

**Royal
Conservatoire
The Hague**

**Study Guide
Dance
2026/27**



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Colophon

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The Hague 2026
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About this Study Guide

Welcome to Royal Conservatoire Dance. This guide provides information about your programme. It serves as a reference during your studies, helping you understand the curriculum, what is expected of you, and where to go for questions or support.

The study guide consists of three parts:

- **Royal Conservatoire Dance**
For all dance students and pupils. It includes information on the educational structure, teaching staff, support, practical matters, performance experience, and presentations.
- **School for Young Talent Dance**
For pupils combining dance training with primary or secondary education at the School for Young Talent. This section explains the curriculum per year, courses, and guidance.
- **Bachelor of Dance**
For students in the higher education programme. It covers objectives, features, learning outcomes, curriculum, internships, guidance and assessments.

Additional resources

In addition to this guide, the following resources are important:

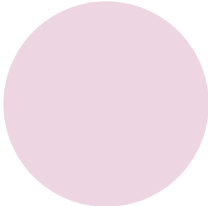
- **Curriculum Handbook Bachelor Dance**
Course descriptions, learning objectives, content, and assessments.
- **Admission and Assessment Policies Royal Conservatoire Dance**
Information on the processes and procedures for admission to and assessments in Royal Conservatoire Dance.
- **Higher Education (hbo) Study Guide of the Royal Conservatoire**
General information for all higher education students.
- **KC Portal**
The Conservatoire's digital platform with Dance schedules and department updates, and general news and activities.

Keep this guide safe and consult it regularly. Questions? Contact your mentor, coordinator, or study advisor.



 **Royal
Conservatoire
Dance**

 School for
Young Talent
Dance

 Bachelor
of Dance

Introduction

Royal Conservatoire Dance is a place where emerging artists develop a strong technical foundation alongside the versatility, curiosity, and resilience required for a career in today's international dance landscape.

The programme is grounded in classical and contemporary dance as distinct professional movement languages. It prepares students to enter the field of mixed-repertoire dance companies as collaborative, creative, and independent performers with a clear artistic identity.

The programme integrates daily classical and contemporary training as a unified practice. Ballet and pointe work are approached as living techniques that support alignment, clarity, and range, while virtuoso training, partnering, and variation work develop coordination, musicality, and stylistic adaptability. Contemporary techniques and improvisation further extend this vocabulary, fostering responsiveness, creativity, and collaborative awareness.

Classical and contemporary repertoire form central pillars of the curriculum. Students work with a broad range of material, from classical and neo-classical works to contemporary repertoire linked to Nederlands Dans Theater (NDT) and various Dutch choreographic voices. This supports fluency across styles and the ability to perform with precision, nuance, and interpretative depth. Workshops with leading choreographers provide direct insight into current professional practice and creative processes.

Supporting studies such as dance history, career orientation, solo creation, and individual study trajectories strengthen students' ability to contextualise their practice and take ownership of their artistic development. The programme maintains a holistic approach, recognising the connection between physical capacity, mental focus, and artistic performance, supported by physical conditioning and reflective or restorative practices.

The school is a member of Assemblée Internationale (organised by Canada's National Ballet School), a quadrennial festival and congress for students and artistic directors of international dance institutions. It collaborates with various international partners in Europe and beyond and is a partner school of the Prix de Lausanne.

Royal Conservatoire Dance is part of the Faculty of Music and Dance at the University of the Arts The Hague, established through the merger of the Royal Conservatoire and the Royal Academy of Art The Hague.

Further information can be found in the higher education study guide of the Royal Conservatoire or at [koncon.nl](https://www.koncon.nl).

History

Royal Conservatoire Dance was founded to serve students of the 'Programme for the Art of Dance'. The programme focuses on ballet, contemporary and modern dance techniques and is intended for students aged 10 to 20. The final phase of the programme coincides with the Bachelor of Dance.

The programme began in 1956 under the leadership of Sonia Gaskell (1905–1974), then artistic director of the Nederlands Ballet – a company that partly merged with Dutch National Ballet in 1961. The initial teaching method was based on the English ballet syllabus. British dance pedagogue Valerie Adams, affiliated with the Sadler's Wells School, was appointed as principal teacher.

In 1968, general director Jan van Vlijmen commissioned a new training plan in consultation with the professional field. On the recommendation of Jan van Vlijmen and Benjamin Harkarvy (then director of Nederlands Dans Theater), Richard Gibson – a former dancer with the Joffrey Ballet and ballet master at NDT – was appointed assistant director in 1971. In 1973, Dutch ballet pedagogue René Vincent succeeded him.

Ten years later, Marian Sarstädt, a former NDT dancer and ballet master at Scapino Ballet, became director. Under her leadership, ties between the programme and the professional field were further strengthened. This led to an intensive collaboration with NDT, especially during the artistic directorship of Jiří Kylián. Thanks to Sarstädt's international network, including her position as a jury member for the Prix de Lausanne, the programme gained a strong international reputation. In 1999, she became artistic director of NDT, while continuing to lead the programme for another two years.

In 2002, Wim Broeckx became director. He was a former principal dancer and assistant artistic director at Dutch National Ballet and served as artistic president of the Prix de Lausanne. In 2011–2012, alumna Nancy Euverink succeeded him. She had been a leading dancer at NDT with an international career as a teacher, ballet master and choreographic assistant. She led the programme until the 2013–2014 academic year.

From September 2014 to January 2026, Jan Linkens was Director of Royal Conservatoire Dance. He is an alumnus of the programme, choreographer and former dancer with Dutch National Ballet. Previously, he was artistic director of Tanztheater der Komische Oper Berlin and Internationaal Danstheater.

From January 2026, François Petit took up the position of Head of Royal Conservatoire Dance, guiding the department into a new chapter of its artistic and educational development.

He is an internationally recognised dancer, rehearsal director, and educator with more than three decades of experience. He trained at the Conservatoire National Supérieur de Musique et de Danse de Paris and danced with companies including Ballett Zürich and Deutsche Oper am Rhein. He later worked as a ballet master and guest teacher with institutions such as Nederlands Dans Theater (NDT), Opernhaus Zürich, La Scala di Milano, and Les Ballets de Monte Carlo, specialising in repertoire coaching and dancer development.

Structure of the programme

Royal Conservatoire Dance offers a continuous learning pathway that supports development into a professional performing dance artist – from orientation to the bachelor phase. Each part of the pathway reflects the programme's vision of developing the dancer of the future: a technically versatile artist trained in ballet and contemporary techniques, distinguished by artistic curiosity, openness, craftsmanship, and a strong sense of commitment and ambition.

