



STUDY GUIDE

PROFESSIONAL DOCTORATE ARTS + CREATIVE

2025-2026 (version 2, feb. 2026)

CONTENTS

1. LEARNING GOALS
2. CURRICULUM
3. PD CHECK-IN
4. GO/NO GO PROCEDURE
5. RESIT PROCEDURE
6. CURRICULUM SCHEDULE

1. LEARNING GOALS

Context

The PD Arts + Creative offers a degree for artistic and design professionals that represents the knowledge, skills and behaviors as defined at level Eight of the European Qualification Framework for higher education. The degree rewards

- the successful completion of artistic and/or design **research**,
- that is conducted in a **professional** manner,
- and aimed at intervening in **innovative** ways in complex artistic, design or societal practices,
- therewith realising relevant **change**.

These four dimensions (**research, professionalism, innovation, change**) form the core of the PD-degree programme. Over a period of four years (full-time) or a part-time equivalent with a maximum duration of six years, the programme allows for an artist or design professional to learn through a combination of research and creation while reflecting on the process and final products. At the core of the PD-project are one or more arts or design interventions in complex practices, combined with a well-grounded, coherent reflection that can be presented in various communicative form(s) and contexts.

The PD candidate will carry out their own research project, engage in self-regulated learning within a learning community of PD candidates and supervisors. A mandatory training programme and teaching by the candidate on their specific subject of research ensures adequate dissemination as part of the programme.

Learning Philosophy and Goals

The PD Kunst + Creatief (Arts + Creative) deploys a learning philosophy that is based on *doing* (the research), *sharing* (in learning communities) and *boundary crossing* (with other disciplines and domains).

The learning goals of the PD-trajectory pertain to the four dimensions of the PD-degree and include a dissemination goal:

Doing artistic and/or design research

- Know the traditions, methodologies, research practices and instruments of one's own artistic or design field and be able to position one's own work in this field.
- Create a cohesive body of artistic, design and/or design research that is innovative and enables change in the field at hand.
- Articulate this body of research with other artistic and design disciplines (interdisciplinarity) and/or with the particular societal domain one is intervening in (transdisciplinarity).

Acting in a professional manner

- Conduct artistic and design research consistent with the ethical codes and standards relevant to the research project.
- Display curiosity, respect and empathy towards the human and non-human stakeholders in the research environments.
- Reflect regularly, critically and methodically on one's own practice as an artistic or design researcher.

Co-Creating innovations

- Understand current and advanced forms and practices of artistic and design innovation.
- Generate and apply such (co)creating forms and practices in one's own research project.
- Intervene in complex practices and work together with other professionals on an equal methodical and practical level.

Enabling change

- Identify and analyse the enablers and deterrents of change in the research context.
- Articulate the imagined and realised pathways of change resulting from the artistic and design research.
- Operate convincingly and trustworthy in complex research environments

Disseminating for specific contexts, collectives and individuals

- Search incessantly for dissemination opportunities
- Identify the communicative needs in specific contexts and for specific groups or individuals.
- Translate the artistic and design work and/or research outcomes in forms of practice and communication that serve specific contexts, groups or individuals.

Programme Structure and Content

The programme consists of a combination of individual and collective activities, which are partly carried out within the institution and partly within the Graduate Network. These individual and collective activities are embedded in a community of learners formed by the PD candidates in the Graduate Network.

The PD Arts + Creative programme consists of five components that together make the achievement of the learning goals possible:

- Artistic and/or design research
- Reflecting on the research
- Receiving and processing of supervision;
- Attendance of training modules and teaching;
- Dissemination of activities.

Artistic and/or design research

The PD candidate will conduct artistic or design research in accordance with a research plan that has been approved by, successively, the supervisory committee, the Graduate Committee and SIA. The research consists of artistic and/or design interventions in the practice and the discipline of the candidate, and/or in a relevant societal field.

Reflection on the research

The PD candidate reflects systematically and regularly on their achievement of the learning goals, and on their own research ethics, responsibility and accountability in forms that are shareable with the supervisory and assessment committee.

