



10 Course and Examination Regulations (programme-specific components)

ARTICLE 10.1

Willem de Kooning Academy curriculum and organisation

10.1.1 PROGRAMME CURRICULUM

The programme curriculum of the Willem de Kooning Academy's (WdKA's) education programmes, as registered in the Central Register of Higher Education Programmes ('Centraal Register Opleidingen Hoger Onderwijs') is subdivided into four Bachelor programmes and four Master programmes.

BACHELOR

1. Bachelor programme Fine Art & Design Teacher Training (full-time/part-time) – degree: Bachelor of Education in Fine Art and Design (BEd)
2. Bachelor programme Fine Art (full-time) – degree: Bachelor of Arts (BA), with two majors:
 1. Fine Art
 2. Photography
3. Bachelor programme Design (full-time) – degree: Bachelor of Arts (BA), with the following majors:
 - Advertising
 - Animation
 - Audio-Visual Design
 - Graphic Design
 - Illustration
 - Spatial Design
 - Lifestyle Transformation Design
 - Fashion
 - Product Design
4. Bachelor programme Leisure & Events Management (full-time) – degree: Bachelor of Arts (BA)

DOUBLE DEGREE: Rotterdam Arts & Sciences Lab (RASL) in collaboration with Erasmus University Rotterdam and Codarts

The Double Degree programme allows WdKA students to combine their Fine Art and Design bachelor programme with a programme offered by the Erasmus University Rotterdam (either the Erasmus University College or the International Bachelor Arts and Culture Studies) and to obtain two degrees in five years through an exchange of programme components between the two programmes. For a more detailed description of the Double Degree programme, see section 10.5.

MASTER

5. Master programme Fine Art & Design (full-time) – degree: Master of Arts (MA), with the following study paths:
 - Fine Art
 - Experimental Publishing
 - Lens-Based
6. Master programme Education in Arts (part-time) – degree: Master of Education (MEd)
7. Master programme Interior Architecture (full-time) – degree: Master of Interior Architecture (MIA)
8. Master programme Design (part-time) – degree: Master of Arts (MA)

For more information about the specific regulations applying to the master programmes, please consult the University Guide for the Willem de Kooning Academy's master programmes.

The mission of the WdKA's education programmes is the formation of its students on a HBO (Higher Professional Education) level as teachers, artists, designers and producers, enabling them to acquire the knowledge, skills and attitude required to function and excel in their chosen professional field. A description of the structure of the education programme can be found at mywdka.nl/study-routes.

10.1.2 WORKING LANGUAGES

- a. The Fine Art and Design bachelor programmes are taught in both Dutch and English. All study programme components can be taught in both languages. Courses and assessments which include non-Dutch students, tutors, guest tutors, exchange students, independent experts and/or examiners are taught in English.
- b. The Leisure & Events Management and Fine Art & Design Teacher Training bachelor programmes are taught mainly in Dutch. In certain cases, where non-Dutch speaking (guest) tutors, exchange students, independent experts and/or examiners are involved in educational activities, specific courses or course components may be taught in English.

10.1.3 RUAS AND WDKA ACADEMIC CALENDARS

The University's complete academic calendar is published on HINT (hint.hr.nl/nl/HR/Studie/Roosters-en-cijfers/Jaarrooster).

The institute-specific and programme-specific academic calendars are published on MyWdKA (mywdka.nl/service-manual/). The quarter agendas, project agendas, etc., of the various major specialisations, graduation profiles (Practices) and other programme components are made available and/or published on MyWdKA.nl (mywdka.nl/about-major/) before the start of the period in question.

10.1.4 COMMITTEES

a. Institute Works Council

The mandate of the Willem de Kooning Academy's Institute Works Council is to advise and authorise the institute management, specifically in situations concerning the institute and falling under the jurisdiction of the management of this institute. More information about the Willem de Kooning Academy's Institute Works Council can be found on the intranet (mywdka.nl/institute-works-council/). For matters that are not specific to the WdKA, the Rotterdam University of Applied Sciences also has a Central Works Council ('Centrale Medezeggenschapsraad' or CMR). General provisions regarding the Central Works Council are described in article 12.2.

b. Examination Board

1. The Willem de Kooning Academy's Examination Board is responsible for monitoring the quality of assessments and (final) examinations within all of the Academy's education programmes. The tasks, jurisdiction and procedures of the Examination Board are specified in the Regulation for Examination Boards and Examinators, which is included as an appendix to this University Guide.
2. All education programmes are represented within the Examination Board by at least one member, with the exception of the master programmes which are collectively represented by one single member.
3. Organisation of (final) examinations
The Examination Board monitors the quality of assessments and (final) examinations. The examinations schedule of the WdKA's education programmes is submitted to the Examination Board for approval. After approval, the examinations schedule is published and communicated to the management, the chairperson of the team of examiners, and the candidates. The moments during which specific components of the examination will take place are indicated in the academic year agenda at the beginning of the academic year.
4. The chairperson of the Examination Board is responsible for communicating the regulations and guidelines determined by the Examination Board, as well as any amendments to these regulations and guidelines. This information is published at mywdka.nl/examination-board.
5. Examination Board meetings
The Examination Board's schedule of meetings is published at the beginning of the academic year at mywdka.nl/examination-board.

c. Assessment Committee

1. The Examination Board may request assistance and advice from an assessment committee in order to monitor the quality of assessments. There are two assessment committees within the WdKA: one for the Art and Design programmes, and one for the Leisure & Events Management programme.
2. The assessment committee monitors and determines the quality of assessments within the education programme(s) under its jurisdiction, based on a mandate formulated by the Examination Board and a previously defined year plan.
3. The assessment committees present a report of their activities and findings to the Examination Board. This report is also made available to the institute management and to the relevant course director(s).

d. Degree Programme Advisory Committee

1. The Willem de Kooning Academy has one Degree Programme Advisory Committee in which all education programmes are represented.
2. The Degree Programme Advisory Committee is an advisory body, charged with facilitating and monitoring the quality of the education programmes. The Degree Programme Advisory Committee fulfils this task through a number of activities such as:
 - Evaluating the Course and Examination Regulations of the institute's various education programmes, in order to present decisions in the form of approval or advice.
 - Formulating an annual evaluation of the implementation of the Course and Examination Regulations.

- Providing advice, whether upon request or proactively, to the Institute Works Council and to the WdKA's management on any other educational matters.
 - The Degree Programme Advisory Committee provides a copy of all formulated advice (as specified in the first and third points above) to the Institute Works Council.
 - Reviewing the education programme's evaluation data and providing advice on measures for quality improvement.
3. The Degree Programme Advisory Committee specifically evaluates the feasibility of a curriculum, both in terms of providing an achievable study programme for students as well as the degree to which tutors are able to implement the specified educational activities within the given time. The Committee bases its evaluation of feasibility on specific data such as quarter evaluations and the results of student surveys and staff surveys.

e. Curriculum board

1. There are three curriculum boards within the WdKA: one for the Fine Art and Design programmes, one for the Fine Art & Design Teacher Training programme, and one for the Leisure & Events Management programme.
2. The curriculum boards are charged with managing the curriculum of the education programme or programmes under their jurisdiction. The curriculum boards advise the institute management and the education programme manager(s) regarding the structure and content of the education programme; evaluate and monitor the continuity within the programme curriculum; and advise the teams of tutors regarding any necessary improvements to the curriculum.

f. Quality control committees

1. Each education programme, major specialisation and graduation profile (Practices) has its own quality control committee. Each class within a given education programme, major specialisation or graduation profile (Practices) is represented within the quality control committee by a student. Students within the quality control committees evaluate the curricula, educational methods, facilities, and all other aspects of the Willem de Kooning Academy's education programmes.
2. The quality control committees meet at least three times per year for evaluation consultations. These meetings are facilitated by Quality Control / DKO. Twice every year (in December/January and in May/June), academy-wide evaluations are conducted based on student surveys, followed by academy-wide consultations with student members of the quality control committees. The quality assurance officer organises the surveys and the academy-wide meetings.
3. Student members of the quality control committees prepare the meetings by compiling the experiences and opinions of their fellow students, and afterwards communicate the results of the consultations to their class. The coordinators and department tutors as well as the quality assurance officer communicate the results to the (institute) management, tutors and other staff members, as well as all relevant evaluating bodies. Further details regarding the implementation can be found in the WdKA Quality Control Handbook ('Handboek kwaliteitszorg WdKA').

e. Confidential advisors

Students of the Willem de Kooning Academy may avail themselves of the services of a confidential advisor. For more information, please consult mywdka.nl.

(mywdka.nl/service-manual/confidential-advisor/).

10.1.5 WDKA OPERATIONAL MANAGEMENT

Operational management within the WdKA focuses on providing support to (prospective) students, tutors, the management of education programmes and the WdKA's management. The following teams are responsible for the day-to-day implementation of support in the fields under their jurisdiction: Service & Help, Admissions, Life Cycle, Planning, Communication & Events and IT. This support includes: information desk, admissions, support to committees, guided tours, open house days, academic progress, assessments, elective programmes, planning and reservations, WdKA IT, website, external communications and PR, WdKA shop, equipment rental, finances, human resources, and quality control. For more information on operational management, please consult mywdka.nl (mywdka.nl/service-manual/about).

10.1.6 FOUNDATION PHASE

1. The foundation phase focuses on introducing students to the content of the bachelor programme and on providing opportunities for selection and/or referral at the end of this phase.
2. The WdKA offers a foundation phase for the following education programmes:
 - a. Design
 - b. Fine Art
 - c. Fine Art & Design Teacher Training
 - d. Leisure & Events Management
3. An internal transfer from one education programme to another always includes an internal admission procedure. Since there is no general foundation phase, internal transfer students in some cases will be required to start again at the beginning of the programme. See also 10.1.15.

10.1.7 BINDING STUDY ADVICE (BSA)

1. The WdKA requires its students to successfully complete at least 48 credits within the first year. Students who fail to meet this academic progress norm will receive a negative binding study advice (BSA) at the end of the first academic year.
2. In the case of the Double Degree programme, in addition to the requirement stipulated in section 1, all study programme components successfully completed during the first year at the Erasmus University Rotterdam are taken into account in assessing whether the student has met the required academic progress norm.
3. For the complete regulations regarding the binding study advice, please consult the appendix 'Regulations Regarding Study Advice and Rejection' (Reglement Studietoelaten en Afwijzing) in this University Guide.

10.1.8 COURSE CURRICULA, EDUCATIONAL SUPPLIES AND RESOURCES, REGISTRATIONS, INTELLECTUAL PROPERTY

a. Programme and course curricula

Within the institute WdKA, the term 'course' is equivalent to a module or project. A course consists of one or more course components. The course content is described in the relevant programme curriculum and course curriculum.

The programme curriculum provides a brief description of the content of the courses and projects.

For each academic term, the programme curriculum includes at least:

- The nature and content of the course or courses
- The study workload, expressed in credits
- The relevant competencies
- The learning goals
- The assessment criteria

The course curriculum provides a description the organisation and implementation of the course or project within the framework of the programme curriculum. The course curriculum describes at least:

- The assignments
- The planning
- The course format or formats
- The assessment format or formats
- Any other matters of interest for students following the course

The education programme publishes the programme curriculum before the beginning of the academic year, and publishes the course curriculum before the beginning of the relevant academic term. The education programme makes the programme curriculum and course curriculum available to students through MyWdKA.nl (mywdka.nl/about-major/), Osiris Student, or Kies op Maat.

