

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

**BACHELOR AUTONOMOUS FINE ART
BACHELOR DESIGN**

2019-2020

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Education and Examination Regulations Royal Academy of Art

This part of the Education and Examination Regulations specifies the rules and provisions that apply to the bachelor's programmes of the Royal Academy of Art The Hague (KABK) as a whole, in conformity with art. 7.13 of the Higher Education and Scientific Research Act (Wet op het Hoger onderwijs en Wetenschappelijk Onderzoek (WHW)). It has been approved by the Executive Board of the University of the Arts The Hague.

The general description of the education provided at the Academy and the concise description of the curriculum for the programmes and specialisations in the Study Guide are an integral part of these regulations.

These regulations have been established on July 8, 2019 by the director of the Royal Academy of Art and apply to all cohorts of students of the programmes and study components referred to, and to the 2019–2020 academic year. The English version of the Education and Examination Regulations is binding.

Introduction

The Education and Examination Regulations (Dutch: *onderwijs- en examenregeling*; *OER*) describe the objectives, content and structure of the degree programmes offered and the regulations and provisions dealing with the organization of these programmes and the assessments and examinations related to them. They are required by the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger onderwijs en Wetenschappelijk Onderzoek (WHW)*) to ensure that students are well informed about the content of their programme and the way it is organized. They are the basis for the curricula of each of the study programmes, the time schedules, the assessments and examinations, the facilities available to the students and the administrative systems and procedures. They describe the responsibilities of everyone involved: teachers, students, Heads of department, coordinators, director and legal bodies within the Royal Academy of Art.

The Education and Examination Regulations are evaluated each academic year. They are established for the next academic year, including possible adaptations on the basis of these evaluations and/or changes in legislation. In this sense, they are always 'work in progress', but they also define the framework in which the programmes are carried out.

The current document mainly describes the formal and procedural aspects of the education in our bachelor's programmes. The content of the programmes is covered in the curricula and descriptions of study components in the Study Guide. Together, these documents constitute the Education and Examination Regulations.

- Chapter 1 of this document is an introductory and defining chapter.
- Chapters 2 and 3 list the degree programmes offered, as well as their structure.
- Chapter 4 describes the main language of the programmes.
- Chapters 5 through 9 deal with assessments and examinations. Assessments are crucial moments in our education. They give insight in the development of the students, and provide them with feedback and guidance for the next stages of their study. Therefore, assessments can have serious consequences for the students and must be carried out with great care. These chapters provide the formal framework for the assessments.
- Chapter 10 describes the provision with respect to the guidance of individual students.
- Chapters 11 and 12 basically deal with the information provision to the students.
- Chapter 13 describes the procedures and regulations in exceptional cases, either intended or unintended: unexpected events during assessments, fraud, misconduct, et cetera.
- Chapter 14 describes the opportunities to appeal for students who do not agree with any decisions taken in the framework of these regulations.
- Chapter 15, to conclude, contains regulations on a set of remaining subjects.

It is important to note that sometimes, the precise interpretation of these regulations may be subject to discussion. Introductory paragraphs are included in most chapters to clarify the intention of the regulations in that chapter. It is recommended that regulations are always interpreted with this intention in mind: not just in letter, but also (and maybe more importantly) in spirit.

Chapter 1: General provisions

Introduction

These regulations deal with the bachelor's degree programmes offered by the Royal Academy of Art. Separate regulations are established for the master's degree programmes.

Article 1.1 Applicability of the regulations

These regulations apply to the education and examinations of the following degree programmes¹ from the date mentioned in article 15.5 onward:

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

Article 1.2 Definitions

A glossary of terms, definitions and translations in these regulations is given in (appendix 2). Terms that are included in the appendix are used as defined there throughout these regulations, unless explicitly stated otherwise.

NOTE: To ensure compliance with legislation and formal regulations, the glossary is in agreement as much as possible with the terms, definitions and translations used by formal and juridical authorities like the NVAO and the Ministry of Education, Science and Culture. Thus, there may be differences with the common understanding of these words in everyday language, or their common use in the Royal Academy of Art. This most notably applies to the use of the term 'specialisation', which refers to the entire curriculum of a department, rather than to a particular focus within that curriculum. For example: in terms of the law, the curriculum of the Textile and Fashion department constitutes a single specialisation, with either a focus on Textile or on Fashion.

¹ The following terms are defined in the Glossary, but the following clarification is given here for the purpose of 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 Dutch Register of Degree Programmes in Higher Education (Croho).
- A specialisation (Dutch: *afstudeerrichting*) is an implementation of a degree programme with a focus on a specific profile within the objectives of the programme, e.g. on a specific artistic discipline. All specialisations within a degree programme share the same final qualifications/learning objectives.
- A department (Dutch: *afdeling*) is the organisational unit within the Royal Academy of Art that is responsible for the curriculum of a specialisation.
- A study component (Dutch: *onderwijseenheid*) is a unit focusing on the achievement of specific learning objectives that contribute to the final qualifications of the programme. Study components include theoretical and practical courses, internships, projects, et cetera. (see chapter 3)

Chapter 2: Duration and structure of the programmes

Article 2.1 Duration of the programmes

The bachelor's programmes in Autonomous Fine Art and in Design amount to 240 EC.

Article 2.2 Propaedeutic phase

1. The first year (60 EC) of the bachelor's programmes in Autonomous Fine Art and in Design constitutes the propaedeutic phase of the programme.
2. Each specialisation mentioned in article 1.1 has its own propaedeutic phase and its own main phase.
3. The purpose of the propaedeutic phase is:
 - *orientation*: it must give the student sufficient insight in the content and objectives of the programme to decide whether he/she wants to continue it to the end;
 - *selection*: it must give the Royal Academy of Art the opportunity to determine whether a student will be able to complete the study successfully, and
 - *referral*: it must provide both the Royal Academy of Art and the student with sufficient information to refer the student to specific specialisations or to other study programmes.
4. Upon successful completion of the propaedeutic phase, students receive a certificate.
5. At the end of the first year, students receive a recommendation on the continuation of their study. Under certain conditions, this will be a binding recommendation to stop the student to continue his/her study in the same bachelor's degree programme. Further regulations on this recommendation are described in article 6.2.
6. Upon successful completion of the propaedeutic phase, the student is allowed to continue his/her study in the main phase of the corresponding specialisation. A student who has not yet completed the propaedeutic phase successfully may only participate in the main phase if he/she has received a minimum of 45 ECTS in the propaedeutic year.
7. A student may be allowed to continue his/her studies in a different specialisation within the Royal Academy of Art. Applicable procedures and conditions are described in appendix 4.

Article 2.3 Main phase

1. The second, third and fourth years (60 EC each; total 180 EC) of the bachelor's programmes in Autonomous Fine Art and in Design constitute the main phase of the programme.
2. Upon successful completion of the main phase, students receive a diploma in agreement with article 12.3.