Receiving and processing of supervision

The candidate is supervised by a committee of two lectoren (of which the second one can be a senior researcher) and two professionals from the relevant fields. The candidate regularly meets with (members of) the committee, according to a mutually agreed Training and Supervision plan.

Attendance of training modules and teaching

The PD candidate participates in joint education and training components offered by the Graduate Network. The joint education and training components amount to a total of 20 EC and will contribute in fulfilling the intended learning outcomes of the programme. An additional 10 EC can be realised on an individual basis.

The curriculum directly speaks to the learning goals

Requirement	Learning goal	Curriculum	EC
Mandatory	Doing artistic and/or design research	Seminar series Advances in Artistic Research	5
Mandatory	Acting in a professional manner	Workshop Ethics of Artistic and Design Research	5
Mandatory	Co-creating innovations	Module Understanding creativity and innovation	5
Mandatory	Enabling change	Module Complex Research Environments	5
Flexible	Research specifics	Individual training elements	10

Dissemination of activities

The PD candidate will share insights and results with peers, stakeholders and other relevant audiences. Results are shared in forms usual for the artistic and design domain (such as exhibitions, performances, demonstrations, lectures, publications, etc.) with peers and other relevant professionals, and where appropriate, with the wider public. These activities are part of the research project itself and are detailed in the Research Plan drawn up in advance. Within the boundaries of intellectual property, the results are distributed in the form of 'open access'. These activities (or their documentation) aimed at sharing results are part of the final portfolio for assessment.

2. CURRICULUM

TITLE: ETHICS OF ARTISTIC AND DESIGN RESEARCH

ECTS (hours)	Contact hours	Self-study hours
5 ec (140 hours)	24	116

Frequency: this module is compulsory for all PD-candidates and is offered annually in the Fall or Winter Semester of year.

Year: PD candidates follow this module in year 1.

Brief Description:

This four-week Ethics Course is an integral part of the PD Arts + Creative curriculum, offered in the first year to all PD candidates. Through a series of weekly lectures and (collective) assignments, participants will delve into the ethical dimensions of their PD projects, engaging in discussions about the ethics of artistic and design research. The course aims to foster an understanding of ethical principles within the Dutch integrity code framework, emphasizing practical application and ethical reflection.

Programme 2025/2026:

To be announced.

Learning Goals:

The learning goals of this module fall within 'Acting in a professional manner', which is one of the four dimensions of the PD-degree.

- Recognize and acknowledge ethical dimensions within PD projects.
- Understand the principles of the Dutch integrity code in the context of practice-based research ethics in the arts.
- Develop skills in writing a data management plan and conducting ethical reflection
- Engage in ongoing dialogue about the evolving nature of ethics in artistic and design research.
- Display curiosity, respect and empathy towards the human and non-human stakeholders in the research environments.
- Develop methods to reflect regularly and critically on one's own practice as an artistic or design researcher.

Outcomes:

- Enhanced awareness of ethical challenges and risks in artistic and design research
- Ability to critically analyze research methods and processes from an ethical standpoint.
- Proficiency in writing a data management plan and conducting ethical reflection.
- Contribution to new discourses of research ethics in the arts and design.

Teaching methods:

- Weekly lectures and reading assignments.
- Group discussions where students present their work to peers and instructors for feedback and constructive criticism.

Assessment method:

Assessment is conducted by the candidate's supervisory team at the end of the PD trajectory and is based on a reflection included in the online portfolio. This reflection may be written or presented in another appropriate format, and must demonstrate the candidate's critical understanding of ethical issues and dilemmas in art and design, as well as their relevance to the candidate's own professional practice and its ethical dimensions.

Literature:

The course draws from various sources, including academic texts such as "Whither the Aesthetic Alibi: Ethics and the Challenge of Art as Research in the Academy" by Bolt (2016) and "Ethics through an Empathetic Lens: A Human-Centered Approach to Ethics in Practice-Based Research" by Hübner (2021). Additionally, it incorporates materials based on the BUas Graduate School Research Ethics Course and notes from the ethics of artistic and design research workshop.