Young KC Dance

Royal Conservatoire Dance offers an orientation programme called Young KC Dance for children in Years 5 to 8 of primary school.

The programme serves as a first introduction to the working methods of professional dance training. Alongside preparation in classical ballet technique, emphasis is placed on individual expression, coordination, musicality, rhythm, focus, and collaboration. It is designed as preparation for the entry audition for School for Young Talent Dance.

The entry audition assesses physical ability, creativity, musicality, and developmental potential. When the outcome is positive, participants are invited to join the programme.

The orientation programme consists of three tracks:

- Young KC Dance 1: Saturday classes from September to June
- Young KC Dance 2: Wednesday and Saturday classes from September until the entry audition
- Young KC Dance Extra: Wednesday and Saturday classes from January until the entry audition

After a successful entry audition for School for Young Talent Dance, candidates continue with Entrance Classes on Wednesdays and Saturdays in April, May, and June, prior to starting their vocational training within Royal Conservatoire Dance.

School for Young Talent Dance

For over 60 years, the School for Young Talent has combined general education with professional dance, music, and later visual arts training. From Year 7 of primary education through to the final years of havo or vwo (pre-university education), pupils follow an integrated curriculum in which school and dance schedules are fully aligned. Progression to higher education in Dance takes place through an entrance assessment.

Pupils train daily in ballet, pointe or jump technique, modern dance, physical conditioning, and repertoire, alongside subjects such as partnering, hip-hop, and flamenco. Studio presentations and the annual Final Performances are an integral part of the programme.

More information: svjt.nl

Primary Education (Years 7–8)

Pupils in Ballet Groups I and II follow regular primary school classes five days a week, combined with approximately 12 hours of dance training. The programme includes ballet, creative dance, music, and PBT (Progressing Ballet Technique). Rehearsals and performances (such as the Winter Project and Final Performances) also take place in the evenings and at weekends.

Secondary Education (havo/vwo Years 1–2)

Pupils in Ballet Groups III–V receive 14–15 hours of dance training per week. Training includes ballet, pointe, jumps, modern dance, hip-hop, and flamenco. Rehearsals and performances are occasionally scheduled in the evenings and at weekends.

Upper Secondary Education (havo/vwo Year 3 to final year)

From Ballet Group VI onwards, pupils receive 15–17.5 hours of dance training per week, including Saturdays. The curriculum includes ballet, pointe, jumps, partnering, modern dance, flamenco, repertoire, variations, and solo work. Weekend rehearsals and performances take place throughout the year.

Bachelor of Dance

The Bachelor of Dance is the final phase of the dance training programme. Pupils from the School for Young Talent can continue to the higher education level via an entrance assessment and audition. Students with an equivalent preparatory education from elsewhere may also apply for entry to the Bachelor of Dance.

Students train six days a week, taking between 38 and 42 hours of dance classes. The curriculum includes ballet, pointe and virtuosic technique, partnering, modern and contemporary dance, ballet repertoire, and repertoire from Nederlands Dans Theater and various Dutch choreographic voices. Improvisation and solo creation are also part of the programme.

In addition to practical courses, students follow theoretical courses such as dance history, career planning, and the development of a personal solo and study plan. Weekly lessons include yoga, Pilates and body conditioning.

More specific information about the Bachelor of Dance can be found later in this guide, from page 45 and in the Curriculum Handbook Bachelor Dance at koncon.nl.

Artist Certificate Dance

The Artist Certificate Dance is a one-year follow-up programme for graduate dancers at higher professional education (hbo) level or equivalent. The programme offers space to deepen artistic and professional skills and to gain stage experience in a professional environment.

Bachelor of Dance students and Artist Certificate Dance participants work together and take part in classes, presentations, projects and performances. For performances, they form the Royal Conservatoire Dance Ensemble. This ensemble presents performances that align with the artistic profile of the programme.

Participants may be part of the ensemble for one to two years. Upon successful completion, the Artist Certificate Dance is awarded.

More information is available at: koncon.nl/dance-ensemble

Entry

Entry to the Artist Certificate Dance and/or the Royal Conservatoire Dance Ensemble is open to:

- Graduates of Royal Conservatoire Dance
- External candidates through audition

Criteria

- A high artistic and technical level (assessed through an audition)
- A written motivation, which will be discussed during an interview
- Sufficient command of English to actively participate in the programme and collaborate with other students

The entry requirements are the same as for the Bachelor of Dance. For more information, see the Bachelor of Dance admission page on koncon.nl.

Contact and team

Address

Royal Conservatoire – University of the Arts The Hague

Visiting address

Spuiplein 150
2511 DG The Hague

Postal address

Turfhaven 7
2511 DK The Hague

+31(0)70 315 1515
koncon.nl

All dance classes take place in the Royal Conservatoire building, located in Amare in The Hague.

Dance classes are held in five state of the art ballet studios located in a dedicated dance section of the conservatoire. Presentations and performances take place in various halls within Amare.

Staff

François Petit (head of Royal Conservatoire Dance)

Bastian Manders (coordinator Royal Conservatoire Dance)

Marise Ancher (coordinator Auditions and

Medical Support Team)

Marishka van Loon (coordinator Planning and Projects)

Vincent Ardjosemito (Education support)

Teachers

Ballet

Thiago Bordin
Sabine Chaland
Tessa Cooke
Esther Protman
Mariette Redel
Marjolein Rooduijn
Aki Saito
Victor Swank

Flamenco

Mascha Meijman

Creative Dance

Mariette Redel

Modern and Contemporary Dance

Mario Camacho
Isabelle Chaffaud
Joan van der Mast
Jerome Meyer

Repertoire Dutch School

Mariette Redel

Dance Now – Discourse

Jacq. Algra

Study guidance

Jacq. Algra

Internship Supervision

Jacq. Algra
François Petit

Yoga/Pilates

Jane Poerwoatmodjo
Paulina Vasquez Iduma

Physical Training

Rob van Leeuwen

Young KC Dance

Pascale de la Fuente
Simon Granit Ossoinak
Mascha Meijman
Carolijn Moulen Janssen
Diogo Nogueira
Marjolein Rooduijn

Guest choreographers and guest teachers, amongst others:

Eric Beauchesne (Kidd Pivot/Pite)

Craig Davidson

Elena Vostrotina (Semperoper Ballet Dresden)

Marlene Wolfe (Introdans)

Leo Lerus (Sharon Eyal Dance)

Iratxe Ansa & Igor Bacovich

(Metamorphosis dance)

