

**EDUCATION AND EXAMINATION
REGULATIONS**

BACHELOR FINE ARTS AND DESIGN

GERRIT RIETVELD ACADEMIE

ACADEMIC YEAR 2023-2024

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BACHELOR GERRIT RIETVELD ACADEMIE

ACADEMIC YEAR 2023-2024

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1 GENERAL

- The rights and obligations of the Student, which are related to these Education and Examination Regulations, are formulated in the Student Charter of the Institution.

2 DEFINITIONS

- **Academic Year**

The period starting on 1 September of a year and ends on 31 August of the following year.

- **Admission Committee**

The committee which, under the auspices and on behalf of the Examination Board of the Institution and in accordance with the admission requirements, recommends which Students will be admitted to the Institution's programme of study.

- **Assessment Committee**

Visits students' presentations to assess their work, work process and development and then reaches a joint conclusion.

- **Basicyear**

The general first year of the four-year bachelor's degree programme.

- **Committee of Examiners**

The committee that, under the aegis and on behalf of the Examination Board is appointed to take the assessments at the Institution.

- **DOGtime**

The part-time study programme of the Rietveld.

- **Education and Examination Regulations**

These Education and Examination Regulations of the Rietveld.

- **ECTS**

Credit as referred to in the law, with which the extent of the component of the programme is expressed. 1 ECTS equals 28 hours of study.

- **Examination Board**

Is responsible for guaranteeing the quality of the examinations, and thus the diplomas. The Examination Board is also the party that supervises compliance with the Education and Examination Regulations.

- **Executive Board**

Has been tasked with the day-to-day management of the Institution pursuant to article 4 of the articles of association of the Institution.

- **Institution**

Stichting Gerrit Rietveld Academie te Amsterdam, Hogeschool voor Beeldende Kunst en Vormgeving, an institution as referred to in article 1.3 of the WHW.

- **Programme Committee**

- The tutor and Student participation and advisory body that performs the duties as described in article 9.18 WHW.

- **Rietveld**

Bachelor programmes of the Gerrit Rietveld Academie, for which the director Rietveld Academie is responsible.

- **Semester**

Part of the Academic Year of which start and end dates are stated in the Year Programme.

- **Student**

Person registered for studies at the Institution.

- **Student Charter**

The Student statute of the Institution.

- **WHW**

The Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek*).

- **Year Programme**

The general set up of the programme for the Institution as determined by the Executive Board.

3 ADMISSION

3.1 Prerequisites and dispensation for the first bachelor's year of full- and DOGtime study

- To be admitted to the study programme of the Rietveld, a diploma is required that gives access to an institution of higher professional education: at least havo/mbo level 4 or equivalent. Subject cluster
- No specific subject cluster is required.

3.1.1 Previous Education

- The Rietveld offers a preparatory course. Successful completion of this preparatory course provides access to the Basicyear of the Institution, provided that the admission criteria in article 3.1.6 of these Education and Examination Regulations have also been met.

3.1.2 Admission to a higher year

- In some cases it is possible for a candidate to gain admission to a higher year of study of the Rietveld. These cases include:
- when the candidate can submit a propaedeutic certificate or study certificate of a higher year issued by a hbo institution in the field of art and/or design; or
- when the candidate completed the first bachelor year of fine arts/design, with a transcript of subjects obtained and at least 60 ECTS from an institution abroad.

3.1.3 Exemption in the case of insufficient prior education in the first full- and DOGtime bachelor's year

- In accordance with article 7.29 paragraph 1 of the WHW, candidates of 21 years and older with insufficient prior education, who have great visual capabilities and show

suitability for the education, may be admitted to the Institution. In exceptional cases, the age of 21 may be deviated from, in accordance with article 7.29 paragraph 4 of the WHW. In order to be granted exemption from the educational prerequisites, such candidate must submit a request for exemption to the Examination Board together with the application form for the entrance examination of the Institution, in which the concerned candidate indicates in what way the admission criteria in article 3.1.6 of these Education and Examination Regulations have been met.

- On the basis of the findings of the Admission Committees of the Institution and the content of the request for exemption, the Examination Board will decide whether or not to admit the concerned candidate.
- The Examination Board will grant or withhold exemption to the concerned candidate on the basis of the findings of the Admission Committees of the Institution and the content of the request for exemption of the concerned candidate.

3.1.4 Exemption in the case of insufficient prior education higher years bachelor full- and DOGtime

- Exemption of parts of the study is only possible after explicit (written) permission from the Examination Board (article 7.12b of the WHW).
- In order to be granted exemption for the previous year, a candidate must submit a well-founded request for exemption to the Examination Board together with the application form for the entrance examination of the Institution.
- The Examination Board, based on the findings of the Admission Committees and the content of the exemption request of the concerned candidate, will either grant or deny exemption to the concerned candidate.

3.1.5 Admission criteria

- To be admitted to the Fine Arts and Design programme, a candidate must meet additional requirements (in accordance with article 7.26a of the WHW).

- These additional requirements consist of artistic aptitude, as demonstrated by:
 - visual ability, working from observation; and imagination;
 - sense of colour, shape and material; and
 - originality and individuality.
- In addition, the Institution has a set of its own criteria, under which the candidate has to demonstrate he/she/they:
 - has/have a strongly developed visual ability;
 - demonstrates/demonstrate an open, receptive and curious view of the world in his/her/their work;
 - has/have an inquiring mind;
 - demonstrates/demonstrate commitment to her/his/their work;
 - demonstrates/demonstrate initiative;
 - is/are interested in art and culture;
 - demonstrates/demonstrate a communicative attitude.

3.1.6 Criteria for not granting exemption

- If the criteria as mentioned in article 3.1.6 of these Education and Examination Regulations are not met, an exemption will not be granted.

3.2 Admission procedure

- The admission procedure has two elements: the admission consultation and the entrance examination. During this procedure it is examined whether the candidate meets the admission criteria, as described in article 3.1.6 of these Education and Examination Regulations.

3.2.1 Admission consultation

- During the admission consultation, the candidate's work is examined to determine whether or not he/she/they may

take part in the entrance examination.

- The admission consultation is not mandatory for:
 - Candidates who have already participated in the entrance examination in the past two years, candidates who have interrupted their studies for more than one year, or former Students with an interruption in their studies of more than one year. Such candidates or former Students can request an application form in writing or by telephone.
 - Candidates studying at another art academy in any of the following countries: The Netherlands, Belgium, Germany, France, Switzerland, Norway, Sweden, Denmark, Austria and the United Kingdom. Such candidates must submit proof of at least 60 ECTS obtained at this art academy.

3.2.2 Procedure for candidates residing abroad

- Candidates for both the Basicyear or any higher year, either for full-time or DOGtime, who are unable to appear at the admission consultation, must submit their portfolio for assessment. Based on the submitted portfolio, an Admissions Committee of the Institution will decide whether or not to invite the candidate for an entrance exam.

3.2.3 Entrance examinations

- There are entrance exams for both the full-time Basicyear and higher years of the individual full-time specialisations and for the DOGtime Propaedeutic years and higher years part-time.

3.2.4 Basicyear

- The exam consists of the presentation of work brought in and an interview about it with one or two Admission Committees of the Institution.
- During the entrance exam, the suitability for the study at the Institution is examined on the basis of the assignments (made at home), the portfolio and the interview.

3.2.5 Higher Year

- Higher year candidates will in most cases be examined by only one Admission Committee of the Institution. For some departments of the Institution, a home assignment must be made in advance and presented during the exam.
- During the entrance examination, the suitability for study in a higher year is examined.