10.1.9 ATTENDANCE DURING EDUCATIONAL ACTIVITIES

The education programmes assume the active attendance and participation of students during all curriculum components. For courses listed as 'POA' (practical exercises) in the curriculum outline, students are required to be present during at least 80% of the educational activities of the course in question.

Students are required to attend and participate in the education programme as specified in the academic year agenda and schedule as well as the class or project agenda for the relevant course, and to respect all relevant obligations and agreements. Students are required to report any absence to the study guidance coach. Students are also required to report any long-term absence due to illness or other circumstances to the student counsellor.

10.1.10 ARCHIVING STUDENT WORK

Students are required to actively participate in archiving their own work, and to assist the education programme in fulfilling its obligations in this regard, by uploading upon request their work, or a copy or image of this work, to Osiris and in a specified format, no later than the given deadline. Tutors may provide additional instructions specifying how the work should be submitted.

Tutors process the assessment of the work only after (the documentation of) the work has been archived. The work, or a copy or image of this work, is digitally stored in a student archive.

The education programme makes use of this archive only for purposes of accountability and internal information provision. Any other use, such as external publication or exhibition, may only take place after consultation with the student.

10.1.11 COSTS OF EDUCATIONAL SUPPLIES AND RESOURCES

Students are responsible for assuming all costs of educational supplies and resources (materials, professional literature, field excursions, etc.). The WdKA estimates these supplementary costs to be approximately € 800. Computers are used in courses within all phases and years of the study programme. The WdKA has only a limited amount of desktop computers available for use by students.

10.1.12 REGISTRATION AND PARTICIPATION IN EDUCATION PROGRAMME COMPONENTS

- a. The WdKA may require students to register for various education programme components, including courses, exams, assessments and (final) examinations. Where applicable, the education programme will specify this requirement in the description on MyWdKA of the programme curriculum for the course in question. Students who fail to register may be excluded from taking part in these particular courses, exams, assessments and (final) examinations. For education programme components and projects for which registration is required, this registration in itself does not guarantee a right to take part in the education programme component or elective module in question. The education programme determines the admission of students based on the number of registrations, the number of available places and any stated individual preferences.
- b. Registering for the WdKA elective programme (part of the Plus Weeks)
The Plus Weeks focus on the individual development of students. Students determine for themselves during this period what they wish to do and learn. Students with deficiencies or study delays spend this period resolving these issues. Otherwise, or additionally, students can spend this period on further deepening, specialising and/or preparing for upcoming study programme phases or assessments.
Before the start of the Plus Weeks, students formulate their own learning goals; during the Plus Weeks, students work independently within three different (and/or combined) agendas, depending on their study phase:
 - Individual study agenda, supervised by a (coaching) tutor affiliated to the major specialisation
 - Elective programme

- Preparatory agenda (for internship, assessment, graduation, etc.)
- Resits

For more information on the Plus Weeks and elective programme, please consult [MyWdKA>myposition>plus](#).

- For university-wide elective modules offered outside of the WdKA, students must register through Osiris Student. For more information, see Hint (hint.hr.nl/nl/HR/Studie/Keuze-onderwijs1/Keuzecursussen/).
- Admission to other components
Individual courses may be subject to specific admission requirements. Students who fail to meet these requirements will not be admitted. Any admission requirements are specified in the curriculum of the relevant education programme and/or specialisation. The education programme may also specify additional selection procedures for specific courses or projects.

10.1.13 APPLICATION FOR DIPLOMA

- Students are required to apply for their diploma through Osiris.
- This application must be submitted using the appropriate application form, at least four weeks prior to the date upon which the Examination Board convenes to assess the applications.
- After the application has been submitted, the Examination Board determines during its next meeting whether the student has obtained the required number of credits, and has fulfilled all other relevant obligations. The student will be informed if this is not the case.
- Students who have obtained all of the credits required by their examination programme will receive the degree certificate for their education programme at the next presentation date of degree certificates.

10.1.14 EXEMPTIONS

- Only the Examination Board is qualified to grant exemptions.
- Students may only request exemptions for courses given in the current academic year. No exemptions will be granted for elective modules. Exemptions cannot be granted retroactively.
- A request for exemption must be submitted by the student no later than during the second week of the relevant academic term. Requests submitted after these dates will not be considered.
- The Examination Board will only consider requests for exemption that meet the requirements specified in article 9.7 section 1 of the present Course and Examination Regulations.
- Any credits granted through exemptions are not taken into account in the quantitative requirement of 48 credits specified in the binding study advice regulation.

10.1.15 INTERNAL TRANSFERS

a. Transfers within education programmes

Under certain conditions it is possible for students to transfer, until April 1 of the year in question, from one of the institute's education programmes or specialisations to another, or from a part-time programme to a full-time one (or vice versa).

The procedure is as follows:

- The student's suitability is assessed by the department tutor of the new programme, as well as the study guidance coach of the new and old programmes.
- There is an intake consultation to determine which previously obtained credits may be retained.
- The department tutor formulates an individual transfer and progress programme.
- An individual study agenda is formulated to make up for any possible deficiencies.
- The transfer is formalised in a transfer form, filled in completely and officially approved by all concerned parties.

- After verification by the admissions department, the transfer form is approved and signed by the Dean of the Academy.
- Any exemptions must be requested according to the regular procedure and can only be approved by the Examination Board. The student is informed of the result in writing.
- The transfer process is supervised by the department tutor of the student's old programme or specialisation.

b. Transfers from the bachelor programme to the associate degree programme and vice-versa

Students may transfer from the associate degree programme to the bachelor programme and vice versa, no later than February 1 of the academic year in question and under the following conditions:

- The student's motivation and portfolio are assessed by the department tutor of the new programme, as well as the study guidance coach of the new and old programmes.
- An individual transfer and progress programme is formulated by the course director or department tutor of the new programme together with the study guidance coach of the old programme.
- Measures are formulated to make up for any possible deficiencies.
- The transfer is formalised in a study contract.
- The transfer process is supervised by the course director or department tutor of the student's new programme or specialisation.

10.1.16 STUDY GUIDANCE COACHING

Each phase of the study programme includes study guidance coaching, focusing on the student's academic progress, learning process, development of professional competencies, study choices and preparation for the professional practice. The study guidance coach may also, if necessary, refer the student to other individuals or organisations which can provide individual academic guidance, such as a student counsellor or a PAL (Peer Assisted Learning coach, see mywdka.nl/coaching/pals/).

Students also work within the context of study guidance coaching on compiling the assessment portfolios required during the study programme and for the assessments. Within the Leisure & Events Management programme, the study guidance coach is known as the PRO-coach.

For more information on study guidance coaching, please consult mywdka.nl

(mywdka.nl/coaching/study-guidance-coaching/).

10.1.17 LANGUAGE SKILLS ASSESSMENTS IN DUTCH AND ENGLISH

- All first-year students are required to complete language skills assessments in Dutch and English.
- The WdKA provides students who fail to successfully complete the Dutch and/or English language skills assessments an opportunity to increase their language skills through workshops focusing on the specific language skills required within the WdKA. This remedial module is provided during the Plus Weeks. Any obligation to complete the remedial course is described in the programme-specific provisions within this University Guide.
- The study guidance coach considers the result of the language skills assessment in advising individual students regarding the content of their personal Plus Week planning.
- Dutch-speaking students with an official medical or paramedical document stating that they are dyslexic, may also resit the Dutch language skills assessment by successfully completing a dedicated course for dyslexic students provided by the University, after it has been determined that the regular remedial module is unsuitable for them. This must be assessed in advance by the student counsellor, formalised in an educational agreement, and approved by the Examination Board.
- Students who are not Dutch citizens must demonstrate (through a TOEFL or IELTS test) a sufficient level of English language skills for taking part in the first-year curriculum. It is up to the student's own initiative to develop any necessary Dutch language skills (passive and active). Insufficient knowledge of the Dutch language does not constitute a legitimate reason for requesting additional provisions from the Examination Board. For all bachelor programmes, the

following tests and scores are used in assessing the English language skills of international students (with the exception of English native speakers):

IELTS TEST SCORE (Academic) 6.0

TOEFL Paper 550

TOEFL Computer-based 213

TOEFL Internet 80

These (prospective) students must ensure that their test results are submitted to the Student Service Centre (SSC) of the Rotterdam University of Applied Sciences before August 1, 2018.

- f. Successful completion of the Dutch or English language skills assessments or remedial modules does not entitle the student to any exemptions for regular Dutch and/or English language curriculum components.

10.1.18 EXCHANGE

- a. To obtain credits for activities abroad, students must formulate individual agreements with either the department tutor (Art and Design programmes) or the year coordinator (Lifestyle Management programme) of their education programme. The Examination Board determines the conditions under which this is possible. The department tutor or year coordinator is advised by the study guidance coach.
- b. For an exchange abroad, the student's study programme and corresponding credits must be formulated in advance in a learning agreement, in consultation with the department tutor and the study guidance coach. This learning agreement must be submitted in advance for approval to the Examination Board. The credits may only be awarded after the learning agreement has been approved by the Examination Board, and after the student has completed the specified programme, in which all programme components have been assessed with a satisfactory mark.
- c. Exchange students who have successfully completed an exchange programme at the WdKA receive from the WdKA a written statement specifying which project(s) they have completed and the number of related ECTS credits. Students requesting recognition within their education programme of credits received in the context of an exchange programme at an educational institute abroad, must provide an authenticated document specifying which education programme components they have completed and the number of related ECTS credits. For students completing an exchange programme at an institute which follows a different system for calculating or awarding credits, study workload, number of credits per period, etc., the student's study guidance coach determines a conversion based on a comparison of the study workload and study content, as well as a possible reassessment of the results achieved by the student, all of which are subject to approval by the Examination Board.

10.1.19.1 ASSESSMENTS

a. Public access

Assessments, exams, etc., take place behind closed doors. In exceptional circumstances the Examination Board may decide otherwise.

b. Examinators

The Examination Board appoints examiners, who are charged with the task of conducting assessments. These examiners are tutors who perform their task either individually or within a committee of examiners. The Examination Board may also appoint external examiners. The examiners for each assessment format are:

- For the individual (partial) assessment of a course or project: the team of tutors, of which the members (either individually or as a team) teach the course in question or a comparable course.
- For the competency assessments: at least two competency assessors with relevant qualifications.
- For the internship: the WdKA's internal internship supervisor(s).
- For the graduation phase: assessors with relevant qualifications representing the student's major specialisation and graduation profile (Practices), and the supervisor of the research project.