Garret Smith

Roslyn Anderson

Lydia Bustinduy (NDT)

Aurelie Cayla

Nils Christe

Yvan Dubreuil

Karine Guizzo

Johan Inger

Jiří Kylian

Ralitza Malehounova

John McFall

Paige McFall

Dimo Milev

Aya Misaki

Crystal Pite

Jiří Pokorný

Sarah Reynolds

Valentina Scaglia

Elke Schepers

Michael Schumacher

Tobi Tanate

Didy Veldman

Marilva Vismale

Medhi Walerski

Stefan Zeromski

Musical accompaniment

Coordination

Edward Ferdinand

Piano

Martin van Broekhoven

Carlos de Ema Lopez

Edward Ferdinand

Eri Hayase

Kanako Inoue

Leo Lehtinen

Reza Namavar

Albena Stoyanova

Gerard Vogel

Sara Zamboni

Guitar and Percussion

Arturo Ramon

Medical Support Team

Kaj Wage (paediatrician and head)

Mara Tar (physiotherapist)

Marjolein Rooduijn (exercise coach)

Julie Winson (nutritionist)

Florine Beentje (dance mentor)
Joost van Linge (orthopaedic surgeon)
Patrick Maathuis (orthopaedic surgeon)
Marise Ancher (coordinator)

Reception School for Young Talent / Dance

Yolanda van den Heuvel
Eliani de Leon Rosado
Frederike Visser

Guidance

This chapter provides information about guidance for all pupils and students. More specific information for the School for Young Talent Dance can be found later in this guide, from page 37, and for the Bachelor of Dance from page 45.

Student Counsellor

Student counsellor Elke de Roos (e.deroos@koncon.nl) offers information, advice, and guidance regarding your academic path or personal circumstances. You may contact her on your own initiative, or on recommendation of the Dance department's management, potentially in consultation with the medical team. All conversations are confidential.

The student counsellor will work with you to find solutions and next steps that support your wellbeing and study progress. Both pupils from the School for Young Talent Dance and students in the Bachelor of Dance programme may contact the student counsellor.

Medical Support Team

Royal Conservatoire Dance has its own medical support team. This team supports dance pupils and students with health and wellbeing. Through preventive care, targeted treatments and interdisciplinary collaboration, the team provides a safe and healthy learning environment. This enables students to pursue their artistic ambitions responsibly.

Paediatrician

Prior to the start of the programme, all incoming students undergo a medical intake assessment by a paediatrician. A medical check-up is conducted annually thereafter. A questionnaire is completed in advance, and the appointment is attended either with a parent/guardian or independently.

Physiotherapist

Upon entry to the programme, a physiotherapy intake is scheduled to assess physical capacity. During the academic year, consultation hours are available on Mondays and Thursdays. Theory classes in injury prevention and anatomy form part of the curriculum.

Exercise Coach

The exercise coach offers weekly sessions for injured students, with the aim of safely returning to regular dance classes. A personal training programme is created in consultation with the physiotherapist.

Nutritionist

The nutritionist provides individual guidance on diet and lifestyle, with a focus on health and performance. In addition, regular workshops and practical sessions are offered. A weekly drop-in session takes place every Monday. An annual screening is conducted, after which a brief report is shared with the students or, in the case of underage pupils, with their parents or guardians.

Dance Mentor

The mentor offers mental support and guidance. Appointments are available on Tuesdays and Wednesdays. These can be scheduled via the online system, directly with the mentor, or through the coordinator. Mental skills lessons are provided to all ballet groups.

Orthopaedic Surgeons

Royal Conservatoire Dance collaborates with orthopaedic surgeons from the Juliana Children's Hospital. Referrals are coordinated by the medical team's coordinator.

Appointments and costs

Appointments are scheduled during school hours where possible. Requests can be made by students, parents/guardians, teachers, or healthcare providers. The coordinator handles the planning of the appointments.

Annual screenings and check-ups are organised by the coordinator. Parents/guardians of underage students are informed via email or letter.

The medical intake (€100) and physiotherapeutic intake (€60) at the start of the programme are paid by the student. The annual paediatric check-up and appointments with the mentor are covered by the school.

Treatments provided by the physiotherapist, nutritionist, and orthopaedic surgeons must be covered by the student's individual health insurance. Royal Conservatoire Dance strongly recommends that students, or parents or guardians in the case of underage pupils, ensure that their health insurance provides comprehensive coverage for physiotherapy, medical treatment, and any related rehabilitation or recovery care, as these may be required during training.

For external treatments relevant to the programme, coordination with the medical team is required to ensure proper alignment with lessons and performances.

Student monitoring system

A personal file is kept for each student (see page 51 in the chapter *Bachelor of Dance* for more information). This includes study results and documents submitted during the admissions process.

In addition, like other departments at the Royal Conservatoire, the Dance department uses the OSIRIS system to digitally register and monitor study progress.

Dance Team meeting

Every six weeks, the dance team holds a meeting to discuss current study matters, regular education, student support, artistic projects and social safety. These meetings are documented in minutes. In addition, the team meets informally on a regular basis.

Inappropriate Behaviour Complaints Committee and Confidential Advisers Protocol

As part of the Code of Integrity of the University of the Arts The Hague, the institution has a Complaints Committee for Inappropriate Behaviour and a Protocol for Confidential Advisers

More information about these resources can be found in the general higher education study guide of the Royal Conservatoire and on the KC Portal.

Exam Committee, University Council and Study Programme Committee

At the Royal Conservatoire, several statutory advisory and decision-making bodies are in place:

Exam Committee

The Exam Committee independently and professionally assesses whether students meet the requirements of the Education and Examination Regulations (EER / OER) in terms of knowledge, understanding and skills. It plays an independent role in ensuring the quality of exams and assessments leading to a bachelor's or master's degree.

University Council

The University Council consists of representatives from both the Royal Conservatoire and the Royal Academy of Art. It includes teachers (from both higher education and the School for Young Talent), support staff and students. The Council discusses all matters affecting the university, with the aim of promoting openness, participation and transparency. It is involved in major decisions at the institution.

Study Programme Committee

The Study Programme Committee advises on (the application of) the EER and may also give solicited and unsolicited advice on all education-related matters.

More information is available in the general study guide of the Royal Conservatoire.

Practical information

House Guidelines – Royal Conservatoire Dance

At Royal Conservatoire Dance, we aim to create a focused, respectful, and inspiring place to learn and grow as a dancer. We expect all students and pupils to show dedication, concentration, and a positive work ethic, supporting each other in a professional training environment where focus, care, and teamwork are essential.