Tutors:

The course is facilitated by a team of experienced educators and researchers:

Dr. Marco van Leeuwen, Senior Lecturer and Researcher at Breda University of Applied Sciences

Dr. Florian Cramer, Reader and Research Professor in Autonomous Art and Design Practices at Hogeschool Rotterdam

Dr. Miriam Rasch, head Research Station at WDK, Rotterdam

Dr. Falk Hübner, Fontys Hogeschool, Lector of Artistic Connective Practices

Dr. Ties van de Werff, Zuyd Hogeschool, lector research centre What Art Knows

TITLE: COMPLEX RESEARCH ENVIRONMENTS

ECTS (hours)	Contact hours	Self-study hours
5 ec (140 hours)	24	116

Frequency: this course is compulsory for all PD candidates and is offered once every two every two years in Spring Semester:

- Spring semester 2023-2024
- Spring Semester 2025-2026
- Spring Semester 2027-2028

Year: candidates follow this module in year 1 or 2

Brief Description:

In this module, we will explore the layered and entangled environments in which artistic and design research takes shape. Rather than seeing research contexts as fixed or neutral, we approach them as dynamic spaces where values, power relations, and practices meet. With input from the research of Dr. Wina Smeenk and Dr. Veerle Spronck, we will look at how artistic & design research navigates, unsettles, and reimagines such environments.

Through concrete cases- ranging from artistic interventions in public space to collaborations with communities and institutions - we will examine how artistic and design practices can open up new ways of relating to complex societal questions. What does it mean to conduct research within a neighborhood, an industry, or a policy setting? How can artistic practices shift the terms of engagement, redistribute roles, or generate embodied and experiential forms of knowledge?

The module invites participants to reflect on interdisciplinary collaboration, ethical challenges, and the role of embodied practice in academic and societal contexts. By the end, participants will have encountered strategies for working within and across diverse research environments, and considered how their own projects can contribute to transformative practices of knowledge-making.

Learning Goals:

The learning goals of this module fall within 'Enabling change, which is one of the four dimensions of the PD-degree.

- Identify and analyze the enablers and deterrents of change in the research context.
- Articulate the imagined and realized pathways of change resulting from the artistic and design research.

- Operate convincingly and trustworthy in complex research environments

Teaching methods:

- Team-based assignments where students work together to address complex challenges
- Group discussions where students present their work to peers and instructors for feedback and constructive criticism

Programme 2025-2026

To be announced

Day 1: Thursday 21st of May, 2026

Day 2: Friday 22nd of May, 2026

Day 3: Thursday 28th of May, 2026

Assessment method:

Assessment is conducted by the candidate's supervisory team at the end of the PD trajectory and is based on a reflection included in the online portfolio. This reflection may be written or presented in another appropriate format, and must demonstrate the candidate's critical understanding of the enablers and deterrents of change in their own research context.

Literature:

Smeenk, W. (2023). The Co-Design Canvas, a proven design tool for societal impact. Bis publishers, Amsterdam. <https://www.bispublishers.com/co-design-canvas.html>

Smeenk, W. 2023 Aug 31. The Empathic Co-Design Canvas: A Tool for Supporting Multi-Stakeholder Co-Design Processes. *International Journal of Design* [Online] 17:2. Available: <https://www.ijdesign.org/index.php/IJDesign/article/view/4482>

Optional:

Smeenk, W., Sturm, J., & Eggen, B. 2019 Dec 28. A Comparison of Existing Frameworks Leading to an Empathic Formation Compass for Co-design. *International Journal of Design* [Online] 13:3. Available: <https://www.ijdesign.org/index.php/IJDesign/article/view/3406>

Smeenk, W., Ziehluis, M. & van Turnhout (2024). Bridging the research-practice gap: understanding the knowledge exchange between design research and social design



practices. Journal of Engineering Design. Available:

<https://www.tandfonline.com/eprint/IWYJC4AVSMVKFXIA9NW9/full?target=10.1080/09544828.2024.2322170>

Tutors:

The course is facilitated by a team of experienced researchers:

Dr. Veerle Spronck, Associate Lector Creative Practices and Entrepreneurship, Hogeschool der Kunsten Utrecht <https://www.hku.nl/en/research-and-innovation/research/professorships/creative-practices-and-entrepreneurship>

