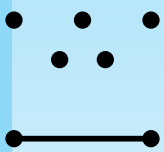


Bachelor Graphic Design

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

course **Graphic Design BA 2025-2026**
description Class A

Year

**Artistic
Professional
Domain**

- 1 [Design Bundle 1](#)
- 2 [Graphic Design 1](#)
- 3 [Graphic Design 2](#)
- 4 [Graphic Design 3](#)
- 5 [Letter design 1](#)
- 6 [Typography 1](#)
- 7 [Typography 2](#)
- 8 [Typography 3](#)
- 9 [Image 1](#)
- 10 [Image 2](#)
- 11 [Image 3](#)
- 12 [Coding 1](#)
- 13 [Coding 2](#)
- 14 [Coding 3](#)
- 15 [IMD1](#)
- 16 [IMD2](#)
- 17 [IMD3](#)
- 18 [Theory 1, Graphic Design history](#)
- 19 [Theory 2, Art and Design theory](#)
- 20 [Theory 3, Philosophy](#)
- Specialisation Studios (21-24)
- 21 [Letter Studio](#)
- 22 [Virtual Worlds](#)
- 23 [Design Research](#)
- 24 [Design Practice](#)

Assessments

- 25 [Collective Presentation January](#)
- 26 [Collective Presentation June](#)

**Professional
Practice &
Collaboration
Domain**

- 27 [PPS1 inclu: Y1 excursion & 100GD Days](#)
- 28 [PPS2: portfolio development](#)
- 29 [PPS3: internship preparation](#)
- 30 [PPS4: Internship](#)
- 31 [Collaboration, Fieldwork, Excursions](#)
- 32 [Graphic Design Project week](#)

Academy Wide

- 33 Common Ground programme (no course description)
- 34 [Individual Study Track \(Hacklab\)](#)

Graduation

- 35 [Basecamp : Research document](#)
- 36 [Basecamp: Prototyping](#)
- 37 [Transit: Final Research document](#)
- 38 [Transit: Research website](#)
- 39 [Summit: Final Exam](#)

TOTAL

Y1	Y2	Y3	Y4	total
6				6
6				6
	5			5
		5		5
6				6
6				6
	5			5
		5		5
6				6
	5			5
		5		5
6				6
		5		5
	5			5
		5		5
6				6
	5			0
		5		0
5				5
	5			5
		5		5
	5	5	5	20

1		1	1	1	1		4
1		1		1			3
2	2						4
		2	2				4
			2	2			4
					17		17
		1		1			2
1		1	1				3
3	3	6	6				6
			6	6		6	18
					6		6
					6		6
						5	5
						5	5
						14	14
30	30	30	30	30	30	30	240

course	Graphic Design BA 2025-2026
description	Class B

	Year		Y1	Y2	Y3	Y4	total		
Artistic Professional Domain	1	Design Bundle 1		6				6	
	2	Graphic Design 1	6					6	
	3	Graphic Design 2		5				5	
	4	Graphic Design 3			5			5	
	5	Letter design 1	6					6	
	6	Typography 1		6				6	
	7	Typography 2		5				5	
	8	Typography 3			5			5	
	9	Image 1	6					6	
	10	Image 2			5			5	
	11	Image 3				5		5	
	12	Coding 1		6				6	
	13	Coding 2		5				5	
	14	Coding 3				5		5	
	15	IMD1	6					6	
	16	IMD2			5			5	
	17	IMD3			5			5	
	18	Theory 1, Graphic Design history		5				5	
	19	Theory 2, Art and Design theory			5			5	
	20	Theory 3, Philosophy				5		5	
		Specialisation Studios (21-24)			5	5	5	5	20
	21	Letter Studio							
	22	Virtual Worlds							
	23	Design Research							
24	Design Practice								
Assessments	25	Collective Presentation January	1	1	1	1		4	
	26	Collective Presentation June		1		1		3	
Professional Practice & Collaboration Domain	27	PPS1 inclu: Y1 excursion & 100GD Days	2	2				4	
	28	PPS2: portfolio development		2	2			4	
	29	PPS3: internship preparation			2	2		4	
	30	PPS4: Internship					17	17	
	31	Collaboration, Fieldwork, Excursions			1	1		2	
	32	Graphic Design Project week	1	1	1			3	
Academy Wide	33	Common Ground programme (no course description)	3	3	6	6		6	
	34	Individual Study Track (Hacklab)				6	6	18	
Graduation	35	Basecamp : Research document					6	6	
	36	Basecamp: Prototyping					6	6	
	37	Transit: Final Research document					5	5	
	38	Transit: Research website					5	5	
	39	Summit: Final Exam					14	14	
		TOTAL	30	30	30	30	30	30	240

Course title	Design Bundle 1	
Course code		
Year/semester/block	Year 1 – alternating semester per A/B classes	
Structure	4 x 4 hrs 4 x 4 hrs 4 x 4 hrs 4 x 4 hrs	
Duration	16 weeks	
Tutor(s)	Taught by selected tutors equipped with unique qualities in the broad scope of graphic design. Subjects include drawing, type design, moving image, presentation skills, visual literacy, conceptual development, etc. The subjects relate to expected courses and specialisations later in the study. The Design Bundle gives allows for tutors from other study years (creating synergy throughout the 4 years), tutors from other departments (internal mobility), tutors from Erasmus partners (staff exchange) and guest tutors with specific	Adjusted
Course description	A curated programme of short workshop courses taught by internationally focussed tutors equipped with specialised qualities in the realm of graphic design. The flexibility of the programme is particularly useful as it can adapt to current and future needs. Per semester at least 4 different courses, followed in consecutive weeks. The shorter workshop/course rhythm will help create a lively and active experience for students, allowing them to explore a wide range of design subjects. This will not only increase student knowledge and enhance skills but also help them make informed decisions about elective or IST courses in the following years. The design bundle alternates between subjects and courses like f.e. drawing, type design, moving image, presentation skills, visual interpretation, conceptual development.	Adjusted, international focus
Learning objectives	Create awareness of the diversity and possibilities of the discipline to build a foundation for different design methods	
	Unique focused, skill-based courses not offered in other parts of the programme with specific learning objectives clarified through curated assignments.	
	Shorter length of course offers training in student adaptation to time constraints.	
Teaching methods	Short practical- and theoretical outline, in-class exercises, peer-to-peer feedback, verbal reflection, assignments in class and for self studytime	
Assessment methods	Individual feedback after each workshop/mini-course and collectively with an overview of all process throughout the classes, to be shown and assessed at collectives.	
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Added
Grading scale	Pass/Fail	
Compensation	Resit assignment per course component (4), hand in final 1 resit of collective part	
Attendance requirements	80-100%	
Entry level	Admission level	
Main competencies	v Creative Ability	
	Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	104 hrs	

Course title	Graphic Design 1	
Course code		
Year/semester/block	Year 1 – alternating block per semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Bart de Baets (1979, BE) is a graphic designer based in Amsterdam. His design for the Sandberg Institute's temporary master programme The Radical Cut Up was nominated for a Dutch Design Award. PostNL commissioned him to design a series of stamps for PostNL which he titled "Talk to the Hand". Together with Sandra Kassenaar he designed the exhibition design, campaign and catalog for "Circulate", an exhibition on photographic art acquisitions at the Stedelijk Museum Amsterdam. The two also design the graphic identity of Kunstmuseum Bochum. "On the Necessity of Gardening. An ABC of Art, Botany and Cultivation" has been published by Valiz Publishers as part of the exhibition "The Botanical Revolution" in the Centraal Museum, Utrecht. In 2022, the Stiftung Buchkunst awarded "On the Necessity of Gardening" with the Goldene Letter, the highest prize in the category Best Book Design from all over The World. A sequel on motherhood ("On Art, Birth and Care") is in the making. Next to bring a part time teacher at the Royal Academy of Art's Graphic Design department for years, he taught at the Gerrit Rietveld academy in Amsterdam for fifteen years.	updated Bio
Course description	This course introduces students to conceptual design, encouraging them to explore and question their artistic voice and responsibility in the design process while developing an awareness of the discipline's diversity and possibilities.	adjusted / clarified after study day with tutors
Learning objectives	Demonstrate curiosity and exploration by investigating and experimenting with diverse graphic and visual languages, embracing a wide range of creative possibilities.	adjusted / clarified after study day with tutors
	Develop technical and methodological skills by applying various skills, methods, and techniques using elements such as imagery, typography, composition, color, paper, printing,	adjusted / clarified after study day with tutors
	Establish conceptual thinking and critical reflection by building a strong foundation in conceptual thinking through hands-on making and critical reflection on ideas, content, and	adjusted / clarified after study day with tutors
Teaching methods	Short practical- and theoretical outline, in-class exercises, peer-to-peer feedback, verbal reflection, assignments in class and for self studytime. Besides personal feedback and active dialogue, additional resources like visual essays (slideshows) and books tuned to the teaching content or assignment, are part of the weekly brought along physical materials. The works and methods of different artists and designers are introduced to custom-fit the student's process and/or interests, in the hope they examine their techniques and approaches simply to	

Assessment methods		Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale		Pass/Fail	
Compensation		Resit assignment, during following resit week	
Attendance requirements		80-100%	
Entry level		Admission level	
Main competencies	v	Creative Ability	
	v	Capacity for Critical Reflection	
	v	Capacity for Growth and Innovation	
		Entrepreneurial and Organizational Ability	
	v	Communicative Ability	
		External Awareness	
		Capacity for Collaboration	
Study load (EC)		6 ECTS	
# of contact hours		64 hrs	
# of self-study hours		104 hrs	

Course title	Graphic Design 2	
Course code		
Year/semester/block	Year 2 – alternating block per semester for A/B classes	
Structure	2 x 4 hrs per week	
Duration	8 weeks	
Tutor(s)	Alex Clay (1974, NO) is the co-founder of design studio Lesley Moore which specializes in brand narratives and identities. Lesley Moore is also a member of the Gorilla collective which publishes a visual news column in weekly magazine De Groene. Alex Clay acquired a BKE certificate in 2024.	updated Bio
Course description	In this course, writing and sketching is practiced to create a foundation for conceptual thinking and making. Attention is given to audience-awareness both in the student's work and in their presentation of it. Analogue and digital experimentation is trained across the core areas of graphic design; image, typography, colour and composition.	
Learning objectives	Control over process by utilizing sketching and experimentation to develop ideas, refine visual direction and confidently shape the outcome.	improved with input study days
	Enhance critical thinking by researching and analyzing meaningful themes and explore their relevance and impact through execution in design.	improved with input study days
	Establish confident agency as a designer by developing a strong personal voice, taking responsibility in shaping visual culture, and contributing meaningfully to society.	improved with input study days
Teaching methods	In line with the collaborative nature of the course, both students and tutor bring inspirational case studies to class for in-depth analysis, and lectures are given to provide theoretical and practical frameworks. Group discussions are organized to encourage the exchange of perspectives, knowledge and experience between peers. The students develop skills in giving and receiving feedback to foster critical reflection and collaborative skills.	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	GD 1, or similar	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	

Course title	Graphic Design 3	
Course code		
Year/semester/block	Year 3 – alternating semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Richard Niessen (1972, NL) graduated from the Gerrit Rietveld Academy in 1996. As a graphic designer, he is known for his colorful posters and expressive typography, innovative identities, and his collaborations with other artists. In 2007 Richard created TM-City, a traveling retrospective for the Festival International de l’Affiche, Chaumont, France. In 2014 he expanded this overview with the book and installation A Hermetic Compendium of Typographic Masonry, a portfolio of 26 richly layered designs for Une Saison Graphique in Le Havre, France. Besides working in commission, he initiates his own projects like Based on Bas Oudt, 1:1:1 or Jack. Richard Niessen started The Palace of Typographic Masonry in 2015, a project which brings together experiment, research, connection with other disciplines and the embedding of graphic design in a broader cultural history. Practicing as an artist and designer, Niessen has conducted workshops around the world, and he has lectured and exhibited his work widely. r.niessen@kabk.nl / In possession of a BKE certificate.	updated Bio
Course description	This course emphasizes independent research and authorship of content. Development of design methods, techniques and expanding on critical thinking.	
Learning objectives	Bring research and experimentation together by exploring visual languages and communication within evolving international social- and cultural contexts. Strive for results that contribute to genuine knowledge exchange by engaging with relevant themes and adapting to the perspectives and needs of diverse audiences. Create innovative frameworks that bridge boundaries, ensuring that well developed concepts are expressed in a cohesive and articulated design.	improved with input study days
		improved with input study days
		improved with input study days
Teaching methods	Practice oriented assignment(s). Individual feedback, shared critiques and active group discussions focus on the various steps in the design process. In addition, class field trips, lectures with plenty of visuals and references, and brought along sources form a general breeding ground for the assignments. In the discussions, specific case studies and other resources appropriate to the student's work process, techniques, approaches and interests are provided.	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	GD 1 + 2, or similar	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Letter design	
Course code		
Year/semester/block	Year 1 – alternating semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Guido de Boer (1988, NL) is an independent visual artist with a background as a graphic designer. His work consists of images you can read and texts you can experience visually. His work is often large, monumental and handmade, making it expressive and at the same time graphic. Works by Guido have been shown at, among others, the Kröller-Müller Museum, the Stedelijk Museum Schiedam, the HEM and the GEM/Kunstmuseum. Complementing his artistic practice, Guido has been a teacher in the field of Letters and Typography at several art academies in the Netherlands since graduating in 2011, at the Nanjing University of the Arts, ELISAVA Barcelona, and, since 2016, has enjoyed teaching at the Graphic Design Department at the Royal Academy of Art in The Hague. With his collective High on Type, he organised Letter and Calligraphy festivals from 2016 to 2019. With the team, he travels around giving exhibitions, (writing) performances and workshops that test the boundaries of what writing and letters are. In possession of a BKE certificate.	updated Bio
Course description	Calligraphy and letter writing	
Learning objectives	Introduction to drawing calligraphy and letterforms using analogue brush and pen techniques Analytical and historical understanding and practice of generating letter forms and patterns Experiment and play with generating letters and forms on different scales and using various surfaces and materials, incorporating written text with visual aspects of rhythm, style, composition and balance.	
Teaching methods	In class tutorial sessions / Peer to peer making and feedback / Rapid drawing iterations / Lectures / In class discussions / Excursions with street drawing	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Admission	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	104 hrs	

Course title	Typography 1	
Course code		
Year/semester/block	Year 1 – alternating semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Dutch graphic designer Rob van den Nieuwenhuizen (1980, NL) studied Communication Studies at the University of Applied Sciences in Eindhoven, Media & Culture at the University of Amsterdam, and Graphic Design at the Royal Academy of Art in The Hague. In 2010 he founded the Amsterdam-based design studio DRAWSWORDS. An unstoppably curious designer, he has collaborated on everything from design magazines to whole graphic identities and exhibitions, and clients include major Dutch museums, artists, publishers, and art schools. More recently, he is also exploring ceramics, inspired by archaeological excavation sites, architecture, and experimental music. Rob was a jury member of the Dutch Design Awards, The Best Dutch Book Designs, and the Art Directors Club the Netherlands. For multiple years he was visiting faculty at Otis College of Art and Design in Los Angeles, and has been a guest tutor at Pratt Institute, New York; Elisava, Barcelona; Sint Lucas, Antwerp, and several other art academies. As part of the Splinter Group — consisting of colleagues from the academies in The Hague, Marseille, Brussels, and Glasgow — he gives workshops on art education throughout Europe. As a tutor, he also holds a BKE and multiple didactic certificates, and has been a member of the academy's participation council (DMR) from 2019 until 2021. www.drawswords.studio	updated Bio
Course description	Introduction to and practice of typography within the graphic design discipline	
Learning objectives	Explore significant historical and contemporary developments in typography. Develop proficiency in both digital and analog tools and applications for creating and applying typography while recognizing its ubiquity across Western and non-Western traditions. Experiment with typographic rules and structures at both micro and macro levels within diverse editorial frameworks to develop various articulations.	improved with input study days improved with input study days improved with input study days
Teaching methods	In class workshop-based exercises, short practice based assignment(s), peer-to-peer reviews and crits, classical presentations of theoretical and reference material	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Admission	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	104 hrs	

Course title	Typography 2	
Course code		
Year/semester/block	Year 2 – alternating semester for A/B classes	
Structure	2 x 4 hrs per week	
Duration	8 weeks	
Tutor(s)	Lu Liang (1983, CN) will be our new Typography 2 tutor. Lu founded her graphic design practice, The Exercises, after she graduated from Werkplaats Typografie, Arnhem (MA, ArtEZ). Lu's design work seeks to invent a new language of communication. Inspired by the relationship between language and things/words and images, she creates works that encourage the observer to interpret and define for themselves.	updated bio
Course description	Development of editorial and conceptual capacity of typography for visual identity and communication.	
Learning objectives	Analyze the structure and hierarchy of universal character sets in both Latin and non-Latin languages, exploring their role in editorial design for single- and multilingual typographic narratives.	improved with input study days
	Cultivate a deep visual and conceptual understanding of typography as a powerful medium for visual and (inter)cultural communication, enhancing clarity and engagement.	improved with input study days
	Translate complex editorial content into effective typographic solutions, ensuring readability, meaning, and functionality across different media, languages, and communication contexts.	improved with input study days
Teaching methods	In class workshop-based exercises, short practice based assignment(s), peer-to-peer reviews and crits, classical presentations of theoretical and reference material	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Typography 1, Letters 1, or similar	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Typography 3	
Course code		
Year/semester/block	Year 3 – alternating semester for A/B classes	
Structure	2 x 4 hrs per week	
Duration	8 weeks	
Tutor(s)	Phil Baber (1987, UK) is a typographer, publisher, writer, and researcher. Since 2022, he has been teaching typography in the Graphic Design Department at the KABK. He also teaches at the Gerrit Rietveld Academie and was a core tutor on the MA Approaching Language, a temporary program at the Sandberg Instituut. In 2012, he received the Walter Tiemann Prize for book design. His work primarily engages with literature, politics, and publishing, and his teaching at the KABK is centered on these themes. He is the editor and designer of The Last Books, a small press for experimental poetry and poetics, which he co-founded with Snežanka Mihaylova in 2012. With Rietland Women's Office, he organizes an occasional reading series called <i>Don't Pay Your Rent</i>. He has been a fellow at Akademie Schloss Solitude in Stuttgart and is currently a research fellow at the Royal Academy of Fine Arts in Antwerp, where he is working on a book about typography, poetry, and the material and social infrastructure of radical publishing. In possession of a BKE certificate.	updated bio
Course description	Using Typographic skills as a foundation to generate, edit and curate textual content and communicate outcomes to an audience.	
Learning objectives	Synthesize research and experimentation to explore information hierarchy and refine typographic choices through a progressive process.	improved with input study days
	Translate content into intentional and reflexive editorial choices that balance semantic meaning with typographic form.	improved with input study days
	Relate to themes by considering the intended audience and creating results that articulate a position and contribute to an authentic form of typographic and editorial productions.	improved with input study days
Teaching methods	In class workshop-based exercises, short practice based assignment(s), peer-to-peer reviews and crits, classical presentations of theoretical and reference material, excursions	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Typography 2, Letterstudio 2, or similar	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Image 1	
Course code		
Year/semester/block	Year 1 – alternating semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Michiel Schuurman (1974, NL) graduated from the renowned graphic design department of Amsterdam's Gerrit Rietveld Academie in 2002. As a graphic artist, he specialises in typography, pattern and poster design, embracing a fearless and bold approach. Michiel's career took off with his remarkable poster design – challenging the medium's restrictions and communicative value. Boundaries between the second and third dimension are pushed, blurred and combined into original typographic statements. Hacking the prismatic colour wheel, Michiel creates new colour schemes that have strong references to pop-culture – cartoons, graffiti and skateboarding. Often screen-printed by himself, these graphics created a strong fan base. Many of his designs are part of public collections including the one of Stedelijk Museum Amsterdam. His illustrations have been featured in publications such as tech-magazine Wired and the Dutch quality newspaper De Volkskrant among others. In 2012 Schuurman was asked to contribute as a textile designer for the legendary Dutch wax fabric company Visco - known for their intricate prints. Rather than working from their heritage, Schuurman applied his pattern-skills to create abstract and radically new designs for the company. With success – his prints are being worn across the world. Currently, Schuurman is interested in applying his skills in the third dimension – ranging from collaborations in exhibition design to fashion. Michiel has been teaching at the KABK since 2016. He focusses on workshop themed classes discussing the basic properties of images, colour and printing.	Updated Bio
Course description	Experimentation with the practice and meaning of autonomous image creation and various production methods within the context of graphic design.	
Learning objectives	Demonstrate an understanding of image-making by exploring collage techniques and hands-on production methods.	improved with input study days
	Apply principles of composition, contrast, texture, rhythm, and structure in visual design while developing the ability to critique them.	improved with input study days
	Explore basic color theory and its effects on design outcomes through layered production and printing techniques in a workshop setting.	improved with input study days
Teaching methods	In class workshop-based exercises, short practice based assignment(s), peer-to-peer reviews and crits, classical presentations of theoretical (incl colour theory) and reference material. The course includes practical skill development through the kabk workshops (riso-printing).	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange).	Adjusted /clarified according to ribbon course
	The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	admission	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	Entrepreneurial and Organizational Ability	
	Communicative Ability	
	External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	104 hrs	