- The assessment during the graduation phase includes independent experts acting in an advisory capacity.

c. Assessment of curriculum components

1. All courses are assessed during the academic year in which they are given.
2. A student may take an assessment for any given course no more than twice per academic year.
3. Assessment of a specific course takes place either:
 - a. In one of the academic weeks of a specific period in which the course is given.
 - b. In one of the assessment weeks immediately after the end of classes for a specific period, or as specified in the course curriculum's project planning.
4. The course curriculum of each specific course (which can be found on MyWdKA: mywdka.nl/about-major/) describes how and when each assessment takes place.
5. Students joining a programme in the middle of an ongoing academic year, will not always be allowed to take part for a second time in an assessment of a course (for example, if the first assessment took place before the student joined the programme).
6. Homework assessments (including assignments) must be submitted before the deadline specified in the course curriculum. Students are required to personally archive a digital copy of all homework assessments (including assignments). A homework assessment submitted by the student after the official deadline will either be considered a resit, or the student will be assigned a different homework assessment as a resit, this to be determined by the tutor.
7. A student who does not meet the attendance requirement of 80% for a course listed as 'POA' (practical exercises), or who has been found by the tutor or team of tutors to have insufficiently participated in educational activities, will receive an unsatisfactory mark. An unsatisfactory mark for an assessment based upon this requirement will be communicated by the tutor in a way that takes into account the stated goals of the course. A student who has not completed the final assessment of a course will also receive an unsatisfactory mark. In this case the resit is considered to be the second and only opportunity.
8. In exceptional circumstances the Examination Board may decide otherwise.

10.1.19.2 ORGANISATION OF ASSESSMENTS

- a. Assessments take place at the moments specified in the course curriculum and within the time periods specified in the academic year agenda. Students receive in writing the result of the assessment, by means of either an assessment mark or an assessment form. Students may also receive further verbal feedback. The result of the assessment may be expressed as an assessment mark (1-10) or a qualification (such as: satisfactory or unsatisfactory, + or -). This format of the assessment result is determined in advance.
- b. Students conclude each course with an individual assessment.
- c. The assessment of a course is integral in nature, meaning that it is based upon participation in the educational process as well as on the end product of the course. The assessment is based on the assessment criteria or competencies as described in the course curriculum.
- d. For group activities, the assessment is based on each student's individual contribution.
- e. Candidates who are prevented from taking part in a test or assessment due to demonstrable circumstances beyond their control, may be provided another assessment opportunity by the Examination Board. Candidates who are prevented from taking part in a (final) examination due to demonstrable circumstances beyond their control, must clearly communicate this to the chairperson of the Examination Board before the start of the examination. The extraordinary nature of the circumstances will only be officially recognised when the candidate submits proof in writing to the chairperson of the Examination Board.
- f. Students with a disability
 1. Students with a disability may submit to the student counsellor a request for assessments adapted to their particular circumstances. They must do so within two months after the beginning of the academic year. If necessary, the student counsellor may obtain expert advice before making a decision.
 2. Students who develop or are diagnosed with a chronic condition after the beginning of the education programme are required to inform the study guidance coach as soon as possible, as well as contacting the student counsellor.

3. Students with a disability are only eligible for additional provisions or accommodations based upon an educational agreement approved by the education programme's management and the Examination Board.
 4. Students with a disability are responsible for covering any costs for accommodations for personal use.
- g. Assessments will be conducted in either Dutch or English, depending on the working language of the education programme in question. Students will be informed in advance of the language in which the assessment is conducted. For assessments conducted in Dutch, foreign students whose Dutch language skills are demonstrably insufficient may in certain cases be granted an extension of the assessment time by the chairperson of the Examination Board.

10.1.19.3 ASSESSMENTS, MARKS AND QUALIFICATIONS

Table 1 provides a list of assessment results for courses, internships and the graduation phase, indicating which results are considered satisfactory and unsatisfactory. (See also the appendix 'Current alphanumeric results with numeric equivalents' further in this University Guide).

ASSESSMENTS		
Assessment	Description (Dutch)	Pass
10	Pass with distinction	Yes
9	Pass with merit	Yes
8.	Very good pass	Yes
7	Good pass	Yes
6	Pass	Yes
5	Near pass	No
4	Fail	No
3	Bad fail	No
2	Poor	No
1	Very poor	No
VRY	Exemption ('Vrijstelling')	Yes
Q	Qualified	Yes
NQ	Not Qualified	No
O	Fail ('Onvoldoende')	No
V	Pass ('Voldoende')	Yes
G	Very good pass ('Goed')	Yes
Fraude	Fraud	No
JUDICIA		
Assessment	Description (Dutch)	Description (English)
G	Geslaagd	Pass
GL	Geslaagd Cum Laude	Pass with distinction

10.1.19.4 DETERMINING RESULTS

- a. When a course, project, internship or graduation project is assessed with a (rounded-off) mark of 6 or higher, the student is awarded the number of credits corresponding to the activity. The credits for a course, internship or the graduation phase may be subdivided among several different components. This subdivision of study workload and credits is described in the teaching plan tables or curriculum tables, in the internship guide, in the programme curriculum and in the examination handbook.
- b. Time period in which assessment results are communicated
 1. The examiners usually communicate the results of an assessment within ten (10) school workdays after the day the assessment took place.
 2. The result of an assessment must be communicated to the student within three weeks after the assessment took place (not including vacation periods). The results must also be processed in Osiris within this period. The Examination Board can shorten this term if deemed necessary for resit purposes.

3. In addition to the assessment result, the student is also provided with an opportunity to receive in-depth feedback. For written tests or multiple choice tests, the student is provided access to information relevant to the assessment of the test.
- c. Procedure and period for student access to information
 1. The Examination Board may determine a location and two different moments during which the student will be provided access to information relevant to the written assessment. These moments will be communicated to the student in advance. If the student is prevented, by demonstrable circumstances beyond their control, from appearing at either of these specified moments, the student will be provided another opportunity, if possible within thirty (30) school workdays after the assessment.
 2. In cases where no moments for information access have been specified, students may submit a request for access to information relevant to their own written assessment within a period of at least thirty (30) school workdays after being communicated the result of the assessment.
 3. Tutors must at least provide students with access to information relevant to their written assessment, but may also decide to permanently hand over this information to the student.
 4. All materials to be assessed (or a reproduction of these materials) must be submitted in digital form by the student to the tutor. In the case of written exams, the relevant tutor is responsible for digitally archiving the student's work.
- d. In the case of assessments of final qualifications, the education programme archives all relevant and specified files for a period of at least seven years (for various purposes including accreditation). In the case of other study results, the education programme archives all relevant and specified files for a period of two years. The selection of works to be archived may differ between education programmes. For more information on this topic, see the chapter describing the relevant education programme.
- e. An overview of the student's official academic results can always be viewed or printed using Osiris Student.

10.1.19.5 PERIOD OF VALIDITY

Credits obtained by the student for all courses described in the curriculum remain valid indefinitely, unless the institute management has determined that the period of validity is limited to five years. The academy management publishes the list of courses for which the period of validity is a maximum of five years on MyWdKA.nl.

10.1.19.6 INTERNSHIP ASSESSMENT

- a. The regulations for the assessment and completion of internships are included in the internship contract and specified in the internship guide.
- b. The education programme's internship tutor is responsible for assessing the internship as well as the internship report.
- c. The external internship supervisor's advice is taken into account in the final assessment of the internship. However, the result of the assessment is always determined by the education programme's internship tutor.

10.1.19.7 COMPETENCY ASSESSMENTS

- a. Competency assessments focus on assessing the level of the competencies as defined on a national level by the professional field and the (higher professional) education programmes.
- b. Art education programmes assess a student's competencies on four different levels. Competency assessments 2 and 3 are development assessments; they provide students with feedback on their current competency level and thus their qualities and shortcomings, knowledge which is crucial in order to make the right study choices. Competency assessment 4 is qualifying for the graduation and the professional practice; here the student must demonstrate their competencies on the final level, which is the education programme's bachelor level.
- c. Moments of the competency assessments

- Competency assessment 1: during the admission procedure
- Competency assessment 2: halfway through year 2
- Competency assessment 3: halfway through year 3
- Competency assessment 4: halfway through year 4 (bachelor level)

The academic calendar, published on MyWdKA at the beginning of the academic year, specifies the weeks in which the assessments are conducted.

- The Leisure & Events Management education programme assesses a student's competencies on three different levels, rather than four as specified under b. and c. above. There is no assessment during the admission procedure. Competency assessments 1 and 2 are development assessments; they provide students with feedback on their current competency level and thus their qualities and shortcomings, knowledge which is crucial in order to make the right study choices. Competency assessment 3 is qualifying for the graduation and the professional practice; here the student must demonstrate their competencies on the final level (level 3), which is the education programme's bachelor level.
- These are oral assessments, conducted by two assessors.
- For more detailed information on the competency assessments, the criteria, and the requirements for the assessment portfolio, see mywdka.nl/competentieassessments. The relevant information is published no later than the first day of the academic year in question.

10.1.20.1 COURSE RESITS

- The education programme only provides a resit opportunity to students who have failed an assessment. Resits always take place within the academic year during which the study programme component was taught.
- The student is allowed one resit opportunity for each course or course component per academic year.
- If a student has missed the first regular assessment opportunity and has completed only a resit assessment, the student may not resit this assessment again within the same academic year, even if the student has only completed one single assessment within the academic year. The Examination Board may allow exceptions to this regulation, in the event that a student was unable to complete the first regular assessment opportunity due to exceptional circumstances.
- Resits must be completed before the end of the academic year. Otherwise the student must complete the assessments of the course in question once again during the next academic year.
- For courses in which the assessment is based on regular assignments and for which the student has received an unsatisfactory mark, the student may be provided the opportunity to achieve a satisfactory mark by completing supplementary assignments during the next academic term or Plus Week period. The handbook for the Plus Weeks can be found on MyWdKA (mywdka.nl/plus/).
- The moments during which students are provided with opportunities to resit education programme components are described in the academic year agenda. Resits may take place during the Plus Weeks, and in some cases may also take place outside of these resit weeks.

10.1.20.2 RESIT OF THE INTERNSHIP (ART AND DESIGN PROGRAMMES)

- A student whose internship is assessed with an unsatisfactory mark must complete a new internship. This second internship then counts as a resit.
- The internal internship tutor may determine that only a specific component of the internship needs to be redone, provided the other components were completed successfully. In certain cases, the internal internship tutor will describe which extra assignments the student must complete in order to resit the failed component.

10.1.20.3 RESITS OF COMPETENCY ASSESSMENTS

- Resits of competency assessments (2, 3 and 4) take place during the weeks specified in the year planning.
- For students who have not successfully completed competency assessment 2 after two attempts, the resit for competency assessment 2 may be conducted as part of competency assessment 3.

For students who have not successfully completed competency assessment 3 after two attempts, the resit for competency assessment 3 may be conducted as part of competency assessment 4.

- c. Resit of competency assessment 4: students who have failed to develop or demonstrate specific competencies are required to complete a resit procedure, which may lead to a study delay.
- d. Students who have failed to demonstrate more than two competencies will require an additional study period, with a duration determined by the extent of the deficiency. This also applies to students who have failed the resit described above.

10.1.20.4 RESIT OF THE GRADUATION PHASE

- a. Students who have completed components of the graduation phase with an unsatisfactory mark are eligible for a resit.
- b. Resits of (components of) the graduation phase must be completed during the academic year of the student's graduation.
- c. A candidate who has failed the graduation phase, is required to resit only the components for which the candidate has received an unsatisfactory mark, provided these components are suitable for a separate assessment.
- d. For more information about the study programme and assessments in quarters 15 and 16, see the graduation handbook which is issued to students at the beginning of quarter 15 and which can be consulted through Osiris Student and MyWdKA (mywdka.nl/graduation/) at the beginning of the academic year.