Dr.ir. Wina Smeenk, Lector Societal Impact Design, Hogeschool InHolland <https://www.inholland.nl/contacten/onderzoek-wina-smeenk/>

TITLE: UNDERSTANDING DISCOURSES & PRACTICES OF CREATIVITY AND INNOVATION

ECTS (hours)	Contact hours	Self-study hours
5 ec (140 hours)	tba	tba

Frequency: this course is compulsory for all PD candidates and is offered once every two every two years:

- Winter Semester 2024-2025
- Winter Semester 2026-2027

Year: PD candidates follow this course in year 1 or 2

When: 4 half days spread across January-February 2027

Learning Goals:

The module falls within the learning goal 'Co-Creating Innovations' and aligns with the 'Innovator'-dimension (role) of the PD.

- Understand current and advanced discourses and practices of artistic and creative innovation.
- Being capable of critical reflection on (conventional) innovation discourse, and of fostering the development of alternative terminologies, vocabularies and conceptions of creativity and innovation.
- Being able to apply (co)creative and innovative practices and discourses to one's own research project.

Programme 2026-2027:

The course is divided into three different chapters, each focusing on a different aspect of creativity and innovation. Together with academic, artistic and industry experts and communities, we will explore a variety of concepts, terminologies, and contexts of creativity and innovation and engage in discussions. We will visit relevant sites to experience how different notions of creativity and innovation are applied in the field.

Course moderator: Prof. Liesbet van Zoonen

Chapter 1

The first chapter aims to introduce candidates to the terminologies surrounding creativity and innovation and to how these terms are often co-opted and instrumentalized within neo-liberal frameworks. We will critically examine alternative vocabularies to describe artistic and creative practice and the innovative contributes they make, expanding our horizon beyond

the West towards the Global South. Together, we will define our own terms and concepts, fostering a more inclusive understanding of creativity and innovation.

Chapter 2

The second chapter focuses on the different contexts in which creativity and innovation are applied and advanced. We will explore both mainstream cultural and subcultural/alternative contexts in which discourses and practices of creativity and innovation are shaped. In mainstream contexts, such as design studios or art galleries, creativity is often seen as a process that leads to commercially viable products or ideas. In subcultural and alternative contexts, creativity is often defined by its authenticity or resistance to mainstream norms, and closely related to the expression of identity and community values.

During chapter 2 of the module, we will visit places and speak to people on both sides of this divide and zoom in on practices that move, often out of necessity, between them.

Chapter 3

In the final chapter of the module, the focus will shift back to the PD-research. PD-candidates will reflect on their own practices and examine how they position themselves within the broader discourses and practices of creativity and innovation. This chapter will focus on understanding the role (dimension) of an innovator within the PD trajectory. The PD-candidates will critically analyze their professional experiences as an innovator, drawing connections between the theoretical concepts discussed in previous chapters and their practical applications. By engaging in self-reflection and peer discussions, the candidates will identify their contributions to discourses and practices of creativity and innovation and how they navigate the interplay between mainstream and alternative contexts in which they are applied and advanced

Teaching methods

This course combines expert input, situated learning, and critical dialogue. Candidates participate in weekly guest lectures by academic, artistic, and industry professionals, site visits to relevant cultural institutions and field contexts, guided reading of key texts, and structured group discussions.

Learning activities emphasize dialogue and reflection, enabling candidates to examine how different frameworks of creativity and innovation operate across disciplinary, institutional, and socio-cultural settings.

Assessment Method

Assessment is conducted by the candidate's supervisory team at the end of the PD trajectory and is based on a reflection included in the online portfolio. This reflection may be written or presented in another appropriate format, and must demonstrate the candidate's critical understanding of discourses and practices of creativity and innovation, as well as



their relevance to the candidate's own research and professional practice within the PD role of Innovator.