Course title	Image 2 (Image and Context)	
Course code		
Year/semester/block	Year 2 – alternating semester per A/B classes	
Structure	4 hours, 2 days per week	
Duration	8 weeks block each semester	
Tutor(s)	Virginie Gauthier (1991, FR) is an independent graphic designer based in Amsterdam, NL. She earned a BA in graphic design from ENSBA Lyon (FR, 2013) and an MA in design from Werkplaats Typografie (NL, 2015). Virginie primarily operates within the cultural sector, collaborating with small-scale organizations and cultural practitioners. In her work, she focuses on editorial forms and related questions, which she explores across various media and disciplines, from bookmaking to web design. In 2021, she also became senior designer at the fashion magazine Fantastic Man. At Koninklijke Academie van Beeldende Kunsten, she teaches 'Image and Context' to Year 2 students and aims to introduce a variety of (graphic) design voices and positions to Year 1 and 2 students in the 'Professional Practice Skills' course. Next to her teaching at KABK, she contributes to the Critical Fashion Practices program (MA, ArtEZ) through a portfolio course on online representation. In progress of a BKE certificate.	Updated Bio
Course description	This course will practice and experiment with the publishing of images within different contexts and across various media. Focussing on the production of meaning and communication through editorial design of text, image or other media.	
Learning objectives	Understand the context, meaning, and possible implementations of imagery and/or image creation.	improved with input study days
	Develop visual narratives by integrating formal and conceptual elements such as images, text, and translation across different media.	improved with input study days
	Demonstrate critical and analytical awareness in both visual and textual contexts by utilizing a range of references.	improved with input study days
Teaching methods	Visual assignments are combined with theoretical input and practical references. Both students and tutor bring inspirational case studies to class for in-depth analysis. regular work reviews and peer-to-peer discussions presentation preparation and pitching	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Image year 1	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Image 3 (Image and Curation)	
Course code		
Year/semester/block	Year 2 – alternating semester per A/B classes	
Structure	4 hours, 2 days per week	
Duration	8 weeks block each semester	
Tutor(s)	Katrin Korfmann (1971, DE) is lecturing Image at the KABK BA Graphic Design and Post Photography at the KABK MA Non Linear Narrative. She is a member of the KABK Design Lectorate Research Group, 2020-22 and 24, and serves as a Year-three Lead and Core Team member of the Graphic Design Department. Katrin Korfmann is a photographic artist, researcher, and educator who grew up in Berlin and graduated in photography at the Gerrit Rietveld Academie Amsterdam. She was a residency artist at the Rijksakademie Amsterdam, and is currently a PhD candidate, performing research in and through artistic practice at PhDArts, ACPA, Leiden University. Her artistic work is rooted in photographic practice, employing images and installations as a means to explore the potentials, promises, limitations, and perspectives inherent in the medium. These explorations are concerned with the investigation and interpretation of social constructions in public space and the decoding and interpretation of these constructions through the use of the photographic medium. Korfmann's installations have been awarded numerous prizes, including Prix de Rome (2nd), Esther Kroon Award, Bieler Fototage Prize, and she has received various grants from international institutions such as the Akademie der Künste Berlin, Robert Bosch and Würth Foundation and Mondriaan Fund. Korfmann has published three artist monographs and has received commissions from several organizations, including the Ministry of Finance, Rijksgebouwendienst, Schiphol Airport, AMC Amsterdam, and Stockholm County Council. She has exhibited internationally including at the Photography Museum Rotterdam, Museum of Contemporary Art The Hague; Kemper Museum of Contemporary Art Kansas; Aperture New York; Three Shadows Art Centre Xiamen, and Frankfurter Kunstverein, among others. www.katrinkorfmann.com / In possession of BKE certificate.	Updated Bio
Course description	Basic and advanced elements and tools to create an interesting still or moving image: composition; light and colour; and concept.	
Learning objectives	Develop, apply and learn technical skills in still and moving image and post-production.	improved with input study days
	Develop a conceptual approach to visual storytelling, from idea to creation to documentation and visualization. Develop and make use of the power and impact of images in media and	improved with input study days
	Communicate concepts through images in an interesting and critical manner that relates to and critically comments on the world around us and societies we live in.	improved with input study days
	Learn, develop and apply presentation and exhibition skills.	
Teaching methods	Visual assignments are combined with theoretical input and technical skills (Photo studio practice, Bridge and Photoshop basic skills, Photogrammetry). Classes include exhibition visit, artwork and theory references on an individual level. Usage of kabk workshops. Skills exhibition organization and execution.	Adjusted for block course
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Image year 2	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Coding 1	
Course code		
Year/semester/block	Year 1 – alternating semester per A/B classes	
Structure	4 hours, 1 day per week	
Duration	16 weeks each semester	
Tutor(s)	François Girard-Meunier (1990, CA) is a graphic designer and web developer based in Amsterdam, NL. He graduated from the Gerrit Rietveld Academie (Graphic Design, 2015) and Sandberg Instituut (Critical Studies, 2018). François' work lies mostly in the cultural field – his design practice is concerned with editorial approaches to presenting (substantial) data, as well as the politics of (web) standardisation and accessibility. Recent projects include the book 'Colonial Toxicity', authored by Samia Henni and co published by edition link / Framer Framed / If I Can't Dance (...) (2024), publication for 'Cigale', an editorial project co-directed by AM Trépanier and Laure Bourgault (2019–now), as well as various web platforms for small-scale cultural institutions in The Netherlands, France and Germany. François teaches coding at the Koninklijke Academie van Beeldende Kunsten (KABK), in The Hague since 2021, and is occasionally involved co-conducting workshops abroad.	Updated Bio
Course description	Introduction to using code as part of the design work-flow as well as combining different software to create outcomes. Students learn to code in the basics of the web languages HTML/CSS and JavaScript.	
Learning objectives	Think and conceptualize through 'code', i.e. embody the logic behind coded languages and create navigational and experiential digital spaces through the medium of coding.	improved with input study days
	Ability to leverage online and offline resources to solve issues and to fragment issues into actionable tasks. Ability to divide the workload of designing and producing a code-based project into logical, incremental steps.	improved with input study days
	Basic programming concepts and how they interrelate to each other – HTML tags, CSS selectors and properties, 'semantic' web, the 'cascade', variables, data types, functions. Ability to use basic tools like a code editor, the browser's debugging tools, and structuring folders.	improved with input study days
	Develop a 'culture' of the web: learn to research and communicate about (novel) web experiences. Sharpen one's 'eye' for interactivity, narrativity, and navigation through the digital web experiences.	added from input study days
Teaching methods	live coding session tutorials Students learn to search for own debugging methods regular individual and group work reviews peer-to-peer discussions	Adjusted /clarified according to ribbon course
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Admission	
Main competencies	Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	Communicative Ability	
	External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Coding 2	
Course code		
Year/semester/block	Year 2 – alternating semester per A/B classes	
Structure	4 hours, 1 day per week	
Duration	16 weeks block each semester	
Tutor(s)	Pascal de Man (1978, NL) has been working as interaction designer and developer since 2000. During this time he has worked for and with various artists, designers and studios on projects ranging from games, apps, websites, prints, user-interfaces in the physical, virtual and digital realm. He has been active as Coding tutor at the Royal Academy of Art, The Hague (KABK) since 2013. BKE certificate in progress	Updated Bio
Course description	Learning to work with and present (gathered or assembled) sets of data in a web-based environment on laptops and mobile devices.	
Learning objectives	Leveraging the programming language and design tools of HTML / CSS / JavaScript as well as p5js in different contexts including web, server, offline.	improved with input study days
	Understanding of coding syntax that goes beyond simple copy / paste and into the realm of true authorship. This includes providing handles to test and debug code.	improved with input study days
	Students will have developed a better intuition for good and bad coding patterns in HTML/CSS / JavaScript.	improved with input study days
Teaching methods	live coding session tutorials Students learn to search for own debugging methods regular individual and group work reviews peer-to-peer discussions	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Coding year 1	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Coding 3	
Course code		
Year/semester/block	Year 3 – alternating semester per A/B classes	
Structure	2 x 4 hours, 2 days per week	
Duration	8 weeks block each semester	
Tutor(s)	Quentin Creuzet (1994, FR) is a designer and web developer developing a practice for and on the web, viewing websites as constantly evolving editorial materials in their own right. He holds a diploma in type design from École Estienne, Paris (FR) and a diploma in digital graphic design from ESAAT Roubaix (FR). In 2019, he founded F451 with Domitille Debret, a web design studio that attempts to deconstruct the idea of the web template in the era of the reign of UX Design. Since 2019, he has been collaborating with graphic design studios as a web designer and developer, anchoring himself mainly in work around the treatment of complex, living archives, mainly for cultural institutions and artists. At the same time, he researches and writes about the web and its recent technological, visual and political developments. He also teaches coding in the Graphic Design department at the Royal Academy of Art, The Hague (NL), and regularly gives workshops. In possession of BKE certificates.	Updated Bio
Course description	Development of own tools for gathering, analyzing, parsing and storing data. Using web fundamental technologies HTML, CSS, JavaScript. An important additional technology used is Git.	
Learning objectives	Enhance a technical and conceptual understanding of the web by exploring HTML and CSS coding languages, focusing on their unique features through a disruptive, ethical, and experimental approach.	improved with input study days
	Cultivate a contemporary critical perspective on the web and digital technology by investigating new and non-normative theories.	improved with input study days
	Propose innovative design and interactive solutions to address technical and conceptual constraints in a creative, open, and generous manner.	improved with input study days
Teaching methods	live coding session tutorials Students learn to search for own debugging methods regular individual and group work reviews peer-to-peer discussions	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	Resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Coding year 2	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	IMD 1	
Course code		
Year/semester/block	Year 1 – alternating semester for A/B classes	
Structure	1 x 4 hrs per week	
Duration	16 weeks	
Tutor(s)	Jakob Schlötter (1985, DE) studied at the Royal Academy of Art in The Hague from 2009 to 2013, and CityU School of Creative Media in Hong Kong in 2013, where he also taught the course Embodied Media and Perception. He worked at the multimedia theater collective PIPS:Lab from 2011 to 2013 and at studio LUSTlab from 2013 to 2017 as an audiovisual developer and designer, and has his own freelance practice since 2011. He also taught at the Royal Academy of Art as a guest teacher for Interactive Media Design (2014), Sound Design IST course (2016-2017) and Interactive Sound at HKU (2018-2019). Currently Jakob teaches Interactive Media Design at the Graphic Design Department of the Royal Academy of Art and runs the multidisciplinary design studio Pointer* together with Asya Sukhorukova. In progress with BKE certificate.	Updated Bio
Course description	Introduction to technical and conceptual skills for interactive storytelling.	
Learning objectives	Introduce interactive media tools (such as film, VR, robotics, and sensors) and encourage their integration with design practices, moving beyond traditional graphic design methods.	improved at study day
	Understand the historical development of object-representation in both physical and virtual spaces, emphasizing analyzing the effects specific technologies and methods afford.	improved at study day
	Develop basic storytelling skills by exploring how different technologies influence the creation of engaging narratives and interactive experiences.	improved at study day
	Learn to document and share design processes using digital media, focusing on creating video tutorials and contributing to community-based platforms.	improved at study day
Teaching methods	Lectures and in-person tutorials, looking at artistic methods through other work and case studies hands-on making sessions tutor- and peer-to-peer feedback and presentations, serve as inspiration and expectation	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	admission	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64 hrs	
# of self-study hours	104 hrs	

