

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

**MASTER OF ARTS IN FINE ART AND
DESIGN**

MASTER TYPE AND MEDIA

MASTER INTERIOR ARCHITECTURE

2025-2026

Final

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Table of content

Education and Examination Regulations Royal Academy of Art	7
Introduction	8
Chapter 1: General provisions	9
Introduction	9
Article 1.1 Applicability of the regulations	9
Article 1.2 Definitions	9
Chapter 2: Duration and evaluation of the programmes	10
Article 2.1 Duration of the programmes	10
Article 2.2 Full-time/part-time	10
Chapter 3: Study components	11
Introduction	11
Article 3.1 Description of study components	11
Article 3.2 Study load of study components	11
Article 3.3 Types of teaching formats related to study components	11
Chapter 4: Main language of instruction	12
Article 4.1 Rules on language	12
Chapter 5: General provisions on assessments	13
Introduction	13
Article 5.1 Semester assessments and final assessment	13
Article 5.2 Examiners and assessment committees	13
Article 5.3 Regulations for individual course reviews	14
Article 5.4 Regulations for collective assessments	14
Article 5.5 Proceedings of the collective assessment committees	16
Article 5.6 Determining the result and awarding credits	16
Article 5.7 Resits and compensation	17
Article 5.8 Nature and sequence of the assessments	19
Chapter 6 [Intentionally left blank]	19
Chapter 7: Final assessment, green light assessment, graduation	19
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	21
Article 7.4 Other provisions	21
Chapter 8: (International) Internships, (international) exchange, academy-wide education, external educational activities	22
Introduction	22
Article 8.4 Educational activities within other departments	22
Article 8.5 External educational activities	22
Chapter 9: Exemptions and substitute activities	22
Introduction	22
Article 9.1 Exemptions for individual study components	22
Article 9.2 Exemptions for larger parts of the programme	23
Article 9.3 Substitution of compulsory study components due to financial or other reasons	23

Article 9.4 Tests and examinations (assessments) for students with functional constraints and chronic health conditions	23
Article 9.5 Other provisions for student with functional constraints and chronic health conditions	23
Chapter 10 [Intentionally left blank]	24
Chapter 11: Administration and information provision	24
Introduction	24
Article 11.2 Descriptions of study components	24
Article 11.3 Student Administration and Student Information System - Osiris	24
Article 11.4 Information provision by e-mail	24
Chapter 12: Announcement and registration of results; statements and certificates	25
Article 12.1 Registration and announcement of assessment results	25
Article 12.2 Validity of results	25
Article 12.3 Issuing of a declaration and diploma (WHW art. 7.11)	25
Chapter 13: Irregularities/fraud during assessments/examinations	26
Chapter 14: Appeal	27
Chapter 15: Other provisions	27
Article 15.1 Confidentiality of educational situations	27
Article 15.2 Copyright	27
Article 15.3 Reference title	28
Appendix 1 - Exemption protocol	29
A. Exemptions for individual study components (article 9.1 of the Education and Examination Regulations)	29
B. Exemptions for larger parts of the programme (article 9.2 of the Education and Examination Regulations)	30
Appendix 2 - Glossary	31
Appendix 3 - Format descriptions of study components	38
Appendix 4 – Grading scale	39
Grading scale Europe	39
Grading scale UK and US	39
Grading scales KABK	39
Appendix 5 – Procedure admission without Ba certificate	40
Appendix 6 – Expectations and Criteria for Master Thesis	41
Appendix 7 – Statement of Originality	42
Appendix 8 – Competences	43

Education and Examination Regulations Royal Academy of Art

This part of the Education and Examination Regulations, hereafter also 'EER' or 'these regulations', specifies the rules and provisions that apply to the master'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 applies to every student at the university and can be consulted on the [HdK website](#).

These regulations were written from the perspective of a two-year master's programme. They are equally valid for the one-year master's programme Type and Media. In some cases, the reader needs to translate a regulation to apply to Type and Media logically.

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 specialisations referred to, and to the 2024-2025 academic year. The regulations have been approved by the Executive Board of the University of the Arts The Hague.