3.2.6 Results of the entrance examination

- The result of the entrance examination will be announced in writing (via e-mail) within one month after the week in which the examination took place. The result may be 'admitted' or 'rejected' or 'admitted conditionally'.
- The candidate, after approval of the Executive Board, may be admitted to either the Basicyear or one of the specialisations of the Fine Arts and Design programme of the Rietveld.
- The approval of the Executive Board depends, among other things, on the number of available places per department of the Rietveld.
- If an eligible candidate is not placed, he/she/they will have priority for placement in the following Academic Year.
- Candidates who have been conditionally admitted are informed at the time of the results which conditions they must meet in order to be admitted. If the candidate cannot meet the condition(s) in time, admission of such candidate will be suspended.
- If a candidate is not admitted, it is possible to receive an explanation of the reasons for the decision by telephone or in writing within 3 weeks after receiving the results of the examination.

3.2.7 Period of validity of admission

- Admission is valid for the next Academic Year. After this period, another entrance examination will have to be taken. Admitted Students may only apply for postponement of the start of their studies with a

compelling reason. To this end, they must submit a request to the Examination Board of the Rietveld before May 1 of the year in which their first Academic Year starts.

- Within two weeks, the Student concerned will be notified by the Examination Board of the Rietveld whether or not their request will be granted.
- A candidate who has not been able to meet the requirements in time, but who does meet the requirements within one year, may be admitted the following Academic Year.

3.3 Dutch language/English language

- The Institution has a language policy, published on the intranet. Classes at the Rietveld are conducted in Dutch or English. Students who do not speak English cannot be admitted to the Institution.
- Candidates from non-English speaking countries outside the EU must provide an academic IELTS certificate with a passing score. The minimum scores are listed below. The IELTS certificate must be submitted with the application forms for the entrance examination. If the certificate is missing or if the result is unsatisfactory, the candidate cannot take part in the entrance exam.
- Candidates from non-English speaking EU countries may be exempted from the IELTS requirement provided that English was passed as an examination subject in secondary school. Proof of this should be attached to the application papers.
- Minimum academic IELTS scores
 - o Bachelor programmes: Overall Band Score 6.0, speaking 6.0.

3.4 IELTS Exemption

Exemption from submitting an IELTS certificate may be granted in the following situation:

- The candidate is unable, due to special circumstances,

- to pass the IELTS test and/or speaks the English language at a sufficient level.

The candidate may submit a request for exemption from the IELTS test at apply@rietveldacademie.nl. This request should include the reason why the candidate believes to qualify for exemption. If this reason is considered valid, the candidate's English language level will be assessed.

Assessment of the language level will take place through a conversation between the candidate and the Admissions Coordinator, in person or via video calling. Based on this conversation, the Admissions Coordinator will determine whether the candidate has sufficient command of the English language to be able to attend the programme. If this is the case, the Admissions Coordinator will add a grant of exemption to the candidate's file.

4 EDUCATION

4.1 Purpose of the study programme

- The Institution is an open environment for education in Fine Arts and Design, in which Students prepare for individual and collective art practices in great independence and with a great deal of self-organisation, from different perspectives and histories, and in dialogue with the world. Graduates of the Institution can contribute to communities, contexts and situations in a critical and experimental way, or create them themselves.
- As the Institution, we stand for:
 - o the intrinsic value of art;
 - o a committed, open attitude to the other and to society;
 - o research, experiment and critical questioning;
 - o pluriformity and the oppositions that arise from it;
and
 - o the freedom to develop a personal approach and make one's own choices.

- The competencies that a graduate of the Visual Art and Design bachelor at the Institution must meet are included in the appendix.
- The programme of the Institution prepares for professional practice as an artist or designer, or for a Master of Arts in Fine Arts, Design or Interior Architecture.

4.2 Structure of the programmes

- The educational programme of the Institution is designed to enable its Students to complete the study within the course duration.

4.2.1 Structure of the full-time course

- The full-time study takes four years in total and can take place during the day as well as in the evening.
- In principle, every Student starts in the Basicyear. After successfully completing the Basicyear, the Student is admitted to the specialisation phase. The second year provides a general introduction to the chosen specialisation. In the first Semester of the third year, there is an opportunity for an exchange period at an educational institution abroad that has an exchange agreement with the academy. For specialisations where an internship is mandatory, it can be taken at the end of the third or beginning of the fourth year. In the final examination year, the Student graduates with (a) self-selected final project(s), on which he/she/they work(s) independently, supervised by at least two lecturers. The graduation is concluded with a public exhibition. If the result is positive, the Student will receive a diploma from the Institution.

4.2.2 Structure of the DOGtime course

- The DOGtime course takes five years and has two Propaedeutic years. Classes are held in the evenings. After successfully completing the Basicyear, the Student is admitted to the specialisation phase.
- The Student may choose to continue his/her/their education in the specialisation years of the full-time programme or opt for one of the specialisation

programmes of DOGtime. In the fourth year or at the beginning of the fifth year, there is an opportunity for an internship or a period of study abroad. In the final examination year, the Student graduates with (a) self-selected final project(s), on which Student works independently, supervised by at least two tutors. The graduation is concluded with a public exhibition. If the result is positive, the Student will receive a diploma from the Institution.

4.2.3 Year groups

- The programme works with year classes. This means that Students start together in September of an Academic Year and that transfer to the next Academic Year is only possible once a year in September.

4.2.4 Teaching and working methods

- Teaching at the Institution takes place in various forms. These include: assignments, individual supervision and work discussions, workshops, projects, group lessons, lectures, working on location in the Netherlands or abroad, joint work discussions, lectures, assignments, excursions, writing texts, working independently at your own workplace or in a workshop, workshops, visits to studios and artists' initiatives, working together, museum or gallery visits, technical instruction, work groups, presentations (within and outside the Institution), work groups.
- If it is not possible for these forms of education to take place, a suitable alternative will be sought.

4.2.5 General theory offerings

Stodium Generale

- At the Institution, theory is partly offered centrally through the Studium Generale. Lectures are given each year on one or more themes. Participation in the Studium Generale is compulsory for Students in the full-time Basicyear and the first specialisation year. For the remaining years and the part-time Propaedeutic years, participation is optional.
- The Studium Generale is concluded with the event

Rietveld Uncut. Assessment of participation in the Studium Generale and assignments resulting from the Studium Generale is in accordance with the criteria set in the Student's own department.

Honours programme ART and RESEARCH

- In collaboration with the University of Amsterdam (UvA), the Institution offers a multidisciplinary programme ART and RESEARCH for Students of the University of Amsterdam and the Institution. For UvA Students this is a minor. For Institution Students an honours programme. The duration of the programme is one year, for one day a week. The honours programme is an additional programme. After completing the bachelor's programme at the Institution and successfully completing the full honours programme ART and RESEARCH of 30 extra credits, the student will receive an Institution honours certificate in addition to the bachelor's degree.
- A selection will take place for admission to the ART and RESEARCH programme. Institution Students are selected on the basis of the progress of their artistic work, motivation, ability to work with Students outside the familiar academy world, the expected contribution to the group and also on the importance of theory and science to their artistic work.

4.2.6 Examinations

- The programme has two exams: the Basicyear exam and the final exam.
- The exams are passed when the assessments of the relevant phase have been passed, or an exemption has been obtained.

5 BASICYEAR

- The Basicyear is the first year of study of the full-time course. At DOGtime there are two Propaedeutic years.
- At the end of the Basicyear, the Student chooses a specialisation. In the Basicyear, the student should gain insight into the content and possibilities of the programmes of the Institution and into his/her/their own

interests and possibilities. This phase has an exploratory, referral and selective character. After successfully completing the Basicyear, the Student is expected to be able to successfully complete the specialisation phase.

