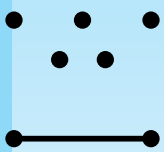


Bachelor Textile & Fashion

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

		FASHION							
YEAR		1		2		3		4	
CLUSTER	SEMESTER	1	2	3	4	5	6	7	8
DESIGN	Fashion Design								
	Shape Development								
	Graduation Project								
		8	8	6	6	6	6	8	26
SKILLS	Product Development (technical design, technical drawing, CLO3D)								
	Textile Development (Knitting, Weaving, Print & Pattern)								
		8	8	7	7	8	8	0	0
VISUAL COMMUNICATION	Model Drawing								
	Visual Communication								
	Design Drawing (Design Illustration / Technical Drawing)								
		7	7	7	7	6	6	0	0
APPLIED RESEARCH	Textile & Fashion Theory								
	Textile & Fashion in Context								
	Personal Development								
	Excursion / Coonect Week / Exposed								
	Thesis								
	Internship								
	Collective assessment	4	4	4	4	4	4	22	4
ACADEMY WIDE EDUCATION	Common Ground								
	Common Ground LABS								
		3	3	6	6	0	0	0	0
INDIVIDUAL STUDY TRAJECTORY	IST								
		0	0	0	0	6	6	0	0
TOTAL CLUSTERS		30	30	30	30	30	30	30	30

Fashion Design Year 1

DESIGN	Course	Teacher
	Fashion Design	Natasja Martens
	Shape Development	Chris Fransen

SKILLS	Product Development (technical design & CLO3D)	Chris Fransen
		Mirjam Ingram
	Textile Development (Knitting, Weaving, Print & Pattern)	Magalie Delbeke, Annika Syrjamaki & Joost Post.

VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	to be decided
	Design Drawing	Pieter 't Hoen

APPLIED RESEARCH	Textile & Fashion Theory	Shanna Soh
	Personal Development	Sanne Jansen

KABK 2025-2026 | Textile & Fashion

Course title	Fashion Design
Course code	KA-TMF1-DESI1-24 + KA-TMF1-DESI2-24
Year/semester/block	Year 1 Fashion semester 1 & 2
Tutor(s)	Natasja Martens
Course description	Students will explore the fundamentals of fashion design by completing multiple assignments throughout the year, introducing them to different design methods. Each project presents new design challenges that students solve through research and experimentation, requiring curiosity and the abandonment of preconceived ideas. Collecting and processing information in a visual journal is an essential part of the design process. In class, sketchbooks, research, preliminary studies and designs will be the subject of group and individual discussions. By the end of the year, students will have made a visible start in developing a unique and personal approach in their designs. This course closely connects to courses like Shape Development, Technical Design, Print & Pattern and Design Drawing to enable students to connect and place the newly learned skills in a broader context.
Learning objectives	• Students explore and develop design skills in material, concept and technique. • Students have basic knowledge of design and can follow a design process. • Students can analyse and reflect on their work and work process. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students develop their frame of references using a wider range of sources and design methods. • Students make a visible start in the development of a unique and personal expression through design.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Problem Based learning • Prototyping • Learn by doing
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All

	courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for collaboration • Communicative ability
Study load (EC)	8 EC for the cluster DESIGN in semester 1 & 2
# of contact hours	78 hours in semester 1 & 144 hours in semester 2
# of self-study hours	Ca. 70 hours in semester 1 & ca. 90 hours semester 2

KABK 2025-2026 | Textile & Fashion

Course title	Shape Development
Course code	KA-TMF1-DESI1-24 + KA-TMF1-DESI2-24
Year/semester/block	Year 1 Fashion
Tutor(s)	Chris Fransen
Course description	Shape development focuses on the experimental creation of 3D shapes. During the hands-on lessons, students explore new ways of dealing with materials and techniques in relation to shape and the body. Students are encouraged to develop shapes and constructions based on their own 2D designs in an artistic and innovative way. They are challenged to explore new, more body-conscious perspectives by experimenting with proportions and physical and material expression. This course closely collaborates with the courses Fashion Design and Technical Design to support executing the developed 2D designs.
Learning objectives	• Students explore and develop design skills in material, concept and technique. • Students have basic knowledge of design and can follow a design process. • Students can analyse and reflect on their work and work process. • Students made a visible start in the development of a unique and personal expression through design. • Students develop new ways of design thinking that are sustainable by default. • Students develop a frame of references using a wide range of sources and shape design (more body conscious, diverse and inclusive). • Students can use skills and material knowledge to activate, materialize and visualize ideas.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Prototyping
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10

Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for growth and innovation • Organisational ability • Capacity for collaboration
Study load (EC)	8 EC for the cluster DESIGN in semester 1 & 2
# of contact hours	52 hours in semester 1 & 64 hours in semester 2
# of self-study hours	30 hours in total in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Product Development
Course code	KA-TMF1-SKIL1-24 + KA-TMF1-SKIL2-24
Year/semester/block	Year 1 Fashion semester 1 & 2
Tutor(s)	Chris Fransen & Mirjam Ingram
Course description	Product development is all about discovering and obtaining technical skills like pattern making and sewing. This class is closely connected with and provides the technical framework and support for the design class. This is done by executing technical assignments to develop basic skills and knowledge, and by working on assignments derived from the design process. By discussing the intentions and technical possibilities students will explore the development and execution of their designs. They learn how to transform a 2D design into a 3D design and how to express and execute their design ideas the best possible way. Both the analogue and digital skills of technical product development are covered. On the one hand, students learn skills to physically execute their ideas, on the other hand, they learn to deal with CLo3D to digitally develop their patterns and design ideas. These two methods exist side by side and complement each other during the design process.
Learning objectives	• Students acquire basic knowledge and tools to develop analogue and digital skills to execute their designs. • Students explore and develops ways of dealing with skills, material and resources through material and technical experiments. • Students can carry out the technical completion of a selected work. • Students learn to reflect on their work and work process and how to implement this acquired knowledge to their work. • Students start developing a frame of references using a wide range of sources and skills. (more body conscious, diverse and inclusive). • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Prototyping

Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution of a design process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the final result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for growth and innovation • Organisational ability • Capacity for collaboration
Study load (EC)	8 EC for the cluster SKILLS in semester 1 & 2
# of contact hours	100 hours in semester 1 & 130 in semester 2
# of self-study hours	Ca. 30 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Textile Development
Course code	
Year/semester/block	Year 1 Fashion semester 1 & 2
Tutor(s)	Joost Post, Annika Syrjamaki and Magalie Delbeke
Course description	During the Textile Development classes students will be introduced to the possibilities of working with knitting, weaving and print & pattern. You will get familiar with the basic skills of creating Textile to become able to research and experiment to develop your own material. Textile is an essential part of Fashion design and being part of a department that serves both, it's important that this knowledge is also acquired by our fashion students. Throughout the year there are 4 weeks dedicated to the development of textile developing skills. These skills can already be used and implemented in the design projects that you will be working on. You will get introduced to the hand knitting machine, hand knitting and crochet. You will learn how you can develop and work with repeat patterns and how to execute them through screen printing. And you will get acquainted with the basic principles of yarn making and weaving during the weaving classes. This class will also provide you with basic knowledge of materials.
Learning objectives	• Students explore and develop basic skills in developing material and textile techniques. • Students learn how to prepare and work with specific machines/tools/materials related to textile development. • Students learn to reflect on their work and work process; relate newly gained (theoretical) knowledge to their own work.
Teaching methods	• Learn by doing • Group instruction • Group and individual discussions • Collaborative learning • Lecture • Studio Based learning • Prototyping • Field trips
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution of Textile development. It's not so much about the outcome, as it is about the quality of the process and decision making. The process of research and experiment must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Organizational ability
Study load (EC)	8 EC for the cluster SKILLS in semester 1 & 2
# of contact hours	64 hours in semester 1 & semester 2
# of self-study hours	Ca. 20 hours

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD1-21 & KA-TM-MD2-21
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Casper Warmoeskerken
Course description	By drawing from observation, students develop their ability to observe. By looking and acting, a basic understanding of form and sense of form is created. The lessons initially work with still life to develop a basic understanding of form and proportion, followed by drawing from a live model, as the handling and relationship to the body is essential within the department. In year 1, students focus on handling form and proportion, exploring different drawing techniques, developing various technical skills, their eye-hand coordination and an open and investigative study attitude. Students search for their own form of expression throughout the year. Critical reflection is essential to continue developing the work. The goal is to develop a personal and unique drawing style.
Learning objectives	• Students have control of their hand-eye coordination and have acquired technical skills, attitude, and discipline to start developing a personal and unique drawing style. • Students can deal with shape and proportion. • Students are aware of what their drawings communicate. • Students can reflect on their drawings to take the next step in their process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills.

	Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in sem 1 & 2
# of contact hours	52 hours in semester 1 & 64 hours in semester 2
# of self-study hours	0 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF1-VISC1-24 + KA-TMF1-VISC2-24
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	To be decided
Course description	The course revolves around visual grammar, students learn to visualize and shape the principles of their design process within an analytical structure. They literally learn to convert verbal language into a visual language to communicate optimally in images. Students are encouraged to research visual culture in relationship to a new contemporary context. Developing a new frame of references initiating and proposing a wider range of image resources (more divers and inclusive, normative, etc...) Pursuing inquisitive, open-minded and non-judgemental ways of communication. Enabling them to develop a new sustainable visual culture. Students learn how to develop and communicate an authentic conceptual approach, by using images and words, in coherence with the themes decided upon by the design assignments. This course operates in close collaboration with the Fashion & Textile Design courses to support the content and the translation of the design research.
Learning objectives	• Students can use their research to inspire, activate, visualise and communicate an idea related to their design process. • Students can use visual means to communicate a design idea in a compelling way. • Students research how the relationship between body, space, material, colour and texture can manifest itself in an inquisitive way. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Students have knowledge of other cultures and appreciate different cultures in their visual expressions. • Students are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Students are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is

	about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection • Contextual awareness
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in semester 1 & 2
# of contact hours	40 hours in semester 1 & 40 hours in semester 2
# of self-study hours	Ca. 20 in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Design Drawing
Course code	KA-TMF1-VISC1-24 + KA-TMF1-VISC2-24
Year/semester/block	Year 1 Fashion semester 1 & 2
Tutor(s)	Pieter 't Hoen
Course description	An important asset of being a fashion designer is being able to express an idea or design thought on paper. During this course students will gain knowledge and skills to communicate an idea in a clear and contemporary way. This hands-on class will focus on learning to deal with shape, proportion, fabric expression, atmosphere and colour as the basic elements to communicate a design idea in 2D. Different ways and methods, both analogue and digital, will be explored to develop a wide range of possibilities in expressing oneself. From working with traditional illustration materials to more experimental and digital ones. The student will be guided in how to develop and communicate a personal and original illustration of the design.
Learning objectives	• Students control their hand-eye coordination and have acquired technical skills, attitude, and discipline to develop a personal drawing style. • Students can research how the relationship between body, space, material, colour and texture manifest itself in an inquisitive and visual way. • Students can create a visible connection between their choice of drawing style and what they want to communicate with the drawing. • Students can use their research to inform the visualisation and communication of an idea in service of the design process. • Students can connect to and communicate with their drawings in relation to their design project.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10

Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for collaboration
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in sem 1 & 2
# of contact hours	52 hours in semester 1 & 64 in semester 2
# of self-study hours	Ca. 20 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion Theory
Course code	
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Shanna Soh
Course description	Students are offered the worldwide history of Textile and Fashion. Here, the diversity of Textile and Fashion takes a central position. The many designs, materials, techniques, motifs and colors used in different continents and moments in time will pass in revue. History is used as a tool to touch upon and explore the complexities of the current Textile and Fashion system concerning themes like diversity and inclusion, social- and economic (in)equality, ecological impact etc. The course provides an understanding of the past as a framework for future references within Textile and Fashion. This is a lecture series in which students will collectively analyze images and discuss historical keyworks. The assessment exists out of doing, applying and reporting of academic research to practice with making trans-historic connections, and to get familiar with relevant literature, libraries and collections.
Learning objectives	• Students are familiar with relevant literature, libraries and collections. • Students demonstrate that they are able to use different research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.). • Students can interpret different historical perspectives on design to develop a more diverse and inclusive frame of references. • Students develop an understanding and awareness of the context and impact of Textile and Fashion history on current and previous systems. • Students improve interaction with historical, social, ecological and economical perspectives. • Students have a capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in research and visual expressions.
Teaching methods	• Lecture • Group and individual discussions • Collaborative learning • Blended learning
Assessment methods	

	Students hand in a group assignment and will be assessed on their personal contribution. The assessment is based on the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 1 & 2
# of contact hours	26 hours in semester 1 and 32 hours in semester 2
# of self-study hours	10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Sanne Jansen
Course description	The aim of the course is to guide students through the different phases of their education. In the first year, students focus on getting to know the educational system they are part of and how they can relate to it. They become aware of the overarching processes within the school, their personal processes and how they can deal with these new circumstances. Through short assignments, students focus on 'learning to learn' and gaining insight and taking responsibility for their personal development. The feedback diary will be introduced as a tool to track development during their educational path. This course also offers the opportunity to discuss obstacles and share experiences that students encounter within their educational journey. It's a group effort!
Learning objectives	• Students explore and develop skills to receive, provide and make good use of feedback. • Students acquire knowledge of creative processes. • Students become aware of their personal development and acquire skills to develop agency over their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in personal and creative processes and the student's role in it. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to

	develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Capacity for growth and innovation • Communicative ability • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 1 & semester 2
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Fashion Design Year 2