ARTICLE 10.2

Fine Art & Design Teacher Training (FA&DTT)

10.2.1 FINE ART & DESIGN TEACHER TRAINING

General information

The Fine Art & Design Teacher Training bachelor programme complies with competencies defined on a national level in the education programme profile for Fine Art & Design Teacher Training programmes ('Opleidingsprofiel Docent Beeldende Kunst en Vormgeving'). These competencies address topics such as (the application of) knowledge and insight, judgement, communication, and didactical skills. The education programme applies the knowledge base defined on a national level for Fine Art & Design Teacher Training programmes focusing on primary and secondary education. The education programme gives concrete shape to the competencies as an integral aspect of the curriculum. These specified final qualifications play a key role in determining the learning process and providing direction to the tutors. The course curricula and the learning goals are derived from the programme curriculum. Both may be consulted on the intranet.

10.2.1 FINE ART & DESIGN TEACHER TRAINING COMPETENCIES

1. Artistic competency

The art educator is able to realise artistic processes and products based upon a coherent artistic vision, thus inspiring and guiding individual learners and groups of learners in their own artistic development.

2. Pedagogical and didactical competency

The art educator disposes of a broad range of pedagogical and didactical knowledge and skills, enabling them to generate safe and powerful learning environments for individual learners and groups of learners.

3. Interpersonal competency

The art educator disposes of a broad range of communicative knowledge and skills, thus generating, as an ambassador for the arts, effective interactions and collaborative methods in a variety of professional contexts.

4. Context awareness

The art educator is able to identify and research relevant developments in the (cultural) diversity of an increasingly global society, and to make good use of opportunities for establishing connections with their own professional practice in an entrepreneurial and well-organised manner.

5. Critical-reflective and researching competency

The art educator is able, through reflection and research, to develop insights and knowledge relevant to their own professional performance, and applies their own research skills in order to encourage and guide individual learners and groups of learners in developing a researching attitude and in conducting research at a basic level.

10.2.2 FINE ART & DESIGN TEACHER TRAINING: INTERNSHIPS

The curriculum of the education programme provides the framework and context for the internship. The professional field of graduates of the Fine Art & Design Teacher Training programme includes all educational levels, from special education to higher professional education, as well as the field of extracurricular and professional training. There are no subdivisions within the education programme, meaning that students are prepared for all educational and extracurricular levels.

The internship, as an integrated component of the curriculum, plays an important role in determining whether the student has developed the competencies necessary for successfully completing the education programme. The graduating student is qualified and accredited for the entire professional field, and specifically competent within the professional domain in which they have demonstrated their expertise.

Fine Art & Design Teacher Training, full-time: internships

Academic year 1 / term 1.1

Professional orientation

During term 1.1, students spend one day each week completing a professional orientation internship. The first-year internship provides an orientation within art education on a secondary-school level. Here the student is encouraged to broadly research the profession in the context of secondary education (in all years and levels). The internship workplace must be approved by the education programme.

Academic year 2 / term 2.1

Micro-internships: perspectives on the profession

During term 2.1, the student's internship does not take place continuously at one single location. Instead, students broadly orient themselves within the possibilities of the profession (both in educational and extracurricular contexts) by completing a number of micro-internships, either independently or in small teams. The internships always include a collaboration with a partner from the professional field. It is partly up to the students to determine the content of the internships. A requirement for starting this internship is that the professional orientation internship from the first year must have been successfully completed.

Academic year 3 / terms 3.1 to 3.3

Internship

In the third year, the student chooses an internship workplace organisation that is suitable to their definitive professional choice. This internship focuses on deepening. By making a conscious choice, students specialise themselves and thus increase their opportunities on the labour market. The student participates as a co-worker in the internship organisation, shows initiative, and functions increasingly independently as the internship progresses. A requirement for starting this internship is that the internships from previous years must have been successfully completed, as well as the foundation phase and 80% of the ECTS in the first and second academic years.

Academic year 4 / term 4.1

LIO internship ('leraar in opleiding', teacher in training)

With this internship, students professionalise themselves within the labour market. Students complete an internship suitable to the chosen Practices and the chosen case study. The internship allows students to increase their understanding of their own positioning within the professional field, so that they can determine how they will relate to this professional field as beginning teachers. The internship focuses on further deepening, as well as practising and developing the necessary competencies for the definitive profession. The student participates as a co-worker in the internship organisation, shows initiative, functions independently, and is responsible for performing their own tasks. A requirement for starting this internship is that all programme components from the second and third year must have been successfully completed. Additional requirements and obligations which students must fulfil before they can begin the internship are specified in the internship handbook.

Fine Art & Design Teacher Training, part-time: internships

Academic year 2

Assistance internships

The student chooses an internship workplace organisation in the field of regular or extracurricular education. The second(-year) internship focuses on providing assistance, guidance and suggestions; the student is encouraged to conduct broad research within the professional field of art education. The student teaches a number of classes (part of a class to an entire group, or an entire class to part of a group), or participates in projects, under the presence and ultimate responsibility of the relevant teacher or staff member.

Academic year 3 / terms 3.1 to 3.3

Internship

In the third year, the student chooses an internship workplace organisation that is suitable to their definitive professional choice. This internship focuses on deepening. By making a conscious choice, students specialise themselves and thus increase their opportunities on the labour market. The student participates as a co-worker in the internship organisation, shows initiative, and functions increasingly independently as the internship progresses. A requirement for starting this internship is that the internships from previous years must have been successfully completed, as well as the foundation phase and 80% of the ECTS in the first and second academic years.

Academic year 4 / term 4.1

LIO internship ('leraar in opleiding', teacher in training)

With this internship, students professionalise themselves within the labour market. Students complete an internship suitable to the chosen Practices and the chosen case study. The internship allows students to increase their understanding of their own positioning within the professional field, so that they can determine how they will relate to this professional field as beginning teachers. The internship focuses on further deepening, as well as practising and developing the necessary competencies for the definitive profession. The student participates as a co-worker in the internship organisation, shows initiative, functions independently, and is responsible for performing their own tasks. A requirement for starting this internship is that all programme components from the second and third year must have been successfully completed. Additional requirements and obligations which students must fulfil before they can begin the internship are specified in the internship handbook.

The successive internships gradually increase in terms of number of hours per week, tasks and responsibilities. Besides gaining practical experience during the internship, students are provided with the opportunity to reflect upon their experiences during intervision peer analysis sessions, and receive specialised didactical and pedagogical support in question-oriented classes with a focus on developing and applying practical and theoretical knowledge.

10.2.3 ATTENDANCE DURING EDUCATIONAL ACTIVITIES

The education programmes assume the active attendance and participation of students during all curriculum components. Students are required to report any absence to the study guidance coach. Students are also required to report any long-term absence due to illness or other circumstances to the student counsellor.

The Examination Board may determine further provisions in exceptional cases which are not (or not sufficiently) specified in the regulation.

10.2.4 FINE ART & DESIGN TEACHER TRAINING, FULL-TIME: FURTHER STIPULATIONS

1. In order to be admitted to the minor, the student must have successfully completed the third-year internship and, where applicable, must also have successfully completed the remedial programme. The student's choice of minor must be approved by the study guidance coach.
2. In order to be admitted to the graduation phase, the student must have successfully completed all programme components of the second and third academic years, including the internship. The student must also formulate a graduation plan which must be approved by the education programme.
3. The graduation programme consists of two components:
 - The final assessment in terms 4.2 and 4.3.
 - A research project, based upon a project plan, in which the student produces a stand-alone final work (image, product, film, etc.).
 - An internship and research, resulting in an internship and research document.

10.2.5 FINE ART & DESIGN TEACHER TRAINING, PART-TIME: FURTHER STIPULATIONS

1. In order to begin the graduation phase (the last semester of the fourth year), the student must have successfully completed all programme components of the second and third academic years.
2. The graduation programme (part-time) consists of two components:
 - The final assessment.
 - An educational product that establishes a relationship between the profession and the theory of art, and is suitable for the practice of art education.
3. The graduation programme is described in a separate handbook, as is the assessment.
 - Students of the part-time programme may only begin the graduation phase, and exemptions may only be granted, after approval by the Examination Board.
 - In exceptional cases, the course director may deviate from the admission criteria described above, in consultation with the study guidance coach and the Examination Board.

Fine Art & Design Teacher Training 2018-2019 FULL-TIME year 1					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 1.1					
Major: <i>Curiosity and research</i>	DBKMAJ11	18	21	O; P	POA
Major Theory: <i>Art history</i>	DBKKUG11	6	3.5	S	
<i>Plus Week 1.1</i>	DBKPLUS01	4	13.5	O; S; P	POA
Term 1.2					
Practice	WDKPRC12	9	22	O; P	POA
Practice Theory	WDKPRT12	3	3.5	O; S	
Term 1.3					
Major: <i>Visual process and exhibition</i>	DBKCON13	9	22	O; P	POA
Major Theory: <i>Art history</i>	DBKKUG13	3	3.5	S	
<i>Plus Week 1.3</i>	DBKPLUS02	2	14	O; S; P	POA
Terms 1, 2, 3 / year					
Study guidance coaching	DBKSLC1	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>see programme</i>	4	24	P	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 FULL-TIME year 2					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 2.1					
Major: <i>Hybrid practice</i>	DBKMAJ21	18	21	P; M	POA
Major Theory: <i>Art theory in practice</i>	DBKMTH21	6	3.5	P; S	
<i>Plus Week 2.1</i>	DBKPLUS03	4	13.5	O; S; P	POA
Term 2.2					
Major: <i>Image and critique</i>	DBKMAJ22	8.	22	P; M	POA
Major Theory: <i>Art critique</i>	DBKMTH22	3	3.5	P; S	
Competency assessment	DBKASSM2	1		AS	
Term 2.3					
Practice	WDKPRC23	9	22	O; P	POA
Practice Theory	WDKPRT23	3	3.5	O; S	
<i>Plus Week 2.3</i>	DBKPLUS04	2	14	O; S; P	POA
Terms 1, 2, 3 / year					
Study guidance coaching	DBKSLC2	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>see programme</i>	4	24	P	POA
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 FULL-TIME year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Practical lab: orientation	DBKLAB31	12	11	P; M	POA
Peer education	DBKEDU31	5		P; S	
Practice	WDKPRC31	9	7	O; P	POA
Practice Theory	WDKPRT31	3	2	O; S	
Terms 3.2 / 3.3					
Practical lab: specialisation	DBKLAB32	20	12	P; M	
Framing-reframing	DBKFRF32	8.	6	P; S	
Terms 1, 2, 3 / year					
Competency assessment	DBKASSM3	1		AS	
Study guidance coaching	DBKSLC3	2	3.5	PF	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 FULL-TIME year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Minor Research project		30	14	O; S; M; P	
Minor Practice Project				O; S; M; P	POA
<i>Plus Week 4.1</i>	<i>see programme</i>			O; S; P	
Terms 4.2 / 4.3					
Graduation project	DBKAFS4	14	18	O; P	
Competency assessment	DBKASSM4	14		AS	
Terms 1, 2, 3 / year					
Study guidance coaching	DBKSLC4	2	3.5	PF	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 PART-TIME year 1					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 1.1					
Image and design	DBKBVG1DT	29	12	O, S, P	POA
Terms 1.2 and 1.3					
Image and design	DBKBVG2DT	29	12	O, S, P	POA
Terms 1.1 to 1.3					
Study guidance coaching	DBKSLC1DT	2	1	PF	POA
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 PART-TIME year 2					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 2.1					
Image and design	DBKBVG3DT	29	12	P	POA
Terms 2.2 and 2.3					
Image and design	DBKBVG4DT	29	12	O, S, P	POA
Terms 2.1 to 2.3					
Competency assessment 2	DBKASS2DT	1		AS	
Study guidance coaching	DBKSLC2BDT	1	1	PF	POA
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 PART-TIME year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Project 9: Primary education (OP1)	DBKPR9DT	9	4	O, P	POA
Project 10: Secondary education 1 (OP2)	DBKPR10DT	10	4	O, P	POA
Practical project	DBKPRC3ADT	7	2	O	
Term 3.2					
Project 11: Secondary education 2 (OP3)	DBKPR11DT	10	6	O, P	POA
Project 12: Extracurricular education (OP4)	DBKPR12DT	10	6	O, P	POA
Practical project	DBKPRC3BDT	7	2	O	
Terms 3.1 and 3.2					
New developments ('Actualiteitencollege')	DBKCOL3DT	4	2	O	POA
Competency assessment 3	DBKASS3DT	1		AS	
Study guidance coaching	DBKSLC3DT	2	1	PF	POA
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination (‘Mondeling’)					
S= Written exam or assessment (‘Schriftelijk’)					
V= Report (‘Verslag’)					
O= Assignment (‘Opdracht’)					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