Course title	IMD 2	
Course code		
Year/semester/block	Year 2 – alternating semester for A/B classes	
Structure	2 x 4 hrs per week	
Duration	8 weeks	
Tutor(s)	Hannes Bernard (1985, SA) is an artist, designer and educator based in Amsterdam. His practice is research-driven, but eclectic in form and medium — including writing and publishing, graphic, film and generative video installation, curatorial assemblage and interactive design. He is co-founder of the design collective, Su!So!Sa!, which studies social and material intersections between Brazil and South Africa, and the uncharted visual ecologies of so-called 'developing' worlds. The collective is displaced between Amsterdam, Cape Town and São Paulo, and searches for ways of reorienting a predominantly Northern-gaze in art and design through new encounters with the Global South. In 2016 Bernard received the talent-development grant from the Creative Industries Fund NL and was an artist-in-residence at the Jan van Eyck Academy in Maastricht. He designed and curated the exhibition, <i>Staying Alive</i>, for the 4th Istanbul Design Biennial. Most recently he displayed the media installation, <i>o mundo/sem nós</i> (the world/without us), at Kora Contemporary in Castrignano de' Greci, Italy. Bernard's publishing includes 'The Necessity of Unnecessary Things' in <i>Design Dedication</i> (Amsterdam: Valiz Press, 2020); the AI-generated article, 'A Log is a Log is a Log' in <i>MacGuffin No.12</i> (Amsterdam, 2023) and 'A Fray of Messays' (Amsterdam: Metropolis M, 2025). His ongoing research interrogates 'the grid' in graphic design and its displacement dynamics in the Global South as a site for critical inquiry, post-coloniality and design-futuring. Bernard is a member of the KABK design lectorate's Design and the Deep Future artistic research group. In possession of a BKE certificate.	Updated Bio
Course description	Development of technical and conceptual skills for interactive storytelling.	
Learning objectives	Refine knowledge of different methods for telling a story through varying conceptual, narrative and practical strategies. Gain new skills in the use of audio-visual equipment for staging and interactivity. Learning about the social and political role and impact of storytelling, including non-Western sources and influences. Learning basic sourcing, scripting and storyboarding techniques, considering diverse digital mediums. Using language, graphics and audio-visual materials, students formulate narrative structures and spatial formats, and consider parameters for interactive communication. Using Practicing documentation of digital design processes and external references with online research and writing tools.	Improved at study day Improved at study day Improved at study day Improved at study day
Teaching methods	Lectures and in-person tutorials and hardware exploration sessions. Tutor- and peer-to-peer feedback takes place either one-to-one with tutor or in peer led feedback groups. Interim project presentations focus on improving communication and presentation skills. Students create research diaries which become part of their assessed work. Documentation of process and deliverables is required at the end of each project. Student examples and shared observations inform guided analysis of example interactive media works. Practical classes are sharply analyzing the chosen methods, and pull apart elements of a creative process. Students learn how to consciously materialize a concept and apply different methods throughout their process.	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level		
Main competencies	✓ Creative Ability ✓ Capacity for Critical Reflection ✓ Capacity for Growth and Innovation ✓ Entrepreneurial and Organizational Ability ✓ Communicative Ability ✓ External Awareness ✓ Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

adjustments 2025/26		
Course title	IMD 3	
Course code		
Year/semester/block	Year 3 – alternating semester for A/B classes	
Structure	2 x 4 hrs per week	
Duration	8 weeks	
Tutor(s)	Louis Braddock Clarke (1996, UK) is an artist and researcher interpreting notions from domains of art, geography, physics, and philosophy. Listening and amplification as creative methods have become key approaches to his work relating to disrupted ecologies. Through field work, film-making, sonic tuning, and amateur geology his projects seek to speculate on the future surfaces of the Earth. Braddock Clarke's relationship with the Geographical Arts is embedded in his formative years in Cornwall, UK where he was surrounded by radon moorlands, granite quoits, shifting isolines, tin mines and trans-Atlantic cable systems. These entangled Earth energies have become paramount to his ongoing research methods relating to technologies and terrains. Louis is part of a long-term collaboration with indigenous communities in Kalaallit Nunaat, paleomagnetic scientists in Europe, and Sonic Acts on a body of work called 'Out of Focus'. This research makes louder the entanglements and intersections of climate change, mineral extraction, indigenous cosmology, and post-colonialism. Louis has been a lecturer at the Royal Academy of Art since 2019, he is also an ongoing and active research fellow at the lectorate Design and the Deep Future. His projects are award-winning, receiving the Waag Technology Award 2019, Dutch Talent Award in 2020.	Updated Bio
Course description	Developing authorship of research themes across media typologies and interactive formats	
Learning objectives	Build on acquired knowledge of audio-visual media, interactivity and storytelling, with emphasis on implementing personal research focus, authorship and positioning.	improved at study day
	With grounding in social, political or environmental problematics students connect and reflect on application of research interests through multi-media outcomes.	improved at study day
	Students conduct field research to feed independent learning and practice through collection of multi-media material for use in experimentation, digital prototyping, and final outcome.	improved at study day
	Present projects in the broader public sphere—whether online, through distribution, or in physical spaces—facilitating communication, encouraging external feedback, and enabling the refinement of outcomes.	improved at study day
Teaching methods	Lectures tutor- and peer-to-peer feedback Feedback on assignments takes place either one-to-one with tutor or in peer led feedback groups. Interim project presentations focus on establishing communication and presentation skills at a professional level. Documentation of process and deliverables is required, assessed and published at the end of the project. Focus on contextualizing the students work within the field, and namely through fieldwork and by creating one found materials	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Adjusted for block course
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	year 2 IMD	
Main competencies	v Creative Ability v Capacity for Critical Reflection v Capacity for Growth and Innovation v Entrepreneurial and Organizational Ability v Communicative Ability v External Awareness v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64 hrs	
# of self-study hours	76 hrs	

Course title	Theory 1, Graphic Design history	
Course code		
Year/semester/block	Year 1 – alternating classes per semester for A/B classes	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Marjan Brandsma (1962, NL) studied Art History at Leiden University. After attaining her 1st grade doctoral teaching qualification, she started teaching theory at the KABK at the Fine Arts and Graphic Design departments in 1996. As project coordinator she was connected to the Centre for Fine Arts (Centrum Beeldende Kunst) in Rotterdam and atelier LEK (Licht En Kleur) in Rotterdam. She has worked for Museum De Lakenhal in Leiden and the Kunsthall in Rotterdam. m.brandsma@kabk.nl	temporary tutor due to sickness
Course description	Introduction to the field of contemporary graphic design from a theoretical and historical perspective.	improved with input study days
Learning objectives	Introduction to historical, political, and social influences on and of (graphic) design through accessible texts and readings.	improved with input study days
	Written reflections and exercises develop vocabulary, visual literacy and analytical writing skills from a personal perspective.	improved with input study days
	Through critical reflection, discussion students understand and situate contemporary (graphic) design within historical, social, and theoretical contexts.	improved with input study days
Teaching methods	Assignments that focus on research and making. In-class readings group discussions, fieldtrips Presentation of research	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	Adjusted /clarified according to ribbon course
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	admission	
Main competencies	Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	64	
# of self-study hours	104	

Course title	Theory 2, Art and Design Theory	
Course code		
Year/semester/block	Year 2 – alternating classes per semester for A/B classes	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Els Kuijpers (1958, NL) is a design critic, lecturer and curator in the field of culture and visual communication; and PhD candidate at ACPA, University of Leiden/NL, doing research into 'The politics of design: the liberating potential of communication design in post/modern times – Towards a method in communication design.' Kuijpers sees design as the production of values – a view that stems from the assumption that (visual, textual, spatial, etc.) language constructs meaning in dynamic social processes. Kuijpers has written substantially for design magazines and weeklies; (co-)curated exhibitions for Kunsthall Rotterdam, and Van Abbemuseum, Eindhoven a.o.; lectured widely at art and design schools (most recently at School of architecture-KTH, Stockholm; Visual communication + Scenography depts.-HfG, Karlsruhe; PXL-Mad school of arts, Hasselt; LCC-UAL, London). Author of R.D.E.-Ootje-Oxenaar, designer and commissioner (010, 2011); And/or extended (nai010, 2013); Strategies in communication design (Vam, 2015); Mentalities in design is forthcoming. In	
Course description	Expanding perspectives in communication design: reading, writing, and contextual	improved with input study days
Learning objectives	Students engage with a diverse range of design history, communication, and media theories, including non-Western perspectives. Emphasis is placed on developing critical reading skills, interpreting texts and visuals, and analyzing how meaning is constructed.	improved with input study days
	Structured writing practice, experimenting with critical analysis and argument development.	improved with input study days
	Through in-depth readings and visual analysis, students learn to contextualize and articulate design within social, historical, and theoretical frameworks.	improved with input study days
Teaching methods	Assignments in-class practice; critical reading seminars, speaking and debating, editing and storytelling presentation academic/creative writing.	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	Adjusted /clarified according to ribbon course
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	theory 1	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

