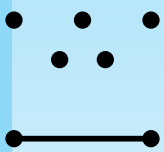


Bachelor Interactive / Media / Design

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

Interactive/Media/Design

EC table and course descriptions 2025-2026

Program Lines (PL)
Conceptualisation
Research and Reflection
Creative Technologies
Visualisation and Materialisation
Professionalisation
Academy Wide Education

Interactive/Media/Design								
Year	1		2		3		4	
Semester	1	2	3	4	5	6	7	8
Conceptualisation 1: Art, Design & Identity	6							
Research and Reflection 1: Philosophy	4							
Creative Technologies 1: Coding	4							
Visualisation and materials 1: Visual Commun	6							
Visualisation and materials 2: Morphology	6							
Conceptualisation 2: Art, Design & Identity		5						
Research and Reflection 2: Media Theory		4						
Research and Reflection 3: Excursion		1						
Creative Technologies 2: Electronics		4						
Creative Technologies 3: Emerging Realities		5						
Visualisation and materials 3: Visual Commun		6						
Professionalisation 1 - Build-up Final Exam		1						
Creative Technologies 4: Emerging Realities			6					
Creative Technologies 5: Interactive Textiles			6					
Professionalisation 2 - Client Assignment			11					
Conceptualisation 3: Electives				5				
Research and Reflection 4: Writing				6				
Creative Technologies 6: Interaction Design				6				
Visualisation and materials 4: Spatial design				6				
Conceptualisation 4: IMD Studio					12			
Research and Reflection 5: Thesis Prep					7			
Professionalisation 3 - Profiling					4			
Professionalisation 4 - Internship/Exchange						29		
Conceptualisation 5: Final Project							7	
Research and Reflection 6: Thesis							12	
Professionalisation 5 - Network & Positioning							4	
Professionalisation 6 -Final Exam								30
Research and Reflection: Presentation and self-reflection	1	1	1	1	1	1	1	
	27	27	23	23	24	30	24	30

Academy wide programme								
Common Ground 1	3							
Common Ground 2		3						
Common Ground 3			6					
Common Ground 4				6				
Common Ground 5					6			
Common Ground 6							6	
	3	3	7	7	6	0	6	0
Total	30	30	30	30	30	30	30	30

I/M/D COURSES 2025-26

YR1	S1	Creative Coding 4 EC	Visual Storytelling 1 6 EC	Art, Design & Identity 1 6 EC		Morphology + Materialisation 1 6 EC		Theoretical Framework 4 EC		Common Ground 3 EC	Presentation & Self Reflection 1 EC		
	S2	Electronics 4 EC	Visual Storytelling 2 & PPS 1: Portfolio 6 EC	Art, Design & Identity 2 5 EC		Emerging Realities 1 5 EC		Theoretical Framework 4 EC		Excursion 1 EC	Build-up Final Exam 1 EC	Common Ground 3 EC	Presentation & Self Reflection 1 EC
YR2	S1	PPS 2: Client Assignment 11 EC			IST sem 3 6 EC		Emerging Realities 2 6 EC		Writing 6 EC			Presentation & Self Reflection 1 EC	
	S2	Morphology + Materialisation 2 6 EC		Interaction Design 6 EC		IST sem 4 6 EC		Elective / Self Directive 5 EC		Interactive Textiles + Materials 6 EC			Presentation & Self Reflection 1 EC
YR2	S1	IMD Studio 12 EC			PPS 3: Profiling 4 EC		IST sem 5 6 EC		Thesis Prep 7 EC			Presentation & Self Reflection 1 EC	
	S2	Internship 29 EC											Presentation & Self Reflection 1 EC
YR2	S1	Last Lab: Project 7 EC		Last Lab: Thesis 12 EC				PPS 4: Network & Positioning 4 EC		IST sem 7 6 EC			Presentation & Self Reflection 1 EC
	S2	Final Exam 30 EC											

Course Descriptions KABK // IMD (2025-2026)

YEAR 1 - EXPLORE the field

In the first year, the students explore the whole field of Interactive Media Design, learning the skills, tools, methods and theory, which provide the basis for their professional career, within a rich and inspiring environment of artistic and design creativity.

Semester 1

Course title:	Conceptualisation 1- Art, Design & Identity
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Johan Gustavsson
Description:	The course Art, Design & Identity focuses on the understanding of image and visual representation within the field of art and design. Assignments focus on both content and formal aspects of the image and visual representation, as well as teaching students conceptdevelopment in relation to these. Since perception plays a central role, students are invited to explore their personal (historical) visual culture as a starting point for the development and expression of their owncreative identity and signature.
Learning objectives:	• Developing pre-conceptual skills (research) • Developing a visual and material 'vocabulary' • Developing a creative process to transform ideas into concepts • Developing formal aspects of image creation such as: image building, composition, form, material, tone, colour, and contrast. • Reflection and analysis of images
Teaching methods:	• Short in-class assignments (learning-by-doing) • Peer-to-peer discussions • Group discussions • Studio visits (artist and /or designers) • Excursions (museums, galleries) • End of semester group exhibition
Assessment methods:	• Ability to explore, experiment, research and create an open design process • Ability for self-reflection on both work and the creative process • Ability to develop a framework of references (visual arts, illustration and contemporary photography) in relation to one's own work
Grading scale:	1 - 10

Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting, analysing, problematising, • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society.
Study load (EC):	6 EC
# of contact hours:	58,5 hrs
# of self-study hours:	109,5 hrs

Course title:	Creative Technologies 1 - Coding
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Leo Scarin
Description:	In this course code becomes both the tool and the craft that supports your creative practice. When designing interactive media, code exists at various levels: as the engine of your work, as the material forming and informing your process, and/or as the critical subject of your research. This course introduces the different languages and practices of Creative Coding, with a method that is applied, creative, and critical. The classes are designed to encourage collaborative, open-ended, inclusive, and sustainable approaches to computing in art and design. <u>No previous knowledge of coding is required.</u>
Learning objectives:	- Learning to use code as both a functional and expressive tool to support your creative practice - Learning to be autonomous in reading, debugging, and researching code-related tasks - Learn how to collaborate or to direct a group project which involves a level of coding - Developing a critical perspective regarding the cultural and political aspects of code - Transitioning from small in-class assignments to a long-term autonomous project -
Teaching methods:	• Weekly small in-class assignments • Practicing a diverse range of Creative Coding methods following tutorials • Theory lectures • Group discussions • Visit to a creative coding institution (iii, Waag Futurelab, etc.) • Creation of a collaborative resource library of codes

	articles, tutorials, and local events is collected by the class in a shared online platform.
Assessment methods:	• Active participation in the weekly in-class assignments • Active participation in group discussions • Ability to create a well-structured project • Ability to document the coding process and creative outcomes • Contribution to the collaborative resource library • Ability to work both independently and in a group on a coding project.
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
Study load (EC):	4 EC
# of contact hours:	58,5 hrs
# of self-study hours:	53,5 hrs

KABK 2025-2026 // Format Course Descriptions

Course title	Common Ground Program
Course code	
Year/semester/block	Year 1, Semesters 1 and 2
Tutor(s)	Common Ground Lead: Ola Lanko Coordinator Josje Hattink CONVERT teachers: Zuzanna Zgierska, Steef Eman, Thomas Bragdon, Maarten Cornel, Ellen van den Assem, Zara Roelse, Clara Json Borg, Sebastiaan Straatsma (two vacancies) DISEST sessions are hosted by representatives of each of the departments.
Course description	Common Ground is an academy-wide program for all first-year bachelor students at KABK. It is designed to help them establish points of connection, get to know each other and the academy, meet teachers from different departments and develop a shared field of reference through theoretical deepening and project-based collaborations. In this program, we blend self-discovery, theoretical exploration, and hands-on making to support students in developing their reflection skills and increasing external awareness. Students are invited to connect their personal experiences with collaborative, inquisitive, and social skills. Common Ground encourages students to explore across disciplines, supporting understanding of interconnected artistic methodologies through fruitful circulation of ideas and perspectives. It promotes individual agency in relation to each other, KABK, and the world.

