accommodates their specific challenges. 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 constraint 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 guidance

Introduction

The Academy attaches great value to the individual educational development and the wellbeing of students. Therefore, the Academy offers a variety of individual guidance provisions.

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 a 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 will contact the organisation providing the internship position at least twice 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 internship process and subsequent evaluation. See article 8.1 on internships.

Article 10.4 Student counsellor

Students can confidentially consult the student counsellor for personal problems. These problems may be related to the study, but they don't have to be. The student counsellor is bound by the Code of Conduct for Student Counsellors. When appropriate, the student counsellor refers the student to the student psychologist for mental health support.

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 specialisation is published on the portal and shared with 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 laws and regulations regarding 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 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, etc.) 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 making 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 email 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 email 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. The chair of the assessment committee signs this form.
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 organised.

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 thirty working days of the assessment date.

Article 12.2 Validity of results

1. Results remain valid for 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 students 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 Department, study coach, and student will create a study plan to ensure the student reconnects with the programme. In the event of disagreement, the department head makes the decision.
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 diplomas by the department during a diploma ceremony at the end of the academic year. They will also receive a diploma supplement, a grade list, and a commentary on their final work. The diploma supplement aims to provide insight into the nature and content of the degree programme, in part to ensure international recognisability.
4. If a student is unable to receive their diploma during the ceremony, it can be collected at the Student Administration at a later date, provided proof of identification is presented. 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/fraud during assessments/examinations

Article 13.1 Irregularities and fraud

An irregularity is defined as any act or omission by a student that contravenes the applicable rules, guidelines or instructions relating to taking examinations or submitting assignments, projects or artistic work. If an irregularity makes it impossible to correctly assess the student's knowledge, insight, skills, artistic development or professional attitude, this will be considered fraud.

Fraud also includes:

- copying all or part of texts, images, music, designs, ideas or other work from third parties without correctly citing the source (plagiarism);
- submitting work that has been (partly) generated using artificial intelligence (AI), such as texts, images, videos, designs or audio, without explicitly stating its use and outside the framework set by the programme;
- falsifying data, manipulating (artistic or research) results, or otherwise misleading the assessor.
- impersonating someone else during an examination.

Article 13.2 Suspicion of irregularity

If there is a suspicion that a student has committed any irregularity, an examiner/a committee of examiners will notify the Examination Board in writing.

Article 13.3 Measures in the event of irregularity

In the event of an irregularity that is not considered fraud, the Examination Board may decide to take appropriate measures, including declaring the relevant exam or test result invalid.

Article 13.4 Sanctions in the event of fraud

In the event of fraud, the Examination Board may, in accordance with institutional policy, impose sanctions such as declaring the examination invalid, excluding the student from participating in one or more examinations for a certain period of time, or other measures deemed appropriate. In severe cases, the Examination Board may advise the competent authority to expel a student permanently.

Article 13.5 Irregularity discovered after examination

If the irregularity is only discovered after the exam has been completed, the Examination Board may withhold the certificate referred to in Article 7.11 of the WHW or may determine that the certificate can only be issued to the student concerned after a repeat exam in the subjects designated by the Examination Board or the management, and in a manner to be determined by it.

Article 13.6 Hearing of the examiner and student

Before taking a decision pursuant to Articles 13.3 and 13.4, the Examination Board shall hear the examiner and the student. The Examination Board shall immediately inform the student of the decision taken and ensure that it is recorded in writing.

Article 13.7 Report of decision

The Examination Board shall draw up a report on its decision and the facts on which it is based, which it shall send to the faculty management.

Article 13.8 Examination result

A decision pursuant to Articles 13.3 and 13.4 means that no result will be determined for the examination referred to in the second paragraph. If the result has already been determined, it may be declared invalid.

Chapter 14: Appeal

For the appeal and complaints procedure, please refer to Chapter 8 of the Student Charter.

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 these recordings of educational situations 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 2025-2026" or by the Dutch abbreviation "OER Bachelor KABK 2025-2026".

Article 15.4 Hardship clause

In cases not covered by this EER, the Executive Board will make the decision, unless responsibility for this decision lies with another body.

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 form² 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 the 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 their request, along with this advice, to the department head. The Head of Department will ensure that the teacher has based their 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 cases of requests regarding academy-wide subjects, the directorate acts as the responsible party in this section and the following sections of this protocol.
5. The student must submit their 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 assessment³ 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 Department. Only if formal requirements have not been met, the request is directed back to the Head of 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

² this form can be found on the portal page of the student administration

³ 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.

Heads of Departments of the decisions made on exemption requests. The department notifies the student of the decision.

8. The Student Administration will register the granted exemptions.
9. If the Examination Board rejects a request for exemption, the secretary of the Examination Board will duly inform the relevant Head of Department and coordinator, stating the reasons for the rejection and requesting the Head of 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 preliminary advice. This can be done at any time 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 make a decision, but it does provide a more complete picture, which will expedite 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 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. It will confirm this, unless the Examination Board receives new and relevant information that affects 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 exempt from the propaedeutic phase, they 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. (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. 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. (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 intimidating behaviour, bullying, aggression,

	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. (Dutch: <i>opleiding</i>)
Department	The term department refers to the organisational entity offering the curriculum for a specific specialisation. The bachelor's programme in Fine Arts is organised in two departments: specialisation B Fine Art and specialisation B ArtScience. 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. (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.