Course title	Theory 3, Philosophy	
Course code		
Year/semester/block	Year 3 – alternating classes per semester for A/B classes	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Maarten Cornel (1978, NL) studied philosophy at the Vrije Universiteit Amsterdam specializing in aesthetics, ethics and antiquity. He tries to combine a lifelong passion for the arts, specially painting and music, with cognitive investigations into the continental philosophical discourses about subjects like 'power structures', gender study, religion, cultural appropriation, rhetoric and the materiality or techniques of the arts. As a teacher he strives to integrate the benefits of the expansive power of reflection with a stimulation of conscious, instrumental action. Applying to this purpose many types of philosophical methods like Socratic talks, debates, reading groups and lectures. m.cornel@kabk.nl In possession of a BKE certificate	
Course description	Introduction to Philosophy for independent inquiry and research	improved with input study days
Learning objectives	Research-driven reading, expanding sources to support independent inquiry and formulation of research questions. Familiarize students with philosophical concepts (including non-western) through readings and lectures.	improved with input study days
	Research-based writing, exploring various styles and refining structured arguments (essayistic, literary, journalistic or artistic are examples of writing styles).	improved with input study days
	Through independent inquiry, peer discussions and dialogue exercises students learn to define research within a broader theoretical and historical framework.	improved with input study days
Teaching methods	Lectures Reading, analyses and collective discussion of provided philosophical texts. Introduction to several philosophical methods, such as the "Socratic talk" and "the debate" to practice argumentation forms and the formulation of group consensus	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	Adjusted /clarified according to ribbon course
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	
Grading scale	Pass/Fail	
Compensation	resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	theory 2	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

Course title	Letter Studio (Specialisation 'Studio')	
Course code		
Year/semester/block	Offered in year 2 and 3	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Marina Chaccor (1981, BR) holds a degree in Design from Fundação Armando Alvares Penteado, an MA in Graphic Design from the London College of Communication and an MA in Type and Media from the Royal Academy of Art, The Hague (KABK). Marina has taught at a few of the major Design bachelors in São Paulo and is continuously involved in conferences, lectures, workshops and exhibitions worldwide, also having served as a board member for Association Typographique Internationale and Associação dos Designers Gráficos no Brasil. She lives in The Hague, where she teaches at KABK, and works as a designer and consultant via her studio Marina Chaccor Designs. In possession of a BKE certificate.	updated bio's
	Peter Verheul (1965, NL) is an independent type designer, graphic designer, and teacher. He graduated from the Royal Academy of Art in 1989, where he studied with Gerrit Noordzij, and has been teaching there since 1991. He is also a tutor at the Master Type Media program. His studio, Farhill.nl, was established in 1991 in The Hague, where he works on type design, lettering, calligraphy, and book design. Notable projects include the type family Versa, developed alongside the acclaimed book Dutch Type (2004), and typefaces FF Sheriff (1996) and FF Berlin (1991) for FontShop International. Verheul designed the corporate fonts Rijksoverheid Serif & Sans for the Dutch Government (2008), in collaboration with Just van Rossum, with ongoing expansions, including a recent set of Variable Fonts with Erik van Blokland. He also created Arita Sans (2012) for Amore-Pacific, complementing a multilingual type collection in Hangul and Chinese. His lettering projects include commissions for the University of Amsterdam, signage for the Royal Academy of Art, and co-authoring Dutch Alphabets (2015) with Mathieu Lommen. He has also been active in the design community, co-organizing Zefir 7 events for nearly two decades. In possession of a BKE certificate.	updated bio's
	Frank E. Blokland (1959, NL) is a type designer, educator, and researcher. He has designed typefaces including DTL Documenta [Sans], DTL Haarlemmer [Sans], and DTL VandenKeere. Since 1987, he has been a Senior Lecturer in type design at the Royal Academy of Art (KABK) in The Hague and, since 1995, a Senior Lecturer and Research Fellow at the Plantin Institute of Typography in Antwerp. He was also a co-organizer of the Typography Summer School at the University of Antwerp and guest curator at the Museum Plantin-Moretus. In 1990, Blokland founded the Dutch Type Library (DTL), a pioneering company in digital type, and later initiated the development of DTL font production tools for macOS, Windows, and Linux. In 2016, he earned a PhD from Leiden University with his dissertation On the Origin of Patterning in Movable Latin Type, which explores the systematization of textura and roman type from Gutenberg to the Renaissance. His research provided insights into the standardization of Latin type and influenced digital font production by introducing parametric tools for type design. Some of these tools can automate optical spacing and refine type-design processes. (www.lettermodel.org). In possession of a BKE certificate.	updated bio's
Course description	Type design, font production, font technology (including coding) for the graphic designer, calligrapher, lettering artist, type designer, and font producer.	
Learning objectives	Understand the historical role of the type design and typography and the hierarchy and function of universal character sets in both Latin and non-Latin languages	improved with input study days
	Acquire digital skills and detailed knowledge of software as well as manual skills such as writing, sketching and drawing.	improved with input study days
	Modules are designed according to the expertise of the 3 tutors focussing on specific niche skills within the field and development of Type design.	improved with input study days
Teaching methods	Motivated student selection of various modules individually guidance peer to peer feedback presentations and group discussions	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes. The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. The student's process and results contribute to the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	Adjusted
Grading scale	Pass/Fail	
Compensation	1 resit, resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Year one level. Elective for year 2 and 3 students, with limited places	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

Course title	Virtual Worlds (Specialisation 'Studio')	
Course code		
Year/semester/block	Offered in year 2 and 3	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Anna Hoetjes (1984, NL) is a visual artist and film maker. She works with video, installation, collaborative performances and lectures, often translating scientific datasets into tangible and tactile experiences. With her projects she aims to make visible the cultural foundations on which contemporary Western science was built, and how many valuable knowledge systems were cast aside in that process. By replacing dominant scientific narratives with speculative alternatives, especially focusing on space science and sci-fi, she imagines a history/present/future where womxn, non-colonial and non-human perspectives have been equally foundational in our understanding of science. In her course she works with students on worldbuilding, narrating, sensing and communicating with time-based media (video, sound, 3D animation, performance) . Looking at media archeology and critical thinkers helps students understand how the physical and virtual world bleed into each other and how they want to position themselves as makers. But radical imagination, speculation and tactile material experiments might inform this positioning just as much. Research, making, collaborating and discussing simultaneously inform the process of this class. Hoetjes studied Fine Art and Video at the Rietveld Academy in Amsterdam, the Cooper Union in New York and the UdK in Berlin. She got her Master of Fine Arts at the Dutch Art Institute in the Netherlands. Her work was shown amongst others at W139 Amsterdam (NL), Fosun Foundation Shanghai (CN), EPFL Foundation Lausanne (CH), Lunds Konsthall (SE), TENT Rotterdam (NL), Bonniers Konsthall, Stockholm (SE), the ArtScience museum, Singapore (SIN), the nGbK, Berlin (DE), the Glasgow Film Festival (UK) and Labocine Platform New York (USA). Anna Hoetjes successfully finished Artist as a Teacher Course and holds a BKE certificate.	updated Bio
Course description	Develop critical and practical skills to create moving images and storytelling	
Learning objectives	Develop frame of reference and practical understanding of the range and power of all formats of storytelling, with special focus on feminist histories and underrepresented filmmakers.	improved with study day
	Gain process and development methods like storyboarding, sketching, analogue and digital rendering for world-building. Application of concept using broad range of hardware and software for editing, sound and production.	improved with study day
	Application of design skillset to communicate to specific audience(s) and within site-specific considerations.	improved with study day
Teaching methods	practical assignments and exercises, together with guests screenings and lectures peer-to-peer reviews and crits Classical presentations of reference material	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	1 resit, resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Year one level. Elective for year 2 and 3 students, with limited places	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

Course title	Design Research (Specialisation 'Studio')	
Course code		
Year/semester/block	Offered in year 2 and 3	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Marthe Prins (1988, NL) is an artist, researcher and educator based in Amsterdam. In 2013 Prins completed the Graphic Design (BA) studies at the Royal Academy of Arts in The Hague. Drawing from tactics of resistance theatre and comedy, she explores the relations between exploitative productivity and the performativity of work. Proposing a radical rethinking of the totalisation of work under neoliberal capitalism, her performances, curricula and programmes address (o.a.) the false promise of labour-saving technologies; devaluation of women's work; the absurdity of (self)optimisation tech, trickle-up art-sector hustle-culture; refusal of work; work as waste; wage-theft, the politics of the CV and the theatrics of art-world CV-bluffing. Recent performance/works include Curriculum Veto and Window of Opportunity, Out of Office at Impakt Festival Utrecht; Rehearsing Refusal at Fault Lines Forum; If Not A Worker, Who Am I at Museum de Lakenhal and GAS/LIGHT at Het Resort Groningen. Working with many students in and outside the Netherlands, Prins has developed curricula for artistic research for the last 10 years. At the Royal Academy of Art The Hague she worked as researcher at the Deep Futures lectorate. In 2020 she co-founded Art Goss and for HetHem she writes a satirical advice column Noa's Advice. In possession of BKE certificate.	updated Bio
Course description	Thematic research focussed on societal issues, manifested as performance or exhibition for a chosen public	
Learning objectives	Conceptual and material exploration in artistic/design research, using sketching, mapping, and interdisciplinary methods to transform a selected theme into form or communication.	updated, more precise
	Experiential and sensorial research beyond traditional graphic design, documented through a research journal and material experimentation to develop innovative, multi-sensory outcomes.	updated, more precise
	Collaborative modes of production with emphasis on experimentation	
	Exhibition presentation or performance in all forms are explored as a way of publishing outcomes and reaching audience(s).	
Teaching methods	Invited guest elaborates on the semester theme and discursive reading informs making. Primarily non-western radical thinkers, scholars and activists. Practical assignments and exercises screenings and lectures peer-to-peer reviews and crits Classical presentations of reference material excursions and field work Practicing exhibition setups	Adjusted /clarified according to ribbon course
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	Adjusted /clarified according to ribbon course
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	
Grading scale	Pass/Fail	
Compensation	1 resit, resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Year one level. Elective for year 2 and 3 students, with limited places	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