Learning objectives	• Students will become aware of and be able to share their values, beliefs and backgrounds. • Students will be able to establish solid connections with other members of our KABK community, each with their unique values, beliefs, and backgrounds. • Students will become acquainted with the variety of perspectives provided by the BA departments at KABK, what they have in common, where they differ and how they complement each other. • Students will know (contemporary) discourses within aesthetics, art, design, philosophy and sociology. • Students will become acquainted with and practice a range of research approaches, methods and tools relevant to artistic practice. • Students will have the collaborative and communicative skills to work with students from various departments in a process of (artistic) research, making and presentation • Students will be able to articulate and reflect on their role and position within the academy and in the world, both individually and in collaboration with other students. • Students will be able to use all of the above to guide their growth and development, making considered choices in their studies whenever possible. These objectives must be understood in the context of the first-year program.
Teaching methods	Plenary lectures (DIGEST) and smaller working groups (CONVERT) will alternate in a weekly rhythm. The plenary lectures discuss and reflect on the theoretical and contextual background of relevant concepts in art and design practice from diverse perspectives. The working groups will allow turning energy into action to explore and practice various skills and approaches related to these concepts as input and possible 'tools' for further study and practice. Teaching methods in CONVERTS will vary, depending on the skills at hand and the teacher's personal style, including (for example) writing exercises, role-playing, interviews, museum or studio visits, peer reviews, practical assignments, and reflection reports, among others. The fourth block will be a largely student-initiated collaborative project guided by the CONVERT tutors. Throughout the course, students will keep a workbook to document their experiences and findings and as a reference for (self-)reflection and (self-)assessment. The workbook provides relevant background information, suggestions, formats and guidelines for exercises, assignments and assessments.
Assessment methods	At the end of each Semester, a process-oriented review will be carried out by the CONVERT teacher, based on feedback participation, self-assessment, and workbook.

Grading scale	written feedback upon the competences
Compensation	If a student fails in the first semester, they have an opportunity to compensate in the second semester if the missing competencies were acquired. If a student fails in the second semester, the collective assessment committee of the department determines how the CG can be compensated.
Attendance requirements	80%
Main competencies	While the course relates to all competencies of the programme, the focus is on competencies that enable you to take agency over your own learning process and to relate that to the context in which you work and live: Collaborative/communicative ability Ability for critical reflection External awareness
Study load (EC)	6 (3 in semester 1, 3 in semester 2)
# of contact hours	54 in semester 1, 54 in semester 2
# of self-study hours	30 in semester 1, 30 in semester 2

Course title:	Visualisation and Materials 2 - Morphology and Materials
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Aref Dashti
Description:	Precision, the understanding of a 'vocabulary' of forms (3D) and materialization are the three main components of this course. The students explore the relationship between space, form and material, and their impact in shaping human emotion, perception and engagement. These concepts are fundamental for all their work in the design process and will be explored further in detail in the second year.
Learning objectives:	• Development of hands-on skills and the ability to work with physical materials within a making process. • Explore and apply an abstract form 'vocabulary' • Develop the ability to optimize knowledge about the academy's well-equipped workshops and to implement this knowledge • Ability to verbally articulate chosen abstractions within the creative process. • Develop a sensitivity for detail and precision
Teaching methods:	• Paper modelling • Material workshops (plaster, wood and metal, etc.) • Teacher-to-student feedback sessions • Peer-to-peer feedback sessions • group presentations

Assessment methods:	Students will be graded on: • The ability to give a clear insight into their conceptualisation and creation process • The ability to experiment with composition and use of material • The ability to reflect on their own creative process and development
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Capacity for growth and renewal Students have the capacity to continually develop and deepen his/her own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.

Study load (EC):	6 EC
# of contact hours:	63 hrs
# of self-study hours:	105 hrs

Course title:	Research and reflection 1 - Philosophy
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Ellen van den Assem
Description:	Critical Thinking: Artistic Subjectivity and Technological Objectivity How is the technological environment central to the development and forming of subjectivity? Does human development happen outside of human bodies, in technical reality? Can something be productive and innovative in its repetition? To what extent can images and signs take the foreground and dominate meaning-giving and our experience of reality? Theoretical Framework 1 is dedicated to the hermeneutical reading of philosophical texts, and to inquiring on its value for artists and designers. The objectives of the course are two-fold: the students will cultivate their critical thought through the practice of active engagement with theoretical content; the students will be prompted to examine their creative process, namely abstracting particular phenomena into general ideas, and transform their personal interests into ideas relevant for a larger audience/community. The core concepts are Artistic Subjectivity and Technological Objectivity. The students will question their creative process and role as artists and designers within debates on the movement of truth throughout history, the experience of fixed identity as opposed to an ever-changing structure of reality, the relation between being and nothing, the movement of perception, our relation to the virtual, and the compatibility between multiplicity and unity.
Learning objectives:	• Learning how to abstract particular phenomena into general ideas, which allows to transform personal interests into ideas relevant for a larger audience/community. • Raising critical understanding of ethical implications of producing work. • Placing oneself and one's work in a (historical) context, into a network of ideas.

	• Making informed decisions in one's creative process. • Self-reflexivity: Thinking about thinking, and experiencing experience.
Teaching methods:	The students will have weekly readings. The theory will be introduced in class by the lecturer, and then discussed and debated by the students. This practice of critical argumentation and exploration will have four outcomes: The students will be asked to give a presentation, write a paper, and make a work on a concept of their choosing, derived from the literature and on their individual theoretical inclinations. They will also make a work that is the outcome of a lengthy focus on the subject of 'Nothing and Negation' in German idealism and Buddhist philosophy.
Assessment methods:	Students will be graded according to their performance on the course objectives. This should be reflected in their: • participation in class • presentation • essay • workshop project • final work
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	4 EC
# of contact hours:	58,5 hrs
# of self-study hours:	53,5 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

Course title:	IMD Project Weeks
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	External experts, students, alumni
Description:	For the IMD Project Weeks students will collaborate for the duration of two weeks, across the department and all study years, sharing and exchanging knowledge, expertise, and roles across the IMD community. Students, alumni and/or external experts, if knowledge outside of the IMD domain is required, will be approached to develop a workshop around an urgent issue, using their specific skills, approaches, and professional networks. Students work together in teams composed of a mix of all study years, with the exception of the 4th year. For them the Project Weeks are not mandatory. In addition to creating content together, the Project Weeks will enable us to express the identity of our department together as a creative community.
Learning objectives:	• Peer-to-peer learning and collaboration • ‘Learning by doing’ • Rapid prototyping • Curation and presentation of the final project(s) • Documentation of the creative process and final presentation
Teaching methods:	• Lectures • Workshops • Group presentations • Peer-to-peer learning • Site visits • Final group exhibition
Assessment methods:	Students will be graded on: • Commitment to the group work • Ability to apply an iterative creative process • Ability to apply critical thinking to the assignment • Ability to present the realisation of their shared concept.

Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	First and second year students can compensate in the next academic year with an additional assignment in the form of a written report on their work during the project weeks. Third year students can compensate by participating in the project weeks in the 4 th year of their studies.
Attendance requirements:	80%
Main competencies:	All competences since all 3 study years participate and work in mixed groups: Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. Environmental focus Students have the capacity to relate actively and critically to the context in which they work. Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.