5.1 Full-time Basicyear

- At the Institution, Students complete the Basicyear before starting to specialise. It is a general, formative year that offers a broad and coherent programme, all the components of which are compulsory. The programme focus is to get thoroughly acquainted with many different views, concepts and working methods, with the aim of linking these to Students' own interests and potential.
- A joint first year provides insight into the diversity of talents and potential among Students of the Institution, leading up to the extensive academy-wide exchange and collaboration of the later years.
- The Basicyear lays the foundations for working independently. From the outset, the required level and pace are high, demanding serious effort. At the same time, this year offers the appropriate amount of stimulation and encouragement for up-and-coming artists and designers who have an adventurous, receptive and inquisitive attitude. A critical eye and a willingness to collaborate with others are essential preconditions for ensuring that Students get the most out of the programme.
- Towards the end of the first year, the Student can make an informed choice from the twelve different specialisations.

5.2 Curriculum full-time Basicyear

- First Semester (30 ECTS): getting acquainted with the characteristics of the programme. Second Semester (30 ECTS): preparation for professional studies. Total 60 ECTS.
- Courses offered:
 - Mixed Media

- o Sculpture/3D
- o Drawing & Painting/2D
- o Design
- o Theory (Art history, Design theory, Contemporary art theory)
- o Field trips
- o Practicum Generale
- o Studium Generale

5.3 Transfer to another department

- Completion of the Basicyear entitles Students to continue their studies at a department of the Institution. In some cases, Students find out in the first few months after the Basicyear that they have made the wrong department choice. They are then given the opportunity to transfer to another department of the Institution. Departments may refuse a student only in the event of capacity problems. In such cases, a solution is sought in consultation with the student counsellor and the director Rietveld Academie.
- Students who wish to transfer to another department may do so either in the first month of the Academic Year or after the first assessment.
- Students who enter a new department in the second Semester do so with reservations: at the end of the Academic Year it will be assessed whether the Student can continue to the next Academic Year, or whether the year must be doubled.
- Students who wish to transfer after the first assessment may only exercise the right to transfer to another department if that assessment has been satisfactory. If the assessment has not taken place or has been insufficient, it is at the discretion of the department to which the Student wishes to transfer to agree to this.

5.4 The DOGtime Propaedeutic years

- The DOGtime Propaedeutic years offer a multitude of disciplines related to Unstable Media (UM) and Expanded Painting (EP). By giving well-articulated assignments and progressive feedback, we sharpen the interests, technique, research abilities and choice of medium of our Students. At the intersection of stable and unstable media, exciting forms of inter(e)action can be expected. After receiving a positive final assessment, Students can continue their studies with one of the DOGtime specialisations or in one of the full-time departments.

5.5 Curriculum of the DOGtime Propaedeutic years

- First year (30 ECTS) - first and second Semester: introduction to the various features of study programme.
Second year (30 ECTS) - third and fourth Semester: introduction to the various features of study programme.
Total 60 ECTS.
- Courses offered:
 - o Painting and expanded painting
 - o Unstable media and lab object
 - o Sculpture
 - o Space
 - o Sound and vision drawing
 - o Augmented realities
 - o Resource reflection
 - o The art of war lectures
 - o Ecological cooking
 - o Forensic aesthetics
 - o Visual art lab
 - o Visual art and society
 - o Field trips
 - o Studium Generale
- Student chooses between programme 1 or 2 to continue their study at DOGtime advanced years.
 - o Programme 1:

- Expanded Painting - (former Fine Arts trajectory) Project(s) outside academy; and
- Theory.
- Programme 2:
 - Unstable Media - (former Design trajectory) Project(s) outside academy; and
 - Theory.

5.6 Choice of specialisation

- During the Basicyear, the Students come into contact with the main subjects offered by the Rietveld. At the end of the Basicyear, the Students make a choice of a main subject, advised by their tutors. The specialisations are listed in article 6.

5.7 Compulsory attendance

- In the Basicyear, attendance is compulsory. In general, it is not possible to complete the Basicyear without sufficient attendance in the lessons. The assessment of this is the responsibility of the supervising lecturers of the Institution.

5.8 Binding study advice for full-time Students

- Article 7.8b of the WHW stipulates that Students must receive a recommendation on the continuation of their studies at the end of the Basicyear. In certain cases, this can be a binding recommendation to terminate the study programme. In doing so, the following rules and agreements apply:
- If a Student expects to suffer study delay due to personal circumstances, the Student should contact the Student counsellor without delay. Personal circumstances are understood to mean:
 - illness, pregnancy, functional disorders (physical, sensory, or other) and special family circumstances; and
 - other circumstances, to be determined, which have

disrupted the progress of the study.

- If it is expected that a Student will not be able to successfully complete the study, the Student will be notified in writing. This written warning is issued to the Student before February 1 of the current academic year. The reason for issuing a warning can be an insufficient first assessment or absence at the first assessment without a valid reason (no show, 0 ECTS).
- If the second assessment is also negative (0 ECTS), a binding study advice may be given. The following applies here: there must be the conviction that the Student will not be able to complete any graduation programme successfully.
- Before a binding recommendation is given, the Student is given the opportunity to be heard by the director Rietveld Academie.
- Before a binding recommendation is given, the Student counsellor will be heard.
- The Student receives a written statement containing, as far as possible, the reasons for the negative decision and advice on other educational possibilities.
- The binding advice is given no later than July 8 of the academic year in question. An appeal against this decision is possible. For further information in this respect, please refer to article 5 of the Student Charter.
- A Student who has received a binding study advice in the Basicyear may not apply for a study programme at the Institution for two years. After these two years, a new application must be made, in accordance with the prevailing procedure.

5.9 Binding study advice for DOGtime Students

- DOGtime Students will receive a recommendation on the continuation of the study at the end of the second DOGtime Academic Year. In certain cases, this may be a binding recommendation to terminate the study programme. In doing so, the following rules and agreements apply:

- o If a Student expects to suffer study delay due to personal circumstances, the Student should contact the Student counsellor without delay.
- o Personal circumstances are understood to mean:
 - illness, pregnancy, functional disorders (physical, sensory), and special family circumstances; or
 - other circumstances, to be determined, which have interfered with the progress of the study.
- If it is anticipated that a Student will not be able to successfully complete the course of study, the Student will be notified in writing. This written warning is issued to the Student before June 15 of the first DOGtime Academic Year. Reasons for issuing a warning can be an insufficient first assessment or absence at the first assessment without a valid reason (no show; 0 ECTS).
- If the second assessment is also negative (0 ECTS), a binding study advice may be given. The following applies here: there must be the conviction that the Student will not be able to complete any graduation programme successfully.
- Before a binding recommendation is given, the Student is given the opportunity to be heard by the director Rietveld Academie.
- Before a binding recommendation is given, the Student counsellor will be heard.
- The Student receives a written statement containing, as far as possible, the reasons for the negative decision and advice on other (educational) possibilities.
- The binding advice is given no later than July 8 of the second DOGtime Academic Year. An appeal against this is possible. For further information in this respect, please refer to article 5 of the Student Charter.
- A Student who has received a binding study advice in the second part-time Propaedeutic year may no longer apply for the study programme at the Institution for two

years. After these two years, a new admission must be made, according to the prevailing procedure.

5.10 Basicyear examinations

- The final assessment of the Basicyear counts as the propaedeutic exam. When the Student has passed it, he/she/they can proceed to the specialisation phase.

6 SPECIALISATION PHASE

- The post-Basicyear is divided into various specialisations; the departments.

