

Curriculum Handbook Master of Music – ArtScience

Academic Year 2026/27: Master Project

**Royal
Conservatoire
The Hague**

**Royal
Academy of Art
The Hague**

The information contained in this Curriculum Handbook is, beyond errors and omissions, correct at the time of publication, but may be subject to change during the academic year. Therefore, always make sure you are referring to the latest version of this document which can be found on the website and at the [KC portal](#). For questions about courses, you can get in touch with the contact person mentioned in the course description.

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INTRODUCTION

The ArtScience master programme explores the intersection of art, science, and technology through experimentation, research, and sensory inquiry. Situated within the musical context of the Royal Conservatoire in The Hague, it brings together students and faculty from diverse backgrounds to cultivate new forms of practice and understanding. ArtScience functions as a transdisciplinary laboratory where making, thinking, and sensing are inseparable, and where sound, perception, and embodiment form key points of departure.

Building on the Conservatoire's musical environment, the programme positions sound not as a specialization but as a foundational mode of thinking. Students develop sonic–spatial intelligence — the ability to organize perception, time, and form through listening and spatial awareness. This orientation does not imply instrumental training; rather, sound operates as a conceptual and structural medium that supports imaginative and investigative work across disciplines.

The two-year programme is open to candidates with prior education in the arts or sciences who demonstrate affinity with sound as a conceptual and perceptual field. Students enter with a Master Project Plan outlining their research and professional trajectories and are encouraged to move fluidly across media, treating artistic creation as inquiry and scientific investigation as a creative act. Particular emphasis is placed on perception, embodiment, and sound as ways of structuring knowledge.

A central focus is the integration of artistic knowledge and scientific inquiry. Students develop hybrid research approaches that combine experimentation, reflection, and sensory investigation, embedded in studio work, supervision, seminars, and critique. Interdisciplinary dialogue and deep listening shape the pedagogical environment, supported by iterative making, structured feedback, and reflective mentoring.

Collaboration and process-based learning define the programme's culture. Students work through cycles of making, presentation, and revision, developing adaptive methodologies responsive to technological and societal contexts. Partnerships with the Royal Academy of Art and other Conservatoire programmes — particularly Composition and Sonology — enrich the learning environment, while public presentations and external collaborations support professional integration.

Through guided studio practice, collective critique, and public engagement, students critically address contemporary artistic, scientific, and socio-cultural developments. The programme ultimately prepares graduates to shape new ways of sensing, thinking, and creating, contributing to artistic research and cultural discourse.

About This Curriculum Handbook

This Curriculum Handbook provides essential information about the structure and content of the ArtScience master's programme. Following an outline of the programme's objectives and a schematic overview of the curriculum, you will find detailed descriptions of all courses, including learning objectives and assessment criteria.

We also recommend consulting the Royal Conservatoire's Study Guide (available on the website), which includes important information such as the Education and Examination Regulations (EER).

CHARACTERISTICS OF THE PROGRAMME

The programme is at a Professional (HBO) master level.
Language of instruction: English
Duration: 2 years full time
Start date: once yearly, in September
Study load: 120 ECTS
Degree: Master of Music
CROHO code: 44739

ORGANISATION

The programmes at the Royal Conservatoire and the Royal Academy of Art are organised in different departments, each led by a Deputy Director. The Heads of Department and the Programme Coordinators carry out key aspects of organisation and coordination. They are the first point of contact for information and advice regarding content, exam planning, study design and progress, exemptions, additional tutors, electives, free space and customised study planning. The Programme Coordinator also manages the programme's administration and provides overviews of study results and other documentation.

Personal coaches support students with their study plan, research, individual projects, choice of internal and external courses, and all other aspects concerning artistic and professional development.

For practical and personal matters related to study conditions, students can contact the Student Counsellor. These may include legal and regulatory issues, residence permits, insurance, student finance, and other financial matters. Students may also contact the Student Counsellor for personal challenges such as injuries or illness, mental health concerns, family circumstances, or other issues that may cause study delays. The Student Counsellor also supports students with disabilities and can refer or consult with internal and external experts. All conversations are confidential and personal information is handled with great care. More information is available at:
<https://www.koncon.nl/en/studentcounsellor>

VISION

The ArtScience master programme is grounded in an educational philosophy that is principled, experimental, and responsive to change. Each student's trajectory guides learning within a structured environment that balances autonomy and mentorship. Artistic practice and scientific curiosity are approached as complementary modes of inquiry, unfolding through cycles of making, listening, reflection, and articulation.

A key pedagogical focus is the cultivation of sonic–spatial intelligence — the ability to organize perception, time, and form through listening and spatial awareness. Rooted in the programme's musical context, this competence expands musical thinking into a shared framework for interdisciplinary exploration.

The programme translates its vision into concrete learning formats, including studio-based experimentation, mentored project development, peer critique, seminars, and public presentation. Feedback is dialogical and process-oriented, positioning making as a form of thinking and reflection as integral to practice.

Students are encouraged to situate their work within cultural, professional, and societal contexts. Engagement with external partners and audiences is embedded in the curriculum, fostering responsibility, communication skills, and professional awareness. Graduates are prepared to navigate complexity, contribute to interdisciplinary discourse, and develop practices that connect artistic experimentation with social relevance.

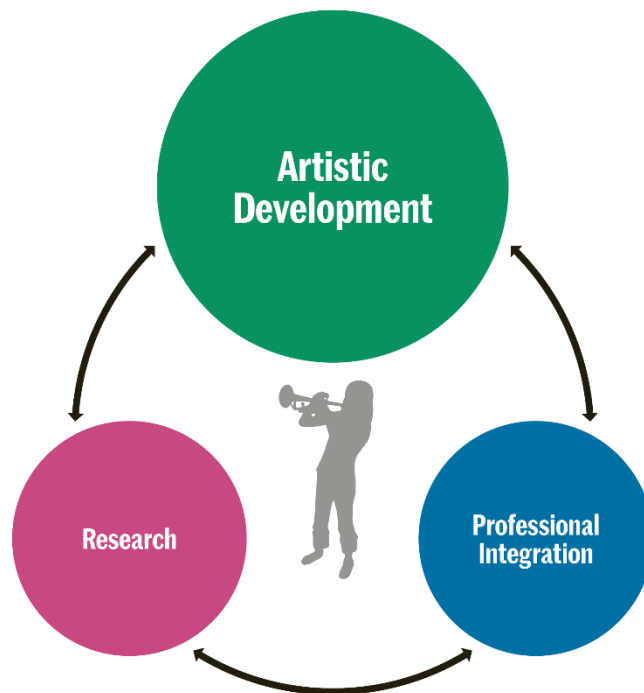
AIMS OF THE PROGRAMME

By the end of the programme, graduates will be able to:

- Design and realize interdisciplinary projects that integrate artistic practice with scientific inquiry.
- Apply hybrid research methods combining experimentation, critical reflection, and sensory investigation.
- Demonstrate advanced sonic–spatial intelligence in organizing perception, time, and form across media.
- Engage sound as a conceptual, perceptual, and structural medium within artistic research.
- Contextualize their work within relevant artistic, scientific, and societal frameworks.
- Articulate research processes through written, visual, sonic, and performative formats.
- Collaborate effectively within interdisciplinary and professional environments.
- Critically evaluate contemporary developments in art, science, and technology.
- Translate research into innovative artistic outcomes with contextual awareness.
- Present work publicly with clarity, responsibility, and reflective insight.
- Reflect on their practice as an evolving, situated research process.
- For a detailed overview of the complete Master of Music programme objectives, see page: 15

THE MASTER OF MUSIC PROGRAMME

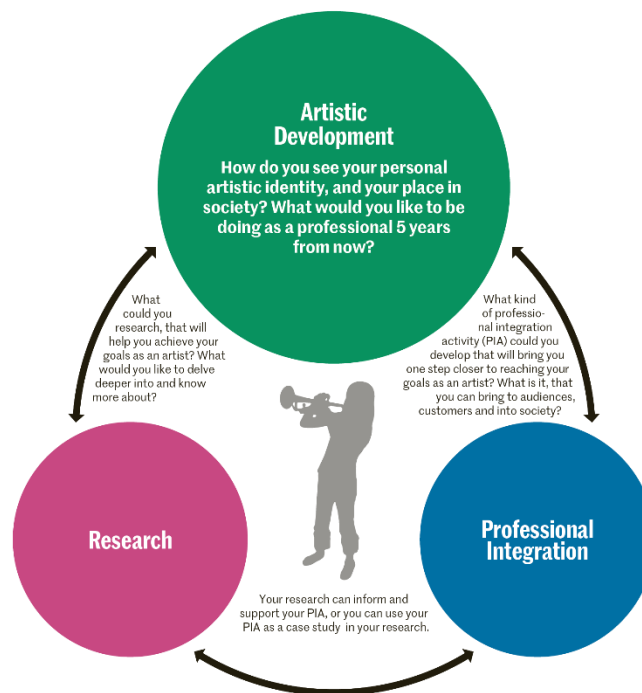
PHILOSOPHY



The educational philosophy of the Master of Music programme at the Royal Conservatoire is dedicated to developing your individual artistic vision, personal growth, inquisitive and entrepreneurial attitude and independence, and your craft at a high qualitative level. We strive for our alumni to become excellent artists, and professionals who can reflect on their role in society and navigate the complex realities of today's music profession.

To guide your development, the curriculum is designed in three domains: artistic development – research – professional integration. The programme is aimed at helping you find your place in the professional practice. Therefore, you are constantly encouraged to make your own choices and develop and carry out your own ideas and plans. We challenge you to connect all three domains in a way that is meaningful and relevant to you, so that you can find your 'niche' and prepare yourself for your professional practice.

THE MASTER PROJECT



The main goal of the Master of Music programme is for students to develop and complete their own Master Project that will help them realise the professional practice they aspire by integrating the following three domains:

A. Artistic Development: You develop a vision for your artistic development: What characterises you as an artist in terms of motivations, interests and skills? What kind of artist would you like to become? What are your career aspirations? What do you need to work on in order to become this artist? How can your Master Project help you achieve your goals?

You will receive tuition by the teacher(s) of your main subject. Furthermore, you will participate in for example group lessons, projects, and masterclasses.

B. Research: Driven by your artistic vision, you conduct research that helps you reach your professional goals. You can use your research to inform and support your professional integration activity (PIA), or you can use your PIA as a case study in your research.

You will attend an introductory course on research in the arts and you will receive individual research supervision.

C. Professional Integration:

You design, develop and realise an activity that connects you with your desired professional practice and therefore brings you outside the walls of the conservatoire. This professional integration activity (PIA) is driven by your artistic goals. Your PIA can be used to explore how to put your vision into practice. It can be informed and supported by your research, or it can function as a case study. You will attend an introductory course on project management during which you will design a plan for your PIA, and you will receive individual coaching by a professional integration coach.

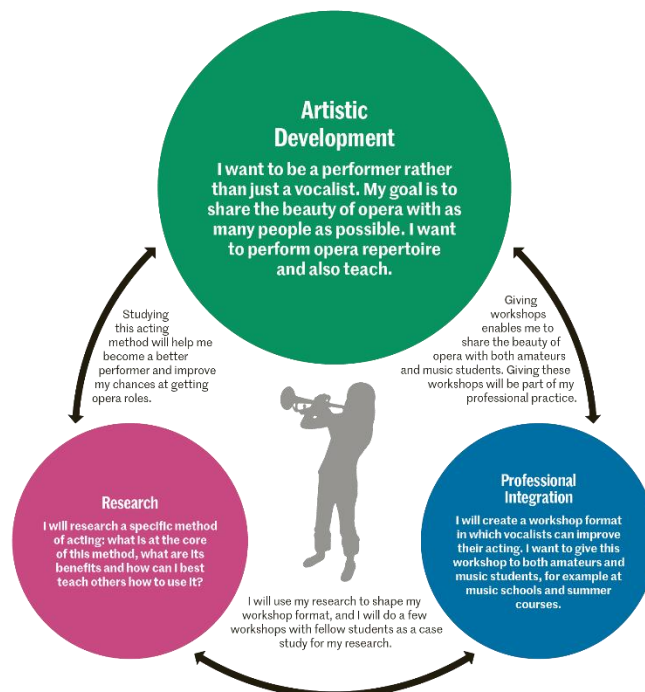
Master Circle

The monthly master circle is a peer learning group where the three domains of the Master Project come together and where you discuss the Master Project as a whole with your fellow students. The circles are organised by focus area. Every circle includes first- and second-year master students and is facilitated by a master circle leader.

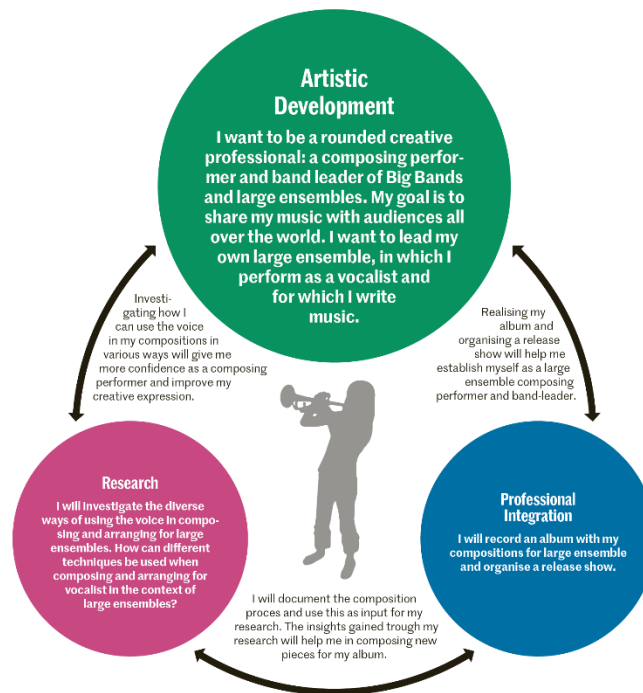
MASTER PROJECT EXAMPLES

Here are some examples of potential Master Projects. This is a non-exhaustive list, as there are many possibilities to be explored. For example, you could collaborate with other students on a joint Master Project.