Study load (EC):	n/a
# of contact hours:	
# of self-study hours:	

Course title:	Visualisation and Materials 1 - Visual Communication
Course code:	
Year/semester/block:	Year 1 – sem 1
Tutor(s):	Florian Mecklenburg
Description:	Visualisation is a key tool in understanding and developing ideas and communicating them to a third party, especially in today's increasingly dominant visual culture. In this context, visualisation skills are essential in developing the designer's own identity and signature. Students will focus on the development of individual tools and strategies for visual storytelling. This includes experiments and exploratory steps into the fields of image production, typography, animation, compositions and grids in 2d and 3d, colors and moods, visual research as well as visual narratives and cinematic effects.
Learning objectives:	• Developing a sensitivity for the impact of images • Using visual communication as a tool for storytelling • Analyzing and reflecting on visual production • Developing a critical reflection on contemporary societal questions and how this relates to one's own visual production
Teaching methods:	• Practical instructions (workshops) • Group discussions • Peer-to-peer feedback • Presentations
Assessment methods:	• Quality of the work based on research and execution • Engagement in experimentation and exploration • Self-reflection on creative process • Participation within the class's discussions • Self-reflection on one's own position in and a perspective on visual culture • Ability to develop a framework of references
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%

	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analyzing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field.
Study load (EC):	6 EC
# of contact hours:	63 hrs
# of self-study hours:	105 hrs

Year 1 - Semester 2

Course title:	Conceptualisation 2 - Art, Design & Identity
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Johan Gustavsson
Description:	In the ADI 2 course students will further explore their personal (historical) visual culture as a starting point for the development and expression of their own creative identity and signature. They will analyse, reflect on, and discuss their visual research and through hands-on experimentation apply the outcome of these processes to both 2D visualisations and spatial installations. By the end of the course the students will not only be aware of their visual vocabulary and how to make use of this within their individual artistic signature, but they will also be able to express themselves both verbally and through their work within the professional field of contemporary art and design.
Learning objectives:	• Further development of a visual 'vocabulary' • Develop a personal method for research. • Formulate a personal conviction and necessity to produce works • Experimentation leading to conclusions in various media • Challenging your comfort zone and conventions • Learn how to apply a process to support your creativity. • Applying 'Learning by Doing'. • Reflection and analysis of image and on your own creative process. • Development of visual perception and associative skills. • Exploration of several work methods, which help generate images. •

	tone, colour, and contrast. • Develop pre-conceptual skills (research).
Teaching methods:	Practical and theoretical lessons and discussions. Individual talks and group discussions, Studio visits and excursions to exhibitions.
Assessment methods:	• Quality of the work (research/execution/experimentation) • Successful completion of the assignments. • Can the student, within the parameters of the assignment, use experimentation and research to produce a visual process? • Can the student reflect on their work and creative process to subsequently use that reflection constructively? • Can the student approach the image associatively and use these associations to explore it? • Can the students adequately elucidate their own work? • Has the student built an adequate framework for reference in the visual arts/ Contemporary photography? • Is the student able to generate a creative process? • Is the student able to research imaging possibilities and the formal aspects of an assignment with an orientating and explorative attitude? • Has the student built an adequate framework of reference concerning visual arts/ illustration/design and including their own work, in order to establish a personal archive.
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%

Main competencies:	• Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	5 EC
# of contact hours:	76,5 hrs
# of self-study hours:	63,5 hrs

Course title:	Professionalisation 1 - Build-up Final Exam
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	n/a
Description:	In the last 2 weeks towards the final exam, 1st year students assist the 4th year students in building up your exam projects. They visit the 4th year's Green Light exhibition in March to choose a project which fits their own creative aspiration and research focus. After the exhibition they contact the 4th year student who they wish to support for an interview to explain why they are interested and what skills they have to offer.
Learning objectives:	Next to peer-to-peer learning and collaboration, and the development of professional practice skills, these collaborations give 1st year students a good insight into what they can expect in their own final year.
Teaching methods:	Hands-on collaboration, working as an assistant
Assessment methods:	• Commitment to the project • Commitment to the exam candidate • Understanding of the needs of the exam candidate
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	Resit is in the next academic year
Attendance requirements:	80%
Main competencies:	• Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

KABK 2025-2026 // Format Course Descriptions

Course title	Common Ground Program
Course code	
Year/semester/block	Year 1, Semesters 1 and 2
Tutor(s)	Common Ground Lead: Ola Lanko Coordinator Josje Hattink CONVERT teachers: Zuzanna Zgierska, Steef Eman, Thomas Bragdon, Maarten Cornel, Ellen van den Assem, Zara Roelse, Clara Json Borg, Sebastiaan Straatsma (two vacancies) DISEST sessions are hosted by representatives of each of the departments.
Course description	Common Ground is an academy-wide program for all first-year bachelor students at KABK. It is designed to help them establish points of connection, get to know each other and the academy, meet teachers from different departments and develop a shared field of reference through theoretical deepening and project-based collaborations. In this program, we blend self-discovery, theoretical exploration, and hands-on making to support students in developing their reflection skills and increasing external awareness. Students are invited to connect their personal experiences with collaborative, inquisitive, and social skills. Common Ground encourages students to explore across disciplines, supporting understanding of interconnected artistic methodologies through fruitful circulation of ideas and perspectives. It promotes individual agency in relation to each other, KABK, and the world.

Learning objectives	• Students will become aware of and be able to share their values, beliefs and backgrounds. • Students will be able to establish solid connections with other members of our KABK community, each with their unique values, beliefs, and backgrounds. • Students will become acquainted with the variety of perspectives provided by the BA departments at KABK, what they have in common, where they differ and how they complement each other. • Students will know (contemporary) discourses within aesthetics, art, design, philosophy and sociology. • Students will become acquainted with and practice a range of research approaches, methods and tools relevant to artistic practice. • Students will have the collaborative and communicative skills to work with students from various departments in a process of (artistic) research, making and presentation • Students will be able to articulate and reflect on their role and position within the academy and in the world, both individually and in collaboration with other students. • Students will be able to use all of the above to guide their growth and development, making considered choices in their studies whenever possible. These objectives must be understood in the context of the first-year program.
Teaching methods	Plenary lectures (DIGEST) and smaller working groups (CONVERT) will alternate in a weekly rhythm. The plenary lectures discuss and reflect on the theoretical and contextual background of relevant concepts in art and design practice from diverse perspectives. The working groups will allow turning energy into action to explore and practice various skills and approaches related to these concepts as input and possible 'tools' for further study and practice. Teaching methods in CONVERTS will vary, depending on the skills at hand and the teacher's personal style, including (for example) writing exercises, role-playing, interviews, museum or studio visits, peer reviews, practical assignments, and reflection reports, among others. The fourth block will be a largely student-initiated collaborative project guided by the CONVERT tutors. Throughout the course, students will keep a workbook to document their experiences and findings and as a reference for (self-)reflection and (self-)assessment. The workbook provides relevant background information, suggestions, formats and guidelines for exercises, assignments and assessments.
Assessment methods	At the end of each Semester, a process-oriented review will be carried out by the CONVERT teacher, based on feedback participation, self-assessment, and workbook.

Grading scale	written feedback upon the competences
Compensation	If a student fails in the first semester, they have an opportunity to compensate in the second semester if the missing competencies were acquired. If a student fails in the second semester, the collective assessment committee of the department determines how the CG can be compensated.
Attendance requirements	80%
Main competencies	While the course relates to all competencies of the programme, the focus is on competencies that enable you to take agency over your own learning process and to relate that to the context in which you work and live: Collaborative/communicative ability Ability for critical reflection External awareness
Study load (EC)	6 (3 in semester 1, 3 in semester 2)
# of contact hours	54 in semester 1, 54 in semester 2
# of self-study hours	30 in semester 1, 30 in semester 2

