



**Koninklijke
Academie van
Beeldende
Kunsten**

**Royal
Academy of Art** **Study Guide 2018-2019**

Hogeschool der Kunsten
Den Haag
University of the Arts
The Hague

Study Guide 2018-2019

Royal Academy of Art The Hague

Last update: August 2018

DISCLAIMER

Please note that The Royal Academy of Art, The Hague will implement the study programme described in this prospectus, subject to alterations. Any changes made in the course of the academic year will be announced on the website and possibly by email. The list of staff and teachers for the academic year 2018-2019 is also subject to alterations.

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1. GENERAL

1.1 Introduction

The Study Guide is intended for students, staff, lecturers and visiting lecturers at the Royal Academy of Art in The Hague. It contains key information about the content, structure and organisation of teaching at the Royal Academy in the 2018-2019 academic year.

The guide is divided into three categories:

- General: general information that is relevant to all students and lecturers
- Study: more specific information on the study programme for each specialisation
- Facilities: practical information about various facilities at the academy

The most up-to-date information and more detailed texts on the degree programmes are published on the website. This prospectus makes frequent reference to pages on the website, where you will find more detailed texts and explanations.

You are welcome to submit corrections and suggestions for improving the Study Guide. If you have any suggestions for improvement, please send an email to: n.vanbeers@kabk.nl

The Hague, July 2018

1.2 Mission Statement

Mission and Vision

Mission

The Royal Academy of Art, The Hague (KABK) educates students to become independent and self-aware artists and designers with investigative mindsets, distinctive visual and conceptual abilities, and the capacity to produce authentic and in-depth creative work capable of playing a meaningful role in both their chosen disciplines and in society as a whole.

Vision

The Royal Academy of Art, The Hague is founded on a vision of educational excellence leading to graduates that have the capacity to become leaders in their fields, who produce outstanding creative work and who dare to disturb. They are able to innovate, collaborate, and generate new knowledge. We teach students to probe how arts and design shape contemporary societies and contribute to cultural, economic, and social wellbeing within a global setting. We look outwards from the academy, interacting with the communities of The Hague, the Netherlands, and beyond, and aim to contribute to an inclusive debate on issues relevant to art, culture, and society.

The Royal Academy of Art, The Hague has been a leader in educating artists and designers since 1682, has an exceptional level of experience in higher education provision, and a long and rich history. Together with the Royal Conservatoire we form the University of the Arts and we cooperate closely with Leiden University. Our research-oriented community is made up of ten art and design departments whose small scale and intensive programmes offer access to the widest possible range of creative strategies, and who support and inspire each other. Some departments emphasise collaboration between specialists working in diverse teams, while others focus on developing interdisciplinary practice. Highly skilled professional staff, many with international professional practices, guide and accompany students through their studies. The teaching language is English. We offer Bachelor and Master degrees, and with Leiden University, a doctorate in art and design. These are supplemented by our preparatory courses and School for Young Talent.

In our culturally diverse academy, the commitment, passion, and curiosity of students and staff meet a respectful and tolerant learning environment that manifests the joy of learning, gives space for experiment and error, and understands meaning and making to be inseparable. We value skill and disciplinary expertise as well as interdisciplinary practice. We encourage innovation through collaboration and facilitate critical reflection on the ever-changing roles of artists and designers in our societies.

1.3 Organisation

Management

The director of the academy is Marieke Schoenmakers. She also is president of the Executive Board of the University of the Arts The Hague.

Deputy director education is Miriam Bestebreurtje.

Education

The heads of the departments are responsible for the quality of the education. They ensure that the content of the programmes stay up to date and of the highest quality. They are also responsible for the quality of the teaching and for appointing the tutors. The heads are assisted by one or more coordinators, teachers and/or team leaders. Teaching staff may have special tasks, for example as coordinators for the propaedeutic year and internships.

Heads – Bachelor departments

- ArtScience (BA): Taco Stolk
- Fine Arts (BA): Klaus Jung
- Photography (BA): Lotte Sprengers & Rob Hornstra
- Graphic Design (BA): Roosje Klap & Niels Schrader
- Interactive Media Design (BA): Janine Huizenga
- Interior Architecture and Furniture Design (BA): Herman Verkerk
- Textile and Fashion (BA): Gerrit Uittenbogard (acting head)

Heads - Master departments:

- ArtScience (MMus): Taco Stolk
- Type and Media (MA): Erik van Blokland
- Interior Architecture (MA): Hans Venhuizen
- Artistic Research (MA): Janice McNab
- Industrial Design (MA): Maaïke Roozenburg
- Non-Linear Narrative (MA): Roosje Klap & Niels Schrader
- Photography & Society (MA): Lotte Sprenger & Rob Hoornstra

Head Preparatory Courses Fine Art and Design: Zanne Zwart

Coordinator of Academy-wide Education: Niki van Strien

Lector Art Theory & Practice: Janneke Wesseling

Lector Design: Alice Twemlow

General organisation

- Head of Operations: Eric Privee
 - Head of Student Administration: Joop van Pijkeren
 - Head of Technical & Digital Services and Library: Bart Vissers
 - Head of ICT: Marcel Beijer
 - Head of Housing and Facility Services: Lilian du Chatenier
 - Deputy Head of Housing and Facility Services: Frans ten Bosch
- Head of Quality Assurance: Leo Capel
- Head of Marketing and Communications: Nienke van Beers
- Head of International Affairs: Aparajita Dutta
- Head of Finance (University of the Arts): Gerard Zanoni
- Head of Personnel and Organisation (University of the Arts): Margot Bebseler

1.4 Study information

1.4.1 Structure of the programmes

Bachelor's programmes

Propaedeutic and main phases

The Bachelor's programmes consist of a propaedeutic phase and a main phase.

The propaedeutic phase amounts to 60 ECs and consists of all the components in the first academic year. This propaedeutic phase has three functions:

- orientation: the student acquires a good understanding of the content of the programme and professional practice and the opportunities offered by this;
- selection: during this phase, both the student and the Academy assess whether the student is suitable for the programme;
- referral: on the basis of academic progress in the propaedeutic phase, the student is given a recommendation on the continuation of the programme.

At the Royal Academy of Art, The Hague, students study their chosen discipline from the first year onwards (ArtScience, Fine Arts, Photography, Graphic Design, Interactive/Media/Design, Interior Design and Furniture Design or Textile and Fashion). The student becomes familiar with the many aspects of the discipline and professional practice, and is challenged to experiment a great deal and try things out. The programme also includes theoretical modules that are partly shared with students from other departments. A fixed component of the propaedeutic phase is the academy-wide propaedeutic project week.

Usually at the end of the first semester, but no later than the first week of the fourth block, all first-year bachelor students receive provisional interim recommendations concerning their study progress. At the end of the first year, students are given a binding study recommendation on the continuation of their studies. If their academic results are inadequate, this may be a negative binding study recommendation (see Article 15 of the Education and Examination Regulations on the provisions of a negative binding study recommendation).

The main phase amounts to 180 ECs and covers the second, third and fourth years of the programme. This phase focuses on the further deepening, positioning and professionalisation of the student within their own discipline. The artistic development of the student lies at the heart of the study programme. In addition, considerable attention is paid to theory and professional skills. The main phase concludes with the final examination. Once all study components have been completed successfully, the student is awarded the degree of Bachelor of Arts (BA).

Practice, theory and preparation for the profession

Three main components can be distinguished in the education: practice, theory and preparation for the profession. These are offered in separate courses, but also elements of different components can be identified in most of the courses. Every department offers one or more courses that combine theoretical and practical teaching, meaning that the theory doesn't remain 'dry material', but is linked directly

to artistic work. In other modules, artistic work is not only created, but also presented in a public setting, meaning that professional preparation and practice go hand in hand. In this way, our education foreshadows professional practice as far as possible.

The Individual Study Track (IST)

The Individual Study Track (IST) forms part of the fulltime Bachelor's programmes and the Master's programme in ArtScience. Part-time students are also allowed space for the IST in their schedules, although this depends on whether the programme is mandatory for the department in question. In all fulltime Bachelor's programmes, a total of 30 ECs is allocated for the IST. The distribution of these credits over the semesters is determined by each department. For the Master's in ArtScience and part-time programmes, the number of ECs for the IST varies and is announced in the credit point overviews for each of the particular programmes.

The IST is an individual study programme that focuses on students' own interests and preferences. It is important for students to discover their personal potential and ambition and to be able to tailor their studies accordingly. In addition, competence-based education requires students to learn to set their own learning objectives (e.g., for self-study). The IST plan offers an excellent opportunity for students to customise their studies.

The Individual Study Track includes the following opportunities:

- + The KABK's Research Labs (see also: [1.4.4 Focus Issues > Research](#))
- + The KABK's Material Labs
- + Electives from Leiden University
- + Practicum Artium classes (painting, drawing, graphic design and photography)
- + Self-initiated projects
- + Projects from outside the KABK

See [1.6.1 Procedures > IST procedure](#) for the procedures and regulations concerning the IST.

Master's programmes

One-year (Type and Media)

The Master's programme in Type and Media amounts to 60 ECs and has a duration of one year. In the first semester, the programme covers various techniques and skills (analogue and digital) including a revival assignment with a thesis on the origin and production of a historic typeface and a digital revival. In the second semester these skills are used to define, design and produce a new typeface. The Master programme is also involved in the organization of the triennial Gerrit Noordzij Award and the Robothon conference.

Two-year (all others)

The Master's programmes in Interior Architecture, ArtScience (MMus) and the Master programmes within the Master of Arts in Fine Art and Design - Artistic Research, Non-Linear Narrative, Industrial Design and Photography & Society - all amount to 120 ECs and have a duration of two years.

Due to their advanced nature, they differ quite in structure, catering as much as possible for individual research and project plans from students within the overall framework of the programme.

Language

All education at the Royal Academy is initially in English, and communication is also in English. If it turns out that all of the students and teachers are Dutch-speaking, then the classes and the communication are held in Dutch.

1.4.2 Final qualifications, competencies and learning objectives

The final qualifications are defined in terms of competencies. These refer to coherent sets of knowledge, skills, attitudes and other personal qualities that enable students to perform professional tasks adequately and successfully, as well as to find and apply solutions in specific professional situations.

Students are considered competent or suitable for particular jobs or assignments when they are able to integrate the appropriate knowledge, skills and attitudes effectively in successful behaviour in specific situations. In other words, in addition to knowing how and why something should happen, students must also demonstrate their ability to make it happen.

Competence-based art education is characterised by an integral approach to knowledge, skills and attitudes. It is an educational form with a high degree of individual responsibility for the students, aimed at the students' future careers. The emphasis on the personal development of the students and their talents results in flexible education with a variety of study opportunities, such as the choices that students can make in their personal individual study track. Within the programmes, the professional field is always represented by teachers who are active as artists or designers in addition to their teaching practice. Invitations are frequently extended to advisers and guest lecturers from various disciplines.

The following competencies are addressed in the programmes:

- + Creative ability
- + Capacity for critical reflection, or at the master's level: research ability
- + Capacity for growth and innovation
- + Organisational ability
- + Communicative ability
- + External awareness
- + Capacity for collaboration

Creative ability, capacity for critical reflection/research ability and capacity for growth and innovation are the key competencies in art education. It is the creative ability that distinguishes the visual artist or designer from professionals in many other fields.

External awareness is equally relevant, as it stresses the need to be able to put the artistic work in its historic and contemporary context.

The capacity for critical reflection and external awareness are strongly interrelated, differing primarily in perspective (i.e., internal and external).

The remaining competencies, as indicated above, are organisational and communicative ability and capacity for collaboration. These abilities are developed more specifically in every department and in each year.

We specify the development of the competencies in terms of 'learning objectives': these specify what the student should know and be able to do at the end of each year. Learning objectives are formulated even more specifically at the level of the individual courses and projects. The learning objectives for each course can be found in the course descriptions.

The competencies of visual communication/product/spatial designers and those of visual artists are described in their original form at a national level in the Educational Profiles for Fine Arts and Design¹. The competencies for each academic year are specified in each department's curriculum description.

1.4.3 Supervision and assessment

During their studies at the Royal Academy of Art, The Hague, students are assessed in a specific, extensive and very thorough manner. Because of the nature of artistic development and artistic work, the assessment methods used in art education differ from those used in other forms of higher education.

Within the Royal Academy of Art, The Hague, assessments are intended primarily to provide students with insight into the progress of their development as artists or designers, thus guiding them in making the appropriate choices for their further development. This focus on the individual development of students places special demands on the method of assessment. In addition to addressing the form of the work, assessments focus on the strength of the concept, the way in which the result has been achieved, the process and the student's theoretical knowledge. This analysis of the students' work and designs is carried out during the individual reviews and collective assessments.

The collective assessments focus on the overall development of the student, combining the conclusions from the individual reviews and discussing the total body of the student's work with the student. These discussions are led by (or on behalf of) the head of the department in order to clarify the specific issues at hand. Information on the various assessments, the composition of the different committees and their authoritative reach are specified in the Education and Examination Regulations (See Articles 18 through 21). It is particularly important for first-year students to read the rules on propaedeutic assessment and the binding recommendation on continuation of the study, which is issued at the end of the first year.

At the department of Fine Arts and in some cases also in other departments' programmes, the individual reviews and collective assessments are combined in a single assessment.

Individual reviews

In the individual reviews, students receive specific feedback and advice on the basis of their work and progress in each individual course from the respective teachers.

¹ Overleg Beeldende Kunsten. *Beroepsprofiel en opleidingsprofielen Beeldende Kunst en Vormgeving*. Den Haag: Vereniging Hogescholen 2014.

Individual reviews aim to give students insight in their achievements to date and make recommendations for the next steps in their studies. The main focus is thus on discussing with students how they are developing artistically, professionally and personally, and on that basis, giving students useful guidance on how to get the most out of themselves. Individual reviews can either be given for all modules simultaneously during the assessments, or by individual teachers in each of the separate classes.

Because of the development-oriented nature of the Individual reviews, these are not concluded with a final grade or result. Grades and results for individual subjects, if applicable, are determined in the collective assessments.

Collective assessments

The collective assessment evaluates the integral development of the students, as well as their processes, products and skills. In addition to having an evaluative purpose, the assessment has the didactic objective of providing feedback to students on their attitudes, their work and the way in which they have approached the work or assignment, as well as the strength of the concept and their theoretical knowledge, taking their full body of work, the underlying creative and reflective processes and its presentation into account.

The collective assessment is based on the presentation of the student's work, as well as on its development in comparison to previous assessments, also considering the feedback from the teachers of the various study components. Additional information is provided in the 'Credit Allocation' section (See [1.4.3 Supervision and assessment > Study load and credits \(EC\)](#))

Each year, the competencies as described for that year in the specific discipline are taken into account during the collective assessments of the students and their work. Collective assessments are concluded with a grade, possibly combined with additional tasks for the student to complete before the start or during the next semester. Also, the final grades or results for individual courses, if applicable, are determined after the collective assessments in the light of their integral development.

Registration and archiving

- + The Royal Academy of Art, The Hague has a system for registering the students' results and progress, known as Osiris. All assessments, reviews and credits are registered and archived in this system.
- + Feedback texts by individual teachers are uploaded in Osiris after the individual reviews and subsequently made available to students.
- + The outcomes of the collective assessments are entered electronically in Osiris and archived using this system.
- + All collective assessments are authorised by the head of the department, on behalf of the assessment committee.
- + Each student has access to Osiris (see [Student Portal](#) for more information on how to access and use Osiris) and can check the results of the collective assessments and their credit overviews online. The deadline for the publication of results is 15 working days after the collective assessments.

Study load and credits (EC)

The study load is the number of hours a student typically needs within the framework of a specific study component in order to complete that component successfully. In addition to contact hours and classes, the measurement also includes hours of independent study, for example to read mandatory literature, to visit exhibitions or participate in excursions, for independent studio practice and for building up presentations of work for assessments.

Study load is expressed in terms of European Credits (ECs) in a system known as the European Credit Transfer and Accumulation System (ECTS). One study year has a total of 1,680 hours. One EC is equal to a study load of 28 hours. One year of a fulltime programme thus amounts to 60 ECs (60 x 28 hours = 1,680 hours).

A Bachelor's programme covers four years, each amounting to 60 ECs. The propaedeutic phase comprises 60 ECs, with the main phase covering the remaining 180 ECs. Students must obtain a sufficient number of ECs each year in order to continue the programme, and they must receive all of the programme's 240 ECs in order to complete the Bachelor's degree.

The Master's programme in Type and Media covers one year, amounting to 60 ECs. The other Master's programmes cover two years, amounting to 120 ECs.