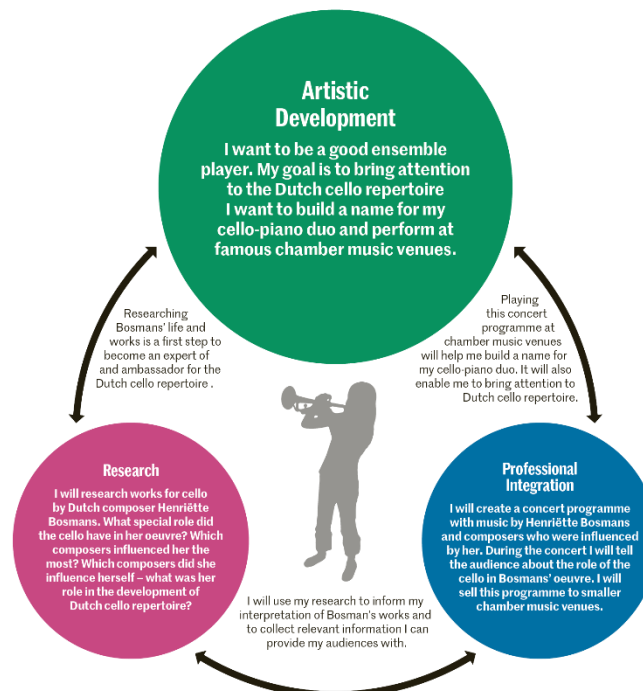
Example 1: Performer sharing the beauty of opera



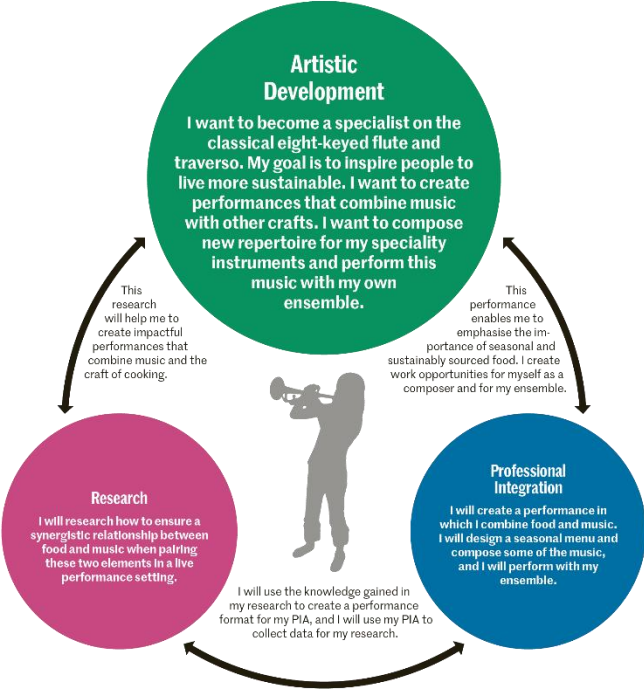
Example 2: Composing performer and band leader



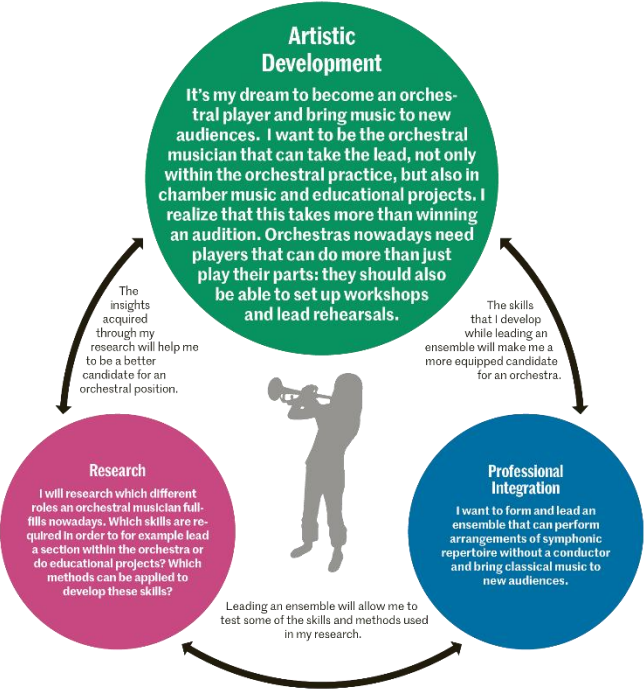
Example 3: Advocate for repertoire



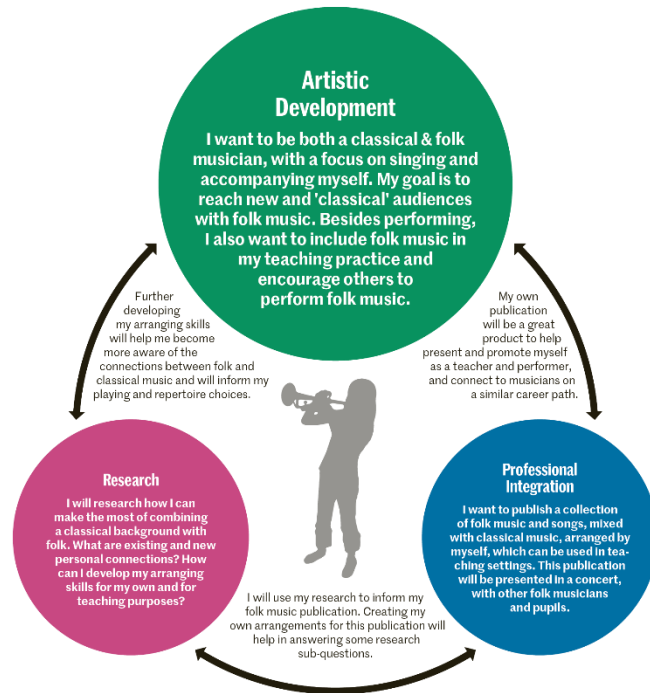
Example 4: Performer inspiring others through multi-disciplinary projects



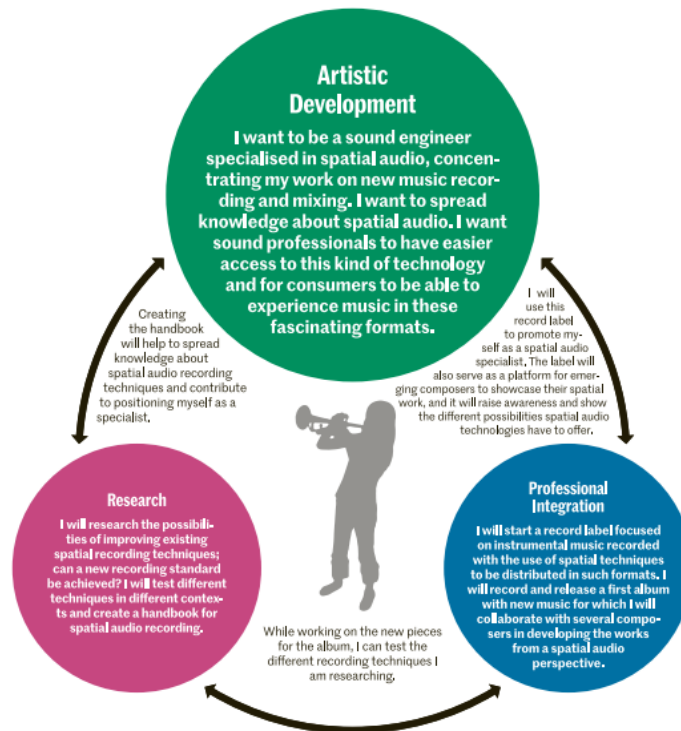
Example 5: Versatile orchestral player



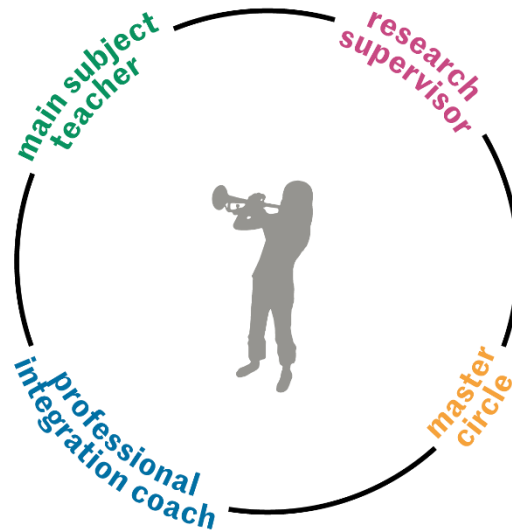
Example 6: Classical folk musician



Example 7: Sound engineer spreading knowledge about spatial audio



MASTER PROJECT NETWORK



You are in control and at the centre of your Master Project – it's all about what you want to do and what is meaningful to you! However, you are not alone: you are surrounded by a network of people who can guide you while developing and realising your Master Project. Each person in the network will provide guidance from their specific perspectives. It is your own responsibility to keep them informed of all elements of your Master Project.

Your **main subject teacher**, who can help you define your artistic vision and artistic goals as point of departure for your Master Project.

Your **research supervisor**, who can help you with your Master Project from a research perspective.

Your **professional integration coach**, who can help you with your Master Project from a professional integration perspective.

Your **master circle**, consisting of your peers and master circle facilitator, with whom you can discuss the connection and coherence of artistic development, research and professional integration within your Master Project.

FOCUS AREAS

Students will be placed in a master circle which centres on one of the ten focus areas. The distribution of students over the various master circles is based on the Master Project Plans sent in as part of the application process. The focus areas are:

1. Art of Interpretation

Projects focused on the musical interpretation, contextualisation and performance of musical repertoire, both historical and contemporary. Besides artistic experimentation, research in this area presumes the critical study of various sources (scores, texts, recordings), which may inform and inspire the musical interpretation and eventually lead to altered approaches of performance practice.

Professional integration activities may involve the curation and performance of concert programmes, the recording of an album or the creation of a thematic website, podcast or documentary.

2. Instruments, Techniques & Technologies

Projects focused on the design, use, role and function of instruments and their playing techniques in musical practice. Research in this area typically requires the application of knowledge about instrument making, acoustics or electronics, or the movement possibilities of the human body. Students in this area show a technically oriented interest, sensibility for sound and eagerness to experiment and develop. Examples are the exploration of historical, alternative or extended playing techniques, the use of microphones and amplification, the relation between instrumental set-ups and acoustics, and live electronics. Professional integration activities may include the development of new musical tools or instrumental prototypes, or instructive methods on playing techniques.

3. Music in Public Space

Topics related to the possible role and presence of music and artists in society and the public sphere. The research may focus on possibilities for enhancing the relevance of professional music practice in and outside the concert hall, the presence of artists in (social) media, and the interaction with audiences. Professional integration activities may lead to innovative curatorial practices, music projects and artistic profiles in the public sphere. Social engagement, communicative interaction and entrepreneurial attitude are essential in this area. In comparison to focus areas 7 and 8, the visibility and public character of the project outcomes should be central.

4. Creative Processes

Projects in this area zoom in on the making of music. Possible topics are the role of imagination, musical traditions, the interaction between composers and performers or the role of musical tools and notation techniques in creation processes. Artistic experimentation and documentation of the creative process are essential tools for researching in this area. Professional integration activities require an attitude of openness and curiosity towards all possible actors and elements that may contribute to the creation of music. The perspective of the creating artist is central, but also her ability to situate and contextualise project outcomes in a wider artistic and cultural context.

5. Beyond Discipline

Projects that deal with the interaction between different disciplines and media. What can music's relation to literature, dance, film, visual arts, theatre, and installation art be? How can the interaction with non-artistic disciplines, new technologies and digital tools inspire musical creation? Research in this area investigates how different disciplines can influence and inform each other, and how the interaction between different media can create new forms of expression. Professional integration activities aim to realise innovative approaches to music experience through the use of multiple media and collaborations beyond disciplines. Curiosity, risk-taking and the willingness to temporarily put on hold the norms and values of common musical craftsmanship are characteristic values in this area.

6. Musical Training, Performance & Cognition

Topics related to the process of musical learning and performance. The focus may be on musical preparation, avoidance of injuries, musical memory, mental and physical focus in performance, or the improvement of musical training and rehearsal methods. Research in this area is often informed by other fields of knowledge such as (music) psychology, biomedical sciences, physiotherapy, etc. Professional integration activities aim at sharing new knowledge and best practices, in a diversity of formats. Although there are possible overlaps with focus areas 8 and 9, the performer's perspective is central in this area.

7. Aesthetics & Cultural Discourse

What are the origins of standards, beliefs and values that relate to musical practice? The student's musical practice and personal experience are starting points for a broader cultural and aesthetic inquiry. Examples of topics are the investigation and challenging of sound ideals and historical conceptions of 'the beautiful', 'musical taste' or 'musical quality'. Hot topics regarding cultural identity, environmentalism, decolonization or gender representation in music may also play a role. Students in this area have an affinity for reasoning, discussing and writing. The use of language may play an important role in professional integration activities, in combination with artistic practice.

8. Co-creative and Educational Settings

Working with people is key in this focus area. Research investigates co-creative, participatory or educational processes. The professional integration activities aim at working with, in, and through music with amateurs, children, elderly people or other participants. The role of the student in these projects is that of a coach, guide, teacher or cultural mediator. The context for research and professional integration activities can be classrooms, elderly homes, participatory art projects or other contexts for social-cultural work. Although the student's artistry remains crucial, projects in this area always consider the participant's experience as a guiding principle in musical activities.