Course title	Design Practice (Specialisation 'Studio')	
Course code		
Year/semester/block	Offered in year 2 and 3	
Structure	4 hrs once per week	
Duration	16 weeks per semester	
Tutor(s)	Edward Dzulaj (1985, PL) is a type designer based in The Hague, Netherlands. He completed his Graphic Design (BA) and TypeMedia (MA) studies at the Royal Academy of Arts in The Hague before founding July Type Foundry in 2024. His typefaces have been featured in both cultural and commercial contexts, including the identity for the Polish Pavilion at the 2024 Venice Biennale and the creation of an identity typeface for Seoul, South Korea. Since 2022, he has served as a faculty member at the Royal Academy of Arts The Hague (KABK), where he teaches graphic and type design. In possession of BKE certificate. Pjotr de Jong (1964, NL) is originally a graphic designer (graduated from the Rietveld Academy in 1988) and after 33 years of managing Vandejong agency, now for the first time a freelance creative. His working life is dominated by socially relevant projects. He believes that graphic designers can make a positive impact on our world. In fact, they are obligated to do so. In addition to commissioned work, Vandejong initiated many of his own projects that sometimes led to new ventures. Relevant projects: creator of Foam Amsterdam (and co-founder of Foam Magazine), Unseen Photo Fair (co-founder), Cineville, Water Republic and Let it Grow. He and his brother are currently creating a place in the south of France where makers can work in a residency program on a project at the intersection of design, art and nature. At Graphic Design, Pjotr is responsible for the Design Practice course. In this course, students are introduced to working on real assignments for real clients. In possession of BKE certificate.	updated Bio updated Bio
Course description	Design projects with real commissioners, learning essential craft of professional graphic design practice	typo corrected
Learning objectives	Practice interaction between designer and client, communication with external parties, for example; commissioners, production companies. Full scale practice from briefings, debriefings, design proposals, budget control, presentations, final deliverables, planning and production Presentations of design concepts with intellectual underpinnings, learning about methods of dealing with client relations.	
Teaching methods	real assignment(s) with real commissioners Peer-to-peer reviews, crits and discussions Classical presentations as well as presentations for commissioners Collaborative peer workgroup	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. A non-binding indication is given of to indicate the status of the student competences in Osiris (red/green/orange). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation, where their work is shared and discussed within the semesters teaching team.	Adjusted /clarified according to ribbon course
Grading scale	Pass/Fail	
Compensation	1 resit, resit assignment, during following resit week	
Attendance requirements	80-100%	
Entry level	Year one level. Elective for year 2 and 3 students, with limited places	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	64	
# of self-study hours	76	

[Overview / ECTS table](#)

Total adjustment and clarification		adjustments 2025/26
Course title	Collective Presentations (January)	
Course code		
Year/semester/block	year 1, 2, 3, 4	
Structure	scheduled and chaired by Year Leads	adjusted
Duration		
Tutor(s)	All ribbon and block tutors, lead by Year Leads	
Course description	At the end of the semester, students engage in a comprehensive reflection on their work, evaluating their projects in relation to the learning outcomes of all courses, including academy-wide programs such as CC and IST consisting of four components, see learning objectives.	adjusted
Learning objectives	1. Written self-assessment – Students complete a structured self-assessment form, reflecting on their progress, achievements, and areas for improvement.	adjusted
	2. Process documentation – Students provide evidence of their creative and academic journey throughout the semester. This may include a process book, journal, or other forms of documentation showcasing their development.	adjusted
	3. Semester overview & exhibition – Students curate an overview of their work from the entire semester, presenting it in a classroom exhibition, working together with classmates. This display serves as a visual representation of their learning process and outcomes.	adjusted
	4. Verbal presentation & collective discussion – Students present their exhibited work and creative process to tutors and peers during the Collective Presentation.	adjusted
Teaching methods	These assessment methods encourage self-reflection, peer learning, and a comprehensive review of each student's development across the semester including feedback, feedforward, self assessment, critical reflection	adjusted
Assessment methods	The student execution of the learning objectives will be discussed in the Collective Presentation and includes receiving feedback and feedforward, engaging in dialogues focused on all competencies and individual development and results. Concluded with a written collective result in Osiris.	adjusted
Grading scale	Pass/Fail	
Compensation	1 resit, during following Collective Presentation	adjusted
Attendance requirements	80-100%	
Entry level		
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	1 ECTS	
# of contact hours		
# of self-study hours	28	

[Overview / ECTS table](#)

Total adjustment and clarification		adjustments 2025/26
Course title	Collective Presentations (June)	
Course code		
Year/semester/block	year 1, 2, 3	
Structure	scheduled and chaired by Year Leads	adjusted
Duration		
Tutor(s)	All ribbon and block tutors, lead by Year Leads	
Course description	At the end of the semester, students engage in a comprehensive reflection on their work, evaluating their projects in relation to the learning outcomes of all courses, including academy-wide programs such as CC and IST consisting of four components, see learning objectives.	adjusted
Learning objectives	1. Written self-assessment – Students complete a structured self-assessment form, reflecting on their progress, achievements, and areas for improvement.	adjusted
	2. Process documentation – Students provide evidence of their creative and academic journey throughout the semester. This may include a process book, journal, or other forms of documentation showcasing their development.	adjusted
	3. Semester overview & exhibition – Students curate an overview of their work from the entire semester, presenting it in a classroom exhibition, working together with classmates. This display serves as a visual representation of their learning process and outcomes.	adjusted
	4. Verbal presentation & collective discussion – Students present their exhibited work and creative process to tutors and peers during the Collective Presentation.	adjusted
Teaching methods	These assessment methods encourage self-reflection, peer learning, and a comprehensive review of each student's development across the semester including feedback, feedforward, self assessment, critical reflection	adjusted
Assessment methods	The student execution of the learning objectives will be discussed in the Collective Presentation and includes receiving feedback and feedforward, engaging in dialogues focused on all competencies and individual development and results. Concluded with a written collective result in Osiris.	adjusted
Grading scale	Pass/Fail	
Compensation	1 resit, during following Collective Presentation	adjusted
Attendance requirements	80-100%	
Entry level		
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	1 ECTS	
# of contact hours		
# of self-study hours	28	

Course title	Professional Practice Skills 1	
Course code		
Year/semester/block	year 1	
Structure	custom schedule throughout the semesters for A/B classes	
Duration	semester 1 and 2	
Tutor(s)	Virginie Gauthier (1991, FR) is an independent graphic designer based in Amsterdam, NL. She earned a BA in graphic design from ENSBA Lyon (FR, 2013) and an MA in design from Werkplaats Typografie (NL, 2015). Virginie primarily operates within the cultural sector, collaborating with small-scale organizations and cultural practitioners. In her work, she focuses on editorial forms and related questions, which she explores across various media and disciplines, from bookmaking to web design. In 2021, she also became senior designer at the fashion magazine Fantastic Man. At Koninklijke Academie van Beeldende Kunsten, she teaches 'Image and Context' to Year 2 students and aims to introduce a variety of (graphic) design voices and positions to Year 1 and 2 students in the 'Professional Practice Skills' course. Next to her teaching at KABK, she contributes to the Critical Fashion Practices program (MA, ArtEZ) through a portfolio course on online representation. BKE certificate in progress.	updated bio
	Marit van der Meulen (1993, NL) has a bachelor's degree in Human Geography in the direction of international development studies and sustainability. After her graduation from the University of Amsterdam (UvA), she mainly focused on projects related to citizen participation and co-creation. Marit studies a part time Master of Sociology at the Free University, Amsterdam	
Course description	Basic entrepreneurial competences applicable in professional work life as graphic designer.	
Learning objectives	Explore diverse design practices: gain exposure to various design practices through studio visits, helping students understand different career paths in the graphic design field.	improved
	Understand the international design landscape: develop an awareness of the international graphic design industry and its global opportunities through an introductory excursion.	improved
	Start to develop a structured portfolio: begin creating well-organized documentation of design work.	improved
	Navigate practical aspects of living in the Netherlands: acquire essential skills for settling into the Netherlands, including housing, intercultural communication, and student life. During the 100-days program new students take an educational journey with Marit vd Meulen and her guests through a variety of aspects concerning their studies.	improved
Teaching methods	Organised and facilitated studio visits on specific days Discussion and reflection with peers and tutors Lectures and discussions	
Assessment methods	A final grade is determined based on participation and hand-in of deliverables.	
Grading scale	Pass/Fail	
Compensation	resit for specific hand-ins	
Attendance requirements	80-100%	
Entry level	admission	
Main competencies	Creative Ability	
	Capacity for Critical Reflection	
	Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	4 ECTS	more EC, representing importance in the programme and improved scheduling, compensate for no design safari and to include 100 GD days.
# of contact hours	48 hours	
# of self-study hours	64 hours	

Course title	Professional Practice Skills 2	
Course code		
Year/semester/block	year 2	
Structure	custom schedule throughout the semesters for A/B classes	
Duration	semester 1 and 2	
Tutor(s)	Virginie Gauthier (1991, FR) is an independent graphic designer based in Amsterdam, NL. She earned a BA in graphic design from ENSBA Lyon (FR, 2013) and an MA in design from Werkplaats Typografie (NL, 2015). Virginie primarily operates within the cultural sector, collaborating with small-scale organizations and cultural practitioners. In her work, she focuses on editorial forms and related questions, which she explores across various media and disciplines, from bookmaking to web design. In 2021, she also became senior designer at the fashion magazine Fantastic Man. At Koninklijke Academie van Beeldende Kunsten, she teaches 'Image and Context' to Year 2 students and aims to introduce a variety of (graphic) design voices and positions to Year 1 and 2 students in the 'Professional Practice Skills' course. Next to her teaching at KABK, she contributes to the Critical Fashion Practices program (MA, ArtEZ) through a portfolio course on online representation. BKE certificate in progress.	update bio
Course description	Development of entrepreneurial competences applicable in professional work life as graphic designer.	
Learning objectives	Build on aquired frame of reference (PPS1) to reflect on personal design identity and positioning within the professional field.	improved
	Build a strong portfolio document that showcases your skills and conceptual development, while organizing, archiving, and analyzing your work to track progress and improve your design practice.	improved
	Explore ways to create an online portfolio that effectively presents your work to your (future) network and internship providers.	improved
Teaching methods	Lectures and discussions One assignment: develop your portfolio Portfolio review with a guest tutor Discussion and reflection with peers and tutors technical tutorials about online portfolio skills	
Assessment methods	A final grade is determined based on participation and hand-in of deliverables.	
Grading scale	Pass/Fail	
Compensation	resit for specific hand-ins	
Attendance requirements	80-100%	
Entry level	PPS Year one level or similar	
Main competencies	Creative Ability	
	v Capacity for Critical Reflection	
	Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	4 ECTS	more EC, representing importance in the programme and improved scheduling.
# of contact hours	16 hours	
# of self-study hours	96 hours (including portfolio making)	