Credit allocation

All study components in one semester have a combined study load of around 30 EC's. During the collective assessments, the assessment committee decides which components have been completed successfully (or not) and awards credits for each of these components, or for clusters of strongly related components, accordingly. This means that no grades are given or pass/fail decisions made during the individual reviews.

Please note that due to the different structure of the study programme in the ArtScience department (both Bachelor and Master), the allocation of credits takes place after the collective assessment that is linked to the final presentations made each semester.

Credit allocation for international exchanges

Royal Academy of Art, The Hague students participating in foreign exchange programmes receive their credits according to the system used by the host institution. Many countries currently use the ECTS, and for those that do not, a way to convert the credits is formulated. Credits allocated by the host institution must be formally verified and registered by the assessment committee of the student's department at the Royal Academy of Art, The Hague. This is usually done during the collective assessment at the end of the semester in which the exchange has taken place.

International exchange students studying at the Royal Academy of Art, The Hague fall under the protocol of the Academy.

Credit allocation for guest students

Students from other institutions (e.g., Leiden University) who wish to take classes at the Royal Academy of Art, The Hague require approval from their own institutions, as well as from the Academy. After a positive assessment, these students receive statements specifying the study load of the programme followed in ECs.

Credit allocation for internships

Prior to the internship, each student draws up an internship plan. Evaluations form part of the internship, and each student is expected to make a presentation and/or write a report at the end of the internship. Credits are allocated once all conditions have been met. Please also refer to the department's internship coordinator, who can provide more information on the internship process.

Credit allocation for individual study tracks

Credits are reserved for the Individual Study Track (IST). The work carried out within the framework of the IST is not always addressed in the collective assessment (e.g., electives at Leiden University or external projects). In such cases, the students are assessed by external parties, but the credits involved must be formally verified and registered by the assessment committee of the student's department. This is usually done during the collective assessment at the end of the semester in which the IST activities have taken place.

The department and the IST coach concerned can provide more information on the credit allocation process. As with all other credits, any credits earned through activities in the IST are not allocated until after the collective assessment.

Study and progress guidance

The Royal Academy of Art, The Hague distinguishes between guiding students through the content of their programme and artistic development, and supervising their study progress. The guidance of the students' artistic development takes place continuously, through ongoing discussions between students and teachers about their work and work processes. Students' study progress is discussed with mentors and coaches. If students wish to talk confidentially, the Royal Academy of Art, The Hague has student counsellors (see [1.4.7 Organisational matters > Confidential counselling](#)).

Mentors

Mentors guide students in the propaedeutic year and meet with students at least twice a year.

The mentor is a teacher of the relevant discipline. The tasks of the mentor focus on the following:

- + discussing the student's study progress;
- + discussing the assessment of the first semester;
- + discussing the assessment of the second semester;
- + keeping a concise record of the date and content of the conversations.

In case the student's study progress is negatively affected by particular personal circumstances (illness, handicaps, family matters, financial issues, or any factor that

might cause delays in the study), the student is strongly recommended to discuss these with the mentor or the student counsellor as soon as possible (see [1.4.7 Organisational matters > Confidential counselling](#)). These can then be considered and possibly taken into account when important decisions (e.g. on the binding study recommendation) are taken.

Coaches

Coaches are available to students in the main phase. Several types of coach are available:

- General coach: this is often a teacher with a special role in a specific year of the department's study programme. In some cases, the head of department assumes the role of coach. The tasks of the coach focus on discussing the student's study progress and personal circumstances and keeping a concise record of the date and content of the conversations.
- IST coach: this is a teacher of the relevant discipline who focuses on IST guidance. The IST coach approves the IST plans, assesses and evaluates the IST plan after completion and records ECs. See also part [1.6.1 Procedures > IST procedure](#).
- Internship coordinator: this is a teacher of the relevant discipline focused on the internship guidance. The internship coordinator is responsible for the process of the internship and subsequent evaluation. See also part [1.6.1 Procedures > Internship procedure](#).

1.4.4 Focus issues

All study programmes at the Royal Academy of Art, The Hague share a focus on three issues, that we consider to be fundamental to artistic practice and, therefore, to art education.

Research

As the study programme progresses, students do an increasing amount of research. Research is intrinsic to the creation of art and three forms of research can be distinguished:

- Research on art
- Research for and for the benefit of art and art practice, including research on social themes and art in relation to other disciplines
- Research in and through the arts (artistic research)

These three types of research form part of the departments' curricula and the academic-wide education programme. Each department incorporates the four types of research in the curriculum in its own way and makes its own choices in relation to research.

Research & Discourse

Research and Discourse is a first-year bachelor's course that links 'making' to 'thinking' and puts students in contact with all departments within the academy. It forms part of the academic-wide education programme.

In the course of the first year, students consider different aspects of artistic practice and research. The practice of an artist or designer is all about making, but can there

be any making without thinking? This programme asks questions, discusses different visions, and invites students to become informed and reflect, both visually and mentally, on contemporary artistic discourse. They explore their role in the field of art and design and learn how to speak or write about this role.

The Research & Discourse course consists of research seminars and lectures on discourse. It is a compulsory component of the first year of all bachelor's programmes. Details on the course can be found at the website: www.kabk.nl

Research Labs and Material Labs

Research labs and material labs also form part of the academic-wide education programme for the bachelor's. These labs are not mandatory, but are included in the IST programme as electives (see part [1.4.1 Structure of the programmes](#) for more information on the IST programme). In order to explore and deepen the research aspects of the programme and the students' development in artistic research, we organise a number of 'research labs'. These labs are experimental and, on the whole, research-based interdisciplinary working groups, offered by one or more departments and/or research domains. In the labs, the research aspects of the programmes are explored and deepened by encouraging students to work together on particular themes with students and teachers from other disciplines. Material labs work from the leading paradigm 'thinking with your hands' of 'thinking by doing'. They are initiated by the workshops and focus on researching materials and techniques in relation to the creative process. They offer space for experiment and practice, and encourage students to acquire a thorough knowledge of materials and mastering of techniques for the purpose of their artistic work.

Electives at Leiden University

Through the Academy of Creative and Performing Arts, students may follow external electives at Leiden University or at the Royal Conservatoire as part of their IST programme (see part [1.4.1 Structure of the programmes](#) for more information on the IST programme). Current information about all the external electives is available in the e-Prospectus: www.studiegids.leidenuniv.nl/en/.

Internationalisation

The Royal Academy of Art, The Hague strives to provide an international learning environment for its students, first, by creating an international atmosphere in the building, and second, by encouraging temporary tracks abroad in the form of:

- + study exchanges
- + internships

The advantage of a temporary track abroad is that it brings students into contact with different cultural and living environments and teaching methods. Students also learn to function in an international context, which will benefit their future careers.

Through a variety of mobility programmes, the European Union (EU) and the Dutch government offer a number of grants for students to follow part their programme or internship or conduct research abroad. In most cases, the foreign residency takes place in the third year of the programme. The length of stay varies from three months to a full semester.

Doing an internship is an obligatory part of the study programme in most departments. All students wanting to do an internship within the EU can make use of the Erasmus+ programme scholarship. Internships usually take between two and six months.

Affiliations

- Cumulus: The Royal Academy of Art, The Hague is a member of the international network of leading art schools, the 'Cumulus International Association of Universities and Colleges of Art, Design and Media', www.cumulusassociation.org. This association provides opportunities for projects, among other things.
- ELIA: The Royal Academy of Art, The Hague is a member of European League of Institutes of the Arts. This association offers many opportunities for students looking to present their art and take part in projects. www.elia-artschools.org/members/index

Professional Practice Skills

In the course of the study programme, students work their way up to the level of a starting professional. In doing so, they increase the professionalism of their own work in their chosen profession or occupation. The Academy's educational programmes can be seen as a foreshadowing of future professional practice and students encounter this practice in various forms and they master its various components.

The Academy considers it important that students become familiar with the professional aspects of being an artist or designer, so that by the end of their studies students have sufficient skills to enter the professional workplace. From the first year courses, preparation to professional practice is part of the curriculum. This is made even more explicit through projects, work presentations in internal and external exhibitions, internships (see 1.6.1 Procedures > Internship procedure) and through lectures and workshops. The link is also made during visits to (and participation in) exhibitions and events. In the main phase of the Bachelor's programmes, there is a strong focus on the position of the student in the professional field and the skills required to take that position successfully. The Royal Academy of Art, The Hague offers a mandatory course on Professional Practice Skills, which equips students for the art and design profession and offers insight into how to realise their ideas. This broad programme is facilitated by the different departments in their own way related to the needs of the specific disciplines. It works on developing knowledge and skills in the areas of project management, business development and professionalisation.

1.4.5 Academy-wide education

In addition to departmental programmes, Bachelor's students participate in academy-wide courses. From the first year onwards, collaboration between students from different departments and disciplines is therefore actively encouraged.

Some components of academy-wide education form part of the compulsory programme. In these cases, the specific courses are included in the departmental

credit overviews. In other cases, academy-wide programmes may refer to elective subjects.

Besides the abovementioned courses that form part of the IST (see part [1.4.1 Structure of the programmes](#) for more information) and Research and Discourse (see [1.4.4 Focus issues > Research](#)) the courses and subjects that are offered at an academy-wide level are:

- **The Propaedeutic Project week**
The Propaedeutic Project Week is an academy-wide project week for all first-year students. This week is about working across the boundaries of different disciplines in art education. The aim is to promote collaboration and strengthen connections between the different departments. The Royal Academy of Art, The Hague strives to stimulate an inspiring 'open culture' characterised by connections and engagement between individual experiences and skills. This project week is a compulsory component of the first year of all Bachelor's programmes.
- **Studium Generale**
The activities of the Studium Generale (SG) are designed to broaden students' knowledge and keep them up to date with cultural and social developments. During these activities, all students at the Royal Academy of Art, The Hague are invited to look beyond the boundaries of their own disciplines in order to question current events taking place in the world around them and to engage with ideas from other disciplines. This helps them to develop a critical perspective on their own discipline and engage in dialogue with other students. The aim is to introduce students to fields that are not addressed directly within their own course, such as theatre, philosophy, poetry, film, sociology, invention, science, or a combination of these. In a largely semi-theoretical programme, students are encouraged to view their work from a different perspective and draw inspiration from other fields of knowledge. The exact content of the SG programme for 2018-2019 will be published on the website: <http://www.studiumgeneralekabk.nl/>. The Studium Generale is a compulsory component of all Bachelor's programmes; the semester in which it is included in the programme can differ per department. Students from other years are encouraged to participate.

1.4.6 Quality assurance

Obviously, the Royal Academy of Art, The Hague is continuously striving to warrant and improve the quality of its education in the broadest sense of the term. Students, teachers, supporting staff and management are expected to get the best out of themselves, in order to create an optimal environment for higher art education. The Academy is characterised by a quality culture: we aim for excellence in every aspect of learning. We participate in an international peer group of like-minded art academies, to share experiences with quality enhancement policies and procedures. By quality assurance, we refer to all measures that the institution systematically applies to define, monitor and further improve the quality of our education and of the organization as a whole.

Accreditation

Accreditation is a designation indicating that an educational programme meets the requirements set by the Ministry of Education, Culture and Science. Achieving accreditation is a precondition for the recognition of diplomas, for the funding of programmes and for grant applications. An external committee reviews and evaluates the programmes and reports to the Accreditation Organisation of the Netherlands and Flanders (NVAO), the body that also grants accreditations. A list of accredited programmes is available on the NVAO website: www.nvao.net

An important part of the accreditation process, quality assurance involves continuous monitoring of the performance of an organisation and its education. This is achieved by holding interviews and evaluations (see below). If the outcomes of the assessments are negative, improvements are made.

The Royal Academy of Art's Bachelor's programmes and the Master's programme in Type and Media were accredited in 2014. The Bachelor's programme in Autonomous Fine Arts (ArtScience and Fine Arts) was assessed as 'good', while the Bachelor's programme in Design (Graphic Design, Interactive/Media/Design, Interior Architecture and Furniture Design, Photography and Fashion and Textile) and the Master's programme in Type and Media were assessed as 'excellent'.

The Master's programmes in ArtScience and Artistic Research were accredited in September 2013 as 'excellent'. 'Internationalisation' was identified as a distinctive quality feature of the programmes (as a specialisation in the Master's programme in Music). The Master Artistic Research is now part of the Master of Arts in Fine Art and Design which passed its initial accreditation in 2017.

The Master's programme in Interior Architecture was accredited in 2015. The audit panel concluded that the programme was excellent; the NVAO confirmed that it met the required standards.

Quality assurance at the Royal Academy of Art, The Hague

Staff, students, alumni and professionals of the different departments are actively involved in internal quality assurance at the Royal Academy of Art, The Hague. Great importance is attached to having high-quality policies, both throughout the Academy and within the departments. The Academy gathers opinions on the programmes and the programme results. Opinions are gathered internally, with

students and staff members, as well as externally, with alumni, committee members, key figures in the art and design worlds, internship companies and professional art institutions. These opinions are voiced through dialogue, discussions and surveys.

Examination Board

The Examination Board is legally required (Article 7.12 Dutch Law on Higher Education and Scientific Research) and is the independent and competent body to certify that students fulfil all final qualifications required to obtain the diploma. It is responsible for the quality of the assessments and examinations, and it appoints the assessors/examiners. It is also responsible for decisions on requests for exemptions. All Bachelor's and Master's programmes share one Examination Board, which consists of teaching staff and at least one member external to the programmes concerned.

Satisfaction surveys

Written and digital surveys are used to ask students about their level of satisfaction with the educational programme in general, as well as with regard to specific parts of the programme. Aspects addressed in the surveys include the level of the course, assessment and the study load. The Royal Academy of Art, The Hague has recently adopted and implemented an electronic system to conduct such surveys and produce the reports as easily and quickly as possible.

Participation in national satisfaction surveys

The Royal Academy of Art, The Hague regularly participates in national satisfaction surveys concerning students' evaluation of content and organisational practice in institutes of higher education in the arts.

Student panels/class representative meetings

Within each programme, regular meetings are scheduled (at least once a year) between the head of department and class representatives, thus functioning as student panels. The class representatives also meet at least once a year with the director of the Royal Academy of Art, The Hague.

Departmental meetings

Teachers and heads of departments meet regularly to discuss how the courses are run and the quality of the education. This information is then used to develop the programmes.

Study days

The director, heads of departments and other staff members participate in study days several times a year, in order to discuss current developments within the academy and to develop new ideas.

External assessors

Each year, renowned experts, artists and designers are involved in the final examinations as external assessors. They are asked about their experiences and findings in relation to the department. The departments use this information to develop their programmes.

Professional advisory committees

A professional advisory committee (in Dutch, *werkveldcommissie*) has been established within each department to ensure compatibility with the professional field. There is also a professional advisory committee for the academy as a whole. These committees consist of respected individuals from the professional field who advise the Royal Academy of Art, The Hague and comment on the content of the programmes, the final objectives and the final level, as well as on developments in the field and what these mean for the Academy and its education.

Internship companies

The companies at which students complete their internships are asked about their findings regarding the level of the students and their needs in the professional field.

Alumni studies

For the past few years, alumni have been invited to complete a digital questionnaire or to talk to the alumni coordinator and/or the quality assurance department about their experiences and recommendations.

Exit surveys

All students leaving the Royal Academy of Art, The Hague without a diploma are asked to complete a questionnaire. The information obtained from these surveys can prove useful for the development of the Academy's education.

1.4.7 Confidential Counselling

The Royal Academy of Art, The Hague has an independent student counsellor who can be contacted about problems with study progress or personal problems, and provides information of a more general nature. The student counsellor represents the individual interests of the students and is bound by a duty of confidentiality. The counsellor can also mediate or make referrals to agencies or individuals outside the Academy. Third parties are contacted if necessary, but only with the approval of the student.

The counsellor provides information on and assists (where possible) with the following matters:

- problems with study progress due to illness
- personal problems
- adjustment difficulties, study motivation, study planning, performance anxiety, switching programmes
- conflicts with teachers
- professional procedures
- study grants and financial issues
- applications for funding and grants
- information on deregistration
- information on postgraduate programmes

The Royal Academy of Art's student counsellor is Paul Deneer. Along with Pauline Schep, he is also a confidential contact person for students. Appointments can be made by email.

+ Paul Deneer p.deneer@koncon.nl
+ Pauline Schep p.schep@kabk.nl

1.4.8 Voice and participation

Study Programme Committee

The Study Programme Committee (in Dutch, *Opleidingscommissie* or OC) plays an important role in programme development and quality assurance, by providing solicited and unsolicited advice on all matters concerning education. The committee is also involved in finding the best way to gather information on education. The Study Programme Committee consists of students and teachers.