Fine Art & Design Teacher Training 2018-2019 PART-TIME year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Station project	DBKSTP4DT	8.	2	O, M, P	POA
Project: Current developments in art and education	DBKAKE4DT	14	4	O, P	
Practical project	DBKPRC4ADT	7	2	S	
Term 4.2					
Graduation project	DBKAFS4DT	12	4	O, M, P	
Practical project	DBKPRC4BDT	3			
Terms 4.1 and 4.2					
Competency assessment 4	DBKASM4DT	14			
Study guidance coaching	DBKSLC4DT	2	1	PF	POA
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>Practical exercise</u>					
POA= practical exercise course with compulsory attendance					

ARTICLE 10.3

Fine Art

10.3.1 FINE ART: GENERAL INFORMATION

Students learn to create meaningful and innovative images that inspire reflection or action among a public or clients, and that provide a significant contribution to cultural and social developments within an international perspective. This means that students are able, based on research and reflection, to give direction to their own dynamic professional practice, and to combine this attitude with a well-informed artistic vision. They do this with a proactive and entrepreneurial attitude. There are also able to handle the organisational and business aspects of the profession.

The Photography department is part of the Fine Art education programme. Students with a clear affinity for photography graduate as photographers. They follow a specialised programme that addresses the specific characteristics of the medium. They also complete a work experience period, focusing on photography in a professional situation, during academic terms 11 and 12.

10.3.2 COMPETENCIES

The following is a description of the competencies for the education programme profile. Each of the seven competencies is followed by a global description of the appropriate professional behaviour. The education programme makes use of an extensive competency matrix which describes all relevant competencies and performance indicators.

1. Creative ability

The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision. The visual work generates meaning and is based upon the artist's personal ambition.

2. Ability to reflect critically

The student is able through research to examine, analyse, interpret, problematise, position and evaluate their own work and work process and that of others.

3. Ability to grow and change

The student is able to continuously develop and deepen their own work and work process, thus contributing to further development of the profession, the professional field, culture, and society at large.

4. Organisational ability

The student is able to create and maintain an inspiring and professional working situation.

5. Communicative ability

The student is able to articulate their ideas, concepts, work, work process and artistic vision for professionals and the public, within and outside the professional field.

6. Context awareness

The student maintains an active and critical attitude toward the context in which they produce and present their work.

7. Collaborative ability

The student is able, in the context of a collaborative effort, to independently and actively participate in the realisation of an artistic product or process.

10.3.3 DOUBLE DEGREE

Students who, in addition to their admission to the Fine Art programme, have also been admitted to either the Liberal Arts & Sciences programme (provided by the Erasmus University College) or the BA Arts & Culture Studies (provided by the Erasmus University) follow a Double Degree programme. The

stipulations and conditions for students following the Double Degree programme are described in section 10.5.

10.3.4 INTERNSHIP

1. The education programme includes an internship in the form of a work period in a professional situation. This may be a (group) studio, an art or artists' institution, a design studio or photography practice, a commercial business in the field of culture, etc. The student may also complete the internship in a group studio provided by the education programme, as a working environment related to the professional practice.
2. In the available spaces or self-chosen environment, students establish a working environment in which they develop their work, under supervision of their tutors. They also orient themselves within the professional field through preparatory professional activities, meetings and guest lectures. Finally, they make use of the studios and workshops in the realisation of their works. This work period takes place in quarters 11 and 12.
3. In order to begin the internship, the student must meet the following requirements:
 - All previous courses must have been successfully completed. Any exceptions must be approved by the Examination Board, upon advice of the study guidance coach. A student who has received approval to begin the internship, even though some education programme components have not been successfully completed, may only do so after an agreement has been formulated for a modified study agenda, specifying when the student will complete the courses in question.
 - For external internships: an internship contract, filled in completely and signed by all parties.
4. For more information, please consult the internship guide and the internship contract for students and for workplace organisations.

10.3.5 PROJECT ASSESSMENTS

10.3.5.1 PROJECT ASSESSMENTS IN THE MAJOR SPECIALISATION AND THE GRADUATION PROFILE

1. Project assessments conducted within the major specialisation and the graduation profile (Practices):
Project assessments are related to an academic unit with a duration of (a substantial part of) one academic term and taking place within the regular bachelor programme. The assessment of the project is integral in nature and is based on the published learning goals and assessment criteria related to the project.
2. The projects are assessed with a mark from 1 to 10, and in certain cases with a simple satisfactory/unsatisfactory mark. The student is also provided with comprehensive feedback in writing. This feedback and assessment mark allow the student to realistically appraise their own position and to plan accordingly for the further progress of the study programme. The feedback always addresses at least the project's learning goals and the degree to which the student has attained these goals with regard to the assessment criteria.
3. The project assessment is conducted by at least two tutors. The composition of the team of assessors may vary between projects. The composition of the team of assessors is communicated before the beginning of the project. Not all of a project's supervising tutors are required to take part in the assessment.

10.3.5.2 RESIT OF THE PROJECT ASSESSMENT

1. A student who receives an unsatisfactory mark for a project assessment is provided with feedback from the team of tutors indicating which learning goals have been achieved and which have not, and which learning goals and/or competencies the student must still develop.
2. In addition to the resit opportunity provided in accordance with article 10.1.19.1, students also have the opportunity to work on addressing deficiencies during the Plus Weeks specified in the programme. The student formulates a learning question based on the received feedback / feedforward, showing how the student realistically expects to demonstrate that they have achieved the learning goals in question, in a way that is approved by the team of tutors. In years

- 3 and 4, the student can also resolve any possible deficiencies, in addition to other activities specified for this period, such as preparations for internships, assessments or graduation.
3. A student who has still not achieved a satisfactory result after the resit or resits at the end of the academic year, will be required during the following academic year to complete once again the project assessment or assessments in question, in order to achieve the specified learning goals. This may lead to a study delay.

10.3.5.3 PLUS WEEKS

During the first and second year of the education programme, two time periods have been scheduled as Plus Weeks. Students can make use of these weeks in a manner that is best suited to the competency development they have in mind. There are three specific ways they can make use of these weeks:

- They can choose to use these weeks for (receiving additional support and supervision in) resolving deficiencies. Article 10.3.5.2.2 specifies how students can work on resolving deficiencies during the Plus Weeks.
- They can use these weeks for developing specific skills within the Stations.
- They can use these weeks for further deepening.

They can prepare for upcoming study programme components (such as internships, assessments, graduation). Students are required to attend the activities which they have chosen. Credits for the Plus Weeks are awarded based upon the assessment criteria specified in the description of the Plus Week programme on MyWdKA (mywdka.nl/plus), and are linked to the personal learning goals formulated by the student for the Plus Weeks.

10.3.5.4 GRADUATION PROGRAMME AND FINAL EXAMINATION

1. In quarters 15 and 16, students complete the education programme through graduation assignments or graduation projects. Assessment at the final level is based upon competency profiles defined on a national level. Students formulate their own final examination assignments in the context of one of the three graduation profiles (Practices), in collaboration with an external partner recruited by the student. For more information, see the graduation handbook.
2. At the beginning of quarter 15, students complete a competency assessment during which assessors will determine whether the student indeed meets the final qualifications specified by the education programme. Students who do not successfully complete this assessment are required to complete a resit procedure, which may result in a study delay. The education programme may only be completed after the competency assessment has been successfully completed.
3. At the end of quarter 16, students present their graduation work to examiners in a manner relevant to the professional practice. The team of examiners includes at least one independent expert and/or when possible an external assessor. The presentation features a research project and a practical project, which together constitute a body of realised works that are based upon the (visual and theoretical) research and/or (external) assignment. The presentation takes place in a suitable public setting.
4. The WdKA organises an annual graduation exhibition. In order to take part in the final examination exhibition, the candidate must have successfully completed the assessment specified in section 3, and must have obtained all other required credits. The student's participation in the graduation exhibition consists of works realised under supervision during the graduation phase. During the course of their studies, students may take part only once in the final examination exhibition of the bachelor programme.

Fine Art 2018-2019 year 1					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 1.1					
Major	ABKMAJ01* VGWMAJ11*	18	21	O; P	
Major Theory	~MTH11*	6	3.5	O; S	
<i>Plus Week 1.1</i>	~PLUS01*	4	13.5	O; S; P	
Term 1.2					
Practice	WDKPRC12	9	22	O; P	
Practice Theory	WDKPRT12	3	3.5	O; S	
Term 1.3					
Major	~MAJ13*	9	22	O; P	
Major Theory	~MTH13*	3	3.5	O; S	
<i>Plus Week 1.3</i>	~PLUS02*	2	14	O; S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC1*	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	4	24	P	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Fine Art 2018-2019 year 2					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 2.1					
Major	~MAJ21*	18	21	O; P	
Major Theory	~MTH21*	6	3.5	O; S	
<i>Plus Weeks 2.1</i>	~PLUS03*	4	13.5	O; S; P	POA
Term 2.2					
Major	~MAJ22*	8.	22	O; P	
Major Theory	~MTH22*	3	3.5	O; S	
Competency assessment	~ASSM2*	1		AS	
Term 2.3					
Practice	WDKPRC23*	9	22	O; P	
Practice Theory	WDKPRT23*	3	3.5	O; S	
<i>Elective Plus Week 2.3</i>	~PLUS04*	2	14	O; S; P	POA
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC2*	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	4	24	P	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Fine Art 2018-2019 year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Major	~MAJ31*	12	11	O; P	
Practice	WDKPRC31*	9	7	O; S	
Practice Theory	WDKPRT31*	3	2	O; S	
Competency assessment	~ASSM3*	1		AS	
<i>Plus Week 3.1</i>	~PLUS05*	4	13.5	O; S; P	
Terms 3.2 / 3.3					
Major (Fine Art)	ABKMAJ32	28	18	O; P	
Presentation (<i>Fine Art</i>)	ABKPRS32	1		S; P	
Internship	~ITS32*	28		O; S	
Internship report	~ITR32*	1		S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC3*	2	3.5	PF	
		Total number of credits	60		
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Fine Art 2018-2019 year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Minor Research Project		13	7	O; S; M; P	
Minor Practice Project		13	7	O; S; M; P	
<i>Plus Weeks 4.1</i>	<i>t.b.d. for each programme</i>	4	13.5	O; S; P	
Terms 4.2 / 4.3					
Research project	~OND4*	7	9	O; S; M; P	
Practice project	~EIND4*	7	9	O; S; M; P	
Competency assessment	~ASSM4*	14		AS	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC4*	2	3.5	PF	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment (('Schriftelijk'))					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

ARTICLE 10.4 DESIGN

10.4.1 DESIGN: GENERAL INFORMATION

The Design programme is a versatile education programme consisting of nine professional specialisations (Advertising, Lifestyle Transformation Design, Fashion, Graphic Design, Illustration, Animation, Spatial Design, Product Design and Audio-Visual Design) and with a virtually endless diversity of professional roles as a designer.