DESIGN	Course	Teacher
	Fashion Design	Gerrit Uittenbogaard & Natasja Martens
	Shape Development	Gerrit Uittenbogaard

SKILLS	Product Development (technical design, technical drawing, CLO3D)	Roy Verschuren, Sonja Veldkamp & Mirjam Ingram
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VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	to be decided
	Design Drawing (Design Illustration / Technical Drawing)	Pieter 't Hoen & Sonja Veldkamp

APPLIED RESEARCH	Textile & Fashion Theory	Shanna Soh
	Textile & Fashion in Context	Renee van der Hoek
	Personal Development	Sanne Jansen

KABK 2025-2026 | Textile & Fashion

Course title	Fashion Design
Course code	KA-TMF2-DESI3-24 + KA-TMF2-DESI4-24
Year/semester/block	Year 2 Fashion semester 3 & 4
Tutor(s)	Gerrit Uittenbogaard (sem 1) & Natasja Martens (sem 2)
Course description	This course provides students with tools to develop an experimental and personal design statement and to use fashion as a visual language that expresses a distinctive vision of fashion design. Students will learn how to explore and communicate a view on fashion by examining form, proportion, material, technical skills, behaviour and identity in relation to the human body. By making sketches, developing materials and toiles and using a visual diary that includes visual explorations of ideas, experiments, records of processes, thoughts and interpretations, students will be able to let go of preconceived solutions in favour of more adventurous, innovative and experimental discoveries with a specific focus on material design. By creating and monitoring individual design principles, students will learn to communicate with and about their work and to put it into perspective of cultural, historical, sociological, ecological and other influences on society and fashion design. Through group discussions, analysis, personal feedback and workshops, students will develop their own personal vision. This course closely connects to courses like Design Drawing, Product Development, Visual Communication and Textile & Fashion in Context, so that students can connect their knowledge and skills and place their designs in a broader context.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students develop a new frame of references using a wider range of sources and design methods. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and changing human behaviour. • Students can analyse and reflect on their work and use their findings to influence and direct their design process. • Students strive to function as a design team. Students can collaborate with teachers and direct their own process in pursuit of equality on a professional level. • Students have made a visible start in the development of a unique and personal expression through design.
Teaching methods	• Learn by doing • Group and individual discussions • Peer Review / Critique • Group instruction

	• Collaborative learning • Prototyping
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	6 EC for the cluster DESIGN in semester 3 & 4
# of contact hours	52 hours in semester 3 & 64 hours in semester 4
# of self-study hours	Ca. 80 hours in semester 3 & 100 hours in semester 4

KABK 2025-2026 | Textile & Fashion

Course title	Shape Development
Course code	KA-TMF2-DESI3-24 + KA-TMF2-DESI4-24
Year/semester/block	Year 2 Fashion in semester 3 & 4
Tutor(s)	Gerrit Uittenbogaard
Course description	Shape Development teaches how to design directly on the mannequin in 3D. By developing technical skills in draping, insight is gained into the relationship between proportion, shape, the human body and the treatment and handling of fabrics. This is also done by researching the history of fashion design and understanding the handling of shape and proportion in various historical periods. During a full-time workshop of 2 weeks, students learn how to execute various examples of design with a clear sense of proportions and treatment of fabrics. In addition to knowledge of the technical possibilities, the student will also be able to place designs in a historical context and perspective and understand the relationship between certain shapes and proportions and a period in history.
Learning objectives	• Students explore and develop design skills in material, concept and technique. • Students have basic knowledge of design and can follow a design process. • Students can analyse and reflect on their work and work process. • Students make a visible start in the development of a unique and personal expression through design. • Students explore and develop new ways of dealing with skills, material and resources. • Students develop a new frame of references using a wider range of sources and shape design methods (more body conscious, diverse and inclusive). • Students can use skills and material knowledge to activate, materialize and visualize ideas.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning • Prototyping • Workshops
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Organisational ability • Capacity for collaboration
Study load (EC)	6 EC for the cluster DESIGN in semester 3 & 4
# of contact hours	64 hours in total
# of self-study hours	0

KABK 2025-2026 | Textile & Fashion

Course title	Product Development
Course code	KA-TMF2-SKIL3-24 + KA-TMF2-SKIL4-24
Year/semester/block	Year 2 Fashion in semester 3 & 4
Tutor(s)	Sonja Veldkamp & Roy Verschuren & Mirjam Ingram
Course description	To become a fashion designer, it is necessary to acquire many technical skills that allow you to work professionally and to develop a creative idea into a product. Several aspects of product development are addressed throughout these classes. Technical drawing teaches the student to investigate and communicate essential technical information of a garment such as volume, proportion, construction, design details, stitching, pockets, closures, lining etc. It shows how a garment is made and gives all the necessary information for (re)production of a design. Another part of the program is CLO3D for Digital Patterning and prototyping. The course focuses on acquiring and implementing digital technical skills related to fashion design in general. The course also touches upon a wide range of presentation and visual communication opportunities of the programme. Most time will be spent on translating and developing design ideas into a physical outcome. Class will be a combination of pattern development (connected to Clo3D), shape research and technical execution of the product, while intensively discussing the work in progress. The final work should show understanding of dealing with shape, volume and execution. This course operates in close collaboration with the courses Fashion Design and Design Drawing to enable students to connect the dots and put their designs in a bigger perspective.
Learning objectives	• Students explore and develop design skills in material and technique. • Students learn to reflect on their work and work process and can relate and implement newly acquired knowledge to their work. • Students experiment and develop new and sustainable ways of dealing with skills, material and resources. • Students acquire knowledge and practical tools to develop practical skills for deriving designs, conducting material experiments and carrying out technical completion of a selected work. • Students explore and develops new ways of dealing with skills, material and resources. • Students function in a design team. Students and teachers together, in pursuit of equality on a professional level. • Students develop a new frame of references using a wider range of sources and skills. (more body conscious, diverse and inclusive). • Students can use skills and material knowledge to activate, materialize and visualize ideas.

	Students can present the final idea in a cohesive and comprehensive way.
Teaching methods	- Learn by doing - Group and individual discussions - Studio Based learning - Problem Based learning - Prototyping - Blended learning
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution of a design process. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction ☐1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	- Creative ability - Capacity for critical reflection - Organisational ability - Capacity for collaboration
Study load (EC)	7 EC for the cluster SKILLS in semester 3 & 4
# of contact hours	156 hours in semester 3 & 200 hours in semester 4
# of self-study hours	Ca. 40 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD3-21 & KA-TM-MD4-21
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Casper Warmoeskerken
Course description	Students builds on the skills and knowledge that were developed in year 1, with more attention and emphasis towards the chosen material, personal vision and expression. Students search for and deepen their personal and unique way of creating drawings as a form of expression. They explore personal methods of working and ways of drawing by experimenting how to visualize their ideas and fascinations, in shape, material, texture, colour and atmosphere. The drawing process is a creative search in close connection to the design process. The directness of model drawing offers a great opportunity for students to experiment and explore atmosphere, use of colour, handwriting etc.in a hands-on setting. The drawing experiments require proper reflection to develop the work towards a personal, unique and higher artistic level.
Learning objectives	• Students have control of their hand-eye coordination and can use the acquired technical skills, attitude, and discipline to develop a personal and unique drawing style. • Students can realize a visible connection between their personal and unique drawing style and what they want to communicate with the drawing. • Students can reflect on their drawings to improve and direct the process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills.

	Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in sem 3 & 4
# of contact hours	52 hours in semester 3 & 64 hours in semester 4
# of self-study hours	0 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF2-VISC3-24 + KA-TMF2-VISC4-24
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	To be decided
Course description	The course revolves around improving their visual grammar, building on knowledge developed in year 1. Students visualize and shape the principles of their design process within an analytical structure. They focus on converting their verbal language into a visual language to communicate optimally in images. Students are encouraged to research visual culture in relationship to a new contemporary context, expand their frame of references initiating and proposing a wider range of image resources (more divers and inclusive, normative, etc...) Pursuing inquisitive, open-minded and non-judgemental ways of communication. Enabling them to develop a new sustainable visual culture. Students learn how to develop and communicate an authentic conceptual approach by being very specific in their wording and in translating them into images, in coherence with the themes decided upon by the design assignments. This course operates in close collaboration with the Fashion & Textile Design courses to support the content and the translation of the design research.
Learning objectives	• Students can use their research to inspire, activate, visualise and communicate an idea related to their design process. • Students can use visual means to communicate a design idea in a compelling way. • Students understand how to communicate the relationship between body, space, material, colour and texture in an inquisitive and visual way. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Students have knowledge of other cultures and appreciate different cultures in their visual expressions. • Students are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Students are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Workshops

Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection • Contextual awareness
Study load (EC)	6 EC for the cluster VISUAL COMMUNICATION in semester 3 & 4
# of contact hours	40 in semester 3 & 40 in semester 4
# of self-study hours	Ca. 20 in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Design Drawing
Course code	KA-TMF2-VISC3-24 + KA-TMF2-VISC4-24
Year/semester/block	Year 2 Fashion semester 3 & 4
Tutor(s)	Pieter 't Hoen & Sonja Veldkamp
Course description	This course focuses on developing skills to enable a student to express an idea or design thought on paper to express the intention of their design or provide its technical information. Students will develop knowledge and skills to communicate an idea in a communicative, personal and contemporary way. The course will consist of two directions. Design Illustration (already taught in year 1) focusing on expressing an idea and atmosphere and technical drawing to communicate more precise and technical information. Design illustration focusses on developing skills to give the best personal representation of your designs by working with different techniques. Based on the acquired knowledge in year 1, in year 2 there will be more focus on creating a personal handwriting closely related to the design process. Experimental ways of dealing with shape, proportion, fabric expression, atmosphere and colour are being explored to communicate a design idea in 2D. The research starts through experimenting with analogue, more traditional illustration materials and is explored further in a digitally context. Through technical drawing students will discover ways and methods to develop and communicate the technical aspect of their ideas in a personal way. The assignments start with researching proportions, shape and technical details by hand drawing, followed by working digitally in Illustrator and Clo3D. Everything is in service of developing and communicating personal and original illustrations of a design as well as providing technical impressions. This course is closely connected with Fashion Design and Visual Communication.
Learning objectives	• Students control their hand-eye coordination and have acquired technical skills, attitude, and discipline to develop a personal and informative drawing style. • Students can express their design ideas both analogue and digitally. • Students understand how to communicate the relationship between body, space, material, colour and texture in an inquisitive and visual way. • Students can decide on their choice of drawing to increase the quality of communication. • Students use their research to inform the visualisation and communication of an idea in service of the design process. • Students connect and communicate with their drawings in relation to their design project.

Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Field Trips (museum visits for life drawing classes) • Workshops • Blended learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in semester 3 & 4
# of contact hours	52 hours in semester 3 & 64 in semester 4
# of self-study hours	Ca. 20 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion Theory
Course code	
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Shanna Soh
Course description	Students continues building on their knowledge of the worldwide history of Textile and Fashion. Here, the diversity of Textile and Fashion is central. The course provides an understanding of the past as a framework for future references within textile and fashion. History is used as a tool to touch upon and explore the complexities of the current Textile and Fashion system concerning themes like diversity and inclusion, social- and economic (in)equality, ecological impact etc. This is a lecture series in which students will collectively analyze images and discuss key historical works. The assessment exists out of doing, applying and reporting of academic research to practice making trans-historic connections and to get familiar with relevant literature, libraries and collections. In the second year students complete the cultural trajectory of the first year, after which smaller steps through time are taken in order to focus on the changes that have determined our current view on textile and fashion.
Learning objectives	• Students are familiar with relevant literature, libraries and collections. • Students demonstrate that their ability to use different research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.). • Students can interpret different historical perspectives on design to develop a more diverse and inclusive frame of references. • Students develop an understanding and awareness of the context and impact of Textile and Fashion history on current and previous systems. • Students improve their interaction with historical, social, ecological and economical perspectives. • Students have a capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in research and visual expressions.
Teaching methods	• Lecture • Group and individual discussions • Collaborative learning • Blended learning

Assessment methods	Students hand in a group assignment and will be assessed on their personal contribution. The assessment is based on the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & 4
# of contact hours	26 hours in semester 3 and 32 in semester 4
# of self-study hours	10 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Fashion & Textile in Context
Course code	KA-TM-TFP3-21 & KA-TM-TFP4-21
Year/semester/block	Year 2 Textile & Fashion
Tutor(s)	Renee van der Hoek
Course description	Theoretical research contributes to the way students communicate (both visually and textually) the concept or explanation of their design project. Furthermore, research and writing skills play an important role in developing and deepening students' personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to reflect critically on their work to contextualise and position their work within the fields of textiles and fashion. The course enables students to reflect theoretically and critically on the concept and design of their own work, so that they can relate their work to important developments in contemporary culture and society. Students learn how to use a combination of research methods (e.g. theoretical and literature study, field research, conducting interviews, visiting exhibitions/lectures/symposia, etc.) to develop an answer to a research question. What textiles and fashion are or can be, and what role they play in society, will be discussed from various perspectives. Themes such as style, behaviour, identity, gender, performance and embodied experience are addressed. The student is challenged to understand the world, the field and their own position in both. To connect personal experiences with existing practices and overarching theories, an essay and a short presentation form the final assessments. Students are encouraged to enter dialogue with each other about developments within current society and how fashion and textiles relate to this. These conversations aim to explore a personal position and distinctive vision on fashion and textile design that can contribute to the development of personal design ethics. Ideas are generated through engagement and a well-constructed personal written and visualized research process. This course closely connects with Textile and Fashion Design to support developing a personal design vision.
Learning objectives	• Students demonstrate the ability to use a combination of research methods to develop an answer to their research question. • Students develop their frame of references using a wider range of sources and design and research methods (more diverse and inclusive). • Students develop an understanding and awareness of the context and impact of the fashion and textile system. • Students improve interaction with and relate to social, ecological and economical perspectives.