DMR

DMR stands for the KABK's participation board (In Dutch, *Deelmedezeggenschapsraad KABK*). Students, teachers and staff can sit on the participation board. Its members advise the director of the Royal Academy and have a right of consent regarding important management decisions. All of these activities are set out in the laws and special regulations currently in effect.

The DMR meets approximately ten times each academic year. During the meetings, subjects such as education, human resources, finances and facilities and the senior management are discussed. Examples of activities in which the board has engaged over the past two years include:

- Monitoring the procedure for the election of a new director, including making a positive recommendation for appointing Marieke Schoenmakers
- Approval of the Student Charter, along with a number of proposals
- Participation during the accreditation
- Monitoring and advising on the planned (and later on cancelled) merger with Codarts
- Renewal of the domestic regulations of the DMR
- Monitoring and advising on the Individual Study Track (IST) courses

Contact: dmr@kabk.nl

CMR

CMR stands for the Central Participation Board (Centrale Medezeggenschapsraad). The CMR organises participation in matters relating to the policies of the University of the Arts The Hague. The members of the CMR are chosen from the participation boards of the KABK and the KC, along with one member of the ArtScience department and one from the School for Young Talent. The members advise the Executive Board and maintain contact with the Supervisory Board.

Contact: cmr@kabk.nl

1.5 Student affairs

Student administration

Please contact the student administration for questions regarding:

- enrolment/deregistration (proof of enrolment, request of deregistration)
- application and entrance exams
- Studielink and admission proces
- VISA and residence permits
- education and examination regulations
- general information
- student card
- diploma forms, Individual Study Track (IST), internship, etc.
- authorisation form tuition fee
- Osiris / assessment system (study progress)
- Insurances (health and liability)

Room Bookings

For questions concerning:

- (advice on) booking a room
- timetable information
- how to use Asimut (scheduling system)
- how to get Asimut on your phone

Opening hours:

Every workday

08.30 – 10.00

12.00 - 13.30

15.30 – 16.30

Contact:

studentenadministratie@kabk.nl

070 3154770

Financial administration

Please contact the financial administration for questions concerning:

- payment of the tuition fee
- proof of paid tuition fee
- uploading facility card
- payment of excursions etc.
- all other financial matters

Opening hours:

Monday – Thursday

08.30 – 10.00

12.00 – 13.30

15.30 – 16.30

Wednesday evening

17.30 – 20.00

Friday

08.30 – 10.00

12.00 – 13.30

Contact:

financien@kabk.nl

070 3154 773

International Exchange

Please contact International Office for questions concerning:

- exchange (study or internship abroad)
- Erasmus + grant
- Holland Scholarship Programme
- all international student matters

Opening hours:

Monday, and Thursday

08.30 – 10.00

12.00 – 13.30

15.30 – 16.30

Tuesday

08.30 – 10.00

12.00 – 13.30

Contact:

exchange@kabk.nl

070 3154 743

international@kabk.nl

070 3154 743

1.6 Regulations & Procedures

1.6.1 Procedures

IST procedure

General Procedures

The departments provide detailed information about the IST procedure. Every department has its own IST coach or coaches to guide students through this process. Every student makes an IST plan, using the IST form. This plan describes the student's proposed activities, their motivation and learning objectives. The plan should be discussed with an IST coach. In this discussion, the IST plan is evaluated

on the basis of whether it can function as a broadening and/or deepening of the study programme. The student can make a start on the plan once it has been approved. After the activity or activities have been carried out, a formal evaluation is conducted. If the IST-activities have been carried out under supervision of an external tutor, this tutor is responsible for the formal evaluation. The student is also asked to assess the learning results and activities. The IST-coach provides a final assessment. See www.kabk.nl for the IST form and the procedure.

Work carried out within the framework of the IST does not always form part of the collective assessment. This is the case, for example, when the IST involves an elective at Leiden University. In such situations, students are assessed externally and the coach only approves this assessment if it matches the IST plan. Credits are allocated after the collective assessments. See also the IST procedure provided by the department.

Practical information

The IST programme covers 30 ECs that can be divided over four years of study. There is no strict target for how many credits a student should earn per semester, but it is recommended that students spread the credits over the semesters. Each department schedules time for the IST in the programme, although the exact scheduling can differ per department. Fulltime students tend to be exempt from compulsory study components on Wednesdays, which are reserved for students to deepen their knowledge and specialise in the curriculum. The Royal Academy of Art, The Hague labs are therefore scheduled for Wednesdays.

The modules organised by the Royal Academy of Art, The Hague are subject to change. Please see the website for current opportunities: www.kabk.nl

External electives

Through the Academy of Creative and Performing Arts, students may follow external electives at Leiden University or at the Royal Conservatoire. Current information about all the external electives is available in the e-Prospectus: www.studiegids.leidenuniv.nl/en/. More information on the enrolment procedure is provided at www.hum.leiden.edu/creative-performing-arts

Enrolment in an elective course at the Royal Conservatoire does not require registration as a guest student at Leiden University. If you wish to enrol, please contact R. Schneemann: acpa@hum.leidenuniv.nl.

Practicum Artium: electives for students from Leiden University and the Royal Academy

Through the Academy of Creative and Performing Arts, students from Leiden University may take electives at the Royal Academy of Art, The Hague and the Royal Conservatoire. From the current academic year onwards, Royal Academy of Art, The Hague students can also attend these classes. The electives are: painting, drawing, graphic design and photography. More information is available at the website and in the e-Prospectus of Leiden University: www.studiegids.leidenuniv.nl/en/. If you wish to register, please contact the Academy's coordinator for academic-wide education, Niki van Strien, via n.vanstrien@kabk.nl.

Internship procedure

Preconditions for an internship

Before a student can start an internship, their internship plan must be approved and they must have completed prior study components. In exceptional cases, the head of department may authorise an internship before the student has completed the prior study components. The necessary preparations must have been made during the period preceding the internship (e.g., preparation for attendance and return days to be held mid-way or at the end of the internship period).

Organisation of the internship

The internship coordinator provides detailed information on the internship procedure. All the steps that are outlined by the internship coordinator are also indicated on the internship forms and constitute essential elements of an internship. No separate credits are allocated for these steps. An internship must comprise at least half a semester, up to a maximum of one semester.

Internship forms are available via the website ([Portal > download forms](#)) and the Student Administration office. They should be completed before, during and after an internship. The forms include an internship contract and the assessment forms for the internship provider. The internship forms for students doing an internship in the Netherlands are available in Dutch and English. For students doing an internship abroad, English *internship abroad* forms are available. In cases where it is difficult to obtain an internship (e.g., ArtScience and Fine Arts), an internship can be replaced with other activities.

International internships

Students wishing to do an internship in another European country can apply for an Erasmus+ scholarship. The minimum duration of an Erasmus+ internship is two months and the maximum duration is one semester. The number of ECs for the internship will be decided by the department. Students wishing to do an internship abroad can find all of the information and forms to be completed on the website, under 'International'.

Internationalisation procedures

International exchange

All students at the Royal Academy of Art, The Hague have the opportunity to study abroad for a semester. Students can choose from a pool of European and non-European partners, in consultation with their head of department. Students can study abroad for one semester and gain 30 ECs. The department decides on the year and the period during which students are permitted study abroad. Students studying at an Erasmus partner institution can apply for a scholarship. All information regarding the application procedure and the list of partners can be found on the website, under 'International'.

Exemptions procedure

At a student's request and on the recommendation of the assessment committee, 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 met the requirements of the relevant component.

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.

Procedure

The detailed procedure can be found in the appendix of the Education and Examination Regulations (see Exemption protocol). A student must submit his or her request for exemption to the lecturer/invigilator before the third meeting relating to a subject in a semester at the latest. In order to apply for an exemption, students must complete a form that can be found on the student portal or printed at the Student Administration office. The request for exemption must be accompanied by supporting documentation. The lecturer/invigilator will evaluate the request and advise the head of the department concerned on the request and supply the supporting documentation. The head of department will ensure that the lecturer/invigilator has based his/her recommendation on solid arguments. If this is the case, the head of department will adopt the recommendation of the lecturer/invigilator.

The recommendation will then be made to the Examination Board. The form signed by the head of department, together with the supporting documentation, must be submitted to the Student Administration office. Once the Board has made a positive recommendation, the exemption will be officially granted. Student Administration will register the granted exemptions and inform the student by means of an adjusted study progress overview. If the request for exemption is rejected by the Examination Board, the Board will duly inform the relevant head of department and the lecturer/invigilator, stating the reasons for the rejection and asking the head of department to re-assess the exemption request.

It is important to note that the student is responsible for all steps until and including submitting the request, including all required documentation and signatures, to the Student Administration office.

Appeals and objections

The Royal Academy has various bodies with which objections can be lodged against decisions that have been taken by the Academy during the study process: the Board of Appeal for Examinations and the Complaints Committee. In addition, there is a national Appeals Tribunal for Higher Education (www.cbho.nl).

Procedure

In the context of protecting students' legal rights, the Royal Academy has set up a digital complaints desk to receive all student complaints, objections or appeals, forward them correctly and ensure that they are handled properly. Complaints written in Dutch or English can be sent to: klachtenloket@kabk.nl. All formal notices of objection should be sent exclusively to the complaints office and should be addressed by the complainant to the body that took the decision (the Examination Board, the faculty management, the Executive Board or the Complaints Committee).

Formal objections should be submitted within six weeks of date on which the student was notified of the decision to which he or she objects.

For more information, see the Student Charter of the Royal Academy of Arts at www.hogeschoolderkunsten.nl

1.6.2. Education and Examination Regulations

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 organisation of these programmes and the assessments and examinations related to them.

The Education and Examination Regulations for the bachelor programmes can be found [here](#)

The Education and Examination Regulations for the master programmes can be found [here](#)

1.6.3 House Rules

The two main buildings of the Royal Academy of Art, The Hague are both monuments. We expect our students and staff to respect the buildings and treat them accordingly. You can find the complete house rules [here](#)

1.6.4 Ethics

The University of the Arts The Hague has published its Code of Conduct, on ethics and governance on the [university website](#).

1.6.5 Holidays & Opening hours

Academy building opening hours:

Monday to Thursday: 08.00 - 22.00

Friday: 08.00 -19.00

Saturday: 10.00 - 17.00

Sunday: closed

Limited opening hours during holidays:

Monday to Friday: 08.00 - 17.00

You can find the dates for the holidays [here](#)

2. STUDIES

2.1 Bachelor programmes

2.1.1 Fine Arts (FT and PT)

Facts

Educational variant

Full-time, part-time and Double degree (in collaboration with Leiden University)

Duration

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Language

English

Head of department

Klaus Jung

Tuition fee and applications

Financial details

Application procedure

Application deadline

The application deadline for international applicants with a non-EU/EEA nationality is May 1st.

Exchange opportunities

Exchange students may apply for 2nd year onward. See website for relevant contact

Start date

August 2018

Content of the Study

The department of fine art at the KABK aims at aligning the past of fine art with its present and its future. We embrace history and traditions and root our discourse firmly in the contemporary. At the same time we research and imagine the future of fine art as an indispensable contributor to culture, society and economy. We try to equip future artists with skills, competencies, strategies and confidence to shape their future and the future of the arts.

Students get the opportunity to expand their artistic and other skills, such as collaboration, communication, self-management, observing from unexpected angles, decision making, critical reflection and critical distance to yourself - skills that are of high value for the arts and many other professional careers in the future.

Making art can be an isolating process. As a fine art department we provide the community and the critical context that breaks this isolation. Through this community, we sustain a meaningful relationship to life and to higher art education that is at once pragmatic and idealistic. It is this collective ethos that strengthens our commitment to maintaining the high-energy of creative ambition and engagement that continue to attract students and staff to work with us.

The individual learning of the student is the kernel of our teaching strategies, which are

- **Independence:** encourage students to work independently out of experience and experiments, with an understanding for the quality of the making, the context of the work and its strategical position, and to learn how to develop and trust intuition
- **Guidance:** support students through individual feedback and guidance
- **Groups:** foster discussions in peer situations to enable students to benefit from the context of a group
- **Workshops:** create an awareness for the wide options of techniques and technologies, relevant for the production of artworks
- **Presentations:** challenge students to rehearse the presentation of work as exhibitions and as verbal presentation
- **Seminars, lectures and reading groups:** provide an entrance to art history and art related theories as crucial contextual knowledge
- **Theory and practice:** link theory and practice through team teaching, involving teachers with experience from both fields
- **Research:** help students to understand research as an essential part of the artistic process and encourage to play with it
- **Professional context:** assist students to understand, what roles artists play in our societies, what economical, cultural, social and political conditions they have and enable them to design their future and that of the arts

40 artists and six art historians, art theorists and artists with a strong theoretical and research-oriented practice support students in their learning. With respect to their own practice and interests, they divide into three groups: sculpture, painting & printing and autonoom. Autonoom indicates artistic interests which can differ from those in the other groups, more oriented towards concepts, performance, time based work and other strategies. Students choose one of the groups as a home base for their learning from year two onwards. Joining a section does not limit students in their choice for artistic realisations. Students can change their affiliation to a group in the course of their studies. form the critical inquiry group and develop and deliver a theory based programme. All four groups develop the curriculum in close contact to each other.

The curriculum spans over a period of four years and is constructed out of the following blocks at all year levels. Blocks contain specific courses.

- studio practice
- professional practice
- research practice
- critical inquiry
- electives / IST

The curriculum is delivered in three pathways:

- full time
- part time
- double degree

Full time and part time mode lead to the same degree. The learning appointments for part time students are arranged to accommodate their specific living conditions and the conditions of their jobs, where necessary. A greater proportion of independent learning is expected from them. The harmonisation between the full time curriculum and the part time curriculum is currently under development. In some instances a complete synchronisation might not be achieved this year.

The double degree pathway leads students to achieve two bachelor degrees in parallel within four years, one in fine art and one in art history. The BA in art history is provided through the Art, Media and Society programme at Leiden University. A system of exemptions from curriculum elements has been developed to guarantee the validity for the award of the bachelor degree. In many cases the fine art elements of the curriculum resemble those for the part time students.

The double degree programme and the part time mode are not open for incoming exchange students.

studio practice

The studio remains the nucleus for all learning and teaching. In the studio the process of learning itself is made visible, for the student as well as for others. We see the studio as a space, where you can leave a thought behind and it is still there, when you return the next morning. The studio is the 'flight simulator' for professional practice. The studio in the context of an art school allows students to establish a critical and supportive community, and builds future networks and opportunities for a contemporary art practitioner.

The core of the learning in the years two, three and four of the BA-Fine Art curriculum is studio practice. Increasingly more time and credits are allocated for individual artistic work. The development of ideas and its transformation into works of art and artistic strategies stands in the foreground.

Dedicated studio spaces are made available and highly qualified artists follow students with support, guidance and critical feedback. Artist-teachers provide critique and support in regular individual tutorials and in group activities. Students are strongly advised to engage in group activities and discussions as a necessary counterbalance to the development of their individual work.

professional practice

Art is a highly individual practice and can often have a high degree of self reflection and self reference: but it is always a professional practice. The role of the artists has changed over the centuries and keeps changing with an accelerating speed in contemporary times. An art market has blossomed which provides fortunes for some investors, dealers and selected artists. Collecting works of art can be a cultural and an economic act at the same time. The desire for culture and art grows as the continuously increasing number of people visiting

exhibitions, biennials and festivals shows, leaving a substantial residue for businesses and tourism. National and regional governments and city councils have developed ingenious systems to support the arts. With this as a backdrop we understand professional practice as the necessity to understand the economy of the artists now and in future.

Through a programme of lectures and seminars we want to enable the artists of the future to understand their own economy and their contribution to the economy of our societies, rather than waiting for a volatile market to pay attention and the sheer skill to attract subsidies. We invite experienced artists, curators, museum directors, collectors, gallerists, economists, legal advisors and specialists from the wide range of science and society to present their thoughts. At the same time we engage students in the thinking of the many artists initiatives and collectives active in the Netherlands and abroad and aim to provide access to alternative thinkers, political activists and institutional critique. Furthermore students exercise in organising a few group shows. The aim of professional practice is to pay tribute to the changing roles of artists and to enable the reinvention of our economy as artists.

research practice

Research practice gives students the opportunity to get acquainted with various modes of research in and through the arts. Through seminars, projects and guest lectures by artistic researchers students will understand what importance research has for the production and perception of art and how art practice and art works contribute to our knowledge as mankind and societies, on eye level with and as an important counterpart to science. Students are provided with the opportunity to play with various notions of artistic research to inform the decision if they want to pursue research as artist actively and in what form.

critical inquiry

Art history, art theory and reflections on artistic research form under the heading critical inquiry. Understanding the history of the arts as embedded in the history of our societies is crucial to maintain a reflected stand as a contemporary artist. The contemporary discourse in art related theories inevitably provides the resonating body and the timbre for every artist today.