9. Music Theory & Aural Skills

Topics in this area focus on the combined theoretical and aural understanding of music as an acoustic and cultural phenomenon. Examples are the investigation of tuning systems, scales and modes and their application in music, or the relationship between rhetoric and musical form in baroque music. Projects in this area often aim at systemizing knowledge in order to apply it to music didactics. An analytical and clear methodical approach is characteristic for both research and professional integration activities in this area.

10. Artistic Knowledge & Scientific Inquiry

This focus area investigates how artistic practice and scientific inquiry can mutually enrich one another. Students explore how scientific concepts, methods and data can inspire musical and artistic creation, and how artistic processes can, in turn, generate new insights, forms of knowledge, or modes of scientific communication. Projects may involve working with scientific datasets to create sound-based interpretations or musical structures; translating scientific models into artistic formats; exploring bioacoustics, sonification, or sensory augmentation; or collaborating with scientists in laboratories, observatories, or field research contexts. Students in this area are curious about empirical inquiry and seek to translate complex scientific systems into meaningful artistic and musical experiences.

TIMELINE MASTER PROJECT

M1 students

Start work with research supervisor and professional integration coach	October 2026
Registration master electives	2 – 16 November 2026
Deadline Master Project proposal	20 January 2027
Deadline revised Master Project proposal	10 March 2027
Master Research Symposium: Attendance of 3 presentations required	12 – 16 April 2027
First Year Master Project Presentation	May 2027 (t.b.a.)
M1 Main Subject Presentation	May – June 2027 (t.b.a.)

M2 students

Deadline requests date Symposium	1 October 2026
Deadline pilot/prototype PIA	28 October 2026
Deadline preliminary version research exposition or thesis	25 November 2026
Deadline research abstract	10 February 2027
Deadline research exposition or thesis	10 March 2027
Master Research Symposium:	12 – 16 April 2027

research presentations	
Deadline self-reflective report Professional Integration	6 May 2027
Deadline material re-examinations research	12 May 2027
Main Subject Final Presentation	May – June 2027 (t.b.a.)
Deadline re-examination self-reflective report Professional Integration	16 June 2027
Re-examinations research presentations	21 – 22 June 2027

PROGRAMME OBJECTIVES MASTER ARTSCIENCE

Below you will find a set of requirements which we call programme objectives. These are the minimum requirements that you need to meet in order to obtain a Master of Music degree from the Royal Conservatoire. Our programme objectives are based on the AEC Learning Outcomes (2017)¹, an international qualification framework developed by the European Association of Conservatoires (AEC), which is based on a broad consultation with institutions all over Europe and experts from the music profession. The objectives have been adapted where necessary to fit the study programme of our MMus in ArtScience

The master programme objectives are divided in three categories: A) practical outcomes, B) theoretical outcomes and C) generic outcomes – and are numbered for ease of reference. The AEC Learning Outcomes refer to three cycles: 1st cycle (Bachelor), 2nd cycle (Master) and 3rd cycle (Doctoral). Therefore all master objectives start with the number 2. In the course descriptions, the field 'programme objectives' refers to these codes, e.g. 2.A.1, 2.B.5, 2.C.10. This means that the course contributes to obtaining the skills and knowledge described in those objectives. There may be several courses contributing to the same objectives.

A. Practical (skills-based)

2.A.1.	Create and realise authentic and discipline-transcendent work, and/or research outputs in related areas, to a high professional level, expressing your position as an artist, involving some combination of artistic, scientific and technical skills, and reflecting a well-developed and individual approach and vision to the issues they involve.
2.A.3.	Demonstrate breadth and/or depth of specialist knowledge in relation to the ArtScience domain by creating change in artistic, social and/or scientific contexts with your artistry and research.
2.A.4.	Demonstrate ability to create, realise and express your own artistic concepts, consider, analyse, interpret and assess your own work and that of others and to think through the results and develop research methods for the evolution of your work.
2.A.5.	Ability to initiate a partnership and make an independent artistic and innovative contribution to a joint product or process.
2.A.7.	Evidence ability to develop, research and evaluate ideas, concepts and processes as appropriate within the ArtScience domain.
2.A.8.	Demonstrate excellent command in a range of communication modes associated with your practice and its presentation to both specialist and non-specialist audiences.
2.A.10.	Take responsibility for the engagement between context, audience and material, projecting your ideas fluently, convincingly and articulating your vision, work, motives and research outcomes.
2.A.12.	Engage with a significant level of critical self-reflection in relation to your own personal learning style, skills and strategies in order to further develop your artistry in an ongoing process of research in breadth and depth, instigating or identifying hybrid art forms and/or new art forms.
2.A.13.	Demonstrate the ability to translate theoretical knowledge into practical activities and products, to set up an inspiring and functional working situation.

¹ https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf

2.A.14.	Demonstrate sensitivity with regard to the subjects of your research, respecting diversity in the characteristics of individuals and contexts, and considering the ethical dimensions of your work.
2.A.15.	In relation to relevant self-identified professional pathways or opportunities, demonstrate understanding of various artistic and scientific fields, and identify and formulate strategies for developing engagement with them.

B. Theoretical (knowledge-based)

2.B.1.	Demonstrate in-depth knowledge of practices, languages, forms, materials, technologies and techniques in an interdisciplinary arts context.
2.B.2.	Exhibit comprehensive knowledge of concepts, repertoire and literature within the ArtScience domain.
2.B.3.	Develop and extend your knowledge of the theoretical and historical contexts within the ArtScience domain.
2.B.5.	Develop, present and realise programmes that are coherent and suitable to a wide range of different performing and/or exhibition contexts.
2.B.6.	Exhibit sophisticated and embodied knowledge of improvisational patterns and processes, and the ability to apply these in an innovative way, if applicable.
2.B.7.	Evidence understanding of investigative techniques, enabling the application of selected approaches (including experimental approaches), to develop, frame, research, evaluate ideas, concepts and processes, transcending disciplines.
2.B.8.	Identify and utilise relevant literature and/or other resources as appropriate to inform your practice and development within the ArtScience domain.
2.B.9.	Identify and employ advanced research, study, communication and presentation techniques to independently develop and deliver an extended and/or in-depth artistic project.
2.B.10.	Utilise specific technologies to enable the creation, dissemination and/or performance of your artistic work.
2.B.12.	Demonstrate a thorough understanding of the role of the artist in contemporary society, researching, engaging with and reflecting upon actual developments within the arts and sciences as well as technological, and social(-political) developments, creating new presentation methods and innovative projects.

C. Generic

2.C.1.	Exhibit advanced skills in critical thinking and critical awareness.
2.C.2.	Demonstrate independence in all aspects of learning, social interaction, and opportunity identification.
2.C.3.	Exhibit competence in the use of a range of communication and social skills as appropriate to context.
2.C.4.	Exhibit teamwork, negotiation and/or coordination skills in relation to your professional practice.
2.C.5.	Evidence ability to integrate knowledge drawn from a variety of contexts or perspectives.
2.C.6.	Demonstrate independent thought supported by rational and evidence-based application of knowledge in situations that may be: <ul style="list-style-type: none"> • extended and complex • in new or unfamiliar contexts • based upon incomplete or limited information
2.C.7.	Recognise the interrelationship between theory and practice and apply such knowledge to underpin and strengthen your own artistic development.
2.C.9.	Consistently analyse, interrogate, utilise, and respond creatively and appropriately to verbal and/or written feedback, ideas and impetus from others.
2.C.10.	Engage in activities or projects and work with others through interaction or collaboration.
2.C.11.	Exhibit advanced and appropriate public presentation skills in all aspects of your practice and activity.
2.C.13.	Engage with individuals and/or groups as appropriate and in relation to both your own, and a wider variety of, cultural and interdisciplinary contexts.
2.C.14.	Engage and share information with specialists and audiences across a broad spectrum of society, demonstrating awareness of individual and/or group reactions to such information and the ability to respond appropriately.
2.C.15.	Exhibit awareness of your own psychological understanding – and sense of your own wellbeing, and that of others – to underpin making decisions in a variety of situations associated with professional practice.

CURRICULUM OVERVIEW

code	ArtScience	Year 1	Year 2
Master of Music 2026-2027 - for Master Year 1 students only			
KC-M- Artistic Development			
ASC-HV	Main Subject ArtScience	31	34
ASC-IS	The ArtScience Context	3	
	Subtotal	34	34
KC-M- Research			
AL-IRA	Introduction to Research in the Arts	2	
AL-MCA	Master Circle	3	3
AL-RT	Research Trajectory	7	12
-	Master elective	9	6
	Subtotal	21	21
KC-M- Professional Integration			
AL-IPM	Introduction to Project Management	2	
AL-PIT	Professional Integration Trajectory	3	5
	Subtotal	5	5
	Total per year	60	60
	Total		120

This overview is subject to change as the Royal Conservatoire monitors its curricula on an annual basis.

COURSE DESCRIPTIONS

ARTISTIC DEVELOPMENT

Main Subject ArtScience

Course title	Main Subject ArtScience
Department responsible	ArtScience
OSIRIS course code	KC-M-ASC-HV
Type of course	Compulsory course
Prerequisites	You need to finish the first year of this course to be allowed to enter the second.
Course content	Guided by your teachers, you develop along the artistic direction defined in your Master Project Plan. The main subject trajectory supports the growth of an independent and sustainable professional practice. You strengthen your artistic, conceptual, and technical skills while building and refining your portfolio, all in relation to your Master Project. You also learn to evaluate and critically reflect on your development, enabling continuous growth as an artist and (artistic) researcher.
Programme objectives	2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.A.8, 2.A.10, 2.A.12, 2.A.15, 2.B.1, 2.B.2, 2.B.3, 2.B.4, 2.B.5, 2.B.6, 2.B.10, 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5
Course objectives	At the end of the course, you: <ul style="list-style-type: none"> • are able to operate at an advanced level at the intersection of art and sciences; • demonstrate a thorough understanding of international contexts in both artistic and scientific practices, and of diverse professional roles such as artist, researcher, and interdisciplinary practitioner; • are able to function at a professional level by integrating artistic methods with scientific approaches, combining experimentation, critical inquiry, and research, and by developing and sustaining a relevant professional network; • are able to create original work that bridges art and science, grounded in your artistic vision and research, and present this work in varied contexts, with an awareness of its relation to different audiences and societal and technological contexts; • act as a reflective practitioner by critically evaluating your own work and development across both artistic and scientific domains, and by sustaining an independent and ongoing learning process.
Credits	M1: 31 ECTS M2: 34 ECTS
Level	Master
Work form	Individual coaching sessions
Literature	–
Language	English
Scheduling	Total allocation of 60 minutes of one-to-one coaching per student per week. Offered by two coaches in total

	(equivalent of 30 minutes per week each), 34 weeks per academic year.
Date, time & venue	Individual guidance: Schedule to be agreed upon between student and tutors
Teachers	2 allocated core tutors from the Master ArtScience
Contact information	artscience@koncon.nl
Assessment	This course is assessed using the following assignments. The assignment needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	M1: First Year Review Presentation
Assignment description	The First Year Review presents the development of the student's artistic and research practice during the first year, including key experiments, methods, and emerging questions. It articulates a clear trajectory toward the Master Project, even if provisional or exploratory.
Assignment requirements	<p>First Year Review Requirements</p> <p>The First Year Review has a duration of 30–45 minutes, including any necessary transitions between presentation formats (e.g. installation, performance, demonstration, or lecture format).</p> <ul style="list-style-type: none"> • The student is free to determine the format and structure of the presentation, in accordance with the nature of their developing practice and research. Hybrid or experimental formats are encouraged. • The presentation demonstrates the current state of the student's artistic and research development, including key questions, methods, experiments, and directions explored during the first year. • The work presented shows a clear trajectory toward the Master Project, even if this trajectory is still provisional, speculative, or evolving. • The presentation may consist of sketches, prototypes, studies, or partial works, reflecting processes of experimentation across artistic and scientific domains. • The student articulates the relationship between artistic practice and research, including the use of methods, tools, or technologies where relevant. • The student reflects critically on their own development, identifying challenges, insights, and possible next steps. • The student clearly indicates their individual contribution, including authorship of work and any collaborative elements.
Assignment planning	May/June
Assessment criteria	The First Year Review is assessed using the Assessment Criteria Master ArtScience - Main Subject that can be found in Appendix 1 of this Curriculum Handbook.
Weighting	100%
Grading scale	Pass/Fail
Re-assignment description	Same as assignment(s) above
Re-assignment planning	In consultation with the department
Assignment	Assignment 2

Assignment type	M2: Final Presentation
Assignment description	The Final Presentation is a public presentation of a coherent body of work that demonstrates the artistic and research outcomes of the Master Project. It evidences the student's ability to integrate art and science in a professional, critically reflective practice.
Assignment requirements	<p>Final Presentation Requirements</p> <p>The final presentation has a duration of 30–45 minutes, including any necessary transitions between presentation formats (e.g. installation, performance, lecture, or demonstration).</p> <ul style="list-style-type: none"> • The student is free to determine the format and structure of the presentation, in accordance with the nature of their work. This may include, for example, performative, installative, experimental, or discursive elements, or a combination thereof. • The student submits a detailed outline of the presentation via the Programme for Presentation / Final Presentation form. • The presented work is the result of, and/or demonstrates a clear and explicit connection to, the student's Master Project, including its artistic, conceptual, and research dimensions. • The presentation reflects a coherent body of work or inquiry, which may consist of multiple components, experiments, or iterations that differ in form, medium, scale, or modality. • The student clearly indicates their individual contribution, including authorship of artistic work, research, and any collaborative elements.
Assignment planning	May/June
Assessment criteria	The Final Presentation is assessed using the Assessment Criteria Master ArtScience - Main Subject that can be found in Appendix 1 of this Curriculum Handbook.
Weighting	100%
Grading scale	Numeric
Re-assignment description	Same as assignment(s) above
Re-assignment planning	In consultation with the department
Practical Information about Presentations and Final Presentations	<p>For generic practical information on Presentations and Final Presentations, including forms for technical support, go to this KC Portal page and make sure you take a look at the Presentation and Final Presentations documents.</p> <p>M2 Final Presentation</p> <p>Please note you are required to submit an Artistic Reflection. Artistic Reflection guidelines: <i>The artistic reflection is a document of approx. 500-1000 words that describes your artistic development over the past two years, and your future artistic visions and dreams. The text should also include a reflection on your Master Project and explain how your research component and professional integration activity have influenced your artistic development. How did the integration of the three</i></p>