	• Students broaden their perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of research, design and communication. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in their research and visual expressions. • Students can interpret a history of design, research methods and references to reflect on and gain insight in the development of a new language. Defining and visualising a new perspective on Textile and Fashion.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Lecture • Blended learning
Assessment methods	The student hands in a paper that is assessed as part of the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the research process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Communicative ability • Contextual awareness • Capacity for collaboration • Capacity for critical reflection
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & 4
# of contact hours	26 hours in semester 3 & 32 hours in semester 4
# of self-study hours	Ca. 30 hours in semester 3 & 4 combined

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Sanne Jansen
Course description	The intention of the course is to guide students through the different phases of their education. Building on previous experiences, students will acquire new tools to increase the agency of their education. Students focus on becoming more aware of their personal preferences in dealing with design and are introduced to the many possibilities in the world of textile and fashion design. They start to think about what the world of design can/will/should look like in the (more or less near) future. Through assignments they will analyse and reflect on their personal strengths and weaknesses and the type of designer they want to become to contribute to the choices they make for their further development. This process correlates with the ongoing development of a portfolio, a process that is addressed both in this course as it is in Visual Communication, Textile Representation and Design Drawing. This course also offers the opportunity to discuss obstacles and share experiences that students encounter within their educational journey. It's a group effort!
Learning objectives	• Students use their acquired skills to contribute to individual and group discussions. • Students become aware of their personal strengths and weaknesses related to their creative processes and their personal development. • Students can take agency of their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in personal and creative processes and the student's role in it. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Capacity for growth and innovation • Communicative ability • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & semester 4
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Fashion Design Year 3

DESIGN	Course	Teacher
	Fashion Design	Natasja Martens & Gerrit Uittenbogaard
	Shape Development	Gerrit Uittenbogaard

SKILLS	Product Development (technical design, technical drawing, CLO3D)	Roy Verschuren
		Sonja Veldkamp

VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	Peter de Potter
	Design Drawing (Design Illustration / Technical Drawing)	Pieter 't Hoen & Sonja Veldkamp

APPLIED RESEARCH	Textile & Fashion in Context	Renee van der Hoek
	Personal Development	Lilian Driessen

KABK 2025-2026 | Textile & Fashion

Course title	Fashion Design
Course code	KA-TMF3-DESI5-24 + KA-TMF3-DESI6-24
Year/semester/block	Year 3 Fashion semester 5 & 6
Tutor(s)	Natasja Martens (sem 1) & Gerrit Uittenbogaard (sem 2)
Course description	Informed by anthropological/social/cultural research, the various assignments will focus on designing textile solutions that express the student's signature for a specific audience. The student will actively research their position related to the professional field through dealing with and reflecting on the different assignments. Introducing students to more realistic and applied perspectives of the professional field of fashion design will help them prepare for their internship and graduation in Year 4. Deliverables and deadlines are more in sync with professional time schedules and the approach of tutors becomes similar to senior consultants and colleagues that guide and coach the project and together form one big team. This course operates in close collaboration with the courses Design Drawing, Technical Design, Visual Communication and Textile & Fashion in Context to enable students to place their design in a broader, more coherent and professional perspective.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students use their personal frame of references including a wide range of sources and design methods. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and changing human behaviour. • Students can analyse and reflect on their work and use their findings to influence and direct the design process. • Students have developed a unique and personal expression through design and are able to position themselves in the professional field. • Students can function as a design team. Students can collaborate with tutors and direct them to guide the student's process pursuing equality on a professional level.
Teaching methods	• Learn by doing • Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Studio Based learning • Problem Based learning • Prototyping

Assessment methods	We will look at the student's overall growth in the ability to handle a design process and position themselves. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Organisational ability • Communicative ability • Contextual awareness
Study load (EC)	6 EC for the cluster DESIGN in semester 5 & 6
# of contact hours	52 hours in semester 5 & 64 hours in semester 6
# of self-study hours	Ca. 80 hours in semester 5 & 100 hours in semester 6

KABK 2025-2026 | Textile & Fashion

Course title	Shape Development
Course code	KA-TMF3-DESI5-24 + KA-TMF3-DESI6-24
Year/semester/block	Year 3 Fashion semester 5 & 6
Tutor(s)	Gerrit Uittenbogaard
Course description	Shape Development teaches how to design directly on the mannequin in 3D. By developing technical skills in draping, insight is gained into the relationship between proportion, shape, the human body and the treatment and handling of fabrics. This is also done by researching the history of fashion design and understanding the handling of shape and proportion in various historical periods. During a 2-week fulltime workshop students will learn how to execute any example of design with a clear sense of proportion and treatment of fabric. Next to implementing technical possibilities students will also be able to put their design in a new context and perspective to develop their own personal design statement, embodying their fashion design and material research.
Learning objectives	• Students explore and develop design skills in material, concept and technique. • Students have basic knowledge of design and can direct a design process. • Students can analyse and reflect on their work and work process to inform the design process. • Students continue to develop a unique and personal expression through design. • Students explore and develop new ways of dealing with skills, material and resources. • Students expand their frame of references using a wider range of sources and shape design methods (more body conscious, diverse and inclusive) to align with their personal design vision. • Students can use skills and material knowledge to activate, materialize and visualize ideas. • Students strive to function as a design team. Students can collaborate with teachers and manage their own process in pursuit of equality on a professional level.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning • Workshops • Prototyping
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making.

	We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Organisational ability • Capacity for collaboration
Study load (EC)	6 EC for the cluster DESIGN in semester 6
# of contact hours	64 hours in total in semester 5 & 6
# of self-study hours	0

KABK 2025-2026 | Textile & Fashion

Course title	Product Development
Course code	KA-TMF3-SKIL5-24 + KA-TMF3-SKIL6-24
Year/semester/block	Year 3 Fashion semester 5 & 6
Tutor(s)	Roy Verschuren & Sonja Veldkamp
Course description	Product development is about acquiring technical skills that allow students to translate a creative idea into a product. Researching shape, materials, techniques and finishings in executing ideas are key. Technical drawing teaches the student to explore and communicate the essential technical information of a garment such as volume, proportion, construction, design details, stitching, pockets, closures, lining etc. This shows how a garment is made and gives all the main necessary information for (re)production of a design. Another part of the program is learning CLO3D for Digital Patterning and prototyping. The course focuses on acquiring and implementing digital technical skills related to fashion design in general. The course also touches upon a wide range of presentation and visual communication opportunities of the programme. Most time will be spent on translating and developing design ideas into a physical outcome. Class will be a combination of pattern development (connected to Clo3D), shape research and technical execution of the product, while intensively discussing the work in progress. The final work should show understanding of dealing with shape, volume and execution. This course operates in close collaboration with the courses Fashion Design and Design Drawing to enable students to connect the dots and put their designs in a bigger perspective.
Learning objectives	• Students can actively acquire knowledge, instruction and tools to develop necessary skills to develop their designs, conduct material experiments and complete the technical execution of a selected work. • Students experiment and develop new and sustainable ways of dealing with material, skills, techniques and resources and implement this newly acquired knowledge to feed and improve the design process. • Students can connect a design approach to the positioning of their project. • Students can critically reflect and direct their own process, oversee the decision making and actively acquire the necessary knowledge from their teachers. Together they collaborate as if part of a professional design team in pursuit of equality. • Students can relate their personal frame of references, using a wide range of sources and skills, (body conscious, diverse and inclusive) to their positioning as a designer. • Students can present and communicate their final ideas in a cohesive and comprehensive way.

Teaching methods	• Learn by doing • Group and individual discussions • Studio Based learning • Problem Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution of a design process. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Organisational ability • Capacity for collaboration
Study load (EC)	8 EC for the cluster SKILLS in semester 5 & 6
# of contact hours	130 hours in semester 5 & 170 hours in semester 6
# of self-study hours	Ca. 50 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD5-21 & KA-TM-MD6-21
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Casper Warmoeskerken
Course description	Students deepen their working method and way of drawing that has been developed in previous years. Model drawing in 'the spirit of their design project'; drawing in different capacities, with emphasis on further development and deepening of their own creative point of view. The focus will be on creating a link with the formal and substantive principles of their own design project. What does the student want to communicate with the drawings; how do they visualize their ideas and fascinations, and how does that translate into form, material, texture, colour and atmosphere. It is a creative quest, closely linked to their design process. The drawing experiments require constructive reflection, to bring the work to a fruitful process, a process to get the drawings to a more personal, unique and higher artistic level.
Learning objectives	• Students have control of their hand-eye coordination and have acquired technical skills, attitude, and discipline to develop a personal and unique drawing style. • Students can realize a visible connection between their personal and unique drawing style and what they want to communicate with the drawing. • Students can connect to and communicate with their drawings in relation to their design project. • Students can reflect on their drawings to improve and direct the process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10

Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	6 EC for the cluster VISUAL COMMUNICATION in sem 5 & 6
# of contact hours	52 hours in semester 5 & 64 hours in semester 6
# of self-study hours	0 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF3-VISC5-24 + KA-TMF3-VISC6-24
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Peter de Potter
Course description	The course challenges students to further expand their frame of reference. This is done by getting acquainted with a wider range of visual sources (more diverse and inclusive) and actively developing their own visual language with a focus on pursuing curious, open-minded and non-judgmental ways of communicating. The course focuses on developing a visually coherent language to implement in a design process, relating both to research and communicating a final design. Students are introduced to various methods of visual research. This way students learn to define a distinctive visual identity, communicate with an audience in an original and authentic way and position themselves critically in the professional field of textile and fashion design. The course concerns visual grammar, portfolio and collection book development, video and photography. This course closely collaborates with courses such as Fashion & Textile in Context and Fashion & Textile Design, to enable the student to place their designs in a larger and relevant context.
Learning objectives	Students: • Can use their research to inspire, activate, visualise and communicate an idea. • Can use visual means to communicate a design idea in a compelling way. • Understand how to communicate the relationship between body, space, material, colour and texture in an inquisitive and visual way. • Can decide on the way and form of communication to connect to a designated audience and to position themselves. • Have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Have knowledge of other cultures and appreciate different cultures in their visual expressions. • Are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique

	• Group instruction • Collaborative learning • Workshops • Blended learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for collaboration • Communicative ability
Study load (EC)	7 EC as part of the cluster VISUAL COMMUNICATION in sem 5 & 6
# of contact hours	52 hours in semester 5 & 64 hours in semester 6
# of self-study hours	Ca. 30 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Design Drawing
Course code	KA-TMF3-VISC5-24 + KA-TMF3-VISC6-24
Year/semester/block	Year 3 Fashion semester 5 & 6
Tutor(s)	Pieter 't Hoen & Sonja Veldkamp
Course description	This course focuses on developing skills to enable a student to express an idea or design thought on paper to express the intention of their design or provide its technical information. Students will develop knowledge and skills to communicate an idea in a communicative, personal and contemporary way. The course will consist of two directions. Design Illustration, focusing on expressing an idea and atmosphere and technical drawing to communicate more precise and technical information. Design illustration focusses on improving skills to give the best personal representation of a design idea by working with different techniques. Based on the acquired knowledge in previous years, in year 3 there will be more focus on connecting a personal handwriting to express a personal vision and opinion on fashion in 2D. Experimental ways of dealing with shape, proportion, fabric expression, atmosphere and colour are being explored to communicate a personal design idea in 2D. In technical drawing students continue to focus on acquiring knowledge to develop and communicate the technical aspects of their ideas in a personal way but also become more aware of the industrial context of this course preparing for the upcoming internship in year 4. Everything is in service of developing skills to communicate personal and original illustrations of design as well as technical information that can function in a professional context. This course is closely connected with Fashion Design and Visual Communication, all relating to the Fashion design assignment.
Learning objectives	• Students can use skills and material knowledge to activate, materialize and visualize ideas and develop a personal and informative drawing style. • Students can express their design ideas analogue and digitally in both an artistic and a professional context. • Students understand how to communicate the relationship between body, space, material, colour and texture in a personal and professional way. • Students can decide on their choice of drawing to increase the quality of communication. • Students use their research to inform the visualisation and communication of an idea in service of the design process. • Students connect and communicate with their drawings in relation to their design project.

Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Field Trips (museum visits for life drawing classes) • Workshops • Blended learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection • Contextual awareness
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in semester 5 & 6
# of contact hours	26 hours in semester 5 & 32 in semester 6
# of self-study hours	Ca. 10 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion in Context
Course code	KA-TM-TFP5-21 & KA-TM-TFP6-21
Year/semester/block	Year 3 Textile & Fashion
Tutor(s)	Renee van der Hoek
Course description	Theoretical research contributes to the way students communicate (both visually and textually) the concept or explanation of their design project. Furthermore, research and writing skills play an important role in developing and deepening students' personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to reflect critically on their work to contextualise and position their work within the fields of textiles and fashion. The course enables students to reflect theoretically and critically on the concept, design and positioning of their work, so that they can relate their work to important developments in contemporary culture and society. Students learn how to use a combination of research methods (e.g. theoretical and literature study, field research, conducting interviews, visiting exhibitions/lectures/symposia, etc.) to develop an answer to their personal research question. What textiles and fashion are or can be, and what role they play in society, will be discussed from various perspectives. Themes like style, behaviour, identity, gender, performance and embodied experience are addressed. Student are challenged to understand the world, the field and their own position in both. To connect personal experiences with existing practices and overarching theories, an essay and a presentation form the final assessments. Students are encouraged to enter dialogue with each other about developments within current society and how fashion and textiles relate to this. These conversations aim to explore a personal position and distinctive vision on fashion and textile design that can contribute to the development of personal design ethics. Ideas are generated through engagement and a well-constructed personal written and visualized research process. Ideas are generated by engagement and a well-constructed personal written and visualized processes of research. This course closely connects with Textile and Fashion Design to support developing a personal design vision Textile and Fashion Design and improve the professional positioning of the students.
Learning objectives	• Students connect their frame of references, using a wider range of sources and design and research methods (more diverse and inclusive), to support their professional positioning. • Students have an understanding and awareness of the context and impact of the fashion and textile system. • Students broaden their perspectives about cultural sustainability and ethical use of image and heritage (cultural

	appropriation) and its conscious application in the process of research, design and communication. • Students do understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in their research and visual expressions. • Students can interpret a history of design, research methods and references to reflect on and gain insight in the development of a new language. Defining and visualising a new perspective on Textile and Fashion. • Students demonstrate that they can use a combination of research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.) in order to develop a personal answer to their research question.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Lecture • Blended learning
Assessment methods	The student hands in a paper that is assessed as part of the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the research process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Communicative ability • Contextual awareness • Capacity for collaboration • Capacity for critical reflection
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 5 & 6
# of contact hours	26 hours in semester 5 & 32 hours in semester 6
# of self-study hours	30 hours in semester 5 & 6 combined

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Lilian Driessen
Course description	The aim of the course is to guide students through the different phases of education. In year three, the focus is on positioning themselves, learning to relate to the professional field and preparing for an internship in year four. Students focus on becoming aware of their position as a designer and defining their personal vision on textile and/or fashion design. Through assignments, they develop a clear understanding of what kind of designer they want to be or become. Students learn to express themselves by, for example, writing a personal statement and writing a motivation that helps them find an internship that fits their intentions and learning goals. Part of this process is also completing the portfolio to visually represent themselves in a way that fits their self-defined position. This course is also the place to discuss your difficulties and share the experiences you undertake on this journey. It is a group event.
Learning objectives	• Students use their acquired skills to contribute to individual and group discussions. • Students know their personal strengths and weaknesses related to their envisioned position as a designer. • Students apply for an internship by providing a personal statement, motivation and portfolio. • Students can take agency of their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning • Guest Lecturers
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in the student's position as a designer and understanding of development processes. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 5 & semester 6
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Fashion Design Year 4

DESIGN	Course	Teacher
	Graduation Project	Lilian Driessen, Roy Verschuren, Pieter 't Hoen & Peter de Potter

APPLIED RESEARCH	Thesis	Renee van der Hoek & to be decided
	Internship	Lilian Driessen

KABK 2025-2026 | Textile & Fashion

Course title	Graduation Project Fashion
Course code	KA-TM-GRAPRO8-21
Year/semester/block	Year 4 Fashion semester 7 & 8
Tutor(s)	Lilian Driessen, Peter de Potter, Roy Verschuren, Pieter 't Hoen
Course description	The field of Fashion design is broad; fashion is everywhere in our daily life. Students should be aware of the possibilities and opportunities in their final year and focus on developing a personal statement, based on intensive research and skills. In previous years they have been able to position themselves in a specific part of the field of Fashion design and during their graduation year they will focus on translating their personal statement and position into a Fashion project. Students will develop a collection in which they show knowledge about shape, materials, techniques, communication and innovations and can connect these skills and knowledge to relevant societal, economical and/or ecological developments. They can research and stretch the boundaries of Fashion design to find new solutions and develop innovative and sustainable ways of creating impact in the field of Fashion Design. The graduation project will be guided by several tutors all contributing to the process from their specific skills and knowledge. The work will be presented during the graduation show and Exposed / the Fashion Show.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students use and connect skills and theoretical knowledge to activate, materialise and visualise their ideas. • Students use their personal frame of references including a wide range of sources (more diverse and inclusive) and design methods to connect to their design project. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and impact human behaviour. • Students reflect on their work to influence and direct the design process. • Students have developed a unique and personal expression through design and are able to position themselves in the professional field. • Students function as leaders of a design team. They lead the design process and acquire the needed guidance from their teachers.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Prototyping

Assessment methods	The progress of the graduation project will be assessed during the Green Light assessment in April and the final projects during the final examination at the end of semester 8. During both assessments the student will present their work to a team of teachers and external examiners.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	If the final assessment is not sufficient there will be a re-sit at the end of August. The student gets the opportunity to finish the graduation project over Summer without guidance and present it to the team of teachers afterwards. The external examiner will not be part of the assessment.
Attendance requirements	80%
Main competencies	• Creative Abilities • Capacity for critical reflection • Capacity for Growth and Innovation • Organisational Ability • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	34 EC in total (8 EC in semester 7 & 26 EC in semester 8)
# of contact hours	320 hours
# of self-study hours	Ca. 600 hours

KABK 2025-2026 | Textile & Fashion

Course title	Thesis
Course code	KA-TM-THESIS7-21 & KA-TM-THESIS8-21
Year/semester/block	Year 4 Textile & Fashion semester 7 & 8
Tutor(s)	Renee van der Hoek & to be decided
Course description	In year 4, all Textile & Fashion students must write their thesis, the theoretical part of their graduation project and final exam. While designing their final collection, students simultaneously work on their thesis. It is important that students choose a topic for their thesis that is closely related to the theme/subject they are researching for their design projects. In this way, the thesis research helps to substantiate, better understand and further develop the subject, concept or theme of the graduation project. The thesis will also contribute to the way in which students can communicate (both visually and textually) the concept or explanation of their graduation project. Furthermore, conducting research and writing the thesis will play an important role in developing and deepening the personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to critically reflect on their graduation project, to contextualise their work and to position it within the fields of textile and fashion design.
Learning objectives	• The thesis will show that students are able to theoretically and critically reflect on the concept and design of their own work, and that they are able to relate their work to important developments in contemporary culture and society. • Students can formulate specified research question and use different methods to find their personal answer to this research question(s). • Students should demonstrate that they can use a combination of research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.) to develop the answer to their research question. • Students should write a well-researched and well-structured thesis, which also offers deeper insight into their own views on fashion and/or textile design. • Students should demonstrate their ability to use photos and illustrations that visually support their central argument
Teaching methods	• Group lecture to introduce the thesis (in year 3) • Kick off week to start the research in year 4 • Individual meetings to discuss the progress of the research and writing process.

Assessment methods	All theses will be graded by both teachers (i.e., both the direct supervisor and the independent teacher). The grades are decided upon during the final exam. The final grade is primarily based on the final thesis, but the research process, the relation to the final design project, and the presentations of students during collective assessments will also be taken into account. Important criteria for the assessment: • Critical research (using multiple methods) should be the basis of the thesis • Relevance of the thesis for the students' design project and concept • Originality in subject and personal approach • The use of a variety of (theoretical) sources • Relevance of the subject in the field of textile and fashion, and in relation to important developments in contemporary culture and society • The extent to which students demonstrate their ability to use theories to critically reflect and contextualise their work • A visual style and graphic design that supports the content • The thesis should be a minimum of 12 pages text (A4) • Correct use of language and style • Correct referencing system and bibliography
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	In case of an insufficient result, students will have to rewrite /adjust their thesis based on the feedback of the teachers. Handing in the new/adjusted version should happen before the 1st of September (beginning of the new academic year) to graduate without extending their education.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Communicative ability • External awareness
Study load (EC)	8 EC in total (4 EC in semester 7 & 4 EC in semester 8)
# of contact hours	24 hours as a group in semester 7 & 5 hours per individual student in semester 8
# of self-study hours	Ca. 200 hours in total

KABK 2025-2026 | Textile & Fashion

Course title	Internship
Course code	KA-TMF4-APRE7-24
Year/semester/block	Year 4 Textile & Fashion
Tutor(s)	Lilian Driessen
Course description	By means of self-analysis and the formulation of a personal vision, students analyse how the personal study path has developed so far. What experiences and skills have been developed during the study and what do they currently need to shape their own learning path? The internship serves several purposes. On the one hand, it is a way to get in touch with the professional field, gain work experience and insight into the professional work environment. On the other hand, it is an excellent opportunity to get inspired, to discover how to position yourself as a designer and how to further develop a design language and skills by working together. Finally, an internship actively contributes to broadening a personal frame of reference and developing your identity as a designer. An internship is primarily an exchange/distribution of experience and knowledge, a search in the current field of work, a collaboration and social interaction that can reveal unknown insights and that can help students to explore their own, future creative path.
Learning objectives	• Students take responsibility/agency of their own process and development. • Students can define and organise their own learning goals and ambition. • Students can use the insight gained from their own development to build sustainable professional relationships. • Students use their knowledge, skills, attitude, behaviour and values to interact with and relate to social, ecological and economical perspectives. • Students can take responsibility to create a working environment we all want to be part of. • Students can function in a professional creative environment. • Students expand their frame of references by experiencing the work field from a professional perspective.
Teaching methods	• Studio Based learning • Learn by doing
Assessment methods	The internship is evaluated by the supervisor of the internship provider. This feedback is communicated in writing in the internship form. Students reflect on their experiences in an internship report including a self-evaluation. To complete the internship assessment, students present their internship experiences during a group presentation attended by third year students to prepare for their internships.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	If a student fails, we will look into the situation and compose an assignment that focusses on developing the skills that require attention. The assignment can vary from making an additional assignment related to the internship to redoing the whole internship.
Attendance requirements	80%
Main competencies	• Organisational ability • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	18 EC as part of the cluster APPLIED RESEARCH in semester 7
# of contact hours	0
# of self-study hours	Ca. 500 hours

		TEXTILE							
		1		2		3		4	
CLUSTER	SEMESTER	1	2	3	4	5	6	7	8
DESIGN	Textile Design								
	Graduation Project								
		8	8	7	7	7	7	8	26
SKILLS	Weaving & TC2								
	Knitting								
	Print & Pattern								
	Embroidery								
	Bio Textile								
		8	8	7	7	6	6	0	0
VISUAL COMMUNICATION	Model Drawing								
	Visual Communication								
	Textile Representation								
		7	7	6	6	7	7	0	0
APPLIED RESEARCH	Textile & Fashion Theory								
	Textile & Fashion in Context								
	Personal Development								
	Excursion / Connect Week / Exposed								
	Thesis								
	Internship								
	Collective assessment	4	4	4	4	4	4	22	4
ACADEMY WIDE EDUCATION	Common Ground								
	Common Ground LABS								
		3	3	6	6	0	0	0	0
INDIVIDUAL STUDY TRAJECTORY	IST								
		0	0	0	0	6	6	0	0
TOTAL CLUSTERS		30	30	30	30	30	30	30	30

Textile Design Year 1

	Course	Teacher
DESIGN	Textile Design	Aliki van der Kruijs

SKILLS	Weaving	Joost Post
	Knitting	Magalie Delbeke
	Print & Pattern	Annika Syrjamaki

VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	To be decided
	Textile Representation	Aliki van der Kruijs

APPLIED RESEARCH	Textile & Fashion Theory	Shanna Soh
	Personal Development	Sanne Jansen

KABK 2025-2026 | Textile & Fashion

Course title	Textile Design
Course code	KA-TMT1-DESI1-24 + KA-TMT1-DESI2-24
Year/semester/block	Year 1 Textile semester 1 & 2
Tutor(s)	Aliki van der Kruijs
Course description	The first year is all about exploration, discovery and experimentation. Students explore the fundamentals of textile design by completing different design projects throughout the year. Each project presents new design challenges that students solve through research and experimentation, requiring curiosity and letting go of preconceived ideas. The assignments are designed to explore different directions of textile design; (material design, surface design, product design etc.) and are related to different design areas such as fashion and interior design. Each assignment covers a different design method; material based, conceptual research, learning by replicating etc. to experience, learn from and discover which method might work best for them. Processing information in the visual diary is essential to follow the development of the design process. The visual diary, research, preliminary studies, samples and designs will be the subject of group and individual discussions in class. This course works closely with the skills courses, allowing their skills to be put into a larger perspective, and is taught by different tutors who are related to the different assignments. By the end of the year, students will have made a visible start in developing a unique and personal expression through textiles.
Learning objectives	• Students explore and develop design skills in material, concept and technique. • Students have basic knowledge of design and can follow a design process. • Students can analyse and reflect on their work and work process. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students develop their frame of references using a wider range of sources and design methods. • Students make a visible start in the development of a unique and personal expression through design.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Problem Based learning • Prototyping • Learn by doing • Field trips

Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Organisational ability • Communicative ability • Capacity for collaboration
Study load (EC)	8 EC for the cluster DESIGN in semester 1 & 2
# of contact hours	52 hours in semester 1 & 76 hours in semester 2
# of self-study hours	Ca. 130 hours in semester 1 & 150 hours in semester 2

KABK 2025-2026 | Textile & Fashion

Course title	Weaving
Course code	KA-TM-T-WTT1-21 & KA-TM-T-WTT2-21
Year/semester/block	Year 1 Textile semester 1 & 2
Tutor(s)	Joost Post
Course description	During the first semester students will learn the basics of weaving in theory and practice with a focus on the technical aspect. Next to weaving on a loom, students are motivated to explore and try out other ways of weaving without using standard tools or materials. The second semester focusses on the origin of textiles. Students are forced to take a step back and learn about and reflect on the materials they work with and might take for granted. These lessons consist of theory classes about raw materials and their processing steps, the ins and outs of the textile industry and its environmental impact. There will be a series of practicum lessons about yarn making in which students are researching existing yarns and develop new yarns themselves. They are motivated to implement these newly developed skills in their designs.
Learning objectives	• Students learn how to prepare and work on a loom. • Students explore and develop new skills in material and technique. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Students learn to reflect on their work and work process and how to implement this acquired knowledge. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Collaborative learning • Lecture • Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment.