Course title:	Creative Technologies 2 - Electronics
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Maarten Keus
Description:	This course offers both a foundation in electronics to beginning students as well as providing support for students on an intermediate level. Students will learn how to use electric signals, sensors, systems, and communication, as a tool for artistic expression. Designing interaction requires a solid understanding of technology, its components, dynamics, and potential. This course presents digital technology in a fully transparent way (unblack boxing), revealing the discrete parts which make up the complex whole, and their potential for the critical creation of new forms of interaction. As active consumers but also as designers we live in an age where we must be very critical towards material resources. Especially electronic components, which are often 'hidden' to the eye, are one of the largest contributors to global social and environmental issues. This course also aims to find ways to work in a more sustainable and ethical way.
Learning objectives:	• Ability to individually research tools to achieve and complete electronic projects. • General understanding of hardware • Electronic skills such as soldering / debugging and creating schematics. • Working towards a regenerative creative process
Teaching methods:	• Weekly classes on practical skills like soldering, hardware shopping, debugging, coding, and low-level circuitry. • Presenting and analysing existing work by interactive media artists and designers • Workshops on hardware testing and interaction • Group discussions • Tutor-to-student feedback • End of semester in-class exhibition
Assessment methods:	Students will be graded on:

	• Active participation in group discussions • Ability to make a critical / contemporary project involving electronics. • 'Cleanliness' of a project (soldering, cabling, aesthetic of the physical design) • Ability to present a project (verbal and physical)
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Ability to organise Students have the capacity to initiate and maintain an inspirational and professional work situation. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
Study load (EC):	4 EC
# of contact hours:	63 hrs
# of self-study hours:	49 hrs

Course title:	Creative Technologies 3 - Emerging Realities
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Kévin Bray & Diego Grandry
Description:	In this course students learn several computer-based image-making techniques. Additionally, they are introduced to the historical background of digital images in 2D and 3D Through the analysis of contemporary digital media messages in film, streaming platforms, advertisement, news and social media students learn to reflect and critique meaning in relation to narrative and style.
Learning objectives:	Throughout the semester students receive short term and long-term assignments that focus on practical as well as theoretical understanding of image-based medias (from photography to illustration). High intensity workshops provide the student with technical 2D and 3D skills such as operating vector pixel and polygon-based imagery but also how to produce and reproduce them via printing and digital methods. In addition, students increase contextual awareness through a diverse cultural input going from the history of signs, philosophy to popular culture.
Teaching methods:	• Learning general 3D Skills: modelling - texturing - material - lighting - animation – rendering- speculative future design - live engine - animation – storytelling. • Lectures, • workshops • (student) presentations • tutor-to-student feedback • peer-to-peer feedback
Assessment methods:	You will be graded on: • unexpected reactions in terms of output, in relation to the original project brief • self-motivation to learn the software • technical understanding of 3d image-making

Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society.
Study load (EC):	5 EC
# of contact hours:	72 hrs
# of self-study hours:	76,5 hrs

Course title:	Research and Reflection 3 – Media Theory
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Eric Kluitenberg
Description:	The meaning of the words ‘medium’ and ‘media’ may seem obvious, yet they hide an enormous complexity and multiplicity of readings – people mean many different things with the same word, and it appears across a startling range of contexts. The purpose of this course is to explore all these different meanings of the words medium / media and how some of our most brilliant media theorists have reflected on that and what we can learn from this. The course delves into the histories of ‘the media’ as well as the newest additions to the ‘media-galaxy’. We will e look at this from all angles: art, aesthetics, design, technology, social praxis, politics and anything related to that. The reason for this wide perspective is simple: Media have come to inflect virtually all aspects of our daily lives, from how we communicate to how we create, from how we teach to how we buy, etc. As cultural actors, we need to reflect on what this means.
Learning objectives:	• Learn to understand the variety of meanings attached to the concept of ‘media’. • Acquire an overview of the most important theorists and theories in the field or domain of media theory. • Achieve a critical understanding of these ideas and define your own position towards them • Build on these ideas to create work that is informed by and in some way embodies these ideas and one’s own position towards ‘the media’
Teaching methods:	• Weekly lecture • group discussions • studentpresentations • group presentations • Reading library
Assessment methods:	• Individual assignment based on a selected idea or theory that is addressed in the course and / or the course materials. • Group project and presentation at the end of the course. This second assignment can follow

	from the first, if for instance there is common interests with other students, or they can work in small groups on a new topic / theme / work / thing. • Active engagement in discussions is a prerequisite for 'getting the most' out of the course.
Grading scale	□ 1-10
Compensation	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	4 EC
# of contact hours:	76,5 hrs
# of self-study hours:	35,5 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

Course title:	Visualisation and materials 2- Visual Communication 2 + PPS1: Portfolio
Course code:	
Year/semester/block:	Year 1 – sem 2
Tutor(s):	Florian Mecklenburg
Description:	In the second part of the course Visual Communication students will focus on visual storytelling through moving images by exploring and investigating film and video as a medium. They will go beyond traditional approaches of film production, tapping into different genres and experiment with new methods of visual production for analog and digital media. Part of this course is PPS1: Portfolio. The Professional Practice Skills courses are continuous throughout the 4-year bachelor program, in order to ensure a thorough preparation for the students' entry into their professional careers. They will learn how to organize their professional environment, how to connect to the professional field, how to determine their added value and to distinguish themselves professionally in the design field. In the PPS1 course, students will set-up a portfolio which will then be used during their studies to keep track of their development and will serve as a basis for their professional portfolio.
Learning objectives:	• Developing a sensitivity for the impact of (moving) images • Finding a personal approach for visual storytelling • Analyzing and reflecting on visual production • Developing a critical reflection on contemporary societal questions and how to raise questions about these through one's own visual production • Developing of framework of references
Teaching methods:	• Collective feedback • peer-to-peer feedback • technical (video) instructions • group discussions • workshops
Assessment methods:	• A video installation or movie screening • Quality of the work based on research and execution.

	• Engagement in experimentation and exploration • Self-reflection on creative process • Active participation within discussion
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	6 EC
# of contact hours:	76,5 hrs
# of self-study hours:	91,5 hrs

YEAR 2 - DEFINE your position

On the basis of the knowledge and skills acquired in the first year, the students in the second year gain the confidence and overview to start positioning themselves within the overall design field.

Semester 1

Course title:	Professionalisation 2- Client assignment
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	Pawel Pokutycki + Brecht Hoffmann
Description:	In this course, the students learn that design practice is rooted in the outside world, where their imagination, creativity and problem solving is closely linked with interaction with stakeholders, clients, and other professionals, who can all serve as an additional source of inspiration for their design work. In this setting, they learn how to position themselves as designers, making new connections and filtering information and input to make the relevant creative decisions. The Professional Practice Skills courses are continuous throughout the 4-year bachelor program, in order to ensure a thorough preparation for the students' entry into their professional careers. They will learn how to organize their professional environment, how to connect to the professional field, how to determine their added value and to distinguish themselves professionally in the design field. This course has two main components. First, students will be introduced to user- centered design, and will learn how to apply methodologies such as Design Thinking and Co-design. Secondly, the students will be guided in how to plan and communicate within an actual client assignment setting.

Learning objectives:	• Understanding and practicing perspectives of the Design Thinking process and other design methodologies. • Working together with the target group through the application of co-design strategies and tools. • Learning how to plan and execute a project. • Conceptualisation on the basis of research, analysis, insights and ideation. • Iteration and reframing within the design process through rapid prototyping and testing. • Professionalisation of the end result through feedback loops with the client.
Teaching methods:	• Lectures • site visit • client feedback sessions • student presentations • peer-to-peer feedback • tutor-to-student feedback.
Assessment methods:	Students will be graded on the professionalism of their design process, planning, communication and presentation. This means in terms of learning goals: • Quality of the (desk, material or field) research • Ability to plan, budget and execute a project. • Ability to communicate with and involve a target group. • Ability to create and maintain professional communication with stakeholders and client • Ability to present concepts in a well organised manner to a client and the outside world. • Quality of application of technology within the design brief
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%

Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Communicative ability Students have the capacity to articulate his/her ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field.
Study load (EC):	11 EC
# of contact hours:	117 hrs
# of self-study hours:	191 hrs