	<p><i>domains take place and how will this impact your future plans? If your Final Presentation is strongly connected to or the direct result of your Master Project, this text (which will be read by the Committee of Examiners) will be particularly helpful for all members of the Committee (including external examiners or other main subject teachers).</i></p> <p>For the overall examination regulations please see the 'Education and Examination Regulations' (EER) in the Study Guide, on koncon.nl or on the KC Portal.</p>
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The ArtScience Context

Course title	The ArtScience Context
Department responsible	ArtScience
OSIRIS course code	KC-M-ASC-IS
Type of course	Compulsory course
Prerequisites	Non applicable
Course content	<p>This course introduces key historical developments that shaped the emergence of the ArtScience domain, with particular attention to cross-disciplinary and experimental practices. Framed through the lens of C. P. Snow's concept of the "two cultures" — the perceived divide between the sciences and the humanities — the course examines how artists and scientists have navigated, challenged, and productively bridged this cultural tension. Rather than treating ArtScience as a simple meeting point between disciplines, the course positions it as an integrative practice in which different epistemologies, methods, and cultures actively transform one another.</p> <p>Through a series of thematic lenses, students engage with a curated selection of artistic and scientific works, spanning canonical and lesser-known projects, as well as realized and speculative propositions, alongside relevant conceptual frameworks. Each theme is designed to stimulate dialogue and critical reflection on the evolving relationship between art, science, and technology — both historically and in relation to students' individual Master Project proposals. Attention is given to how practitioners question and reshape the infrastructures of cultural and technological production, exploring how more-than-disciplinary practices challenge established criteria, norms, and forms of evaluation.</p> <p>A central component of this mandatory introduction course is a weekly critique session (<i>Master meeting</i>), structured as an open forum for exchanging ideas, testing arguments, and practicing constructive dialogue. These sessions cultivate a shared language across disciplines and encourage students to articulate their intentions, methods, and questions in ways that are accessible to diverse audiences. The critique is understood not as evaluation</p>

	alone, but as a collaborative space for reflection, negotiation, and intellectual risk-taking.
Programme objectives	2.A.7., 2.A.15., 2.B.2., 2.B.3., 2.B.6., 2.B.7.
Course objectives	At the end of the course, you: <ul style="list-style-type: none"> • Identify and contextualize key historical and conceptual developments in the ArtScience domain, including hybrid and interdisciplinary artistic practices. (2.B.2, 2.B.3) • Analyse and discuss artworks, concepts, and processes from different artistic and scientific disciplines, using appropriate theoretical and historical references. (2.B.3, 2.B.7) • Demonstrate the ability to relate these works to their own artistic development, showing sensitivity to context, audience, and medium. (2.A.7, 2.A.15) • Engage in critical reflection on their personal artistic interests and methods in relation to historical examples and discourses. (2.A.7, 2.B.3) • Communicate their insights and interpretations effectively, both verbally and in writing, to specialist and non-specialist audiences. (2.A.15) • Translate historical and theoretical insights into conceptual and/or practical artistic proposals that reflect their own vision and research orientation. (2.A.7, 2.B.7)
Credits	3 ECTS
Level	Master
Work form	Lectures, group critique sessions, presentations
Literature	e.g. Snow, C. P. (1963). <i>The two cultures: And a second look</i> (2nd ed.). Cambridge University Press.
Language	English
Scheduling	Semester 1, Year 1 (2 hours a week, 18 weeks in total)
Date, time & venue	See ASIMUT
Teachers	Arthur Elsenaar and Eric Kluitenberg
Contact information	artscience@koncon.nl
Assessment	This course is assessed using the following assignments. Compensation is allowed; the average of all assignments will have to be a passing mark in order to pass this course.
Assignment	Assignment 1
Assignment type	Critical Reflection Paper
Assignment description & requirements	Students write an ultra-short essay (1000 words) reflecting on one of the thematic approaches discussed in the course. They must analyze one or more artworks or scientific projects, situating them within a historical and conceptual framework and relating them to their own initial <i>Master Project</i> proposal.
Assignment planning	At the end of the course, at the end of semester 1
Assessment criteria	<ul style="list-style-type: none"> • Historical and conceptual understanding: Demonstrates understanding of the chosen thematic approach and situates it within relevant ArtScience histories, concepts, and debates.

	<ul style="list-style-type: none"> • Critical analysis: Critically analyses one or more artworks and/or scientific projects using appropriate theoretical and historical references. • Connection to own practice: Reflects on the relevance of the analysed examples to the student's own artistic interests and initial Master Project proposal. • Critical reflection: Shows thoughtful engagement with personal artistic methods, questions, and research orientation in relation to the course material. • Communication and structure: Presents ideas clearly and coherently in a well-structured essay, using appropriate terminology and references.
Weighting	33%
Grading scale	Pass/Fail
Re-assignment description	In consultation with the department
Re-assignment planning	Re-assignments take place in Semester 2
Assignment	Assignment 2
Assignment type	Research Question Development
Assignment description & requirements	<p>Students submit a PDF which includes:</p> <ul style="list-style-type: none"> –A clearly formulated and refined research question based on their initial <i>Master Project</i> proposal –A brief rationale (why this [rephrased] question matters) –An annotated list of 3–5 relevant sources or case studies (historical, theoretical, artistic or scientific) that relate to the student's aspired Artistic Development –An early sketch or diagram of how this ambition might be explored further and made experientable.
Assignment planning	At the end of the course, at the end of semester 1
Assessment criteria	<ul style="list-style-type: none"> • Research question and rationale: Formulates a clear, focused, and relevant research question and provides a convincing rationale for its significance within the proposed artistic development. • Contextual research and source selection: Identifies and annotates relevant historical, theoretical, artistic, and/or scientific sources or case studies, demonstrating their relevance to the research question. • Critical engagement: Shows critical understanding of how the selected sources inform, challenge, or expand the proposed artistic direction. • Development of artistic ambition: Demonstrates the ability to translate research insights into an emerging artistic inquiry, concept, or research trajectory. • Visualisation and communication: Presents a clear and coherent sketch, diagram, or visual model that communicates how the artistic ambition might be explored further and made experientable.
Weighting	33%
Grading scale	Pass/Fail
Re-assignment description	In consultation with the department
Re-assignment planning	Re-assignments take place in Semester 2
Assignment	Assignment 3

Assignment type	Visual or otherwise sensorial response
Assignment description & requirements	In order to further the student's Artistic Development, students create a speculative, visual, sonic, or performative gesture (e.g., a sketch, model, short video, sound piece, diagram, or small-scale experiment) based on their core research question.
Assignment planning	At the end of the course, at the end of semester 1
Assessment criteria	<ul style="list-style-type: none"> • Artistic inquiry and relevance: Develops a speculative gesture that clearly responds to and explores the student's core research question and artistic ambition. • Experimentation and exploration: Demonstrates curiosity, risk-taking, and a willingness to test ideas, materials, methods, media, or forms of presentation. • Conceptual development: Shows how the gesture engages with and advances the underlying concepts, themes, or research context of the project. • Experiential and artistic quality: Effectively translates ideas into a visual, sonic, performative, material, or otherwise experiential form that communicates an artistic proposition. • Reflection and communication: Clearly articulates the intentions, choices, insights, and potential next steps emerging from the experiment in relation to the student's artistic development.
Weighting	34%
Grading scale	Pass/Fail
Re-assignment description	In consultation with the department
Re-assignment planning	Re-assignments take place in Semester 2

RESEARCH

Introduction to Research in the Arts

Course title	Introduction to Research in the Arts
Department responsible	Master Research
OSIRIS course code	KC-M-AL-IRA-20
Type of course	Compulsory course
Prerequisites	Non applicable
Course content	<p>During the first semester of year one, there will be a series of sessions on research in the arts, compiled by Kathryn Cok, Head of Master Research. The sessions will cover a range of different types of artistic research methodologies, giving you the opportunity to develop the research component of your Master Project. This includes an introduction to the 10 focus areas we have set up to facilitate the Master Projects of our Master students:</p> <ol style="list-style-type: none"> 1. Art of Interpretation 2. Instruments, Techniques & Technologies 3. Music in Public Space

	<p>4. Creative Processes 5. Beyond Discipline 6. Musical Training, Performance & Cognition 7. Aesthetics & Cultural Discourse 8. Co-creative and Educational Settings 9. Music Theory & Aural Skills 10. Artistic Knowledge & Scientific Inquiry</p> <p>The course will include an exploration of the various methods of documenting and presenting the research component of your Master Project, addressing questions such as: 'How do I formulate a viable research question that is close to my own artistic practice?' and 'What sources can I use and where can I find them?'</p> <p>Furthermore, you will be required to follow a workshop by Casper Schipper on using the Research Catalogue for the documentation of your research. The Research Catalogue (www.researchcatalogue.net) is an international online repository for the documentation and publication of artistic research results, which you will use to document and present your research. During the course, you will be required to complete assignments incorporating the various research skills and strategies that were introduced and discussed during the sessions.</p>
Programme objectives	2.A.7, 2.A.9, 2.A.12, 2.A.14, 2.B.7, 2.B.8, 2.B.9, 2.C.1, 2.C.3, 2.C.5, 2.C.6, 2.C.7, 2.C.8, 2.C.9, 2.C.16
Course objectives	<p>At the end of the course, you:</p> <ul style="list-style-type: none"> ▪ are aware of how artistic research can be used to develop skills as a reflective practitioner; ▪ understand how to use source materials correctly; ▪ are aware of the possibilities for effectively documenting research results; ▪ are able to document your project process and results on the Research Catalogue.
Credits	2 ECTS
Level	Master
Work form	Interactive seminars, individual study and workshops
Literature	t.b.a.
Language	English
Scheduling	6 interactive sessions of 2 hours during the first semester + 1 workshop Research Catalogue of 1 hour and 45 minutes.
Date, time & venue	See ASIMUT
Teachers	Kathryn Cok, Casper Schipper and others
Contact information	Roos Leeflang – Coordinator Master Research (r.leeflang@koncon.nl)
Assessment	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Written assignments

Assignment description	<p>During the course you will receive the following 6 assignments via Teams:</p> <ol style="list-style-type: none"> 1. From Concept to Component: Designing a Research Framework 2. A. Plagiarism Awareness Contract. B. When in Doubt, Cite: A Guide to Proper Attribution 3. Finding and Contextualizing Research Sources 4. Developing a Research Question: From Broad Concept to Narrow Focus 5. Grant Application Stichting De Zaaier 6. Final Assignment: Demonstrating skills acquired from Introduction to Research in the Arts & the Research Catalogue Workshop <p>You will be informed about these assignments in more detail by the teacher during the course.</p>
Assignment requirements	
Assignment planning	Every seminar is followed by an assignment.
Assessment criteria	For a detailed assessment rubric including the exact assessment criteria for the written assignments, see Appendix 2 of this curriculum handbook.
Weighting	50%
Grading scale	Numeric
Re-assignment description	Same as assignment(s) above
Re-assignment planning	Re-assignments take place at the end of semester 1
Assignment	Assignment 2
Assignment type	Active participation
Assignment description	
Assignment requirements	You need to attend at least 80% of this course. Only two absences are permitted, and must be communicated to the teacher beforehand. In addition, the attendance of one Research Catalogue workshop is required.
Assignment planning	Continuous assessment
Assessment criteria	<ul style="list-style-type: none"> - Contribution to discussion: asking relevant questions, expressing your own opinion. - Group skills: sharing ideas with others. - Attendance (at least 80%): includes punctuality.
Weighting	50%
Grading scale	Participation sufficient/insufficient
Re-assignment description	A significant written assignment, in consultation with the teacher
Re-assignment planning	In consultation with the teacher

Master Circle 1 & 2

Course title	Master Circle 1 & 2
Department responsible	Master Research
OSIRIS course code	KC-M-AL-MCA1-20; KC-M-AL-MCA2-20
Type of course	Compulsory course
Prerequisites	-
Course content	Throughout the two years of the master programme, students will participate in a monthly Master Circle of first- and second-year students, which is facilitated by a