All students follow a mandatory programme of lectures, seminars and projects in art history and theory and in relation to artistic research. A written thesis is part of the final exam. Studio teachers and theory teachers work in close contact to each other, among others in the docking station project.

In addition to the mandatory programme students can join additional reading groups as electives to go deeper into specific issues. They can also sign up for a wide range of offers provided by Leiden University.

electives / IST

It is a tradition at KABK that students spend a certain amount of time of their studies to widen their horizon beyond their discipline. This is called the individual study track (IST). IST projects are offered academy wide and foster collaboration between the ten departments. As part of the IST programme students can also get access to many offers made by Leiden University. In addition to this the fine art department has developed a range of electives, relevant for the studies of fine art. Students in year two and three must choose at least 2

electives or IST offers per semester. The final exam project contains 12 credits of IST as individual learning and practice.

Staff

Head of department: Klaus Jung k.jung@kabk.nl

Coordinator full time course : Martijn Verhoeven M.Verhoeven@kabk.nl

Assistant coordinator: Cecilia Bengtsson c.bengtsson@kabk.nl

Teachers
Sculpture <hr/> <p>Maura Biava Irene Drooglever Fortuijn Bram de Jonghe Klaas Kloosterboer Andre Kruijsen Reinoud Oudshoorn Hans van der Pennen Els Snijder</p>
Painting and printing <hr/> <p>Rachel Bacon Pieter van Evert Andrea Freckmann Willem Goedegebuure Eric Hirdes Ton van Kints Aukje Koks Jeroen de Leijer Frank Lisser Annemieke Louwerens Willem Moeselaar Femmy Otten Ewoud van Rijn Elly Strik Babette Wagenvoort</p>
'autonoom' <hr/> <p>Channa Boon Dina Danish Engelien van den Dool Marion Duursema</p>

Anja de Jong
Jonas Ohlsson
Maria Pask
David Powell
Hester Scheurwater
Pim Voorneman

Critical Inquiry

Winnie Koekelbergh
Alexandra Landré
Tatjana Macic
Anna Moreno
Onno Schilstra
Martijn Verhoeven

General credit overview – Fine Art 2018/2019

Year 1

Semester 1	Full-time	Part-time	Double Degree
Studio Practice	21	21	21
Professional Practice	3	3	3
Critical inquiry (incl research and discourse)	6	6	6
Total EC's per semester	30	30	30

Semester 2	Full-time	Part-time	Double Degree
Studio Practice	21	21	21
Professional Practice	3	3	3
Critical inquiry (incl. research and discourse)	6	6	6
Electives / IST *			
Total EC's per semester	30	30	30

* In semester 2, students choose electives specifically designed for first year students.

Full-time and Double Degree students choose 2 out of 7 electives and Part-time students choose 1 out of 7 electives.

The credits for the 1st year electives are included in Studio Practice.

Year 2

Semester 3	Full-time	Part-time	Double Degree
Studio Practice	14	17	7
Professional Practice	1	1	-
Research Practice	2	3	-
Critical inquiry	7	6	3
Electives / IST	6	3	-
Art, Media and Society*	-	-	20
Total EC's per semester	30	30	30

Semester 4	Full-time	Part-time	Double Degree
Studio Practice	14	17	7

Semester 4	Full-time	Part-time	Double Degree
Professional Practice	1	1	-
Research Practice	2	3	-
Critical inquiry	7	6	3
Electives / IST	6	3	-
Art, Media and Society	-	-	20
Total EC's per semester	30	30	30

* From Year 2 onwards Double Degree students join the Arts Media and Society programme at Leiden University.

Year 3

Semester 5	Full-time	Part-time	Double Degree
Studio Practice	15	18	12
Professional Practice	1	1	-
Research Practice	2	2	-
Critical inquiry	6	6	3
Electives / IST	6	3	-
Art, Media and Society	-	-	15
Total EC's per semester	30	30	30

Semester 6	Full-time	Part-time	Double Degree
Studio Practice	15	18	12
Professional Practice	1	1	-
Research Practice	2	2	-
Critical inquiry	6	6	-
Electives / IST	6	3	3
Art, Media and Society	-	-	15
Total EC's per semester	30	30	30

Year 4

Semester 7	Full-time	Part-time	Double Degree
Studio Practice	15	15	9
Professional Practice	6	6	6
Critical inquiry	9	9	-
Art, Media and Society	-	-	15
Total EC's per semester	30	30	30

Semester 8	Full-time	Part-time	Double Degree
Studio Practice	30	30	30
Electives / IST *	(12)	(12)	-
Total EC's per semester	30	30	30

* 12 IST credits are given for the individual research and studies for the final exam project (included in Studio Practice credits)

2.1.2 ArtScience

Facts

Educational variant

Full-time

Duration full-time

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Language

English

Head of department

Taco Stolk

Application deadline

The application deadline for international applicants with a non-EU/EEA nationality is May 1st.

Exchange opportunities

Exchange students may apply for 2nd year onward. See website for relevant contact

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

August 2018

Content of the study

The ArtScience Interfaculty offers an interdisciplinary Bachelor's and Master's programme that fosters curiosity-driven research as an approach to the creation of art. The programme regards art and science as a continuum and promotes the development of new art forms and artistic languages.

The ArtScience Interfaculty is an interdisciplinary department situated between and embedded within both the Royal Academy of Art, The Hague and the Royal Conservatoire. Classes include scientific and theoretical knowledge, sensory perception, interdisciplinary composition, hands-on production, performance training, collaborative projects and critical thinking. We focus largely on individual coaching. ArtScience allows students to code and create never-before heard sounds and never-before seen images, to establish immersive environments, to design new forms of interaction with their audiences and explore media that have never before been used by artists. Most importantly, students are invited to re-invent art, as needed in this century.

Tutoring and Coaching

Studying at the ArtScience Interfaculty, Bachelor or Master, is concentrated around the individual development of an experimental approach towards the arts in the broadest sense — ideally crossing the borders of them into unknown territory. Apart from the offered courses and abilities to extend knowledge from other departments and institutions in art, science and humanities, studies at ArtScience rely on individual and collective exploration. The study programme supports this in a number of ways. Central is the personal coach every ArtScience student consults. With the coach, a student plans their study plan, research, individual projects, choice of internal and external courses and everything else concerning artistic and professional progress. Above that, there are other means of interaction to guide students in their individual development: the Manic Mondays in the second semester where lectures, presentations and other activities are organised around communal lunch with the whole faculty, and where students have the chance to talk to other teachers than their regular coaches. The presentations, where students every year show their progress in individual work by presenting their etudes, prototypes and sketches (semester 1 and midterm presentations) and final work of the year (second semester presentations). For Bachelors there are periodic Bachelor Meetings per year to discuss ongoing issues. For Masters there are frequent Master Meetings which are central to the Master programme. Students present and discuss their research progress there intensively. During the graduation year, Bachelor and Master students organise their own Preview Show in the second semester, from funding to location, from general curational theme to public relations — being their final test before graduation. For the thesis, graduating students are offered a 'Thesis Boost' in two parts in the second semester: individual guidance by expert Merel Boers.

With the exception of some introductory and theoretical courses, the ArtScience Interfaculty has an 'open curriculum'. Within constraints, students navigate individually through the modules offered within the Interfaculty and its affiliated departments and institutions.

At the Interfaculty faculty, there are five forms of instruction:

- **Theoretical Courses**
- **Workshop-Style Courses**
- **Labs**
- **Research projects**
- **Individual Study Track**

With the exception of the first-year courses and theory courses, students always have a choice between several options. For additional information and the complete schedule, please refer to the [Interfaculty website](#).

Staff

Head of Interfaculty:

Taconis Stolk

Coordinator:

Marisa Manck

Lecturers:

Arthur Elsenaar

Cocky Eek

Kasper van der Horst
Michiel Pijpe
Robert Pravda
Taconis Stolk
Erik Kluitenberg
Esther Polak
Sanne van Rijn
Julia Willms

Guest lecturers:

Pieter van Boheemen
Lex van der Broek
Evelina Domnitch
Lucas Evers
Bernard Foing
Dmitri Gelfand
Marcus Graf
Roel Heremans
Gideon Kiers
Eric Kluitenberg
Katinka Marac
Ine Poppe
Frank Theys
Lucas van der Velden
Caro Verbeek

Contact

Marisa Manck coordinator@interfaculty.nl

Credit Points Overview – Art Science BA 2018-2019

Year 1

Courses	ECTS
Ars Electronica	1
Art & Philosophy	2
Catching the Light	2
Introduction to ArtScience	1
Introduction to Electronics	1
Introduction to Programming	4
Intro Projection	2
Lighting as/for Performance	2
MetaMedia	2
New Arts & Music Theory	3
The 'Other' Senses	2
Quick & Dirty	2
SoundWorlds	4
Meetings B1	2
Manic Mondays B1	4

Courses	ECTS
Midterm Presentation B1	2
Presentation B1 Sem1	8
Presentation B1 Sem2 (Propaedeutic Exam)	15
IST B1	1
Total EC's per year	60

Year 2

Courses	ECTS
Studium Generale	1
Meetings B2	1
Manic Mondays B2	4
Midterm Presentation B2	2
Presentation B2 Sem1	8
Presentation B2 Sem2	15
ArtScience Courses of Choice B2	22
IST B2	7
Total EC's per year	60

Year 3

Courses	ECTS
Professional Practice Preparation	2
Meetings B3	1
Manic Mondays B3	4
Midterm Presentation B3	2
Presentation B3 Sem1	8
Presentation B3 Sem2	15
ArtScience Courses of Choice B3	18
IST B3	10
Total EC's per year	60

Year 4

Courses	ECTS
Meetings B4	1
Manic Mondays B4	4
Presentation B4 Sem1	8
Presentation B4 Sem2 (Final Bachelor Exam)	15
Preview Exam Bachelor	2
Thesis Bachelor	8
ArtScience Courses of Choice B4	10
IST B4	12
Total EC's per year	60

2.1.3 Photography (FT and PT)

Facts

Educational variant

Full-time and part-time

Duration

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Language

English

Head of department

Lotte Sprengers and Rob Hornstra

Application deadline

The application deadline for international applicants with a non-EU/EEA nationality is May 1st.

Exchange opportunities

Exchange students may apply for 2nd year onward. See website for relevant contact

Tuition fee and applications

Financial details

Application procedure

Start date

August 2018

Content & structure

The professionals of today are authors, in the sense that they are makers, finders and creators. They are able to practice the profession in the traditional sense, while contributing to the evolution of the discipline.

Contemporary photographers are entrepreneurs who know how to generate a base of support for their work. They have an extensive frame of reference for the field and the discipline, particularly in an international context. They have a vision for the position of the discipline in the world of art and culture, as well as in social developments. They are aware of the many platforms that offer opportunities, including social media and the internet in general, as well as traditional platforms, including journals, posters and other printed media. They have extensive networks, and they are able to collaborate with others.

Structure

In the first year of programme (the propaedeutic year), students receive a thorough introduction to these areas. Thereafter, students choose to complete the remaining three

years in either **Documentary** or **Fiction**, positioning their work in one of these areas based on subsequent choices.

Full-time / part-time

The content of the part-time programme in Photography is the same as that of the full-time programme, but with a different organisation and structure. To date, no internship period is included in the programme. Part-time students must therefore engage in independent career orientation, in addition to the programme. With permission, part-time students may follow parts of the full-time curriculum.

Graduates are expected to meet the following qualifications:

- Students are able to develop and implement distinctive imagery in a meaningful way resulting from their research and artistic ambition (creative ability)
- Students are able to contextualise and critically reflect on their own work and on work of others, and they are capable to utilise external feedback and positively implement this in their own work (capacity for critical reflection)
- Students are able to continuously investigate and analyse their own ambition, vision and working methods as well as the professional practice around them. Their innovate position constantly challenges the photographic medium in general (capacity for growth and innovation)
- Students are able to organise an inspiring and professional working ambiance. They are capable of practically organising their profession and are ambitious in marketing their work (entrepreneurial and organisational ability)
- Students know where to reach and how engage their audience and clients. Students are able to present their vision, research and work in a convincing manner, as well written as orally (communicative ability)
- Students understand how their work relates to the professional artistic and societal context (external awareness) Students understand group dynamics and are able to make independent artistic contributions to a collaborative work. Students are also capable of organising collaborating partners for their own practice (capacity for collaboration).

See also:

[Bachelor programme Photography \(full text\)](#)

General Study Information: [1.4 Study Information](#)

Staff

Joint heads Photography

Lotte Sprengers L.Sprengers@kabk.nl and Rob Hornstra r.hornstra@kabk.nl

Coordinator Full-Time

Linda van der Poel l.vanderpoel@kabk.nl

Coordinator Part-Time

Raimond Wouda r.wouda@kabk.nl

Coordinator Internship

Lotte Sprengers

Lecturers

Adam Broomberg
Alex Zakkas
Andrew Valkenburg
Anja de Jong
Anke van Haarlem
Anna Abrahams
Annaleen Louwes
Ari Versluis
Arno Bosma
Bjorn Staps
Donald Weber
Eddo Hartmann
Ernst Yperlaan
Femke Lutgerink
Hans van der Meer
Jan Frederik Groot
Jan Rosseel
Jenny Smets
Jeroen Kummer
Johan Gustavsson
Judith van IJken
Kim Nuijen
Krista van der Niet
Loek van Vliet
Lotte Sprengers
Ola Lanko
Oliver Chanarin
Pawel Pokutycki
Raimond Wouda
Rob Hornstra
Thijs groot Wassink
Ton van Kints
Vincent van Baar

Staff of Lecturers in Theory

Ingrid Grootes
Ellie Smolenaars
Martijn Verhoeven
Henriëtte Waal

Contact

Coordinator Full-Time

Linda van der Poel l.vanderpoel@kabk.nl

Coordinator Part-Time

Raimond Wouda r.wouda@kabk.nl

Credit Points Overview – Photography BA 2018-2019

Documentary (full-time programme)

Year 1

Courses	Sem 1	Sem 2
Artistic & Technical Skills		
Photojournalism	4	-
Photography: Fiction Directing people	-	4
Photography: Documentary 1	-	4
Photography: Fiction Mise-en-scène	4	-
Photography Technical Skills, Technical Skills Lab	4	2
Prep: Photography New Technologies & AV	-	2
Image Development (presentation in the 3rd & 4th year)	4	4
Digital Workflow & Skills	3	2
Graphic Design	-	1
FYPPW: multi disciplinary project week	-	1
Theoretical domain		
Art, Photography, History and Reflection	3	2
Research & Discourse	3	3
Social & Professional domain		
Fieldtrip	-	1
Networkweek	1	-
Professional Practice Skills	2	2
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 2

Courses	Sem 3	Sem 4
Artistic & Technical Skills		
Photography: Documentary 2	-	4
Photography: Storytelling	4	-
Photography Technical Skills, Technical Skills Lab	3	2
Photography New Technologies	2	-
Interaction Design	1	-
Audiovisual	-	3
Photography: Dissecting Methodologies	2	1
Image Development (presentation in the 3rd & 4th year)	-	1
Digital Workflow & Skills	-	1
Graphic Design	2	1
Theoretical domain		
Art, Photography, History and Reflection	3	2

Courses	Sem 3	Sem 4
Civil Society Lab	2	2
Studium Generale	-	1
Social & Professional domain		
Fieldtrip	-	2
Networkweek	1	-
Professional Practice Skills	2	2
IST		
IST/ Personal Programming & Projects	6	6
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 3

Courses	Sem 5	Sem 6
Artistic & Technical Skills		
Interaction Design or Audio Visual	1	-
D Station: Intervention 1	4	-
D Station: Intervention 2	4	-
Image Development (presentation in the 3rd & 4th year)	2	-
Graphic Design	2	-
D Station: Commissioned Work	-	2
Theoretical domain		
Art, Photography, History and Reflection	3	-
Thesis	-	3
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	3	-
Internship: Preparation, internship and report	2	17
IST		
IST/ Personal Programming & Projects	6	6
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 4