Introduction

The EER (Dutch: *Onderwijs- en Examenregeling*; 'OER') describe the objectives, content and structure of the degree programmes offered and the regulations and provisions dealing with the organisation of these programmes and the assessments and examinations related to them. They are required by the Dutch Higher Education and Scientific Research Act to ensure that students are well informed about the content of their programme and the way it is organised. They are the basis for the curricula of each specialisation, the time schedules, assessments and examinations, the facilities available to students, and the administrative systems and procedures. They describe the responsibilities and obligations of everyone involved, including teachers, students, Heads of Department, coordinators, the Directorate, and legal bodies within the Royal Academy of Art, 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 next 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 mainly describes the formal and procedural aspects of the education in our master'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 master's degree programmes offered by the KABK.

To enter one of the master's programmes, students must have a bachelor's degree as referred to in article 7.30b of the WHW. If a candidate does not have the requested certificate, then in exceptional cases, a possible admission can still take place following the procedure in Appendix 5.

Effective date

These regulations will take effect on 1 September 2024 and replace any other EER ex art. 7.13 WHW is 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:¹

- Master's programme 'Master of Art in Fine Art and Design' (RIO degree number 49114), comprising the specialisations:
 - Artistic Research;
 - Non-Linear Narrative;
 - Industrial Design and
 - Photography and Society;
- Master Type and Media (RIO degree number 49106);
- Master Interior Architecture (RIO degree number 49238).

Article 1.2 Definitions

A glossary of terms, definitions, and translations of these regulations is given in Appendix 2.

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

- A degree programme (*Dutch: opleiding*) is a cohesive whole of study components designed to achieve clearly defined objectives with regard to the knowledge, insight and skills that a person 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.

¹ The Royal Academy of Art also offers a master's degree programme in ArtScience in cooperation with the Royal Conservatoire. This programme is part of the Master of Music and therefore regulated by the Education and Examination Regulations of the degree programme Master of Music.

- A department (*Dutch: afdeling*) is the organisational unit within the Royal Academy of Art that is responsible for the curriculum² 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 and evaluation of the programmes

Article 2.1 Duration of the programmes

The master's programmes Master of Arts in Fine Art and Design and Master Interior Architecture amount to 120 European Credits, hereafter EC. The master's programme Master Type and Media comprises 60 EC.

Article 2.2 Full-time/part-time

All master's programmes are offered as full-time programmes only.

Article 2.3 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 submit an evaluation plan to the Directorate and 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 of a department gives an overview of the courses to be evaluated during the academic year concerned. 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. Changes can be the result of curriculum changes, such as changes in the credits, the content, and the educational approach. If the subject is taught by a new/other teacher (compared to the previous year) an evaluation is also

mandatory. If a department has special needs, e.g. the evaluation of study coaches or a programme evaluation, tailor-made solutions are possible. The department concerned will then consult with the Quality Assurance Team and can include this in the evaluation plan.

5. After the end of each semester, the results of evaluations are made available by the Quality Assurance Team as soon as possible. The results are returned to the tutor concerned and the Head of Department. The Head of the department is responsible for translating the results of the evaluations into possible improvement measures and for communicating these to those involved within their department and to the Directorate. 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.
6. We want to ensure that the evaluation of education takes place in a safe environment and point out that all those involved must respect the code of conduct of the KABK. With regard to evaluations, the Quality Assurance Team will make sure that:
 - a. where necessary and reasonably possible, the anonymity of participants will be guaranteed and reports will be 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.

Chapter 3: Study components

Introduction

A master's degree programme consists of a number of study components. This chapter gives the framework for the description of these study components. The complete overview of the study components is published on the Royal Academy of Art website for each master'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 and course descriptions is shared with students at the start of the study year and can be found on the portal.

Article 3.2 Study load of study components

1. The study load of each study component is expressed in a number of European Credits (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 hours of independent study.

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. Thesis³
- 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)
- j. Graduation project
- k. Academy-wide and university-wide education, which may have one of the above forms or other types of study components and exchange periods (see Articles 8.2 and 8.3).