	<p>master circle leader. The master circle is the place where the three elements of the Master Project come together and where the Master Project is discussed as a whole. At meetings of the Master Circles, students will discuss the progress of their Master Projects, acquired insights and problems they have encountered with their peers. In addition, circle leaders may host guest lectures from alumni or (guest) professors, as well as provide common assignments and group discussions on topics within the focus area of the circle. There will also be presentation trainings available. In addition, first year students will deliver their Master Project Proposal, demonstrating an understanding of the importance of the three domains of artistic development, research, and professional integration, and indicating their plan for undertaking and completing this important element of the Master programme. The Master Project Proposals can be discussed in the master circle, but will be assessed by the main subject teacher of the student in question, the Head of Master Research and the Head of Professional Integration.</p> <p>From January on, trial presentations for all second-year students will be held in the Master Circles in preparation of the annual Master Research Symposium. You are required to invite your supervisor(s) to this trial presentation. In May, the First Year Master Project Presentations (short presentations about the progress of the first-year students' Master Projects) will take place in the Master Circles.</p> <p>You will be assigned a Master Circle depending on your chosen focus area. The Master Circles are based on the following focus areas:</p> <ol style="list-style-type: none"> 1. Art of Interpretation 2. Instruments, Techniques & Technologies 3. Music in Public Space 4. Creative Processes 5. Beyond Discipline 6. Musical Training, Performance & Cognition 7. Aesthetics & Cultural Discourse 8. Co-creative and Educational Settings 9. Music Theory & Aural Skills 10. Artistic Knowledge & Scientific Inquiry
Programme objectives	2.A.7, 2.A.9, 2.A.12, 2.A.13, 2.A.14, 2.B.7, 2.B.8, 2.B.9, 2.C.1, 2.C.6, 2.C.7, 2.C.8, 2.C.11, 2.C.14, 2.C.17.KC
Course objectives	<p>At the end of this two year course, you:</p> <ul style="list-style-type: none"> - are able to connect your artistic development, research, and professional integration in a way that supports your individual development; - are able to set distinct goals, and involve and proactively engage the relevant stakeholders, showing engagement with your Master Project;

	<ul style="list-style-type: none"> - are able to communicate clearly and effectively, in written and spoken form; - are able to give and receive feedback and to reflect on your own work; - are aware of how your Master Project relates to the wider context of your chosen focus area as well as to the professional and artistic field.
Credits	3 ECTS per academic year
Level	Master
Work form	Group sessions
Literature	T.b.a.
Language	English
Scheduling	Monthly meetings of 2 hours
Date, time & venue	See ASIMUT schedule
Teachers	Depending on focus area. (Possible circle leaders include Kathryn Cok, Bart van Oort, Wieke Karsten, Susan Williams, Wouter Verschuren, Aart Strootman, Anna Scott, Adri de Vugt, Daniël Salbert, Yvonne Smeets, Loes Rusch, Bastiaan Kuijt, Yannis Kyriakides, Alison Isadora, Paul Craenen, Suzan Overmeer, Andrew Wright, Arthur Elsenaar, Inês de Avena Braga)
Contact information	Roos Leeflang - Coordinator Master Research (r.leeflang@koncon.nl)
Assessment	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	M1: Master Project proposal
Assignment description	You must write and develop your personal Master Project Proposal in English in the first semester of the first year of the master's programme in consultation with your main subject teacher, research supervisor and professional integration coach. This proposal will be assessed by your main subject teacher, the Head of Master Research and the Head of Professional Integration.
Assignment requirements	<p>Your Master Project proposal must adhere to the following format:</p> <p>Format Master Project proposal Your Master Project proposal consists of three elements:</p> <p>A. Describe your view on your artistic development, taking into account the following questions:</p> <ol style="list-style-type: none"> 1. What characterises you as a musician in terms of skills, motivations and/or interests. 2. What kind of musician would you like to become? What are your career aspirations? 3. What do you need to work on in order to become this musician? 4. How can your Master Project help you achieve your goals? How is your vision for your artistic development reflected in your research (B) and your Professional Integration Activity (C)?

	<p>B. Using the following format, provide a detailed plan for researching and documenting the research component of your Master Project on the Research Catalogue:</p> <ol style="list-style-type: none"> 1. Title and possible sub-titles 2. A research question 3. Possible sub-questions 4. A brief description of the topic, including planning, chosen methods, and research process 5. Chosen form of documentation and presentation (during the Master Research Symposium) <p>C. Submit your Brief Description of Professional Integration Activities in the following format:</p> <ol style="list-style-type: none"> 1. Describe the background and motivation of your PIA including how it is supporting your artistic goals. 2. Describe your PIA: what is your deliverable, and for whom are you creating it? 3. Describe the scope of your PIA in quantifiable terms. 4. Describe the goals of your PIA: what do you want to achieve? 5. Describe the values you will create with your PIA.
Assignment planning	The deadline for the Master Project proposal is 20 January 2027.
Assessment criteria	For a detailed assessment rubric including the exact assessment criteria for the Master Project Proposal, see Appendix 3 of this curriculum handbook.
Weighting	33,4%
Grading scale	Numeric
Re-assignment description	In case of a re-assignment, you only have to resubmit the domain(s) that you have failed the first time.
Re-assignment planning	The deadline for the re-assignment is 10 March 2027.
Assignment	Assignment 2
Assignment type	M1: First Year Master Project Presentation
Assignment description	In May, all first-year students will be asked to present the progress they have made with their Master Project in the master circle.
Assignment requirements	<p>Your presentation should last around 10-15 minutes and address the following 11 questions:</p> <p>Master Project</p> <ol style="list-style-type: none"> 1. How is your Master Project developing? 2. What are its aims and how are the three components (artistic development [main subject], research and professional integration) integrated? <p>Artistic Development</p> <ol style="list-style-type: none"> 3. What are your goals for this area, where are you now and what are your goals for the next academic year? <p>Research</p> <ol style="list-style-type: none"> 4. What is your research question at this point in time? 5. Describe your research in one minute; please ensure the link with the other two components

	<p>in your Master Project (artistic development and professional integration) is also addressed.</p> <p>6. Are you working with your research supervisor and how is this going?</p> <p>Professional integration activity</p> <p>7. Describe the status of your Professional Integration Activity and how it relates to your research and artistic development.</p> <p>8. Are you working with your professional integration coach and how is this going?</p> <p>Planning of your Master Project</p> <p>9. What is your timeline from now until the summer holiday?</p> <p>10. How do you see yourself completing your research and professional integration activity in year two?</p> <p>11. What issues, obstacles or challenges need a solution, and what are you doing to find solutions?</p>
Assignment planning	The exact date of your presentation will be communicated to you by your master circle leader.
Assessment criteria	A detailed assessment rubric for the First Year Master Project Presentation can be found in Appendix 4 of this curriculum handbook.
Weighting	33,3%
Grading scale	Numeric
Re-assignment description	Same as assignment(s) above
Re-assignment planning	Re-assignments take place in June
Assignment	Assignment 3
Assignment type	M1: Active participation
Assignment description	
Assignment requirements	<p>The Master Circle leader keeps a record of attendance in ASIMUT. You need to attend at least 80% of the circle. Only two absences from the Master circle are permitted per academic year. Absences will only be permitted on the basis of:</p> <ul style="list-style-type: none"> • An outside concert that was organised prior to you receiving the Master Circle schedule (this must be agreed upon with the Master Circle leader before the date in question). • A previously scheduled in-school project (but not one organised by the student). • Illness (extended illness must be accompanied by a doctor's note). <p>Absences will not be permitted due to main subject lessons (also not late arrivals or early departures), or rehearsals (unless part of a previously scheduled school project). Any expected absences must be communicated directly to the Master Circle leader before the date in question.</p>
Assignment planning	Continuous assessment
Assessment criteria	- Contribution to discussion: asking relevant questions, expressing your own opinion, analyzing contributions of others.

	<ul style="list-style-type: none"> - Group skills: working together, allowing others to contribute, sharing ideas with others, assisting others, providing and being open to receiving positive feedback, exhibiting respect for others. - Communication skills: quality of expression, clarity, conciseness, use of appropriate vocabulary. - Attendance (at least 80%): includes punctuality.
Weighting	33,3%
Grading scale	Participation sufficient/insufficient
Re-assignment description	Too many absences may be compensated by substantial additional assignments in consultation with your Master Circle leader.
Re-assignment planning	In consultation with the Master Circle leader.
Assignment	Assignment 4
Assignment type	M2: Active participation
Assignment description	Active participation, including a trial presentation.
Assignment requirements	<p>The Master Circle leader keeps a record of attendance in ASIMUT. You need to attend at least 80% of the circle. Only two absences from the Master circle are permitted per academic year. Absences will only be permitted on the basis of:</p> <ul style="list-style-type: none"> • An outside concert that was organised prior to you receiving the Master Circle schedule (this must be agreed upon with the Master circle leader before the date in question). • A previously scheduled in-school project (but not one organised by the student). • Illness (extended illness must be accompanied by a doctor's note). <p>Absences will not be permitted due to main subject lessons (also not late arrivals or early departures), or rehearsals (unless part of a previously scheduled school project). Any expected absences must be communicated directly to the Master circle leader before the date in question.</p>
Assignment planning	Continuous assessment. The trial presentations take place around January – March. The exact date will be confirmed by your Master Circle leader.
Assessment criteria	<ul style="list-style-type: none"> - Contribution to discussion: asking relevant questions, expressing your own opinion, analyzing contributions of others. - Group skills: working together, allowing others to contribute, sharing ideas with others, assisting others, providing and being open to receiving positive feedback, exhibiting respect for others. - Communication skills: quality of expression, clarity, conciseness, use of appropriate vocabulary. - Attendance (at least 80%): includes punctuality.
Weighting	100%
Grading scale	Participation sufficient/insufficient
Re-assignment description	Too many absences may be compensated by substantial additional assignments in consultation with your Master Circle leader.
Re-assignment planning	In consultation with the Master Circle leader.

Research Trajectory 1

Course title	Research Trajectory 1
Department responsible	Master Research
OSIRIS course code	KC-M-AL-RT1-20
Type of course	Compulsory course
Prerequisites	-
Course content	<p>The main goal of the Master of Music programme is for students to develop and complete their own Master Project that will help them realize the professional practice they aspire by integrating three domains: artistic development, research and professional integration. As part of your Master Project you will do research that will help you to reach your goals for your artistic/musical/educational practice. You will present the findings of your research in the context of your Master Project on the Research Catalogue and in a public presentation during the Master Research Symposium, which is held in March or April of each year.</p> <p>You will have a personal research supervisor who is knowledgeable in your focus area. You are entitled to 15 hours of individual supervision, including your supervisor's attendance at your trial presentation and final research presentation, over the entire course of the programme (including time spent with an external supervisor, if applicable). If you are writing a thesis, you can request 5 additional hours of supervision before 1 May of your first year. Students and supervisors are advised to discuss which format (thesis or exposition, see course description of 'Research Trajectory 2') best suits the chosen research topic of the student with Head of Master Research Kathryn Cok in year 1.</p> <p>Both you and your supervisor will use the online Research Catalogue (RC) as a collaborative workspace (www.researchcatalogue.net). The RC is an international database for the documentation and publication of artistic research, and you will use it to document and present the research component of your Master Project. You will receive an introduction to the use of the RC through a workshop as part of the course 'Introduction to Research in the Arts'.</p>
Programme objectives	2.A.7, 2.A.9, 2.A.12, 2.A.13, 2.A.14, 2.B.7, 2.B.8, 2.B.9, 2.C.1, 2.C.6, 2.C.7, 2.C.8, 2.C.11, 2.C.14
Course objectives	<p>At the end of this two year course, you:</p> <ul style="list-style-type: none"> ▪ are able to formulate a clear research question, focus or problem, leading to relevant outcomes for your own practice as well as for the artistic field; ▪ are aware of what others have done in this area and are able to relate the research to the field of inquiry, with due regard to the correct use of sources; ▪ are able to apply research methods adequate to the research focus, questions or problems, based on a dialogue between artistic practice and critical reflection;

	<ul style="list-style-type: none"> ▪ are able to apply a form of documentation that supports the aims and objectives of the research, making use of text, media and artistic material to compellingly communicate the research process and outcomes; ▪ are able to give a compelling presentation that is well timed, organized and communicated to the listeners, illustrating select aspects of the research and including artistic elements.
Credits	7 ECTS
Level	Master
Work form	Supervision sessions
Literature	You will look for relevant literature yourself, based on your chosen research topic.
Language	English
Scheduling	Appointments with your research supervisor. 15 hours over two years, M1 and M2.
Date, time & venue	The frequency of supervision is entirely up to the supervisor and to you and will differ from one individual to another.
Teachers	Your research supervisor will be selected from a pool of experienced teachers and researchers who are knowledgeable in your focus area. Research supervisors are trained to support you for the duration of your research trajectory, but may not necessarily be an expert in your topic. Should this be deemed necessary, you may choose a supervisor from outside the pool of supervisors, with whom you can work part of the time in conjunction with your assigned supervisor. Such an external supervisor could be an eminent musician or scholar who is not connected to the conservatoire and who is specialised in the area of the research you are planning to undertake. A proposal for an external supervisor will have to be discussed by 1 October 2026 with the Head of Master Research.
Contact information	Roos Leeftang – Coordinator Master Research (r.leeftang@koncon.nl)
Assessment	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Progress assessment
Assignment description	In April of your first year, your supervisor will be asked to write a brief report on the progress of your research, which will also be sent to your master circle leader.
Assignment requirements	You need to be in contact with your supervisor and regularly update them on your progress.
Assignment planning	The progress report is submitted by your supervisor in April of your first year.
Assessment criteria	<ul style="list-style-type: none"> - Regular communication with your supervisor - Having settled on a viable research topic - Having a clear plan on what steps to take in order to answer your research question

	- Demonstrating progress in the development of your research
Weighting	100%
Grading scale	Pass/Fail
Re-assignment description	A 'fail' mainly functions as a warning and indicator; your supervisor can re-assess your progress once you are back on track.
Re-assignment planning	If you do not pass the first time, your progress can be re-assessed by your supervisor at any point in time.