Article 2.4 Part-time and full-time programmes

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

Article 2.5 Double Degree programme Fine Art/Art History

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

Chapter 3: Study components

Introduction

A degree programme consists of a number of study components (Dutch: *onderwijseenheden*). We often refer to these study components with the term *courses*, but in fact, courses are only one of many possible types of study components. This chapter gives the framework for the description of these study components. The content of the study components is given in the Study Guide.

Article 3.1 Description of study components

1. Each programme, as mentioned in article 1.1, consists of a number of study components.
2. All study components are described in a catalog of study components according to the format for descriptions of study components in appendix 3. The general course descriptions are further elaborated in detailed course descriptions that are shared with the students at the beginning of the course components.
3. The catalogue of study components is published on the Royal Academy of Art website.

Article 3.2 Work load of study components

1. The work load of each study component is expressed in an integer number of European Credits (EC's). One European Credit corresponds to a work load of 28 hours.
2. The work load of a study component reflects the number of working hours students are expected to need on average to complete the component successfully. It includes both the contact hours and the hours of independent study. The actual work load may differ to some extent for individual students.

Article 3.3 Types of study components

The following types of study components can be distinguished:

- a. Studio practice
- b. Theoretical courses
- c. Thesis
- 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: Studium Generale, Propaedeutic Project Week, Research and Material Labs, Research and Discourse, study components and activities in the context of the Individual Study Track, exchange periods, et cetera (see article 8.3 and 8.4)

Chapter 4: Main language

Introduction

The University of the Arts has a code of conduct on main language. See www.hogeschoolderkunsten.nl for this document. The main principles are described underneath.

Article 4.1 Rules on language

1. In connection with the international composition of the student and teacher database and the international nature of the field of work, English is used as the working language in all KABK study programmes, both during the lessons and other group meetings and during the assessments and in individual supervision.
2. All information relating to the programme, insofar as it is produced by or under the responsibility of the KABK, will in any case be made available in English.
3. Written papers will be written in English, unless the student and the teacher/examiner 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 command of English at the level of Toefl 80 internet-based or IELTS 6 overall score. Examination of this is part of the admission procedure as referred to in the admission regulations.
5. Teachers, examiners and support staff with teaching duties are expected to have a command of English. If necessary, the director will take measures to ensure that this requirement is met.
6. Support staff who do not have an educational task shall be deemed to have a level of English that is appropriate to the nature of the position. If necessary, the director will take measures to ensure that this requirement is met.

Chapter 5: General provisions on assessments

Introduction

Assessments are important learning opportunities for students, and therefore play a significant role in our education. We expect students to be able to gradually shape their individual artistic and professional positions and to grow as artists and designers who make a relevant contribution to their chosen professional contexts. This requires critical (self-)reflection, an increasingly proactive and independent attitude and contextual awareness.

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

1. Assessments must support students in their individual, artistic and professional development in a direction that fits their individual ambitions and interests. They must encourage and enable them to take responsibility for their own learning processes. Critical (self-)reflection from the students and feedback and feedforward from the teachers are key elements in the assessments.
2. Assessments must relate the students' development to both the final requirements of the programme and the students' individual projected positioning in the chosen context.
3. Assessments are competence-based and integral in nature. Individual study components are always assessed considering the integral development of the student.
4. Assessments are aligned with the study programme in terms of content, learning objectives and teaching methods and in correspondence with the bachelor's degree level.
5. Assessment methods and assessment criteria reflect the professional artistic practice as much as possible.
6. Students must be informed timely about assessment criteria and assessment methods.
7. Assessments are carried out by teams of assessors/examiners, to ensure the reliability on the basis of an intersubjective approach.

Article 5.1 Semester assessments, propaedeutic assessment and final assessment

1. Every semester, except the second semester of the final year, concludes with a semester assessment.
2. The semester assessments of the specialisations of the degree programme in Design consist of a collective assessment preceded by individual course reviews.
3. The semester assessments of the specialisation Fine Art of the degree programme in Autonomous Fine Art consist of a collective assessment combined with individual course reviews.
4. For the specialisation ArtScience of the degree programme in Autonomous Fine Art, the semester assessments consist of individual course reviews and the collective assessment of the semester project.
5. The semester assessment following the second semester of the propaedeutic phase is known as the 'propaedeutic assessment'. It follows the regulations for the semester assessments.
6. Regulations for the semester assessments are described in article 5.3 and 5.4 below.
7. The assessment following the second semester of the final year is known as the 'final assessment'. It follows specific regulations described in articles 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. Out of the selection of examiners the department establishes assessment committees for each of the semester collective assessments.
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.

Article 5.3 Regulations for individual course reviews²

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 takes place in which the student's development and results for the relevant study component are discussed on the basis of the learning objectives of that component and the related outcomes as specified in the course description and lesson letter. The general course description is further elaborated in the lesson letter that is shared with the students at the beginning of the course component.
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 recorded 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 as specified in the description of study components.
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 in Design 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. As an exception to section 4 of this article and in agreement with section 4 of article 5.1, individual course reviews in the ArtScience specialisation do result in formal assessments on the successful completion and grading of each study component. Individual course reviews in this specialisation typically take place at the end of each study component.
7. Individual course reviews in the Fine Art specialisation typically take place in combination with the collective assessments.
8. The findings of the individual course reviews are recorded in writing. The department responsible for the specialisation informs the students about these findings and registers them in Osiris. Students can see their results in Osiris.

Article 5.4 Regulations for collective assessments

1. The semester assessment committee performs an assessment at the end of each semester, known as the collective assessment.
2. The national competences have been translated back into workable criteria per department and per academic year, which form the basis for the collective assessment. The collective assessment involves an investigation into the extent to which the student meets these criteria and the determination of the assessment result of that investigation.
3. In the collective assessment, the student's work from the last semester is assessed, and his/her individual course reviews and his/her overall development and progress is discussed and weighed. For this presentation, students must present their work in such a way that it

² Please note that in this context, for the purpose of readability, the term *course* is used as a shorthand reference to any type of study component.

provides a good impression of the performance of the student to be assessed. Eventually, the semester assessment committee reaches a final, collective and integral evaluation based on the competencies formulated for the relevant department and year of the study programme.

4. The collective assessment concerns all of the study components in the semester to be assessed, including the IST, and/or any study components offered at an academy-wide level or completed at other institutes. The assessment is performed on the basis of the results of practical and/or theoretical work in those study components.
5. As an exception to sections 3 and 4 of this article and in agreement with section 4 of article 5.1, collective assessments in the ArtScience specialisation are carried out by means of an evaluation of the student's semester project.
6. Students must attend the presentation and review of the collective assessment of their work in person. They are required to reflect on their work presented at the assessments and on their development. If a student does not attend the collective assessment of his/her work, the assessment will be cancelled, the result will be registered as "assessment impossible" (Dutch: *Niet beoordeelbaar/NB*), and no credits will be awarded.
7. 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 or selection of specialisation.
8. The assessment committee gives a positive collective assessment if the requirements established in advance have been met.
9. The assessment committee determines, on the basis of the findings of the individual course reviews and the collective assessment, the results and grades of individual study components. It applies the requirements and criteria as given in the description of the study component concerned.
10. For students who receive a result of 'unsatisfactory', the assessment committee determines how they can retake the components or compensate for that result, and when and how this will be assessed.
11. At the end of each academic year, the assessment committee determines whether the student will be admitted to the next academic year.
12. The chair of the assessment committee reflect on how many credits the student has earned, being the sum of all credits connected to the individual study components completed successfully with no further conditions. If, for any reason, the number of credits earned is still uncertain, the student is informed about the reasons for this and the term within which he will get further notice.
13. 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.
14. An updated overview of the students' study progress will be available to students in Osiris *within thirty working days* after the assessments. If they feel that there are any errors or omissions in these records, they must report these to the coordinator or Head of their department, who will take further action or advice the students on further actions if necessary.
15. Inability to participate in the collective assessment (or any part thereof) due to illness, accident or serious family circumstances must be reported to the chair of the semester

assessment committee before the commencement of the final assessment.