6.1 Full-time

6.1.1 Fine Arts

- The Fine Arts department trains Students to become professional visual artists, ready to join the art world and qualified to follow the best postgraduate and post-academic courses in the Netherlands and internationally.
- Students who join the department step into an ongoing conversation about the possibilities of fine art, both as a thinking discipline and a creative practice. They will learn to think critically through making. The trajectory of the bachelor in Fine Arts involves a shift from regarding things "as they are" towards a recognition of the complex existence of materials, objects and ideas within changing contexts.
- Studio practice, one-to-one tutorials, group classes and classes in theory form the basis of our teaching approach. Throughout the programme, Students are invited to take part in excursions, exhibitions, workshops, collaborative projects and group presentations.
- In addition, a curatorial component trains Students in the critical decision-making process regarding presenting and displaying work within a professional art environment.
- Courses offered:
 - o Drawing/painting

- o Graphic techniques
- o Sculptures and installations
- o Video/film/sound
- o Photography
- o Performances
- o Art history
- o Art view
- o Philosophy
- o Practical projects
- o Field trips
- o Studium Generale
- o Thesis
- o Public presentation

6.1.2 Photography

- Photography is the fastest and most popular means of communication and exchanging information. It therefore determines the way we see the world. Our understanding of what and where an image can be is changing rapidly, creating a growing tension between the virtual realm and our shared physical reality.
- As a Photography department that is part of this intense, contemporary image culture, we feel the need to critically reflect on our own position and our responsibilities as image-makers.
- We aim to cultivate a critical attitude that challenges the medium technically, conceptually and theoretically. To do this, we use both digital and analogue techniques in our workshop. A studio, darkroom, inkjet machines and high-end scanning are among the facilities offered by the department.
- Together, we observe and engage, construct and imagine.

We embrace chaos, relish the absurd and discover our own logic. In our department, Students will join a group of people whose goals are progressive thinking and radical working methods.

- Courses offered:
 - Autonomous art photography
 - Technical lessons (analogue, digital)
 - Visual research
 - Image manipulation
 - Philosophy and critical research
 - Critique and discourse
 - Conceptualisation and materialisation
 - Appropriation and authorship
 - New technologies
 - Art history
 - Writing
 - Exhibition projects
 - International exchange projects
 - Field trips
 - Studium Generale
 - Thesis
 - Public presentation

6.1.3 VAV - moving image

- VAV - moving image is a department that focuses on the development of the moving image, which is continuously in motion. This means that the curriculum is geared to research, experimentation and innovation.
- We encourage research across various disciplines,

including video, film, animation, sound, fine arts, performance and new media. It is precisely on this interface between image and sound, analogue and digital, factual and fantastic that unique works can be created.

- This enables Students to explore specific themes of their choice, finding a way to clearly articulate their position as an artist in the cultural landscape. Equally important in our education is the development of their vision of the meaning of their work in society, finding forms and a stance to bring their critical view across.
- Teachers and Students communicate on equal terms about the progress of the works. We organise group and individual talks, presentations, projects and excursions. The department has studios and project spaces and uses the various workshops for instruction in software applications that are important for the various disciplines.
- Courses offered:
 - Fine arts
 - Video/animation/film
 - New media
 - Sound
 - Performance
 - Art history
 - Film history
 - Studium Generale
 - Practical projects (inside and outside the building)
 - How and what after the Academy
 - Field trips
 - Thesis
 - Public presentation

6.1.4 Ceramics

- The Ceramics department is first and foremost what we call 'material based'. While working with clay, Students get to know their own interests and fascinations. They learn to be open to the possibilities of the material, exploring how it relates to their own ideas.
- To enable Students to work with the material so that it can express their ideas, they will be offered a solid technical introduction to the ceramics process. In our own workshop they will learn, for example, to build up shapes, to make molds, to cast, turn and glaze. They will learn both traditional and modern techniques.
- There is a constant interaction between experimentation, creation, reflection and concept development among the Students, lecturers and technicians in the communal workspace.
- Clay is the core of our discipline, but the Ceramics department is a place where Students are free to engage with other techniques and materials outside the ceramics field. They are encouraged to explore beyond the boundaries of the discipline with their sculptural and spatial work.
- Courses offered:
 - Sculpture/installation
 - Design
 - Material research
 - Concept development
 - Ceramic techniques
 - Reproduction techniques
 - Glaze theory
 - Internship
 - Projects
 - Field trips

- o Art theory
- o Art and ceramic history
- o Studium Generale
- o Thesis
- o Public presentation

6.1.5 The Large Glass Department

- The Large Glass Department approaches glass as a sculptural material in contemporary art. Challenging the traditions of 'studio glass', we would rather consider our work to be part of the fine art tradition.
- We teach glassmaking techniques throughout the programme. Technique is a tool, not a goal. We encourage Students to explore and innovate, and to challenge the material by moving beyond the boundaries of this specific field. Besides sculptural and spatial work, (combinations with) painting, performance, video and installation work are frequent forms of expression.
- Students work independently on individual projects. They are accompanied by their regular tutors and a varying group of guest lecturers. They learn how to participate in analytical and critical dialogue with their lecturers and fellow Students.
- A high degree of responsibility and autonomy is required to jointly maintain the studio, improve technical skills, and at the same time meet the challenge of developing ideas and concepts.
- Courses offered:
 - o Sculpture
 - o Spatial art
 - o Material research
 - o Concept development
 - o Glass techniques (hot and cold techniques)

- o Drawing
- o Field trips
- o Editing
- o Art theory
- o Reading and writing (essays, thesis)
- o Critique
- o Studium Generale
- o Professional practice
- o Thesis
- o Public presentation

6.1.6 Image & Language

- The Image & Language department is a place for versatile and curious makers who have an interest in language. Our aim is to explore the scope of language and its interplay with other media.
- English is our shared language and Dutch Students can get feedback on their Dutch texts.
- We approach language from the perspective of literary forms such as prose, the essay and poetry, and encourage Students to understand language as a material, instrument and construct as well. The various subjects alternate between reading and writing, making visual work and combining both.
- Parallel to the programme's core courses, Image & Language offers a variety of electives to choose from every Semester. This means Students can experiment with different kinds of image making, performance, making publications, film (essays), artistic research, translation, and philosophy of language - as well as unpacking the question of what happens when the boundaries between these disciplines are blurred.
- Courses offered:

- o Image
- o Language
- o Animation
- o Typeface
- o Film
- o Art history
- o Studium Generale
- o Work evaluations
- o Practical project
- o Field trips
- o Thesis
- o Public presentation

6.1.7 Graphic Design

- English Graphic Design plays an important role in the organisation and transmission of messages. Within the Graphic Design department, we explore, evaluate and experiment with the many possible ways of communicating through visual languages.
- The department's foundation is the teaching of core subjects that we feel are valuable to a graphic design practice: typography, image, editing and theory. We approach this learning process through both analogue and digital techniques, and in a conceptual and playful manner.
- Teaching in the department happens mostly through assignments, over time leading to more independent forms of study and the possibility of applied commissions from within and outside the academy. Students are encouraged to develop a productive-critical approach to their work and learn to take responsibility for chosen points of departure when giving form to ideas. We encourage our students to explore the boundaries of graphic design.

- All the teachers in the department are actively practicing designers, artists, curators or theorists, creating a proximity to contemporary practice.
- Courses offered:
 - Design (Editorial design, Interactive design, Typography, Letter design, Writing)
 - Image (Photography, Drawing, Video)
 - Theory (Design- and Media history)
 - Printing techniques (Letterpress, Silk-screen, Offset, Digital)
 - Applied assignments
 - Field trips
 - Studium Generale
 - Thesis
 - Public Presentation

6.1.8 Fashion

- At the Institution, fashion is approached in an open and experimental manner. In the Fashion department Students will adopt a critical curiosity as they explore fashion and its traditions, systems and semiotics. They will push the discipline's boundaries and not be afraid to cross them.
- In developing a strong personal vision and working method, Students seek to share new narratives and enrich the notion of fashion.
- Making, thinking, research and play go hand in hand as Students refine their conceptual, technical and visual skills. As they progress, they become increasingly independent in determining their own emphasis and goals.
- By working together across disciplines and engaging

socially, Students will lay the foundation for a critical fashion practice that matches their talents and interests. Primed to see possibilities beyond the traditional fashion industry roles, our fashion alumni have the confidence to carve out their own place in the field of fashion.