Students learn to create meaningful and innovative designs that inspire reflection or action among a public or clients, and that provide a significant contribution to cultural and social developments within an international perspective. This means that students are able, based on research and reflection, to give direction to their own dynamic professional practice, and to combine this attitude with a well-informed design vision. They possess superior realisation and materialisation skills, and demonstrate an alert and entrepreneurial attitude. There are also able to handle the organisational and business aspects of the profession.

10.4.2 COMPETENCIES

The following is a description of the competencies for the education programme profile. Each of the seven competencies is followed by a global description of the appropriate professional behaviour. The education programme makes use of an extensive competency matrix which describes all relevant competencies and performance indicators.

1. Creative ability

The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision. The visual work generates meaning and is based upon the designer's personal ambition.

2. Ability to reflect critically

The student is able through research to examine, analyse, interpret, problematise, position and evaluate their own work and work process and that of others.

3. Ability to grow and change

The student is able to continuously develop and deepen their own work and work process, thus contributing to further development of the profession, the professional field, culture, and society at large.

4. Organisational ability

The student is able to create and maintain an inspiring and professional working situation.

5. Communicative ability

The student is able to articulate their ideas, concepts, work, work process and artistic vision for professionals and the public, within and outside the professional field.

6. Context awareness

The student maintains an active and critical attitude toward the context in which they produce and present their work.

7. Collaborative ability

The student is able, in the context of a collaborative effort, to independently and actively participate in the realisation of an artistic product or process.

10.4.3 DOUBLE DEGREE

Students who, in addition to their admission to the Design programme, have also been admitted to either the Liberal Arts & Sciences programme (provided by the Erasmus University College) or the BA Arts & Culture Studies (provided by the Erasmus University) follow a Double Degree programme. The

stipulations and conditions for students following the Double Degree programme are described in section 10.5.

10.4.4 INTERNSHIP

The education programme includes an internship in the form of a work period in a professional situation. During the internship, students learn to work independently as well as in a team context; to look beyond the boundaries of their own discipline; and to establish and maintain contacts within the professional field. The internship period is a temporary placement in which the student, as a future professional designer, is introduced to the professional practice, including the scope and range of work activities and various practical aspects of the profession.

The choice of a suitable internship workplace organisation is important: different organisations have different working methods and styles, suitable to the identity of the organisation and its clients, as well as the professional practices in which the organisation is active. Students independently find their own internship workplace, supervised by the study guidance coach and the Portal. The Willem de Kooning Academy's study guidance coach supervises the student during the internship, by means of internship return days, an internship workplace visit and individual consultations. These consultations are documented in Osiris. The student is also supervised within the internship workplace by an external supervisor. For more information, please consult the internship guide and the internship contract for students and for workplace organisations.

In order to begin the internship, the student must meet the following requirements:

- All previous courses must have been successfully completed. Any exceptions must be approved by the Examination Board, upon advice of the study guidance coach. A student who has received approval to begin the internship, even though some education programme components have not been successfully completed, may only do so after an agreement has been formulated for a modified study agenda, specifying when the student will complete the courses in question.
- For external internships: an internship contract, filled in completely and signed by all parties. For more information, please consult the internship guide and the internship contract for students and for workplace organisations.

10.4.5 PROJECT ASSESSMENTS

10.4.5.1 PROJECT ASSESSMENTS IN THE MAJOR SPECIALISATION AND THE GRADUATION PROFILE

1. Project assessments conducted within the major specialisation and the graduation profile (Practices):

Project assessments are related to an academic unit with a duration of (a substantial part of) one quarter or semester and taking place within the regular bachelor programme. The assessment of the project is integral in nature and is based on the published learning goals and assessment criteria related to the project.

2. The projects are assessed with a mark from 1 to 10, and in certain cases with a simple satisfactory/unsatisfactory mark. The student is also provided with comprehensive feedback in writing. This feedback and assessment mark allow the student to realistically appraise their own position and to plan accordingly for the further progress of the study programme. The feedback always addresses at least the project's learning goals and the degree to which the student has attained these goals with regard to the assessment criteria.
3. The project assessment is conducted by at least two tutors. The composition of the team of assessors may vary between projects. The composition of the team of assessors is communicated before the beginning of the project. Not all of a project's supervising tutors are required to take part in the assessment.

10.4.5.2 RESIT OF THE PROJECT ASSESSMENT

1. A student who receives an unsatisfactory mark for a project assessment is provided with feedback from the team of tutors indicating which learning goals have been achieved and which have not, and which learning goals and/or competencies the student must still develop.
2. In addition to the resit opportunity provided in accordance with article 10.1.19.1, students also have the opportunity to work on addressing deficiencies during the Plus Weeks specified in the programme. The student formulates a learning question related to the observed deficiencies, showing how the student realistically expects to demonstrate that they have achieved the learning goals in question, in a way that is approved by the team of tutors. In years 3 and 4, the student can also resolve any possible deficiencies, in addition to other activities specified for this period, such as preparations for internships, assessments or graduation.
3. A student who has still not achieved a satisfactory result after the resit or resits at the end of the academic year, will be required during the following academic year to complete once again the project assessment or assessments in question, in order to achieve the specified learning goals. This may lead to a study delay.

10.4.5.3 PLUS WEEKS

During the first and second year of the education programme, two time periods have been scheduled as Plus Weeks. Students can make use of these weeks in a manner that is best suited to the competency development they have in mind. There are three specific ways they can make use of these weeks:

- They can choose to use these weeks for (receiving additional support and supervision in) resolving deficiencies. Article 10.4.5.2.2 specifies how students may work on resolving deficiencies during the Plus Weeks.
- They can use these weeks for developing specific skills within the Stations.
- They can use these weeks for further deepening.
- They can prepare for upcoming study programme components (such as internships, assessments, graduation).

Students are required to attend the activities which they have chosen. Credits for the Plus Weeks are awarded based upon the assessment criteria specified in the description of the Plus Week programme on MyWdKA (mywdka.nl/plus), and are linked to the personal learning goals formulated by the student for the Plus Weeks.

10.4.5.4 GRADUATION PROGRAMME AND FINAL EXAMINATION

1. In quarters 15 and 16, students complete the education programme through graduation assignments or graduation projects. Assessment at the final level is based upon competency profiles defined on a national level. Students formulate their own final examination assignments in the context of one of the three graduation profiles (Practices), in collaboration with an external partner recruited by the student. For more information, see the graduation handbook.
2. At the beginning of quarter 15, students complete a competency assessment during which assessors will determine whether the student indeed meets the final qualifications specified by the education programme. Students who do not successfully complete this assessment are required to complete a resit procedure, which may result in a study delay. The education programme may only be completed after the competency assessment has been successfully completed.
3. At the end of quarter 16, students present their graduation work to examiners in a manner relevant to the professional practice. The team of examiners includes at least one independent expert and/or when possible an external assessor. The presentation features a research project and a practical project, which together constitute a body of realised works that are based upon the (visual and theoretical) research and/or (external) assignment. The presentation takes place in a suitable public setting.
4. The WdKA organises an annual graduation exhibition. In order to take part in the final examination exhibition, the candidate must have successfully completed the assessment specified in section 3, and must have obtained all other required credits. The student's participation in the graduation exhibition consists of works realised under supervision during the graduation phase.

During the course of their studies, students may take part only once in the final examination exhibition of the bachelor programme.

10.4.6 DESIGN – FURTHER STIPULATIONS: TRANSFER OF GRADUATES FROM ARTS & CRAFTS AD

1. Students who have successfully completed the Arts & Crafts Associate Degree programme are admissible to a special transfer programme within the Design bachelor programme. The special transfer programme is determined by the specialisation which the student has completed within the Associate Degree, and the major specialisation for which the student has registered.
2. Students registering for a major that is 'closely related' to the specialisation which they have completed within the Associate Degree, are required to complete a special transfer programme of 121 EC credits. This applies to the following combinations of specialisations and majors:

Closely related / transfer opportunities:	
Specialisation within AD Arts & Crafts	Major within B Design
AD Arts & Crafts: Fashion	Design: Fashion
AD Arts & Crafts: Product/Furniture	Design: Product or Spatial
AD Arts & Crafts: Interior	Design: Spatial

3. Students registering for a major that is 'related' to the specialisation which they have completed within the Associate Degree, are required to complete a special transfer programme of 150 EC credits. This applies to the following combinations of specialisations and majors:

Related / transfer opportunities:	
Specialisation within AD Arts & Crafts	Major within B Design
AD Arts & Crafts: Lifestyle	Design: Lifestyle Transformation Design
AD Arts & Crafts: Packaging	Design: Graphic

4. The structure of the special transfer programme is described in the teaching plan outline included in this chapter.
5. Students registering for majors other than those mentioned above will be required to complete the general bachelor programme. Students who wish to apply for any exemptions are subject to the general provisions specified in article 10.1.14 of this chapter.