Together, we build a safe and structured learning community in which everyone can develop their skills, confidence, and artistic potential to the fullest.

Community and Conduct

- We treat each other with respect, kindness, and care at all times.
- We understand that we represent Royal Conservatoire Dance, both inside and outside the school, and act accordingly.
- We help maintain a positive, safe, and supportive atmosphere for everyone.

Environment and Shared Spaces

- We all share responsibility for keeping our environment clean, tidy, and pleasant.
- Changing rooms must be kept organised and free of clutter and waste.
- Eating and drinking are not allowed in the studios, except for water.

Classes and Professional Practice

- All classes start on time. Students and pupils are expected to arrive early enough to be ready and warmed up.
- The dress code must be followed. If the uniform or dress code is not correct, participation in class may be refused.

Personal Belongings and Lockers

- We take care of our own belongings and respect those of others.
- Valuables should always be stored in the lockers in the changing rooms. The school is not responsible for loss or theft.
- Lockers are mainly for clothing and personal items. School books, except those needed during the school day, should be kept at home.
- If damage occurs, students (or parents or guardians of minors) may be held financially responsible.

Attendance and Communication

- Requests for exemption from classes must be submitted in advance using the correct form.
- Absence due to illness must be reported by telephone to the reception of School for Young Talent / Dance.

Use of Devices and Privacy

- Mobile phones are not allowed in studios or teaching spaces.
- Photography and filming in changing rooms are strictly prohibited.
- Filming or photography in the dance department is only permitted with prior approval, including during open days, dance-along days, and performances.
- Sharing images of fellow students or pupils on social media or other online platforms without their consent is not permitted.

Health and Safety

- The possession or use of alcohol, drugs, tobacco, or vapes is strictly prohibited.

Clothing protocol

General guidelines

- Name labels must be attached to clothing and shoes.
- Clothing and shoes must be clean, well-fitting and in good condition
- No jewellery, watches or other accessories in the studio.
- Modest use of make-up is allowed.
- The use of leg warmers, cross-overs, etc. is coordinated with the teacher.
- No sweatpants or tracksuits during lessons.

Dress codes vary depending on the group and lesson type:

Girls – Orientation programme Young KC Dance 1, 2 and Entrance

- Soft pink ballet shoes (Capezio or Merlet Stella)
- Young KC Dance 1: pink ballet socks (Flevo Dance Wear)
- Young KC Dance 2 and Entrance: pink tights (Chacott)
- Black leotard 'Beatrice' (Danse d'Ariane / Flevo Dance Wear)
- Hair must be tied up

Boys – Orientation programme Young KC Dance 1, 2 and Entrance

- White ballet shoes (Capezio or Merlet Stella) with white socks (Freed)
- Tight-fitting underwear
- Black cycling shorts 'Rob' (Danse d'Ariane / Flevo Dance Wear)
- White sleeveless leotard 'Vince' (Danse d'Ariane / Flevo Dance Wear)

Girls/Ladies – SfYT Dance programme Groups I to hbo 4

- Soft pink ballet shoes (Capezio or Merlet Stella)
- Pink convertible tights (Chacott / Capezio)
- Black leotard 'Beatrice' (Danse d'Ariane / Flevo Dance Wear)
- Pointe shoes from Group III onwards (fitted by Royal Conservatoire Dance / Flevo Dance Wear)
- Hair must be tied up

Boys – SfYT Dance Ballet Groups I and II/IIA

- White ballet shoes (Capezio or Merlet Stella) with white socks (Freed)
- Tight-fitting underwear
- Black cycling shorts 'Rob' (Danse d'Ariane / Flevo Dance Wear)
- White sleeveless leotard 'Vince' (Danse d'Ariane / Flevo Dance Wear)

Boys/Men – SfYT Dance Ballet Groups III to hbo 4

- White ballet shoes (Capezio or Merlet Stella) with white socks (Freed)
- Dance belt (Bloch or Capezio)
- Black tights 'Robbert' (Flevo Dance Wear)
- White short-sleeved leotard 'Alberto' (Danse d'Ariane / Flevo Dance Wear)
- Cotton or leather belt

Modern Dance / Repertoire / Improvisation / Yoga / Body Conditioning / Pilates

- Coloured leotard
- Full-length tights or shorts (for barefoot work)
- Flesh-coloured ballet shoes (Sansha), pointe shoes or bare feet

Purchasing dancewear

Through Royal Conservatoire Dance, students can purchase ballet shoes, pointe shoes, tights and leotards.

At the beginning of the academic year, a costume fitting takes place for pupils from the School for Young Talent. Pointe shoe fitting days are organised throughout the year.

Lockers

At the start of the academic year, all students receive a locker in the changing rooms. Keys or access are arranged via the reception during the first week of the year. Lockers are mainly for clothing and personal items. School books, except those needed during the school day, should be kept at home. The school cannot be held responsible for any missing or stolen items.

Holidays and leave

Holiday schedule

Royal Conservatoire Dance follows a holiday schedule based on the guidelines of the Municipality of The Hague. Students have approximately twelve weeks of holiday per year.

The most up-to-date holiday calendar and building opening hours are available at koncon.nl.

Leave requests

For special leave – for example, for auditions, external projects or personal circumstances – the following applies:

- Leave must be requested at least one week in advance from the Dance department's management.
- Use the designated 'green form', available from the reception of the School for Young Talent / Dance.

Medical appointments

Appointments with a dentist, doctor, orthodontist or other healthcare provider should be scheduled outside of the dance timetable whenever possible, in order to preserve lesson continuity.

Reporting Illness and Recovery

Illness and recovery must be reported by phone daily between 08.00 and 08.30 to the reception of the School for Young Talent / Dance at +31 (0)70 315 1505.

Costs

Education

• Tuition fees

The amount of tuition depends on the programme and your personal situation. Current information is available at koncon.nl.

• Medical admissions intake

€115 (one-time fee, for the 2026–27 admissions intake)

• Performance attendance

Costs vary per season and production. Students will be informed in advance.

• Dancewear

Annual clothing costs (depending on level):

- Girls/Ladies: approximately €500 annually, and depending on pointe shoe usage.
- Boys/Men: approximately €300 annually.

Medical Support

Dutch Students

Medical costs are your own responsibility, but most are largely reimbursed through health insurance after a doctor's referral. Orthopaedic care is covered by the basic insurance.

Due to the physical nature of the programme, we strongly recommend taking out additional insurance, which may cover (extra) treatments such as physiotherapy, X-rays, MRI scans, dietetics and orthopaedics.