	We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation
Study load (EC)	8 EC for the cluster SKILLS in semester 1 & 2
# of contact hours	52 hours in semester 1 & 64 hours in semester 2
# of self-study hours	Ca. 15 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Knitting
Course code	KA-TM-T-KNIT1-21 & KA-TM-T-KNIT2-21
Year/semester/block	Year 1 Textile
Tutor(s)	Magalie Delbeke
Course description	Students are introduced to the possibilities of working with a hand knitting machine, hand knitting and crochet. This includes learning about the specific characteristics of the numerous thread types and how to handle them in relation to the different techniques. After learning the basic skills of working with the hand knitting machine, they are challenged to find new structures and shapes by experimenting with the needles and yarns with the aim of gaining insight into developing a knitted fabric and a shaped garment, using only 1 thread. The process of sampling and experimenting is followed by translating their research into the making of a garment, including developing knowledge to technically translate a design into stitches and rows.
Learning objectives	• Students explore and develop new design skills in material and technique. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Students can carry out the technical completion of a selected work. • Students learn to reflect on their work and work process and how to implement this acquired knowledge. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Learn by doing • Group instruction • Collaborative learning • Studio Based learning • Prototyping • Field Trip
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of technical skills. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All

	courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Organizational ability
Study load (EC)	8 EC for the cluster SKILLS in semester 1 & 2
# of contact hours	52 hours in semester 1 & 64 in semester 2
# of self-study hours	10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Print & Pattern
Course code	KA-TM1-PD1-22 & KA-TMT1-PD2-22
Year/semester/block	Year 1 Textile semester 1 & 2
Tutor(s)	Annika Syrjamaki
Course description	Students will learn how to develop and execute surface-designs through research and experiment. They will experiment with repeat patterns through a variety of analog techniques and will be able to create balanced and functioning pattern designs in different repeat styles. Students will gain technical skills and knowledge in screen printing, both experimental mono printing as well as seamless patterns, and learn how to prepare their designs for screen-printing. This combined will give them an understanding of print design and how to implement it in their design projects. Students will be aware of different motives and styles in print design which are commonly used in both Fashion and Textile design. The skills learned during this course can be implemented and connected to the Textile design class.
Learning objectives	• Students explore and develop new design skills in material and technique. • Students learn how to prepare and execute repeat patterns and work with silkscreen printing. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Students can carry out the technical completion of a selected work. • Students learn to reflect on their work and work process and how to implement this acquired knowledge. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Group instruction • Learn by doing • Peer Review / Critique • Collaborative learning • Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of technical skills. It's not so much about the outcome, as it is about the quality of the process and

	decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Organisational ability • Capacity for collaboration
Study load (EC)	8 EC for the cluster SKILLS in semester 1 & 2
# of contact hours	52 hours in semester 1 & 64 hours in semester 2
# of self-study hours	Ca. 10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD1-21 & KA-TM-MD2-21
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Casper Warmoeskerken
Course description	By drawing from observation, students develop their ability to observe. By looking and acting, a basic understanding of form and sense of form is created. The lessons initially work with still life to develop a basic understanding of form and proportion, followed by drawing from a live model, as the handling and relationship to the body is essential within the department. In year 1, students focus on handling form and proportion, exploring different drawing techniques, developing various technical skills, their eye-hand coordination and an open and investigative study attitude. Students search for their own form of expression throughout the year. Critical reflection is essential to continue developing the work. The goal is to develop a personal and unique drawing style.
Learning objectives	• Students have control of their hand-eye coordination and have acquired technical skills, attitude, and discipline to start developing a personal and unique drawing style. • Students can deal with shape and proportion. • Students are aware of what their drawings communicate. • Students can reflect on their drawings to take the next step in their process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills.

	Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in sem 1 & 2
# of contact hours	52 hours in semester 1 & 64 hours in semester 2
# of self-study hours	0 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF1-VISC1-24 + KA-TMF1-VISC2-24
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	To be decided
Course description	The course revolves around visual grammar, students learn to visualize and shape the principles of their design process within an analytical structure. They literally learn to convert verbal language into a visual language to communicate optimally in images. Students are encouraged to research visual culture in relationship to a new contemporary context. Developing a new frame of references initiating and proposing a wider range of image resources (more divers and inclusive, normative, etc...) Pursuing inquisitive, open-minded and non-judgemental ways of communication. Enabling them to develop a new sustainable visual culture. Students learn how to develop and communicate an authentic conceptual approach, by using images and words, in coherence with the themes decided upon by the design assignments. This course operates in close collaboration with the Fashion & Textile Design courses to support the content and the translation of the design research.
Learning objectives	• Students can use their research to inspire, activate, visualise and communicate an idea related to their design process. • Students can use visual means to communicate a design idea in a compelling way. • Students research how the relationship between body, space, material, colour and texture can manifest itself in an inquisitive way. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Students have knowledge of other cultures and appreciate different cultures in their visual expressions. • Students are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Students are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is

	about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection • Contextual awareness
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in semester 1 & 2
# of contact hours	40 hours in semester 1 & 40 hours in semester 2
# of self-study hours	Ca. 20 in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion Theory
Course code	
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Shanna Soh
Course description	Students are offered the worldwide history of Textile and Fashion. Here, the diversity of Textile and Fashion takes a central position. The many designs, materials, techniques, motifs and colors used in different continents and moments in time will pass in revue. History is used as a tool to touch upon and explore the complexities of the current Textile and Fashion system concerning themes like diversity and inclusion, social- and economic (in)equality, ecological impact etc. The course provides an understanding of the past as a framework for future references within Textile and Fashion. This is a lecture series in which students will collectively analyze images and discuss historical keyworks. The assessment exists out of doing, applying and reporting of academic research to practice with making trans-historic connections, and to get familiar with relevant literature, libraries and collections.
Learning objectives	• Students are familiar with relevant literature, libraries and collections. • Students demonstrate that they are able to use different research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.). • Students can interpret different historical perspectives on design to develop a more diverse and inclusive frame of references. • Students develop an understanding and awareness of the context and impact of Textile and Fashion history on current and previous systems. • Students improve interaction with historical, social, ecological and economical perspectives. • Students have a capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in research and visual expressions.
Teaching methods	• Lecture • Group and individual discussions • Collaborative learning • Blended learning
Assessment methods	

	Students hand in a group assignment and will be assessed on their personal contribution. The assessment is based on the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 1 & 2
# of contact hours	26 hours in semester 1 and 32 hours in semester 2
# of self-study hours	10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 1 Textile & Fashion semester 1 & 2
Tutor(s)	Sanne Jansen
Course description	The aim of the course is to guide students through the different phases of their education. In the first year, students focus on getting to know the educational system they are part of and how they can relate to it. They become aware of the overarching processes within the school, their personal processes and how they can deal with these new circumstances. Through short assignments, students focus on 'learning to learn' and gaining insight and taking responsibility for their personal development. The feedback diary will be introduced as a tool to track development during their educational path. This course also offers the opportunity to discuss obstacles and share experiences that students encounter within their educational journey. It's a group effort!
Learning objectives	• Students explore and develop skills to receive, provide and make good use of feedback. • Students acquire knowledge of creative processes. • Students become aware of their personal development and acquire skills to develop agency over their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in personal and creative processes and the student's role in it. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to

	develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Capacity for growth and innovation • Communicative ability • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 1 & semester 2
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Textile Design Year 2

DESIGN	Course	Teacher
	Textile Design	Desiree Hammen

SKILLS	Weaving & TC2	Joost Post & Jos Klarenbeek
	Knitting	Magalie Delbeke
	Print & Pattern	Annika Syrjamaki
	Embroidery	Desiree Hammen
	Bio Textile	Desiree Hammen

VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	to be decided
	Textile Representation	Aliki van der Kruijs

APPLIED RESEARCH	Textile & Fashion Theory	Shanna Soh
	Textile & Fashion in Context	Renee van der Hoek
	Personal Development	Sanne Jansen

KABK 2025-2026 | Textile & Fashion

Course title	Textile Design
Course code	KA-TM-T-TEXD3-21 & KA-TM-T-TEXD3-21
Year/semester/block	Year 2 Textile semester 3 & 4
Tutor(s)	Desiree Hammen
Course description	In second year, more emphasis will be placed on the way students translate their ideas. They will learn to be more critical and aware of how, what and why they want to communicate their ideas. Students will increase their knowledge and insight into the broad scope of textile design through assignments designed to explore and experience the different directions and contexts of textile design. Students will be challenged to become more aware of their own ideas and preferences and to explore their personal vision on textile design. The course will focus on developing material, context and how sources are translated into a contemporary textile statement, being aware of and asking questions about contemporary sustainability issues related to textile production, how to deal with waste, new ways of consuming, etc. Through developing materials, samples and making sketches and using a visual diary that includes visual explorations of ideas, material experiments, recording of processes, thoughts and interpretations, students will be able to let go of preconceived ideas and solutions in favor of more adventurous, innovative and experimental discoveries. With a specific focus on material development. This course works closely with other courses like Knitting, Printing, Weaving, Visual Communication and Textile & Fashion in Context to enable students to place their design in a broader, more coherent perspective.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students develop a new frame of references using a wider range of sources and design methods. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and changing human behaviour. • Students can analyse and reflect on their work and use their findings to influence and direct their design process. • Students strive to function as a design team. Students can collaborate with teachers and direct their own process in pursuit of equality on a professional level. • Students have made a visible start in the development of a unique and personal expression through design.
Teaching methods	• Group and individual discussions

	• Peer Review / Critique • Problem Based learning • Prototyping • Learn by doing
Assessment methods	We will look at the student's overall growth in the ability to handle a design process. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Organisational ability • Communicative ability • Contextual Awareness
Study load (EC)	7 EC for the cluster DESIGN in semester 3 & 4
# of contact hours	52 hours in semester 3 & 76 hours in semester 4
# of self-study hours	Ca. 110 hours in semester 3 & 140 hours in semester 4

KABK 2025-2026 | Textile & Fashion

Course title	Weaving & TC2
Course code	KA-TM-T-WTT3
Year/semester/block	Year 2 semester 3 & 4
Tutor(s)	Joost Post & Jos Klarenbeek
Course description	In the third semester students design and develop a woven sample collection matching their main design topic of the semester. Students choose their own weaving technique(s) and materials to research and work with and are challenged to be inventive and innovative in material, technique and production methods. They are made aware of circular ways of looking at their process and the outcome of their project. By implementing limitations, students are activated to question their use of material, dealing with waste, recycle etc. The third semester leads up to developing weaving skills on the TC2 (semi-industrial loom) in semester 4. Working on the TC2 requires new skills and knowledge. It also serves as the step between working on a hand loom and executing their design ideas at the industrial looms at the Textile Museum during the second part of the fourth semester. The TC2 provides necessary knowledge and space for experiment.
Learning objectives	• Students explore and develop new skills in material and technique. • Students explore and develop new and sustainable ways of dealing with skills, material and resources through material and technical experiments to connect to a personal design vision. • Students reflect on their work to inform and direct the progress of their process. • Students can use their skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way and communicate with external parties. • Students can show visual coherence between the technical skills and their presentation. • Students carry out the technical completion of a selected work.
Teaching methods	• Learn by doing • Group instruction • Studio Based learning • Problem Based learning • Prototyping • Workshop
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation

	of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth and innovation • Communicative ability
Study load (EC)	7 EC for the cluster SKILLS in semester 3 & semester 4
# of contact hours	100 hours in semester 3 (weaving) & 40 hours in semester 4 (TC2)
# of self-study hours	Ca. 15 hours in semester 4

KABK 2025-2026 | Textile & Fashion

Course title	Knitting
Course code	KA-TM-T-KNIT3-21 & KA-TM-T-KNIT4-21
Year/semester/block	Year 2 Textile semester 4
Tutor(s)	Magalie Delbeke
Course description	In second year, students are challenged to go more in depth into the possibilities of machine knitting, hand knitting and crochet, including the specific characteristics of the numerous thread species, the type of material and how to handle them in relation to the different techniques. This process of dealing with and the development of material starts by looking at the process from a circular point of view. Students can build upon their basic knowledge and skills taught in first year. The focus lies on experiment and innovation to find new structures and shapes while dealing with different yarns. They are challenged to address their work with a sustainable/circular approach. Students increase their knowledge and skills of creating a fabric or shape by means of using only one thread.
Learning objectives	• Students explore and develop new design skills in material and technique. • Students explore and develop new ways of dealing with skills, material and resources through material and technical experiments to connect to a personal design vision. • Students carry out the technical completion of a selected work. • Students reflect on their work to inform and direct the progress of their process. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Learn by doing • Group instruction • Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All

	courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Contextual awareness
Study load (EC)	7 EC for the cluster SKILLS in semester 4
# of contact hours	64 hours
# of self-study hours	Ca. 15 hours

