**Article 3.2 Learning outcomes of the degree programme**

|  |  |
| --- | --- |
| **Dublin descriptors**  **Master’s level** | **Learning outcomes**  Graduates have demonstrable: |
| A. **Knowledge and understanding\*1**  Students have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor’s level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context. | 1. understanding of the content and structure of the academic field covered by the degree programme, broad-based knowledge and understanding of the most important theoretical, methodological and/or historical approaches to art and the art world, the built environment and landscape, and the ability to critically reflect on these  2. general knowledge of the historical development of art, the built environment and landscape, as well as their reception – and more detailed knowledge of these developments within the field of their specialization – in relation to developments in the media and Western economic, political and sociocultural history.  3. knowledge of the history of thought on art, the built environment and landscape, and their functions.  4. knowledge and understanding of the development of the art world or its structure, both internal and in relation to other domains in society (e.g. politics, economics and education), knowledge and understanding of how the arts function in Western society today  5. [Specializations/tracks: MTPS / FCAM / AH / Arch / Land] knowledge and understanding of the development, nature (analysis and theory) and social functioning of at least one of the following disciplines: film, theatre, music, literature, visual arts, architecture, landscape history  6. [Specializations/tracks: [AH / ACC] knowledge and understanding of current developments in the world of the arts and their carriers (media), in particular at the interfaces of different art forms  7. [Specializations/tracks: AH / APCE] knowledge and understanding of the influence that the organization (policy, management of institutions, entrepreneurship and marketing) of the art world has on how the arts function in society  8. [Specialization: ACC] knowledge and understanding of art as a form of cognition and the influence that art criticism and/or the organization of culture education (primary, secondary or adult education) have on how the arts function in society. |
| B. **Applying knowledge and understanding**  Students can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. | 1. ability, based on their acquired knowledge, to describe and analyse an object or practical case study  2. ability, based on literature and source research, to formulate a problem definition, develop a suitable method for historical, theoretical and/or empirical research and conduct this research in such a way that it results in an answer to the problem definition. |
| C. **Making judgements**  Students have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements. | 1. overview and understanding of the results, concepts and methods of the academic field such that they are able to recognize academic problems and determine their academic and social relevance  2. ability, based on C1, to form a well-founded judgement on this, if necessary developing several different options for action and making a substantiated choice between them.  3. ability, based on C1 and C2, to explore a new insight or pathway of further research or come up with a solution for the problem studied. |
| **D. Communication**  Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. | 1. ability to present the results of careful research in a clear, straightforward and well-argued manner, in correct Dutch and/or English, both orally and in writing as well as audiovisually, to an audience of both specialists and non-specialists  2. ability to introduce their own insights into the debate with peers and to comment on the work of others orally and in writing in an atmosphere of mutual respect.  3. familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others, and the ability to act accordingly |
| **E. Learning skills**  Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. | 1. ability to follow the academic literature and debate in their field in efficient and effective ways and to contribute to its development.  2. proficiency in English and other relevant languages to a sufficient extent to properly be able to continue to follow the academic literature and the debate in their field. |

\*1 The abbreviations under learning outcomes A5 to A8 refer to the following specializations / tracks:

MTPS – Music, Theatre and Performance Studies

FCAM – Film and Contemporary Audiovisual Media

APCE – Arts, Policy and Cultural Entrepreneurship

ACC – Arts, Cognition and Criticism

AH – Art History

Arch – History of Architecture & Town Planning

Land Landschapsgeschiedenis (Landscape History)

See appendix 1 for the degree programme’s *Matrix of realized learning outcomes / course units*.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | C1 | C2 | C3 | D1 | D2 | D3 | E1 | E2 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| X | X |  | X | X | X | X |  |  |  | X |  |  | X | X |  |  |  |
|  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
|  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X |  |  |  |  |  | X |  |  |  |  | X | X | X |  |  |
|  |  |  |  | X | X |  |  |  |  |  |  |  | X | X | X |  | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X |  |  |  |  |  | X | X |  |  |  | X |  | X | X |  |
| X | X |  |  |  |  |  |  | X | X |  |  |  | X |  |  |  |  |
|  |  |  |  |  |  |  |  | X | X | X | X | X | X |  |  |  | X |
| X |  |  |  |  |  |  |  | X | X | X | X | X | X |  | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X | X |  |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  |  | **X** | **X** | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  |  | **X** |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  |  | **X** |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  |  | **X** |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  | **X** | **X** | **X** | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  | **X** |  |  | X | X | X | X | X | X | X | X | X | X |
| X | X | X | X |  | X |  | **X** | X | X | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| X | X | X | X |  |  |  |  | X | X | X | X | X | X | X | X | X | X |
| **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |
| **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |