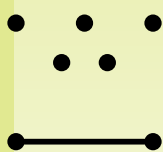


Master INSIDE

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

YEAR 1 - MIA**KABK 2025-2026 // Format Course Descriptions // explained**

Course title	Studio I: Work (on) Space (Inter)
Course code	KA-MIA1-STUD1-22
Year/semester/block	Year 1 / Semester 1 / Block 1
Tutor(s)	Michou Nanon de Bruijn, Guest tutor Guy Livingston (2 skills workshops)
Course description	Studio 1 is a hands-on environment where making, creating, and experiencing are central. By analyzing and reflecting, we develop our individual perspectives on space and our profession. The studio delves into deeper meanings and influences within spaces, from experienced phenomenology (sensory) to spatial sentiment (influenced by memory and auto-ethnographic knowledge). Space is often defined as a fixed body, shape, location, and scale. However, its influence on human and more-than-human life transcends these definitions. We explore in this course the different aspects of space, considering its sensory, historical, material, political, social, and environmental landscapes.
Learning objectives	- The student is aware of the various effects and influences spatial design has on human and more-than-human life. - The student is aware of their own biases as a space-maker. - The students develop its own artistic hand and position as a spatial designer
Teaching methods	In this course, students will work on an individual spatial design project. - During the first weeks, lectures, workshops, and peer learning will be central to the learning process. - In the final phase of the project, self-study and small group discussions, guided by the teacher, will play a fundamental role.
Assessment methods	Project Presentations throughout the KABK building
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Resit assignment
Attendance requirements	80%-
Main competencies	RESEARCH DESIGN

	DEVELOPMENT PRESENTATION POSITION
Study load (EC)	7 ECTS
# of contact hours	7/8 days
# of self-study hours	17 days

HORUS

Duration of lesson	360 minutes – 6 hours
# of lessons per week	1-2
# of teaching weeks	7/8

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Studio II: Architecture of Psychosomatics (Space)
Course code	KA-MIA1-STUD2-22
Year/semester/block	Year 1 / Semester 1 / Block 2
Tutor(s)	Nasim Razavian
Course description	Studio Architecture of Psychosomatics is the second design studio at INSIDE. Space has the potential to affect the psyche and the body. That is what makes architecture, spatial design and all other practices of space-making very powerful. Yet, many times this relationship is overlooked in favour of utility, efficiency and profit. The “clients” are treated as normalized and standardized bodies where certain needs and requirements are completely overlooked from the design decisions. Starting from such a departure point, the studio explores the psychosomatics of space. It focuses on the “WHO” or what is usually referred to as the “client” or the “user”. Through shifting its focus from predefined conventional design factors to the psyche and the body of the client, it aims to get closer to the WHO’s always unique and diverse spatial experiences, needs, emotions, behaviours and habits. It acknowledges and brings attention to the very important fact that people experience the world and

	spaces around them differently and no two people have had the same experiences in their lives. How can we think of a more inclusive understanding of spatial experience while designing? How can we stay away from stigmatization and normalization and standardization in spatial design? The assignment asks for the design of a house for the WHO with a specific phobia or a specific other aspect that relates to the WHO's psyche and body.
Learning objectives	The students will - Learn about the psychosomatics of space - Learn to think critically about space - Learn about inclusive understanding of spatial experience while designing - Learn about issues such as stigmatization, normalization and standardization in spatial design - Learn about the relations between affects and space - Learn to think more deeply and critically about the notions of "the self" and "the other" - Learn to practice relations between space, fear and other emotions - Learn about power of play and experimentation - Experiment with multiple modes of research (material, theoretical, site specific, etc.) in spatial design - Learn to relate research better to design - Learn about different ways of presentation (model making, drawing, etc) - Learn to take a conscious position in spatial design practice
Teaching methods	The studio has an experimental character and engages different playful methods. It also engages other methods such as individual guidance, group learning, and self-study. The design studio is merged with other sections of the programme such as Theory, Skills workshops, and Travel. For example, a library is provided to merge the Studio with the Theory course. The workshops and lectures by guest are designed around the main theme of the studio to support it.
Assessment methods	The students present their works in a collective final exhibition. They curate their own final exhibition space and make products which best fits their projects. Based on the nature of their work, they can use drawing, film, text or other media that explains the project better.
Grading scale	□ 1-10

Compensation	Resit assignment
Attendance requirements	-80%-
Main competencies	RESEARCH DESIGN DEVELOPMENT PRESENTATION POSITION
Study load (EC)	7 EC
# of contact hours	7/8 days
# of self-study hours	17 days

HORUS

Duration of lesson	360 minutes – 6 hours
# of lessons per week	1-2
# of teaching weeks	7/8

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Studio III (Urban)
Course code	KA-MIA1-STUD3-22
Year/semester/block	Year 1 / Semester 2 / Block 3 and 4
Tutor(s)	Claudio Saccucci (and practice tutor Erik Jutten)
Course description	URBAN is the third and last studio of the first year. This studio lasts 20 weeks and has for the past years been supervised by Gerjan Streng of CloudCollective, raumlaborberlin, Studio Verter, Studio Makkink&Bey and La-di-da. This studio departs from the urban context and focuses in that on urgent issues within 'the relationship that people, as users, have with their immediate living environment'. On the basis of extensive research with the use of a variety of research tools, the students develop (temporary) spatial interventions that are relevant to the context and carry out a try-out/pilot version of these interventions on location. With their interventions in the public or enclosed space of the context they aim at strengthening the most diverse places where people come together, and communities emerge. This implementation of the proposals as an example in the context and the independent execution of the

	organization, realization, presentation and documentation, is a crucial transitional moment at the end of the first year. It marks the moment when the students take over the responsibility for identifying and executing their own research and design.
Learning objectives	-This design studio challenges students to develop their own design position within an urban context: how can their observations, experiences and research of the neighborhood lead to a site-specific spatial intervention? -When observing the area, we ask them to highlight challenges which intrinsically relate to the relationship that people, as users, have with their immediate living environment. -From these found challenges they will develop a spatial design intervention in the public or semi-public /enclosed space to strengthen places where people come together, and communities emerge. -These interventions should not only be specific and well thought through but also create meaningful moments of interaction and reinforce the already existing social networks. -The design outcomes should not be understood as a mere solution to a found problem but instead should be read as a reaction to a self-formulated spatial question, arising from the conversations the students have with local people, organizations or other users. -The student project is the result of an attentive observation, dialogue and study: their personal fascinations, working methods and narratives are explored and developed alongside field research and workshops with different tutors.
Teaching methods	Group learning Individual guidance Self-study
Assessment methods	Students develop a spatial design intervention in the public or semi-public /enclosed space to strengthen places where people come together, and communities emerge. These interventions should not only be specific and well thought through but also create meaningful moments of interaction and reinforce the already existing social networks. The studio ends with a public presentation in the neighborhood/area
Grading scale	□ 1-10
Compensation	Resit assignment
Attendance requirements	-80%-

Main competencies	RESEARCH DESIGN DEVELOPMENT PRESENTATION POSITION
Study load (EC)	This program represents a studyload of 14 EC which are not awarded separately but are part of the collective assessment of the 30 EC at the end of semester 2. In this collective assessment the results of Studio III are reviewed in connection to the results of the Theory, Flows, Travel and Skills program.
# of contact hours	15 days
# of self-study hours	34 days

HORUS

Duration of lesson	360 minutes (varies)
# of lessons per week	1-2
# of teaching weeks	15

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Theory1a+1b
Course code	KA-MIA1-THEOR-24
Year/semester/block	Year 1 / Semester 1 / Block 1 and 2
Tutor(s)	Anne Hoogewoning
Course description	The theory & writing programme in Semester 1 and 2 are linked to the studios in which the design tutors offer a specific assignment to the students varying from more abstract research topics to concrete design issues. These assignments are always the starting point of the research which consists both of theoretical research and a design process which are ideally closely interwoven and interconnected in such a way that they mutually reinforce each other. The research is meant to build up a theoretical framework as an intellectual context for the design process. This research trajectory involves literature, field work, observations, data, case studies etc asking relevant research questions and putting facts, ideas and experiences together in a text to derive new

	meaning and to implement these to the design process. Thinking in a well-structured way about the content of the text will support the students to define the aimed-for design results and offer insight into the distinct role they would like to play in a specific field of expertise.
Learning objectives	In the course of the first year students will demonstrate ability for research orientated work on an artistic, theoretical and applied research topic and the ability to use source material for research purposes in order to gradually build up a personal and well-reasoned take on a topic. The students furthermore demonstrate good communication and writing skills as a means to be able to structure and organize the culminating knowledge, arguments for taking a specific position, and critically reflect on their findings in each phase of the research.
Teaching methods	The programme aims for an active learning process for gathering knowledge, inquiry and critical thinking by collective and peer group settings discussing and reviewing texts, written by students themselves or others (critics, designers, anthropologists, philosophers etc). Literature review, observations and personal experiences are part of a self-study trajectory.
Assessment methods	The programme results in written documents that vary from a manifesto (Studio Inter), an essay (Studio Space) to a research paper (Studio Urban). These documents are assessed by the tutor based on the content of the text and on the organization and presentation of the text.
Grading scale	□ 1-10
Compensation	Resit assignment
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT POSITION
Study load (EC)	5 EC
# of contact hours	7 days
# of self-study hours	10 days

HORUS

Duration of lesson	300 minutes
---------------------------	-------------

# of lessons per week	1
# of teaching weeks	7

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Theory2
Course code	KA-MIA1-THEOR2-24
Year/semester/block	Year 1 / Semester 2 / Block 3 and 4
Tutor(s)	Anne Hoogewoning
Course description	The theory & writing programme in Semester 1 and 2 are linked to the studios in which the design tutors offer a specific assignment to the students varying from more abstract research topics to concrete design issues. These assignments are always the starting point of the research which consists both of theoretical research and a design process which are ideally closely interwoven and interconnected in such a way that they mutually reinforce each other. The research is meant to build up a theoretical framework as an intellectual context for the design process. This research trajectory involves literature, field work, observations, data, case studies etc asking relevant research questions and putting facts, ideas and experiences together in a text to derive new meaning and to implement these to the design process. Thinking in a well-structured way about the content of the text will support the students to define the aimed-for design results and offer insight into the distinct role they would like to play in a specific field of expertise.
Learning objectives	In the course of the first year students will demonstrate ability for research orientated work on an artistic, theoretical and applied research topic and the ability to use source material for research purposes in order to gradually build up a personal and well-reasoned take on a topic. The students furthermore demonstrate good communication and writing skills as a means to be able to structure and organize the culminating knowledge, arguments for taking a specific position, and critically reflect on their findings in each phase of the research.
Teaching methods	The programme aims for an active learning process for gathering knowledge, inquiry and critical thinking by collective and peer group settings discussing and reviewing texts, written by students themselves or others (critics, designers, anthropologists, philosophers etc). Literature review, observations and

	personal experiences are part of a self-study trajectory.
Assessment methods	The programme results in written documents that vary from a manifesto (Studio Inter), an essay (Studio Space) to a research paper (Studio Urban). These documents are assessed by the tutor based on the content of the text and on the organization and presentation of the text.
Grading scale	□ 1-10
Compensation	Resit assignment
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT POSITION
Study load (EC)	This program represents a studyload of 5 EC which are not evaluated separately but are part of the collective assessment of the 30 EC of StudioliII at the end of semester 2.
# of contact hours	7 days
# of self-study hours	10 days

HORUS

Duration of lesson	300 minutes
# of lessons per week	1
# of teaching weeks	7

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Flows1
Course code	KA-MIA1-FLOWS-22
Year/semester/block	Year 1 / Semester 1 / Block 2
Tutor(s)	Junyuan (Jillian) Chen
Course description	This course introduces systems thinking as a core design skill, equipping students to understand and respond to complex environmental and social challenges. Students explore the real world as a socio-ecological system, examining how ecological and social dynamics shape our environments.

	On the ecological side, students apply Flows analysis (FLOWS), a tool developed by Jan Jongert (Superuse Studio), to trace and analyze material, energy, and resource flows across systems. On the social side, students engage with communities through participatory observation, network analysis, and reflective research to understand user needs and cultural dynamics. By integrating these approaches, students learn to identify design opportunities and apply abductive reasoning to develop innovative, adaptive spatial strategies for real-world complexity.
Learning objectives	By the end of this course, students will be able to: • Understand and apply system thinking in design processes. • Use Flows analysis to identify and map ecological resource dynamics. • Conduct community-based research using participatory and network analysis methods. • Apply abductive reasoning to generate design insights from complex information. • Propose resilient and innovative design interventions grounded in socio-ecological understanding.
Teaching methods	• Design research workshops • Group and peer learning • Site visits / fieldwork • Self-study and reflective writing • Individual design assignments • Collective presentations and discussions
Assessment methods	Students will be assessed based on: • A visual Flows analysis map • A design research portfolio including documentation of fieldwork, analysis, and reflection • A final design proposal addressing a socio-ecological challenge Evaluation will consider the depth of systems understanding, originality of design strategies, and the application of methods taught in the course.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	In case of an insufficient result, students may be required to resubmit their final map and/or written reflection. Resit opportunity will be provided during the resit weeks.
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT DESIGN

	•System thinking and analysis •Community-based research •Creative design concept development •Reflective and critical thinking
Study load (EC)	3 EC
# of contact hours	4 days
# of self-study hours	6 days

HORUS

Duration of lesson	240 Minutes (varies)
# of lessons per week	1-2-3
# of teaching weeks	4

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Flows2
Course code	KA-MIA1-FLOWS2-22
Year/semester/block	Year 1 / Semester 2 / Block 3 and 4
Tutor(s)	Jillian Chen
Course description	This course introduces systems thinking as a core design skill, equipping students to understand and respond to complex environmental and social challenges. Students explore the real world as a socio-ecological system, examining how ecological and social dynamics shape our environments. On the ecological side, students apply Flows analysis (FLOWS), a tool developed by Jan Jongert (Superuse Studio), to trace and analyze material, energy, and resource flows across systems. On the social side, students engage with communities through participatory observation, network analysis, and reflective research to understand user needs and cultural dynamics. By integrating these approaches, students learn to identify design opportunities and apply abductive reasoning to develop innovative, adaptive spatial strategies for real-world complexity.

Learning objectives	By the end of this course, students will be able to: •Understand and apply systems thinking in design processes. •Use Flows analysis to identify and map ecological resource dynamics. •Conduct community-based research using participatory and network analysis methods. •Apply abductive reasoning to generate design insights from complex information. •Propose resilient and innovative design interventions grounded in socio-ecological understanding.
Teaching methods	•Design research workshops •Group and peer learning •Site visits / fieldwork •Self-study and reflective writing •Individual design assignments •Collective presentations and discussions
Assessment methods	Students will be assessed based on: •A visual Flows analysis map •A design research portfolio including documentation of fieldwork, analysis, and reflection •A final design proposal addressing a socio-ecological challenge Evaluation will consider the depth of systems understanding, originality of design strategies, and the application of methods taught in the course.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	In case of an insufficient result, students may be required to resubmit their final map and/or written reflection. Resit opportunity will be provided during the resit weeks.
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT DESIGN •System thinking and analysis •Community-based research •Creative design concept development •Reflective and critical thinking
Study load (EC)	This program represents a studyload of 3 EC which are not evaluated separately but are part of the collective assessment of the 30 EC of Studio III at the end of semester 2.
# of contact hours	4 days
# of self-study hours	7 days

HORUS

Duration of lesson	240 minutes (varies)
# of lessons per week	1-2-3
# of teaching weeks	4

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Skills1
Course code	KA-MIA1-SKILL-22
Year/semester/block	Year 1 / Semester 1/ Block 1 and 2
Tutor(s)	Various skills tutors (compiled by Hans Venhuizen)
Course description	Every semester we organize a SKILLS programme consisting of workshops from 1 to a maximum of 3 days. The workshops are offered by guest tutors and focus on skills involved in developing personal research and design approaches and personal positioning in the professional field. Part of the programme includes workshops on presenting from one's own position, using modelling as a design research method, developing narrative short films, applying various fieldwork methods, graphically designing one's own research papers, getting acquainted with methods for transforming research results into design principles, participatory introduction to socratic organizational models and realizing 1-on-1 presentations in try-outs and pilot versions of the design proposals. In addition, specific workshops proposed by Studio tutors as part of their programme are part of the curriculum. The first semester begins with a comprehensive introduction to the available KABK workshops and also includes participation in the workshops offered by second-year students as part of their 'learning by teaching' programme. Students keep a Skills log in that they make a report of their experiences with the workshops. In these logs, students not only report on their experiences but also reflect on the set-up of the workshops and their results. In this way, the Skills programme contributes to the skill of "learning to learn", and helps students to define and organize the SKILLS they specifically need for their work in future by themselves. The programme presumes student participation.
Learning objectives	Presentation skills

	Film making skills Model making skills Furniture making skills Graphic design skills Observation skills Other skills
Teaching methods	Group workshops Peer learning Learning by doing Practical assignments Individual coaching
Assessment methods	Assessment will take place at the end of the semester based on participation and timely submission of a Skills log.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Depending on overall Semester 2 result
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT PRESENTATION
Study load (EC)	4 EC
# of contact hours	13 days
# of self-study hours	1 day

HORUS

Duration of lesson	420 minutes (varies)
# of lessons per week	1
# of teaching weeks	13

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Skills2
Course code	KA-MIA1-SKILL2-22
Year/semester/block	Year 1 / Semester 2/ Block 3 and 4
Tutor(s)	Various skills tutors (compiled by Hans Venhuizen)
Course description	Every semester we organise a SKILLS programme consisting of workshops from 1 to a maximum of 3 days. The workshops are offered by guest tutors and focus on skills involved in developing personal research and design approaches and personal

	positioning in the professional field. Part of the programme includes workshops on presenting from one's own position, using modelling as a design research method, developing narrative short films, applying various fieldwork methods, graphically designing one's own research papers, getting acquainted with methods for transforming research results into design principles, participatory introduction to socratic organisational models and realising 1-on-1 presentations in try-outs and pilot versions of the design proposals. In addition, specific workshops proposed by Studio tutors as part of their programme are part of the curriculum. Students keep a Skills log in that they make a report of their experiences with the workshops. In these logs, students not only report on their experiences but also reflect on the set-up of the workshops and their results. In this way, the Skills programme contributes to the skill of "learning to learn", and helps students to define and organise the SKILLS they specifically need for their work in future by themselves. The programme presumes student participation.
Learning objectives	Presentation skills Film making skills Model making skills Furniture making skills Graphic design skills Observation skills Other skills
Teaching methods	Group workshops Peer learning Learning by doing Practical assignments Individual coaching
Assessment methods	Assessment will take place at the end of the semester based on participation and timely submission of a Skills log.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Depending on overall semester 2 results
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT PRESENTATION
Study load (EC)	This program represents a studyload of 4 EC which are not evaluated separately but are part of the collective assessment of the 30 EC of StudioIII at the end of semester 2.

# of contact hours	13 days
# of self-study hours	1 day

HORUS

Duration of lesson	420 minutes (varies)
# of lessons per week	1
# of teaching weeks	13

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Travel1
Course code	KA-MIA1-TRAVE-22
Year/semester/block	Year 1 / Semester 1 / Block 1 and 2
Tutor(s)	Hans Venhuizen
Course description	In the TRAVEL programme students travel, far away, but certainly also close by. TRAVEL is about analyzing the environment in a personal way based on observation, with the emphasis less on the highlights and more on the space in between. Spatial design is a complex matter by nature. At various scales from cities to interiors, there is always a context with many preconditions that the designer has to take into account. In developing the ability to deal with the specific context from their own perspective, to act with an autonomous mind in an applied context, it plays a key role where designers themselves are situated. TRAVEL is an educational programme that enables future spatial designers, by means of travel, to discover their own preconceptions, to critically examine them, and to get to know their own position from the way they perceive their environment. Subsequently, the programme also enables them to use their own observations as personal special features in their designs. Through encounters, explorations and experiments in four successive phases, TRAVEL gives future interior architects curiosity, confidence and skills in gathering and interpreting information and developing personal design strategies from that. Within the Travel programme, half of the travel days are organized by the tutor and the other half by the students themselves. Travel is part of the introduction

	and provides two travel days in the first two studios, one of which is applied to the specific theme of the studio.
Learning objectives	The programme enables future spatial designers, by means of travel, to discover their own preconceptions, to critically examine them, and to get to know their own position from the way they perceive their environment. Subsequently, the programme also enables them to use their own observations as personal special features in their designs. Through encounters, explorations and experiments in four successive phases, TRAVEL gives future interior architects curiosity, confidence and skills in gathering and interpreting information and developing personal design strategies from that.
Teaching methods	Group travels Peer to peer Travel talks Group lessons
Assessment methods	At the end of the semester, students hand in a report with the results of their participation in the different phases of the programme accompanied by a reflection on what they experienced in it. The programme presumes student participation. Assessment will take place at the end of the semester based on participation and timely submission of a Travel report.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Depending on overall semester 2 result
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT POSITION
Study load (EC)	4 EC
# of contact hours	9 days
# of self-study hours	5 days

HORUS

Duration of lesson	480 minutes (varies)
# of lessons per week	1
# of teaching weeks	9

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Travel2
Course code	KA-MIA1-TRAVE2-22
Year/semester/block	Year 1 / Semester 2 / Block 3 and 4
Tutor(s)	Hans Venhuizen
Course description	In the TRAVEL programme students travel, far away, but certainly also close by. TRAVEL is about analysing the environment in a personal way based on observation, with the emphasis less on the highlights and more on the space in between. Spatial design is a complex matter by nature. At various scales from cities to interiors, there is always a context with many preconditions that the designer has to take into account. In developing the ability to deal with the specific context from their own perspective, to act with an autonomous mind in an applied context, it plays a key role where designers themselves are situated. TRAVEL is an educational programme that enables future spatial designers, by means of travel, to discover their own preconceptions, to critically examine them, and to get to know their own position from the way they perceive their environment. Subsequently, the programme also enables them to use their own observations as personal special features in their designs. Through encounters, explorations and experiments in four successive phases, TRAVEL gives future interior architects curiosity, confidence and skills in gathering and interpreting information and developing personal design strategies from that. Within the Travel programme, half of the travel days are organised by the tutor and the other half by the students themselves. In the second semester, the tutor organises a major travel to a location chosen by the students and guides the students in applying the Travel approach in their own way in their design research.
Learning objectives	The programme enables future spatial designers, by means of travel, to discover their own preconceptions, to critically examine them, and to get to know their own position from the way they perceive their environment. Subsequently, the programme also enables them to use their own observations as personal special features in their designs. Through encounters, explorations and experiments in four successive phases, TRAVEL gives future interior architects curiosity, confidence and

	skills in gathering and interpreting information and developing personal design strategies from that.
Teaching methods	Group travels Peer to peer Travel talks Group lessons
Assessment methods	At the end of the semester, students hand in a report with the results of their participation in the different phases of the programme accompanied by a reflection on what they experienced in it. The programme presumes student participation. Assessment will take place at the end of the semester based on participation and timely submission of a Travel report.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Depending on overall semester 2 result
Attendance requirements	-80%-
Main competencies	RESEARCH DEVELOPMENT POSITION
Study load (EC)	4 EC
# of contact hours	9 days
# of self-study hours	5 days

HORUS

Duration of lesson	480 minutes (varies)
# of lessons per week	1
# of teaching weeks	9

YEAR 2 - MIA**KABK 2025-2026 // Format Course Descriptions // explained**

Course title	Graduation Studio Semester 3 / Phase 1 and 2
Course code	KA-MIA2-SR3-22
Year/semester/block	Year 2 / Semester 3
Tutor(s)	All graduation tutors
Course description	The second year of our programme is entirely dedicated to graduation. Students start by orienting themselves on the context they want to graduate with. For this purpose, students are free to choose a situation they want to explore. Graduating in 4 phases The graduation year can be roughly divided into four phases, each of which can also be divided into three steps. Based on this scheme, guidance is offered, and reviews and joint feedback sessions are organized. Nevertheless, the final graduation process may differ for each student and rarely proceeds as linearly in Steps as we present it here. Such a process is usually characterized by diligent student progress but by definition contains moments of insight from which new directions emerge, new steps follow, and which require looking back at what was previously established with a different perspective. In short, a graduation project is never linear but iterative. The guidance for that iterative process is adapted where necessary and possible by the tutors directly involved. The 2 phases of graduation in semester 3 <u>Phase 1 (September/mid-November) - The exploration phase.</u> From a broad exploration, students put together their graduation plan and create a schedule for the entire graduation year. (1- Broad exploration 2-Analysis of results 3-Composing a graduation plan) <u>Phase 2 (mid-November/end of January) - The research phase.</u> Here the emphasis is on the focused research of the established theme for the Research Paper. (1-Fieldwork research 2-Theory research 3-Design research)

	<u>Phase 1 (September/mid-November) - The exploration phase.</u> The graduation year starts with the opportunity for students to participate in the on-site introduction project with first-year students. After that, students jointly set up the studio space and choose their own workspace there. Then, in personal talks with the Skills, Theory, Research, Flows, Travel and Studio tutors, guests and with the head of INSIDE, students specify their approach to the world of interior architecture that they plan to focus on in their graduation project. In the Flows, Theory, Skills and Travel programmes the students define their mentality as designers, develop their skills in analysis, research and design, and look at the world in an open and curious way. Midway through the third semester the students report on their progress by drawing up a graduation plan. <u>Step 1</u> - With the fieldwork tutor (Skills), they start by unpacking their 'graduation box'. They sort through the material, identifying themes within it and deciding on a variety of ways to explore those themes. - With their research tutors (Theory&Writing), they map out the further environment within which they can further explore their previously established themes. From a Master student we expect an investigative attitude and an aptitude for critical reflection and autonomous analytical thinking. During the research of a concrete question or topic the student considers the questions that are raised through identifying the topic, and the answers that others (designers, anthropologists, critics, philosophers, etc) have already provided on the same questions. This means we expect students to get acquainted with both scientific and non-scientific sources, and to be aware of opinions within this field of expertise. After a few weeks, that study results in a first Why-How-What-Where text with starting points and research questions for graduation. - With the Skills coordinator, they consider in which research questions the participation of others, the first-year students, might be relevant. They create teams around related themes and prepare workshops for other students.
--	--

	- With the Travel tutor, they put together a Travel to places that could be relevant to their project. <u>Step 2</u> - With the initial results of the exploration and the initial text, students engage in talks with the Design tutors available for graduation. Through these talks, a perspective of the spatial context within which graduation can develop is discussed more in-depth. Based on the talks, 'matchmaking' takes place between the students and tutors. Both indicate their preferences for tutoring after which the most optimal matches are established. With their choice, students also select someone who supports them in exploring their own position in the future professional field and who stimulates their fascinations and interpretations. - With the Flows tutor, the tools of systemic analysis are applied to the material gathered. - The Research tutors, the Fieldwork tutor and the Travel tutor work with the students on processing and analyzing their material. - The Skills workshops for the first-year students (Learning by teaching) are realized by the students and documented and analyzed by them afterwards. <u>Step 3</u> - All collected materials are processed into a coherent graduation plan (for its table of contents, see below). In this process, they are advised and guided by all tutors. Phase 1 of graduation ends mid-November with a joint feedback session. This session focuses on the graduation plan presented by the students. The Graduation Plan contains at least these elements: - Title and basic personal fascination of the graduation - The self-formulated graduation project brief with information about- the spatial-social-economical-political-etc context of the graduation project - a provisional description of the spatial design potentials of the graduation context - the position of the project in the field of interior architecture that the student is aiming for - The planning for the Research Paper, the research background of the project including the planning for the elaboration of the Flows and other research perspectives of the project
--	---

	- A description on how the student has included the experiences of Skills and Travel in the graduation plan - A workplan for the graduation in that the student describes the expected results per phase of the graduation: Phase 2 and end-of-semester 3 Review - Phase 3 - Phase 4 and Green Light - Final Exam The feedback session takes place in 'small committee' and is not an assessment. The research tutors, the design tutor and the head of the department as chair of the graduation process, are present. A report of the session is made by the students themselves. The student records the session, interprets the feedback, reflects on the comments and summarizes the relevant suggestions, discusses those conclusions with the graduation tutor and adds the common conclusions. The student then submits the report to the coordinator for inclusion in the graduation file. <u>Phase 2 (mid-November/end of January) - The research phase.</u> Here the emphasis is on the focused exploration of the established theme for the Research Paper. <u>Step 1</u> - For their Fieldwork research, students are in a position to continue their explorations in the chosen locations and may stay abroad for an extended period of time to do so. <u>Step 2</u> - Theory research - Apart from further enhancing the research and writing capacities, this year aims to make students aware of their personal objectives. As this is the final year of their studies, students are expected to be able to choose individual research topics that have relevance for today's society as a whole and the (design)world this moment in time, topics that moreover match the personal interests and talents of the students. We expect students can handle more complex themes (when compared to the first year). And we expect a larger awareness of their own position: which role can spatial design, or can the designer, play within the social and cultural challenges that are at stake within their professional field? The students are encouraged to develop various research methods to investigate their topic by searching for relevant literature, conducting interviews, critically observe a specific context and
--	--

	write a systematic report of the observations, assemble valid data, doing fieldwork and analyze (representations of) projects and sites. If relevant, the students finally explore developments in other professional fields that might offer fresh insights on their own field. <u>Step 3-Design research-</u> When working on a specific assignment, the students learn how to link the theoretical research methods to their individual design processes. Learning by making, understanding materiality and space through prototyping, can be part of this process, when applicable. Even during this phase, students remain in contact with their Design tutors. These ensure a continued focus on the spatial context of their graduation projects. Phase 2 ends in a collective review meeting. Here, all students present the progress of their projects to all graduation tutors present and an external guest critic. This review mainly is about assessing the students' ability to: • observe, research and analyze spatial situations from the perspective of users • establish and interpret spatial situations that can be improved through interventions by a spatial designer • include relevant knowledge in the analysis in a structured way • gathering the information to enable the translation of the research results into a spatial design. The procedure of processing feedback by the students themselves is also applied here. At the same time, this meeting does have the character of an assessment. During the meeting after the presentations, the tutors express their confidence in the student's progress or not (for the procedure and criteria, see the description under standard 3). If the outcome of that assessment is positive, the 30 credits associated with the third semester are awarded to the student. If the outcome is negative, the student is clearly indicated where development is lagging behind, and a resit will follow.
Learning objectives	The student is able to: • observe, research and analyze spatial situations from the perspective of users

	• establish and interpret spatial situations that can be improved through interventions by a spatial designer • include relevant knowledge in the analysis in a structured way • gathering the information to enable the translation of the research results into a spatial design.
Teaching methods	Group lessons Individual coaching
Assessment methods	Joint feedback Moment in November and Graduation project presentations during Semester Presentation 3 at the end of January.
Grading scale	☐ Fail/Pass/Pass with distinction
Compensation	Resit in March
Attendance requirements	-80%-
Main competencies	RESEARCH DESIGN DEVELOPMENT PRESENTATION POSITION
Study load (EC)	30 EC in total. Skills 6 EC Flows 4 EC Travel 6 EC Theory&Writing 8 EC Design Studio 6 EC This overview provides an estimate of the amount of time a student can spend on these specific forms of research and design. The final distribution of this will vary from student to student. When assessed at the end of the third semester, these courses will be considered within the overall progress of the graduation project and will not be assessed individually.
# of contact hours	Total study time per semester: 20 weeks = 100 days (supervised + independent)
# of self-study hours	Total study time per semester: 20 weeks = 100 days (supervised + independent)

HORUS

Duration of lesson	minutes
# of lessons per week	
# of teaching weeks	

KABK 2025-2026 // Format Course Descriptions // explained

Course title	Graduation Studio Semester 4 / Phase 3 and 4
Course code	KA-MIA2-SR4-22
Year/semester/block	Year 2 / Semester 4
Tutor(s)	All graduation tutors
Course description	The second year of our programme is entirely dedicated to graduation. Graduating in 4 phases The graduation year can be roughly divided into four phases, each of which can also be divided into three steps. Based on this scheme, guidance is offered, and reviews and joint feedback sessions are organized. Nevertheless, the final graduation process may differ for each student and rarely proceeds as linearly in Steps as we present it here. Such a process is usually characterized by diligent student progress but by definition contains moments of insight from which new directions emerge, new steps follow, and which require looking back at what was previously established with a different perspective. In short, a graduation project is never linear but iterative. The guidance for that iterative process is adapted where necessary and possible by the tutors directly involved. The 2 phases of graduation in semester 4 <u>Phase 3 (February/end of March) - The Design phase.</u> This is where the transition between research and design takes final shape. (1-Completion of the Research Paper 2-Joint Travel 3-Application of the established principles to a spatial context) <u>Phase 4 (April/beginning of July) - Final phase.</u> This is where the design is further developed and presented in the joint exhibition. (1-Finalise design 2-Develop joint presentation 3-Present own project within the exhibition) <u>Phase 3 (February/end of March) - The Design phase.</u> This is where the transition between research and design takes final shape. <u>Step 1-Completion of the Research Paper</u> - The research leads to a Research Report as a written report of the overall graduation research. The

	Research Report should offer insight into the What, How, Why and Where of the chosen theme and it should offer insight into the student's awareness of the position they intend to take within the context for which the design is intended. Additionally, the conclusion reveals the design challenge of the research done so far providing the student with relevant knowledge and thus to strengthen and inspire the design process of the graduation project, enhancing its spatial potential considering the contextual circumstances. The format of the Research Paper may vary, depending on the chosen topic and its requirements, and depending on the student's personal talents and interests. Some topics and talents ask for a poetic, almost fictional report of the research; some ask for a thorough, (semi-)academic approach. From a (semi) academic text we expect great accuracy in differentiating neutral descriptions and personal opinions. In a more fictional approach, the students rely partly on their own intuition and imagination. Although this is partly personal, and therefore subjective, we expect from a Master student a critical and analytical capacity to place personal insights into a larger context and relate them to the insights of others. The graduation Research Paper consists of appr. 8000 words and will eventually be presented in a printed hard copy version designed by the student. We also guide the students in the graphic design of their research paper. <u>Step 2-Joint Travel-</u> The annual long Travel is organized at the end of February and lasts about 5 to 7 days. Every year, a location for it is chosen by the students and a team of students, under the guidance of the Travel tutor, prepares the trip. The Travel has no relation to graduation but briefly interrupts that for a series of visits to special locations with the entire group of students in the department. <u>Step 3-Application of the established principles to a spatial context.</u> After completion of the Research Paper, undivided attention turns to the further development of spatial design. In close consultation with the supervising design tutor, additional design research is carried out, techniques are applied, and technical and material possibilities are tried out. All
--	--

	this is geared to the specific nature of the project and therefore cannot be expressed in unambiguous conditions that would apply to all projects. Phase 3 of graduation ends at the end of March with a joint feedback session. This session focuses on the design progress of the graduation projects. At this review the students demonstrate their ability to translate research results into spatial design (research by design). This feedback session has an 'analogue character', i.e. the students are asked to present the projects not via a PowerPoint presentation on screen, but via a spatial presentation of models and drawings. For the session, students will be divided into groups of three who will build their presentations together somewhere in the KABK building. All graduation tutors and possibly external guests visit the presentations in groups of three and engage with the students as a reaction to their presentations. The students thus have to present their projects 3 or even 4 times during the session in front of changing groups of tutors and in this way they can also try out different presentation forms, techniques and concepts. This session, like the feedback session, is at the end of phase 1, not an assessment. A report of the session is again made by the students themselves. The student records the session, interprets the feedback, reflects on the comments and summarizes the relevant suggestions, discusses those conclusions with the graduation tutor and adds the common conclusions. The student then submits the report to the coordinator for inclusion in the graduation file. <u>Phase 4 (April/beginning of July) - Final phase.</u> This is where the design is further developed and presented in the joint exhibition. <u>Step 1-Finalise design-</u> This final phase towards the GreenLight presentation focuses on the elaboration of the final spatial design. At the same time, students are supported in the composition of a presentation film of their projects, in the design of a joint exhibition and in optimizing their presentation Skills. The first step in this phase ends End of April/Start of May - with the Green Light Review (plenary with
--	--

	external examiner) At this review, for a maximum of 15 minutes, the students present a complete overview of their projects, including their research. The graduation committee consists of: the department head and committee chairman, the student's Graduation Studio tutor, the Theory and Research tutor, an external examiner, and also other graduation studio tutors from INSIDE. The graduates' projects are only assessed by their own Studio, theory and research tutors and the external examiner. The review takes place in the INSIDE studio space where the students have a screen at their disposal and can use the available space for the presentation of drawings, models or objects as they wish. <u>Step 2-Develop joint presentation</u> - After the GreenLight Review, the focus shifts first to jointly setting up the Graduation Exhibition in and around INSIDE's studio. Students make a spatial design for this in which all participants find a good presentation spot. They draw up a joint statement of principles for their group of graduating students. Prepare the build-up of the exhibition and invite guests. At the <u>end of June - the Final Exam</u> takes place by showing full final project in exhibition space (plenary with external examiner) At this final exam review the students present a complete overview of their projects, that have been further developed after the GreenLight review. This presentation takes place in the exhibition space in which the students use their exhibition presentation in progress, supplemented with other means of communication if desired. The graduation committee is equal to the committee at the GreenLight and consists of: the department head and committee chairman, the student's Graduation Studio tutor, the Research tutor, an external examiner, and also other graduation studio tutors from INSIDE. The projects of the graduating students are only assessed by their own Studio tutor, the Research tutors and the external examiner. <u>Step 3-Present own project within the exhibition-</u> Following the advice during the Final Exam presentation, the students further finalize their presentations and the joint exhibition and receive a variety of guests during the period of the exhibition,
--	---

	which takes place simultaneously throughout the KABK.
Learning objectives	RESEARCH DESIGN DEVELOPMENT PRESENTATION POSITION (see INSIDE criteria)
Teaching methods	Group lessons Individual coaching
Assessment methods	Research Paper Final design project presentation
Grading scale	□ 1-10
Compensation	Resit in August
Attendance requirements	-80%-
Main competencies	RESEARCH DESIGN DEVELOPMENT PRESENTATION POSITION
Study load (EC)	30 EC in total. During the GreenLight and Final assessment, the entire graduation project will be assessed in cohesion.
# of contact hours	Total study time per semester: 20 weeks = 100 days (supervised + independent)
# of self-study hours	Total study time per semester: 20 weeks = 100 days (supervised + independent)

HORUS

Duration of lesson	minutes
# of lessons per week	
# of teaching weeks	

MIA 2025-2026

Master Interior Architecture				
Jaar	1		2	
Semester	1	2	3	4
Flows	3			
Theory	5			
Skills	4			
Travel	4			
Studio 1	7			
Studio 2	7			
Semester t	0	30	30	30
	30	30	30	30