Courses	Sem 7	Sem 8
Artistic & Technical Skills		
D Station: Commissioned Work	10	-
D Station: Graduation Work	3	17
Theoretical domain		
Thesis	6	3
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	2	8
IST		
IST/ Personal Programming & Projects	6	-
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Fiction (full-time programme)

Year 1

Courses	Sem 1	Sem 2
Artistic & Technical Skills		
Photojournalism	4	-
Photography: Fiction Directing People	-	4
Photography: Documentary	-	4
Photography: Fiction Mise-en-scène	4	-
Photography Technical Skills, Technical Skills Lab	4	2
Prep AV & New Technologies	-	2
Image Development (presentation in the 3rd & 4th year)	4	4
Digital Workflow & Skills	3	2
Graphic Design	-	1
FYPPW: multi disciplinary project week	-	1
Theoretical domain		
Art, Photography, History and Reflection	3	2
Research & Discourse	3	3
Social & Professional domain		
Fieldtrip	-	1
Networkweek	1	-
Professional Practice Skills	2	2
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 2

Courses	Sem 3	Sem 4
Artistic & Technical Skills		
Photography: Constructing Identities	-	4
Photography: Fiction & Society	4	-
Photography Technical Skills, Technical Skills Lab	3	2
Photography New Technologies	-	2
Interaction Design	-	1
Audiovisual	3	-
Photography: Dissecting Methodologies	2	1
Image Development (presentation in the 3rd & 4th year)	-	1
Digital Workflow & Skills	-	1
Graphic Design	2	1
Theoretical domain		
Art, Photography, History and Reflection	3	2
Civil Society Lab	2	2
Studium Generale	-	1
Social & Professional domain		
Fieldtrip	-	2
Networkweek	1	-
Professional Practice Skills	2	2
IST		
IST/ Personal Programming & Projects	6	6
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 3

Courses	Sem 5	Sem 6
Artistic & Technical Skills		
Interaction Design or Audio Visual	1	-
D Station: Intervention 1	4	-
D Station: Intervention 2	4	-
Image Development (presentation in the 3rd & 4th year)	2	-
Graphic Design	2	-
F Station: Commissioned Work	-	2
Theoretical domain		
Art, Photography, History and Reflection	3	-
Thesis	-	3
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	3	-
Internship: Preparation, internship and report	2	17
IST		
IST/ Personal Programming & Projects	6	6
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

Year 4

Courses	Sem 7	Sem 8
Artistic & Technical Skills		
F Station: Commissioned Work	10	-
F Station: Graduation Work	3	17
Theoretical domain		
Thesis	6	3
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	2	8
IST		
IST/ Personal Programming & Projects	6	-
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30
Part-time programme		

Year 1

Courses	Sem 1	Sem 2
Artistic & Technical Skills		
Photojournalism	2	-
Photography: Fiction Mise-en-scène	-	2
Photography: Documentary	-	2
Photography: Conceptual Still	2	-
Photography: The Portrait	-	2
Photography Technical Skills	3	2
Image Development (presentation in the 3rd & 4th year)	2	3
Digital Workflow & Skills	3	1
Graphic Design	-	2
Theoretical domain		

Courses	Sem 1	Sem 2
Art, Photography, History and Reflection	3	3
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	2	1
EVC (Elsewhere Acquired Competences)	10	10
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30
<u>Year 2</u>		
Courses	Sem 3	Sem 4
Artistic & Technical Skills		
Photography: Documentary 2	2	-
Photography: Fiction Directing People	-	3
Photography: Conceptual Still	2	-
Photography & Society	-	2
Photography Technical Skills	3	2
Audio Visual	-	2
Photography: Dissecting Methodologies	3	-
Image Development (presentation in the 3rd & 4th year)	-	1
Graphic Design	-	1
Theoretical domain		
Art, Photography, History and Reflection	3	2
Civil Society Lab	2	2
Studium Generale	-	1
Social & Professional domain		
Fieldtrip	-	2
Networkweek	1	-
Professional Practice Skills	2	1
EVC (Elsewhere Acquired Competences)	4	4
IST		
IST/ Personal Programming & Projects	6	6
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30
<u>Year 3</u>		
Courses	Sem 5	Sem 6
Artistic & Technical Skills		
Interaction Design or Audio Visual	1	-
Pt Station: Intervention	7	-
Image Development (presentation in the 3rd & 4th year)	2	-
Graphic Design	2	-
Theoretical domain		
Art, Photography, History and Reflection	3	-
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	2	2
Internship: Preparation, internship and report	-	5
EVC (Elsewhere Acquired Competencies)	4	4
IST		
IST/ Personal Programming & Projects	6	6
Presentation		

Courses	Sem 5	Sem 6
Semester Presentation	2	2
Total EC's per semester	30	30
<u>Year 4</u>		
Courses	Sem 7	Sem 8
Artistic & Technical Skills		
Pt Station: Graduation Work	7	15
Theoretical domain		
Thesis	5	1
Social & Professional domain		
Networkweek	1	-
Professional Practice Skills	2	4
EVC (Elsewhere Acquired Competences)	4	8
IST		
IST/ Personal Programming & Projects	6	-
Presentation		
Semester Presentation	2	2
Total EC's per semester	30	30

2.1.4 Graphic Design

Facts

Educational variant

Full-time

Duration full-time

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Language

English

Head of department

Roosje Klap and Niels Schrader

Application deadline

The application deadline for international applicants with a non-EU/EEA nationality is May 1st.

Exchange opportunities

Exchange students may apply for 2nd year onward. See website for relevant contact

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

August 2018

Content & structure

The Graphic Design department educates its students to become critical thinkers and versatile practitioners who develop outstanding concepts for visual communication. Its world-wide reputation is fuelled by the high level and thorough education, the investigative and conceptual approach in teaching, as well as the excellent quality in the field of typeface design and typography. At the Royal Academy of Art, The Hague, students are encouraged not only to find answers to the problems of tomorrow and the rapidly evolving new-media landscape, but also to pose questions on the social responsibilities of a contemporary designer.

Description of the study programme

The Graphic Design department educates students to become critical thinkers and versatile practitioners who develop outstanding concepts for visual communication. Ideal graduates are investigative designers who are fully aware of current affairs, choose their media wisely and master both traditional and new media. Graduates excel in their professional careers through their extraordinary conceptual and visual abilities, extensive knowledge of the

profession and the world, strong technological curiosity and highly developed social engagement.

The department offers an extensive curriculum. The programme is built around four main courses: **Design, Interaction, Image** and **Typography**. The excellent quality in the field of typeface design and typography distinguishes the programme from other graphic design studies.

See also:

[Bachelor programme Graphic Design](#) (full text)

Staff

Heads Graphic Design

Roosje Klap & Niels Schrader

Coordinators Graphic Design

Pauline Schep and Ingrid Grunwald paulineandingrid@kabk.nl

Graphic Design

Bart de Baets

Susana Carvalho

Frits Deys

Gert Dumbar (éminence gris)

Ruben Pater

Niels Schrader

Michiel Schuurman

Esther de Vries

Image

Michel Hoogervorst

Merel van 't Hullenaar

Katrin Korfmann

Reinoud Oudshoorn

Interactive Media

Lauren Alexander

Hannes Bernard

Kees van Drongelen

Agata Jaworska

Jan Robert Leegte

Henrik van Leeuwen

Kévin Bray

Typography & Letters

Frank Blokland

Guido de Boer

Thomas Buxó
Marina Chacur
Rob van den Nieuwenhuizen
Laura Pappa
Just van Rossum
Peter Verheul

Drawing

Willem Moeselaar
Jordy van den Nieuwendijk

Letterstudio (elective)

Frank Blokland
Just van Rossum
Peter Verheul

Design Office (elective)

Gijsbert Dijker
Chantal Hendriksen

PlayLab (elective)

Bart de Baets
Roosje Klap
Job Wouters

Coding

Bente van Bourgondien
Silvio Lorusso
Pascal de Man
Vit Ruller
Tjerk Woudsma

Theory

Nick Axel
Marjan Brandsma
Merel Boers
Maarten Cornel
Els Kuijpers
Dirk Vis

Coordinator final exam exhibition

Ewoud Traast

Coordinator internships

Gijsbert Dijker

Coordinator IST/electives

Frits Deys

Contact

Coordinators

Pauline Schep and Ingrid Grunwald paulineandingrid@kabk.nl

Credit Points Overview – Graphic Design BA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Artistic & Technical Skills		
Design	5	5
Image	5	5
Typography and Letters	5	5
Interaction Design	5	5
Drawing	2	2
Coding	2	2
Academy-wide Project Week	-	1
Theoretical domain		
Theory: Contemporary Design	3	2
Research & Discourse	3	3
Total EC's per semester	30	30

Year 2

Courses	Sem 3	Sem 4
Artistic & Technical Skills		
Design Cluster Assignments	14	14
Letterstudio, PlayLab, Design Office*	4	4
Coding	2	2
Theoretical domain		
Theory: Design History	3	3
Studium Generale	1	1
IST		
Individual Study Track (IST)	6	6
Total EC's per semester	30	30

* Students can choose one of the three elective options per semester.

Year 3

Courses	Sem 5	Sem 6
Artistic & Technical Skills		
Design Cluster Assignments	14	14
Letterstudio, PlayLab, Design Office *	4	4
Coding	2	2
Social & Professional domain		
Internship Supervision	1	1
Theoretical domain		
Theory: Philosophy	3	3
IST		
Individual Study Track (IST)	6	6
Total EC's per semester	30	30

* Students can choose one of the three elective options per semester.

Year 4

Courses	Sem 7	Sem 8
Artistic & Technical Skills		
Coding	2	2
Final Projects	6	16
Social & Professional domain		
Internship	10	-
Professional Practical Skills	3	-
Theoretical domain		
Theory: Thesis	3	6
IST		
Individual Study Track (IST)	6	6
Total EC's per semester	30	30

2.1.5 Interactive/Media/Design

Facts

Educational variant

Full-time

Duration full-time

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Language

English

Head of department

Janine Huizenga

Application deadline

The application deadline for international applicants with a non-EU/EEA nationality is May 1st.

Exchange opportunities

Exchange students may apply for 2nd year onward. See website for relevant contact

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

August 2018

Content & structure

Interactive Media Design (I/M/D) is a full-time programme that trains students to become designers of interactive concepts and processes. I/M/D lays down the link between people and processes as well as those between people and products. Ideas are our main product and that's why students at I/M/D are taught to think in non-media specific terms, which are later translated into a concept and meta-medial, multi-medial or cross-medial applications. Interactive/Media/Design is offered as a full-time programme that emphasises research and self-development. The courses are structured according to a logical pedagogical line of development, which does not recognise sharp boundaries. It is unlikely that students would ever be able to stop learning or disregard anything that might be useful in the development of their interests. The programme resembles a relatively fluid scale, allowing for acceleration of the learning curve at almost any stage.

The structure of the programme can be divided into five major phases:

- Skill development
- Advanced skill application
- Research development
- Exploration of the professional domain

- Self-development

See also:

Bachelor programme I/M/D (full text)

General Study Information: 1.4 Study Information

Staff

Head of I/M/D

Janine Huizenga

Coordinator

Dave Willé D.Wille@kabk.nl

Lecturers:

Adriaan Wormgoor

Anja Hertenberger

Anna Arov

Arthur Elsenaar

Coen Brasser

Dave Willé

Emma Pareschi

Gert Dumbar

Gitta Pardoel

Jan Treffers

Janine Huizenga

Johan Gustavsson

Jonah Lamers

Lena Shafir

Nick van 't End

Pawel Pokutycki

Raymond Taudin Chabot

Remus Ockels

Shayna Schapp

Contact

Coordinator

Dave Willé D.Wille@kabk.nl

and imd@kabk.nl

Credit Point Overview – Interactive/Media/Design BA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Skills		
Electronics 1-2	3	3
Interaction Design 1-2	3	3
Visualisation 1-2	5	3
Design Research, Concept Development, Implementation 1-2	3	3
Shapes, Forms, Materials 1	3	-
Materialising Concepts	-	2
Audio-Visual Design	-	5
Theory		
Theory	5	-
Research & Discourse	3	3
Positioning		
Design for Social Impact 1-2	5	5
Implementation		
Design Research, Concept Development, Implementation 2	-	3
ABPPW	-	1
<i>Collective Assessment</i>	0	0
Total EC's per semester	30	30

Year 2

Courses	Sem 3	Sem 4
Skills		
Coding	3	-
3D/AR/VR	-	6
Theory		
Media Archeology	5	-
Theory	5	-
Studium Generale	1	-
Positioning		
IST	6	6
Experiencing Differences	-	6
Implementation		
Interactive Textiles & Materials 1	5	-
Interaction Design 3-4	3	4
Interactive Spatial Design	-	6
Interaction Design 4	-	4
Collective Assessment	2	2
Total EC's per semester	30	30

Year 3

Courses	Sem 5	Sem 6
Skills		
Writing 1	7	-
Professional Practice Skills 1	3	-

Courses	Sem 5	Sem 6
Theory		
Theory	5	-
Positioning		
IST	6	6
Personal Project	-	3
Implementation		
MAD	7	-
Collective Assessment	2	-
Writing 2	-	3
Client Project	-	3
(Cultural) Hacking	-	3
Professionalization & Entrepreneurship		
Internship	-	12
Total EC's per semester	30	30

Year 4

Courses	Sem 7	Sem 8
Theory		
Theory	5	-
Writing: Thesis	-	12
Positioning		
IST	6	-
Implementation		
Group Project	7	-
Collective Assessment	2	-
Professionalization & Entrepreneurship		
Senior Seminar (Group Project)	10	-
Final Project	-	18
Total EC's per semester	30	30

2.1.6. Interior Architecture and Furniture Design

Facts

Educational variant

Full-time

Duration full-time

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Head of department

Herman Verkerk

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

August 2018

Content & structure

The discipline Interior Architecture and Furniture Design is populated by product and spatial designers who regard space, in the wider sense of the word, as their field of expertise. This field covers a wider area than that of just the interior or furniture, and the designers also focus on other objects and products, and on public and open space. They increasingly cross the traditional boundaries of their discipline and explore other domains, think cross-disciplinary, establish interconnections and always try to find the larger context. With a curious attitude they continuously question, search and fight for their position and that of the discipline.

The four-year programme of the BA Interior Architecture/ Furniture Design consists of three phases: the propaedeutic phase, the main phase and the graduation phase. Each phase has a specific mission. The line followed by these missions is that of crosspollination (Year 1), depth and connection (Years 2 and 3) and positioning (Year 4). This chronological structure is elaborated into four learning tracks, which constitute the domains that are addressed in each of the study years. These four domains are **Design, Morphology and Research Labs, Media and Materials** and **Knowledge and Context**. The curriculum is based on principles of experimentation and research. In each study year, research (by design) focuses on a specific area or current topic, based on a solid historical and cultural foundation and the potential efforts for interpreting and integrating this basis in design.