For students aged 18 and older, it is important that they and their parents/guardians review the insurance coverage carefully.

Nutrition advice at school by the nutritionist is provided free of charge.

International Students

International students must provide valid proof of insurance upon arrival in the Netherlands. This must include extensive coverage for at least: physiotherapy, orthopaedics, X-rays, MRI scans and blood tests.

This can be a policy from the student's home country, as long as it provides coverage in the Netherlands, or a Dutch health insurance policy. Please note: if the policy does not offer (full) coverage, all consultation and treatment costs will be at the student's own expense.

Parental Contribution – School for Young Talent

Current information about fees for the School for Young Talent is available at koncon.nl.

Financial support

In some cases, students can apply for financial support through various funds. The student counsellor can provide more information or refer you to the appropriate contact person.

The University of the Arts The Hague offers support through the following schemes:

- **Stichting Cultuurfonds School voor Jong Talent**
Financial aid for pupils of the School for Young Talent
- **Stichting DAMU – Travel cost reimbursement**
For dance and music pupils at the School for Young Talent. Applications must be submitted no later than 1 November of the current school year.
- **Dance Clothing Fund**
Part of the Cultuurfonds SvJT, specifically for pupils of the Dance programme.

It is also possible to submit a scholarship application to the Executive Board of the University of the Arts The Hague if paying tuition or participating in excursions is not or barely possible. These applications must also be submitted before 1 November of the current academic year.

DUO Grant

For information about government grants for tuition and school costs, please visit the website of Dienst Uitvoering Onderwijs (DUO) at: duo.nl.

General Liability Insurance and Accident Insurance

Parents or guardians of underage pupils, and (international) students, are strongly recommended to take out general liability insurance covering personal liability in the Netherlands.

This insurance covers damage or injury caused to third parties, as well as accidental damage to property, and is considered essential during the period of study and residence in the country.

In the event of an accident or injury, the student's own health insurance (or that of their parents or guardians, where applicable) is the primary source of cover.

For all activities that form part of the official curriculum, the University of the Arts The Hague has arranged additional accident and liability insurance.

Housing

As a student of the Royal Conservatoire, you are responsible for arranging your own accommodation.

An overview of options is available at studeerindenhaag.nl. Start your search early, as demand for student housing is high and waiting lists are common.

The main provider of student housing in the region is DUWO. More information: duwo.nl

Video, Photography and Interviews

Filming and photography are taking place at the Royal Conservatoire The Hague for promotional and archival purposes. Images and recordings may be used on our website, official social media channels and in printed publications.

If you prefer not to be photographed or filmed, please inform the photographer or videographer. For any questions, feel free to contact us at communicatie@koncon.nl.

For all media requests, always contact the Dance department management first.

Stage experience, Presentations and Open Days

During the programme, students have many opportunities to gain valuable stage experience. They share their work in studio evenings, Open Days, recruitment events, internal projects, and the annual Final Performances.

These moments are an essential part of their training. They allow students to apply what they have learned in the studio and to become familiar with key aspects of professional practice, such as working with choreographers, participating in rehearsals, and engaging with stage and theatre production processes.

The selection of repertoire, programming, casting, and the allocation of roles are carefully coordinated by the artistic and educational team of Royal Conservatoire Dance, in line with the overall learning goals of the programme and the development of the students.

Winter Project

The Winter Project focuses on presenting skills and repertoire developed during lessons. All levels present short choreographic works that reflect elements of the curriculum. Friends, family, and other interested audience members are warmly welcome to attend these performances.

Nederlands Dans Theater

Royal Conservatoire Dance collaborates closely with Nederlands Dans Theater (NDT). This creative exchange is designed to support the transition between training and professional dance practice.

Working directly with NDT choreographers and répétiteurs, students engage with excerpts from the company's repertoire and gain insight into, and experience of, their creative processes.

Open Days, Dance Along Day and Boys' Day

During these events, pupils and students present their work to a broad audience, including prospective pupils and students. The Open Days are primarily intended for young dancers who are considering applying and discovering the programme for the first time.

To keep these days focused and meaningful for new visitors, parents of current pupils are kindly requested not to attend the Open Days. Instead, there is a special opportunity for parents or guardians to visit the school during the Open Studio Days, where they can see the work their children are developing in a more informal setting.

Final Performances Royal Conservatoire Dance

The school year concludes with a series of performances in the Danstheater of Amare, featuring all levels.

Open Studio Days

During Open Studio Days, parents and guardians are warmly invited to observe dance classes and see the work that pupils and students are developing in the studio.

Presentation of Ballet Variations and Self-Choreographed Solos (hbo)

Students perform their exam pieces – a ballet variation and a self-choreographed solo – for an audience.

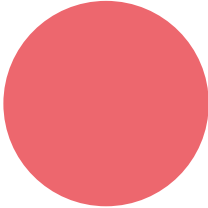
ChoreoComp Presentation (hbo and Artist Certificate)

Students present the results of a choreographic creation process with three selected choreographers and composers during the Start-Up! week of the academic year.





 Royal
Conservatoire
Dance

 **School for
YoungTalent
Dance**

 Bachelor of
Dance

Overview of the study programme

Ballet Groups

Ballet Group I

Primary School Year 7 – SfYT

Ballet Group II and IIA

Primary School Year 8 – SfYT

Ballet Group III

Secondary School Year 1 – SfYT

Ballet Group IV

Secondary School Year 2 – SfYT

Ballet Group V

HAS 3-SfYT

Havo 3-SfYT

Vwo 3-SfYT

Ballet Group VI

HAS 4-SfYT

Havo 4-SfYT

Vwo 4-SfYT

Ballet Group VII

Havo 5-SfYT

Vwo 5-SfYT

Ballet Group VIII

Vwo 6-SfYT

Hbo-3 Bachelor Dance

Hbo-4 Bachelor Dance

Assessment and reporting

Pupils receive two reports per year based on an assessment class. Each age group is evaluated to determine whether learning goals have been achieved. The assessment is conducted by a panel of teachers and external professionals.

Key selection moments

Primary School Year 8	Ballet Group II	Decision regarding transfer to secondary education, e.g. the School for Young Talent
Secondary School Year 2	Ballet Group IV	Selection of school profile
Havo 5 or vwo 6	Ballet Group VII/VIII	Selection (via audition) for the Bachelor programme

Each year, based on the reports and the results of the annual assessment classes in March/April, the Head of the Dance Department confirms whether a pupil may continue in the programme in the following school year or whether continuation will not be possible. This decision takes the key selection moments into account but is not limited to them.

