



**Koninklijk
Conservatorium**

**Royal
Conservatoire**

**Hogeschool der Kunsten
Den Haag
University of the Arts
The Hague**

Professional Integration Statement Royal Conservatoire

At the Royal Conservatoire we endeavour to provide musicians and dancers with the best possible preparation for a professional career. Recent research by the Research Centre for Education and the Labour Market (ROA) has shown that, contrary to popular belief, the career opportunities for graduate musicians are good. Almost 95% of graduates find a job at least at HBO level within five years and are more often satisfied or very satisfied with their job than HBO graduates working in other sectors. The average gross salary earned by individuals in this group has also risen by more than 25% in the last few years.¹

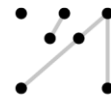
Students at our institute are prepared for their future national and international professional practice in various ways. Our point of departure is that musicians and dancers must be trained to the highest possible artistic standard if they are to be able to compete in the labour market in the Netherlands and elsewhere in the world. Our students develop their artistic skills under the guidance of teachers who have their own professional practice as artists. We test the results of our education against international standards by appointing international examiners and arranging visitations by international panels. We also ensure that our curriculum matches the requirements of the profession for which we are training the students by inviting representatives of the profession to critically review our programmes and by tailoring the curriculum to internationally recognised learning outcomes that have been formulated in consultation with the profession.²

We also recognise how important it is for the professional preparation of our students that they come into contact with professional situations during their studies. We have therefore established a number of unique Master programmes in collaboration with professional partners:

- Master Chamber Music – with the Osiris Trio and Calefax Reed Quintet
- Orchestra Master – with the Residentie Orkest
- Master Ensemble Percussion – with Slagwerk Den Haag
- National Master Orchestral Conducting – with various Dutch symphony orchestras

¹ Further information about the position of artists on the labour market can be found on the website and in a factsheet of the Association of Universities of Applied Sciences: <http://www.vereniginghogescholen.nl/actueel/actualiteiten/sterke-arbeidsmarktpositie-of-creatief-opgeleide>.

² Learning Outcomes of the European Association of Conservatoires (AEC): see <https://www.aec-music.eu/projects/current-projects/full-score/b1-learning-outcomes-working-group>.



- Master Ensemble Singing – with the Nederlands Kamerkoor
- Master Ensemble Academy – with a range of Dutch professional ensembles and concert halls (Asko|Schönberg, Calefax, Ensemble Klang, New European Ensemble, Slagwerk Den Haag, Theater Korzo in The Hague, Muziekgebouw aan 't IJ in Amsterdam)
- Master Early Music – regular joint projects with the Orchestra of the Eighteenth Century and Holland Baroque
- Music Master for New Audiences and Innovative Practice (NAIP) – in association with companies, institutions, social partners and venues
- Master specialisation aus LICHT – with De Nederlandse Opera and the Holland Festival
- Dutch National Opera Academy – with De Nederlandse Opera
- Master Music Education and the Master Specialisation Music Education Kodaly – with various partners in the field of education.
- Sonology Master 'Instruments and Interfaces' – with STEIM (STudio for Electro-Instrumental Music)
- Master This is Music-theatre Education (T.I.M.E.) – with De Veenfabriek and social partners

These Master programmes integrate teaching and practice, giving students a realistic impression of the profession and therefore the best possible preparation for the reality of professional practice. Many new ensembles emerge from our programmes, but our students also provide a boost for innovation by our partners in the professional practice.

The Bachelor of Dance programme works closely with the Nederlands Dans Theater (NDT). The Conservatoire is also an active member of RENEW (Reflective Entrepreneurial Music Education World Class), a project organised under the EU's ERASMUS+ programme and coordinated by the European Association of Conservatoires (AEC), which is dedicated to developing a number of joint European modules to promote the teaching of entrepreneurial skills in higher music education.

The importance that the Royal Conservatoire attaches to active collaboration will be confirmed and further intensified from 2020, when the Conservatoire will move into the new Education and Cultural Centre in the centre of The Hague, together with the Residentie Orkest and the NDT.

In addition to the specialised courses, the general curriculum includes a wide range of courses designed to teach students the skills they will need to find work in the multifaceted profession they will be entering, usually as independent entrepreneurs.



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The following courses are specifically devoted to the students' professional development, as opposed to their artistic training.