- Courses offered:
 - Design
 - Concept development & realization
 - Technical research & development
 - Mixed media skills in 2D & 3D
 - Artistic research
 - Process documentation
 - Curation
 - Portfolio
 - Presentation formats & event production
 - Theoretical research
 - Field research
 - Critical reflection
 - Writing & publishing
 - Fashion & textile workshop training
 - Material knowledge
 - Digital skills (technical drawing, CLO3)
 - Workshops & projects
 - Studio visits & field trips
 - Table Talks & guest lectures
 - Studium Generale

- o Extra Intra interdepartmental facultative programs
- o Internship
- o Thesis
- o Public presentation

6.1.9 Jewellery - linking Bodies

- The Jewellery - Linking Bodies department approaches the field of jewellery as an independent art form at the interface of applied and fine art. We share a 'jewellery attitude:' a fondness for tactility, details, zooming in and out, and working with scale. However, what the students make varies enormously, from body-related objects to installations and performances.
- The department's starting point is the body. Jewellery is traditionally intrinsically connected to the human body. Linking Bodies questions what a body is. It explores the body and its relationship to other bodies - those of humans and also other life forms.
- Several jewellery techniques are taught, and students will investigate a wide range of materials in their historical, social, ecological and economic contexts. The tutors come from different professional and cultural backgrounds.
- Collaborations are important - within the academy, but also with outside multidisciplinary partners such as universities and (museum) collections.
- Courses offered:
 - o Material research
 - o Visual/Senses research
 - o Concept development and realization
 - o Reading and writing class

- o Design methods
- o Jewellery techniques
- o Studium Generale
- o Collaboration projects with field research
- o Progress discussions (individual and group)
- o Subject-related guidance
- o Technical guidance
- o Guest teachers & lectures
- o Workshops
- o Studio visits, Field trips
- o Presentations and exhibition practice
- o Preparation for professional practice
- o Thesis
- o Public presentation

6.1.10 designLAB

- A lab is a place for asking questions, conducting experiments, undertaking research and testing ideas. At designLAB, we work in a similar way. Making and thinking are two processes that are intertwined and inseparable.
- At designLAB, we work with objects and spaces. We question elements of our surroundings – their functionality and materiality – in order to create new ways of experiencing the world. Driven by curiosity and the urge to experiment, we explore familiar crafts and techniques, finding new ways to create and think. We are thinkers through making.
- At designLAB, our aim is to investigate and transcend the limits of what design can be or what design could aim to provide.

- We invite Students to explore their role as an autonomous designer, as well as engaging with a collective body. We equip them to become intuitive and radical makers.
- Courses offered:
 - Material/shape/technique
 - (3D) drawing
 - Design research
 - Technical research
 - Social research
 - Design critique and design reflection
 - Visual communication and presentation
 - Editorial design (Exhibition, Publication)
 - Projects
 - Field trips
 - Studium Generale
 - Internship
 - Thesis
 - Public presentation

6.1.11 TXT

- The TXT department operates under three big umbrellas that connect three big concepts to each of our years. For the four-year period 2021-2024 those key concepts are localities, resilience and restitution.
- During the first-year, students focus on the idea of localities, what constitutes our local environment, local history and local social and economic infrastructures? Which materials are outsourced locally, which techniques have been here for a long time? How has geography and weather influenced the way we make? How are bodies and personal stories connected to these localities?

- In the second year the concept of resilience comes forward. Resilience is a tricky word but we like to think of it from its meaning as something being flexible. So, for us resilience actually, stands for flexibility. How flexible our bodies and minds can be? How can we focus and concentrate on our personal/local quests while at the same time take distance and reflect on bigger/global questions? How are flexibility and spontaneity connected? How do they affect our performativity?
- Lastly, in the third year, we look into the word restitution. How can we care for what we have, what we know? How can we restore what has been lost? Now that we have learned to connect with bigger questions, what needs to be done in order to re-write our personal stories and shared histories? And most importantly, what's beyond restitution?
- Theory, philosophy, reading and (creative) writing play an important role in mapping the historical, aesthetic, social, political and material value of textiles and artworks.
- In the weaving and the textile workshops, Students learn a variety of textile making and printing techniques. During their studies, they translate these techniques into different domains in their work and research.
- Students work on both individual and group projects. The experiments can result in new materials, autonomous work or socially committed statements in the form of a text, publication, performance, installation, object/s or intervention in public space.
- Historically, the TXT department stands for textiles, but also for text. Both words stem from the Latin word tessere, meaning weaving. Since the very beginning, that relationship between materiality and the written word has been examined from various perspectives. That makes TXT a department for making and thinking, for hands and head.
- Courses offered:
 - Material research
 - TXT theory

- o Textile history
- o Individual project
- o Editorial
- o Creative writing
- o Expanded drawing
- o Beyond Methods
- o Weaving and Voicing
- o Performance
- o Textile & Weaving techniques
- o Internship
- o Guest lectures/workshops
- o Studium Generale
- o Preparation for professional practice
- o Exhibitions
- o Mentoring
- o Field trips
- o Thesis
- o Public presentation

6.1.12 Architectural Design

- The Architectural Design department focuses on engaging with the production of the built environment—from the scale of a domestic interior to the city as a whole—through reflection, fabrication and speculation.
- Space is personal, as well as political. We combine spatial intuition, architectural knowledge, artistic practice, political engagement, critical inquiry, and multidisciplinary research.

- We work at the crossroads of the real and the imagined: the past, present and future. Through speculative design studios, real-world collaborations, workshops, theory seminars and research labs, students learn to think about, and intervene within, the relationships between events, things, systems, experiences, and places.
- Here, architectural design is understood in the broadest sense of the term, ranging from buildings, interiors, scenography, urban design and public space to infrastructure, interfaces, networks, materials, organisms and beyond.
- Students are introduced to and work with the tools and media of architectural design, including drawings, models, and the like. At the same time, students are provided space to develop their independent artistic, architectural, spatial practice through material experimentation and theoretical exploration.
- Students learn to design space at various scales of complexity and detail, including interiors, buildings, and public spaces.
- The development of an independent spatial practice is furthered by an internship that students go on in the second year of the department.
- At the end of the course, each student has developed their own perspective on the role of architectural design and the material agency of spatial practice in society.
- Courses offered:
 - Interior design
 - Building design
 - Public Space design
 - Physical model making
 - Digital modeling and rendering
 - Drawing
 - Exhibition design and making

- o Material experimentation
- o Architectural history
- o Contemporary architectural theory
- o Speculative fiction and worldbuilding
- o Independent research
- o Internship; Field trips
- o Studium Generale
- o Thesis
- o Public presentation

6.2 DOGtime

- On completing the DOGtime Propaedeutic years, Students can proceed to follow a part-time study programme in Expanded Painting or Unstable Media. A distinction between Expanded Painting and Unstable Media can be made through their respective theoretical input and media references: art theory versus media theory, stable versus unstable. However, overlap is not out of the question. The combined classes of Expanded Painting and Unstable Media encourage the mutual exchange of knowledge and potential.

6.2.1 DOGtime Expanded Painting

- The DOGtime Expanded Painting programme is based on the rich tradition of painting and the history of depicting. Students will explore the boundaries of painting by crossing the physical dimensions of the classical stretched canvas and using materials other than paint, such as sound, video, performances and ecological strategies.
- Courses offered, years 3, 4, 5:
 - o Concept & content & context development
 - o Artist practice
 - o Art and society
 - o Cultural studies

- o Expanded painting
- o Sound
- o Video
- o Photography
- o Performances
- o Installations
- o Autonomous portfolio
- o Pitch control
- o Curatorial practice
- o Technical skills/computer software
- o Material research
- o Art history
- o Research
- o Theory
- o Field trips
- o Studium Generale
- o Thesis
- o Public presentation

6.2.2 DOGtime Unstable Media

- DOGtime Unstable Media encourages Students to generate projects for the online environment and/or in physical (public) space. The work of UM Students varies from (generative) software art and web art to interactive installations, performances, digital and analogue mediations, and projects in which art, technology and science interact.
- Courses offered in year 3,4,5:
 - o New and-unstable media art

- o Concept & content & context development
- o Artist practice
- o Inter(e)action design and collective processes
- o Sound
- o Video
- o Photography
- o Installation
- o Drawing
- o Performance
- o Internet-, information/data- research and mediation
- o Autonomous portfolio
- o Networks
- o Curatorial practice
- o Technical skills/computer software
- o Field trips
- o New media theory
- o Research
- o Studium Generale
- o Thesis
- o Public presentation

6.3 Compulsory attendance

- The specialisation phase has an attendance requirement. In general, it is not possible to complete the Academic Year without sufficient attendance in classes. Assessment of this is up to the supervising teachers.