TITLE: SEMINAR SERIES Advances **ADVANCES IN ARTISTIC AND DESIGN RESEARCH**

ECTS (hours)	Contact hours	Self-study hours
5 ec (140 hours)	Ca. 40	Ca. 100

Year: 1, 2, 3 and 4

This series is integrated into the four-year PD trajectory. To earn 5 ec credits (140 hours), PD candidates are required to participate in (doctoral-level) symposia, conferences, or seminars relevant to their artistic and/or design research, amounting to a total study load of 140 hours. Candidates select these events themselves in consultation with their supervisor, ensuring that each selected event contributes meaningfully to deepening their knowledge of the traditions, methodologies, research practices, and instruments of their artistic or design field, and supports their ability to position their own work within it.

Selected events should enable candidates to actively engage in scholarly and artistic discourse. Candidates are therefore expected to attend not only events where they present their own work, but also events where they participate as attendees, listeners, and discussants within the wider research community.

In addition to the five events, participation in the annual PD Arts & Creative Symposium is mandatory for all candidates. Each candidate is expected to actively contribute to this day, for example by sharing work, moderating a session, or engaging in a collective format aligned with their research practice.

A list of examples of relevant events will be shared annually [on the curriculum page](#) on the Research Catalogue as inspiration and reference, but participation is not limited to these examples.

Please use the form Individual Training Elements to keep track of the events and to calculate the amount of EC. You can find the form on the [Research Catalogue page](#).

The following seminars have been part of the series **Advances in Artistic and Design Research**:

- PD Symposium and workshop with Natalie Loveless (June 2023) = 1 ec
- What Methods Do - Exploring the transformative potential of artistic research (Tilburg, April 2024) = 1 ec
- SAR International Forum 2024 on Artistic Research (Tilburg, April 2024) = 1 ec
- PD Symposium & workshop Auto-ethnography as method in artistic and design research (Breda, June 2024) = 1 ec
- [Encounters in Artistic Research](#), Minerva Art Academy, Groningen (26 + 27 September 2024) = 1 ec
- [Sounding-Listening](#), 12 December 2024 at RCMC/Wereldmuseum Leiden = 1 ec
- [Testing the Waters book launch](#), 3 March 2025, Rietveld Academy Amsterdam = 1 ec

- [Onderzoeksconferentie: Cultuur als probleemoplosser? – Boekmanstichting & Erasmus Universiteit](#), 17 April 2025, Rotterdam = 1 ec
- [16th SAR International Conference on Artistic Research](#), 7-9 May 2025, Porto Portugal = 2 ec for attending full conference
- Annual PD Arts & Creative symposium, 20 June 2025, LocHal, Tilburg = 1 ec
- PD Day Reimagining Urban Futures, 18 November 2025 = 1 ec

Brief Description:

This seminar series offers PD candidates the opportunity to engage with contemporary discourses and developments in artistic and design research. By participating in carefully selected symposia and seminars, candidates deepen their understanding of key traditions, methodologies, and research approaches in their field, while developing the capacity to critically situate their own work within the evolving landscape of artistic and design research.

Learning Goals:

The learning goals of this module fall within 'Doing artistic and/or design research', which is one of the four dimensions of the PD-degree.

- Know the traditions, methodologies, research practices and instruments of one's own artistic or design field and be able to position one's own work in this field.
- Create a cohesive body of artistic, design and/or design research that is innovative and enables change in the field at hand.
- Articulate this body of research with other artistic and design disciplines (interdisciplinarity) and/or with the particular societal domain one is intervening in (transdisciplinarity).

Outcomes:

Upon completion of the Seminar Series Advances in Artistic and Design Research, candidates are expected to:

- Produce a critical reflection for each attended event (in written or alternative reflective format) that demonstrates substantive engagement with the content and articulates how the event has contributed to the candidate's deepened understanding of their field and the positioning of their own research. These reflections must be included in the candidate's portfolio as evidence of engagement and development
- Demonstrate the ability to situate their research within broader conversations and developments in artistic and design research, contributing to the advancement of knowledge and practice in the field

Teaching methods:

Learning takes place through participation in symposia, conferences, and seminars, complemented by reflective documentation and integration of insights into the candidate's research practice and portfolio.

Assessment method:

The supervising team evaluates successful completion of the seminar series at the end of the four-year PD trajectory. Assessment is based on the candidate's portfolio, with particular attention to the quality, depth, and criticality of the documented reflections and the demonstrated engagement with relevant artistic and design research discourses.