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 other agreements about this before the writing of the paper began. One reason for such an agreement is, for example, that it is functional in view of the nature of the subject of the paper.
4. Students are expected to have a sufficient command of English. English proficiency is assessed during the admissions procedure as described on the KABK website.
5. Teachers, examiners and support staff with teaching duties are expected to have a good command of English (B2 – C1).
6. Support staff who do not have an educational task shall be deemed to have a level of English language that is appropriate to the nature of the position.

³ Departments can also refer to the thesis as a Research Paper. For readability purposes, only the term thesis is used in this document.

Chapter 5: General provisions on assessments

Introduction

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

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

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

Article 5.1 Semester assessments and final assessment

1. Every semester, except the second semester of the final year⁴, concludes with a semester assessment.
2. The department will publish and share the applicable assessment protocol, including the assessment criteria, at the start of the study year to students.
3. The department will publish and share the applicable assessment committee protocol, regulating the role and task division between the members of the assessment committee at the start of the study year to students.
4. The semester assessments consist of a collective assessment. If reviews of individual study components take place, these are done before the collective assessments.
5. Regulations for the semester assessments are described in article 5.3 and 5.4 below.
6. The assessment following the second semester of the final year is known as the 'final assessment'. It follows specific regulations described in Chapter 7 below.

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.

⁴ I.e. the fourth semester of the Master Interior Architecture and the Master of Arts in Fine Art and Design, and the second semester of the Master Type and Media.

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 related outcomes of that study component, as specified in the course description. In some specialisations, individual course reviews are replaced by integrated collective assessments.
2. The individual course review is conducted by the teacher(s) responsible for that study component.
3. The individual course review is formative and provides students with substantive and qualitative feedback on their progress and results and with suggestions for their further development during their study. Feedback and suggestions are related to the learning goals and assessment criteria specified in the description of the study component.
4. Whether or not a study component has been completed satisfactorily, and with what grade or result, is assessed/established during the collective assessment (rather than the individual course review) in the context of the student's overall development. See articles 5.4, 5.5 and 5.6 of these regulations for more details.
5. The individual course reviews in the degree programme normally take place one or two weeks prior to the scheduled collective assessments, unless integral assessments take place in the relevant specialisation and academic year. If the study component is not completed at the end of the semester, the teacher will communicate the date and time of the individual course reviews in a timely manner.
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 further study (cf section 3 of this article). The department responsible for the specialisation registers these remarks in Osiris within thirty working days and informs the student about this within fifteen working days. Results and feedback in Osiris are accessible to the student concerned and anyone else with legitimate authorization.

Article 5.4 Regulations for collective assessments

1. The competencies as defined by the *Overleg Beeldende Kunsten (OBK)* have been translated into specific criteria and learning outcomes per department and per study year, which form the basis for the collective assessment
2. In the collective assessment, the student's work from the last semester is assessed, and the student's individual course reviews and overall development and progress are discussed and evaluated.
3. 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.
4. 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.

5. 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, if applicable. It applies the requirements and criteria as given in the description of the study component concerned.
6. 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.
7. At the end of the first year, the assessment committee determines whether the student will be admitted to the exam year, or if a student can be admitted to the next study year but accompanied with a study plan (both cases in agreeance with 5.8.3). The plan must be created in collaboration with the student and agreed upon by 31 August. The committee might advise a student to retake a course year.
8. 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.
9. 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.
10. 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 students on necessary next steps. See also Chapter 14 for the appeals procedure.
11. Inability to participate in the collective assessment (or any part thereof) due to illness, accident or severe family 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 permits to do so. The information may serve only to determine participation in the collective assessment and is made available only to the department head. A new date for the collective assessment will be determined in consultation with the chair of the semester assessment committee.
12. The following are considered extenuating 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, the assessment committee appoints one of its members as the chairperson 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 the department responsible for the specialisation, the chair notifies the Head of the department immediately of the results. The Head of Department is responsible for registering these results in Osiris for the purposes of monitoring study progress, issuing declarations, and issuing certificates.
7. The recorded feedback from the collective assessment is extensive and relevant in terms of content, and focuses on the student's development.
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 of all matters of an exceptional and unforeseen nature, 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 cases of graded results, grades of 6.0 and higher are considered 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 comprise the cluster and how the result at the cluster level is calculated. Individual course reviews will still be provided for each individual study component, however, so students receive extensive and relevant feedback per component.