6.4 Internship

- An obligatory part of most specialisations is to complete an internship period outside the academy or to carry out a practical assignment. The internship period takes place at the end of the third Academic Year or the beginning of the fourth Academic Year and lasts approximately three months. Admission to an internship is only possible with the express permission of the department head. On the basis of an internship plan, the Student indicates the purpose of the internship and the relevance of the internship within his/her/their development in the study. The internship period is concluded by means of reporting and a presentation.
- The specialisations that include such obligatory internship period are:
 - designLAB;
 - TXT
 - Architectural Design
 - Ceramics
 - Fashion
- For the other specialisations an internship is not a required study component, but it is still possible to do so. If so desired, the Student concerned requires the explicit written permission from the head of the department for such internship.
- The specialisations that do not include such obligatory internship period are:
 - Fine Arts
 - Photography
 - VAV - moving image
 - Jewellery - Linking Bodies
 - The Large Glass Department
 - Graphic Design
 - Image & Language

- o Unstable Media (DOGtime)
- o Expanded Painting (DOGtime)

6.5 Exchange with an academy abroad

- It is possible for Students to study abroad for a period of time as part of an exchange with another academy. Exchange is only possible in the first Semester of the third Academic Year. Exchange will take place in consultation with the exchange coordinator. Exchange can only take place with selected academies based on a plan prepared by the Student and approved in advance by the department head.
- Assessment at the end of an exchange period takes place on the basis of a presentation by the Student.

6.5.1 Exchange in the second Semester

- In exceptional cases, it is possible to engage in an exchange with a foreign academy in the second Semester. This is only possible with the express written permission of the department head. Exchange in the second Semester may result in study delay.

6.5.2 Exchange Students from abroad

- Students from an academy abroad who follow an exchange programme for a period of time are attached for that period to the department to which they have been admitted. They are entitled to receive guidance in their studies and to use the facilities of the academy during that period. The department at which the Student follows the exchange programme is responsible for the introduction of the Student within the department and the supervision of the Student by a teacher.
- During the exchange period, Students are required to attend classes and participate in the assessment. In the event of a positive assessment, they may receive a statement to this effect.

6.6 Credit points specialisation phase full-time

- Second year full-time subject-specific components projects development of own visual language theory:

- o first Semester 30 ECTS
- o second Semester 30 ECTS
- Third fulltime year subject-specific components projects development of own visual language exchange/internship theory:
 - o first Semester 30 ECTS
 - o second Semester 30 ECTS
- Fourth year full-time subject-specific components:
 - o internship development of own visual language 30 ECTS
 - o theory paper and presentation of examination work 30 ECTS
- For all Academic Years: transfer to the next Academic Year only takes place after a satisfactory assessment in the second Semester, with which 60 ECTS have been obtained.

7 STUDY GUIDANCE AND STUDY PROGRESS

- The Institution aims to develop talented Students into independently working artists and designers. Good individual supervision is extremely important in this respect. This supervision is provided primarily by the department lecturers. In some cases however, a Student may need specific supervision.
- The Institution has set up a Student counselling service, which Students can contact if they feel they are not progressing as they should.

7.1 Mentors

- Most departments have mentors. Each group of Students has a lecturer as their designated mentor. The mentor is the first person the Student should contact in the event of (study) problems and whose job it is to observe and refer. The mentor can refer the Student to the Student counsellor or a coach. In exceptional cases, the mentor can submit an application for an adjusted study programme. In departments that do not have mentors, the

coordinator fulfils this role.

7.2 Student counsellor

- Students who are having personal and/or study problems can contact the Student counsellor. The Student counsellor can offer support and advice in relation to study skills, such as planning, communication and to adopt a reflective approach. The counsellor can also refer a Student to other people or bodies who could help the Student more specifically. Supervision by the Student counsellor will last as long as is necessary. The Student counsellor has regular consultation with the coach.

7.3 Coaching

- Students who feel they have come to a dead end in terms of their development and whose lecturer or mentor cannot provide adequate help, can receive coaching. This coaching is provided in the form of consultations to discuss the Student's work and help them get back on track. The coach guides the Student on the basis of his/her/their work and work attitude. The coaching ends as soon as the Student is able to move beyond the impasse.
- At the beginning of the Academic Year, the coach will contact any Students who have to retake a year. In the course of the Academic Year, Students can be referred to the coach by tutors or the Student counsellor. The earlier a Student is referred, the greater the chance that they will be able to receive coaching.

7.4 Study Skills Programme

- For Students who find it difficult to plan, process, reflect and communicate there is the possibility to participate in a five week study skills programme. This study skills programme takes place three to four times a year. The start of the study skills programme is announced on the intranet.

7.5 Adjusted study programme

- In certain cases, it can be desirable for Students to follow an adjusted study programme. Students who have talent but encounter problems developing it, can receive

individual supervision. This may be provided in the class, but also outside the class with supervision from lecturers asked specifically for that Student. These lecturers receive additional payment for the separate supervision.

- Students who clearly have difficulties keeping up with the standard study programme, even with coaching, may be eligible for an adjusted study programme.
- Applications for an adjusted study programme are submitted to the director Rietveld Academie by the mentor or, in the case of smaller departments, by the coordinator in consultation with the Student counsellor.
- Besides supervision by specific lecturers, the Student may also be supervised by the coach and the Student counsellor. If this is the case, the coach and Student counsellor will maintain intensive contact with regard to the Student.
- If an application is honored, the Student counsellor will draw up an agreement between the Institution and the Student, defining the study programme, who the supervising lecturers will be, when the assessments will take place, and what the consequences will be if the Student's development continues to lag behind. The department coordinator shall be responsible for this procedure. There is regular consultation with the Student counsellor with regard to the Student's development.

7.6 The responsibilities of the supervisors

- The task of the specific lecturers is to supervise the Student from his/her/their own perspective. It is the coach's responsibility to offer the Student general, substantive support. The responsibility of the Student counsellor is to provide Students with supervision and support relating to study skills.

8 EVALUATION OF EDUCATION

- The Institution values meaningful interaction; by talking to each other, staff and Students work together on the quality of the education.

- The director Rietveld Academie, head teachers, mentors and tutors have regular discussions with the Students about the education, such as: the content of the curriculum, the lessons and the way of teaching. Mutual needs and expectations are exchanged. Based on these conversations, adjustments are made and joint agreements are made.
- In addition, the academy is required by law to participate annually in the National Student Survey (NSE). If the response from the Students at the National Student Survey is sufficient, the results are fed back to the departments at the departmental level. The total results are discussed by the board and submitted with improvement proposals to the Participation Council of the Institution and the Programme Committee of the Rietveld.
- Students who leave the academy early are asked about the reason for their departure.

9 ASSESSMENTS

9.1 Assessments

- Two assessments are held each Academic Year. At that time the Student presents the work he/she/they has/have made in the preceding period to the Assessment Committee. This committee consists of the supervising lecturers of the Student concerned.
- During the assessments the supervising lecturers look at the visual ability, the effort, the presentation, the technical aspects, the development, the communication about the work and the ability to reflect on and analyse the work.