Transition to Higher Education

Ballet Group VII/VIII is the final stage of the preparatory programme, directly preceding higher education (hbo). The final assessment in this group forms part of the audition (the entrance exam) for the Bachelor of Dance.

An average grade of at least 6.5 must be obtained to enter the Bachelor programme.

Dance subjects

Ballet

Pupils take daily ballet classes based on a syllabus adapted per academic year. Each year has specific objectives in coordination, musicality and technique.

Pointe Technique and Virtuosoic Technique

These classes extend the ballet training. From Ballet Group III onwards, pupils receive weekly pointe technique or virtuosoic technique classes, depending on their training pathway. Virtuosoic technique focuses on jumps, turns, and strength.

Partnering

Partnering lessons develop lifting and partnering technique, with a focus on cooperation, physical coordination, and partner alignment.

Flamenco

Students learn the basics of this Spanish dance form: hand movements, footwork, and dynamic grace, with emphasis on rhythm, musicality and group work.

Creative Dance / Modern Dance

Pupils in Ballet Groups I and II take creative dance to prepare for modern dance (from Ballet Group III). These classes stimulate expression, imagination and the development of personal dance vocabulary.

Ballet Variation

Pupils are introduced to solo works from the classical ballet repertoire, focusing on technique, presentation and interpretation.

Ballet, Modern and Contemporary Repertoire

Pupils perform works from the 19th century, neoclassical repertoire and contemporary/modern pieces. Technical skills from ballet, partnering and modern classes are applied.

Progressing Ballet Technique (PBT)

A physical training method using ballet-specific exercises and props to develop strength, balance and technique.

Mental Skills

Dance not only challenges the body, but also places significant demands on the mind. To support students throughout their studies and prepare them for the professional field, sessions on 'Mental Skills' are offered. During these sessions, students gain insight into how skills such as resilience, a growth mindset, and emotional regulation are essential for a successful career. These sessions offer a combination of theoretical psychological knowledge, self-reflection, and open group discussions.

Pupil guidance

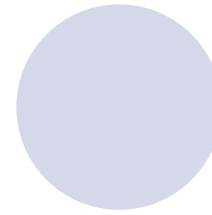
This section provides information specific to pupils of the School for Young Talent Dance. General information about student guidance at Royal Conservatoire Dance is provided earlier in this guide, from page 21.

Pupil supervisor

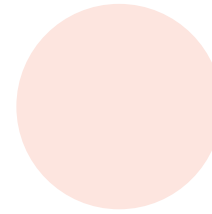
Pupil guidance at the School for Young Talent operates on multiple levels and is coordinated by the school's leadership team. This team ensures regular alignment between all involved.

The care protocol outlines the roles and responsibilities in support processes. An overview of confidential advisers, school counsellors, mentors, coordinators and their contact details can be found at: svjt.nl.

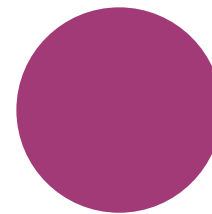




Royal
Conservatoire
Dance



School for
Young Talent
Dance



**Bachelor of
Dance**

Objectives, features and learning outcomes

Objectives

- To provide a high-level learning environment for students with exceptional dance talent, where artistic, technical, and personal development are equally valued.
- To support students in developing the competences required for a professional career in dance (see final qualifications and sub-competences).
- To encourage the development of independent, self-aware, and reflective dance artists.
- To equip students with the technical, musical, and artistic skills needed to work in both classical and contemporary repertoire companies within today's international dance field.
- To introduce students to the repertoire and working methods of Nederlands Dans Theater (NDT).
- To introduce students to various Dutch choreographic voices, historically recognised for their creativity, clarity of structure, spatial awareness, virtuosity, and musicality.
- To prepare students for the transition into professional dance practice with confidence and artistic maturity.
- To build a strong foundation for continued artistic and technical development.

Features

- A focused and carefully structured learning environment with room for individual attention and guidance.
- A programme with a strong national and international reputation, closely connected to the professional dance field.
- A strong emphasis on practical experience within a professional artistic context.
- An inspiring and well-organised learning environment that encourages dedication, independence, and curiosity.
- Embedded within the University of the Arts The Hague and based at the Royal Conservatoire in Amare.

- Access to five state-of-the-art dance studios and theatre facilities.
- Close proximity to leading artistic partners such as Nederlands Dans Theater (NDT), Residentie Orkest, and Amare.
- Easily accessible by public transport, within walking distance of The Hague Central Station.
- Led by a dedicated artistic and academic team that supports students throughout their training.

Learning outcomes

The Bachelor of Dance programme is based on the competences defined in the national Dance Profile¹, established by the Dutch Network for Dance, which includes the six higher professional dance programmes in the Netherlands.

These competences are structured into seven final qualifications, each with specific sub-competences. The sub-competences are numbered (e.g., 1.(1), 1.(2), etc.) and linked to the courses outlined in the Curriculum Handbook Bachelor Dance.

Dance programme - Learning outcomes	Dance programme - Specific competencies
1. Creative ability: the graduate is able to give meaning to the required repertoire in various styles and genres of dance on the basis of a personal artistic vision.	(1) The graduate translates ideas into movement through physical interpretation, association, analysis and a personal artistic vision. (2) The graduate displays imagination, musicality, technical control, individuality and inventiveness in his or her performance. (3) The graduate develops a style of his or her own. (4) The graduate links knowledge and practice to develop and deepen the work process. (5) The graduate has an understanding of the demands of the profession from an international perspective'.
2. Craftsmanship: the graduate is able to apply expertise and a wide range of (physical) instrumental skills and craftsmanship to a professional standard.	(1) The graduate possesses suitable body control and body awareness, demonstrating it through power, flexibility, musicality, stamina and dynamic ability. (2) The graduate has mastered the international dance vocabulary. (3) The graduate displays a strong sense of concept, space, time, sound, image, light and other facets. (4) The graduate has insight into the phases of the creation process and can make an appropriate contribution to them. (5) In dance practice, the graduate displays knowledge of national and international cultural history, repertoire and developments in the contemporary cultural landscape. (6) The graduate knows how to sustain a healthy lifestyle.