Research Trajectory 2

Course title	Research Trajectory 2
Department responsible	Master Research
OSIRIS course code	KC-M-AL-RT2-20
Type of course	Compulsory course
Prerequisites	-
Course content	<p>The main goal of the Master of Music programme is for students to develop and complete their own Master Project that will help them realize the professional practice they aspire by integrating three domains: artistic development, research and professional integration.</p> <p>As part of your Master Project you will do research that will help you to reach your goals for your artistic/musical/educational practice. You will present the findings of your research in the context of your Master Project on the Research Catalogue and in a public presentation during the Master Research Symposium, which is held in March or April of each year. You will have a personal research supervisor who is knowledgeable in your focus area. You are entitled to 15 hours of individual supervision, including your supervisor's attendance at your trial presentation and final research presentation, over the entire course of the programme (including time spent with an external supervisor, if applicable). If you are writing a thesis, you can request 5 additional hours of supervision before 1 May of your first year.</p> <p>Both you and your supervisor will use the online Research Catalogue (RC) as a collaborative workspace (www.researchcatalogue.net). The RC is an international database for the documentation and publication of artistic research, and you will use it to document and present the research component of your Master Project. You will receive an introduction to the use of the RC through a workshop as part of the course 'Introduction to Research in the Arts'.</p>
Programme objectives	2.A.7, 2.A.9, 2.A.12, 2.A.13, 2.A.14, 2.B.7, 2.B.8, 2.B.9, 2.C.1, 2.C.6, 2.C.7, 2.C.8, 2.C.11, 2.C.14
Course objectives	At the end of this two year course, you:

	<ul style="list-style-type: none"> ▪ are able to formulate a clear research question, focus or problem, leading to relevant outcomes for your own practice as well as for the artistic field; ▪ are aware of what others have done in this area and are able to relate the research to the field of inquiry, with due regard to the correct use of sources; ▪ are able to apply research methods adequate to the research focus, questions or problems, based on a dialogue between artistic practice and critical reflection; ▪ are able to apply a form of documentation that supports the aims and objectives of the research, making use of text, media and artistic material to compellingly communicate the research process and outcomes; ▪ are able to give a compelling presentation that is well timed, organized and communicated to the listeners, illustrating select aspects of the research and including artistic elements.
Credits	12 ECTS
Level	Master
Work form	Supervision sessions
Literature	You will look for relevant literature yourself, based on your chosen research topic.
Language	English
Scheduling	Appointments with your research supervisor. 15 hours over two years, M1 and M2.
Date, time & venue	The frequency of supervision is entirely up to the supervisor and to you and will differ from one individual to another.
Teachers	Your research supervisor will be selected from a pool of experienced teachers and researchers who are knowledgeable in your focus area. Research supervisors are trained to support you for the duration of your research trajectory, but may not necessarily be an expert in your topic. Should this be deemed necessary, you may choose a supervisor from outside the pool of supervisors, with whom you can work part of the time in conjunction with your assigned supervisor. Such an external supervisor could be an eminent musician or scholar who is not connected to the conservatoire and who is specialised in the area of the research you are planning to undertake. A proposal for an external supervisor will have to be discussed by 1 October 2026 with the Head of Master Research.
Contact information	Roos Leeflang – Coordinator Master Research (r.leeflang@koncon.nl)
Assessment	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Master Research Presentation
Assignment description	The presentation of the findings of your research in the context of your Master Project is two-fold: a written submission via the Research Catalogue and an oral presentation during the Master Research Symposium.

	<p>While the format of presentation and documentation may vary greatly depending on the nature of the research, its outcome, and your main subject study, there must be a coherent relationship between the research subject and the resulting documentation and presentation. You should be aware of the importance of the research subject for your own artistic development, for your Master Project, for other students and/or for the music world at large. In the three semesters leading up to the presentation of the research, you will have developed a viable research question, and undertaken research with the guidance of a research supervisor. The results should have a significant impact on your performing practice.</p> <p>The final documentation of the research results must take the form of either a research exposition or thesis and must be presented on the Research Catalogue. Students and supervisors are advised to discuss which format best suits the chosen research topic of the student with Head of Master Research Kathryn Cok, in year 1. During the Master Research Symposium you will give a 30-minute presentation of your research to the committee of examiners in front of an interested audience. The presentation is followed by 15 minutes of questions from the committee of examiners and if time allows, members of the audience. You may use your own device; a screen as well as a back-up computer will be present. If other materials are required (instruments other than a grand piano, equipment, technology, etc.), you must arrange this yourself (via the Planning Department, the IT Department and/or the Electronics Workshop). We will make sure the grand piano has been tuned, but we are not responsible for the tuning of other instruments. The live presentations will be recorded and filmed for quality assurance purposes. This material will only be for internal use and school archives, and cannot be shared with students for personal use.</p>
<p>Assignment requirements</p>	<p>Research exposition or thesis The exposition or thesis must be written in English and adhere to one of the following two formats:</p> <p>1. Research exposition The research exposition is the culmination and final product of an in-depth period of research, and should include: critical thinking, source evaluation, and documentation. Information should be presented in a defined structure, including an introduction, a body and a conclusion. The research exposition should also serve as a vehicle for sharing new or expanded knowledge with the wider world. It should be centered upon a process that concerns your musical/educational practice, and at the same time should demonstrate acquired research</p>

skills. In the research exposition, the balance between the use of text and the use of other media (audio, video, scores, images) may vary. Whatever style you choose for the final dissemination of your research, your artistic/educational practice should remain central to the research and the resulting research exposition. You should decide, in consultation with your supervisor(s), what balance and configuration of words, sounds and images, are appropriate to the communication and publication of your research. Here the multimedia possibilities of the Research Catalogue make it possible to choose the most adequate format of the final research exposition.

You are encouraged to embed non-textual elements of your research directly into your written work on the RC, the action of doing so providing you with additional multimedia research and documentation skills. This, in addition, aids the presentation and dissemination of your research results to the wider world.

Please note:

- You must adhere to the rules for quoting sources as addressed in the Introduction to Research in the Arts course;
- Suggested word count: 5,000-10,000 words, with an absolute maximum of 40,000 words.
- The exposition must be uploaded into the Research Catalogue for submission.

2. Thesis

If you wish to write an academic thesis, you should produce a substantial document with a defined structure, including an introduction, a body and a conclusion, in which you document your research through reasoning and the use of evidence and the correct use of sources. Students planning to continue on to a PhD programme are advised to choose this format. Your artistic/musical/educational practice will still be the point of departure. You are encouraged to embed non-textual elements of your research directly into your written work on the RC, the action of doing so providing you with additional multimedia research and documentation skills. This, in addition, aids the presentation and dissemination of your research results to the wider world. The committee of your research presentation will include at least one member with a PhD.

Please note:

- You must adhere to the rules for quoting sources as addressed in the Introduction to Research in the Arts course.
- Suggested word count: 15,000-20,000 words, with an absolute maximum of 60,000 words.

	<p>- The thesis must be uploaded into the Research Catalogue for submission.</p> <p>Regardless of the chosen format, the research documentation should contain the following information:</p> <ol style="list-style-type: none"> 1. A Title Page (including title, your name, main subject, student number, date, Royal Conservatoire The Hague, name(s) of research supervisor(s) and the final chosen format of documentation (Exposition or Thesis); 2. The research question or issue addressed and its relevance for peers, your own artistic development and the music world at large; 3. A description of the research process (the search for the solution to the research question) including methodology; 4. An analysis or critical discussion of the findings; 5. Conclusions; 6. A list of the sources consulted: next to the bibliography this may also include a list of interviews, experiments, etc; 7. The exposition or thesis should include performance registrations, transcriptions, original compositions, musical analysis, instruction manuals, images or other material relevant to the research. It should be structured and embedded within the Research Catalogue. <p>Master Research Symposium - Presentation During the Master Research Symposium you are required to give a 30-minute presentation of your research in English to the committee of examiners, having chosen an appropriate format of presentation and documentation. Your presentation should include live performance or audio and/or video examples in order to demonstrate the outcomes of your research. You are in particular encouraged to demonstrate outcomes in connection to your own practice. You should also make clear in your presentation how your research connects to your artistic development and PIA. Your presentation will be followed by 15 minutes of questions from the committee of examiners.</p>
<p>Assignment planning</p>	<p>25 November 2026: Preliminary version By 25 November 2026, a preliminary version of the final research exposition or thesis must be submitted in English to the Research Catalogue. This deadline is designed as a check-in point for M2 students, their Research Supervisors, and the Master Research Team. Students should invite their Research Supervisor to their exposition or thesis at least two weeks before the deadline to receive their feedback on the contents or current state of the research. The Head of Master Research will then provide feedback on the design and scope of the exposition or thesis, which at this point should at least include:</p>

	<p>1. A title page that is complete and reflects the contents of the research</p> <p>2. An embedded Table of Contents</p> <p>3. Chapters with content (text and media)</p> <p>4. A bibliography</p> <p>5. Footnotes</p> <p>This is an opportunity to receive valuable feedback in the run-up to your final version.</p> <p>10 February 2027: Research abstract</p> <p>By 10 February 2027, an abstract of your research must be submitted in English, containing the following:</p> <ol style="list-style-type: none"> 1. Your name 2. Main subject 3. Name of research supervisor(s) 4. Title of research 5. Research question 6. Summary of the results of the research (max. 200 words) 7. Short biography (max. 100 words) 8. At least 3 keywords <p>This abstract will be included in the Master Research Symposium programme book.</p> <p>10 March 2027: Deadline research exposition or thesis</p> <p>A complete digital version of the final research exposition or thesis must be submitted in English on the Research Catalogue by 10 March 2027.</p> <p>12-16 April 2027: Master Research Symposium</p> <p>Your research presentation will take place in the week of 12-16 April 2027, in one of the studios of the Royal Conservatoire. You will be given your grade and feedback immediately following the deliberations of the committee. Once the schedule has been made and communicated via ASIMUT (koncon.asimut.net), it is no longer possible to change times, dates and/or locations. Any date preferences should be sent to the Coordinator Master Research by 1 October 2026. In order to make a correct schedule for the Master Research Symposium in April 2026, all 2nd year students should inform the Master Research Team by 1 October 2026 if their chosen format is a thesis. After this date it is no longer possible to alter the format.</p>
Assessment criteria	For a detailed assessment rubric including the exact assessment criteria for the Master Research Presentation, see Appendix 5 of this curriculum handbook.
Weighting	100%
Grading scale	Numeric
Re-assignment description	The same as the original assignment; students may be asked to improve the research exposition or thesis, give an improved research presentation, or both.

Re-assignment planning	The re-examination deadline for the research exposition or thesis is 12 May 2027; the re-examinations of the research presentations takes place on 21 and 22 June 2027.
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Master Elective

Course title	Master Elective
Department responsible	Master Research
OSIRIS course code	Depends on chosen course
Type of course	Elective
Prerequisites	Non applicable
Course content	<p>The Master Electives provide you with insight into a specific musical subject or practical skill, with a focus on relevant research literature or other source materials and the use of different research methodologies. Not only is there an opportunity to take part in one of the Royal Conservatoire's electives, you may also choose from a range of courses available at Leiden University. You are encouraged to select an elective that is connected to your chosen focus area. The focus areas are as follows:</p> <ol style="list-style-type: none"> 1. Art of Interpretation 2. Instruments, Techniques & Technologies 3. Music in Public Space 4. Creative Processes 5. Beyond Discipline 6. Musical Training, Performance & Cognition 7. Aesthetics & Cultural Discourse 8. Co-creative and Educational Settings 9. Music Theory & Aural Skills 10. Artistic Knowledge & Scientific Inquiry <p>You must register for a Master Elective via Osiris between 2 - 16 November. Your Master Elective normally takes place in semester two of your first study year. You will find more information about registration and the course descriptions in the Master Electives Handbook</p>
Credits	M1: 9 ECTS M2: 6 ECTS
Level	Master
Date, time & venue	See ASIMUT
Contact information	Roos Leeflang - Coordinator Master Research (r.leeflang@koncon.nl)
Assessment	Depending on chosen course. All master electives have an 80% attendance requirement.