Design 2018-2019 year 1					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 1.1					
Major	ABKMAJ01* VGWMAJ11*	18	21	O; P	
Major Theory	~MTH11*	6	3.5	O; S	
<i>Plus Week 1.1</i>	~PLUS01*	4	13.5	O; S; P	
Term 1.2					
Practice	WDKPRC12	9	22	O; P	
Practice Theory	WDKPRT12	3	3.5	O; S	
Term 1.3					
Major	~MAJ13*	9	22	O; P	
Major Theory	~MTH13*	3	3.5	O; S	
<i>Plus Week 1.3</i>	~PLUS02*	2	14	O; S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC1*	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	4	24	P	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Design 2018-2019 year 2					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 2.1					
Major	~MAJ21*	18	21	O; P	
Major Theory	~MTH21*	6	3.5	O; S	
<i>Plus Weeks 2.1</i>	~PLUS03*	4	13.5	O; S; P	POA
Term 2.2					
Major	~MAJ22*	8.	22	O; P	
Major Theory	~MTH22*	3	3.5	O; S	
Competency assessment	~ASSM2*	1		AS	
Term 2.3					
Practice	WDKPRC23*	9	22	O; P	
Practice Theory	WDKPRT23*	3	3.5	O; S	
<i>Elective Plus Week 2.3</i>	~PLUS04*	2	14	O; S; P	POA
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC2*	2	3.5	PF	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	4	24	P	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Design 2018-2019 year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Major	~MAJ31*	12	11	O; P	
Practice	WDKPRC31*	9	7	O; S	
Practice Theory	WDKPRT31*	3	2	O; S	
Competency assessment	~ASSM3*	1		AS	
<i>Plus Week 3.1</i>	~PLUS05*	4	13.5	O; S; P	
Terms 3.2 / 3.3					
Major (Fine Art)	ABKMAJ32	28	18	O; P	
Presentation (<i>Fine Art</i>)	ABKPRS32	1		S; P	
Internship	~ITS32*	28		O; S	
Internship report	~ITR32*	1		S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC3*	2	3.5	PF	
		Total number of credits	60		
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

Design 2018-2019 year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Minor Research Project		13	7	O; S; M; P	
Minor Practice Project		13	7	O; S; M; P	
<i>Plus Weeks 4.1</i>	<i>t.b.d. for each programme</i>	4	13.5	O; S; P	
Terms 4.2 / 4.3					
Research project	~OND4*	7	9	O; S; M; P	
Practice project	~EIND4*	7	9	O; S; M; P	
Competency assessment	~ASSM4*	14		AS	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC4*	2	3.5	PF	
	Total number of credits	60			
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment (('Schriftelijk'))					
V= Report ('Verslag')					
O= Assignment ('Opdracht')					
<u>'Practical exercise' column:</u>					
POA= practical exercise course with compulsory attendance					

AD graduate admissions – closely related – Design 2018-2019 year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Major	~MAJ31*	12	11	O; P	
Practice	WDKPRC31*	9	7	O; S	
Practice Theory	WDKPRT31*	3	2	O; S	
Competency assessment	~ASSM3*	1		AS	
<i>Plus Week 3.1</i>	~PLUS05*	4	13.5	O; S; P	
Elective programme (in Plus Week period, t.b.d. for each education programme)		2	24	P	
Term 2.2					
Major	~MAJ22*	8.	22	O; P	
Major Theory	~MTH22*	3	3.5	O; S	
Term 3.3					
Internship	~ITS32*	15		O; S	
Internship report	~ITR32*	1		S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC3*	2	3.5	PF	
	Total number of credits	60			

AD graduate admissions – closely related – Design 2018-2019 year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Minor Research Project		13	7	O; S; M; P	
Minor Practice Project		13	7	O; S; M; P	
<i>Plus Weeks 4.1</i>	<i>t.b.d. for each programme</i>	4	13.5	O; S; P	
Terms 4.2 / 4.3					
Research project	~OND4*	7	9	O; S; M; P	
Practice project	~EIND4*	7	9	O; S; M; P	
Competency assessment	~ASS4M*	14		AS	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC4*	2	3.5	PF	
	Total number of credits	60			

Closely related majors with transfer opportunities:

(max. 125 ECTS.) *

Specialisation within AD Arts & Crafts	Major within B Design
AD Arts & Crafts: Fashion	Design: Fashion
AD Arts & Crafts: Product/Furniture	Design: Product or Spatial
AD Arts & Crafts: Interior	Design: Spatial

AD graduate admissions – related – Design 2018-2019 year 3					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 2.1					
Major	~MAJ21*	18	21	O; P	
Major Theory	~MTH21*	6	3.5	O; S	
<i>Plus Weeks 2.1</i>	~PLUS03*	4	13.5	O; S; P	POA
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	2	24	P	
Term 2.2					
Major	~MAJ22*	8.	22	O; P	
Major Theory	~MTH22*	3	3.5	O; S	
Competency assessment	~ASSM2*	1		AS	
Term 3.3					
Internship	~ITS32*	15		O; S	
Internship report	~ITR32*	1		S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC2*	2	3.5	PF	
	Total number of credits	60			

AD graduate admissions – related – Design 2018-2019 year 4					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Major	~MAJ31*	12	11	O; P	
Practice	WDKPRC31*	9	7	O; S	
Practice Theory	WDKPRT31*	3	2	O; S	
Competency assessment	~ASSM3*	1		AS	
<i>Plus Week 3.1</i>	~PLUS05*	4	13.5	O; S; P	
Term 4.1					
Minor Research Project		13	7	O; S; M; P	
Minor Practice Project		13	7	O; S; M; P	
<i>Plus Weeks 4.1</i>	<i>t.b.d. for each programme</i>	4	13.5	O; S; P	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC3*	2	3.5	PF	
	Total number of credits	61			

AD graduate admissions – related – Design 2018-2019 year 5					
Course / Project	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Terms 4.2 / 4.3					
Research project	~OND4*	7	9	O; S; M; P	
Practice project	~EIND4*	7	9	O; S; M; P	
Competency assessment	~ASS4*	14		AS	
Terms 1, 2, 3 / year					
Study guidance coaching	~SLC4B*	1	3.5	PF	
	Total number of credits	29			

Related majors with transfer opportunities:

(max. 150 ECTS.) *

Specialisation within AD Arts & Crafts	Major within B Design
AD Arts & Crafts: Packaging	Design: Graphic
AD Arts & Crafts: Lifestyle	Design: Lifestyle Transformation Design

ARTICLE 10.5

Double Degree programme

10.5.1 DOUBLE DEGREE PROGRAMME: GENERAL INFORMATION

1. The Double Degree programme allows students to combine a WdKA Fine Art or Design bachelor programme with a programme offered by the Erasmus University Rotterdam (either the Erasmus University College or the International Bachelor Arts and Culture Studies). Students obtain a total of 300 EC within 5 years, with an average study workload of 60 EC per year. Within the Double Degree programme, students obtain 180 EC from the WdKA; 60 EC obtained from the Erasmus University Rotterdam are also taken into account in the WdKA's examination programme. The Double Degree programme is broadly similar to the regular programme. The Erasmus University Rotterdam study programme components which are taken into account in the WdKA's examination programme are selected based on their relevance to the Design and Fine Art education programmes. The structure of the Double Degree programme is described in the included curriculum overview.
2. The stipulations in the present Course and Examination Regulations are only applicable to the Double Degree curriculum components which are completed at the WdKA.

10.5.2 COMPETENCIES

The following is a description of the competencies for the education programme profile. Each of the seven competencies is followed by a global description of the appropriate professional behaviour. The education programme makes use of an extensive competency matrix which describes all relevant competencies and performance indicators.

1. Creative ability: The student is able to produce authentic visual work which is based on research and which expresses the student's artistic vision. The visual work generates meaning and is based upon the designer's personal ambition.
2. Ability to reflect critically: The student is able through research to examine, analyse, interpret, problematise, position and evaluate their own work and work process and that of others.
3. Ability to grow and change: The student is able to continuously develop and deepen their own work and work process, thus contributing to further development of the profession, the professional field, culture, and society at large.
4. Organisational ability: The student is able to create and maintain an inspiring and professional working situation.
5. Communicative ability: The student is able to articulate their ideas, concepts, work, work process and artistic vision for professionals and the public, within and outside the professional field.
6. Context awareness: The student maintains an active and critical attitude toward the context in which they produce and present their work.
7. Collaborative ability: The student is able, in the context of a collaborative effort, to independently and actively participate in the realisation of an artistic product or process.

10.5.3 INDIVIDUAL TEACHING PLANS

Students complete the teaching plan specified in the curriculum outline in this section. Students may request an individual teaching plan that takes into account their individual learning goals, and based upon the general teaching plan. The individual teaching plan must be submitted for approval to the Examination Board. After approval, the student's individual teaching plan is registered in Osiris.

10.5.4 INTERNSHIP

The education programme includes an internship in the form of a work period in a professional situation. During the internship, students learn to work independently as well as in a team context; to look beyond the boundaries of their own discipline; and to establish and maintain contacts within the professional field. The internship period is a temporary placement in which the student, as a future professional designer, is introduced to the professional practice, including the scope and range of work activities and various practical aspects of the profession.

The format and requirements for the internship are the same as those described for the education programme in which the student is registered, as specified in section 10.3.4 (Fine Art students) and 10.4.4 (Design students). The scope and timing of the internship of Double Degree students are subject to additional provisions. The curriculum outline included in this section describes the position and scope of the internship components for the Double Degree.

10.5.5 PROJECT ASSESSMENTS

10.5.5.1 PROJECT ASSESSMENTS IN MAJORS AND PRACTICES

1. Project assessments conducted within the major specialisations and the graduation profiles (Practices):
Project assessments are related to an academic unit with a duration of (a substantial part of) one quarter or semester and taking place within the regular bachelor programme. The assessment of the project is integral in nature and is based on the published learning goals and assessment criteria related to the project.
2. The projects are assessed with a mark from 1 to 10, and in certain cases with a simple satisfactory/unsatisfactory mark. The student is also provided with comprehensive feedback in writing. This feedback and assessment mark allow the student to realistically appraise their own position and to plan accordingly for the further progress of the study programme. The feedback always addresses at least the project's learning goals and the degree to which the student has attained these goals.
3. The project assessment is conducted by at least two tutors. The composition of the team of assessors may vary between projects. The composition of the team of assessors is communicated before the beginning of the project. Not all of a project's supervising tutors are required to take part in the assessment.

10.5.5.2 RESIT OF THE PROJECT ASSESSMENT

1. A student who receives an unsatisfactory mark for a project assessment is provided with feedback from the team of tutors indicating which learning goals have been achieved and which have not, and which learning goals and/or competencies the student must still develop.
2. In addition to the resit opportunity provided in accordance with article 10.1.19.1, first-year or second-year students also have the opportunity to work on addressing deficiencies during the Plus Weeks specified in the programme. The student formulates a learning question related to the observed deficiencies, showing how the student realistically expects to demonstrate that they have achieved the learning goals in question, in a way that is approved by the team of tutors.
3. A student who has still not achieved a satisfactory result after the resit or resits at the end of the academic year, will be required during the following academic year to complete once again the project assessment or assessments in question, in order to achieve the specified learning goals. This may lead to a study delay.

10.5.5.3 PLUS WEEKS

During the first and second year of the education programme, two time periods have been scheduled as Plus Weeks. Students can make use of these weeks in a manner that is best suited to the competency development they have in mind. There are three specific ways they can make use of these weeks:

- They can choose to use these weeks for (receiving additional support and supervision in) resolving deficiencies.
- They can use these weeks for developing specific skills within the Stations.
- They can use these weeks for further deepening.

Students are required to attend the activities which they have chosen. Credits for the Plus Weeks are awarded based upon the student's active participation.