Course title:	Common Ground 3 (FKA IST)
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	Depending on the chosen course
Description:	Common Ground focuses on the discovery and development of students' fascinations and preferences and their personal artistic attitude. Common Ground is an excellent opportunity for students to discover their personal potential and ambitions and customise their studies accordingly. Common Ground includes the following possibilities: • KABK's Common Ground courses and Labs (Research Labs & Material Labs) • Electives from Leiden University • Practicum Artium classes (painting, drawing, graphic design and photography) • Self-initiated projects
Learning objectives:	Depending on the chosen course
Teaching methods:	Depending on the chosen course
Assessment methods:	Depending on the chosen course
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	Depending on the chosen course
Study load (EC):	6 EC
# of contact hours:	
# of self-study hours:	

Course title:	Creative Technologies 5 - Emerging Realities
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	Kévin Bray & Diego Grandry
Description:	The continuation of Emerging Realities in year 2 provides both technical - 3D modelling, 3Danimation, World Building and Unity (coding) -, and conceptual skills - Storytelling, Game Play and Character Building - to master the creation of compelling, interactive Augmented Reality and Virtual Reality environments and experiences.
Learning objectives:	Throughout the semester students receive short term and long-term assignments that focus on practical as well as theoretical understanding of image-based medias (from photography to illustration). High intensity workshops provide the student with technical 2D and 3D skills such as operating vector pixel and polygon-based imagery but also how to produce and reproduce them via printing and digital methods. In addition, students increase contextual awareness through a diverse cultural input going from the history of signs, philosophy to popular culture.
Teaching methods:	• Learning general 3D Skills: modelling - texturing - material - lighting - animation – rendering- speculative future design - live engine - animation – storytelling. • Lectures, • workshops, • (student) presentations, • tutor-to-student feedback, • peer-to-peer feedback
Assessment methods:	You will be graded on: • Unexpected reactions in terms of output, in relation to the original project brief • Self-motivation to master a high level of 3D software • Technical understanding of 3d image making

Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	6 EC
# of contact hours:	63 hrs
# of self-study hours:	105 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

Course title:	IMD Project Weeks
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	External experts, students, alumni
Description:	For the IMD Project Weeks students will collaborate for the duration of two weeks, across the department and all study years, sharing and exchanging knowledge, expertise, and roles across the IMD community. Students, alumni and/or external experts, if knowledge outside of the IMD domain is required, will be approached to develop a workshop around an urgent issue, using their specific skills, approaches, and professional networks. Students work together in teams composed of a mix of all study years, with the exception of the 4th year. For them the Project Weeks are not mandatory. In addition to creating content together, the Project Weeks will enable us to express the identity of our department together as a creative community.
Learning objectives:	• Peer-to-peer learning and collaboration • ‘Learning by doing’ • Rapid prototyping • Curation and presentation of the final project(s) • Documentation of the creative process and final presentation
Teaching methods:	• Lectures • Workshops • Group presentations • Peer-to-peer learning • Site visits • Final group exhibition
Assessment methods:	Students will be graded on: • Commitment to the group work • Ability to apply an iterative creative process • Ability to apply critical thinking to the assignment • Ability to present the realisation of their shared concept.

Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	First and second year students can compensate in the next academic year with an additional assignment in the form of a written report on their work during the project weeks. Third year students can compensate by participating in the project weeks in the 4 th year of their studies.
Attendance requirements:	80%
Main competencies:	All competences since all 3 study years participate and work in mixed groups: Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. Environmental focus Students have the capacity to relate actively and critically to the context in which they work. Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.

Study load (EC):	n/a
# of contact hours:	
# of self-study hours:	

Course title:	Research and Reflection 5 - Writing
Course code:	
Year/semester/block:	Year 2 – sem 1
Tutor(s):	Anna Arov
Description:	This course is designed for students to experiment and achieve confidence in the art of writing. It is adapted to the student's individual needs by challenging them to experience the creative potential of writing and developing their artistic voice. We examine the inner and external world of the student's artistic practice, building a bridge between writing and making. Students open up to the potential of the written, but also spoken, performed, printed and digital word. How much of ourselves do we include in our personal story and how does it connect to our practice? How do we position ourselves? We use storytelling as a tool to explore these questions. We approach writing through embodiment and inquiry into language through the senses.
Learning objectives:	• writing descriptively • understanding and creation of storytelling • understanding myth and world building, • writing poetry • writing an artist statement/manifesto, • creation of a spoken word performance
Teaching methods:	Short weekly assignments, which are shared and critiqued but not evaluated. • Reading and analysing existing texts. • Writing one's own text • Peer review. • Lectures. • Group discussion. • Self-stud, • Teacher-to-student feedback
Assessment methods:	Students are graded on: • Individual progress • Cross media observation piece • A myth, • An artist statement • A final work of the student's choosing
Grading scale:	□ 1-10

Compensation:	EER 2024-25 - Article 5.7 Resits and compensation 1. Students have the right to one resit opportunity per study component. Resits should be planned within the same academic year. 2. For practical courses, the assessment committee can give the student the opportunity to compensate the failed course by earning a satisfactory grade in the next semester. 3. For a student to be allowed to participate in a resit, the student must have taken part in the original assessment of that course or collective. This principle applies to all resits. 4. If an attendance requirement has been stipulated for a study component as the only assessment criterium, and the student failed to meet this requirement, the student must either redo the study component or complete an additional assignment, unless specified otherwise in the description of the study component. The examiner of the study component determines before the end of the concerning semester which of these options is applicable.
Attendance requirements:	80%
Main competencies:	• Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	6 EC
# of contact hours:	81 hrs
# of self-study hours:	87 hrs

YEAR 2 – Semester 2

Course title:	Common Ground 4 (FKA IST)
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Depending on the chosen course
Description:	Common Ground focuses on the discovery and development of students' fascinations and preferences and their personal artistic attitude. Common Ground is an excellent opportunity for students to discover their personal potential and ambitions and customise their studies accordingly. Common Ground includes the following possibilities: • KABK's Common Ground courses and Labs (Research Labs & Material Labs) • Electives from Leiden University • Practicum Artium classes (painting, drawing, graphic design and photography) • Self-initiated projects
Learning objectives:	Depending on the chosen course
Teaching methods:	Depending on the chosen course
Assessment methods:	Depending on the chosen course
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	Depending on the chosen course
Study load (EC):	6 EC
# of contact hours:	
# of self-study hours:	

Course title:	Conceptualisation 3 - Electives
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Maarten Keus
Description:	To give students more agency in shaping their own study path, we are offering electives in semester 2 of the 2nd year. Students can either follow a course of their interest in another department at the KABK, at the Royal Conservatoire or at Leiden University. They can also use this day to initiate a project of their own or sharpen skills and deepen research for a project they are already working on in another course of the IMD curriculum or their IST. Students need to fill in a form* in which they motivate their choice and how this helps them strengthen and position their professional profile further, define their deliverable(s) for assessment and provide a project planning.
Learning objectives:	• Promotion of a self-directive approach for students to actively develop future professional profiles. • Expanding students' horizon and have them transfer their newly acquired knowledge and experience to their peers in I/M/D • Reasoning and providing convincing arguments as to why they need to study a particular, complementary course.
Teaching methods:	The teaching methods are dependent on the courses which students have selected.
Assessment methods:	• The deliverables (either an installation, object, product, performance, essay, film or research report, etc.) for the individual projects are assessed by the leading IMD teacher • Courses followed in one of the above-mentioned institutes are assessed by the assigned course teacher.
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.

Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	5 EC
# of contact hours:	0 hrs
# of self-study hours:	140 hrs

Course title:	Creative Technologies 6 - Interaction Design
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Pawel Pokutycki, Leo Scarin
Description:	Digital media influence every aspect of our lives. The designer must be able to create intelligent, responsive interactive media environments and shape the two-way communication between the human and technology. This course addresses these factors, which are essential in the design of interactive applications appealing to our senses, triggering emotions, influencing our behavior and way of thinking. The students work within the design brief on projects based on individual concepts, create their own visuals and animations, and develop a challenging and fundamental element underlying the structure of interactive systems – the code.