6. Students are responsible for monitoring their own study progress. If a student feels that there are errors or omissions in the registration of their results, they should report these to the coordinator or Head of their department, within 30 working days of the publication of the result in Osiris. The department will take further action or advise students on necessary next steps. 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 may offer students the opportunity to compensate for a 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: The details of this article can be found in the description of the various departmental programmes and will be announced before the start of the programme. The following are the basic principles concerning resits and compensation.

- a. Semester 1: If the collective assessment of the first semester (if applicable) shows that not all learning objectives have yet been achieved, a plan is drawn up to determine the activities and efforts that can be used to make it up. The committee will give the student the opportunity for a resit by accomplishing certain tasks or by earning a satisfactory grade during the next semester. Depending on the severity of the agreements, the achievement of the set objectives can be determined in the mid-term or the collective assessment of semester 2.
- b. Semester 2 of two-year master programmes: If it is established during the collective assessment that the learning objectives that are conditional for successful study in year 2 have not been achieved, a plan of action is drawn up with the student. The student is given the opportunity to re-take year 1, but with an adapted study plan for the first semester that may consist of:
 - following the regular programme of the first semester, possibly from a specific focus;

- doing an internship for part of the semester;
- following courses in other programmes for part of the semester;
- doing a specific assignment designed for him/her for part of the semester;
- a combination of the above, or a tailor-made plan.

If the Head of Department cannot reach an agreement with the student, the student follows the regular programme of the first semester.

If the backlog concerns less vital study components, the same approach as in semester 1 can be chosen. Testing of progress can take place during a resit at the end of the summer, during the midterm, or the collective assessment of semester 3.⁵

- c. Students who do not pass the first and second semesters retake the year in its entirety.
 - d. Semester 3 of the specialisations Master Artistic Research, Master Non-Linear Narrative, Master of Arts in Photography and Society and Master Industrial Design: If the collective assessment shows that not all learning objectives have yet been achieved, the same procedure as in semester 1 can be followed. If the delay in Semester 3 is too large to compensate for in Semester 4, the student may be advised to discontinue their studies for now and re-enter the second year next year.
Semester 3 of Master Interior Architecture: If the collective assessment shows that not all learning objectives have yet been achieved, a plan is drawn up to determine the activities and efforts that can be used to make up for it. The committee will give the student the opportunity for a resit by accomplishing certain tasks. If the resit does not result in a satisfactory assessment of the achieved learning objectives, the credits for the third semester will not be awarded, and the student will be required to restart the graduation process.
 - e. Final semester: All final competencies must be met regarding the student's positioning. Students are involved in formulating the learning outcomes. If the final competencies are not achieved, a plan will be drawn up to determine which activities and efforts can be used to make up the shortfall. Depending on the nature of the failure to pass the final examination, the achievement of the set objectives can be determined during the resit at the end of the summer or at the end of semester 3 in the new academic year (January exams). See also Article 7.3.
6. Agreements regarding resits and plans to determine the activities and efforts that can be used to make it up must be communicated in writing to the student and archived in Osiris.
 7. If an attendance requirement has been stipulated for a study component and the student fails to meet this requirement, the student must either redo the study component or complete an additional assignment, unless specified otherwise in the description for that study component. The examiner of the study component determines which of these options is applicable.
 8. The possible application of compensation regulations does not change the fact that the student must achieve all the final qualifications to obtain the diploma.

⁵ The Master of Interior Design only offers the opportunity for a resit during summer. Backlog may not be taken into semester 3.

Article 5.8 Nature and sequence of the assessments

1. All assessments have a strong focus on their formative purpose. Students get extensive and relevant feedback and recommendations, supporting them in their further development and their study plan for the coming semesters.
2. After the first and third (if applicable) semesters of the study, students with unsatisfactory results receive written feedback and advice to help them catch up with the expectations. See article 5.7.
3. After the second semester of the study in the programmes Master of Art in Fine Art and Design and Master Interior Architecture, assessments are both formative and summative in nature. Apart from the feedback and recommendations mentioned in Section 1 of this article, students may be denied access to the programme in the next year of study if they achieve unsatisfactory results.
4. After the fourth semester of the study in the programmes Master of Arts in Fine Art and Design and Master Interior Architecture and after the second semester of the programme Master Type and Media, the assessment takes the shape of the final assessment and graduation project. See the regulations in Chapter 7 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 their 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.