See also:

[Bachelor programme Interior Architecture and Furniture Design](#) (full text)

Staff

Head of department

Herman Verkerk

Coordinators:

Mariska Beljon

Roosmarijn Hompe

Internship coordinator: Willem Moeselaar

Study advisor: Ellen Vos

IST coach: Ronald van Tienhoven

Team of lecturers

Studio

Gijs Baks

Amber Beernink

Erik Blits

Samira Boon

Krijn Christiaansen

Lars van Es

Jeroen van de Gruiter

Ingeborg Horst

Lada Hršak

Maarten Kolk

Barend Koolhaas

Tessa Koot

Maartje Lammers

Giulio Margheri

Cathelijne Montens

Laura van Santen

Christoph Seyferth

Nienke Sybrandy

Thomas Vailly

Ramin Visch

Ellen Vos

Media and Materials

Marie Ilse Bourlanges

Coen Brasser

Jan Harm ter Brugge

Frank Bruggeman

Corine Datema

Roel van Herpt

Elena Khurtova

Jelle Kooper

Harold Linker

Bert Lonsain

Willem Moeselaar
 Jeroen Musch
 Jof Neuhaus
 Sanne Peper
 Tatjana Quax
 Michaël Snitker
 Ronald van Tienhoven

Knowledge

Mariska Beljon
 Inger Groeneveld
 Roosmarijn Hompe
 Ernie Mellegers
 Joana Ozorio de Almeida Meroz

Contact

Coordinators:

Mariska Beljon m.beljon@kabk.nl
 Roosmarijn Hompe r.hompe@kabk.nl

Credit Point Overview – Interior Architecture and Furniture Design BA 2018-2019

Specialisation Interior Architecture

Year 1 - EXPLORE

Courses	Sem 1	Sem 2
Studio		
Introduction Interior Architecture	6	-
Introduction Furniture Design	6	-
Introduction Urban Interior	-	6
Introduction Material Design	-	6
Professional Practical Skills		
Events 1-2	1	1
Morphology		
Morphology 1-2	1	1
Knowledge		
History & Theory 1-2	5	5
Lectures + Studium Generale (part of History & Theory)	(1/2)	(1/2)
Academy-wide Education		
Research & Discourse 1-2	3	3
AWPPW	-	1
Materials		
Intermediate Products	4	-
Media		
Photography & Graphic Design	-	3
Hand Drawing 1-2 (integrated in Studio)	(1)	(1)
Computer Drawing 1-2 (integrated in Introduction Furniture Design)	(1)	-
Photography 1	-	(1)

Courses	Sem 1	Sem 2
(integrated in Introduction Urban Design)		
Total EC's per semester	30	30

Year 2 - FOCUS

Courses	Sem 3	Sem 4
Studio		
Material & Detail	6	-
Design & Analysis [DOK]	6	-
Material & Organisation	-	6
Improvised Building [DOK]	-	6
Professional Practical Skills		
Events 3-4	1	1
Reality Check 1	-	3
Morphology		
Morphology 3 / Variations	3	-
Urban Morphology	-	3
IST Preparation	3	-
IST		
IST 1-2	3	6
Knowledge		
Discourse & Practice 1-2	4	4
Lectures (part of Discourse & Practice)	(1/2)	(1/2)
Academy-wide Education		
Studium Generale*	>	1
AWPPW	-	1
Materials		
(Integrated in Studio)	(3)	(3)
Media		
Website & Identity	3	-
Photography 2	1	-
Total EC's per semester	30	30

Year 3 - CONTEXT

Courses	Sem 5	Sem 6
Studio		
Design & Society 1-2	8	4
Field Research [DOK]	8	-
Tectonics [DOK]	-	4
Professional Practical Skills		
Reality Check 2	6	-
Writing, Editing & Art Direction 1-2	2	4
Internship		
Internship	-	15
IST		
IST 3-4	6	3
Knowledge		
(integrated in PPS/Studio)	(4)	(1)
Lectures + SG (part of Magazine)	(1/2)	-
Total EC's per semester	30	30

Year 4 - POSITION

Courses	Sem 7	Sem 8
Studio		
Applied Assignment	8	-
Design Research (IST 5)	6	-
Graduation Project (+IST 6)	-	16
Professional Practical Skills		
Positioning & Realisation 1-2	4	6
Knowledge		
Theoretical Research 1-2	12	8
Lectures + SG (part of Positioning & Realisation)	(1/2)	(1/2)
IST		
(integrated in Studio)	(6)	(6)
Total EC's per semester	30	30

Specialisation Furniture Design

Year 1 - EXPLORE

Courses	Sem 1	Sem 2
Studio		
Introduction Interior Architecture	6	-
Introduction Furniture Design	6	-
Introduction Urban Interior	-	6
Introduction Material Design	-	6
Professional Practical Skills		
Events 1-2	1	1
Morphology		
Morphology 1-2	1	1
Knowledge		
History & Theory 1-2	5	5
Lectures + Studium Generale (part of History & Theory)	(1/2)	(1/2)
Academy-wide Education		
Research & Discourse 1-2	3	3
AWPPW	-	1
Materials		
Intermediate Products	4	-
Media		
Photography & Graphic Design	-	3
Hand Drawing 1-2 (integrated in Studio)	(1)	(1)
Computer Drawing 1-2 (integrated in Introduction Furniture Design)	(1)	-
Photography 1 (integrated in Introduction Urban Design)	-	(1)
Total EC's per semester	30	30

Year 2 - FOCUS

Courses	Sem 3	Sem 4
Studio		
Material & Detail	6	-
Reverse Engineering	6	-

Courses	Sem 3	Sem 4
Resources	-	6
Improvised Building [DOK]	-	6
Professional Practical Skills		
Events 3-4	2	1
Reality Check 1	-	3
Morphology		
Morphology 3 / Variations	3	-
Urban Morphology	-	3
IST Preparation	3	-
IST		
IST 1-2	3	6
Knowledge		
Discourse & Practice 1-2	4	4
Lectures (part of Discourse & Practice)	(1/2)	(1/2)
Academy-wide Education		
Studium Generale*	>	1
AWPPW	-	1
Materials		
(Integrated in Studio)	(3)	(3)
Media		
Website & Identity	3	-
Photography 2	1	-
Total EC's per semester	30	30

Year 3 - CONTEXT

Courses	Sem 5	Sem 6
Studio		
Design & Society	8	-
Field Research 1-2 [DOK]	8	4
Collection	-	4
Professional Practical Skills		
Reality Check 2	6	-
Writing, Editing & Art Direction 1-2	2	4
Internship		
Internship	-	15
IST		
IST 3-4	6	3
Knowledge		
(integrated in PPS/Studio)	(4)	(1)
Lectures + SG (part of Magazine)	(1/2)	-
Total EC's per semester	30	30

Year 4 - POSITION

Courses	Sem 7	Sem 8
Studio		
Applied Assignment	8	-
Design Research (IST 5)	6	-
Graduation Project (+IST 6)	-	16
Professional Practical Skills		
Positioning & Realisation 1-2	4	6
Knowledge		
Theoretical Research 1-2	12	8

Courses	Sem 7	Sem 8
Lectures + SG (part of Positioning & Realisation)	(1/2)	(1/2)
IST (integrated in Studio)	(6)	(6)
Total EC's per semester	30	30

2.1.7 Textile and Fashion

Facts

Educational variant

Full-time

Duration full-time

4 years

Degree

Bachelor of Arts

Credits (ECTS)

240 ECTS

Head of department

Jurgi Persoons

Tuition fee and applications

Financial details

Application procedure

Start date

August 2018

Content & structure

Textiles and fashion can be regarded as a visual language reflecting the spirit of the time, coupled to materials, craft and tradition. Finding a personal balance between textiles and fashion is essential. An important guideline for the Textiles and Fashion programme at the KABK is the history of historical costumes and folklore. Developing a personal style, a way of working and a personal statement in all of the facets of the textile and fashion profession is thoroughly explored.

The objective of the study programme is to train students to be independent and professional designers. We guide their individual development process in a semiprofessional context. What is unique about KABK is that the Fashion Design and Textile Design courses are integrated into one study programme. However, each specialisation has a separate approach and trajectory, allowing students to graduate in either Fashion or Textile. This ensures interaction and unique opportunities for creative cross-pollination, which gives this course a specific identity.

Structure

After the first joint semester in the propaedeutic year, the textile and fashion specialisations separate into two different programmes. Students are required to choose one of these programmes. Each programme is characterised by extensive and intensive research, supported by theoretical subjects designed to provide students with the required content-based skills.

Each academic year is divided into clusters which each represent a specific domain in the programme and become more refined and distinctive with each study year.

These clusters are:

- Design I: textile design, fashion design
- Design II: technical design (textile) , technical design (fashion)
- Visualisation: visual development, photography
- Drawing: model drawing, 2D forms and colour studies, fashion drawing
- Theory: art history, fashion, textile and design history, thesis
- Other: internship, Individual Study Track

See also:

Bachelor programme Textile & Fashion

General Study Information: [1.4 Study Information](#)

Staff

Head of Textiles and Fashion

Gerrit Uittenbogaard (acting Head)

Coordinators

Gerrit Uittenbogaard

Sanne Jansen

Coordinator Internships

Gerrit Uittenbogaard

Teaching Staff

Hil Driessen

Steeff Eman

Jan-Jan van Essche

Chris Fransen

Hilde Frunt

Desiree Hammen

Eric Hirdes

Mirjam Ingram

Anna Kruyswijck

Nico Laan

Natasja Martens

Aur lie Van de Peer

Joost Post

Peter de Potter

Erika Reidinga - Rutten

Laut Rosenbaum

Neeltje Schoenmaker

Tanja Smeets

Gerrit Uittenbogaard

Bob Verhelst
Roy Verschuren
Ellen Vos

Workshop

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Tardia Page t.page@kabk.nl

Contact

Coordinators

Gerrit Uittenbogaard g.uittenbogaard@kabk.nl

Sanne Jansen s.jansen@kabk.nl

Credit Point Overview – Fashion and Textile BA 2018-2019

Fashion

Year 1

Courses	Sem 1	Sem 2
Academy-wide Propedeuse Project Week	-	1
Research and Discourse	3	3
Art History	1	1
Collectives	0	0
Experimental Shapes	3	2
Fashion Design	-	6
Fashion Drawing	2	2
Knitting	2	2
Model Drawing	2	2
Print & Dessin	2	2
Tailoring & Finishing	3	3
Textile and Fashion Design	6	-
Textile & Fashion History	2	2
Visual Development	2	2
Weaving & Textile Theory	2	2

Year 2

Courses	Sem 3	Sem 4
Collectives	0	0
Draping	2	2
Fashion Design	7	7
Fashion Drawing	1	1
Model Drawing	2	2
Photography	1	1
Technical Drawing	2	2
Technical Design	4	4
Textile & Fashion Design Philosophy	2	2
Textile & Fashion History	1	1
Visual Development	2	2

Year 3

Courses	Sem 5	Sem 6
Collectives	0	-
Draping	3	2
Entrepreneurship	-	1
Fashion Design	7	7
Model Drawing	2	2
Photography	1	1
Technical Drawing	-	2
Technical Design	5	4
Textile & Fashion Design Philosophy	2	2
Textile & Fashion History	1	1
Visual Development	2	2

Year 4

Courses	Sem 7	Sem 8
Draping	1	-
Fashion Design	3	-
Model Drawing	1	-
Photography	1	-
Technical Design	2	-
Visual Development	1	-
Internship	14	-
Graduation Project	-	18
Thesis	-	12

Textile

Year 1

Courses	Sem 1	Sem 2
Academy-wide Propedeuse Project Week	-	1
Research and Discourse	3	3
Art History	1	1
Concept and Perception	-	2
Collectives	0	0
Experimental Shapes	3	-
Fashion Drawing	2	-
Knitting	2	3
Model Drawing	2	2
Print & Dessin	2	3
Tailoring & Finishing	3	2
Textile Design	-	6
Textile and Fashion Design	6	-
Textile & Fashion History	2	2
Visual Development	2	2
Weaving & Textile Theory	2	3

Year 2

Courses	Sem 3	Sem 4
Concept and Perception	1	1
Collectives	0	0

Courses	Sem 3	Sem 4
Knitting	2	2
Model Drawing	2	2
Print & Dessin	2	2
Product Design	3	3
Photography	1	1
Textile Design	6	6
Textile & Fashion Philosophy	2	2
Textile & Fashion History	1	1
Visual Development	2	2
Weaving & Textile Theory	2	2

Year 3

Courses	Sem 5	Sem 6
Concept and Perception	1	1
Collectives	0	0
Entrepreneurship	-	1
Knitting	2	2
Model Drawing	2	2
Print & Dessin	2	2
Product Design	2	2
Photography	1	1
Textile Design	6	6
Textile & Fashion Philosophy	2	2
Textile & Fashion History	1	1
Visual Development	2	2
Weaving & Textile Theory	2	2

Year 4

Courses	Sem 7	Sem 8
Knitting, Print and Weaving	2	-
Model Drawing	1	-
Product Design	1	-
Photography	1	-
Textile Design	3	-
Visual Development	1	-
Internship	15	-
Graduation Project	-	18
Thesis	-	6

2.3 Master programmes

2.3.1 Master Type and Media

Facts

Educational variant

Full-time

Duration full-time

1 year

Degree

Master of Arts

Credits (ECTS)

60 ECTS

Head of department

Erik van Blokland

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & structure

The Type and Media Master is a full-time one year course that gives participants the possibility of delving deeper in type design for different media: not only type for print, but also for film, television, video and interactive media. Although we live in an increasingly pictorial culture, type design and typography have lost none of their value.

Structure

Type and Media is a full-time one year Master program. Its schedule can therefore incorporate every day of the week. At the beginning of the course, each student establishes an individual study-plan in consultation with the permanent faculty.

Because of the international character of the course, it is taught primarily in English. The academic year is divided into two semesters, with the second semester divided in turn into two parts. At the end of the first semester and in the first part of the second, all assignments that have been undertaken are evaluated. In addition to the assignments specific to this course, students can follow the calligraphy and the lettering and type divisions of the regular course in Graphic Design. Those subjects distinguish this regular course at the Royal Academy from other academies, both in the Netherlands and abroad.

See also:

[Master programme Type and Media \(full text\)](#)

General Study Information: [1.4 Study Information](#)

Staff

Erik van Blokland (professor of type design)
Paul van der Laan (professor of type design)
Peter Verheul (professor of type design)

Coordinator

Marja van der Burgh

Guest lecturers

Françoise Berserik
Peter Bil'ak
Frank Blokland
Petr van Blokland
Just van Rossum
Fred Smeijers
Jan Willem Stas

Additional information

For more information please visit: new.typemedia.org

Contact

Coordinator

Marja van der Burgh typemedia@kabk.nl

Credit Points Overview – Type and Media MA 2018-2019

Semester 1

Courses	EC's
Form studies - Erik van Blokland	4
Contrast research - Peter Verheul	4
Revival research - Paul van der Laan	4
Letter carving - Fransje Berserik	3
Type & Language - Peter Bil'ak (3 lessons in Sem 2)	3
Design theory - Petr van Blokland	3
Coding - Just van Rossum	3
Excursions - Jan Willem Stas and others	3
Workshops Writing Systems TBD	3
Total EC's per semester	30

Semester 2

Courses	EC's
Tutoring - Erik van Blokland	4
Tutoring - Peter Verheul	4
Tutoring - Paul van der Laan	4
Tutoring - Just van Rossum	1
Tutoring - Fred Smeijers	1
Tutoring - various guest tutors	4

Courses	EC's
Excursions - Jan Willem Stas and others	1
Workshop TBD	1
Final Project, Process, Exhibition, Exam	9
Final Project, Handing in materials	1
Total EC's per semester	30

2.3.2 Master Interior Architecture (INSIDE)

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Arts

Credits (ECTS)

120 ECTS

Head of department

Hans Venhuizen

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & structure

INSIDE is a master's course for interior architects who start every assignment by conducting a wide-ranging exploration of a spatial context undergoing change. Wide-ranging here means that through observation, research and theoretical study, students chart and analyse a whole array of issues that are relevant to the spatial change that the context is undergoing. That wide range consists not only of spatial aspects but also of social, historical and ecological issues at play in the wider surroundings. After setting up and carrying out their investigation, the INSIDE students hone their skills in using the acquired knowledge to determine essential qualities that are of decisive importance for the spatial changes taking place. They then learn to incorporate those qualities in a spatial proposal grounded in a realistic perspective and in their social implications.

The INSIDE course is structured in a similar way to a research and design office. The main features of the course are the Studios in which students complete the entire process of a research and design project: orientation, research (through design), analysis, concept development, design (through research), presentation and evaluation. In the first year students are allotted four to eight weeks (comparable to a competition submission) or eighteen weeks (comparable to a regular commission) for the main projects in the Studios. Within the research and design process, various aspects are explored in depth in four parallel programmes: Theory, Flows, Skills and Travel. These programmes form an integral part of the design process in practice, but they are given added emphasis during the INSIDE course in relation to the Studio projects, and are supervised by specialist tutors. In this way, the analysis of the dynamic nature of a spatial context undergoing change is scrutinized closely in Flows, while the various theoretical aspects of a project are explored in Theory. An introduction to specific skills required in a project and to the approach of a particular tutor is offered in Skills, and relevant projects are visited in Travel.

In the second year a Graduation Studio is organised to assist students in drawing up individual graduation projects. Students work independently and cover the entire process of orientation,

research (through design), analysis, concept development, design (through research) and presentation by themselves, under the individual supervision of the tutors.