Learning objectives:	• Conceptualisation on the basis of research, analysis, insights and ideation. • Iteration and reframing within the design process through prototyping and testing. • Applying a critical perspective regarding the cultural and political aspects of interaction and code
Teaching methods:	Lectures Workshops Peer-to-peer feedback Teacher-to-student-feedback Project presentations
Assessment methods:	• 1 interactive (digital or physical) project • Physical and conceptual quality of the interaction • Process book with research and experimentation • Ability to have involved the target group (if applicable)
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer.

	• Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society.
Study load (EC):	6 EC
# of contact hours:	81 hrs
# of self-study hours:	87 hrs

Course title:	Creative Technologies 5 - Interactive Textiles
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Anja Hertenberger
Description:	The introduction and increasing use of smart materials are having a huge impact on our daily lives with regard to individual behaviour and interaction with others. At the same time, the democratisation of knowledge combined with the availability of smart components lowers the threshold for designers to experiment and innovate independently. Moreover, as miniaturisation brings technology closer to and even under our skin, designers must reflect upon this invasive technological process's ethical and humanistic consequences. In this course, students will learn how to design and develop interactive, soft electronics while maintaining a critical awareness of the impact of invasive technologies on the individual and humanity as a whole.
Learning objectives:	• Students will learn technologies related to e-textiles and develop skills in applying them • Students will gain an overview of the professional field of e-textiles. • Students will find their critical position in the e-textile professional field.
Teaching methods:	Presentations, exhibition visit, workshops, lectures, practical instructions.
Assessment methods:	• Documentation of the creative process and design through sketches, material research, photos, text, and a reflection report, collected in a digital document (online or offline). • Presentation of the final interactive work, the [material] research and the digital documentation (text and images/materials). The final work will show the realization of the student's concept; the development of their technical and material skills; which technology they have chosen to work with; and what materials they used for the design and interactivity.
Grading scale:	□ 1-10

Compensation:	EER 2024-25 - Article 5.7 Resits and compensation 1. Students have the right to one resit opportunity per study component. Resits should be planned within the same academic year. 2. For practical courses, the assessment committee can give the student the opportunity to compensate the failed course by earning a satisfactory grade in the next semester. 3. For a student to be allowed to participate in a resit, the student must have taken part in the original assessment of that course or collective. This principle applies to all resits. 4. If an attendance requirement has been stipulated for a study component as the only assessment criterium, and the student failed to meet this requirement, the student must either redo the study component or complete an additional assignment, unless specified otherwise in the description of the study component. The examiner of the study component determines before the end of the concerning semester which of these options is applicable.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which their artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	6 EC
# of contact hours:	58,5 hrs
# of self-study hours:	109 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

Course title:	Visualisation and materials 4 - Spatial design
Course code:	
Year/semester/block:	Year 2 – sem 2
Tutor(s):	Aref Dashti
Description:	Following on from the knowledge gained in the 1st year Morphology and Materials course, the students delve deeper into the relationship between space, form and material and their capacity to invoke interaction, sensory and emotional engagement. Drawing from Neuroarchitecture, this course explores how spaces influence neural activity, shaping cognition, emotion and behaviour. The course also introduces ideas of Homo Ludens by Johan Huizinga, inspiring students to imagine environments that provoke interaction and exploration. Storytelling with and through the environment is essential to this concept.
Learning objectives:	• Learn to apply architectural research and design processes, including spatial analysis and mapping, scenario development and contextual analysis. • They will learn how to structure their iterative design process from starting points to concept, to sketch-, preliminary- and final design. • Develop spatial design ideas based on their research into interdisciplinary art and design collaboration. • Design and produce: 1:1 prototypes, architectural interventions, and spatial experiments at the KABK and / or speculative future scenarios (as videos, rendering, world building, models, websites, etc.) for interdisciplinary learning environments. • Develop an understanding of best practices for collaboration. • Learn about the historical and contemporary developments in interdisciplinary practices in the field of art and design.
Teaching methods:	• Material research • Design research • Field research • Experimentation • Psycho-geographical mapping • Museum/theatre visit

Assessment methods:	Students will be graded on: • An open and iterative creative process • Collaboration • Design Research & Development • Final project
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
Study load (EC):	6 EC
# of contact hours:	67,5 hrs
# of self-study hours:	100,5 hrs

YEAR 3 - ESTABLISH your identity

In the third year, the students test their acquired knowledge and skills as they go out into the field on an internship, and subsequently establish their own design identity as they impose their individual signature on their creative work.

Semester 1

Course title:	Common Ground 5 (FKA IST)
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	Depending on the chosen course
Description:	Common Ground focuses on the discovery and development of students' fascinations and preferences and their personal artistic attitude. Common Ground is an excellent opportunity for students to discover their personal potential and ambitions and customise their studies accordingly. Common Ground includes the following possibilities: • KABK's Common Ground courses and Labs (Research Labs & Material Labs) • Electives from Leiden University • Practicum Artium classes (painting, drawing, graphic design and photography) • Self-initiated projects
Learning objectives:	Depending on the chosen course
Teaching methods:	Depending on the chosen course
Assessment methods:	Depending on the chosen course
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	Depending on the chosen course
Study load (EC):	6 EC
# of contact hours:	
# of self-study hours:	

Course title:	Conceptualisation 4 - IMD Studio
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	Marlot Meyer
Description:	The intention of the course is to encourage students to discover and define their interest for a particular subject and their desire to deepen their knowledge and expertise within this subject area. This selection and focus within a particular subject area, artistic process, or creative context will help students decide on specific internship hosts and, within this context, specify how they might provide additional value to their host. Furthermore, the output of the course can represent a strong basis in preparing the student for their work around their final year project and positioning as a professional when they enter the work field. In this context the course runs in close collaboration with Writing 3, where students are similarly urged to research subjects of special interest to them.
Learning objectives:	• Students identify subject areas in which they are particularly interested and consequently develop a project through conceptual, theoretical, and material research. • Students gain insight into their individual artistic process, and how to connect personal, societal, theoretical and artistic frameworks within their process. • Students explore and define their driving forces (urgency) to create and understand the focus of their creative practice • Students write a project proposal based conceptual and material research • Students practice pitching their project to an audience.

Teaching methods:	Students will reflect and analyse their personal and artistic values, interests and process. With this understanding, in parallel with the theoretical research in the Writing 3 course, they will begin to define and develop their unique, authentic identity as a creative practitioner. This development will be guided and supported by: • group discussions • individual mentorship • site visits • presentations • workshops Students are expected to engage in the cultural sector which interests them: self-study, visit exhibitions and symposia, and take part in workshops or events outside of the academy. The classroom acts as the site for material research, prototyping, user testing, and the sharing of their artistic process and concept development to receive input from peers and the tutor.
Assessment methods:	• a detailed project proposal • a process (book) containing work/prototypes/ tests which are the result of the student's personal and professional research and reflection • a well-structured and clear project pitch
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.

	• Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework
Study load (EC):	12 EC
# of contact hours:	58,5 hrs
# of self-study hours:	277,5 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

Course title:	Professionalisation 3 – Profiling
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	Lyndsey Housden
Description:	The Professional Practice Skills courses are continuous throughout the 4-year bachelor program, in order to ensure a thorough preparation for the students' entry into their professional careers. They learn how to organize their professional environment, how to connect to the professional field, how to determine their added value and to distinguish themselves professionally in the design field. At the PPS3 course, students will learn to set-up their professional profile and to communicate this profile in addition to connecting to the professional field. This will immediately come into practice as they need to identify and secure a suitable internship for the second semester of the 3rd year.
Learning objectives:	• Learn how to formulate their value provided. • Learn to present and position yourself within the professional field. • Learn how to connect to the professional field. • Find an internship.
Teaching methods:	• Workshops • Presentations • Writing sessions • Portfolio sessions
Assessment methods:	Students will be graded on: • Positioning: Professional Profile Map - a visualisation of key words & future roles. • Portfolio website • Cover Letters and a selection of correspondence. • CV (embedded in website) • Database of Internship contacts detailing contact progress and successes • File system for their current and future project documentation (hard drive or cloud) • (Confirmed Internship placement) • (Completed and signed Internship form parts A1,

	A2, B1 and B2.)
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	4 EC
# of contact hours:	31,5 hrs
# of self-study hours:	80,5 hrs

Course title:	IMD Project Weeks
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	External experts, students, alumni
Description:	For the IMD Project Weeks students will collaborate for the duration of two weeks, across the department and all study years, sharing and exchanging knowledge, expertise, and roles across the IMD community. Students, alumni and/or external experts, if knowledge outside of the IMD domain is required, will be approached to develop a workshop around an urgent issue, using their specific skills, approaches, and professional networks. Students work together in teams composed of a mix of all study years, with the exception of the 4th year. For them the Project Weeks are not mandatory. In addition to creating content together, the Project Weeks will enable us to express the identity of our department together as a creative community.
Learning objectives:	• Peer-to-peer learning and collaboration • ‘Learning by doing’ • Rapid prototyping • Curation and presentation of the final project(s) • Documentation of the creative process and final presentation
Teaching methods:	• Lectures • Workshops • Group presentations • Peer-to-peer learning • Site visits • Final group exhibition
Assessment methods:	Students will be graded on: • Commitment to the group work • Ability to apply an iterative creative process • Ability to apply critical thinking to the assignment • Ability to present the realisation of their shared concept.

Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	First and second year students can compensate in the next academic year with an additional assignment in the form of a written report on their work during the project weeks. Third year students can compensate by participating in the project weeks in the 4 th year of their studies.
Attendance requirements:	80%
Main competencies:	All competences since all 3 study years participate and work in mixed groups: Creative Ability The student has the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. Environmental focus Students have the capacity to relate actively and critically to the context in which they work. Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.

Study load (EC):	n/a
# of contact hours:	
# of self-study hours:	

Course title:	Research and Reflection 7 - Thesis Prep
Course code:	
Year/semester/block:	Year 3 – sem 1
Tutor(s):	Anna Arov
Description:	This course is a collaboration with I/M/D Studio to connect a theoretical framework to an ‘autonomous’ or applied project. Students will be using a range of research methods to gain insight into their research questions. There is a regular practice of critical reading and reflecting, writing their own essays, receiving feedback from the tutor as well as peers, and editing. By the end of the course, students will have developed a thorough system of collecting relevant information, formulating a question and exploration, achieving clarity in structure, and critical reflection. The academic essay structure is not always the best form for a student’s ideas and they are encouraged to experiment and explore other approaches. The acquired experience forms the blueprint for further academic and experiential discourse to be pursued with their thesis in the 4th year and a solid foundation for their artist/designer statement.
Learning objectives:	By the end of the course, students will have developed: • research • critical thinking • collaboration • positionality • discussion • responsible and ethical use of knowledge • connecting the physical to the theoretical • organising ideas and themes to form a narrative.
Teaching methods:	• Learning how to consume information critically, from a positional and informed perspective. • Developing the writing in smaller peer review groups and through presentations. • Critical analysis of existing texts. • Exploring different research methods such as the library, experimentation, personal story collection, and other experiential approaches.

	Actively practice being in conversation with the research. This is done in class through group work and self-study.
Assessment methods:	- Weekly updates of the writing. - A midterm draft for peer review and discussion. - A final draft of the writing is evaluated by the tutor. We look at the work done over the semester as a draft, even the final work, to be expanded and deepened in the 4th year. Guidelines are shared at the start of the semester for the students to follow. The draft needs to be 3,000-6,000 words.
Grading scale:	□ 1-10
Compensation:	See Article 5.7 - Resits and compensation in the EER 2025-26.
Attendance requirements:	80%
Main competencies:	Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. Environmental focus Students have the capacity to relate actively and critically to the context in which they work. Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. Environmental focus Students have the capacity to relate actively and critically to the context in which they work.
Study load (EC):	7 EC
# of contact hours:	54 hrs
# of self-study hours:	142 hrs

YEAR 3 – Semester 2

Course title:	Professionalisation 4 - Internship
Course code:	
Year/semester/block:	Year 3 – sem 2
Tutor(s):	Lyndsey Housden
Description:	The purpose of the internship is to provide the student with experience of the practical application of theoretical knowledge he or she has already acquired and to acquire new skills and knowledge. The host organisation and the educational institution will ensure that the student-trainee is given tasks and responsibilities according to the level of competence of the student and the educational objectives for the training period. 6 EC for “Common Ground (fka IST)” this semester is part of this internship programme.
Learning objectives:	• Enhancing communication and time-management skills • Applying acquired knowledge and skills in the professional field • Functioning in a professional environment • Learning new knowledge and skills • Building a professional network • Strengthening the resume
Teaching methods:	• At KABK: Feedback sessions with the internship coach • At the Internship provider: feedback sessions with the provider
Assessment methods:	Students are graded on: • Internship evaluation by internship provider • Internship evaluation by student • Internship report • Internship presentation
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%

Main competencies:	• Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
Study load (EC):	29 EC
# of contact hours:	
# of self-study hours:	

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 3 – sem 2
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

YEAR 4 - APPLY your professional expertise

The final year brings the full realization and application of their IMD trajectory as they make their own independent, professional statement on the basis of a broad and critical understanding of the design field and awareness of their position within this field, an independent creative and conceptual spirit, mastery of design tools, methods and process.

Semester 1

Course title:	Common Ground 6 (FKA IST)
Course code:	
Year/semester/block:	Year 4 – sem 1
Tutor(s):	Depending on the chosen course
Description:	Common Ground focuses on the discovery and development of students' fascinations and preferences and their personal artistic attitude. Common Ground is an excellent opportunity for students to discover their personal potential and ambitions and customise their studies accordingly. Common Ground includes the following possibilities: • KABK's Common Ground courses and Labs (Research Labs & Material Labs) • Electives from Leiden University • Practicum Artium classes (painting, drawing, graphic design and photography) • Self-initiated projects
Learning objectives:	Depending on the chosen course
Teaching methods:	Depending on the chosen course
Assessment methods:	Depending on the chosen course
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	Depending on the chosen course
Study load (EC):	6 EC
# of contact hours:	
# of self-study hours:	

Course title:	Conceptualisation 5 – Last Lab
Course code:	
Year/semester/block:	Year 4 – sem 1
Tutor(s):	Adriaan Wormgoor, Florian Mecklenburg
Description:	Last Lab is an emergent environment in which we work together to address themes corresponding with each student's artistic research trajectory as well as the general discourse of the I/M/D department. Students' research topics, group dynamics, and current sociological, political, and professional topics are considered in designing the content of the course. This course is integrated with the thesis research to deepen the scope of both writing and making.
Learning objectives:	The objective of the Last Lab in Semester 1 is to initiate student's graduation projects through an iterative design process, including research and development in connection with their thesis. Semester 1 is dedicated to expanding the material and technical possibilities of their project, through experimentation, research and testing. Alongside this they will build relationships towards the context, stakeholders, target audience, and user group of their project. Through this process they will begin to establish the position of their project within the I/M/D professional field.
Teaching methods:	Diverge, experiment, test, fail, refine, reflect, develop and iterate the graduation project. • Workshops and courses in design tools by course teachers. • Monthly presentation moments • User testing, through the "Test Lab" at the Open Day in November. • Individual tutorials to support the concept • IMD related conference visit • Museum visits
Assessment methods:	Students will be graded on: • Iterative design process, including the insights and knowledge gained through material research.

	• Ability to place the project in a broader context (artistic, cultural, social, political, as relevant to the project) • Position in relation to the professional I/M/D field • Exhibition of prototypes and material research that demonstrates a clear direction for the final project. • Draft thesis that reflects and contextualises their final project
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.