Acknowledgement of these circumstances requires written proof of the student's inability to participate. A new date for the collective assessment can be determined in consultation with the chair of the semester assessment committee.

Article 5.5 Proceedings of the collective assessment committees

1. Each semester assessment committee appoints one of its members as the chairperson and one other member as vice-chairperson.
2. The student must attend the collective assessment in person (see also sections 6 and 14 of article 5.4 of these regulations). The chair determines whether the student to be assessed can attend the discussion about the outcomes of the assessment.
3. The chair of the assessment committee is responsible for the scheduling, organisation and coordination of the collective assessments.
4. Voting: The committee may take a vote, if the committee is unable to agree on the outcome of the assessment otherwise. The committee's decision is based on a majority vote. In case of a tie, the chair casts the deciding vote.
5. Determining the number of EC's obtained: The chair of the assessment committee determines the number of EC's obtained (see article 5.4, section 12).
6. Recording the results of the assessment: Results and recorded feedback are recorded on an assessment form and registered in Osiris. The chair dates and signs the form indicating the results of the assessment. After the form has been signed, the results are officially ratified in Osiris. If the chair of the assessment committee is not the Head of the department responsible for the specialisation, the chair notifies the Head of the department immediately of the results. The Head of the department is responsible for the registration of these results in Osiris for the purposes of study progress monitoring, declarations and certificates.
7. The recorded feedback from the collective assessment is relevant in terms of content and focuses on the student's development.
8. Further procedure: The chair of the assessment committee is responsible for any further procedures arising due to the assessment results. Students whom the assessment committee has deemed to have performed unsatisfactorily in any way must be informed of the consequences of the assessment by means of a letter and/or a conference. The resulting decisions must be reported on the assessment form.
9. The chair of the assessment committee informs the Examination Board regarding all matters of a problematic nature that can not be addressed by the assessment committee, as well as with regard to matters for which these regulations contain no provisions.

Article 5.6 Determining the result and awarding credits

1. Assessment results can be expressed:
 - 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 distinctionIf a student is not present during his/her collective assessment, as explained in section 6 of article 5.4, the result is registered as "assessment impossible". See appendix 6 for a conversion table for European, UK and US grading systems.
2. For each study component, the applicable grading scale is determined by the department. Students are notified of the applicable scales in the descriptions of study components, which are determined and published before the start of the semester.

3. In case of graded results, grades of 6.0 and higher are acknowledged as satisfactory within the Academy. In case of qualitative results, pass and pass with distinction are considered satisfactory; all others unsatisfactory.
4. During the collective assessment, the semester assessment committee determines the result of each study component and the number of credits earned. In addition to the evaluation of the individual teacher(s) concerning that component, the assessment based on the student's total development also plays a role. The committee also determines whether, when and how the student can retake specific components or complete additional assignments. Finally, at the end of the academic year, the semester assessment committee determines whether or not the student will be admitted to the next academic year.
5. Clusters of study components: If a number of study components are demonstrably and 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 at the level of the separate study components. In such cases, the credit point tables demonstrate which study components make up the cluster and how the result at cluster level is calculated on the basis of the results of the individual study components. Individual course reviews will be provided for each individual study component, so students will be provided with recorded feedback per study component within clusters.

Article 5.7 Resits/retakes and compensation

1. Resits of theoretical course: if a student fails the assessment of a theoretical course, he/she may retake the assessment for that course. Two opportunities for a retake are offered, if the first opportunity for the assessment of a course is offered no later than the end of the first semester. One opportunity for a retake is offered, if the first opportunity for the assessment of a course is offered during or at the end of the second semester. This retake/these retakes must be completed before 1 September of the academic year in question.
2. Resits of practical course: if a student fails the assessment of a practical course, he/she may retake that assessment. The assessment committee decides about the requirements and the deadline for the resit. Two opportunities for a retake are offered, if the first opportunity for the assessment of a course is offered no later than the end of the first semester. One opportunity for a retake is offered, if the first opportunity for the assessment of a course is offered during or at the end of the second semester. This retake/these retakes must be completed before 1 September of the academic year in question. The committee can give the student the opportunity to complete the course by earning a satisfactory grade in the next semester.
3. If an attendance requirement has been stipulated for a study component, 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 study components. The examiner of the study component determines which of these options is applicable.
4. Collective assessment: in the event of an unsatisfactory collective assessment, the semester assessment committee determines if a resit is possible without redoing the entire year. The committee can give the student the opportunity for a resit by accomplishing certain tasks or by earning a satisfactory grade in the next semester.
5. If resits are taken by accomplishing certain tasks in the next semester, the associated obligations for the student will be established as part of the result of an assessment, and the fulfilment of these obligations will be tested during the assessments in the next semester.

6. In order to encourage students to avoid undesirable delays in their studies, the following rules apply:
 - a) A student is only entitled to take part in a resit if he/she has done a serious attempt to pass the assessments for the courses in his/her programme and the collective assessments at the first opportunity offered, unless agreed otherwise with the assessment committee in advance.
 - b) If a student is unable to participate in the first opportunity for an assessment, he/she must report this to the chair of the assessment committee, stating the reasons and submitting any supporting documents.
 - c) Students who do not seriously participate in an opportunity for an assessment without prior consent of the assessment committee nor a valid reason as stipulated under b. will not be entitled to participate in the following resit of that assessment.
7. The possible application of compensation regulations does not change the fact that the student must achieve all the final qualifications in order to earn the diploma. A student can only compensate for failing a particular study component if he/she can demonstrate in another way that he/she possesses the required competencies.

Article 5.8 Nature and sequence of the assessments

1. All assessments have a strong focus on their formative purpose. Students get recorded feedback and recommendations, supporting them in their further development and to plan their study process for the next semesters.
2. After the first, third, fifth and seventh semester of the study, students with unsatisfactory results get advice to enable them to catch up with the expectations. Therefore, students can always continue their studies in the second semester of the same year of study after the first semester assessments.
3. After the second, fourth and sixth semester of the study assessments are both formative and summative in nature. Apart from the recorded feedback and recommendations as mentioned in section 1 of this article, students can be denied access to the programme of the next year of study if they have (seriously) unsatisfactory results.
4. After the second semester, the assessment also serves as the propaedeutic assessment with a strong summative nature. See the regulations in chapter 6 for more details.
5. After the eighth semester, the assessment takes the shape of the final assessment and graduation project. See the regulations in chapter 7 for more details.
6. In order to be allowed to start the final semester of the study programme, students must have successfully completed all previous assessments and earned the accompanying credits. A student who has not yet earned all the previous credits can be admitted to the final semester, if and only if the semester assessment committee believes that the student is capable of catching up within the current academic year. In these cases, the assessment form must include the committee's motivation and a feasible study plan must be made in the beginning of the final semester.

Chapter 6: Propaedeutic phase, prodaedeutic assessment and recommendation on the continuation of the study.

Introduction

The first year of the bachelor's degree programme is called the propaedeutic phase. It has three functions (see also article 2.2):

1. *orientation*: it must give the student sufficient insight in the content and objectives of the programme to decide whether he/she wants to continue it to the end;
2. *selection*: it must give the Royal Academy of Art the opportunity to determine whether a student will be able to complete the study successfully, and
3. *referral*: it must provide both the Royal Academy of Art and the student with sufficient information to refer the student to specific specialisations or to other study programmes.

The propaedeutic phase must be an adequate reflection of the programme as a whole, in content, teaching and assessment methods. It is concluded with a formal assessment, which serves the three functions mentioned above.

As a consequence of the second function (selection), students can get a binding negative recommendation for the continuation of their study if they are deemed to be unable to complete the study successfully. This means that the student will not be allowed to enrol again in the same degree programme (croho) at the Royal Academy of Art.

Article 6.1 Propaedeutic phase assessment/regulations (WHW art. 7.8)

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

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

1. At the end of the first year of enrolment, all students at the Academy, receive recommendations on the continuation of their studies, within the degree programme or elsewhere. A student who has not passed the propaedeutic examination and whom the Academy deems unsuitable for the main phase of the study programme (with due consideration for personal circumstances) may receive a recommendation containing a binding rejection (i.e. a binding negative recommendation). Candidates receive signed, written notification of such recommendations from the director of the Academy. The

notification of the binding negative recommendation refers to the procedures that students must pursue if they wish to file objections or appeals as mentioned in article 14.

2. The recommendation is issued by the director of the KABK on the basis of the advice of the assessment committee for propaedeutic examinations. The recommendation takes one of the following forms:
 - a. Positive recommendation: Based on the results of the study, the Academy expects that the student will be able to pursue the study successfully and thereby promotes the student to the main phase of the study programme in question. Promoting the student to the main phase of the study is considered a positive recommendation.
 - b. Binding negative recommendation: Students receive this recommendation if the assessment committee concludes that they will not be able to complete the programme successfully, based on the results of their assessments. This recommendation means that the student will not be allowed to continue the course of study and is not eligible to enrol in the same study programme at the Academy again. The binding nature applies to both the full-time and part-time variants of the programme (see section 6 for rules on re-enrollment after a binding negative recommendation).
 - c. Exceptional recommendation on the grounds of extenuating personal circumstances, as listed below, insofar as the assessment committee deems that they have impeded the student from obtaining satisfactory results. The following are considered extenuating circumstances:
 - demonstrable and long-term illness 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.

Students should inform their mentors about any extenuating circumstances as soon as possible. If students do not regard their mentors as suitable for this purpose, they may contact the student counsellor, who will inform the assessment committee of the circumstances in writing, if (and only if) the student gives his/her permission to do so. The information may serve no other purpose than the study recommendation, and it is made available only to the assessment committee, which adds it to the student's file separately, as does the mentor.

Exceptional recommendations mention the requirements for the student to obtain a positive recommendation at a later moment, as well as a reasonable period of time after which this will be assessed by the assessment committee.

3. For positive and binding negative recommendations, the following norms apply:
 - A positive recommendation is always given to students who have successfully passed the

- propaedeutic examination and obtained 60 EC's at the end of their first year of enrolment.
- A binding negative recommendation is given to students who have obtained less than 45 EC's at the end of their first year of enrolment, unless something else was agreed.
 - If a student has obtained 45 EC's or more but did not yet complete the full propaedeutic phase, the assessment committee for the propaedeutic examinations gives a carefully considered advice on the potential of the student to complete the programme successfully. This non-binding advice and its motivation is formulated in writing and included in the assessment form for the propaedeutic assessment. The student is informed about this advice in a private talk after which the student decides if he/she continues with the study.
4. A binding negative recommendation can be given only if the following criteria have been met:
- The criteria and the procedure for the study recommendation and the possibility of rejection are communicated clearly in a timely manner.
 - The student's mentor in the propaedeutic phase discusses the results with him/her in (at least) one individual meeting.
 - During this meeting (or these meetings), the student's study results are made available to him/her. In addition to these results, any special personal circumstances are discussed.
 - Students receive an interim recommendation at a date that gives them a reasonable period of time in which to substantially improve their study results, but no later than in the first week of the fourth block of the first year of enrolment. Students will also be notified of this period.

The mentor records the result of these meetings and includes it in the student's file. Any special circumstances are set down in a separate report that is kept in the student's file. The mentor keeps the assessment committee informed of such circumstances in writing.

5. A binding negative recommendation can be issued so long as the student has not yet passed the propaedeutic examination, but no later than 31 August in the first academic year of enrolment.
6. A binding negative recommendation is valid indefinitely. If students wish to be re-admitted to the same programme or *croho*, they must take the admissions exam again and pass.

Chapter 7: Final assessment, green light assessment, graduation

Introduction

Examination is a review of a student's knowledge, insights and skills and the evaluation of the outcomes of this review. At the Royal Academy of Art The Hague, the term *assessment* is commonly used to refer to (final) examinations. 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 *artistic* 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 his/her study programme. Please note that the student can only graduate and receive his/her diploma if **all final requirements** have been met. This does not only include the artistic graduation project, but also any other educational and administrative requirements.

Article 7.1 Green light assessment

7. Following the penultimate semester and the corresponding semester assessment, a separate green light assessment takes place.
8. The green light assessment is performed by (a majority of the members of) the final assessment committee and results in a recommendation as to the student's participation in the final examination assessment (hereinafter referred to as 'the examination' in this article) based on the relevant questions and plans presented by the student for this purpose.
9. Students are not permitted to participate in the green light assessment if they have not yet earned 180 credits by the start of that assessment.
10. The following terms and deadlines apply:
 - a) Green light assessments can be split in several phases to give students and examiners better insight in 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 assessment 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 assessment is taken no later than four weeks prior to the scheduled final examination.
11. A positive recommendation (green light) is given if, based on the student's objectives and approach for the final examination, the assessment committee is confident that the student is able to pass the final examination. If there is some doubt over the student's ability to successfully complete the examination, an orange light recommendation is given. A red light recommendation is given where the committee lacks sufficient confidence.
12. The recommendation is only binding if it is a red light recommendation AND if the student has not yet earned 210 credits. In such cases, the student is not permitted to participate in the final examination.