Chapter 6 [Intentionally left blank]

Note: this chapter is intentionally left blank to sustain compatibility with the regulations for the bachelor's programmes in the structure and numbering of these regulations. This chapter discusses all regulations concerning the propaedeutic phase of the bachelor studies.

Chapter 7: Final assessment, green light assessment, graduation

Introduction

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

Article 7.1 Green light review

1. Following the assessment of semester 3, a green light review can take place, no later than 6 weeks prior to the final examination.
2. The green light review is performed by (a majority of the members of) the final assessment committee and results in a recommendation and advice as to the student's participation in the final examination assessment (hereinafter referred to as 'the examination' in this article) based on the relevant questions and plans presented by the student for this purpose.
3. In the programmes Master Artistic Research, Master Non Linear Narrative, Master of Arts in Photography and Society, Master Industrial Design and Master of Interior

Architecture, students are not permitted to participate in the green light review if they have not yet earned 90 EC by the start of that assessment.

In the programme Type Media, students are not permitted to participate in the green light review if they have not yet earned 30 credits.

4. The following terms and deadlines apply:
 - a. Green light reviews can be split into several phases to give students and examiners better insight into the status and progress of their work.
 - b. The assessment committee can decide to offer the student the opportunity to retake or postpone the green light review if the result would initially be an orange or red-light recommendation. In such cases, the assessment committee determines the period in which the assessment or resit examination will take place.
 - c. The final decision on the green light review is taken no later than 4 weeks prior to the scheduled final examination.
5. 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. But the student will be admitted to the examination if they insist.
6. If the student does not present any work at the green light review, they cannot participate in the final assessment.

Article 7.2 Final assessment committee: Composition and working method

1. The Examination Board appoints examiners. From this group of examiners, the Head of the 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 unforeseen circumstances, final examinations can be conducted in the absence of an external expert to avoid disproportionate disadvantages for the student. The chair of the final assessment committee must report these exceptional cases to the Examination Board in order to enable the Examination Board to verify that the independence and the validity of the final examination have not been compromised.
3. The final assessment committee appoints a secretary.
4. The final examination is attended by the student, the assessment committee, and can be attended by fellow students, members of the Examination Board, (deputy) director and staff members that are working on the assuring of the quality of examinations if agreed upon by the student. However, this never applies to the deliberations of the final assessment committee.

5. The final assessment committee determines the result of the final examination assessment. The committee may take a vote if the committee is unable to agree on the outcome of the assessment. The committee's decision is based on a majority vote. In case of a tie, the chair casts the deciding vote. The chair of the committee announces the final decision in the presence of the other committee members. The secretary of the committee keeps a written record of these decisions.
6. Decisions of the final assessment committee are definitive after the meeting closes. See Chapter 14 for the appeals procedure.

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

1. The final examination takes place in the form of a final assessment.
2. The composition of the final assessment committee is described in Article 7.2 of these regulations.
3. The final assessment committee decides on the assessment of the final examination work through a collective assessment, in which the evaluation of the external members is taken into account. The decision of the committee concerns whether the work, as a cohesive whole, demonstrates that the student meets all the final qualifications for the degree programme.
4. The number, subject, technique and execution of the works are determined in consultation with the teachers involved and the Head of the study programme 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 6 for 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 records in 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(s) in question, and they must have been accepted as such by the teacher(s).
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 7 for the statement.
8. The secretary of the final assessment committee notifies the candidate of the outcome as soon as possible after the final assessment, but no later than three days.
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 definitely failed if:
 - a. Not all study components have been completed
 - b. They fail the final assessment and the resit, or
 - c. They fail the final assessment and do not make use of the opportunity for a resit.
 In these cases, students must redo all parts of the examination.
11. In case of inability to participate in the final assessment due to extenuating circumstances, articles 5.4.13 and 5.4.14 (Regulations for collective assessments) apply.

Article 7.4 Other provisions

The Examination Board decides in cases for which these regulations do not contain 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.