Bachelor programmes		
Course title	Content	Departments
Tutoring and Portfolio	In the first three ³ years of their Bachelor course, students are supervised by a tutor who helps them to reflect on their studies. An important component of the curriculum is the production of a portfolio, the purpose of which is to help students to become 'reflective practitioners', individuals who are able to operate independently in a constantly changing profession.	All departments
Preparation for Professional Practice	A mandatory course for fourth-year Bachelor students in which the entrepreneurial and organisational aspects of a musician's career are explained by and discussed with visiting professional musicians.	All performing departments, Art of Sound
Career Development Office	The Career Development Office (CDO) helps students of the Royal Conservatoire to arrange concerts and other events outside the institute. Bachelor and Master students can earn credits for professional activities that are organised outside the Conservatoire via the CDO. In this way, the students are encouraged to take responsibility for organising their own professional activities.	All departments
Educational Skills, Ensemble Leading, Musicianship Methodology	Every student who plays an instrument or sings follows courses devoted to the practice of teaching. Students who wish to gain additional expertise in teaching music can also follow the three-year Minor in	All performing departments and Sonology department

³ In Art of Sound: four years.



	Education, for which a certificate is awarded.	
Leading Workshop	This is a course tailored to composers and sonologists, in which they learn to work in educational contexts and explore how to communicate about their work with a variety of target groups.	Composition, Sonology
Internship	A practical internship is an important component of the Bachelor curriculum in some departments.	Art of Sound, Music Teaching
Training Orchestral Parts	This course teaches students who play an orchestral instrument the ins and outs of playing in an orchestra. Trial auditions are also organised during the course and constitute an important element of the students' preparation for a professional practice playing in orchestras and ensembles.	Classical Music
Chamber Music / Orchestral Projects / Authentic String Quartet / Combo	Ensemble playing is a key element of the curriculum in the Classical Music, Early Music and Jazz departments. In orchestras, ensembles and combos – where possible assembled and organised by the students themselves – the students are not just learning how to play music, but also how to work together and organise projects and acquiring intercultural skills.	Classical Music / Early Music / Jazz
Sound Engineering	Sonology students receive regular lessons in technical and logistical aspects in the course of the preparations for the five public concerts of electronic music that are organised in the Conservatoire's concert halls during the school year. They organise these concerts as a team and the knowledge they acquire in the process significantly enhances their professional prospects as it is not confined to particular genres. The annual end-of-year	Sonology



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	presentations take the form of a four-day mini-festival during which the students are also responsible for the engineering.	
Computer Programming	Sonology students follow a relatively large number of technical courses during their programme. They learn various computer languages, basic electronics, the natural principles of sound, studio technology, etc. All of these subjects are taught in an artistic context. The knowledge they gain enhances their prospects of a career in the creative industry.	Sonology
Composition Projects	A large part of the curriculum of the composition department is dedicated to projects. Students are given specific assignments to compose works for a particular professional (and sometimes social) context.	Composition
Electives and Minors	Every Bachelor student has the opportunity to shape his or her own curriculum by selecting a number of electives and minors. As well as the Conservatoire's own range of courses, students can also choose from the courses offered by Leiden University and Codarts. The menu of elective subjects includes modules on production, entrepreneurship and cultural management.	All departments



Master programmes		
Research	'Musicians' Research and Development' plays a crucial role in the Master programmes at the Royal Conservatoire. By conducting (artistic) research students further develop the skills they have acquired in the tutorials in the Bachelor programme on their way to becoming 'reflective practitioners' who are capable of operating independently in a constantly changing professional practice.	All Master programmes
Performance & Communication, Project Management & Entrepreneurship	These two modules have been developed within the European Master of Music 'New Audiences and Innovative Practice' (NAIP) and will gradually be introduced in every Master programme. The Performance & Communication module focuses on the artist's relationship with the audience and creating new audiences, while Management & Entrepreneurship teaches the students commercial skills.	Master Jazz, Master Early Music, Master of Singing, Master Chamber Music, Master Ensemble Academy, Master aus LICHT
Professional Integration Coaching	As a follow-up to the two aforementioned modules, for two years students receive advice from an external 'professional integration coach' (usually an expert from the professional practice) who helps them, individually or in small groups, to achieve their professional ambitions by organising their own Master's graduation project (for example, a series of concerts, a tour or a recording). Learning by doing at its best!	Master Jazz, Master Early Music, Master of Singing, Master Chamber Music
Music and Dementia	The elective 'Music and Dementia', which is organised by the Master 'New Audiences and Innovative Practice' (NAIP), prepares students for a new professional activity – performing in residential homes for the elderly, particularly for patients suffering from dementia.	Master 'New Audiences and Innovative Practice'