Explanation:

The above-mentioned provisions mean that:

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

Article 7.2 Final assessment committee: Composition and working method

1. The Examination Board appoints examiners after which the department forms the final assessment committee. The Head of the department of the specialisation serves as the chair of this committee, which is made up of (a core team of) teachers that supervise the student during the final study phase, and possibly other teachers from the department.
2. The Examination Board adds one or more external experts to the final assessment committee as members of the final examination committee after a proposition by and consultation with the Head of department. At least one of these external experts is independent from the Royal Academy of Art. Additional external experts may be related to the Royal Academy of Art, but not to the specialisation involved. In exceptional cases of force majeure, final examinations can take place in the absence of an external expert in

order to avoid disproportional 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 scrutinized.

3. The final assessment committee appoints a secretary.
4. The final examination is attended by the student, the assessment committee, 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 otherwise. The committee's decision is based on a majority vote. In case of a tie, the chair casts the deciding vote. The chair of the committee announces the final decision in the presence of the other members of the committee. The secretary of the committee keeps a written record of these decisions.
6. Without prejudice to any legal right to appeal, decisions of the final assessment committee are definitive after the closing of its meeting.

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 assessment committee for the final assessment (the final assessment committee) is described in article 7.2 of these regulations.
3. The final assessment committee decides on the assessment of the final examination work in a collective assessment, in which the substance of the verdict of the external members is taken into account. The decision of the committee concerns whether the work, as a cohesive whole, demonstrates that the students meets all 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 written thesis, the subject and the size of which is determined in consultation with the teacher in question. The paper 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 final paper submitted to the teacher and the library remain the property of the Academy. If possible, the final paper must also be submitted in digital form (preferably in PDF format). The thesis is assessed separately.
6. All papers/pieces of work submitted for assessment must have been prepared under the supervision of the teacher (or teachers) in question, and they must have been accepted as such by the teacher (or teachers).
7. All pieces of work presented must be verifiably the inalienable intellectual property of the candidate. Students must state on a cover page of the thesis that this is an original and personal work.
8. The secretary of the final assessment committee notifies the candidate of the outcome as soon as possible after the final assessment, but within three days at the latest. After the data have been processed, the candidate receives a judgement or verdict indicating the score and

the outcome. The formulation of the score comprises a final grade, a list of grades and/or a reasoned written declaration.

9. Awarding of certificates and declarations is described in article 12.3 of these regulations.
10. Resits of individual courses: If the student has not passed all of the required preceding components of the study, a decision is taken with regard to how and when the student will have another opportunity to pass these components. The student is informed of this decision by the chair or the secretary of the final assessment committee. Completion (if possible) is to take place before the end of the current academic year (i.e. by 1 September); otherwise, the student will be required to re-enrol. See also article 5.7.
11. Resit of final assessments: During its meeting, the final assessment committee determines whether a resit can be taken, if it deems that the candidate would be capable of passing the final assessment after taking a resit. It also determines if this resit can be taken within the same academic year, or must be taken in the following year (see article 5.7). Candidates who are eligible to take a resit must submit a request to the chair of the final assessment committee within seven days after the announcement of the outcome. The chair of the final assessment committee determines the date, time and location of the resit. It must be noted that the student needs to re-enrol in the programme for another year if the resit takes place after 1 September.
12. Students have definitively failed if:
 - a. they fail the final assessment and they also fail the resit opportunity offered, or
 - b. 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.
13. Inability to participate in the final assessment (or any part thereof) due to illness, accident or serious family circumstances must be reported to the chair of the final assessment committee before the commencement of the final assessment. Acknowledgement of these circumstances requires written proof of the student's inability to participate. A new date for the final assessment can be determined in consultation with the chair of the final assessment committee.

Article 7.4 Graduation exhibition and graduation publication

1. A compilation of all final examination work of all graduating students will be presented in a printed and/or digital publication. Each student is obliged to supply material for this compilation. The Marketing and Communication department will determine and communicate the deadline for this contribution.
2. A final examination candidate may participate in this publication of the final work only once. An endeavour is made to have the date of issue of this publication coincide with the graduation ceremony.
3. An exhibition of all final work will be organised simultaneously with the graduation ceremony. Participation in this exhibition is a one-off event and subject to conditions. If the final assessment committee or the coordinator of the final examination exhibition (commissioned by the director) is of the opinion that a student's presentation is incomplete, the student may be excluded from participating in the final examination exhibition.

Article 7.5 Other provisions

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

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

Introduction

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

Article 8.1 Internships

1. Arrangements for internships must be confirmed in an internship form, available from the student administration office, before the start of the internship. The internship form is a trilateral agreement between the student, the department responsible for the specialisation and the organisation providing the internship position.
2. The department appoints an internship coordinator who will contact the organisation providing the internship position at least two times during the internship period (approximately in the middle and at the end) to monitor and evaluate the progress of the internship.
3. The organisation providing the internship position appoints a contact person who will give guidance to the student during his/her internship. The contact person gives a final evaluation of the student's performance during the internship. This evaluation is taken into consideration as a weighty advice in appropriate assessments of the student.
4. As a general rule, students cannot fulfil their mandatory internships in projects and/or organisations in which their teachers, coaches, Heads of department or any other faculty directly involved in their study programme have a significant interest. The aim of this rule is to avoid any possible conflict of interests, undesirable dependency relationships between faculty and students, unjustified inequality between students and unacceptable accumulation of roles within one faculty member with respect to the students.
5. In rare occasions, an exception to the general rule mentioned in section 2 can be made under the following conditions:
 - The faculty member(s) involved will not participate in any assessment of the student's progress and results, other than the assessment of the internship, from the start of the internship onward until and including the student's graduation.
 - The Examination Board is informed of this exception by the Head of the department before the start of the internship period and will monitor compliance to the condition mentioned above.
6. Mandatory internships have to be scheduled in the academic year between 1 September and 10 July.

Article 8.2 (International) exchange

1. Students who want to participate in an (international) exchange programme need a learning agreement, which is approved and signed in advance by the student, the Head of his/her department and the host institution. The learning agreement lists the names of the study components/activities to be followed at the host institution and the number of credits for each of these study components.
2. Any amendment to the learning agreement must be approved and signed by the student, the Head of his/her department and the host institution.

3. The host institution will be responsible for the assessment of these study components/activities according to its own regulations for such assessments.
4. Results and credits obtained within the framework of an exchange and formally agreed in the exchange agreement (learning agreement and any subsequently agreed changes to that agreement), will be recognised as if they were obtained within the Royal Academy of Art. A statement concerning these results and credits from the partner institute in question (transcript of records) will serve as proof.
5. The formal recognition of these results and credits will be part of the collective assessment after the semester of the exchange period, or as soon as possible thereafter if the exchange period was not finished at the moment of the collective assessment.
6. If the exchange is carried out within the framework of a grant programme (e.g. Erasmus+), the regulations for the grant programme apply.