Important note: Due to the relatively short duration of the master's programmes, these activities are not normally included as part of the curriculum. For regulations on internships, exchanges, and academy-wide education, please refer to Articles 8.1, 8.2, and 8.3, respectively, of the EER for bachelor's programmes.

Article 8.4 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, following a recommendation from the coordinator or Head of Department of the student's own department.
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.

Article 8.5 External educational activities

1. Students who want to include educational activities in their programme that are not offered by the KABK (other than exchange programmes, which are regulated by article 8.2 of the bachelor's EER) need written approval from the Head of their department in advance. The approval statement must include a brief description of the activities, the method of assessment and the number of credits to be obtained upon successful completion.
2. The assessment of these activities will be carried out as mentioned in the approval statement and will be part of the collective assessment after the semester of the activity, or as soon as possible thereafter if the activity was not completed before the collective assessment.

Chapter 9: Exemptions and substitute activities

Introduction

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, testimonial or other document that proves that the student has already reached the learning outcomes.

2. The procedure for requesting an exemption is described in the "Exemption Protocol for study components" (Appendix 1) attached to these regulations.
3. The period of validity of any exemption granted is unlimited, unless the content of the relevant study component is altered due to changes to the Education and Examination Regulations. If an exemption is granted, the student will receive written confirmation of the exemption, which is also communicated to the Head of the department and the Student Administration.

Article 9.2 Exemptions for larger parts of the programme

1. Students who want to start their studies in a later stage of the programme must be exempted from all study components in the preceding semesters.
2. Students who want to enrol at the KABK as regular students after a period of incoming exchange need to be exempted from all study components in the preceding semesters, including the exchange period (which is formally part of the programme followed at the student's original home institution). Check 8.2.5 of the bachelor's EER for more information.
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 Royal Academy of Art 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 way that considers their disabilities. To be entitled to these adaptations, the student must report these constraints to the student counsellor in a timely way, no later than three months after becoming aware of them or being diagnosed. The student counsellor will advise the Head or coordinator of the department and/or the Examination Board. They decide and may make arrangements, if necessary. However, assessment and examination criteria will not change.

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

1. Students with a functional constraints 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 [Intentionally left blank]

Note: this chapter is intentionally left blank to sustain compatibility with the regulations for the bachelor's programmes in the structure and numbering of these regulations. This chapter discusses all regulations concerning the individual study guidance of the bachelor studies.

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 Specialisation curriculum information

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

Article 11.4 Information provision by e-mail

1. All students receive an 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 a period of four years after the assessment date. After four 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 four year period includes the years they were not registered as a student at KABK.
3. For the Master Type and Media, the above stipulated period is three years.
4. If the interruption has lasted longer than one year, students are required to go through a new admissions procedure. Upon re-entry, the head of the department, study coach and student will make a study plan to ensure the student reconnects to the programme. In the event of disagreement, the department head makes the decision.

Article 12.3 Issuing of a declaration and diploma (WHW art. 7.11)

1. Students who have obtained the required 120⁶ EC of the specialisation they are registered in, are awarded a diploma by the Examination Board, stating the degree programme, specialisation and achieved degree.
2. 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, grade list and 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.
3. In case a student is unable to receive their diploma during the ceremony, the diploma can be collected at the Student Administration at a later date, upon presentation of proof of identification. Diplomas cannot be sent by mail or collected by anyone other than the recipient.
4. Students who have not obtained the required credit points to receive a master's diploma, will receive a declaration of the credit points achieved and a grade list from the Student Administration upon request.

⁶ 60 EC for the Master Type and Media

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 serious cases, the Examination Board may advise the competent authority to permanently expel a student.