PROFESSIONAL INTEGRATION

Introduction to Project Management

Course title	Introduction to Project Management
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Department responsible	Master Professional Integration
OSIRIS course code	KC-M-AL-IPM-20
Type of course	Compulsory course
Prerequisites	Non applicable
Course content	This course will prepare you to design your own Professional Integration Activity (PIA). You will develop competencies and understanding of the skills required to effectively design, develop and realise artistic projects. The course consists of five seminars with accompanying assignments in which you will develop a plan for your Professional Integration Activity (PIA). You will be taught to create the following components that together will form a project plan: a brief description of your PIA that defines the values to be created, the quantifiable results and the goals, a product based planning, a budget, a risk analysis, a pilot/prototype in which you test the essence of your PIA, a communication plan.
Programme objectives	2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.7, 2.A.8, 2.A.9, 2.A.10, 2.A.12, 2.A.13, 2.A.14, 2.A.15, 2.B.9, 2.B.12, 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5, 2.C.6, 2.C.7, 2.C.8, 2.C.9, 2.C.10, 2.C.11, 2.C.13, 2.C.14, 2.C.15, 2.C.16
Course objectives	At the end of this course, you will be able to: - demonstrate an understanding of a variety of project management topics; - formulate your own professional goals; - create a brief description of an artistic project.
Credits	2 ECTS
Level	Master
Work form	Seminars, tutorials, individual study, assignments
Literature	Course reader available in Teams
Language	English
Scheduling	5 seminars of 120 minutes during the 1st semester
Date, time & venue	See ASIMUT
Teachers	Renee Jonker and guests
Contact information	Isa Goldschmeding - Coordinator Professional Integration (i.goldschmeding@koncon.nl)
Assessment	This course is assessed using the following assignments. Both assignments needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Written assignments
Assignment description	After every seminar you will be given an assignment. There are five assignments in total (equally weighted): - BDPIA (Brief Description of Professional Integration Activities) - Product Based Planning and Risk Log - Budget - Design of Prototype/Pilot and test - Communication plan The BDPIA will become part of the Master Project proposal.
Assignment requirements	

Assignment planning	Each seminar is followed by an assignment
Assessment criteria	<ul style="list-style-type: none"> - Being able to give a clear description of a deliverable - Being able to define quantifiable results - Being able to define goals - Being able to describe values created - Giving evidence of a coherent relation between the three domains of the Master Project (artistic development, research and professional integration) - Creating a budget - Making a product-based planning - Designing a pilot/prototype - Creating a communication plan
Weighting	50%
Grading scale	Numeric
Re-assignment description	Same as assignment(s) above
Re-assignment planning	Deadline for re-assignments will be in January 2026
Assignment	Assignment 2
Assignment type	Active Participation
Assignment description	
Assignment requirements	80% attendance
Assignment planning	Continuous assessment
Assessment criteria	<ul style="list-style-type: none"> - Contribution to discussion: asking relevant questions, expressing your own opinion. - Group skills: sharing ideas with others. - Attendance (at least 80%): includes punctuality.
Weighting	50%
Grading scale	Participation sufficient/insufficient
Re-assignment description	A significant written assignment, in consultation with the teacher
Re-assignment planning	In consultation with the teacher

Professional Integration Trajectory 1

Course title	Professional Integration Trajectory 1
Department responsible	Master Professional Integration
OSIRIS course code	KC-M-AL-PIT1-20
Type of course	Compulsory course
Prerequisites	Non applicable
Course content	<p>In this course you develop and realise your Professional Integration Activity (PIA) with the help of a professional integration coach. A PIA is an activity initiated by yourself that connects you with the professional practice you want to be active in and therefore brings you outside the walls of the conservatoire. It is an activity that brings you one step further in the direction of your goals for your (future) professional practice. The PIA is driven by your artistic development goals. It can be supported by your research, or it can function as a case study for your research. It is also the starting point for a professional practice that stretches beyond the duration of your master's programme. You will be assigned a Professional Integration Coach in September of your</p>

	<p>first year. You are entitled to 9 hours of coaching spread over the two years of your master studies. You will finish your Professional Integration Trajectory at the end of the 2nd year of the master by writing a self-reflective report in which you reflect on the process and deliverable of your PIA. In preparation for this, you will do a pilot or create a prototype of your PIA. You start working on this in the first year of the master. The formative assignment in which you describe your pilot/prototype and provide documentation is due in November of your 2nd year.</p>
Programme objectives	2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.7, 2.A.8, 2.A.9, 2.A.10, 2.A.12, 2.A.13, 2.A.14, 2.A.15, 2.B.9, 2.B.12, 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5, 2.C.6, 2.C.7, 2.C.8, 2.C.9, 2.C.10, 2.C.11, 2.C.13, 2.C.14, 2.C.15, 2.C.16
Course objectives	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> - will be able to design, develop and realise professional activities that are initiated by yourself; - have developed an understanding of how artistic goals can shape a project and how research can support and contextualize a project or activity.
Credits	3 ECTS
Level	Master
Work form	Coaching sessions, self-study
Literature	
Language	English
Scheduling	Individual appointments: 9 hours over two years, M1 and M2.
Date, time & venue	In consultation with your coach. The frequency of coaching is entirely up to the coach and to you and will differ from one individual to another.
Teachers	Your coach will be selected from a pool of experts from the professional field.
Contact information	Isa Goldschmeding - Coordinator Professional Integration (i.goldschmeding@koncon.nl)
Assessment	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Progress Assessment
Assignment description	In April of your first year, your coach will be asked to write a brief report on the progress of your PIA, which will also be sent to your master circle leader.
Assignment requirements	You need to be in contact with your coach and regularly update them on your progress.
Assignment planning	The progress report is submitted by your coach in April of your first year.
Assessment criteria	<ul style="list-style-type: none"> - good communication with your coach - having settled on a viable PIA - having a clear idea on what steps to take to realise your PIA - showing motivation in moving forward with development of your PIA

Weighting	100%
Grading scale	Pass/Fail
Re-assignment description	A 'fail' mainly functions as a warning and indicator; your coach can re-assess your progress once you are back on track.
Re-assignment planning	If you do not pass the first time, your progress can be re-assessed by your coach at any point in time.

Professional Integration Trajectory 2

Course title	Professional Integration Trajectory 2
Department responsible	Master Professional Integration
OSIRIS course code	KC-M-AL-PIT2-21
Type of course	Compulsory course
Prerequisites	Non applicable
Course content	<p>In this course you develop and realise your Professional Integration Activity (PIA) with the help of a professional integration coach. A PIA is an activity initiated by yourself that connects you with the professional practice you want to be active in and therefore brings you outside the walls of the conservatoire. It is an activity that brings you one step further in the direction of your goals for your (future) professional practice. The PIA is driven by your artistic development goals. It can be supported by your research, or it can function as a case study for your research. It is also the starting point for a professional practice that stretches beyond the duration of your master's programme. You will be assigned a Professional Integration Coach in September of your first year. You are entitled to 9 hours of coaching spread over the two years of your master studies.</p> <p>You will finish this course at the end of the 2nd semester by writing a self-reflective report in which you reflect on the process and deliverable of your PIA. In preparation for this, you will do a pilot or create a prototype of your PIA. The formative assignment in which you describe your pilot/prototype and provide documentation is due in November.</p>
Programme objectives	2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.7, 2.A.8, 2.A.9, 2.A.10, 2.A.12, 2.A.13, 2.A.14, 2.A.15, 2.B.9, 2.B.12, 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5, 2.C.6, 2.C.7, 2.C.8, 2.C.9, 2.C.10, 2.C.11, 2.C.13, 2.C.14, 2.C.15, 2.C.16
Course objectives	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> - will be able to design, develop and realise professional activities that are initiated by yourself; - have developed an understanding of how artistic goals can shape a project and how research can support and contextualize a project or activity.
Credits	5 ECTS
Level	Master
Work form	coaching sessions, self-study
Literature	

Language	English
Scheduling	Individual appointments: 9 hours over two years, M1 and M2.
Date, time & venue	In consultation with your coach. The frequency of coaching is entirely up to the coach and to you and will differ from one individual to another.
Teachers	Your coach will be selected from a pool of experts from the professional field.
Contact information	Isa Goldschmeding - Coordinator Professional Integration (i.goldschmeidng@koncon.nl)
Assessment	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.
Assignment	Assignment 1
Assignment type	Self-Reflective Report
Assignment description	You will finish the Professional Integration Trajectory by writing a self-reflective report in which you reflect on the process of designing, developing and realising your PIA and on the deliverable of your PIA.
Assignment requirements	<p>A written report including documentation (video and/or audio recording, images, photos, written statements, etc.), in which you reflect on your PIA by answering the questions provided below:</p> <ol style="list-style-type: none"> 1. Provide documentation of your PIA and describe it: <ul style="list-style-type: none"> - What is the deliverable of your PIA? 2. Provide documentation¹ of your Pilot/Prototype and describe it: <ul style="list-style-type: none"> - What did you test? - How did you test this? - How have the results influenced your PIA? 3. Describe your goals and the values your PIA has created: <ul style="list-style-type: none"> - What were your short-term goals (described in quantitative terms)? To what extent did you achieve them? - What were your long-term goals (described in qualitative terms)? How do you see your long-term goals now? - Describe what values your PIA has created or will create. 4. Reflect on the deliverable of your PIA: <ul style="list-style-type: none"> - How would you qualify your deliverable? What is good about it, what could be improved and how? - How did you collect feedback from others? (please provide documentation) - What did you learn from this feedback? 5. Reflect on the process: <ul style="list-style-type: none"> - Describe the different roles you had in the process of developing and realizing your PIA (for example: leader, initiator, producer, performer, writer, editor, creator, crisis manager, problem solver, facilitator, fundraiser, conductor, manager, educator) - Which roles fitted you best?

	<ul style="list-style-type: none"> - What did you learn from taking these roles? - What worked well in the process and what would you do differently next time?
Assignment planning	<p>Deadline Pilot/Prototype: 28 October. Deadline Self-reflective Report: 6 May.</p>
Assessment criteria	For a detailed assessment rubric including the exact assessment criteria see Appendix 6 of this curriculum handbook.
Weighting	100%
Grading scale	Numeric
Re-assignment description	Same as assignment(s) above
Re-assignment planning	The deadline for the re-assignment is 16 June

APPENDIX 1: ASSESSMENT CRITERIA & RUBRIC MASTER ARTSCIENCE – MAIN SUBJECT

Main Subject ArtScience (Numeric; Pass/Fail)	PASS			FAIL
1. Artistic Identity & Originality	9–10 Demonstrates a highly distinctive artistic position. Develops original questions, methods, and forms of expression. Contributes new perspectives to ArtScience.	7.5–8.5 Shows a clear and authentic artistic voice. The work is coherent and personal.	5.5–7 Works within recognizable frameworks. Personal contribution is present but limited.	0–5 Shows little evidence of an individual artistic position.
2. Experimentation & Process	9–10 Demonstrates exceptional curiosity and risk-taking. Develops innovative processes through iterative experimentation.	7.5–8.5 Uses experimentation effectively to advance the project.	5.5–7 Experiments with methods and materials but remains largely within familiar territory.	0–5 Shows little evidence of experimentation or process development.
3. Making & Technical Realisation	9–10 Demonstrates mastery of materials, technologies, media, and production processes. Technical choices are integral to the artistic proposition.	7.5–8.5 Uses materials and technologies competently and appropriately.	5.5–7 Technical realization is functional but lacks refinement.	0–5 Demonstrates insufficient command of materials, tools, or processes.
	9–10	7.5–8.5	5.5–7	0–5

4. Interdisciplinary Integration	Creates meaningful and generative connections between artistic, scientific, technological, ecological, and societal domains. Develops new interdisciplinary perspectives.	Successfully integrates insights from multiple domains.	Engages multiple disciplines but connections remain superficial.	Shows little understanding of how different domains can inform one another.
5. Conceptual Development	9–10 Develops a sophisticated conceptual framework that informs all aspects of the work. Successfully transforms abstract ideas into artistic experiences, systems, situations, or artefacts.	7.5–8.5 Conceptual thinking consistently informs the project.	5.5–7 Conceptual development is present but limited in depth.	0–5 Unable to develop or communicate a coherent conceptual framework.
6. Research & Inquiry	9–10 Conducts rigorous artistic research that generates new insights, methods, questions, or forms of understanding. Research is deeply integrated into the artistic process.	7.5–8.5 Research effectively informs the project and its development.	5.5–7 Research is adequate but remains largely descriptive.	0–5 Research is superficial, inconsistent, or absent.
7. Knowledge Contribution	9–10 Generates significant new artistic, embodied, technical, scientific, social, and/or ecological knowledge. Insights are transferable and relevant beyond the project itself.	7.5–8.5 Produces meaningful insights and contributes to ongoing discourse in the field.	5.5–7 Demonstrates learning and understanding but contributes limited new knowledge.	0–5 Shows little evidence of knowledge generation or contribution.
	9–10	7.5–8.5	5.5–7	0–5

8. Contextual Awareness & Societal Relevance	Critically situates the work within relevant artistic, scientific, cultural, political, social, and ecological contexts. Demonstrates awareness of the implications and responsibilities of the work.	Shows strong awareness of relevant contexts and can position the work within them.	Demonstrates basic contextual awareness.	Shows little awareness of broader contexts or implications.
9. Collaboration & Collective Practice	9–10 Demonstrates exceptional ability to collaborate across disciplines, communities, and knowledge traditions. Facilitates meaningful exchange and collective learning.	7.5–8.5 Collaborates effectively and contributes positively to shared processes.	5.5–7 Participates adequately in collaborative situations.	0–5 Demonstrates limited ability to collaborate or engage with others.
10. Reflection & Self-Direction	9–10 Demonstrates exceptional critical reflection on process, outcomes, assumptions, and future directions. Reflection directly informs artistic decision-making and development.	7.5–8.5 Reflects thoughtfully on the project and identifies future opportunities.	5.5–7 Reflection is present but lacks depth or criticality.	0–5 Demonstrates little ability to reflect on process, outcomes, or development.