ECTS	European Credit Transfer and Accumulation System: The European system for exchanging and accumulating credits.
Education and Examination Regulations	The regulations as referred to in WHW art. 7.13. 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. (Dutch: <i>Onderwijs- en examenregeling. Abbr. OER</i>)
Examination	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'. At the Royal Academy of Art The Hague, the term <i>assessment</i> is commonly used to refer to examinations.
Examination Board	The body, referred to in articles 7.12, 7.12a, 7.12b and 7.12c of the WHW, which is legally responsible for: • the quality of the assessments and examinations (WHW art. 7.12.b, para. 1, sub a); • guidelines and instructions concerning the assessment and determination of the examination result (WHW art. 7.12.b, para. 1, sub b); • 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); • taking measures in the event that fraud is committed by a student (WHW art. 7.12b, para. 2); • appointing the examiners, including the chair of an assessment committee (WHW art. 7.12c); 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). (Dutch: <i>Examencommissie</i>)
Examiner	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.

	(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. (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. (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. (Dutch: <i>eindexamen</i>) 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.
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

	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. 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.
Interfaculty	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.
Main (subject) phase	The part of the bachelor's programme that follows the propaedeutic phase of the programme and is concluded with its final examination.) (Dutch: <i>hoofdfase</i>, <i>postpropedeutische fase</i>)
Master's programme	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.
Mentor	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.
Midterm reviews	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.
Overleg Beeldende Kunsten (OBK)	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. In addition to its responsibility in the field of educational and professional profiles, the OBK contributes to relevant mutual knowledge sharing.
Practical exercises	Carrying out assignments or creating designs, conducting research assignments, completing internships or participating in excursions

	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. (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. (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.
Study plan, adapted	An individual plan of action for a semester or study year, agreed on by the student and Head of Department, to be made in case of substantial study delay or extenuating personal circumstances which - on advice of the student counsellor - necessitate adaptations in the regular curriculum.
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. (Dutch: <i>Koninklijke Academie van Beeldende Kunsten</i> ; abbr. <i>KABK</i>)
The Royal Conservatoire	The Music and Dance faculty of the University of the Arts The Hague. (Dutch: <i>Koninklijk Conservatorium</i> ; abbr. <i>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. (Dutch: <i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i>)
WSF	Act on Student Grants and Loans, Student Finance. (Dutch: <i>Wet op de Studiefinanciering</i>)

Appendix 3 - Format descriptions of study components

KABK 2025-2026 // Format Course Descriptions

Course title	
Course code	
Year/semester/block	
Tutor(s)	
Course description	
Learning objectives	
Teaching methods	
Assessment methods	
	☐ Fail/Pass/Pass with distinction
Grading scale	☐ 1-10
Compensation	
Attendance requirements	
Main competencies	
Study load (EC)	
# of contact hours	
# of independentstudy 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	Excellent – outstanding performance with only minor errors
9	B	Very good – above the average standard but with some errors
7,5 - 8	C	Good – generally sound work with a number of notable errors
6,5 - 7	D	Satisfactory – fair but with some shortcomings
6	E	Sufficient – performance meets the minimum criteria
5	FX	Fail – some more work required before the credit can be awarded
1-4	F	Fail – considerable further work 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

Grading scales KABK

- Grades, ranging from 1 to 10
- Pass; pass with distinction; fail

Source: Nuffic, the Dutch organization for Internationalisation in Education

Appendix 7 – Expectations and Criteria for Bachelor Thesis

Expectation Bachelor

- Proof that the student can conduct 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 the conventions in the disciplinary fields and suitable for the audiences to which the work is most related.
- The articulation of the research makes the content accessible to others.
- There is a relevant relationship between the content and the form of the articulation.
- Through the research and the articulation thereof, the student was able to reflect on their own work in the chosen field of art or design.
- Through research and its articulation, the student is able to draw relevant conclusions for their artistic practice.
- The student was able to reflect on and make use of supervision and feedback from 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

Appendix 9 – Competences

TRANSLATED FROM 'WITTE BOEKJE'⁴ by Irene de Craen for MAR/MID/MNLN and MAPS, adapted from that translation for the BA's)

Final competences BA Programmes:

1. Creative ability

The student is able to create authentic visual work that is based on research and in which an artistic vision becomes visible. The visual work has meaning and arises from the personal ambition of the designer.

2. Investigative ability

The student is able to investigate and develop research methods by considering, analysing, problematising, positioning, and assessing their own work and working method and that of others.

3. Ability to grow and innovate

The student is able to continuously develop and deepen their own work and working method and thereby bring about changes in the profession, discipline, culture, and society.

4. Organisational ability

The student is able to set up and maintain an inspiring and professional work environment.

5. Communicative ability

The student is able to express their ideas, concepts, work, working method and artistic vision to professionals and the public from within and outside the field.

6. External awareness

The student can actively and critically relate to the context in which they find themselves with their work.

7. Ability to collaborate

The student is able to independently and actively contribute to the creation of an artistic product or process in a collaborative setting.

⁴ Overleg Beeldende Kunsten, Mondriaan Fonds, Premisela/Virtueel Platform. (2014). *Beroepsprofiel en opleidingsprofielen Beeldende Kunst en Vormgeving*. p. 101ff. Den Haag, Vereniging Hogescholen.