TITLE: INDIVIDUAL TRAINING ELEMENTS

ECTS (hours)	Contact hours	Self-study hours
10 ec (280 hours)	Depends on the module/workshop	Depends on the module/workshop

Frequency:

PD candidates may incorporate individual training elements into their PD program over the course of the 4 years, based on their own scheduling and requirements.

Brief Description:

In addition to the compulsory part of the PD curriculum, the PD candidate can acquire another 10 EC with individual course components, which are determined in consultation with the supervisory committee and documented in the Training and Supervision Plan. In the individual part of the curriculum, you can customize your PD programme by selecting a course that aligns with your specific research interests. You have the option to delve into another field through an interdisciplinary course or opt for specialization to deepen your understanding of a particular subject. Instead of a university course, you could also attend external workshops or conferences, go on an international exchange or follow skill-based courses. These individual training components serve as a complementary space to the main curriculum, allowing candidates to tailor their PD journey to their specific needs and interests.

Requirements:

Individual training elements must demonstrably contribute to the candidate's development at doctoral level. This means that the selected activity should involve advanced, research-oriented, reflective, or critically analytical learning that strengthens the conceptual, methodological, artistic, or professional dimensions of the PD trajectory. The level, depth, and relevance of the activity must be appropriate to doctoral standards and must be approved in advance by the supervisory committee.

Assessment method:

The supervising team of the PD candidate assesses the successful integration of individual training components into the research process. This evaluation is conducted based on the contents of the online portfolio, where it should be demonstrated how these components contribute to the overall advancement and growth of the project.

Please use the form Individual Training Elements to keep track of these activities and to calculate the amount of EC. You can find the form on the [Research Catalogue page](#).

3. PD CHECK-IN

For whom: PD-candidates of all cohorts

Frequency: approximately 6 sessions per academic year (some in-person and some online)

The PD check-in sessions are a vital part of our shared research environment, offering regular moments for candidates to reconnect, reflect, and exchange practices within the PD community. Facilitated by PD candidates themselves- with support from the Programme Manager - each session centres around a research or practice-based inquiry proposed by one of the participants. These inquiries open up space for critical engagement and multidimensional perspectives, enriching our collective understanding of themes relevant to artistic and creative research.

Each session can take on a different form of activation: from (embodied) workshops to performative lectures, in depth-discussion in smaller groups, screenings, or other experimental formats. Twice a year, we meet in person for a full-day session with invited guests and extended formats. By partnering with cultural institutions or platforms, we intentionally position our research within the broader field of artistic and professional practice.

While participation is informal and voluntary, we warmly encourage you to attend whenever possible. These gatherings offer not only inspiration and joy, but also valuable resonance, feedback, and connection with fellow researchers.

By joining the PD check-ins, you stay attuned to the ongoing research dynamics of the cohort, while contributing to a culture of mutual learning and exchange.

4. GO/NO GO PROCEDURE

FORMAT 2024:

9-months evaluation of PD-candidates Arts and Creative (2024)

General Procedure

The go/no-go assessment takes place after 12 months (or the part-time equivalent). In month 9 (or its part-time equivalent) an evaluation takes place in view of the go/no-go assessment so that the candidate has time to make improvements, if necessary. ***The supervision committee is the decisive power here, after hearing advice from the graduate committee***

The evaluation is based on

- A report of the candidate to the committee in which activities and outcomes are compared to the research proposal, the Training and Supervision plan and the learning goals (see form below), *please note that the candidate can choose their own medium or format to report progress, in consultation and agreement with their supervisors*
- the individual written reflections of supervisors (100 to 400 words pp)
- a full committee meeting about the candidate's report

The first supervisors writes down the outcomes of the committee meeting in a short written summary that will be shared with the candidate, the other supervisors and the graduate committee.