9.1.1 Form of the assessments

- The Student makes a presentation of the work he/she/they made in the previous period. The Assessment Committee of the Student concerned, visits this presentation and enters into a dialogue with the Student about the work, the work process and the development made. The committee shall by mutual agreement reach a joint conclusion. The result of this assessment will be made known to the Student, at least verbally, on the same day.

9.1.2 Publicity of assessments

- The assessments are not accessible to people from outside the academy. In exceptional cases, a Student may submit a request to the head of the department to allow third parties to participate in the assessment. Such a request will be assessed in consultation with the Examination Board of the Rietveld. Making video and audio recordings of the assessment is not allowed.

9.1.3 Exemptions

- Exemption from programme components within a Semester has been delegated by the Examination Board of the Rietveld to the relevant head of the department. All other exemptions must be in writing and accompanied by relevant evidence.
- Students must submit requests for exemptions in writing, accompanied by relevant supporting documents and with the written approval of the relevant head of department, to the Examination Board of the Rietveld.

9.2 Assessments and examinations for Students with a disability or functional impairment

- For Students with a (functional) disability there is the possibility of a disability adapted assessment and final examination. The Student and the relevant head teacher make agreements about the study programme to be followed and the assessments and/or final examinations linked to it. These agreements are recorded in writing and are regularly evaluated and adjusted. The Student counsellor plays a supervisory role in this.

9.3 Results/inspection

- The results of the assessment, and any comments and agreements in that respect, are recorded in writing. The Student will receive a signed copy of this within 4 weeks of the assessment in question. The relevant head of department ensures that the records of the study results are kept in such a way that every Student can obtain an overview of the results obtained by him/her/them in relation to the education and examination programme of the department. Likewise, substantive written assessments are made available to the Student administration within 4

weeks of the completion of the assessment. Students can request a summary of the outcomes of their assessments from the Student administration.

- The academy will retain records of Student results for 10 years.

9.4 Awarding of study credits

- As a result of the assessments, Students are awarded study credits according to the European Credit Transfer System (ECTS).
- The awarding of ECTS is as follows:
 - Assignment ECTS per assessment at two assessments per year:
 - Satisfactory = 30 ECTS
 - Doubt = 15 ECTS
 - Unsatisfactory = 0 ECTS
 - Transition to the next academic year with 60 ECTS
 - Conditional transfer to the next year if 45 ECTS have been obtained
 - Doubling if Students obtain less than 45 ECTS

9.5 Resits

- A Student who has received an insufficient on the assessment in the first Semester will retake it by participating in the assessment in the second Semester.
- A Student who has received an insufficient on the assessment in the second Semester of a study year will not transfer to the next Academic Year.
- A Student who has been unable to attend an assessment will only be allowed to retake it if there is a valid reason for absence. A valid reason exists if the circumstances that prevented the Student from attending are not of the Student's making. Assessment of this is up to the head teacher of the department. In case of illness, the Student must submit a notice from the

attending physician to the Student counsellor.

9.6 Transition requirements.

- Transition to a following study year is only possible after obtaining a satisfactory assessment after the second Semester.

9.7 Conditional transfer

- In a few cases, a Student is given the opportunity to retake the final assessment in a subject year during the first assessment of the following Academic Year (conditional transfer). This will only take place with the express written permission of the head teacher of the relevant department, which clearly defines the conditions the Student must meet in order to make the transition final.
- If the resit is assessed positively, the Student continues the programme of the Academic Year to which he/she/they was/were conditionally admitted.
- If the resit is assessed negatively, the Student continues with the programme of the previous Academic Year.

9.8 Transfer to another specialisation

- Sometimes a Student realises that he/she/they is/are not studying in the right department and wishes/wish to transfer to another department. This is possible under the following conditions:
 - Transfer takes place at the end of the first or second Semester, but preferably at the end of the second Semester.
 - Student will contact the department head of the new department for this purpose at the end of the previous Academic Year. The department head of the current department will also be involved.
 - Students wishing to transfer after the first assessment may only exercise the right to transfer to another department if that assessment has been satisfactory. If the assessment has not taken place or

has been unsatisfactory, it is at the discretion of the department to which the Student wishes to transfer to agree.

- o Students who enter a new department in the second Semester do so with reservations: at the end of the Academic Year it will be determined whether the Student can continue to the next Academic Year, or must double the year.
- o Departments can refuse a Student only in case of capacity problems. In such cases, a solution will be sought in consultation with the Student counsellor and director Rietveld Academie.

9.9 Irregularities and fraud

- Fraud is defined as the acts or omissions of the Student that are intended to make it wholly or partly impossible for the examiner to form a correct opinion of the Student's knowledge, understanding and skills. Plagiarism as part of fraud is the appropriation of the intellectual work of others in order to then make it public as your own. Copyright infringement is when someone copies a copyrighted work without asking the author's permission.
- Procedure in case of suspected fraud:
 - o If the instructor suspects any kind of irregularity or fraud during the preparatory phase of an examination, the instructor will give the Student a chance to improve.
 - o If the examiner(s) suspect(s) fraud on the part of the Student during an assessment, the chair of the committee shall notify the Examination Board in writing as soon as possible.
 - o If after investigation by the Examination Board and after hearing the examiner and the Student an irregularity or fraud is established, the Examination Board may declare (the result of) the assessment invalid, in case of serious fraud the institution's management may, at the suggestion of the Examination Board, permanently terminate the registration of the person concerned.

- o If fraud or plagiarism occurs with the knowledge and/or cooperation of a fellow Student, the latter is complicit; corresponding guidelines and procedures apply.

9.10 Final examination

- The final examination consists of a presentation of the work made by the Student in the final year of study.
- The final examination is conducted by the Committee of Examiners, consisting of teachers who have supervised the Student concerned in the last year of study, and one or two external experts. The committee selects a chair from among the internal committee members.
- The committee visits the presentation and enters into a dialogue with the Student about the work, the work process and the development made.
- The committee decides by simple majority. In the event of a difference of opinion, the judgment based on the simple majority of votes shall apply. In the event of an equality of votes, the chair's vote shall be decisive. The result of the examination will be communicated verbally to the Student, preferably on the same day.

9.11 Entrance requirements for the final examination

- Students who wish to participate in the final examination must meet the following requirements:
 - o Transitioning from the second-to-last year of study to the final year of study.
 - o Successful completion of the internship, if required.
 - o Having submitted a theoretical piece of work that has been assessed as sufficient. In consultation with head of the department and thesis tutor, the thesis may be written in Dutch.
 - o Having made sufficient progress in the final year of study, as demonstrated by a satisfactory assessment during the final year, the so-called green-light assessment.

9.11.1 Green-light assessment

- The green-light assessment is the assessment moment at which the progress of the study process in the final examination year is tested. With the granting of green-light the confidence is expressed that the student will be able to pass the final examination.
- In case the Student has received a doubt (orange) or insufficient (red) in the green-light assessment, he/she/they will be given the opportunity to retake the assessment. This must take place before May 15 of that Academic Year.
- If the Student has not received a sufficient green-light assessment by May 15 of that Academic Year and the retake is also insufficient, the Student can no longer graduate in that Academic Year.
- The course to be taken will then be as follows:
 - Student retakes the green-light assessment at the end of that Academic Year.
 - If the green-light assessment is satisfactory, the final examination takes place in December of the following Academic Year.
- During the second Semester of the that Academic Year, the Student is supervised as much as possible by the same teachers as in the first Semester; from September of the following Academic Year, the Student is supervised by the teachers who teach the Student concerned in the final examination year.

9.11.2 Final examination exhibition

- The study is concluded with a joint final examination exhibition at the end of the Academic Year.
- The work to be shown during the exhibition will include (a selection of) the work created for the final examination, possibly supplemented by work created earlier during the study. The selection of the work to be presented is made in consultation with the head of the department.