Article 8.3 Academy-wide education

1. For study components and learning activities that are organised at an academy-wide level, the Deputy Director of the Royal Academy of Art takes the responsibilities that are assigned to the Heads of department for the study components/activities organised by the departments.
2. These study components and learning activities are subject to these regulations in all other respects.

Article 8.4 Individual study track

1. In the Bachelor of Art in Design programme and in the specialisation Fine Art of the Bachelor of Art in Autonomous Fine Arts programme, a total of 30 credits are reserved for the individual study track (IST). This track allows students to further customize their programme to align it with their individual fascinations and ambitions.
2. The department responsible for each of these specialisations determines the distribution of these credits over the years of study and includes them in the credit point table, which is part of the Study Guide.
3. In each department, coaches for the IST are appointed. These coaches give the students guidance in the fulfillment of their IST. Students present their proposals for the IST to these coaches and need their approval to include these proposals in their study programmes.
4. IST credits from full-time internships and/or the final examination can be integrated into the internship/final examination assessment in a manner to be approved by the Head of the department.
5. As the specialisation ArtScience of the the Bachelor of Art in Autonomous Fine Arts programme is organized in close collaboration with the Royal Conservatoire and follows a different structure, provisions for the IST in this specialisation are given in the Study Guide for that department.

Article 8.5 Educational activities within other departments

1. Students who want to follow course components at another department of the KABK must have permission from the Head of department. In addition, there must be permission from the department where the student wants to follow a course component after the coordinator/Head of department of the student's own department has made a recommendation.

2. An agreement must be made between the two departments in recognising the credits. The status of the credits (extra-curricular, IST, instead of an elective course, etc.) should also be indicated here.
3. The department 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 8.6 External educational activities

1. Students who want to include educational activities in their programme that are not offered by the Royal Academy of Art (other than exchange programmes, which are regulated by article 8.2) need written approval from or on behalf of the Head of his/her 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. Section 1 equally applies to electives from Leiden University. These can be included in the students' study programmes as part of their Individual Study Track, in agreement with the regulations stipulated in article 8.4.
3. 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.
4. These activities can be integrated in the student's programme in the framework of the Individual Study Traject. In these cases, the regulations as stipulated in article 8.4 are applicable.

Chapter 9: Exemptions and substitute activities

Introduction

The provisions in this chapter deal with exemptions or other reasons for students not to follow all mandatory study components. Article 9.1 focuses on exemptions for individual study components. Article 9.2 deals with exemptions for larger parts of the programme, for example because students are admitted to a later stage of the degree programme, or switch from their original home institution to continue their studies at the Royal Academy of Art after a period of incoming exchange for study. Article 9.3 deals with the provision of an alternative for students who cannot participate in compulsory study components for financial reasons.

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 on the basis of 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 proof of the exemption.

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 Royal Academy of Art as regular students after a period of incoming exchange need to be exempted from 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).
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 Students who cannot participate in 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 undertake serious efforts to avoid such situations.

Chapter 10: Individual study guidance

Introduction

The individual development of the student, according to his/her own ambitions, interests and capabilities, is essential to the education at the Royal Academy of Art. Therefore, the Academy attaches great value to the individual guidance students receive during their study and to the opportunity to put individual accents in their study. This chapter describes the provisions for individual coaching, the individual study track and internship guidance.

Article 10.1 Individual coaching

Students are assigned individual coaches. These coaches discuss at least once per semester the individual study progress with the student, as well as their study plan for the next semester. In the propaedeutic year the coach is referred to as mentor. Coaches and mentors are often year-teachers of the relevant discipline. In some cases, the Head of department assumes the role of coach.

Article 10.2 IST coaching

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

Article 10.3 Internship coordinator

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

Chapter 11: Administration and information provision

Introduction

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

Article 11.1 Study Guide

The Study Guide is published annually on the website of the Royal Academy of Art. It contains information that applies to the academy as a whole and a concise description of each of the programmes on offer, including the admission requirements and procedures, the tuition fee, the final qualifications of each programme, an overview of content, structure and distribution of work load of each of the specialisations' programme, contact details and important dates and deadlines.

Article 11.2 Descriptions of study components

Descriptions of study components as mentioned in article 3.1 are made available for students digitally well in time before the start of the semester. They follow the format in appendix 3. More detailed descriptions of activities and requirements for specific study components is handed out at the beginning of the study component.

Article 11.3 Student Administration and Student Monitoring 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.
7. The Director of the Royal Academy ensures that procedures are in place to verify on a regular basis and to correct the data in *Osiris* if necessary. These procedures are agreed between the Student Administration Office, Examination Board, the Heads of department and the functional management *Osiris*.

Article 11.4 Information provision by e-mail

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

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

Introduction

This chapter clarifies how and when students are notified of their results, and how and when they get official evidence of their results. It is important to note that the chair of the assessment committee must ensure that results and recorded feedback are registered in *Osiris*. As the chair is usually the Head of the department, it is up to him/her to arrange this in his/her department. It must also be emphasised that students must be informed about their results and recorded feedback within fifteen working days after the assessment, to enable them to use the recorded feedback for the planning of their further study.³

Article 12.1 Registration and announcement of assessment results

1. The assessment committee uses a form to record the assessment results and qualitative feedback for each student at the meeting following the collective assessment. This form is signed by the chair of the assessment committee.
2. The chair of the assessment committee ensures that the results and recorded feedback of these forms are entered in *Osiris*.
3. 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 working⁴ days after the collective assessment. For students who have failed the assessment, the report also indicates whether a resit is possible.
4. If it is impossible to inform students within the terms mentioned in paragraph 3 of this article due to force majeure, students are notified of the reasons and of the term in which they will receive the information concerned.

Article 12.2 Validity of results

1. Results remain valid during an uninterrupted period of enrolment of the students of six years after the assessment. After six years, the Examination Board can declare the results invalid if the content and/or objectives of the study component(s) concerned are demonstrably outdated.
2. For students temporarily interrupting their studies, the results obtained remain valid for one year. As a rule, after this period, students are required to go through a new admissions procedure. The admissions committee also formulates recommendations with regard to the validity of credits obtained earlier.

Article 12.3 Declarations and certificates (WHW art. 7.11)

1. After the propaedeutic assessment, and after the student administration has recorded the assessment results, students who have passed the assessment receive certificates stating the outcome, along with the recommendation on continuation of studies.
2. After the final assessment and after the student administration has recorded the assessment results, students who have passed the final assessment receive certificates stating the outcome of the final assessment and the status of the diploma obtained.

³ Students must be notified of the outcomes of an assessment within fifteen working days. The outcomes must be registered in *Osiris* within thirty working days. See article 5.4 section 13 and 14.

⁴ See note 3.

3. The Executive Board confers the bachelor's degree on students who have passed the examination of a programme.
4. The Executive Board ensures that the relevant programme name and specialisation is stated on the diploma.
5. A student who has successfully completed multiple assessments but cannot be awarded a certificate as defined in paragraphs 3 of this article, will receive on request a written statement listing the successfully completed assessments from the Royal Academy of Arts. The student must submit the request in writing to the Director.