Course title	Professional Practice Skills 3	
Course code		
Year/semester/block	year 3	
Structure	custom schedule throughout the semesters for A/B classes	
Duration	semester 1 and 2	
Tutor(s)	Maria Rull Bescós (1989, Barcelona) is a graphic designer and art director based in Amsterdam since 2019. She earned her BA in Multidisciplinary Design from EINA, University of Barcelona, in 2013, and an MFA in Graphic Design from the Rhode Island School of Design in 2018. Maria has an international portfolio, having worked in Barcelona, Brazil, the United States, and the Netherlands. Her roles have ranged from freelancer to lead designer, contributing to projects across cultural, commercial, and local sectors. As Professional Practice Skills tutor to third- and fourth-year students, she focuses on equipping students with essential skills for their future careers, guiding them through their internships, and helping them navigate the professional landscape of graphic design. Alongside her professional practice, Maria maintains an artistic practice and occasionally collaborates on research projects with fellow artists. Her work explores how form and visual communication can transcend language, geography, and culture, while constantly seeking new ways to innovate and connect through design.	new tutor, updated bio
Course description	Entrepreneurial Skills for Graphic Designers and Internship Preparation	
Learning objectives	Students will learn the fundamentals of entrepreneurship in graphic design, including briefing and debriefing clients, creating quotations, project planning, basic bookkeeping, tracking work hours, presenting work professionally, and using social media for business.	improved
	Students will research international internship opportunities, create strong applications with a portfolio, motivation letter, and CV, and prepare for interviews.	improved
	Students will refine and complete both digital and physical portfolios to effectively showcase their design skills for internships and future career opportunities.	improved
Teaching methods	Attendance the Reality Design Day (with 4th year students) with peer reflections internship portfolio presentations and review lectures, discussion and individual guidance	
Assessment methods	A final grade is determined based on participation and hand-in of deliverables.	
Grading scale	Pass/Fail	
Compensation	resit for specific hand-ins	
Attendance requirements	80-100%	
Entry level	PPS year 2 or similar	
Main competencies	Creative Ability	
	Capacity for Critical Reflection	
	Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	4 ECTS	1 EC more to allow for sufficient peer review, portfolio preparation and internship applications
# of contact hours	16 hours	
# of self-study hours	96 hours (including portfolio making and internship applications)	

Course title	Professional Practice Skills 4	
Course code		
Year/semester/block	year 4	
Structure	check-ins during internship and follow-up after internship	
Duration	semester 1	
Tutor(s)	Maria Rull Bescós (1989, Barcelona) is a graphic designer and art director based in Amsterdam since 2019. She earned her BA in Multidisciplinary Design from EINA, University of Barcelona, in 2013, and an MFA in Graphic Design from the Rhode Island School of Design in 2018. Maria has an international portfolio, having worked in Barcelona, Brazil, the United States, and the Netherlands. Her roles have ranged from freelancer to lead designer, contributing to projects across cultural, commercial, and local sectors. As Professional Practice Skills tutor to third- and fourth-year students, she focuses on equipping students with essential skills for their future careers, guiding them through their internships, and helping them navigate the professional landscape of graphic design. Alongside her professional practice, Maria maintains an artistic practice and occasionally collaborates on research projects with fellow artists. Her work explores how form and visual communication can transcend language, geography, and culture, while constantly seeking new ways to innovate and connect through design.	new tutor, updated bio
Course description	Guidance, check-ins, aftercare and reflection throughout the 3-month internship period.	
Learning objectives	Independent check-ins between student and tutor during the internship period, allow for trouble shooting and reflection of professional experience.	improved
	Presenting and writing about work done during internship, sharing knowledge during peer reviews.	improved
	Acquiring essential professional skills during the internship specific to a graphic design or artistic career, such as client communication, networking, understanding taxes, grants, subsidies, and managing business, artistic and production setbacks.	improved
Teaching methods	Check-ins during internship Presentation at the Reality Design Day and written internship report Theory/important knowledge interwoven during check-ins and at Reality Design Day. Teaching materials handed out during class, tips for further study and lifelong learning options for entrepreneurs, grants and subsidies.	
Assessment methods	Securing an internship contract, minimum of 32h a week internship, during 3 months. Hand-in and review of internship report.	more precise
Grading scale	Pass/Fail	
Compensation	redo internship or similar	
Attendance requirements	80-100%	
Entry level	PPS year 3 or similar	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	17 ECTS	1 EC more, allowing for those students who work 5 days per week during internship or self study during internship
# of contact hours	24 hours	
# of self-study hours	452 hours	

Course title	Collaboration, Excursions and Fieldwork	
Course code		
Year/semester/block	year 2 and 3	
Structure	planned excursion to be announced	
Duration	2–3 days	
Tutor(s)	Core tutors facilitate and curate	
Course description	Encouraging cross-cultural peer collaboration and knowledge exchange in an international setting.	updated, reflecting international focus
Learning objectives	Developing adaptability and cross-cultural collaboration skills through small group assignments in an international setting.	updated, reflecting international focus
	Broadening design perspectives by engaging with global references and learning opportunities beyond the academy.	updated, reflecting international focus
	Enhancing problem-solving abilities and applying design skills to real-world challenges in diverse cultural and professional contexts.	updated, reflecting international focus
Teaching methods	Could include a clear briefing for a one week assignment with facilitation of the working process and clear outline of the learning goals for each collaboration or excursion	
Assessment methods	A final grade is determined based on participation and possibly hand-in of deliverables.	
Grading scale	Pass/Fail	
Compensation	resit assignment	
Attendance requirements	80-100%	
Entry level	year 1 or similar, only for year 2 and 3	
Main competencies	Creative Ability	
	v Capacity for Critical Reflection	
	Capacity for Growth and Innovation	
	Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	1 ECTS	
# of contact hours	16 hours	
# of self-study hours	12 hours	

Course title	Graphic Design project week	
Course code		
Year/semester/block	year 1,2,3	
Structure	workshops programme with external guests	more precise
Duration	full week with year 1,2,3,4 in January	
Tutor(s)	Organised by Graphic Design Department (heads, coordination, selected tutors)	
Course description	A weeklong international workshop exploring emerging technological and thematic developments in graphic design through hands-on workshops, and guest speaker insights	shifted and more accurate focus
Learning objectives	Students identify specific skills they want to enhance and select a workshop aligned with their goals in this intensive weeklong international programme.	updated, reflecting international focus
	Participants gain specialized expertise in emerging international technological and thematic developments not covered in other courses.	updated, reflecting international focus
	The workshop provides hands-on training in niche software and hardware skills relevant to the evolving graphic design field.	updated, reflecting international focus
Teaching methods	Clear briefing for a one-week assignment facilitation of the working process and needs tutorials and lectures clear outline of the learning goals for each workshop	
Assessment methods	A final grade is determined based on participation and hand-in of deliverables if applicable.	
Grading scale	Pass/Fail	
Compensation	resit assignment	
Attendance requirements	80-100%	
Entry level	admission	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	1 ECTS	
# of contact hours	20 hours	
# of self-study hours	8 hours	

Course title	Hacklab (collaboratively funded with IMD)	
Course code		
Year/semester/block	Year 2 or 3	
Structure		
Duration		
Tutor(s)	Louis Braddock Clarke (1996, UK) is an artist and researcher interpreting notions from domains of art, geography, physics, and philosophy. Listening and amplification as creative methods have become key approaches to his work relating to disrupted ecologies. Through field work, film-making, sonic tuning, and amateur geology his projects seek to speculate on the future surfaces of the Earth. Braddock Clarke's relationship with the Geographical Arts is embedded in his formative years in Cornwall, UK where he was surrounded by radon moorlands, granite quoits, shifting isolines, tin mines and trans-Atlantic cable systems. These entangled Earth energies have become paramount to his ongoing research methods relating to technologies and terrains. Louis is part of a long-term collaboration with indigenous communities in Kalaallit Nunaat, paleomagnetic scientists in Europe, and Sonic Acts on a body of work called 'Out of Focus'. This research makes louder the entanglements and intersections of climate change, mineral extraction, indigenous cosmology, and post-colonialism. Louis has been a lecturer at the Royal Academy of Art since 2019, he is also an ongoing and active research fellow at the lectorate Design and the Deep Future. His projects are award-winning, receiving the Waag Technology Award 2019, Dutch Talent Award in 2020, Landscape Research Award 2021, and the Gouden Kalf in 2022.	Updated Bio
	Bente van Bourgondiën creates interactive, connected installations, often for educational and cultural spaces like museums and the arts. With a technical background in both software and hardware, she connects code with physical interaction. By combining software with various sensors and outputs, she explores how users experience digital interactions in intuitive and meaningful ways. Since 2016, she has also been teaching coding and Hacklab at KABK, working with students in the Graphic Design and I/M/D departments.	Updated Bio
Course description	Exploring physical and digital interaction through tinkering with Arduino, Raspberry Pi, Robotics and more.	
Learning objectives	obtain deep and specific knowledge of current developments in the field of hacking, DIY, computation and design.	
	Technical knowledge of coding and tinkering with Arduino, students define their own experiments.	
	Define learning goals specific to student craftsmanship and development as independent designers and artists.	
Teaching methods	Tutorials, lectures peer-to-peer learning and trouble shooting	
Assessment methods	Final presentations of outcomes for hacklab tutors	
Grading scale	Pass/Fail	
Compensation	Redo Hacklab	
Attendance requirements	80-100%	
Entry level	year 2 & 3, arduino kit necessary	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	v Capacity for Collaboration	
Study load (EC)	6 ECTS	
# of contact hours	72 hours	
# of self-study hours	96 hours	

[Overview / ECTS table](#)
ALL NEW, see overall explanation
adjustments 2025/26

Course title	Basecamp: Research document	
Course code		
Year/semester/block	year 4	
Structure	weekly classes December 2025 – collectives semster 1	
Duration	6-8 weeks	
Tutor(s)	to be confirmed	
Course description	Integrated reading, writing and contextualisation of one research topic, as foundation for the practical final exam project.	updated
Learning objectives	Formulate a relevant and precise research question and define historical and theoretical context and related reading list.	updated
	Understand methods of research, reading and writing: essayistic, literary, journalistic or artistic and make a selection appropriate for one research topic.	updated
	Build a structured argument using both text and images based on research, readings and writing according to semester 1 deliverables.	updated
Teaching methods	Intensive introduction with lectures and exercises individual feedback peer reviews and discussions written feedback	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from tutor(s). The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	updated
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	updated
Grading scale	Pass/Fail	
Compensation	one resit opportunity within 3 weeks	
Attendance requirements	80-100%	
Entry level	year 3	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	updated
# of contact hours	64 hours	updated
# of self-study hours	104 hours	updated

[Overview / ECTS table](#)
ALL NEW, see overall explanation
adjustments 2025/26

Course title	Basecamp: Prototype	
Course code		
Year/semester/block	year 4	
Structure	weekly classes December 2025 – collectives semster 1	
Duration	6-8 weeks	
Tutor(s)	to be confirmed	
Course description	Application of research and methods to develop a prototype proposal for final exam project	updated
Learning objectives	Using research topic(s) to build and expand on visual vocabulary, developed throughout the previous years, using all mediums and sources of texts, images and materialisation of prototypes	updated
	Using research topic(s) to understand contextualisation and practice various methods of knowledge harvesting through fieldwork	updated
	Cohesive development of practice and skillset in alignment with the research document	improvement and alignment research document
Teaching methods	Lectures and reference sharing peer-to-peer discussion and sharing presentation of results workshop classes focussed on creating an image collection	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from both peers and tutor. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	updated
	The final grade is determined during the collective assessment and shared with the student in Osiris, along with written feedback and feedforward. The student's process and results are an integrated part of the Collective Presentation , where their work is shared and discussed within the semesters teaching team.	updated
Grading scale	Pass/Fail	
Compensation	one resit opportunity within 3 weeks	
Attendance requirements	80-100%	
Entry level	year 3	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	6 ECTS	updated
# of contact hours	64 hours	updated
# of self-study hours	104 hours	updated