- In principle, the final examination takes place at the end of the Academic Year. Deviations from this may be made by mutual agreement.
- A Student who graduates at another time during the year may participate in the final examination exhibition that takes place at the end of that same Academic Year.

9.11.3 Retake

- A Student has the right to retake an exam for which a failing grade was obtained. This takes place in consultation with the head of the relevant graduate programme and the supervising tutors. A Student who takes a resit examination in the following Academic Year is entitled to participate in the final examination exhibition at the end of that same Academic Year.

9.12 Certificate/diploma

- Students who have successfully completed the final examination of the bachelor will receive the diploma of the Institution together with the diploma supplement, which specifies the study programme and the graduation subject.

9.12.1 Titularity

- All Students who have passed their final exams have been awarded the bachelor's degree: Bachelor of Arts in Art and Design.

9.13 Study Statement

- Students who terminate their studies prematurely after the Basicyear examination are entitled to the Institution's study statement. The statement of studies will state, in any case, the course taken, the number of years studied, the number of credits earned and the programme followed.

9.14 Appeal

- Against a decision of the Committee of Examiners or the Examination Board of the Institution, an appeal is possible within 6 weeks after the judgement was provided to the Student, at the Board for Appeal of Examinations

(CBE, formerly known as Cobex). Please refer to article 5 of the Student Charter for further information in this respect.

10 CONCLUSION AND IMPLEMENTING PROVISIONS

10.1 Amendments

- Changes to these Education and Examination Regulations are proposed to the Executive Board by the Examination Board of the Rietveld after approval by the Programme Committee. The director Rietveld Academie has an advisory role to the Programme Committee with respect to such proposals.
- After due and careful consideration the Executive Board may adopt proposed changes to these Education and Examination Regulations and will send them to the Participation Council for approval.
- Changes to these Education and Examination Regulations cannot be applied to an Academic Year in progress, unless the interests of the Students are not harmed in any way.
- Furthermore, changes to these Education and Examination Regulations may not have any negative effects for any Student with respect to a decision that was made concerning a Student in accordance with a prior version of these Education and Examination Regulations.

10.2 Publication

- The Institution will make these Education and Examination Regulations known to all stakeholders in an appropriate manner. The Institution will do the same with all relevant guidelines that are formulated by the Examination Board of the Rietveld.
- Anyone interested can obtain a copy of these Education and Examination Regulations or any other regulation as referred to in these Education and Examination Regulations (i) at request, via the secretary of the Examination Board of the Rietveld or the coordinator of the programme, (ii) via the intranet, or (iii) the 'internal affairs' link on the website of the institute.

10.3 Effective Date

OER bachelor Gerrit Rietveld Academie
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- These regulations enter into force on the day following its adoption or amendment by the Executive Board.
- This takes place only after having obtained the approval of the Participation Council of the Institution and the Programme Committee of the Rietveld.

APPENDIX

COMPETENCIES VISUAL ARTS AND DESIGN BACHELOR

Creative ability

1. Students are able to create authentic visual work that is based on research and demonstrates the artistic vision. The work creates meaning and is based on the personal ambition of the artist/designer.

- 1.1 Students create work, for which they determine the conditions and/or develop the idea that forms the basis for the concept, by means of association, analysis and interpretation of an external issue.
- 1.2 Students transform knowledge, intuitions and impressions into visual work, doing so in an exploratory, experimental and reflective way and/or use imagination, originality and inventiveness to translate the idea into a design.
- 1.3 Students create work using media, techniques and materials and make full use of the effects of these in the realisation of the work.
- 1.4 Students tackle the principles of the concept and/or visual work in a constructive, inventive, creative and alert way, based on an artistic vision.
- 1.5 Students create work that demonstrates a personal vision or theme based on their own distinctive style.
- 1.6 Students place their vision, ambition and work in a wider cultural and social perspective and take responsibility for this.
- 1.7 Students apply research methods based on practice and/or theory in order to develop and enhance the work.
- 1.8 Students create meaning that is of value for people, culture and society.

Capacity for critical reflection

2 Students are able to investigate their own work and working method and that of others by means of observation, analysis, problem definition, positioning and evaluation.

- 2.1 Students articulate their personal development as an artist/designer in relation to their artistic vision and work.
- 2.2 Students continually question their work and working method and use their findings to develop it further.
- 2.3 Students evaluate their work and working method, as a result of which they can grasp the implications of choices and decisions and can account for these retrospectively.
- 2.4 Students assess their own work in terms of its artistic value and the extent to which it reflects their intentions. Students assess the work of others in terms of its artistic value and the extent to which it reflects the creator's intentions.
- 2.5 Students adopt a critical position to their own specialist field, the social context and current situation in relation to their work and working method.
- 2.6 Students evaluate the results of research and use these for the purposes of critical reflection.
- 2.7 Students pose critical questions, are open to questions from others and accept feedback in a constructive way. Have capacity for growth and innovation.
- 2.8 Students are able to continuously develop and strengthen their own work and working methods, thereby contributing to the development of the profession, the specialist field, culture and society as a whole.
- 2.9 Students are open to new knowledge, understanding and skills, acquire these and can deal with changing circumstances as a result.

- 2.10 Students aim to develop their artistic vision and authorship further.
- 2.11 Students use their findings to benefit the further development of their oeuvre and professional position.
- 2.12 Students use their findings to contribute to the specialist field and society.
- 2.13 Students develop their own actions and work by applying feedback from others.

Organisational ability

3 Students are able to set up and maintain an inspiring and professional working situation.

- 3.1 Students organise their working process and in doing so strive to achieve an inspiring balance between design activities and activities that create the conditions for those design activities.
- 3.2 Students develop their own working process and have a grasp of all aspects of that process and the way that the associated disciplines interrelate.
- 3.3 Students take the necessary professional actions in order to ensure they can work professionally as an artist/designer in the long term.
- 3.4 Students negotiate about organisational, financial and substantive aspects of their professional practice with clients and other stakeholders.
- 3.5 Students make contacts that are relevant to their network and are able to maintain this network.

Communicative ability

4 Students are able to articulate their ideas, concepts, work, working method and artistic vision for professionals and a wider public both within and outside the specialist field.

- 4.1 Students apply verbal and written skills to present and explain their own work and working method to professionals and the wider public.

- 4.2 Students communicate in word and image about their work and working methods and generate awareness of their work.
- 4.3 Students explain their work and working methods to others outside the specialist field and their own discipline, thereby building a bridge between it and the public domain.
- 4.4 Students articulate their position in the specialist field and in society.

Contextual awareness and engagement

5 Students are able to adopt an active and critical attitude towards the context in which they work.

- 5.1 Students relate their work to that of fellow professionals from the past and present. By doing so, Students create links between their own discipline and other art disciplines in an international context. Students make effective use of wide-ranging social and cultural sources of inspiration and can verbalise these and identify them in their work.
- 5.2 In their work, Students focus on the viewer/user and acquire the knowledge required to engage effectively with the public/users.
- 5.3 Students hone their artistic ambitions at the interface between their intentions and the public perception of these.
- 5.4 Students have a vision of the role and position of fine art and/or design and the profession within society.
- 5.5 Students have an overview of the players within professional practice and make use of this in order to identify a position within the future professional field.
- 5.6 Students anticipate technological advances and are able to apply these in their work whilst ensuring high quality.
- 5.7 Students evaluate and discuss discipline-related subjects with other professional artists.

Capacity for collaboration

6 In a collaborative context, Students are able to contribute independently and actively to the development of an artistic product or process.

- 6.1 Students achieve their own artistic goals in consultation with others.
- 6.2 Students are aware of their own qualities and identity and apply these effectively in a collaborative context.
- 6.3 Students adopt a strategic and respectful approach to the various roles, responsibilities, interests and qualities within the collaborative context.
- 6.4 Students contribute to multidisciplinary collaborative ventures from their own discipline.