KABK 2025-2026 | Textile & Fashion

Course title	Print & Pattern
Course code	KA-TM1-PD3-22 & KA-TMT1-PD4-22
Year/semester/block	Year 2 Textile semester 3 & 4
Tutor(s)	Annika Syrjamaki
Course description	Students will build on their basic skills from first year to further develop their screen-printing skills using different materials and inks to create more advanced textures. They will develop a deeper understanding of surface design, learn to make better use of color, texture and design to make patterns and prints that correlate together. Throughout the course there will be an extra focus on creating awareness of the ecological impact of the use of materials and finding alternative ways. During the print design lessons students will learn how to use CAD programs to prepare, create and apply digital artwork, as well as creating mockups, and communicating materials. Students will develop a deeper understanding of print design, learn how to communicate and put their work in the right context. These skills will be implemented in and connected to the Textile design projects.
Learning objectives	• Students explore and develop new design skills in material and technique both analogue and digital. • Students explore and develop new and sustainable ways of dealing with skills, material and resources through material and technical experiments to connect to a personal design vision. • Students carry out the technical completion of a selected work. • Students reflect on their work to inform and direct the progress of their process. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Group instruction • Learn by doing • Peer Review / Critique • Collaborative learning • Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their

	designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Communicative ability
Study load (EC)	7 EC for the cluster SKILLS in semester 3 & 4
# of contact hours	32 hours in semester 1 & 32 hours in semester 2
# of self-study hours	10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Embroidery
Course code	KA-TM-T-ED3-21
Year/semester/block	Year 2 Textile semester 3 & 4
Tutor(s)	Desiree Hammen
Course description	This course teaches specific crafts concerning Couture embroidery and is taught during 2 separate weeks dedicated solely to this craft. During the first week students will first explore the traditional techniques of Couture embroidery. In the second week students will be challenged to also transform the materials and applications of these traditional techniques into new and more experimental ones. They are challenged to stretch the boundaries of both materials and techniques to find new ways of dealing with this traditional technique.
Learning objectives	• Students explore and develop new skills in material and technique. • Students explore and develop new ways of dealing with traditional skills, material and resources. • Students carry out the technical completion of a selected work. • Students can reflect on their work and work process; relate newly gained theoretical knowledge to their own work. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas.
Teaching methods	• Learn by doing • Group instruction • Collaborative learning • Studio Based learning
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction ☐1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.

Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation
Study load (EC)	7 EC for the cluster SKILLS in semester 3
# of contact hours	64 hours
# of self-study hours	0 hours

KABK 2025-2026 | Textile & Fashion

Course title	Bio Textile
Course code	KA-TMT2-SKIL4-24
Year/semester/block	Year 2 Textile semester 4
Tutor(s)	Desiree Hammen
Course description	This course is all about dealing with Bio based material in relation to developing Textile material. The course starts with a focus on natural dyeing techniques. The research and experiment continue by developing bio-based materials. Raw materials and bacteria will be transformed into f.e. mycelium for experimental and innovative textile design. This course provides basic knowledge to start experimenting and investigating bio-based materials and techniques and contributes to creating awareness and knowledge about circular design approaches.
Learning objectives	• Students explore and develop new skills in material and technique. • Students explore and develop new ways of dealing with skills, material and resources. • Develop new ways of design thinking that are sustainable by default and can inspire societal change and changing of human behaviour. • Students expand their frame of references using a wider range of sources and design methods. • Students can reflect on their research to inform and direct the progress of their process. • Students can use skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Group instruction • Problem Based learning • Studio Based learning • Learn by doing • Group and individual discussions • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their research. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Capacity for collaboration
Study load (EC)	7 EC for the cluster SKILLS in semester 4
# of contact hours	60 hours
# of self-study hours	Ca. 10 hours

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD3-21 & KA-TM-MD4-21
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Casper Warmoeskerken
Course description	Students builds on the skills and knowledge that were developed in year 1, with more attention and emphasis towards the chosen material, personal vision and expression. Students search for and deepen their personal and unique way of creating drawings as a form of expression. They explore personal methods of working and ways of drawing by experimenting how to visualize their ideas and fascinations, in shape, material, texture, colour and atmosphere. The drawing process is a creative search in close connection to the design process. The directness of model drawing offers a great opportunity for students to experiment and explore atmosphere, use of colour, handwriting etc.in a hands-on setting. The drawing experiments require proper reflection to develop the work towards a personal, unique and higher artistic level.
Learning objectives	• Students have control of their hand-eye coordination and can use the acquired technical skills, attitude, and discipline to develop a personal and unique drawing style. • Students can realize a visible connection between their personal and unique drawing style and what they want to communicate with the drawing. • Students can reflect on their drawings to improve and direct the process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills.

	Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in sem 3 & 4
# of contact hours	52 hours in semester 3 & 64 hours in semester 4
# of self-study hours	0 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF2-VISC3-24 + KA-TMF2-VISC4-24
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	To be decided
Course description	The course revolves around improving their visual grammar, building on knowledge developed in year 1. Students visualize and shape the principles of their design process within an analytical structure. They focus on converting their verbal language into a visual language to communicate optimally in images. Students are encouraged to research visual culture in relationship to a new contemporary context, expand their frame of references initiating and proposing a wider range of image resources (more divers and inclusive, normative, etc...) Pursuing inquisitive, open-minded and non-judgemental ways of communication. Enabling them to develop a new sustainable visual culture. Students learn how to develop and communicate an authentic conceptual approach by being very specific in their wording and in translating them into images, in coherence with the themes decided upon by the design assignments. This course operates in close collaboration with the Fashion & Textile Design courses to support the content and the translation of the design research.
Learning objectives	• Students can use their research to inspire, activate, visualise and communicate an idea related to their design process. • Students can use visual means to communicate a design idea in a compelling way. • Students understand how to communicate the relationship between body, space, material, colour and texture in an inquisitive and visual way. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Students have knowledge of other cultures and appreciate different cultures in their visual expressions. • Students are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Students are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Workshops

Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Communicative ability • Capacity for critical reflection • Contextual awareness
Study load (EC)	6 EC for the cluster VISUAL COMMUNICATION in semester 3 & 4
# of contact hours	40 in semester 3 & 40 in semester 4
# of self-study hours	Ca. 20 in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Textile Representation
Course code	KA-TMT2-VISC3-24 + KA-TMT2-VISC4-24
Year/semester/block	Year 2 Textile semester 3 & 4
Tutor(s)	Aliki van der Kruijs
Course description	Textile Representation focuses on developing skills in presenting and representing textile works. Students work on creating visualizations, models, sample books, collection books, illustrations, photo shoots, exhibitions, etc. using both analogue and digital tools. Students develop their knowledge and skills in presenting their work and investigate (new) ways of communicating that relate to their work and their personal vision as a designer. What sets them apart? And how can these qualities be translated and applied in the way of presenting and communicating? Methods and resources are developed to communicate with and about the work in a way that relates to the context of the work.
Learning objectives	• Students develop skills and knowledge to visually and physically present and represent their work. • Students research a range of presentation techniques and can decide on the right approach to their design project. • Students can analyse and reflect on their work and work process to communicate. • Students can translate their design project into 2D, 3D, analog and digital presentations that communicate the core of their work. • Students use research to present and communicate the idea of their design project through representation of the work, instead of the work itself.
Teaching methods	• Learn by doing • Group and individual discussions • Peer Review / Critique • Group instruction • Problem Based learning • Prototyping • Field trips
Assessment methods	The student is assessed on the overall growth in their ability to deal with the process of communication and representation. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness
Study load (EC)	6 EC for the cluster VISUAL COMMUNICATION in semester 3 & semester 4
# of contact hours	30 hours in semester 3 & 40 hours in semester 4
# of self-study hours	Ca. 30 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion Theory
Course code	
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Shanna Soh
Course description	Students continues building on their knowledge of the worldwide history of Textile and Fashion. Here, the diversity of Textile and Fashion is central. The course provides an understanding of the past as a framework for future references within textile and fashion. History is used as a tool to touch upon and explore the complexities of the current Textile and Fashion system concerning themes like diversity and inclusion, social- and economic (in)equality, ecological impact etc. This is a lecture series in which students will collectively analyze images and discuss key historical works. The assessment exists out of doing, applying and reporting of academic research to practice making trans-historic connections and to get familiar with relevant literature, libraries and collections. In the second year students complete the cultural trajectory of the first year, after which smaller steps through time are taken in order to focus on the changes that have determined our current view on textile and fashion.
Learning objectives	• Students are familiar with relevant literature, libraries and collections. • Students demonstrate that their ability to use different research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.). • Students can interpret different historical perspectives on design to develop a more diverse and inclusive frame of references. • Students develop an understanding and awareness of the context and impact of Textile and Fashion history on current and previous systems. • Students improve their interaction with historical, social, ecological and economical perspectives. • Students have a capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in research and visual expressions.
Teaching methods	• Lecture • Group and individual discussions • Collaborative learning • Blended learning

Assessment methods	Students hand in a group assignment and will be assessed on their personal contribution. The assessment is based on the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & 4
# of contact hours	26 hours in semester 3 and 32 in semester 4
# of self-study hours	10 hours in semester 3 & 4

KABK 2025-2026 | Textile & Fashion

Course title	Fashion & Textile in Context
Course code	KA-TM-TFP3-21 & KA-TM-TFP4-21
Year/semester/block	Year 2 Textile & Fashion
Tutor(s)	Renee van der Hoek
Course description	Theoretical research contributes to the way students communicate (both visually and textually) the concept or explanation of their design project. Furthermore, research and writing skills play an important role in developing and deepening students' personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to reflect critically on their work to contextualise and position their work within the fields of textiles and fashion. The course enables students to reflect theoretically and critically on the concept and design of their own work, so that they can relate their work to important developments in contemporary culture and society. Students learn how to use a combination of research methods (e.g. theoretical and literature study, field research, conducting interviews, visiting exhibitions/lectures/symposia, etc.) to develop an answer to a research question. What textiles and fashion are or can be, and what role they play in society, will be discussed from various perspectives. Themes such as style, behaviour, identity, gender, performance and embodied experience are addressed. The student is challenged to understand the world, the field and their own position in both. To connect personal experiences with existing practices and overarching theories, an essay and a short presentation form the final assessments. Students are encouraged to enter dialogue with each other about developments within current society and how fashion and textiles relate to this. These conversations aim to explore a personal position and distinctive vision on fashion and textile design that can contribute to the development of personal design ethics. Ideas are generated through engagement and a well-constructed personal written and visualized research process. This course closely connects with Textile and Fashion Design to support developing a personal design vision.
Learning objectives	• Students demonstrate the ability to use a combination of research methods to develop an answer to their research question. • Students develop their frame of references using a wider range of sources and design and research methods (more diverse and inclusive). • Students develop an understanding and awareness of the context and impact of the fashion and textile system. • Students improve interaction with and relate to social, ecological and economical perspectives.