APPENDIX 2: ASSESSMENT CRITERIA & RUBRIC | INTRODUCTION TO RESEARCH IN THE ARTS: WRITTEN ASSIGNMENTS

Learning objectives	Assessment criteria	Points					%
		1	2	3	4	5	
The student is aware of how artistic research can be used to develop skills as a reflective practitioner	The student has demonstrated an awareness of the role artistic research plays in the development of reflective skills	Currently no evidence of understanding or awareness of the benefits of the role of artistic research as a reflective skill.	Limited understanding or limited awareness is evident. However, student is in contact with head of research.	Student has demonstrated a willingness to improve understanding or awareness and is in contact with head of research.	Good understanding and awareness evident and student has taken the necessary steps to apply themselves to the course-work.	Excellent understanding and awareness evident and student is on track towards developing a viable Master Project topic and to complete the course-work.	25%
The student understands how to use source materials correctly	The student has demonstrated the correct use of source materials	No evidence or understanding of the use of source materials in the documentation of artistic research.	Incorrect use of source materials demonstrated in the assignments, but student has sought advice/help in this area.	Adequate use and understanding of source materials demonstrated and student is showing more dedication to the requirements of the course-work.	Correct and fitting use of source materials have been demonstrated and student has shown considerable improvement in this important area of the course.	Excellent use of source materials demonstrated. Student is able to work independently and apply their understanding to a high level.	25%
The student is aware of the possibilities for effectively documenting	The student has demonstrated an understanding of the skills required to	No awareness of skills needed for research documentation.	Limited understanding of skills needed for documentation	Adequate understanding of skills needed for documentation and student is demonstrating	Good understanding and demonstration of skills needed for documentation and student is able to function	Excellent understanding and demonstration of skills needed for documentation and student is able	25%

research results	document their research results		and help is needed.	improvement in this area of the coursework.	independently in the documentation of their artistic research discoveries/results.	to apply themselves accordingly.	
The student is able to document their project process and results on the Research Catalogue	The student has demonstrated the ability to document their project process and results on the Research Catalogue	Research Catalogue is not used.	Research Catalogue is used ineffectively.	Research Catalogue is used adequately.	Research Catalogue is used well.	Research Catalogue is used well and creatively.	25%

APPENDIX 3: ASSESSMENT CRITERIA & RUBRIC | MASTER CIRCLE: MASTER PROJECT PROPOSAL

	Learning objectives	Assessment criteria	Points					%
			1	2	3	4	5	
A – artistic development	The student has developed a vision on their artistic development	The student has clearly formulated a feasible and ambitious vision on his/her artistic development	No vision formulated.	Vision is poorly formulated and/or unrealistic.	The vision is adequately formulated and is feasible but moderately ambitious.	Vision is clearly formulated, is feasible and is showing ambition for high achievement.	Vision is very well formulated and is the driving motor for development and high achievement.	33,3%
	The student is able to set goals for their artistic development	The student has set feasible goals matching the his/her vision	No goals are set.	Unclear and/or unrealistic goals are set.	Goals set are feasible and match the student’s vision.	Goals set are feasible, and match the student’s vision very well.	Goals set are feasible, match the student’s vision very well and give strong direction to personal development.	33,3%
	The student is able to connect research and professional integration activities to their artistic development	The student has connected research and professional integration activities to their artistic development	No connection of research and professional integration activities to student’s artistic development.	Poor connection of research and professional integration activities to student’s artistic development.	Connection of research and professional integration activities to student’s artistic development is clear.	Connection of research and professional integration activities to student’s artistic development adds value to one or more domains.	Connection of research and professional integration activities to student’s artistic development leads to an outstanding result in one or more domains.	33,4%

B – research	The student is able to write a complete, feasible and clearly formulated research plan	The student has written a complete, feasible and clearly formulated research plan	No research plan has been submitted.	The research plan is incomplete, unrealistic and/or unclear.	The research plan is complete, feasible and adequately formulated.	The research plan is complete, feasible and clearly formulated.	The research plan is complete, feasible and clearly formulated, with all elements worked out carefully and in detail.	60%
	The student is able to create an innovative research plan, of which the outcomes could be relevant for the student’s own practice and the artistic field	The student has created an innovative research plan, of which the outcomes could be relevant for the student’s own practice and for the artistic field	No research plan has been delivered or the research plan is not viable.	Very similar research has already been done.	The research offers new elements and is relevant for the student’s own practice.	The research is innovative and relevant for the student’s own practice as well as for the artistic field.	The research is very innovative and very relevant for the student’s own practice as well as for the artistic field.	40%
C – professional	Student is able to describe the PIA and its deliverable	The students gives a clear and complete description of PIA and its deliverable	Missing, incomplete or unclear description of both PIA and deliverable.	Missing, incomplete or unclear description of either PIA or deliverable.	PIA and deliverable are described.	Description of PIA and deliverable are clear and complete.	Description of PIA and deliverable are clear, complete and appealing.	25%
	Student is able to describe the scope of the deliverable in	Student clearly describes the scope of the deliverable in	Scope of the deliverable is not described.	Scope of the deliverable is not described in	Scope of the deliverable is described in	Scope of the deliverable is described in quantifiable	Scope of the deliverable is described in quantifiable terms	25%

	quantifiable terms	quantifiable terms		quantifiable terms.	quantifiable terms.	terms that give insight into the feasibility of the PIA.	that convincingly show that the PIA is feasible.	
	Student is able to define ambitious goals	The student clearly defines goals that show ambition	goals are not defined.	goals are insufficiently defined.	goals are sufficiently defined.	goals are clearly defined.	goals are clearly defined and show ambition.	25%
	Student is able to clearly define substantial value(s) that the PIA will create	Value(s) created by the PIA are clearly defined and can be qualified as substantial	Value(s) created by the PIA are not defined.	Value(s) created by the PIA are not clearly defined.	Value(s) created by the PIA are defined.	Value(s) created by the PIA are clearly defined.	Value(s) created by the PIA are clearly defined and can be qualified as substantial.	25%
Please note: You must achieve a pass in all three domains (A: Artistic Development, B: Research, C: Professional Integration) in order to pass this assessment.								

APPENDIX 4: ASSESSMENT CRITERIA & RUBRIC | MASTER CIRCLE: FIRST YEAR MASTER PROJECT PRESENTATION

Learning objectives	Assessment criteria	Points					%
		1	2	3	4	5	
The student is able to connect artistic development, research and professional integration	The student has connected artistic development, research and professional integration within their Master Project, and all three domains are equally present	One or more domains are lacking.	Unequal presence of one or more domains.	Equal presence of the three domains.	Equal presence of the three domains + clear connections between the domains.	Equal presence of the three domains + the connection between the three domains adds value to each of the three domains.	20%
The student is able to communicate with their research supervisor and professional integration coach about current progress and future planning	The student communicates with their research supervisor and professional integration coach about current progress and future planning	Communication is lacking.	Unclear or insufficient communication.	Adequate and regular communication, planning is still in development.	Adequate and regular communication, planning is developed.	Clear and regular communication, planning is strong and fully developed.	10%
The student is able to clearly communicate	The student has clearly communicated	Presentation is unclear and unconvincing.	Unclear communication of engagement	Adequate communication of engagement	Clear communication of engagement	Excellent communication of engagement	30%

their engagement with their Master Project during a presentation	their engagement with their Master Project during the presentation		during presentation.	during presentation.	during presentation.	during presentation.	
The student is able to make progress in the execution of their Master Project	The student has made progress in the execution of their Master Project since handing in their Master Project Proposal	Student has yet to demonstrate any evidence of progress or commitment towards completing their Master Project.	Limited progress and/or student dedication currently evident. Supervisor/Coach advice is needed to assist in getting the project back on track.	Sufficient progress is evident and student is working hard, but still requires assistance and/or advice to make project feasible.	Good progress and development evident, however still work to be done before progress can be considered excellent.	Excellent progress and development evident with a clear connection between the three domains.	40%

APPENDIX 5: ASSESSMENT CRITERIA & RUBRIC | INDIVIDUAL RESEARCH TRAJECTORY: MASTER RESEARCH PRESENTATION

Learning objectives	Assessment criteria	Points					%
		1	2	3	4	5	
The student is able to formulate a clear research question, focus or problem, leading to relevant outcomes for the student's own practice as well as for the artistic/educational field.	The student has reached a clear formulation of a research question, focus or problem , leading to relevant outcomes for the student's own practice and for the artistic/educational field.	No clear focus, or relevant questions or problems are formulated.	Insufficient research questions, lack of focus. The relevance for the student's own practice is unclear.	Sufficient research focus, questions or problems, with relevant outcomes for the student's own practice.	Good research focus, questions or problems with outcomes of significant relevance to the student's own practice and the artistic/educational field.	Excellent research focus, original questions or problems leading to new knowledge and outcomes that are relevant to the student's own practice as well as to the artistic/educational field.	20%
The student is aware of what others have done in this area and is able to relate the research to the field of inquiry, with due regard to the correct use of sources.	The student demonstrates an awareness of what others have done in this area and has related the research to the field of inquiry , with due regard to the correct use of sources.	The student is unaware of what others have done in this area; no relation with the field of inquiry is mentioned; sources are lacking.	The student does not show enough awareness of what others have done in this area; the relation between the research and the field of inquiry is mentioned, but unclear or with inaccurate use of sources.	The student shows sufficient awareness of what others have done in this area. In general, sources are used properly and the relation between this research and the field of inquiry is mentioned, though in an incomplete way.	The student shows good awareness of what others have done in this area and has made the relation between this research and the field of inquiry clear; sources are used properly.	The student provides an excellent contextualization and has made the relationship between this research and the field of inquiry very clear; the use of sources complies with academic standards.	20%
The student is able to apply research methods adequate to the research focus, questions or problems, based on a dialogue between	The student has applied research methods adequate to the research focus, questions or problems and based on a dialogue between	No clear choice of research method or plan. No dialogue between artistic/educational practice and critical reflection.	Insufficient application of research methods, with unclear dialogue between artistic/education	Sufficient application of research methods, although the dialogue between artistic/educational practice and critical	Thorough application of research methods, based on a convincing dialogue between artistic/educational	Excellent and creative application of research methods, based on a strong interaction between artistic/educational	20%

artistic/educational practice and critical reflection.	artistic/educational practice and critical reflection.		al practice and critical reflection.	reflection remains too superficial.	practice and critical reflection.	practice and critical reflection.	
The student is able to apply a form of documentation that supports the aims and objectives of the research, making use of text, media and artistic material to compellingly communicate the research process and outcomes.	The student has applied a form of documentation that supports the aims and objectives of the research, making use of both text, media and artistic material to compellingly communicate the research process and outcomes.	No description or proper documentation of the research process and outcomes.	The documentation of the research process is weak and does not sufficiently support the aims and objectives of the research.	The research process is sufficiently documented, although the text, media and artistic materials are not in balance or do not adequately support the aims and objectives of the research.	The research process is documented convincingly, with a good balance between text, media and artistic materials; the documentation supports the aims and objectives of the research.	The research process is documented in a compelling and creative way, with an inspiring dialogue between text, media and artistic materials; the documentation admirably supports the aims and objectives of the research.	20%
The student is able to give a compelling presentation that is well timed, organized and communicated to the listeners, illustrating select aspects of the research and including artistic elements.	The student has given a compelling presentation that is well timed, organized and communicated to the listeners, illustrating select aspects of the research and including artistic elements .	No presentation is given.	The presentation is too long or too short, insufficiently organized and/or inadequately communicated, and/or does not include any artistic elements.	The presentation is well timed, sufficiently organized and adequately communicated. It illustrates select parts of the research and includes artistic elements.	The presentation is compelling, well timed, well organized and well communicated. It illustrates select parts of the research and includes artistic elements.	The presentation is compelling, well timed, excellently organized and communicated in a very clear manner. The presentation convinces in both an academic and artistic way.	20%

APPENDIX 6: ASSESSMENT CRITERIA & RUBRIC | PROFESSIONAL INTEGRATION TRAJECTORY: SELF-REFLECTIVE REPORT

Learning objectives	Assessment criteria	Points					%
		1	2	3	4	5	
To describe and document the deliverable of the PIA.	Student is able to describe and document the deliverable of the PIA	No description.	Description and/or documentation insufficient.	Description and documentation sufficient.	Clear description and documentation.	Very good description and documentation of the PIA.	20%
To describe and design a prototype and it's effective testing.	Student is able to describe the prototype and test it effectively.	No description.	Description insufficient.	Description sufficient and giving insight in testing.	Clear description and testing is valuable.	Very good description giving proof that the test delivered very valuable insights.	20%
To describe goals and values created in a PIA	Student is able to describe goals and values created in a PIA	No description.	Description insufficient.	Description of quantity of short-term goals and /or qualities of long-term goals and values are difficult to assess.	Description of quantity of short-term goals and /or qualities of long-term goals and values can be assessed.	Very good description of quantity of short-term goals and /or qualities of long-term goals and values can be assessed as successful.	20%
To reflect on the deliverable of a PIA	Student is able to collect insights through reflection on the deliverable of a PIA	No reflection.	Reflection is poor shows that little insights were gained.	Reflection gives evidence of some insights gained.	Reflection is thorough and detailed.	Reflection is thorough and detailed and gives evidence that the student has learned a lot.	20%

To reflect on the process of a PIA	Student is able to collect insights through reflection on the process of a PIA	No reflection.	Reflection is poor and shows that little insights were gained.	Reflection gives evidence of some insights gained.	Reflection is thorough and detailed.	Reflection is thorough and detailed and gives evidence that the student has learned a lot.	20%
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APPENDIX 7: GRADING SCALES



GRADING SCALES

The Royal Conservatoire uses four grading scales for its assessments: Qualifying results - Numeric results - Participation results - Pass/Fail

QUALIFYING RESULTS

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Excellent	EXC	Excellent	EXC	Yes	No
Very good	VG	Zeer goed	ZG	Yes	No
Good	G	Goed	G	Yes	No
More than sufficient	MTS	Ruim voldoende	RV	Yes	No
Sufficient	S	Voldoende	V	Yes	No
Insufficient	I	Onvoldoende	O	No	No
Very insufficient	VI	Zeer onvoldoende	ZO	No	No
Poor	PR	Zwak	Z	No	No
Very poor	VP	Zeer zwak	ZZ	No	No
Extremely poor	EP	Uiterst zwak	UZ	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Absent	AB	Niet verschenen	NV	No	No
Extension	EXT	Uitstel	U	No	No

NUMERIC RESULTS

A numeric grade between 0 and 10, including a maximum of one digit after the decimal point.

10 Excellent	9 Very good	8 Good	7 More than sufficient	6 Sufficient	5 Insufficient	4 Very insufficient	3 Poor	2 Very poor	1 Extremely poor
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Other possible results are Exemption, Pass based on entrance exam, Absent and Extension.

PARTICIPATION RESULTS

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Participation sufficient	PS	Voldoende deelname	DV	Yes	No
Participation insufficient	PI	Onvoldoende deelname	DNV	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Never participated	NP	Nooit deelgenomen	ND	No	No
Extension	EXT	Uitstel	U	No	No

PASS/FAIL

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Pass	P	Pass	P	Yes	No
Fail	F	Fail	F	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Absent	AB	Niet verschenen	NV	No	No
Extension	EXT	Uitstel	U	No	No