10.5.5.4 GRADUATION PROGRAMME AND FINAL EXAMINATION

1. In quarters 19 and 20, students complete the education programme through graduation assignments or graduation projects. Assessment at the final level is based upon competency profiles defined on a national level. Students formulate their own final examination assignments in the context of one of the three graduation profiles (Practices), in collaboration with an external partner recruited by the student. For more information, see the graduation handbook.
2. At the beginning of quarter 19, students complete a competency assessment during which assessors will determine whether the student indeed meets the final qualifications specified by the education programme. Students who do not successfully complete this assessment are required to complete a resit procedure, which may result in a study delay. The education programme may only be completed after the competency assessment has been successfully completed.
3. At the end of quarter 20, students present their graduation work to examiners in a manner relevant to the professional practice. The team of examiners includes at least one independent expert and/or when possible an external assessor. The presentation features a research project and a practical project, which together constitute a body of realised works that are based upon the (visual and theoretical) research and/or (external) assignment. The presentation takes place in a suitable public setting.
4. The WdKA organises an annual graduation exhibition. In order to take part in the annual final examination exhibition, the candidate must have successfully completed the assessment specified in section 3, and must have obtained all other required credits. The student's participation in the graduation exhibition consists of works realised under supervision during the graduation phase. During the course of their studies, students may take part only once in the final examination exhibition of the bachelor programme.

Leerplan WdKA - IBACS
Cohort 2018-2019

	ECTS vak	jaar 1			jaar 2			jaar 3			jaar 4			jaar 5			TOTAAL
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
profiel 1	WdKA	18	2	9	9	4	9	9	15	3	12	15	30	30	15	180	
	IBACS	5	5	15	5	10	10	10	10	10	5	15	5			15	120
RASL	vak	Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale			
Totalen per jaar		59			62			69			50			60			

In rood gemarkeerde vakken de Erasmus Universiteit Rotterdam tellen mee in het examenprogramma van de WdKA
in geel gemarkeerde vakken van WdKA tellen mee in het het examenprogramma van IBACS

Leerplan WdKA - EUC
Cohort 2018-2019

	ECTS vak	jaar 1			jaar 2			jaar 3			jaar 4			jaar 5			TOTAAL
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
profiel 1	WdKA	18	9	12	9	3	10	9	1	3	15	9	30	30	15	182	
	EUC	10	5	10	5	10	5	10	5	5	10	5	15	5		15	120
RASL	vak	Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale		Studium Generale			
Totalen per jaar		69			61			53			59			60			

* Dit is een apart RASL project, met een eigen cursuscode, of geplaatst in het honours programma

ARTICLE 10.6**Leisure & Events Management****10.6.1 LEISURE & EVENTS MANAGEMENT: GENERAL INFORMATION**

The Leisure & Events Management programme offered by the Rotterdam University of Applied Sciences prepares its students for a career as producers in the creative economy. Distinguishing characteristics of the education programme are:

- A focus on the urban professional practice.
- The term 'creative economy' emphasises the close connection with the Willem de Kooning Academy's art and design programmes.
- The concept of leisure is understood here both as a goal in itself, and as a means of achieving other goals.
- The education programme emphasises the ability to think and act innovatively and reflectively – a typical Rotterdam mentality.
- Students are provided with the tools necessary for freelance entrepreneurship as well as management within small-business environments.

The student works proactively from the perspective of a personal passion. The Willem de Kooning Academy's Leisure & Events Management programme is unique among such programmes, since it takes place within the Academy's creative network, with a strong connection to the creative economy. Students determine their own professional development as strategic producers within the urban leisure economy, based on their own interests and abilities.

10.6.2 COMPETENCIES

The Willem de Kooning Academy's Leisure & Events Management programme prepares its students for a career as experience producers who are able to apply leisure in a way that has an impact on the urban creative economy. The Rotterdam leisure producer:

1. Can produce experiential environments which feature leisure management as a goal or a means.
2. Can formulate an independent vision of leisure in the international urban environment.
3. Can develop and manage business contacts, networks and value chains within the creative economy.
4. Can develop and implement innovative leisure management policy in the public and private sectors ('pioneering, 'realising changes').
5. Can achieve independent entrepreneurship and leadership in a leisure-related small-business environment.
6. Can participate purposefully in collaborative team efforts, and can communicate within an international context.
7. Shows an ambitious, curious, enterprising and reflective working attitude.

The competencies for the Leisure & Events Management programme are derived from a nationally defined professional profile ('Beroepsprofiel Vrijtjidsmanagement 2014'). These nationally defined competencies have been concretely implemented for the Willem de Kooning Academy's Leisure & Events Management programme in order to realise the mission described above. The education programme's competency profile also describes how the Willem de Kooning Academy's Leisure & Events Management programme distinguishes itself from other comparable programmes.

10.6.3 LANGUAGE SKILLS ASSESSMENTS IN DUTCH AND ENGLISH

Students who have failed the Dutch and/or English language skills assessments are required to complete a remedial module for the language in question, preferably as part of the Plus Weeks in the first academic year. Completing the remedial module with a satisfactory mark is a compulsory requirement for successfully completing the foundation phase. There is one single resit possibility during the ongoing academic year.

10.6.4 INTERNSHIP

Students complete internships in the first, second and third year of the education programme. In the first and second year, students complete working internships (known as LEF internships), which can take place throughout the entire year at workplace organisations approved by the education programme. For the third-year internship, students independently find their own internship workplace, supervised by the study guidance coach and the External Affairs Office. Students are supervised during the internship by one of the education programme's tutors, and by the study guidance coach during the internship return moments.

The student may begin a LEF working internship during the first and second year of the education programme on the condition that:

- The working environment and the assignment have been approved by the LEF coordinator.
- The student may begin the internship during the third year of the education programme on the condition that:
 - The working internship from the second year has been successfully completed.
 - The student has obtained at least 50 EC within the main phase.
 - The student has not developed, during the internship period, a study delay in any second-year courses with an attendance requirement.
 - The internship workplace and the internship assignment have been approved prior to the beginning of the internship (for internships abroad, there are additional requirements which are described in the course manual).

10.6.5 MINORS

In the fourth year of the education programme, the student chooses a minor. The student may begin the minor on the condition that:

- The student has completed the third-year internship.
- The chosen minor is on the list of approved minors.

Note: if the chosen minor is not on the list of approved minors, the student must submit a request in writing to the course director indicating a clear motivation. After approval, the student must also obtain authorisation in writing from the institute providing the minor in question, and from the WdKA's Examination Board.

10.6.6 GRADUATION PROGRAMME AND FINAL EXAMINATION

The concluding final examination consists of a competency assessment and a graduation assignment. For the competency assessment, two assessors determine whether the student has indeed developed the required competencies described for the education programme. The competency assessment takes place in quarter 4.3.

For the graduation assignment, the student independently completes a process of analysis, design, feedback and realisation, resulting in a complex professional product. During the implementation of the graduation assignment, students will be supervised by one of the education programme's tutors. The graduation assignment is concluded with a final report which the student defends before a graduation committee which determines whether the student has indeed attained the bachelor level. The graduation committee consists of three members: the supervising tutor (examinator), a second tutor from the education programme (examinator) and an independent expert (advisor).

The student may begin the graduation assignment on the condition that:

- The student has obtained at least 140 EC within the main phase.
- The graduation assignment has been approved by the education programme.

10.6.7 LEISURE & EVENTS MANAGEMENT – FURTHER STIPULATIONS: TRANSFER OF AD GRADUATES

Students who have successfully completed the Office Management Associate Degree programme or the Entrepreneurship ('Ondernemen') Associate Degree programme are admissible to a special transfer programme within the Leisure & Events Management education programme. These are special transfer programmes for 'related' AD programmes, consisting of a total of 150 EC credits. The

structure of the special transfer programme is described in the teaching plan outline included in this chapter.

Leisure & Events Management, Year 1, 2018-2019					
Course / project title	Course code	Cr.	Contact hrs.	Evaluation	Practical exercise
			(x 50 min.)	formats	
Term 1.1					
Project: Leisure development	LEMPLD10	8.	6	P; V	POA
Orientation on leisure	LEMORL10	4	6	MC	
Trends: Research and vision	LEMTOV10	6	6	V	
Project skills	LEMOPV10	5	4	S	
<i>Plus Week 1.1 (English)</i>	LEMPLUS01	3	13	O; S; P	
Terms 1.2 and 1.3					
Project: Creative business	LEMPCB10	6	8.	P; V	POA
Value	LEMVAL10	8.	12	V	
Creative concept	LEMCRC10	4	4	V	
Marketing and branding	LEMBMB10	4	4	MC	
<i>Plus Week 1.3 (LEF)</i>	LEMPLUS02	3	13	O; S; P	
Terms 1, 2, 3 / year					
Professional identity (<i>including practice assessment</i>)	LEMPRO10	3	2	AS	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	6			
	Total number of credits	60			
<u>Legend</u>					
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation format					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
<u>In the column 'Practical exercise':</u>					
POA= practical exercise course with compulsory attendance					

Leisure & Events Management, Year 2, 2018-2019					
Course / project title	Course code	Cr.	Contact hrs.	Evaluation	Practical exercise
			(x 50 min.)	formats	
Term 2.1					
Project 1	LEMPOL20	8.	6	P; V	POA
Concepting and market research	LEMOCM20	4	6	V	
Entrepreneurship in leisure	LEMOLB20	4	6	S	
Strategic marketing	LEMSTM20	4	6	M	
Leisure organisations	LEMOLO20	4	6	MC	
Terms 2.2 and 2.3					
Project 2	LEMPOL22	7	6	M	POA
Sales and marketing communication	LEMSAM20	8.	6	M; V	
Strategy and policy	LEMOBS20	4	6	V	
Research	LEMONO20	4	6	V	
Terms 1, 2, 3 / year					
<i>Plus Week (LEF)</i>	LEMPPLUS03	4	13	O; S; P	
Professional identity (<i>including assessment</i>)	LEMPRO20	3	2	AS	
<i>Elective programme (in Plus Week period)</i>	<i>t.b.d. for each programme</i>	6			
	Total number of credits	60			
<u>Legend</u>					
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation format					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
<u>In the column 'Practical exercise':</u>					
POA= practical exercise course with compulsory attendance					

Leisure & Events Management, Year 3, 2018-2019					
Course / project title	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 3.1					
Internship	LEMSTA30	24		V	
Research	LEMONO30	3	2	V	
Management skills	LEMMAV30	2	2	P	POA
Terms 3.2 and 3.3					
Project: Innovation in leisure	LEMINO30	10	6	P; V	
Discover, analyse, convince	LEMDAC30	6	3	V	
Innovation management	LEMIMA30	6	3	V	
Impact in the city	LEMIMC30	6	3	V	
Terms 1, 2, 3 / year					
Professional identity (<i>including assessment</i>)	LEMPRO30	3	2	AS	
	Total number of credits	60			
<u>Legend</u>					
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation format					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
<u>In the column 'Practical exercise':</u>					
POA= practical exercise course with compulsory attendance					

Leisure & Events Management, Year 4, 2018-2019					
Course / project title	Course code	Cr.	Contact hrs. (x 50 min.)	Evaluation formats	Practical exercise
Term 4.1					
Minor		30		V	
Terms 4.2 and 4.3					
Graduation assignment	LEMALP40	24		M; V	
Terms 1, 2, 3 / year					
Professional identity; The competent lifestyle management expert ('De competente LM-er') (including assessment)	LEMPRO40	6	3	AS	
	Total number of credits	60			
<u>Legend</u>					
<u>Evaluation formats</u>					
AS= Assessment					
MC= Multiple choice					
P= Presentation format					
M= Verbal presentation or examination ('Mondeling')					
S= Written exam or assessment ('Schriftelijk')					
V= Report ('Verslag')					
<u>In the column 'Practical exercise':</u>					
POA= practical exercise course with compulsory attendance					