	• Students broaden their perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of research, design and communication. • Students have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in their research and visual expressions. • Students can interpret a history of design, research methods and references to reflect on and gain insight in the development of a new language. Defining and visualising a new perspective on Textile and Fashion.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Lecture • Blended learning
Assessment methods	The student hands in a paper that is assessed as part of the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the research process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Communicative ability • Contextual awareness • Capacity for collaboration • Capacity for critical reflection
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & 4
# of contact hours	26 hours in semester 3 & 32 hours in semester 4
# of self-study hours	Ca. 30 hours in semester 3 & 4 combined

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 2 Textile & Fashion semester 3 & 4
Tutor(s)	Sanne Jansen
Course description	The intention of the course is to guide students through the different phases of their education. Building on previous experiences, students will acquire new tools to increase the agency of their education. Students focus on becoming more aware of their personal preferences in dealing with design and are introduced to the many possibilities in the world of textile and fashion design. They start to think about what the world of design can/will/should look like in the (more or less near) future. Through assignments they will analyse and reflect on their personal strengths and weaknesses and the type of designer they want to become to contribute to the choices they make for their further development. This process correlates with the ongoing development of a portfolio, a process that is addressed both in this course as it is in Visual Communication, Textile Representation and Design Drawing. This course also offers the opportunity to discuss obstacles and share experiences that students encounter within their educational journey. It's a group effort!
Learning objectives	• Students use their acquired skills to contribute to individual and group discussions. • Students become aware of their personal strengths and weaknesses related to their creative processes and their personal development. • Students can take agency of their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in personal and creative processes and the student's role in it. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Capacity for growth and innovation • Communicative ability • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 3 & semester 4
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Textile Design Year 3

DESIGN	Course	Teacher
	Textile Design	Tanja Smeets, Jos Klarenbeek & Annika Syrjamaki

SKILLS	Weaving	Joost Post
	Knitting	Magalie Delbeke
	Print & Pattern	Annika Syrjamaki
	Embroidery	Desiree Hammen

VISUAL COMMUNICATION	Model Drawing	Casper Warmoeskerken
	Visual Communication	Peter de Potter
	Textile Representation	Aliki van der Kruijs

APPLIED RESEARCH	Textile & Fashion in Context	Renee van der Hoek
	Personal Development	Lilian Driessen

KABK 2025-2026 | Textile & Fashion

Course title	Textile Design
Course code	KA-TM-T-TEXD4-21 & KA-TM-T-TEXD5-21
Year/semester/block	Year 3 Textile semester 5 & 6
Tutor(s)	Tanja Smeets, Annika Syrjamaki & Jos Klarenbeek
Course description	Informed by anthropological/social/cultural research, the various assignments will focus on designing textile solutions that express the student's signature for a specific audience. The student will actively research their position related to the professional field through dealing with and reflecting on the different assignments. Introducing students to more realistic and applied perspectives of the professional field of textile design will help them prepare for their internship and graduation in Year 4. Deliverables and deadlines are more in line with professional timescales and the approach of teachers becomes similar to senior consultants and colleagues who guide and coach a project together as one team. This course works closely with other courses like Knitting, Printing, Weaving, Visual Communication and Textile & Fashion in Context to enable students to place their design in a broader, more coherent and professional perspective.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students can use their skills and material knowledge to activate, materialize and visualize ideas. • Students use their personal frame of references including a wide range of sources and design methods. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and changing human behaviour. • Students can analyse and reflect on their work and use their findings to influence and direct the design process. • Students have developed a unique and personal expression through design and are able to position themselves in the professional field. • Students can function as a design team. Students can collaborate with tutors and direct them to guide the student's process pursuing equality on a professional level.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Problem Based learning • Studio Based learning • Prototyping • Learn by doing
Assessment methods	

	We will look at the student's overall growth in the ability to handle a design process and position themselves. It's not so much about the outcome as it is about the quality of the process and decision making. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster Design will be assessed as a whole, looking at the development of the entire set of skills
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster DESIGN. In case the level of the demonstrated work is not sufficient, a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Communicative ability • Contextual Awareness
Study load (EC)	7 EC for the cluster DESIGN in semester 5 & 6
# of contact hours	52 hours in semester 5 & 76 hours in semester 6
# of self-study hours	Ca. 110 hours in semester 5 & 140 hours in semester 6

KABK 2025-2026 | Textile & Fashion

Course title	Weaving
Course code	KA-TM-T-WTT6-21
Year/semester/block	Year 3 Textile semester 6
Tutor(s)	Joost Post
Course description	Students will work on in-depth technical and material research that is connected to their design project. The focus is on researching textile techniques / materials and acquiring skills required to execute their designs. They are challenged to experiment and find innovative and sustainable ways of dealing with weaving techniques and materials and connect their discoveries to their personal design approach to support their position as a textile designer. The research and experiments will result in a woven sample collections that is connected to the design project. The research and experiment focusses on working with the hand loom but there's room to work on the TC2 (semi-industrial loom) as well. By analyzing and reflecting on the process and the work itself students are encouraged to investigate their position within the world of Textile design.
Learning objectives	• Students explore and develop new skills in material and technique that are sustainable by default. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Develop new ways of design thinking that are sustainable by default. • Students can carry out the technical completion of a selected work. • Students reflect on their work to influence and direct the progress of their process. • Students use skills, material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way connected to their personal design vision. • Students can show visual coherence between the technical skills and their presentation. • Students use their personal frame of references including a range of sources and design methods to connect to their personal design vision. • Students can function as part of a design team. Students can collaborate with tutors and direct them in how to guide their process, pursuing equality on a professional level.
Teaching methods	• Learn by doing • Peer Review / Critique • Group and individual discussions

	• Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Contextual Awareness
Study load (EC)	6 EC for the cluster SKILLS in semester 6
# of contact hours	120 hours
# of self-study hours	Ca. 20 hours

KABK 2025-2026 | Textile & Fashion

Course title	Knitting
Course code	KA-TM-T-KNIT5-21
Year/semester/block	Year 3 Textile semester 5
Tutor(s)	Magalie Delbeke
Course description	In year 3 students are challenged to further develop their skills and knowledge on machine knitting, their dealing with yarns and to discover, nurture and develop their personal handwriting in knitting. This starts by looking at the process from a circular point of view. Students can build upon their basic knowledge and skills taught in year 1 and 2. The focus lies on experiment and innovation to find new sustainable/circular ways of dealings with knitting in relation to their personal development and position as a textile designer.
Learning objectives	• Students explore and develop new skills in material and technique that are sustainable by default. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Develop new ways of design thinking that are sustainable by default. • Students can carry out the technical completion of a selected work. • Students reflect on their work to inform and direct the progress of their process. • Students use skills, material and technical knowledge to activate, materialize and visualize their ideas. • Students can present their final idea in a cohesive and comprehensive way connected to their personal design vision. • Students can show visual coherence between the technical skills and their presentation.
Teaching methods	• Learn by doing • Studio Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for growth and innovation • Contextual awareness
Study load (EC)	6 EC for the cluster SKILLS in semester 5
# of contact hours	52 hours
# of self-study hours	Ca. 15 hours

KABK 2025-2026 | Textile & Fashion

Course title	Print & Pattern
Course code	KA-TM1-PD5-22 & KA-TMT1-PD6-22
Year/semester/block	Year 3 Textile semester 5 & 6
Tutor(s)	Annika Syrjamaki
Course description	Students will be encouraged to recognize, develop and consolidate their own design identity. Students will research different printing and pattern techniques from around the world as well as exploring and translating the findings of their research into new prints and patterns. Sustainability and ethical parameters are an essential part of the course. The research will be closely connected to the design projects for Textile design. It's essential to connect the dots of all the different courses and combine and implement the knowledge that is acquired. By analyzing and reflecting on a process and the work itself students will be encouraged to look into finding their position within the world of Textile design.
Learning objectives	• Students explore and develop new skills in material, technique and resources that are sustainable by default. • Students explore and develop ways of dealing with skills, material and resources through material and technical experiments. • Develop new ways of design thinking that are sustainable by default. • Students can carry out the technical completion of a selected work. • Students reflect on their work to inform and direct the progress of their process. • Students use skills, material and technical knowledge to activate, materialize and visualize their ideas. • Students present their final idea in a cohesive and comprehensive way connected to their personal design vision. • Students can show visual coherence between the technical skills and their presentation. • Students connect their personal frame of references, including a range of sources and design methods, to the design process. • Students can function as a design team. Student can collaborate with tutors and direct them to contribute to their process, pursuing equality on a professional level.
Teaching methods	• Learn by doing • Peer Review / Critique • Group and individual discussions • Studio Based learning • Prototyping

Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills in relation to their designs. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness
Study load (EC)	6 EC for the cluster SKILLS in semester 5 & 6
# of contact hours	32 hours in semester 1 & 32 hours in semester 2
# of self-study hours	Ca. 10 hours in semester 1 & 2

KABK 2025-2026 | Textile & Fashion

Course title	Embroidery
Course code	KA-TMT3-SKIL6-24
Year/semester/block	Year 3 Textile semester 5
Tutor(s)	Desiree Hammen
Course description	This course builds on the specific craft of Couture embroidery that is taught in year 2. In year 3 there is a full week dedicated to further develop this craft. During this week students will experiment with the traditional techniques of Couture embroidery and transform them by experimenting with and challenging of materials and techniques to find new ways of dealing with this traditional technique and find their personal handwriting within this skill.
Learning objectives	• Students explore and develop new skills in material and technique. • Students explore and develop new ways of dealing with traditional skills, material and resources. • Students can reflect on their work and work process; relate newly gained theoretical knowledge to their own work. • Students can direct skills and material and technical knowledge to activate, materialize and visualize their ideas. • Students use their personal frame of references including a wide range of sources and design methods to position their work.
Teaching methods	• Group instruction • Learn by doing • Group and individual discussions • Studio Based learning
Assessment methods	The student is assessed on the overall growth of their ability to deal with the execution and development of their skills. It's not so much about the outcome, as it is about the quality of the process and decision making. The process and substantiation of the result must be present and transparent during the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the SKILLS cluster will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	X Fail/Pass/Pass with distinction □1-10
Compensation	The course will be assessed as part of the cluster SKILLS during the collective assessment. In case the general level of developed skills is not sufficient, a re-sit will be composed to develop the missing skills. Students will have 2 possibilities to pass the re-sit before the start of the new school year.

Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Contextual awareness
Study load (EC)	6 EC for the cluster SKILLS in semester 6
# of contact hours	32 hours
# of self-study hours	0 hours

KABK 2025-2026 | Textile & Fashion

Course title	Model Drawing
Course code	KA-TM-MD5-21 & KA-TM-MD6-21
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Casper Warmoeskerken
Course description	Students deepen their working method and way of drawing that has been developed in previous years. Model drawing in 'the spirit of their design project'; drawing in different capacities, with emphasis on further development and deepening of their own creative point of view. The focus will be on creating a link with the formal and substantive principles of their own design project. What does the student want to communicate with the drawings; how do they visualize their ideas and fascinations, and how does that translate into form, material, texture, colour and atmosphere. It is a creative quest, closely linked to their design process. The drawing experiments require constructive reflection, to bring the work to a fruitful process, a process to get the drawings to a more personal, unique and higher artistic level.
Learning objectives	• Students have control of their hand-eye coordination and have acquired technical skills, attitude, and discipline to develop a personal and unique drawing style. • Students can realize a visible connection between their personal and unique drawing style and what they want to communicate with the drawing. • Students can connect to and communicate with their drawings in relation to their design project. • Students can reflect on their drawings to improve and direct the process.
Teaching methods	• Learn by doing • Group and individual discussions • Group instruction • Studio Based learning
Assessment methods	A selection of drawings, that represents the process of development, will be presented during the collective assessment. It's not so much about the outcome, as it is about the quality of the process. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	✗ Fail/Pass/Pass with distinction □1-10

Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative Ability • Capacity for critical reflection • Capacity for growth an innovation • Communicative ability
Study load (EC)	6 EC for the cluster VISUAL COMMUNICATION in sem 5 & 6
# of contact hours	52 hours in semester 5 & 64 hours in semester 6
# of self-study hours	0 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Visual Communication
Course code	KA-TMF3-VISC5-24 + KA-TMF3-VISC6-24
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Peter de Potter
Course description	The course challenges students to further expand their frame of reference. This is done by getting acquainted with a wider range of visual sources (more diverse and inclusive) and actively developing their own visual language with a focus on pursuing curious, open-minded and non-judgmental ways of communicating. The course focuses on developing a visually coherent language to implement in a design process, relating both to research and communicating a final design. Students are introduced to various methods of visual research. This way students learn to define a distinctive visual identity, communicate with an audience in an original and authentic way and position themselves critically in the professional field of textile and fashion design. The course concerns visual grammar, portfolio and collection book development, video and photography. This course closely collaborates with courses such as Fashion & Textile in Context and Fashion & Textile Design, to enable the student to place their designs in a larger and relevant context.
Learning objectives	Students: • Can use their research to inspire, activate, visualise and communicate an idea. • Can use visual means to communicate a design idea in a compelling way. • Understand how to communicate the relationship between body, space, material, colour and texture in an inquisitive and visual way. • Can decide on the way and form of communication to connect to a designated audience and to position themselves. • Have the capacity to understand, interact and collaborate in relation to, and being part of, an international cultural group. • Have knowledge of other cultures and appreciate different cultures in their visual expressions. • Are enabled to broaden perspectives about cultural sustainability and ethical use of image and heritage (cultural appropriation) and its conscious application in the process of visual communication. • Are provided tools for reinterpreting collected material.
Teaching methods	• Group and individual discussions • Peer Review / Critique

	• Group instruction • Collaborative learning • Workshops • Blended learning
Assessment methods	The student is assessed on the overall growth in their ability to deal with the visualization process. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the general level of development is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass your re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Capacity for collaboration • Communicative ability
Study load (EC)	7 EC as part of the cluster VISUAL COMMUNICATION in sem 5 & 6
# of contact hours	52 hours in semester 5 & 64 hours in semester 6
# of self-study hours	Ca. 30 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Textile Representation
Course code	KA-TMT3-VISC5-24 + KA-TMT3-VISC6-24
Year/semester/block	Year 3 Textile semester 5 & 6
Tutor(s)	Aliki van der Kruijs
Course description	Students focus on connecting skills and knowledge regarding presenting and representing their work and their position as a designer. They work on creating visualizations, models, sample books, collection books, illustrations, photoshoots, exhibitions etc. using both analogue and digital tools. Students build on the knowledge and skills gained in previous years and start to sharpen their personal (visual) language to represent themselves as a designer. They become more aware of their position in the field of textile design and can relate to the professional field by presenting their work and themselves. Methods and means are developed to communicate with and about the work in a way that relates to the context of the work.
Learning objectives	Students: • Students develop skills and knowledge to visually and physically present and represent their work. • Students research a range of presentation techniques and can decide on the right approach to their design project. • Students can analyse and reflect on their work and work process to communicate. • Students can translate their design project into 2D, 3D, analog and digital presentations that communicate the core of their work and connect to their personal position in the field of Textile design. • Students use research to present and communicate the idea of their design project through representation of the work, instead of the work itself.
Teaching methods	• Learn by doing • Group and individual discussions • Peer Review / Critique • Problem Based learning • Prototyping
Assessment methods	The student is assessed on the overall growth in their ability to deal with the process of communication and representation. It's not just about the outcome, as it is about the quality of the process and decision making. The process and substantiation must be visible and transparent at the final assessment. We assess the results regarding the student's personal development during the collective assessments at the end of semesters 1 and 2. All courses that are part of the cluster VISUAL COMMUNICATION will be assessed as a whole, looking at the development of the entire set of skills.