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 director of the faculty.
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. The KABK will archive recordings of exam work 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, with the exception of the work made during collaborations with external partners or internships. Intellectual property of student work created in collaboration with external partners or during internships is determined by the respective agreement between the KABK and/or the 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 study. The licence granted shall take effect on the date the student's work is created. When

using a student's 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 Master's Programmes of the Royal Academy of Art 2025–2026" or by the Dutch abbreviation "OER Master 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). In order to apply for an exemption, students must complete a form that states at least the following information:
 - a. the subject/subjects for which the exemption is requested;
 - b. the grounds on which the exemption is requested; and
 - c. the number of credits for which the exemption is requested.
2. The request for exemption must be accompanied by supporting documentation, as well as:
 - a. the content of the activity on which the exemption is based; and
 - b. the activity must be completed with a satisfactory result.
3. The teacher will judge the request on:
 - a. the similarity to the content of the subject for which exemption has been requested; and
 - b. the actual achievement of a satisfactory result.
4. The teacher will advise the Head of the department on the request and supply the supporting documentation. The student must submit its request with this advice to the Head of Department. The Head of Department will ensure that the teacher has based its recommendation on solid arguments. If this is the case, the Head of the department will adopt the recommendation of the teacher. The recommendation will then constitute a recommendation to the Examination Board. In case of requests regarding academy-wide subjects, the directorate acts as the responsible in this and in following sections of this protocol.
5. The student must submit the request, along with the advice from the Head of Department to the secretary of the Examination Board, together with all supporting documents.
6. Only requests with a positive recommendation from the Head of Department will be considered by the Examination Board. The secretary of the Examination Board checks the requests. The Examination Board will perform a marginal assessment⁷ 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 department head. Only if formal requirements have not been met, the request is directed back to the Head of the department for reconsideration.
7. Once the Examination Board has adopted a positive recommendation, the exemption will be officially granted. The secretary of the Board will inform the student administration and the Heads of Department of the decisions made on exemption requests. The department informs the student of the decision.
8. The Student Administration will register the granted exemptions.

⁷ 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.

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 that the Head of Department reassess the exemption request. 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 Education and Examination Regulations)

1. Exemptions that are the logical implication of a recommendation of an Admission Committee to admit the student to a later stage of the programme need to be confirmed by the Examination Board before 1 October of the academic year.
2. In such cases, an application form must be completed by the Admission Committee, specifying the semesters and study components for which the student is requesting an exemption. The application form must be supported by documents that give evidence of the student's eligibility for the exemptions concerned.
3. The Admission Committee sends the application form with all supporting documents to the secretary of the Examination Board for a preliminary advice. This can be done anytime during the admissions process. Supporting documents could include a propaedeutic certificate or grade list from another institution. Such documentation is **not** mandatory for the Examination Board to come to a decision, but it does provide a more complete picture which will expediate the process.
4. The Examination Board gives its preliminary advice to the department head/coordinator, based on the documentation provided, and under the condition that the Examination Board receives no further relevant information. The Examination Board can only give a preliminary advice because the student in question is not a registered student at this point in time.
5. Once the student is officially enrolled in the degree programme, the Examination Board reconsiders its preliminary advice and will confirm it, unless the Examination Board received new and relevant information affecting its decision.
6. Once admission to a later stage of the programme had been confirmed, the secretary of the Examination Board informs the student administration and sends them all documentation to be archived in Osiris.
7. If the student is exempted from the propaedeutic phase, the student will be enrolled in the main phase of the study programme. Thus 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 is in charge of 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 with regard to 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 master's programme of Arts in Fine Art and Design is organised in four departments: specialisation Artistic Research, specialisation Industrial Design, specialisation Non Linear Narrative, specialisation Photography and Society. The master's programme Interior Architecture is organised in one department Interior Architecture. The master's programme Type and Media is organised in one department Type and Media. (Dutch: <i>afdeling</i>)
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 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 a 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 students 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 has to 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 on the basis of 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 course of study.
Individual Study Track	In the main phase of the bachelor's programmes (and also 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, 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.
Mid term reviews	An integral feedback moment in which the student's development and progress are discussed on the basis of the learning objectives of that component. The purpose of mid term reviews is to give students substantive and extensive feedback on their progress and results, and with suggestions for their further development during the course of study.
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.
Recorded feedback	Feedback is a process whereby the outcome of the assessment is given with regard to 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.
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, preferably a teacher.
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 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 self-study hours	

Appendix 4 – 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 works is required

Grading scale UK and US

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

Grading scales KABK

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

Source: Nuffic, the Dutch organization for Internationalisation in Education

Appendix 5 – Procedure admission without Ba certificate

If candidates do not have a bachelor's degree, it is in exceptional cases possible for the candidate to be accepted. In such cases, the Director shall decide whether to grant authorisation on the basis of the following information:

1. there is a convincing justification by the admissions committee concerned; and
2. a positive recommendation from the Head of the most related Bachelor's department about the alleged Bachelor's level of the candidate. In principle, this concerns the Head of Fine Arts with exceptions for the MAR, the Head of Graphic Design at NLN and Type and Media, the Head of Interior Architecture and Furniture Design at MIA and Industrial Design and in due course the Head of Photography for the Master Photography & Society and
3. a positive recommendation on the level shown in relation to the bachelor's final qualifications given by an independent Head of the bachelor's programme.

The reasons given by the Admissions Board and the advice given by two Head of Bachelor departments are added to the advice given to the director of the KABK to admit the candidate. The director weighs up these recommendations and then decides on the basis of her own competence with regard to the admission of students.

Appendix 6 – Expectations and Criteria for Master Thesis

Expectation Master:

- Proof that the student is able to choose from a variety of methods and articulations the approach that is relevant and conducive to the development of their own work.
- The research is conducted with awareness of and in relation to research and work that lies within the same discourse.
- The research is articulated and presented in such a way that the content, argumentation and conclusions are transferable to others and that its relevance in the discourse can be understood and discussed.

Criteria:

- The research shows the authenticity of the subject or the perspective on a particular topic.
- The research has deliberateness and relevance with regard to the chosen research method or approach.
- The content has relevance in relation to the chosen discourse and is therefore discursively up to date.
- There is a clear relevance of the content 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 academic standards.
- The articulation of the research is deliberate and makes the content accessible for others.
- There is a relevant relationship between the content and the form of the articulation.
- The research is publicly shared in order to allow for transfer and discussion.
- Through the research and the articulation thereof the student was able to reflect on his/her own work in the chosen field of art or design.
- Through the research and articulation thereof, the student is able to draw relevant conclusions for his/her artistic practice.
- The student was able to benefit from supervision and feedback from teachers and peers.

Appendix 7 – 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 8 – Competences

Final Competences Master of Arts in Fine Art and Design (MAR/MID/MNLN/MAPS) and Type and Media

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, artistic vision, motives, considerations and research conclusions to professionals and the public from within and outside the field.

6. External awareness

The student can actively and critically change the context in which they find themselves with their work, working method, and research.

7. Ability to collaborate

The student is able to initiate a collaboration and independently and actively contribute to the creation of an artistic product or process.

Final Competences Master Interior Architecture

Research: the student is able ...

- to observe, research and analyse spatial situations from a perspective of the user of these situations;
- to establish and interpret spatial situations that can be improved by steering through a spatial designer;
- to include relevant knowledge in the analysis in a structured way;
- to translate the research results in a spatial design by doing research by design;
- to compose a THESIS with a good organization of thoughts, use of the English language, credibility of the statements, presentation graphic and verbal

Design: the student is able ...

- to translate the research results in a spatial design by doing design by research;
- to create designs that are renewing, surprising and convincing from all relevant perspectives, be it human, artistic, spatial, sustainable, financial, legal, functional, etc;
- to determine and include the knowledge, materials and skills needed to realize the developed spatial design;

Development: the student is able ...

- to further develop and broaden their vision and abilities, as well as their work and method of working in a manner that is appropriate to them and that is related to their discipline;
- to establish and maintain an inspirational and functional work situation, both for themselves and for others;
- to gather (experts in) needed skills around the project and/or work in groups with complementing skills;

Presentation: the student is able ...

- to present the observation, analysis, concept, design and personal position in a consistent, communicative, surprising and convincing way, verbally, imaginative as well as in writing to colleagues, clients and an audience;

Position: the student ...

- takes a clear and personal position in the analysed situation and through that in the world of spatial design, possesses a vision on the role and position of their discipline in society;
- is aware of the societal environment and can relate their work and opinions to that of others and to developments within a cultural and societal context;
- is aware of what is happening in 'the Real World' in transition from the urban scale down to the urban interior;
- shows the ability to act in the world of spatial change design as an initiator and entrepreneur.