See also:

Master programme Interior Architecture (INSIDE) (full text)

General Study Information: 1.4 Study Information

For more information please visit: www.enterinside.nl

Staff (INSIDERS)

Head of department

Hans Venhuizen: h.venhuizen@kabk.nl

Coordinator

Lotte van den Berg: l.vandenberg@kabk.nl

Core Tutors

Anne Hoogewoning
Louise Schouwenberg
Hans Venhuizen
Erik Jutten

Contact

Lotte van den Berg: l.vandenberg@kabk.nl

Credit Point Overview – Interior Architecture MA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Flows 1	4	-
Flows 2	-	4
Final Review 1	0	0
Final Review 2		
Skills 1	4	-
Skills 2	-	4
Studio 1	7	-
Studio 2	7	-
Studio 3a	-	7
Studio 3b	-	7
Theory 1	4	-
Theory 2	-	4
Travel 1	4	-

Courses	Sem 1	Sem 2
Travel 2	-	4
Wildpoint / Propaganda 1	2	-
Wildpoint / Propaganda 2	-	2
Total EC's per semester	32	32

Year 2

Courses	Sem 3	Sem 4
Flows 3	4	-
Graduation Project	11	-
Graduation Studio	7	-
Skills 3	2	-
Theory 3	4	-
Travel 3	2	-
Graduation Review	-	30
Total EC's per semester	30	30

2.3.3 Master ArtScience

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Music

Credits (ECTS)

120 ECTS

Head of department

Taco Stolk

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & structure

The master's programme ArtScience, like the bachelor's programme, is based on the concept of the open curriculum. Because the master students are admitted on the basis of a specific research plan and because two years is too short to familiarize themselves with the Interfaculty before making choices, this research plan is translated into a study plan together with the coaches. This study plan maps out the individual path of the student through the teaching modules on offer within the Interfaculty and related departments and institutions.

The ArtScience Interfaculty offers five forms of instruction: research projects, labs, individual coaching, theoretical courses and workshop-style courses. These activities are open to Master as well as Bachelor students.

There are seven different ArtScience labs, each of which is a combination of a laboratory, a production facility and a working ensemble of teachers, students, alumni and guests.

Each lab is also a platform to offer coaching and space for projects by individual students, and a channel for the accumulation, documentation and dissemination of their research results and artworks. The aim is to gradually integrate the research proposals of the Master students with this new lab structure.

Part of the study trajectory can consist of courses outside of the Interfaculty. Likely choices are courses offered elsewhere at the Conservatoire, the Academy and the MediaTechnology Master of Leiden University, but other choices in Leiden or at other universities are also possible. In the past, students have followed courses in Sonology, Singing, Percussion, Photography, Print Making, Art History, Philosophy, Electronics, Sociology, Bio-informatics, Art and Genomics and Medical Anatomy. We would like to encourage students to explore other possibilities and surprise us.

Self-study and coaching

Every Master student has two teachers who coach the individual work, reflect on it together with the student, offer a context for it, suggest literature and other sources and often assist in solving practical problems. A considerable amount of time within the Master's programme is reserved for individual work and selfstudy.

Master Meetings

Master Meetings are held approximately twice a month. They are gatherings of all Master students under the guidance of Arthur Elsenaar and Eric Kluitenberg. These meetings focus on students presenting their research results in spoken and written form and on discussing matters of methodology. Students will be helped to develop a critical context for their projects and to structure their research process.

Presentations and evaluations

Collective presentations of individual projects are organised at the end of each semester. The mid-term presentations in December/January concentrate more on the research process. In June, students are expected to show a finished artistic work that will be evaluated in the context of the research, with the general competences for the Master's programme in mind. At the end of May the graduates of the Bachelor's and the Master's organise a public preview of the final exam projects. The remaining month from the preview to the exam can be used for rehearsals, fine-tuning and other enhancements on the basis of experiences from the public preview.

Courses and ECTS

Credit Points (ECTS points) are assigned two times a year, at the end of each semester and before the presentations. Each credit point represents 28 hours of 'study load'. Students should earn a total of 60 credit points per year. Part of the courses are obligatory, other courses can be chosen regarding certain rules and besides that there are a number of credit points for elective courses or alternative study related activities (this is called the individual study track (IST) or portfolio).

See also:

For detailed information about the Master ArtScience please check the [interfaculty website](#)
General Study Information: [1.4 Study Information](#)

Staff

Head of department

Taconis Stolk

Coordinator:

Marisa Manck

Lecturers:

Cocky Eek

Arthur Elsenaar

Kasper van der Horst

Eric Kluitenberg

Michiel Pijpe
Robert Pravda
Esther Polak
Sanne van Rijn
Julia Willms
Taconis Stolk

Guest lecturers:

Pieter van Boheemen
Lex van den Broek
Evelina Domnitch
Lucas Evers
Bernard Foing
Dmitri Gelfand
Marcus Graf
Roel Heremans
Gideon Kiers
Eric Kluitenberg
Katinka Marac
Ine Poppe
Frank Theys
Lucas van der Velden
Caro Verbeek

Additional information

For more information please visit: www.interfaculty.nl

Contact

coordinator@interfaculty.nl

Credit Points Overview – Art Science MA 2018-2019

Year 1

Courses	ECTS
ArtScience Courses of Choice*	18
Ars Electronica	1
Introduction to ArtScience	1
M1/M2 Meetings (Semester 1+2)	4
Manic Mondays	4
IST	7
Semester 1 Presentation	8
Midterm Presentation (Semester 2)	2
Semester 2 Presentation	15
Total EC's per year	60

*The 'ArtScience Courses of Choice' in the curriculum can be chosen from all the courses offered by the department (or in collaboration with KC/KABK) that are mentioned in the Course Descriptions (including those in the Exchange Weeks with Sonology and Composition). The student is required to follow enough courses to obtain the amount of ECTS as mentioned in the Curriculum of his/her year of study. Eventually, other courses within KC/KABK and MediaTechnology (Leiden University) can alternatively be taken, but only after prior approval by coach or head of department.

Year 2

Courses	ECTS
ArtScience Courses of Choice*	8
M1/M2 Meetings (Semester 1+2)	4
Manic Mondays	4
IST	11
Master Thesis	8
Semester 1 Presentation	8
Preview Exam	2
Semester 2 Presentation (Final Exam)	15
Total EC's per year	60

*The 'ArtScience Courses of Choice' in the curriculum can be chosen from all the courses offered by the department (or in collaboration with KC/KABK) that are mentioned in the Course Descriptions (including those in the Exchange Weeks with Sonology and Composition). The student is required to follow enough courses to obtain the amount of ECTS as mentioned in the Curriculum of his/her year of study. Eventually, other courses within KC/KABK and MediaTechnology (Leiden University) can alternatively be taken, but only after prior approval by coach or head of department.

2.3.4 Master of Arts in Fine Art and Design – Artistic Research

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Arts

Credits (ECTS)

120 ECTS

Head of department

Janice McNab

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & structure

The Master Artistic Research is an intensive two-year study program aimed at an international group of students working in the field of visual art, who also have an interest in research processes and critical reflection within their art practice. The MAR is a collaboration between the Royal Academy of Art and the Royal Conservatory, both in The Hague, who together make up the University of the Arts The Hague.

The Master Artistic Research seeks to educate artists to become autonomous, critically aware artistic researchers, and the constantly developing program places at its center the exploration of each student's personal creative trajectory, the production that defines this, and critical reflection on the processes, inspirations, and material results of this. Creativity is defined as a researching process where results are necessarily unpredictable, but where critical reflection can open up the complexity of this within the aesthetic, social, political, and historical field. Emphasis is also placed on extending classical research skills in all areas, such as the ability to gather relevant material; to undertake close reading, listening, and looking; to locate and understand connections within a matrix of research or archival materials; and on understanding how the materials of art practice might transmit their meanings.

At the Master Artistic Research, we are open to a wide interpretation of what it means to be an artist, and welcome practices that touch on other disciplines, and those that are collaborative. Our link with the Royal Conservatory also often attracts visual artists for whom sound or music are important aspects of their practice.

The core teaching team is made up of artists and theorists, and supported by an extensive and international guest program of artists, curators, poets, musicians, and theorists. Specialist teaching clusters around the Research Days, delivered as a mix of lectures,

seminars, workshops, and site visits, with both individual and group teaching. The program also includes excursions, projects with other academies, and department exhibitions, which are important for professional development and for sharing and testing research results with a wider public.

The Master Artistic Research has its own dedicated studio spaces, where much of the core teaching takes place. Emphasis is placed on the studios as both independent workplaces and a stable community environment for our international group of students, a place to foster a strong peer-group and a secure environment for artistic experimentation. Students also have access to the extensive workshop facilities of the Royal Academy and as well as the practice rooms, electronics workshop, and library of the Royal Conservatory.

Staff

Head of department:

Janice McNab

Coordinator:

Stéphane Blokhuis

Team of tutors:

Babak Afrassiabi

Jasper Coppes

Yael Davids

Janice McNab

Thijs Witty

Katarina Zdjelar

Guests tutors 2018-19:

Rachel Bacon

Andrius Arutiunian

Jeremiah Day

Bram Ieven

Maria Pask

1646

Contact

Janice McNab J.MCNab@kabk.nl

Credit Point Overview – Artistic Research MA 2018-2019

Year 1

Courses

Core Practice + Research

points allocated by core tutors

- Ongoing studio production

Sem 1

Sem 2

6

6

Courses	Sem 1	Sem 2
- Research development through production	6	6
- Attendance and active participation	2	2
- Reviews and assessments (preparation and clear presentation of work)	1	1
- Reading Group	3	3
- Thesis	5	4
Public Presentation of Work		
- Preparation of work + space;	0	6.5
- Assistance with year 2 end exam installations	0	0.5
Introduction Participation + presentation of own work	1	-
Research Days Advance reading;	5	-
Excursion	1	1
Total EC's per semester	30	30
<u>Year 2</u>		
Courses	Sem 3	Sem 4
Core Practice + Research points allocated by core tutors		
- Ongoing studio production	6	-
- Research development through production	6	-
- Preparation and active attendance	2	2
- Reviews and assessments (preparation and presentation of work)	1	1
- Reading Group (reading and participation)	2	-
- Thesis	6	4
Graduation Project and Assessment		
- Ongoing studio production	-	10
- Public presentation of work	-	7
- Publication	-	3
- Final assessment exam	-	1
Introduction Introduction week participation,	1	-
Research Days Advance reading;	5	-
Excursion	1	1
Professional Practice	-	1
Total EC's per semester	30	30

2.3.5 Master of Arts in Fine Art and Design – Industrial Design

The Master of Arts in Fine Art & Design - Industrial Design programme is a two-year full-time master for designers who want to use applied design to make a conscious contribution to the world of today and tomorrow. For designers who are keen to hone their creativity in order to work within a complex interplay of factors and find a 'solution' in the form of a distinctive and elegant design. For designers looking to operate as professionals on the industrial playing field; who want to investigate it, to question it critically and help to give it shape.

The Master Industrial Design unites the technical and production aspects of industrial design with its substantive, cultural and social significance.

This study programme has been taught since 1950 at the Royal Academy of Art, The Hague (KABK) and is the oldest recognised course in the field of Design and Industrial Design in the Netherlands. Prominent teachers and students include Gerrit Rietveld, Frans de La Haye and Renny Ramakers.

The programme has been recently transformed from a Postgraduate Course into a two-year full-time master's programme. Both the schedule and the condensed curriculum leave time for a professional practice.

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Art in Fine Arts and Design

Credits (ECTS)

120 ECTS

Head of department

Maaïke Roozenburg

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Staff

Head:

Maaïke Roozenburg m.roozenburg@kabk.nl

Coordinator:

Zara Roelse z.roelse@kabk.nl

Teachers:

Erlynn Bakkers

Alfred van Elk

Bas van Beek
 David Derksen
 Merel Kamp
 Yassine Salihine
 Martijn van der Wiel
 Maaïke Roozenburg

Guest teachers, i.a.:

Peter Bilak
 Cynthia Hathaway
 Marcel den Hollander
 Daan Koks
 Heleen Klopper
 Roos Meerman
 STUDIO Rens
 Alice Twemlow

Credit Points Overview – Industrial Design MA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Design Project A	8	8
Design Project B	8	8
Communication skills	2	2
Design Research Skills	6	-
Design Skills	-	6
Professionalising Creativity	1	1
Theoretical Skills	4	4
Professional positioning	1	1
Total EC's per semester	30	30

Year 2

Courses	Sem 1	Sem 2
Design Project B	8	-
Design Research Paper	14	-
Theoretical Skills	4	-
Communication Skills	4	-
Graduation Project	-	30
Total EC's per semester	30	30

2.3.6 Master of Arts in Fine Art and Design – Non-Linear Narrative

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Art in Fine Arts and Design

Credits (ECTS)

120 ECTS

Head of department

Roosje Klap & Niels Schrader

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & structure

NON LINEAR NARRATIVE analyses the relations of complex socio-political issues, and how they can be communicated to a broad audience.

The programme repositions the graphic design discipline in the changing professional landscape and extends it with new responsibilities towards society. Key objective is to educate critical thinkers, who master new technologies to tell meaningful narratives addressing the world's social, economic and environmental challenges. Students will not only study parts of philosophy and media theory, but also learn practical skills in design, computer programming, film editing, 3D modelling and virtual reality.

The programme is based on strengthening engagement with the broad social, political and cultural context in which the designer works and with which she or he relates. This context also has consequences for the role and responsibilities as a designer.

The graduation profile pushes the boundaries of the discipline of graphic designer, not only towards other design disciplines (interactive designers, product designers, film-makers), but also towards traditional, more academic disciplines, such as sociology, political science, anthropology and economics. It seeks to engage with practitioners of these disciplines, as well as integrating the insights and methods of these disciplines in the non-linear narrative design process.

The programme focuses fully on design as research and research as design. The programme involves an increasing degree of self-direction on the students' part, within a clear structure that provides stability and guidance. During the first year, students work on a joint research theme. In the second year, students' work is devoted fully to a personal project plan, which is supported by a substantive teaching programme.

Staff**Heads:**

Roosje Klap & Niels Schrader

Teachers:

Lauren Alexander

Nick Axel

Linda van Deursen

Ramon Johnson

Roosje Klap

Lizzie Malcolm
 Ruben Pater
 Daniel Powers
 Niels Schrader
 Saskia van Stein

Questions?

Get in contact with the programme coordinator: [Hélène Webers](#)

Credit Points Overview – Non Linear Narrative MA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Graphic Design (taught by Lauren Alexander)	3	3
Media Theory Lab (taught by Ramon Amaro)	3	3
The Optics of Culture (taught by Nick Axel)	3	3
Design (taught by Linda van Deursen)	3	3
Reflective Design (taught by Ruben Pater)	3	3
Coding (taught by Jonathan Puckey)	3	3
Involved Design (taught by Niels Schrader)	3	-
Playlab (taught by Roosje Klap)	-	3
The City as a Construct (taught by Saskia van Stein)	3	3
Workshops with Guest Teachers	5	5
NLN Tuesday (Lectures - presentations by students)	1	1
Total EC's per semester	30	30

Year 2

Courses	Sem 1	Sem 2
Individual Study Project	14	-
Theory / Thesis (supervised by Ramon Amaro)	5	-
Theory / Thesis (supervised by Nick Axel)	5	-
Workshops with Guest Teachers	5	5
NLN Tuesday (Lectures - presentations by students)	1	1
Final Exam Project	-	14
Thesis	-	10
Total EC's per semester	30	30

2.3.7 Master of Arts in Fine Art and Design – Photography & Society

Facts

Educational variant

Full-time

Duration full-time

2 years

Degree

Master of Art in Fine Arts and Design

Credits (ECTS)

120 ECTS

Head of department

Lotte Sprenger and Rob Hoonstra

Tuition fee and applications

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content and Structure

Photography & Society is a brand new, two-year master programme offered by the Royal Academy of Art, The Hague (KABK) starting September, 2018. The Master's programme *Photography & Society* at the KABK educates socially-engaged photographers of the 21st century, who possess an active interest in the technological, political, environmental and social role of the photograph.

The core of *Photography & Society* is image-making, at the same time the programme will challenge you to foster encounters beyond photographic practice and utilize photography as a means to take part in global debate. We enable you to mediate the relationship between image and society. These transformational demands can only be met if photographers are educated in how photographs are created, presented, discussed, used, and documented.

As a *Photography & Society* student you are educated to master the full distribution chain, seamlessly moving from concept to making work and its presentation in various, often novel, forms.

Staff

Heads:

Lotte Sprengers & Rob Hoonstra

Teachers:

Adam Broomberg

Donald Weber

Judith van IJken

Lotte Sprengers
Oliver Chanarin
Rob Hornstra

Questions?

Get in contact with the programme coordinator: [Lotte van den Berg](#)

Credit Point Overview – Photography & Society MA 2018-2019

Year 1

Courses	Sem 1	Sem 2
Studio I: The Liquid Image	15	-
Studio II: Photography as Social Practice	15	-
Studio III: Platforms of Visual Resistance	-	25
Photography & Society	-	5
Total EC's per semester	30	30

Year 2

The curriculum for Year 2 will be published in due time.