Grading scale	X Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster VISUAL COMMUNICATION, in case the development that is shown is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness
Study load (EC)	7 EC for the cluster VISUAL COMMUNICATION in semester 5 & semester 6
# of contact hours	30 hours in semester 5 & 40 hours in semester 6
# of self-study hours	Ca. 30 hours in semester 5 & 6

KABK 2025-2026 | Textile & Fashion

Course title	Textile & Fashion in Context
Course code	KA-TM-TFP5-21 & KA-TM-TFP6-21
Year/semester/block	Year 3 Textile & Fashion
Tutor(s)	Renee van der Hoek
Course description	Theoretical research contributes to the way students communicate (both visually and textually) the concept or explanation of their design project. Furthermore, research and writing skills play an important role in developing and deepening students' personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to reflect critically on their work to contextualise and position their work within the fields of textiles and fashion. The course enables students to reflect theoretically and critically on the concept, design and positioning of their work, so that they can relate their work to important developments in contemporary culture and society. Students learn how to use a combination of research methods (e.g. theoretical and literature study, field research, conducting interviews, visiting exhibitions/lectures/symposia, etc.) to develop an answer to their personal research question. What textiles and fashion are or can be, and what role they play in society, will be discussed from various perspectives. Themes like style, behaviour, identity, gender, performance and embodied experience are addressed. Student are challenged to understand the world, the field and their own position in both. To connect personal experiences with existing practices and overarching theories, an essay and a presentation form the final assessments. Students are encouraged to enter dialogue with each other about developments within current society and how fashion and textiles relate to this. These conversations aim to explore a personal position and distinctive vision on fashion and textile design that can contribute to the development of personal design ethics. Ideas are generated through engagement and a well-constructed personal written and visualized research process. Ideas are generated by engagement and a well-constructed personal written and visualized processes of research. This course closely connects with Textile and Fashion Design to support developing a personal design vision Textile and Fashion Design and improve the professional positioning of the students.
Learning objectives	• Students connect their frame of references, using a wider range of sources and design and research methods (more diverse and inclusive), to support their professional positioning. • Students have an understanding and awareness of the context and impact of the fashion and textile system. • Students broaden their perspectives about cultural sustainability and ethical use of image and heritage (cultural

	appropriation) and its conscious application in the process of research, design and communication. • Students do understand, interact and collaborate in relation to, and being part of, an international cultural group. Have knowledge of other cultures and appreciate different cultures in their research and visual expressions. • Students can interpret a history of design, research methods and references to reflect on and gain insight in the development of a new language. Defining and visualising a new perspective on Textile and Fashion. • Students demonstrate that they can use a combination of research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.) in order to develop a personal answer to their research question.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Group instruction • Collaborative learning • Lecture • Blended learning
Assessment methods	The student hands in a paper that is assessed as part of the overall growth in the ability to deal with a research process. It's not so much about the outcome, as it is about the quality of the research process and decision making. We will assess the outcome related to a student's personal development. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at growth and innovation of the whole set of skills.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH, in case the general level of developed skills is not sufficient a re-sit will be composed to develop the missing skills. Students have 2 possibilities to pass a re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Communicative ability • Contextual awareness • Capacity for collaboration • Capacity for critical reflection
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 5 & 6
# of contact hours	26 hours in semester 5 & 32 hours in semester 6
# of self-study hours	30 hours in semester 5 & 6 combined

KABK 2025-2026 | Textile & Fashion

Course title	Personal Development
Course code	
Year/semester/block	Year 3 Textile & Fashion semester 5 & 6
Tutor(s)	Lilian Driessen
Course description	The aim of the course is to guide students through the different phases of education. In year three, the focus is on positioning themselves, learning to relate to the professional field and preparing for an internship in year four. Students focus on becoming aware of their position as a designer and defining their personal vision on textile and/or fashion design. Through assignments, they develop a clear understanding of what kind of designer they want to be or become. Students learn to express themselves by, for example, writing a personal statement and writing a motivation that helps them find an internship that fits their intentions and learning goals. Part of this process is also completing the portfolio to visually represent themselves in a way that fits their self-defined position. This course is also the place to discuss your difficulties and share the experiences you undertake on this journey. It is a group event.
Learning objectives	• Students use their acquired skills to contribute to individual and group discussions. • Students know their personal strengths and weaknesses related to their envisioned position as a designer. • Students apply for an internship by providing a personal statement, motivation and portfolio. • Students can take agency of their education. • Students are part of an active and reciprocal learning community.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Collaborative learning • Guest Lecturers
Assessment methods	The assessment is based on the overall growth in the ability to gain insight in the student's position as a designer and understanding of development processes. Since this course mainly functions as a tool to guide students, it's merely the student's contribution and collaboration that is assessed. All courses part of the cluster APPLIED RESEARCH will be assessed as one, looking at the development of the whole set of skills.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	The course will be assessed as part of the cluster APPLIED RESEARCH during the collective assessment. In case the general level of progress is not sufficient a re-sit will be composed to develop the missing skills. You will have 2 possibilities to pass the re-sit before the start of the new school year.
Attendance requirements	80%
Main competencies	• Creative ability • Capacity for critical reflection • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	4 EC for the cluster APPLIED RESEARCH in semester 5 & semester 6
# of contact hours	20 hours per semester
# of self-study hours	5 hours per semester

Textile Design Year 4

DESIGN	Course	Teacher
	Graduation Project	Tanja Smeets, Joost Post, Alike van der Kruijs & Peter de Potter

APPLIED RESEARCH	Thesis	Renee van der Hoek & to be decided
	Internship	Lilian Driessen

KABK 2025-2026 | Textile & Fashion

Course title	Graduation Project Textile
Course code	KA-TM-GRAPRO8-21
Year/semester/block	Year 4 Textile semester 7 & 8
Tutor(s)	Tanja Smeets, Peter de Potter, Joost Post, Alik van der Kruijs
Course description	The fields of textile design are broad; textiles are everywhere in our daily lives; interior, clothing, architecture, art, design, theatre. Students should be aware of these possibilities in their final year and focus on making a personal statement, based on intensive research and skills. In previous years they have been able to position themselves in a specific part of the textile design field and during their graduation year they will focus on translating their personal statement and position into a textile project. Students can develop a collection of textiles in which they demonstrate knowledge of materials, techniques and innovations and can connect these skills and knowledge to relevant societal, economic and/or ecological developments. They can find new solutions and develop innovative and sustainable ways to create impact with textile. The graduation project is guided by different teachers who all contribute to the process from their specific skills and knowledge. The work is presented during the graduation show and Exposed / the Textile Show.
Learning objectives	• Students explore and develop new ways of dealing with skills, material, techniques and resources. • Students use and connect skills and theoretical knowledge to activate, materialise and visualise their ideas. • Students use their personal frame of references including a wide range of sources (more diverse and inclusive) and design methods to connect to their design project. • Students develop new ways of design thinking that are sustainable by default and can inspire societal change and impact human behaviour. • Students reflect on their work to influence and direct the design process. • Students have developed a unique and personal expression through design and are able to position themselves in the professional field. • Students function as leaders of a design team. They lead the design process and acquire the needed guidance from their teachers.
Teaching methods	• Group and individual discussions • Peer Review / Critique • Prototyping
Assessment methods	

	The progress of the graduation project will be assessed during the Green Light assessment in April and the final projects during the final examination at the end of semester 8. During both assessments the student will present their work to a team of teachers and external examiners.
Grading scale	☐ Fail/Pass/Pass with distinction X 1-10
Compensation	If the final assessment is not sufficient there will be a re-sit at the end of August. The student gets the opportunity to finish the graduation project over Summer without guidance and present it to the team of teachers afterwards. The external examiner will not be part of the assessment.
Attendance requirements	80%
Main competencies	• Creative Abilities • Capacity for critical reflection • Capacity for Growth and Innovation • Organisational Ability • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	34 EC in total (8 EC in semester 7 & 26 EC in semester 8)
# of contact hours	300 hours
# of self-study hours	Ca. 650 hours

KABK 2025-2026 | Textile & Fashion

Course title	Thesis
Course code	KA-TM-THESIS7-21 & KA-TM-THESIS8-21
Year/semester/block	Year 4 Textile & Fashion semester 7 & 8
Tutor(s)	Renee van der Hoek & to be decided
Course description	In year 4, all Textile & Fashion students must write their thesis, the theoretical part of their graduation project and final exam. While designing their final collection, students simultaneously work on their thesis. It is important that students choose a topic for their thesis that is closely related to the theme/subject they are researching for their design projects. In this way, the thesis research helps to substantiate, better understand and further develop the subject, concept or theme of the graduation project. The thesis will also contribute to the way in which students can communicate (both visually and textually) the concept or explanation of their graduation project. Furthermore, conducting research and writing the thesis will play an important role in developing and deepening the personal vision of their own work, also in relation to broader developments in culture and society. Students are encouraged to critically reflect on their graduation project, to contextualise their work and to position it within the fields of textile and fashion design.
Learning objectives	• The thesis will show that students are able to theoretically and critically reflect on the concept and design of their own work, and that they are able to relate their work to important developments in contemporary culture and society. • Students can formulate specified research question and use different methods to find their personal answer to this research question(s). • Students should demonstrate that they can use a combination of research methods (for example, theoretical and literature study, field research, doing interviews, visiting exhibitions/lectures/symposia, etc.) to develop the answer to their research question. • Students should write a well-researched and well-structured thesis, which also offers deeper insight into their own views on fashion and/or textile design. • Students should demonstrate their ability to use photos and illustrations that visually support their central argument
Teaching methods	• Group lecture to introduce the thesis (in year 3) • Kick off week to start the research in year 4 • Individual meetings to discuss the progress of the research and writing process.

Assessment methods	All theses will be graded by both teachers (i.e., both the direct supervisor and the independent teacher). The grades are decided upon during the final exam. The final grade is primarily based on the final thesis, but the research process, the relation to the final design project, and the presentations of students during collective assessments will also be taken into account. Important criteria for the assessment: • Critical research (using multiple methods) should be the basis of the thesis • Relevance of the thesis for the students' design project and concept • Originality in subject and personal approach • The use of a variety of (theoretical) sources • Relevance of the subject in the field of textile and fashion, and in relation to important developments in contemporary culture and society • The extent to which students demonstrate their ability to use theories to critically reflect and contextualise their work • A visual style and graphic design that supports the content • The thesis should be a minimum of 12 pages text (A4) • Correct use of language and style • Correct referencing system and bibliography
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	In case of an insufficient result, students will have to rewrite /adjust their thesis based on the feedback of the teachers. Handing in the new/adjusted version should happen before the 1st of September (beginning of the new academic year) to graduate without extending their education.
Attendance requirements	80%
Main competencies	• Capacity for critical reflection • Communicative ability • External awareness
Study load (EC)	8 EC in total (4 EC in semester 7 & 4 EC in semester 8)
# of contact hours	24 hours as a group in semester 7 & 5 hours per individual student in semester 8
# of self-study hours	Ca. 200 hours in total

KABK 2025-2026 | Textile & Fashion

Course title	Internship
Course code	KA-TMF4-APRE7-24
Year/semester/block	Year 4 Textile & Fashion
Tutor(s)	Lilian Driessen
Course description	By means of self-analysis and the formulation of a personal vision, students analyse how the personal study path has developed so far. What experiences and skills have been developed during the study and what do they currently need to shape their own learning path? The internship serves several purposes. On the one hand, it is a way to get in touch with the professional field, gain work experience and insight into the professional work environment. On the other hand, it is an excellent opportunity to get inspired, to discover how to position yourself as a designer and how to further develop a design language and skills by working together. Finally, an internship actively contributes to broadening a personal frame of reference and developing your identity as a designer. An internship is primarily an exchange/distribution of experience and knowledge, a search in the current field of work, a collaboration and social interaction that can reveal unknown insights and that can help students to explore their own, future creative path.
Learning objectives	• Students take responsibility/agency of their own process and development. • Students can define and organise their own learning goals and ambition. • Students can use the insight gained from their own development to build sustainable professional relationships. • Students use their knowledge, skills, attitude, behaviour and values to interact with and relate to social, ecological and economical perspectives. • Students can take responsibility to create a working environment we all want to be part of. • Students can function in a professional creative environment. • Students expand their frame of references by experiencing the work field from a professional perspective.
Teaching methods	• Studio Based learning • Learn by doing
Assessment methods	The internship is evaluated by the supervisor of the internship provider. This feedback is communicated in writing in the internship form. Students reflect on their experiences in an internship report including a self-evaluation. To complete the internship assessment, students present their internship experiences during a group presentation attended by third year students to prepare for their internships.

Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	If a student fails, we will look into the situation and compose an assignment that focusses on developing the skills that require attention. The assignment can vary from making an additional assignment related to the internship to redoing the whole internship.
Attendance requirements	80%
Main competencies	• Organisational ability • Communicative ability • Contextual awareness • Capacity for collaboration
Study load (EC)	18 EC as part of the cluster APPLIED RESEARCH in semester 7
# of contact hours	0
# of self-study hours	Ca. 500 hours