Steps to take

Month	Week	Supervisor(s)	Candidate	
8	1	First supervisor asks candidate to prepare progress report on the basis of the form	Has three weeks to make the report	
	<i>Please note that the candidate can choose their own medium or format to report progress, in consultation and agreement with their supervisors</i>			
	4	Forwards report to other supervisors	Hand in report	
9	1	Each supervisor writes an individual evaluation of between 100 and 400 words		
	2	Supervising committee discusses progress product and their evaluations in a joint meeting. Three scenarios Advice: Go Advice: No-Go Advice Make improvements before month 12		
	3	Communicate results with candidate in a personal conversation with at least first supervisor		Talk about outcome of 9 month report
		Go	No-Go	
		Sent to GC: • candidate product	Engage school HR for	Give, in a written advice, concrete improvement(s) that



		<ul style="list-style-type: none"> • supervisor evaluations • summary of joint assessment meeting 	termination of contract	candidate needs to make or show Sent product and advice to GC for advice	
<i>In case of improvements necessary</i>					
10-11		Provide guidance			Work on improvements
12	1-2	Ask for adjusted product			Make adjusted product
	3	Forwards product to other supervisors			
		Each supervisor writes an adjusted individual evaluation of between 100 and 400 words			
	4	Communicate outcomes to candidate			Talk about outcome with the committee
		Go	No - go		
		Sent report to GC <ul style="list-style-type: none"> • adjusted candidate report • adjusted supervisor evaluations • adjusted summary of joint assessment meeting 	Engage school HR to terminate contract		

9-months evaluation of PD-candidates Arts and Creative (2025 – cohort 2 and onwards)

General Procedure

The go/no-go assessment takes place after 12 months (or the part-time equivalent). In month 9 (or its part-time equivalent) an evaluation takes place in view of the go/no-go assessment so that the candidate has time to make improvements, if necessary. **The supervision committee is the decisive power here, and gets advice from the graduate committee**

The evaluation is based on

- A report of the candidate to the committee in which activities and outcomes are compared to the research proposal, the Training and Supervision plan and the learning goals (see form below), *please note that the candidate can choose their own medium or format to report progress, in consultation and agreement with their supervisors*
- the individual written reflections of supervisors (100 to 400 words pp)
- a full committee meeting about the candidate's report

The first supervisor writes down the outcomes of the committee meeting in a short written summary that will be shared with the candidate, the other supervisors and the graduate committee.

Please note that ALL parts of the form need to be filled in, to ensure a fair and equal process among schools and candidates.

Steps to take

Month	Week	Supervisor(s)	Candidate
8	1	First supervisor asks candidate to prepare progress report on the basis of the form	Has three weeks to make the report
	2	Forwards report to other supervisors	Hand in report
<i>Please note that 'report' has an inclusive meaning: the candidate can choose their own medium or format to show progress, in consultation and agreement with their supervisors.</i>			
9	1	Each supervisor writes an individual evaluation of between 100 and 400 words	Discuss outcome of 9 month progress with supervisors
	2	Supervising committee discusses progress and their evaluations in a joint meeting and decides on the advice that the candidate gets	
	3	Give, in a written advice, concrete suggestions that would improve the work of the candidate and discuss those in a personal meeting with the candidate. Sent progress of the candidate and comments of the supervision committee to GC for advice.	
Improvements (if necessary)			
10-11		Provide guidance	Work on improvements
12	1-2	Ask for adjusted progress report	Make adjusted report

	3	Forwards report to other supervisors		
		Each supervisor writes an adjusted individual evaluation of between 100 and 400 words		
	4	Communicate outcomes to candidate		Discuss outcome of final go/no-go decision with the committee
		Go	No - go	
		Inform HR of the school of the decision. Sent report to GC - adjusted candidate report - adjusted supervisor evaluations - adjusted summary of joint assessment meeting	Engage school HR to terminate contract	

9 months form for PD candidate Arts and Creative

Name candidate	
School	
Starting date	
% fte	
First supervisor	
Second supervisor	
Professional supervisor	
Professional supervisor	

Documents received	Date received
Candidate report	
Advice first supervisor	
Advice second supervisor	
Advice professional supervisor	
Advice professional supervisor	

Evaluation

1. Comparison to the time schedule and milestones laid down in the Research Plan

Proposed in the research plan	Achieved or adjusted

2. Agreements about assessment that the candidate and the supervisory committee have made in the Training and Supervision Plan

Proposed in the T&S Plan	Achieved or adjusted

3. Supervision meetings

This is especially relevant material for understanding at the level of the pilot as whole, what the various practices of supervision are.