¹ The Network Dans professional and educational profile, including the competencies, can be found at: vereniginghogescholen.nl/system/profiles/documents/000/000/067/original/dans.bop.2018.pdf?1523949283

<p>3. Research and reflective capabilities: through research and reflection, particularly in the studio, the graduate is continuously able to gain knowledge and understanding of how he or she functions as a professional.</p>	<p>(1) The graduate has gained insight into his or her talents and potential and reflects on his or her personal development in relation to his or her vision and work. (2) The graduate continually questions his or her own technical, physical and artistic ability and thus deepens his or her functioning as a professional. (3) The graduate continually measures his or her work and work process against the international demands of the profession. (4) The graduate assesses his or her own work and that of others in terms of intentions, artistic value and public perception. (5) The graduate critically positions himself or herself in relation to the professional field and the social context. (6) The graduate assimilates knowledge from various artistic disciplines that is relevant for his or her development as an artist.</p>
<p>4. Potential for growth and innovation: the graduate is able to absorb new insights, knowledge and skills to develop and deepen his or her practice and so contribute to the professional field and society.</p>	<p>(1) The graduate explores and experiments and uses the findings to further develop his or her artistic practice. (2) The graduate is open to ideas and acquires new knowledge, insights and skills to continue developing. (3) The graduate takes a constructive approach in response to diverse professional situations and changing circumstances. (4) The graduate makes links between cultural and social developments and expressions and uses his or her findings to make a contribution to the professional field and society.</p>
<p>5. Entrepreneurial and organisational ability: the graduate is independently able to establish a career in an interdisciplinary and international profession.</p>	<p>(1) The graduate identifies opportunities inside and outside the constantly changing work field and exploits them to achieve his or her ambitions. (2) The graduate clearly understands his or her own method of working and potential and can oversee all aspects of the work process and the interaction between the disciplines involved. (3) The graduate makes relevant contacts for building and maintaining a national and international network. (4) The graduate positions himself or herself in the work field as a performing artist. (5) The graduate takes the necessary professional measures to be able to work as a dance artist in the long term. (6) The graduate negotiates on the organisational, financial and substantive aspects of the professional field with clients and other stakeholders.</p>
<p>6. Ability to communicate: the graduate is able to communicate effectively in a variety of professional contexts.</p>	<p>(1) The graduate communicates effectively in an interdisciplinary, intercultural and international working environment. (2) The graduate can articulate and physically express his or her artistic identity, ideas, ambitions and qualities to others within or outside the artistic process. (3) The graduate actively generates publicity and/or opportunities to work. (4) The graduate adequately asserts his or her professional needs and values.</p>
<p>7. Ability to collaborate: the graduate is able, on the basis of his or her vision, to work constructively with others in the creation of a joint artistic product.</p>	<p>(1) The graduate realises his or her own artistic goals in consultation with others. (2) The graduate is aware of his or her own qualities and identity and uses them effectively when working with others. (3) The graduate is strategic, flexible and respectful with regard to the various roles, responsibilities, interests and qualities involved in (interdisciplinary) collaboration. (4) The graduate offers and receives feedback in a constructive manner.</p>

Curriculum Bachelor of Dance

Curriculum

Royal Conservatoire Dance is a place where emerging artists develop a strong foundation, as well as the versatility, curiosity, and resilience required for a career in today's international dance landscape. The programme is grounded in dance education that embraces a dynamic and continuously evolving practice, and contemporary dance as a distinct movement language. It prepares students to enter the field of international mixed-repertoire companies as collaborative, creative, and independent performers with a strong sense of artistic identity.

Practical courses

Students take classes in, among others, Ballet, Pointe Technique and Virtuosoic Technique, Modern and Contemporary dance, Improvisation and Ballet- and Modern Repertoire. The curriculum also includes repertoire from Nederlands Dans Theater (NDT) and various other Dutch choreographic voices.

Ballet classes are offered daily. Other courses, such as Pointe Technique or Virtuosoic Technique, are taught several times a week. Supporting courses are taught in intensive blocks.

Professional Preparation

Courses like Career Planning, Creating a Solo and Dance Now focus on professional preparation and contain academic and reflective components. Students are encouraged to engage in self-reflection, which is essential for personal development and mental resilience.

Health & Wellbeing

The Health & Wellbeing component contributes to the physical and mental health of students. Topics include training, balance, prevention and recovery.

Graduation Interview

At the end of the programme, students take part in the Graduation Interview. In this reflective conversation, the student looks back on their studies and evaluates their own development.

Curriculum overview

The workload of this full-time course with a duration of 2 years is 240 EC (European Credits), with an exemption for 120 EC on the basis of previous study.

Bachelor of Dance 2026/27 Courses per week / credits per year

Main subjects	Year 3	Year 4
Ballet	15	15
Pointe Technique or Virtuosoic Technique	3	3
Ballet Variation	2	2
Ballet Repertoire	3	3
Partnering	3	3
Modern and Contemporary Dance	6	6
Repertoire and Creation NDT	4	4
Repertoire Dutch School	3	3
Improvisation	2	2

Personal Professional Preparation

Study & Career Planning/Graduation Interview	4	4
Creating a Solo	2	2
Dance Now - Discourse	4	0
Dance Now - Portfolio	0	2
Internal/External Internship Report	0	2
Workshops/Masterclasses	3	3

Supporting courses

Health & Wellbeing Including Pilates, Yoga, Bodyconditioning, Physical training, Injury prevention, Nutrition, Stretching	6	6
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EC	60	60
Total hours per year	1680	1680

Language

The language of instruction of the Bachelor of Dance programme is English. Classes are taught in English.

Depending on the course and in consultation with the teacher, theoretical assignments may be completed in either Dutch or English.

Personal File

Each student maintains a personal file throughout the programme. This file consists of various components and is accessible to teachers and the management of Royal Conservatoire Dance.

Storage and Access

All components of the personal file are centrally managed. Confidential or medical information is not included. The Dance department also maintains a media archive with photo and video material from assessments, studio evenings and performances.

Reports for the course *Dance Now (Discourse and Portfolio)* are stored digitally.

Annual schedule and Timetables

KC Portal

Before the start of the academic year, each student is given access to the KC Portal (Dance). The portal contains the annual schedule and weekly timetable, as well as information about departments, services and advisory bodies within the Royal Conservatoire and the University of the Arts The Hague. It also provides access to various online tools such as OSIRIS, email and other student systems.

Annual Schedule

The annual schedule contains an overview of all teaching and holiday weeks, as well as the planning of fixed annual activities such as rehearsals, performances and projects.

Weekly Timetable

The weekly timetable includes:

- Name of the course
- Involved teachers and musical accompanists
- Location/room
- Time of the lesson

Every Wednesday, the timetable for the following week is published. The weekly timetable may differ from the base schedule provided at the start of the academic year.