2.4 PhDarts (In cooperation with the University of Leiden)

The University of the Arts The Hague is one of the few art schools in the Netherlands that can offer a PhD route: **PhDArts**, international doctorate programme.

About PhDArts

PhDArts, a collaboration between Leiden University Academy of Creative and Performing Arts and the Royal Academy of Art, The Hague (KABK) in The Hague, is a high-level international doctorate programme in visual art and design. PhDArts functions as a platform for artists who regard theoretical reflection and artistic practice as intrinsically related and complementary. A unique programme in the Netherlands, PhDArts creates new possibilities for art and its practitioners through questioning and breaking down existing boundaries between art theory and art practice.

PhD candidates follow individual research trajectories, guided by a team of supervisors. Besides this, the PhD candidates participate in a doctoral study programme, which consists of lectures, seminars, trainings and workshops. Together with supervisors, staff members and guest teachers, the doctoral candidates form an inspiring and challenging research environment.

Certain conditions apply to the PhDArts doctorate. The first condition for acceptance into the programme is a high level of artistry. Secondly, each applicant should present a clear research theme, as well as a research plan. In addition, the discursive context of the research should be clearly described. The PhDArts doctorate is a long- term research commitment that generally encompasses four years.

Researchers are expected to be in the vanguard of their fields of research. The research should contribute to knowledge about art/design, as well as to the international discourse in the field of research.

Artistic research

Artistic research, or research in and through art, is an inseparable part of the art or design practice of the researcher. Therefore, there is a unique relationship between the artist/designer, the research method and the outcome of the research. This research is made possible by the artistic practice of the researcher, and, conversely, the artist/designer develops his work through the research. The outcome of the research is an artistic product, combined with a discursive product (i.e. the dissertation), which does justice to the artistic product.

The discursive text will provide insight into the departure points, methods and results of the research. The artistic work itself will be deliberative, containing reflection as an integral component. Research that fulfils these conditions will be innovative and relevant to contemporary developments in the world of art and design.

Because of the intrinsic relationship between work and text in this type of research, the outcome of PhD trajectory cannot be restricted to any particular format. Therefore, PhDArts does not specify a fixed ratio between the written dissertation and the artistic production.

Coordinator

Suzanne Knip-Mooij

Contact

info@phdarts.eu

For more information on PhDArts, please visit our website: www.phdarts.eu

2.5. Lectorates

Lecotorate Art Theory and Practice

The lectorate Art Theory & Practice (KTP), headed by Prof. Dr. Janneke Wesseling, started in 2007. The lectorate KTP engages with the integration of theory and practice in art education. It has, among other things, initiated the Art Research Programme, which consists of interdisciplinary courses and stimulates research and critical reflection. Under the chairmanship of Janneke Wesseling, theory teachers have developed a specific outlook on theory education at the art academy. This outlook also informs the education curricula in general. In 2015, the lectorate initiated a Research Group consisting of tutors of the KABK who engage themselves with research in their practice. The lectorate organises symposia, workshops and lectures with various partners. For more information and an overview of courses and activities, please visit lectoraatktp.nl or contact [Lotte Betting](#) (coordinator lectorate Art Theory & Practice).

Content and structure

The lectorate Art Theory & Practice organises the [Art Research Programme](#) for motivated and talented Bachelor students. The Art Research Programme consists of a series of courses, to which students can apply by submitting a letter of motivation. Generally, the courses are taught by PhDArts doctoral candidates and sometimes guest teachers are invited. Also, some courses organised by the [Academy of Creative and Performing Arts](#) (ACPA) of Leiden University are open to Bachelor students of the Royal Academy of Art through the Art Research Programme.

The courses vary widely in thematic focus, but they all share an emphasis on research in relation to art practice. Moreover, all courses in the Art Research Programme are interdisciplinary and not connected to one specific department of the academy. In each course, students from different departments work together, and in some cases they collaborate with students from the Royal Conservatoire and Leiden University.

Application deadlines and new courses are announced on the website of the lectorate and through additional communication channels of the Royal Academy of Art, the academy's website, and mailings. The courses can be taken within the framework of the [Individual Study Track](#) (IST), in consultation with the IST coach.

Courses and ECTS

Semester I:

- [Writing Art](#): 6 ECTS

The course will familiarise students with diverse ways of writing about art. This is achieved through a series of lectures by experts and through workshops in which students will experiment with different approaches to 'Writing Art'.

Semester II: to be determined.

Lectorate Design

Dr. Alice Twemlow was appointed lector Design at the KABK in September 2017. The lectorate Design aims to serve as a dynamic catalyst or provocation for design-focused research activity within the KABK learning environment and beyond. Inherent in this mission is the imperative to surface, nurture and promote a robust design-focused research culture within the KABK and via the channels that connect KABK and Leiden University.

The working title for the lectorate is "**Design and the Deep Future**", to allow for investigation of such topics as: geological time and design; waste and trash; dematerialization of design; circular economy; repair; non-humans and design; digital detritus; design criticism; speculative and critical design and so on. Engagement with these and other issues will be further augmented through research projects, exhibitions, symposia as well as print and online publications. For more information contact [Lotte Betting](#) (coordinator lectorate Design).

Courses and ECTS

Semester I:

- Future Fossils: 6 ECTS

In this course, a select group of students from KABK and Leiden University will explore the relationship between geological time and design. Using methods drawn from archaeology, anthropology, speculative and critical design, they will conduct research, develop an argument, and speculate through design and/or writing and/or image-making on what will be the fossils of the future.

Semester II: to be determined.

Staff

Professor: Janneke Wesseling

Professor: Alice Twemlow

Coordinator: Lotte Betting

Contact

www.lectoraatktp.nl

lectoraatktp@kabk.nl

2.6 Preparatory courses

2.6.1 Orientation course

Facts

Duration

14 Saturdays 10am-3pm

Degree

Proof of participation

Head preparatory courses Fine Art and Design

Zanne Zwart

Application & fees

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & Structure

The Orientation Course is primarily intended for those who are considering entering a study programme at the Academy. This course introduces students to the mentality, working methods and study attitudes required for a programme at the Academy. The course takes place over 14 Saturdays (including one day excursion).

[More information](#)

Staff

Willem Goedegebuure

Engelien van den Dool

Ton van Kints

Willem Moeselaar

Munnus Zweerts

and guest teachers

Contact

voortraject@kabk.nl

2.6.2 Preparatory year

Facts

Duration

1 year

Degree

Certificate

Application & fees

[Financial details](#)

[Application procedure](#)

Start date

September 2018

Content & Structure

The Preparatory Year is aimed at motivated people who still lack sufficient preparation to be admitted to the regular study programme or feel a need for a broad orientation preparation before starting their regular studies at the Academy. The Preparatory Year prepares participants for all the study programmes offered by the KABK. The objectives of the Preparatory Year are orientation, selection and stimulation.

[More information](#)

Staff

Head preparatory courses Fine Art and Design

Zanne Zwart

Coordinator

Nieke Koek

Teachers

Amber Beernink

Channa Boon

Nieke Koek

Gosse de Kort

Maartje Lammers

Kim Nuijen

Marthe Prins

Rosa Sijben

Niels Vis

Zanne Zwart

Contact

voortraject@kabk.nl

2.6.3 Partnerships with Secondary Schools (Art Plan projects)

Content & Structure

The Royal Academy of Art, The Hague (KABK) has established partnerships with secondary schools in The Hague and beyond. The purpose of these partnerships is to offer secondary school students the opportunity to thoroughly prepare for the transition from secondary school arts education to the professional degree programmes offered by the KABK. Several other projects are currently being developed as more secondary schools focus on raising the profile of arts education in their curriculum.

At the moment, partnership projects have been established with the following schools:

- **Segbroek College The Hague**
First-year, second-year and third-year classes 'Segbroek Art'.
The upper level includes the subject Art and Visual Education (KUBV).
- **Bonaventura College Leiden, location Marienpoelstraat**
First-year, second-year and third-year classes and upper level 'Visual Art and Design Plan', also known as 'Art Plan'.
- **Rijnlands Lyceum Wassenaar**
First-year, second-year and third-year classes, and upper level 'Visual Art and Design Plan', also known as 'Art Class'.
- **Christelijk Lyceum Zandvliet The Hague**
First-year, second-year and third-year classes, and upper level 'Visual Art and Design Plan', also known as 'Art Class'.

Application & fees

Applications run via the partner schools

[More information](#)

Staff

Head preparatory courses Fine Art and Design

Zanne Zwart

Teachers

Max Bong

Hanneke van den Borne

Daan Brinkmann

Engelien van den Dool

Guido van der Linden

Pawel Pokutycki

Jordie Rovers

Nikkie Wester

Munnus Zweerts

Contact

voortraject@kabk.nl

2.6.4 Kid's Club

Content & Structure

The Kids Club is a group of children from primary school Classes 7 and 8 (ages ranging from 10 to 12 years) who would like to do more with art than they are offered at their own primary schools. The Kids Club includes children who are considering applying for admission to the School for Young Talent or one of the art plan schools. In a classroom situation, these students demonstrate what they can do and work on assignments in order to build their admissions portfolios.

[More information](#)

Staff

Head preparatory courses Fine Art and Design

Zanne Zwart

Contact

Zanne Zwart z.zwart@kabk.nl

& voortraject@kabk.nl

2.6.5 School for Young Talent

Facts

Educational variant

Full-time

Duration

4, 5 or 6 years

Degree

Dutch secondary school

Head preparatory courses Fine Art and Design

Zanne Zwart

Application & fees

[Financial details](#)

[Application procedure](#)

Start date

August 2018

Content & Structure

The School for Young Talent (SYT) is a school established by the University of the Arts, The Hague, for pupils in primary education (Years 7 and 8) and secondary education. The school offers programmes at three levels of the Dutch school system: HAS, HAVO, and VWO. The school is open to pupils who would like to progress to the Royal Academy of Art, the Royal Conservatoire or the Conservatoire's Dance Department. The SYT is a small-scale programme in which individual attention for pupils plays a central role.

[More information](#)

Staff

SYT Director

Jan van Bilsen

Head of the SYT Visual Arts Department

Zanne Zwart

Contact

voortraject@kabk.nl

2.6.6 Combined education

Content & Structure

At the KABK, it is possible to combine art courses with secondary education. This is usually arranged on a case-by-case basis, given that the schedules do not always correspond to each other. In theory, it should be possible to follow at least a part of the same curriculum followed by students of the School for Young Talent. An admissions procedure is required for participation in this preparatory track. Where possible, the applicant's own school will be consulted, in order to determine the extent to which participation in the preparatory track can be fit into the regular school curriculum. A fee is required for this form of participation, based on the number of classes/half-day periods taken. After completing HAVO, a student may apply for admission to the KABK. A separate admissions procedure is required for these programmes, in combination with the final examination for the visual work.

[More information](#)

Staff

Head preparatory courses Fine Art and Design

Zanne Zwart

Contact

voortraject@kabk.nl

3. FACILITIES

3.1 WiFi and email

3.1.1 Wifi

Eduroam

Eduroam is a wireless network that enables students to connect to the internet with a laptop, smart phone or other mobile device. The Eduroam network includes more than 40 universities of applied sciences in the Netherlands and many more worldwide. You can access the internet with your *KABK account* at all educational institutions connected to eduroam.

On the [Student Portal](#) you can find information on how to connect to the Eduroam WiFi network.

KABK-student wifi network

While at the premises of the Academy, it is also possible to connect to the KABK-student wifi network. Related information (incl. the network's password) is sent to your KABK e-mail account by the IT department.

3.1.2 E-mail

The Royal Academy of Art, The Hague offers a personal e-mail address to all its students (initial.lastname@student.kabk.nl).

All administrative e-mail correspondence of the Academy will be sent to your KABK e-mail address. Therefore, we advise you to activate this e-mail address as soon as possible and to check it regularly. If you don't, you run the risk of missing important announcements and information, such as last-minute changes in your schedule.

You can find information on how to set up your KABK e-mail account on the [Student Portal](#).

3.2 Equipment and lend out desk

The Royal Academy of Art, The Hague offers its students a great variety of equipment to borrow for free or rent for a small fee. For an overview of all available equipment, their locations and daily fees please visit <http://werkplaatsen.kabk.nl/rental>. Make sure to read the terms and conditions that apply to each rental agreement you sign.

WORKSHOPS	STAFF	OPENING HOURS	CONTACT
3D Lab	Elise van Beurden Yvo van Os Ronald Scholtens	Mon 13.00-21.30 Tue & Wed 9.00-17.00 Thur 9.00-21.00 Fri 9.00-17.00	070 3154 784 workshop.3dlab@kabk.nl
Rental	Chris Borman Abel Wolff	Mon-Thur 8.30-19.30 Fri 8.30-17.00	070 3154 713 rental@kabk.nl
Computer Workshop	George Vincentie Chris Piepenbosch Ferri Wouters Robin Butter	Mon-Wed-Fri 8.30 - 21.30 Tue-Wed 9.00 - 21.30	070 3154 790 workshop.computer@kabk.nl
Photographic processing techniques	Thomas Ankum Widodo Poedjio	Wed & Thu 13.00-17.00	070 3154 782 workshop.fineartprinting@kabk.nl
Photography Workshop	Andrew Valkenburg Robin Butter Frans de Grood	Mon, Tue, Thur 9.00-21.30 Wed 9.00-21.30 Fri 9.00-17.00	070 3154 786 workshop.photography@kabk.nl
Printmaking Workshop	Gerard Schoneveld Thomas Ankum Widodo Poedjio Astrid Florentinus	Mon-Thur 9.00-21.30 Fri 9.00-17.00	070 3154 781 workshop.printmaking@kabk.nl
Wood Workshop	Mascha van de Kuinder Ronald Scholtens Tom Vollaart	Mon & Tue 9.00-21.15 Wed 9.00-21.30 Thur & Fri 9.00-17.00	070 3154 785 workshop.wood@kabk.nl
Ceramics Workshop	Arjen Bos Iliada Charalambous	Mon & Tue 10.00-18.30 Wed-Fri 10.30-18.30	070 3154 794 workshop.ceramics@kabk.nl
Typesetting Workshop	Sanne Beeren	Tue 9.00-17.00	workshop.typesetting@kabk.nl
Metal Workshop	Eduard Sjoukes Richard van den Berg Luis Maly	Mon-Thur 9.00-21.00 Fri 9.00-17.00	070 3154 785 workshop.metal@kabk.nl
Multimedia Workshop	Chris Piepelenbosch Kees Knijnenburg	tba	070 3154 791 workshop.multimedia@kabk.nl

Textile & Fashion	Gino Anthonisse Beleke den Hartog Tardia Page	Mon-Tue-Thu-Fri 9.00-17.00 Wed 9.00-21.30	070 3154 780 workshop.textile@kabk.nl
Library	Marcel van Bommel Annemarie van den Berg Jolanda van Os	Mon-Wed 8.30-20.00 Thur & Fri 8.30-17.30	070 3154 798 library@kabk.nl
Hacklab	Kees van Drongelen Pascal de Man Jan Kees van Kampen Edo Paulus	Mon-Wed-Fri exact hours tba.	j.vankampen@kabk.nl

3.3 Booking rooms

The Royal Academy of Art, The Hague uses the scheduling system ASIMUT, an online application, which offers you a personal schedule and the possibility to book rooms.

In order to check your timetable, you need to log in to ASIMUT using your student number and password. You can access ASIMUT via <https://kabk.asimut.net>. At the Academy, there are two timetable kiosks, where you can check your schedule or book a room using your student card.

You will find more information about how to use Asimut, including tutorials and a short introduction video on the [Student Portal](#).

3.4 Download software

[SURFspot.nl](#) is the IT shop where students from the Royal Academy of Art, The Hague can buy official software and other ICT products at very low prices. You can login to Surfspot in order to acquire computer software and hardware at a large discount. Choose 'Login for MBO, HBO and WO', search for 'Royal Academy of Art' and log in with your student number and password.

3.5 Workshops

At the Royal Academy of Art, The Hague students will find state of the art workshops in many fields. See information on opening hours above.

For more detailed information please visit the *Facilities & Workshops* section on the www.kabk.nl website.

3.6 Jobs and opportunities

The Royal Academy of Art, The Hague publishes opportunities, competitions, internships, jobs and more – especially selected for its students and alumni on the KABK bulletin board. The KABK Bulletin Board publishes information from third party owned content. In case of questions related to the content of an add published, please contact the person listed in the respective add or follow the link to the original source. Any references to external organisations or websites are provided as a matter of convenience only.