Chapter 13: Irregularities during assessments/examinations

Article 13.1 Irregularities

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

Article 13.2 Misconduct

The director of the Academy will be notified of any misconduct, including damage caused to the building and/or aggression towards others, who will subsequently take appropriate measures.

Possible measures include:

- demanding the immediate repair of any damage or ordering the repair costs to be borne by the person responsible;
- suspension or restriction of access to the buildings and grounds.

Chapter 14: Objection and appeal

Article 14.1 Regulations for objections and appeals

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

Article 14.2 Safekeeping

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

Chapter 15: Other provisions

Article 15.1 Confidentiality of educational situations

1. Recordings of educational situations, including (but not exclusively) assessments, coaching sessions, performances, concerts, group and individual lessons and feedback sessions should only be made with restraint.
2. Before any recording is made it must be clear for what purpose it is intended and that anyone may object to the recordings.
3. An objection by anyone present must always be respected.
4. It is not permitted to bring recordings of final assessments or fragments of these into the public domain outside the educational context unless permission has been granted for this

by the student being assessed, the person(s) who has/have made the assessment, others involved who are visibly present (in so far as they can be traced) and the director of the faculty.

5. 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.
6. Recordings of exam work will be archived by the KABK for accreditation and quality assurance purposes. This is in compliance with national legislation and regulations of the Ministry of Education, Culture and Science.
7. 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 Royal Academy of Art ('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 made in collaboration with external partners or during internships is determined by the respective agreement between the KABK and / or student and the external partner or internship partner.
2. All students of the Royal Academy of Art 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. The licence granted shall take effect on the date the student work is created. When using a student work, the KABK shall use its reasonable efforts to credit the student as the creator of the work.

Article 15.3 Tests and examinations (assessments) for students with disabilities

Students with disabilities can participate in tests and examinations in a way that considers their disabilities. To this end, they may make arrangements with the Head or the coordinator of the study programme and/or submit a request to this end to the Examination Board, if necessary.

Article 15.4 Reference title

These regulations can be referred to as the "Education and Examination Regulations for the Bachelor's Programmes of the Royal Academy of Art 2019–2020-" or by the Dutch abbreviation "OER Bachelor KABK 2019–2020".

Article 15.5 Effective date

These regulations will take effect on 1 September 2019 and replace any other Education and Examination Regulations ex art. 7.13 WHW effective for the programmes mentioned in article 1 from that date onward.

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 his/her request with this advise to the Head of the department. The Head of the department will ensure that the teacher has based his/her 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 deputy director of the Royal Academy of Art acts as the responsible in this and in following sections of this protocol.
5. The student must submit his/her request, along with the advise from the Head of the department to the secretary of the Examination Board, together with all supporting documents.
6. Only requests with a positive recommendation by the Head of department will be taken into consideration by the Examination Board. The secretary of the Examination Board checks the requests. The Examination Board will perform a marginal assessment of the positive recommendations⁵ and check that all formal requirements have been met (including the presence of supporting documentation). As a rule, the Examination Board will adopt the recommendations made by the Head of the department. Only if formal requirements have not been met, the request is directed back to the Head of the department for reconsideration.
7. Once the Examination Board has adopted a positive recommendation, the exemption will be officially granted. The secretary of the Board will inform the student administration and the Heads of department and coordinators with the decisions made on exemption requests. The department informs the student on the decision.

⁵ Marginal assessment means that the Examination Board monitors whether the procedure has been followed correctly and whether a careful assessment has been made. The board will not interfere with the substantive responsibility of the Head of the department. It will not independently deviate from the advice of the Head of the department, although it may direct the request back to the (Head of the) department in order for it to be assessed again. The same decision can be made again, although the motivation should then be argued more thoroughly.

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

B. Exemptions for larger parts of the programme (article 9.2 of the 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 must receive 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. The Examination Board gives its preliminary advice to the Director of the Royal Academy of Art, based on the documentation provided, and under the condition that the Examination Board receives no further relevant information.
4. The Director takes a decision on the admission of the student on the basis of the advice of the Admission Committee and the preliminary advice of the Examination Board.
5. Once the student is formally 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.

Appendix 2 - Glossary

| Term | Explanation |
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| (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>) |
| Coach | A counsellor for students in the main phase of study, specifically responsible for the individual guidance of the student. A coach is always a teacher of the department. See article 10.1 of these regulations. |

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| Confidant | <p>A confidential advisor advises students with personal problems of a material and immaterial nature, refers them elsewhere or acts as intermediary.</p> <p>(Dutch: <i>vertrouwenspersoon</i>)</p> |
| Competence | <p>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.</p> |
| Coordinator | <p>A coordinator is in charge of the organisational and administrative work within a department.</p> |
| Course | <p>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.</p> |
| Degree programme | <p>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.</p> <p>(Dutch: <i>opleiding</i>)</p> |
| Department | <p>The term department refers to the organisational entity offering the curriculum for a specific specialisation.</p> <p>The bachelor's programme in Autonomous Fine Arts is offered in two departments: B Fine Art and B ArtScience.</p> <p>The bachelor's programme in Design is offered in five departments: B Photography, B Graphic Design, B Interior Architecture and Furniture Design, B Interactive/Media/Design and B Textile and Fashion.</p> <p>(Dutch: <i>afdeling</i>)</p> |
| EC/Credits | <p>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.</p> |
| ECTS | <p>European Credit Transfer and Accumulation System: the European system for exchanging and accumulating credits.</p> |
| Education and Examination Regulations | <p>The regulations as referred to in WHW art. 7.13.</p> <p>The Education and Examination Regulations consist of two parts: One part provides a general description of the teaching at the Academy and a concise description of the curriculum of the study components at the Academy and the Interfaculty ArtScience; the other part includes the rules and provisions (with a distinction between Ba and Ma). Both of these parts are included in the Study Guide.</p> |

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| | (Dutch: <i>Onderwijs- en examenregeling. Abbr. OER</i>) |
| Examination | <p>A review of the candidate's knowledge, insights and skills and the evaluation of the outcomes of this review. This review is referred to in the WHW, art. 7.10 as a 'tentamen'.</p> <p>At the Royal Academy of Art The Hague, the term <i>assessment</i> is commonly used to refer to examinations.</p> |
| Examination Board | <p>The body, referred to in articles 7.12, 7.12a, 7.12b and 7.12c of the WHW, which is legally responsible for:</p> <ul style="list-style-type: none"> • 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); <p>The Examination Board testifies that students fulfil all final requirements upon graduation and issues the corresponding diploma once the student has taken the required examinations and once the Board of Governors has determined that the procedural requirements for issuing the diploma have been met (WHW art. 7.11).</p> <p>(Dutch: <i>Examencommissie</i>)</p> |
| Examiner | <p>A member of the assessment committee, as referred to in WHW art. 7.12c: Individuals who teach within the relevant degree programme may be designated as examiners, as may experts from outside the programme. Examiners are appointed by the Examination Board.</p> <p>(Dutch: <i>Examinator</i>)</p> |
| Executive Board | <p>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.</p> <p>(Dutch: <i>College van Bestuur, instellingsbestuur</i>)</p> |
| External students | <p>Students enrolled at the University for the sole purpose of participating in the propaedeutic or final examination, or parts thereof.</p> |
| Faculty | <p>The University of the Arts, The Hague comprises two faculties: the Royal Conservatoire and the Royal Academy of Art. Additional</p> |

units include the Interfaculty ArtScience and the Interfaculty School for Young Talent.