Timetable changes

If a teacher is absent, the class will be taken over by a guest teacher or designated as study time. This time can be used to work independently on assignments such as *Creating a Solo*, *Modern Repertoire* or *Dance Now - Reviews*.

Studio reservations

Bachelor students may reserve a dance studio to work independently on elements of the curriculum, such as technical exercises or creating original work (e.g. for the course *Creating a Solo*).

Studios can be reserved:

- Monday to Friday between 18.15 and 20.00
- Saturdays after the end of classes, until 17.00 (see the weekly timetable)

Reservations can be made through the reception staff of SfYT / Dance.

Internship

In the first year of the bachelor phase, the student prepares for an internship in the second year. The internship takes place with a professional dance company, a production house, an ad hoc production, or through participation in an exchange programme with a partner dance academy in the Netherlands or abroad. These internships often require auditions.

Purpose of the Internship

The internship offers an opportunity to gain experience in the professional field and to apply knowledge and skills in a professional working environment.

Duration and Preparation

The duration of the internship varies depending on the placement. Preparation takes place in the first year of study as part of the course *Career Planning*.

Internship Coordination

The management and internship supervisor maintain contact with companies regarding the progress of ongoing internships. More information can be found in the *Curriculum Handbook Bachelor Dance* via the website of the Royal Conservatoire.

Student guidance

This chapter contains information specifically for students of the Bachelor of Dance. Information about support for all pupils and students of Royal Conservatoire Dance can be found earlier in this guide, from page 21.

Study guidance

The study supervisor discusses the progress and planning of the student's studies based on the study plan and achieved results. Twice a year – after Christmas and after Easter – an evaluation meeting takes place between the Head of Royal Conservatoire Dance, the dance teacher and the student.

Student panel

Several times a year, the management of the programme organises a group discussion with all Bachelor of Dance students: the student panel. Topics such as the annual plan, curriculum, guest teachers, projects, social safety and student questions or suggestions are discussed during this meeting.

Team International

International students can contact the International Student Adviser of the Royal Conservatoire with questions regarding, among other things, visas, residence permits, scholarships, study programmes, medical care, insurance and language courses.

Students from outside the European Union (EU) or European Economic Area (EEA) are required to have a valid residence permit (VVR) during their studies, and possibly an entry visa (MVV).

More information is available at: [koncon.nl/international](https://www.koncon.nl/international)

Entry, Assessment and Results

For detailed information about the entry procedure, assessment and results, see the document 'Admission and Assessment Policies Dance' on the Dance department's pages on the website [koncon.nl](https://www.koncon.nl). The full Education and Examination Regulations (EER) can also be found on [koncon.nl](https://www.koncon.nl). Only the most important aspects of the entry procedure, assessment and results are covered in this study guide.

Entry

Application

The entry procedure for the Bachelor of Dance programme starts with an application via the website of the Royal Conservatoire. Applicants are asked to submit the following documents and information:

- Video
- Motivation form
- Curriculum vitae
- Dance photos
- English language proficiency
- Previously obtained diplomas

Document and Information Requirements

Video Audition

The video must include:

- Barre and centre work
- Adagio
- Pirouettes
- Small and large jumps
- Short ballet variation and modern variation
- Pointe work (for candidates trained in this)

Motivation Form

Using a questionnaire, the candidate outlines why they have chosen the Bachelor of Dance programme at the Royal Conservatoire.

Curriculum vitae

The CV must include:

- Full name
- Date of birth
- Nationality
- Contact details (email address, phone number, address, and place of residence)
- Height in centimeters
- Overview of previous education and training
- Dance experience
- Awards and prizes

Dance Photos

- One portrait photo
- Two dance photos in which the full body is visible

English Language Proficiency

Uploading an English language proficiency test score is mandatory for non-EU/EEA students who are admitted to the Bachelor of Dance, with the exception of students from Australia, Canada, New Zealand, South Africa, Suriname, Switzerland, the United Kingdom, and the United States.

You must upload a score in Osiris from one of the following tests: IELTS (Academic), TOEFL iBT (Traditional & Paper Edition), TOEIC, Cambridge English (FCE/CAE/CPE), LanguageCert (Academic), or Pearson (PTE Academic). Other tests are not accepted.

For more detailed information about the English language proficiency requirements, please visit our website: koncon.nl/en/application-process/language-proficiency

Previously Obtained Diplomas

Entry is based on a selection process and requires at least a secondary school diploma at havo* level or an equivalent international qualification.

*Havo (higher general secondary education) prepares students for higher professional education (hbo).

Selection and Audition

After reviewing the submitted documents, the audition team conducts a first online selection. Successful candidates will be invited for a live audition at the Royal Conservatoire The Hague.

For international candidates who are unable to attend in person, the decision will be based on the submitted video and documents.

Selection Criteria

Entry to the programme is based on:

- Technical dance ability
- Potential to develop into a professional dancer
- Motivation, drive and self-discipline

The entry level of the Bachelor of Dance corresponds to the final level of the preparatory education at the School for Young Talent, where pupils combine dance with primary and secondary education.

Audition Dates and Contact

Audition dates are published via koncon.nl, where you can also register.

For questions about the audition procedure, contact the audition team of Royal Conservatoire Dance at kcdansinfo@koncon.nl or +31(0)70 315 1515.

Assessment

Regular Assessment

Assessment takes place at two fixed moments during the academic year: around Christmas and around Easter. Some courses are assessed twice per year, others only once. Assessment methods, criteria, frequency and weighting are described per course in the *Curriculum Handbook Bachelor Dance*.

Depending on the course, the following grading scales may apply:

- Numeric grade
- Pass/fail
- Qualifying result
- Participation-based result

In addition to technical, physical and artistic performance, aspects such as attendance, commitment, active participation and continuous evaluation may also contribute to the final result.

Graduation Interview

The programme concludes with a Graduation Interview, a final discussion between the student, the management and (guest) teachers. In this conversation, the student reflects on the course of their studies, their personal development during the programme, the final result in relation to performance standards, and their plans and expectations for the future.

The study plan, reflection report and previous evaluations form the basis for this conversation.

When all components of the programme have been successfully completed and the required credits have been obtained, the student receives the diploma.

Results

Study Progress and Feedback

Throughout the academic year, students can monitor their study progress in the OSIRIS study tracking system.

In addition, two individual feedback meetings with the Dance management take place each year:

- In December (after the first assessment period)
- In April (after the second assessment period)

If a student is unable to participate in an assessment due to illness or injury, the management will set an alternative assessment date in consultation with the teaching team and medical staff.

Graduation

Upon successful completion of the programme, the student receives the Bachelor of Arts in Dance diploma.