With whom	When (date) and why (topic of discussion)

4. Reflection on the work of the candidate in comparison to the learning goals of the PD (see appendix for detail), based on the four individual reports (of max 1 A4). Please note that the first four learning goals correspond with the four roles of researcher, innovator, professional and change-agent

Doing artistic and/or design research	
Co-Creating innovations	
Acting in a professional manner	
Enabling change	
Proficiency in a diversity of forms of dissemination and communication	

5. A short summary of the outcomes of the committee meeting, written by the first supervisor

6. Final assessment, go or no-go

Date

Signatures of supervisors

5. RESIT PROCEDURE

Resit Procedure for Compulsory Modules for PD Candidates:

Initial Assessment:

After completing a compulsory module, PD candidates receive a certificate of participation. In addition, they are required to produce a reflection on the module—this can take any form—and include it in their portfolio. The course leaders do not provide feedback on this reflection. Instead, it is the responsibility of the supervisors to assess whether the candidate has integrated the course meaningfully into their research practice and documented this appropriately through their reflection.

Resit Options:

- **Option 1:** Retake the module in a different academic year.
- **Option 2a:** Follow a substitute course. The lecturer of the original module will assess whether the proposed course is an appropriate replacement. Approval from the supervisor is also required.
- **Option 2b:** Design an individual replacement program in consultation with the lecturer and the supervisor. This tailored alternative must be approved by both.

Application:

PD candidates must inform their supervisory team and the programme manager if they intend to resit a module. Applications for substitute courses or individual programs must be submitted using the official resit request form, which you can find on the Research Catalogue: <https://www.researchcatalogue.net/view/2952757/3324586>

6. CURRICULUM SCHEDULE

Cohort	Module	Year (within cohort)	Academic year	Retake the course (1)	Retake the course (2)
1	Ethics	1	2023-2024 (Fall)	2025-2026 Jan-Feb	2026-2027 Nov
1	Complex Research Environments	1	2023-2024 (Spring)	2025-2026 (Spring: May)	2027-2028 (Spring)
1	Creativity & Innovation	2	2024-2025 (Winter)	2026-2027 (Winter: Jan-Feb)	Please choose resit option 2a or 2b
1	Advances in Artistic & Design Research	1-2-3-4	ongoing		
1	Graduation	4	2026-2027 or 2027-2028		
2	Ethics	1	2024-2025 (Fall)	2025-2026 Jan-Feb	2026-2027 Nov
2	Complex Research Environments	2	2025-2026 (Spring: May)	2027-2028 (Spring)	Please choose resit option 2a or 2b
2	Creativity & Innovation	1	2024-2025 (Winter)	2026-2027 (Winter Jan-Feb)	Please choose resit option 2a or 2b
2	Advances in Artistic & Design Research	1-2-3-4-	ongoing		
2	Graduation	4	2027-2028 or 2028-2029		
3	Ethics	1	2025-2026 Jan-Feb	2026-2027 Nov	Please choose resit option 2a or 2b
3	Complex Research Environments	1	2025-2026 (Spring: May)	2027-2028 (Spring)	Please choose resit option 2a or 2b
3	Creativity & Innovation	2	2026-2027 (Winter Jan-Feb)	Please choose resit option 2a or 2b	Please choose resit option 2a or 2b
3	Advances in Artistic & Design Research	1-2-3-4-	ongoing		
3	Graduation	4	2028-2029 or 2029-2030		

4	Ethics	1	2026-2027 Nov	Please choose resit option 2a or 2b	Please choose resit option 2a or 2b
4	Complex Research Environments	2	2027-2028 (Spring)	Please choose resit option 2a or 2b	Please choose resit option 2a or 2b
4	Creativity & Innovation	1	2026-2027 (Winter Jan-Feb)	Please choose resit option 2a or 2b	Please choose resit option 2a or 2b
4	Advances in Artistic & Design Research	1-2-3-4-			
4	Graduation	4	2030-2031		