(Dutch: *Faculteit*)

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| 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 | <p>The final assessment of a programme, based on the final examination work – usually referred to as "final examination" in common parlance.</p> <p>(Dutch: <i>eindexamen</i>)</p> <p>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 his/her study programme.</p> |
| 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 | <p>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.</p> <p>IST credits from full-time internships and/or the final examination can be integrated into the internship/final examination assessment in a manner to be approved by the Head of department.</p> |
| Interfaculty | 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 |

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| | <p>the ArtScience Interfaculty falls under the Fine Art bachelor's programme in the Central Registry of Higher Education Programmes (CROHO). The ArtScience master's programme falls under the Music Master's programme in CROHO.</p> |
| Main (subject) phase | <p>The part of the bachelor's programme that follows the propaedeutic phase of the programme and is concluded with its final examination.)</p> <p>(Dutch: <i>hoofdfase, postpropedeutische fase</i>)</p> |
| Master's programme | <p>A one-year or two-year advanced degree programme (as a rule, subsequent to the completion of a bachelor's programme) at an institution of higher professional education or a university.</p> |
| Mentor | <p>A counsellor for students in the propaedeutic phase of study, specifically responsible for the individual guidance of the student. A mentor is always a teacher of the department. See article 10.1 of these regulations.</p> |
| Mid term reviews | <p>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 qualitative feedback on their progress and results, and with suggestions for their further development during the course of study.</p> |
| Participation Council | <p>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.</p> |
| Practical exercises | <p>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.</p> |
| Propaedeutic assessment/propaedeutic examination | <p>The examination that concludes the propaedeutic phase of a bachelor's programme: The examination takes the form of a propaedeutic assessment aimed at determining whether the student meets the requirements specified for the propaedeutic phase.</p> |
| Recorded feedback | <p>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.</p> |

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| 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 (full-time or part-time) to pursue a degree programme. |
| Student counsellor | A confidential advisor who, if necessary and as a supplement to the mentor, coach or teacher, provides advice and information to students with regard to matters relating to their studies: The student counsellor also helps students with personal problems of a material and immaterial nature, refers them elsewhere or acts as intermediary. (Dutch: <i>studentendecaan</i>) |
| 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 | All supervised and unsupervised study activities: excursions, internships, interviews, practical and theory classes, lectures, workshops and independent study within and outside the Academy; also referred to as study hours, and expressed in credits. |
| Teacher | A teaching staff member who educates students to become independent artists or designers. Teachers also supervise, coach and assesses students.. |
| The Royal Academy of Art | The Fine Arts and Design Faculty of the University of the Arts The Hague. (Dutch: <i>Koninklijke Academie van Beeldende Kunsten; abbr. KABK</i>) |
| The Royal Conservatoire | The Music and Dance faculty of the University of the Arts The Hague. (Dutch: <i>Koninklijk Conservatorium; abbr. KC</i>) |

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| 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 The Act on Higher Education and Scientific Research, 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

| | |
|--------------------------------|-----|
| Course Title | |
| Teacher | |
| Course Code | |
| Class(es) | |
| Brief description | |
| Study load | |
| Contact hours | |
| Independent study | |
| Assessment | |
| Reassessment | |
| Compensation regulation | |
| Attendance requirements | 80% |
| Main Competencies | |

Appendix 4 - Protocol 'Switching degree programmes/specialisations'

1. If students want to switch to another specialisation of their degree programme during the first year of their study, the following regulations apply:
 - a. The Head of department responsible for the original specialisation of the student makes a non-binding recommendation to the department responsible for his/her intended specialisation.
 - b. The department of the intended specialisation treats the request as a normal application and assesses whether the student meets the entrance requirements for the new specialisation. If the student is admitted to the new specialisation, credits already awarded by his/her new specialisation are recognized as a part of the new specialisation. The department responsible for the new specialisation takes the initiative for the administrative registration of the student's switch. The student receives instructions how to fulfil any missing requirements if necessary.
 - c. The Examination Board has no role to play in this process, since the final qualifications of both specialisations within the same degree programme are equal.
 - d. Once the student has fulfilled all requirements to obtain 60 EC of the first year of the programme, he/she will receive a certificate as mentioned in article 2.2, section 4, mentioning the new specialisation of the student. This certificate gives evidence that the student meets the requirements for the propaedeutic phase of the new specialisation. This prevents the student from obtaining the propaedeutic certificate on improper grounds.

2. If students want to switch to another degree programme during the first year of their study, the following regulations apply:
 - a. The Head of department responsible for the original specialisation of the student makes a non-binding recommendation to the department responsible for his/her intended specialisation.
 - b. The department of the intended specialisation treats the request as a normal application and assesses whether the student meets the entrance requirements for the new specialisation. The admission committee decides to which year and semester the student can be admitted on the basis of the outcomes of his/her admission assessment and the study components he/she has completed successfully so far. Credits obtained before in the student's original degree programme remain valid and can be administered in one of the following two ways, upto the discretion of the Head of department responsible for the 'new' specialisation (and indicated in the decision of the admissions committee):
 1. Credits obtained before can be a ground for exemption for certain study components in the first semester of the 'new' specialisation, if the student's knowledge and skills meet the corresponding requirements, or
 2. Credits obtained before can be administered as 'extra-curricular credits'. The points obtained can be used as a reason to exempt the student from study components from the first semester, provided the knowledge and skills are of a high level.The admission committee completes the admission form and exemption form (if applicable) and sends them to the secretary of the Examination Board, with any supporting documents (overview of credits obtained, and the non-binding recommendation).
 - c. The Examination Board has a role to play in this process, since the final qualifications of both specialisations within the same degree programme are different. All relevant documents and evidence must be put on the Board's agenda.

- d. The Examination Board considers whether the admission process has been carried out correctly and declares its confidence that the student will be able to meet the final requirements by the end of his/her study.
- e. After receiving the Examination Board's consent, the student's switch will be registered by the Student Administration.
- f. Once the student has fulfilled all requirements to obtain 60 EC of the first year of the programme, he/she will receive a certificate as mentioned in article 2.2, section 4, mentioning the new degree programme and specialisation of the student.

Appendix 5 - Selection process Double Degree programme

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

Admissions to propaedeutic year

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

Admissions to BA Fine Art

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

Transition from the Bachelor Fine Art to the Double Degree Programme

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

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

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

This committee decides on the transition to the double degree programme based on these criteria.

Appendix 6 – Conversion table

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 |