[Overview / ECTS table](#)
ALL NEW, see overall explanation
adjustments 2025/26

Course title	Transit: Final Research document	new!
Course code		
Year/semester/block	year 4	
Structure	weekly classes start after sem 1 collectives – 1 April 2025	updated, more precise
Duration	6 - 8 weeks	
Tutor(s)	to be confirmed	
Course description	Finalisation of integrated reading, writing and contextualisation of one research topic, as foundation for the practical final exam project.	updated
Learning objectives	Develop and finalise research question and define historical and theoretical context integrating knowledge gained through reading and research.	updated
	Finalise 3500-5000 word essay in chosen writing style, with images, references including appropriate referencing methods and all other requested deliverables.	updated
	Finalise an original and structured argument using both text and images based on research, readings and writing to be used as input for final exam project.	updated
Teaching methods	Intensive introduction with lectures and exercises individual feedback peer reviews and discussions written feedback	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from tutor(s). A statement of originality must be included by the student. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	updated
	The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris. A text copy of the research document must be handed in for the departments archive.	updated
Grading scale	Pass/Fail	
Compensation	one resit opportunity within 3 weeks	
Attendance requirements	80-100%	
Entry level	year 3	
Main competencies	v Creative Ability	
	v Capacity for Critical Reflection	
	v Capacity for Growth and Innovation	
	v Entrepreneurial and Organizational Ability	
	v Communicative Ability	
	v External Awareness	
	Capacity for Collaboration	
Study load (EC)	5 ECTS	
# of contact hours	70 hours	
# of self-study hours	70 hours	

[Overview / ECTS table](#)

ALL NEW, see overall explanation		adjustments 2025/26
Course title	Transit: Research website	new!
Course code		
Year/semester/block	year 4	
Structure	weekly classes start after sem 1 collectives – 1 April 2025	adjusted
Duration	6 - 8 weeks	
Tutor(s)	François Girard-Meunier (1990, CA) is a graphic designer and web developer based in Amsterdam, NL. He graduated from the Gerrit Rietveld Academie (Graphic Design, 2015) and Sandberg Instituut (Critical Studies, 2018). François' work lies mostly in the cultural field – his design practice is concerned with editorial approaches to presenting (substantial) data, as well as the politics of (web) standardisation and accessibility. Recent projects include the book "Colonial Toxicity", authored by Samia Henni and co published by edition fink / Framers Framed / If I Can't Dance (...) (2024), publication for "Cigale", an editorial project co-directed by AM Trépanier and Laure Bourgault (2019–now), as well as various web platforms for small-scale cultural institutions in The Netherlands, France and Germany. François teaches coding at the Koninklijke Academie van Beeldende Kunsten (KABK), in The Hague since 2021, and is occasionally involved co-conducting workshops abroad. A graphic designer based in Amsterdam, Thomas Buxó (1968, FR) founded his own studio after graduating from the Rietveld Academy in 1996 and was awarded the Prix de Rome Basisprijs in 1998. After years of designing mainly printed matter in the fields of art, design or architecture, he is introducing code into his practice through his Headless Design research. A branch member of OSP Brussels, Buxó is an ardent advocate of Free/Libre Open Source software. He has lectured at ECAL in Lausanne, the Werkplaats Typografie in Arnhem and was a visiting Professor at the Maryland Institute College of Art (MICA) in Baltimore. He teaches Typography and is year lead of the 4th year (graduation year) and since 2024 member of the Exam Board. In possession of BKE certificate.	updated updated
Course description	Creating an online, interactive translation of the final research document for publishing on communal github repository	updated
Learning objectives	Using the written research document as a starting point, students learn all aspects of editorial design from conceptual to visual approaches for online publishing of their research document and and process.	updated
	Best practices related to typographic layout and design for online publishing are taught and put into practice related to editorial approach.	updated
	Best practices for open source and sustainable online publishing to the communal github repository, for the purposes of long-term storage.	updated
Teaching methods	Tutorials and workshop session Individual tutoring including coding assistance group tutorial and peer feedback	
Assessment methods	Each student participates in an individual assessment at the end of the course, which includes feedback from tutor(s).	updated
	The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes The final grade is determined at the individual assessment and shared with written feedback/feedforward to the student in Osiris.	updated
Grading scale	Pass/Fail	
Compensation	one resit opportunity within 3 weeks	
Attendance requirements	80-100%	
Entry level	year 3	
Main competencies	- v Creative Ability - v Capacity for Critical Reflection - v Capacity for Growth and Innovation - v Entrepreneurial and Organizational Ability - v Communicative Ability - v External Awareness - v Capacity for Collaboration	
Study load (EC)	5 ECTS	updated
# of contact hours	64 hours	updated
# of self-study hours	76 hours	updated

Overview / ECTS table	ALL NEW, see overall explanation	adjustments 2025/26
Course title	Summit: Final Exam Project	name change
Course code		
Year/semester/block	year 4	
Structure	weekly classes schedule, workshops, individual tutoring	
Duration	semester 2	
Tutor(s)	various tutors e.g. from previous courses: Bart de Baets (see 3), Thomas Buxo (see 38)	added
	Riet Wijnen (1988, NL) is an artist and educator based in Amsterdam. Her practice involves sculpture, photograms, working through texts, woodcuts and more recently, experimental type design. She is interested in incomplete histories of abstraction, and what and who are already there in ways we might not yet know. To do this she looks to elders, hosting practitioners from the past and present within her work who have been active in the field of art during early modernism, or in science, philosophy, education and activism. Bringing them together through fictional conversations and sculptures to reconsider histories and better understand what comes next, Wijnen centers perception and organizational structures through an interest in the, often abstract, containers that shape our knowledge, such as language and infographics. Wijnen also teaches in the Graphic Design and TXT department of the Gerrit Rietveld	added
	See previous table for details of Rietveld Academy Sinnikwe Buhlungu (1990, SA) is an artist from Johannesburg, South Africa and currently based in Amsterdam, The Netherlands. Interested in knowledge production[s] – how it is produced, by whom and how it is disseminated – Buhlungu locates socio-historical and everyday phenomena by navigating these questions and their inexhaustible potential answers via research based methodologies. Through this, she maps points of cognisance which situate various layers of awareness as reverberated ecologies. Lately, she has been listening to punk and djelis, thinking about geologic burps and attempting to distribute publications via Simunye Resource Works (a publishing house that is forever vet-to-exist).	added
	Chantal Hendriksen (1978, NL) is a graphic designer and educator based in Amsterdam. Graduated from the Gerrit Rietveld Academy (BA) and Werkplaats Typografie (MA), the studio's projects stem from a deep affinity with contemporary art- and culture, reflected in collaborations with art institutions, museums, galleries, individual artists, designers, photographers, writers, and editors, alongside a wide range of self-initiated projects. With a strong foundation in graphic and editorial design, typography, and printmaking, her studio explores the boundaries of the field's autonomy by engaging with various other disciplines. Alongside her design practice, Chantal Hendriksen has built extensive experience in art education at various institutions. The coalescence roles are essential to Chantal's engagement with the field and manifests across diverse formats and media. This includes lectures, workshops, presentations, exhibitions, interviews, and educational activities, alongside the production of publications, books, magazines, textiles, identities, animations, and in-house Riso printing. All these expressions are characterized by a conceptual and	added
	Lauren Alexander (1983, ZA) is an artist, educator, and researcher, specializing in design research and critical storytelling. With a global perspective shaped by her extensive experience as a collaborative practitioner, Alexander has developed distinct, research-driven approaches through her work. From 2017 to 2024, Alexander developed the Critical Storytelling course within the MA Non-Linear Narrative program (KABN), fostering engagement with complex global issues through design. She has been at the forefront of numerous collaborations with institutions such as ARU (Arab Reporters for Investigative Journalism), Amnesty International, Greenpeace, Huis van het Boek and many more addressing pivotal socio-political challenges through her interdisciplinary and design-led approach. In 2009, she co-founded Foundland Collective with Syrian designer Ghaila Elarakbi, a collaborative practice that interrogates political and historical narratives through a combination of art, design, writing, and video. The collective has received international acclaim, receiving the Smithsonian Artist Research Fellowship (2015/2016), being shortlisted for the Dutch Prix de Rome (2015), and the Dutch Design Awards (2016). Their work has been exhibited at prominent venues, including the Centre Pompidou, the Rotterdam International Film Festival, Ars Electronica and BAK Utrecht, and is part of collections held by LUMA.	added
Course description	Development of meaningful, research-driven final project and communal exhibition intended for a public audience.	
Learning objectives	Synthesize research and design to develop a final project contributing to evolving social and political issues.	updated at study day with tutors
	Ability to professionally organise process- and project development and production for public presentation. Alongside collective endeavours like peer reviews and peer organisation of communal exhibition.	updated at study day with tutors
	Using research document and personal visual vocabulary (developed throughout the previous study years) to refine materialisation and communicate complex concepts.	updated at study day with tutors
	The final project critically reflects and articulates the designer's multi-layered role in society and establishes a conscious professional perspective engaging audiences outside the	updated at study day with tutors
Teaching methods	Students primarily develop work through individual tutorials with practice based tutors Group work and planning of exhibition concept and realisation peer-to-peer feedback in-class studio work encouraged, space permitting	
Assessment methods	Each student participates in a 'greenlight assessment' (midway) and final exam at the end of the course, which includes feedback from the examination committee. The exam committee consists of final exam tutors, external examiner(s) and department head. The assessment includes: Process documentation: the provided evidence of the student's process, including research and references, throughout the course. Personal development: the student's growth and progress over the semester, including the ability to provide and receive tutor- and peer feedback during the course and the student's ability to incorporate feedback into their development. Progress in learning objectives: the extent to which the student has met the course's learning outcomes	updated
	The final results are decided at the final exam , where their work is shared and discussed within the examination committee.	updated
Grading scale	Pass/Fail	
Compensation	two resit opportunities after the final exam	
Attendance requirements	80-100%	
Entry level	year 3	
Main competencies	☒ Creative Ability ☒ Capacity for Critical Reflection ☒ Capacity for Growth and Innovation ☒ Entrepreneurial and Organizational Ability ☒ Communicative Ability ☒ External Awareness ☒ Capacity for Collaboration	
Study load (EC)	14 ECTS	
# of contact hours	128 hours	
# of self-study hours	264 hours	