Study load (EC):	7 EC
# of contact hours:	58,5 hrs
# of self-study hours:	137,5 hrs

Course title:	Last Lab: Thesis
Course code:	
Year/semester/block:	Year 4 – sem 1
Tutor(s):	Anna Arov
Description:	The student's thesis and project are strongly inter-related. The thesis is grounded in theoretical and practical research, with a connection to the concept and execution of the graduation project. The thesis must reflect the student's understanding and views on interaction, creativity, and communication within the context of their topic. The subject of the thesis should deepen personal insight and contribute to further understanding of the theme or an essential element of the graduation project. The research question must be well argued, explored, researched, and reflected upon. The insight that students put forward in their thesis should be based on scholarly research, but is not limited by it, expanding into literature studies, film or other media, interviews with professionals in the field, etc. The research method needs to be dynamic and approach the question from different sides, showing a willingness to take some artistic risks in addition to the traditional paths.
Learning objectives:	• Argumentative writing • individual research • critical thinking • collaboration • position themselves in the research • responsible and ethical use of knowledge • connecting the physical to the theoretical
Teaching methods:	• Students follow independent trajectories and are supported in that inquiry/exploration. • Students are guided to align their progress with their values and positionality, staying in conversation with thinkers and practitioners to find their way to a narrative for their thesis. • Individual reviews with the main tutor • Peer-to-peer reviews • second reader reviews by one of the graduation project tutors.

Assessment methods:	• Students need to complete their thesis according to the guidelines shared at the start of the semester, unless otherwise discussed with the tutor. • There are monthly draft deadlines and a larger second reader draft deadline. • The thesis gets evaluated by the tutor and second reader.
Grading scale:	□ 1-10
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.

Study load (EC):	12 EC
# of contact hours:	63 hrs
# of self-study hours:	273 hrs

Course title:	Professionalisation 5 – Network & Positioning
Course code:	
Year/semester/block:	Year 4 – sem 1
Tutor(s):	Dave Willé
Description:	The Professional Practice Skills courses are continuous throughout the 4 year bachelor program, in order to ensure a thorough preparation for the students' entry into their professional careers. They learn how to organize their professional environment, how to connect to the professional field, how to determine their added value and to distinguish themselves professionally in the design field. In PPS4, students will start building their own professional network and learn how to profile and position themselves within the design sector, focussing on their preferred thematic area and personal signature. Students are encouraged to connect to an external professional who supports them in their final project concerning specific skills and or material research, free of charge, as a start for building a professional network outside of the academy. Lectures on Chamber of Commerce, tax authorities and grant & subsidy bodies are given in order to consolidate their fundamental professional skills.
Learning objectives:	• Learn how to set-up your practice • (Update on how to) present and position yourself • (Update on how to) connect to the professional field • Find your purpose
Teaching methods:	• Lectures • Group talks • Individual feedback sessions • Assignments
Assessment methods:	You will be assessed through the following learning goals and deliverables: • Personal business model canvas

	• Update of portfolio website • Update of artist statement/bio
Grading scale:	□ 1-10
Compensation:	The assessment committee can give the student the opportunity to compensate the course by earning a satisfactory grade in the next semester. – Art. 5.7.2 (OER 25-26)
Attendance requirements:	80%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work.

Study load (EC):	4 EC
# of contact hours:	52 hrs
# of self-study hours:	60 hrs

Course title:	Research & Reflection: Presentation and self-reflection
Course code:	
Year/semester/block:	Year 4 – sem 1
Tutor(s):	Collective Assessment committee
Description:	During the collective assessments, students must present all their work in such a way that it provides a good impression of the performance and creative development of the student to be assessed. They are also asked in advance to fill in a short form in which they reflect on their own development over the semester. This allows them to structure their verbal presentation and take the lead in the dialogue with the assessment committee.
Learning objectives:	• Students learn to connect the different courses ('connecting the dots') through the curation of their work. • Students have agency in leading the discussion with the assessment committee. • Self-reflection is a strong support for students in articulating the focus and needs of their creative development.
Teaching methods:	• Student presentations in all I/M/D courses • self-reflection document
Assessment methods:	• A well organized and clear presentation of all the work made during the semester. • Ability to articulate overall development, strengths and weaknesses
Grading scale:	☐ Fail/Pass/Pass with distinction
Compensation:	If students fail to present their creative development in a clear and coherent way, both verbally and with their work, they will have a resit within 3 weeks after the collective assessments.
Attendance requirements:	100%
Main competencies:	• Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability The student has the capacity to articulate his/her ideas, concepts, work, method and

	artistic vision to professionals and the public inside and outside the professional field. • Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation.
Study load (EC):	1 EC
# of contact hours:	0 hrs
# of self-study hours:	28 hrs

YEAR 4 – Semester 2

Course title:	Professionalisation 6 - Final Exam
Course code:	
Year/semester/block:	Year 4 – sem 2
Tutor(s):	Lyndsey Housden, Florian Mecklenburg, Adriaan Wormgoor, Anna Arov, Johan Gustavsson, Aref Dashti, Dave Willé, Janine Huizenga (chair), Ward Janssen (external expert).
Description:	The final exam showcases the full realisation and application of the 4-year IMD trajectory, as the students make their own independent, professional statement on the basis of a broad and critical understanding of the design field and awareness of their position within this field, an independent creative and conceptual spirit, mastery of design tools, methods and process. The committee will review the student's work supported by the competences for the final year's qualification as a guideline/criteria to determine whether or not the student can graduate.
Learning objectives:	Having achieved the necessary creative level and competencies to enter the professional field.
Teaching methods:	• Project Viewing 1- free walk around the projects During this part of the exam the committee will visit the projects without the students present. The committee will observe the projects without a verbal explanation or presentation by the students in order to experience how the stand alone works communicate and interact with an audience. • Project Viewing 2- viewing the projects with the students present The committee will visit all projects again as a collective. This time the students will give a presentation to the committee about their projects. The committee in their turn can ask clarifying questions about the projects and give some feedback and ideas.
Assessment methods:	Students are graded on: • presenting their final project in a well-executed, professional manner • presenting their thesis and reflect on how the thesis connects to their final project • the ability to place the work in a broader

	context (artistically, culturally) • position themselves in relation to the professional field • the ability to initiate and maintain their own professional practice.
Grading scale:	□ 1-10
Compensation:	Article 7.3 Final assessment regulations for the Royal Academy of Art The Hague 11. Resit of final assessments: During its meeting, the final assessment committee determines how and when a resit can be taken and might advise on the question if the candidate would be capable of passing the final assessment after taking a resit. It also determines if this resit can be taken within the same academic year, or must be taken in the following year (see article 5.7). Candidates who are eligible to take a resit must submit a request to the chair of the final assessment committee within seven days after the announcement of the outcome. The chair of the final assessment committee determines the date, time and location of the resit. It must be noted that the student needs to re-enrol in the programme for another year if the resit takes place after 1 September.
Attendance requirements:	100%
Main competencies:	• Creative Ability Students have the capacity to create authentic visual work which originates from research and through which his/her artistic vision becomes visible. The visual work creates meaning and stems from the personal ambition of the designer. • Ability for critical reflection Students have the capacity to examine their own work and working method and that of others by reflecting upon, analysing, questioning, positioning and assessing them. • Communicative ability Students have the capacity to articulate their ideas, concepts, work, method and artistic vision to professionals and the public inside and outside the professional field. • Capacity for growth and renewal Students have the capacity to continually develop and deepen their own work and working method and thereby contributes to the development of the profession, the discipline, culture and society.

	• Ability to organize Students have the capacity to initiate and maintain an inspirational and professional work situation. • Environmental focus Students have the capacity to relate actively and critically to the context in which they work. • Ability to collaborate Students have the capacity to independently and actively contribute to the creation of an artistic product or process within a collaborative framework.
--	---

Study load (EC):	30 EC
# of contact hours:	
# of self-study hours:	