

Executive summary

Report

Programme Accreditation

**Royal Conservatoire The Hague
University of the Arts The Hague
Bachelor of Dance
(The Hague, The Netherlands)**

Site-visit: 12-13 June, 2025

Introduction

On 12-13 June 2025, a review panel from MusiQuE conducted a limited programme assessment of the Bachelor of Dance at the Royal Conservatoire. This specialised programme, offering training in classical ballet and modern/contemporary dance, is delivered at the Amare Centre for Music and Dance in The Hague and comprises a total study load of 240 ECTS credits.

Designed for a select group of talented dancers with advanced prior training, the programme prepares students for professional careers in national and international dance companies performing both classical and modern repertoires.

The panel evaluated the programme against the standards of the NVAO Framework for Limited Programme Assessment and the MusiQuE Standards and concluded that the Bachelor of Dance meets all quality standards, demonstrating overall programme quality in accordance with the framework's criteria.

The assessment was conducted according to the pre-established schedule. The panel acknowledged the programme's efforts to implement improvements following the previous assessment and considered these developments integral to the current evaluation.

Throughout the site visit, the panel operated independently and engaged thoroughly with the programme's stakeholders. At the conclusion, the chair shared the initial findings with programme representatives.

Limited Programme Assessment

Intended Learning Outcomes

The Bachelor of Dance programme articulates clear and well-defined learning outcomes that align closely with the Royal Conservatoire's artistic vision and the professional dance sector's requirements. These outcomes balance classical technique, contemporary practice, artistic development, and professional skills, fostering reflective and independent dancers. Learning outcomes are regularly reviewed to incorporate evolving trends and international standards, ensuring the programme remains relevant and distinctive. The panel recommends enhancing structured and diverse input from the professional field through a formal Work Field Committee and expanding stakeholder engagement beyond individual networks to maintain alignment with national and international developments.

Teaching-Learning Environment

The programme provides a dynamic and supportive learning environment, featuring expert faculty, personalised guidance, and an integrated approach to practical, artistic, and theoretical training. Student-centred teaching fosters creativity, autonomy, and collaboration. High-quality facilities, resources, and partnerships with leading dance institutions further enrich the student experience and professional preparedness. Feedback and institutional support promote continuous improvement and holistic development.

While the curriculum structure ensures comprehensive coverage, the coherence of student progression is not yet fully transparent. The panel recommends a clearer articulation of competence progression to better reflect increasing complexity, autonomy, and course focus. Additionally, the panel encourages strengthening cross-disciplinary collaboration within the Royal Conservatoire's programmes to integrate contemporary



methodologies and stimulate artistic innovation, alongside continued development of student support services based on feedback.

Student Assessment

Assessment within the Bachelor of Dance is well-structured and transparent, balancing formative feedback with summative evaluations. The Exam Committee ensures the integrity of assessments and their alignment with programme standards, involving internal and external experts to safeguard quality and sector relevance. Recent policy improvements have further strengthened clarity and student engagement.

The panel recommends refining course descriptions to more clearly connect learning objectives with assessment criteria, thereby enhancing student understanding and engagement. In addition, the panel emphasises the need to improve the quality and transparency of feedback on final assessments to further enrich the student learning experience.

Achieved Learning Outcomes

The programme convincingly demonstrates student achievement of the intended learning outcomes through rigorous, professionally oriented assessments spanning both classical and contemporary dance practices. Final evaluations, including performances and reflective Graduation Interviews, confirm graduates' technical mastery, artistic maturity, and professional readiness. The involvement of external assessors and professional experts further reinforces the credibility and relevance of assessments. Graduate success at both national and international levels provides additional evidence of programme effectiveness.

The panel recommends clarifying the programme's artistic identity and graduate profile to ensure coherence between the classical and contemporary strands. It also advises enhancing the specificity and transparency of feedback in internship-based graduation assessments to uphold academic standards and fully capture the educational value of the programme.

Recommendations

To further enhance the quality and impact of the programme, the review team offers the following recommendations:

- Establish a formal Work Field Committee to ensure structured, diverse, and ongoing input from the professional field.
- Broaden stakeholder engagement beyond individual networks by facilitating group-based consultations with dance professionals.
- Clarify competence progression to better reflect increasing levels of complexity, student autonomy, and course focus.
- Strengthen cross-disciplinary collaboration with other Royal Conservatoire programmes to better integrate contemporary methodologies, support interdisciplinary learning, and foster artistic innovation.
- Maintain and enhance student support services in response to ongoing feedback.
- Refine course descriptions to clearly convey the alignment between course objectives and assessment criteria.
- Further clarify and articulate the programme's artistic identity and graduate profile, with a focus on achieving coherence between modern and classical strands and consistency in teaching approaches.



- Enhance graduate assessment by providing clear, actionable feedback and transparent documentation linking grades to performance criteria.
- Strengthen in-company graduation assessment framework and procedures to better reflect the scope, learning value, and alignment with final programme qualifications.

Standard	Judgment
1. Intended Learning Outcomes	meets the standard
2. Teaching - Learning Environment	meets the standard
3. Student Assessment	meets the standard
4. Achieved Learning Outcomes	meets the standard
Conclusion	Positive

All standards of the NVAO framework have been positively assessed. Therefore, the panel confidently issues a positive recommendation for the accreditation of the Bachelor of Dance at the Royal Conservatoire.