



Academic year 2026/2027

# Assessment plan

Bachelor Art History



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## 1 / Vision of teaching and assessment

In accordance with the University's policy our educational vision is student-oriented, activating, research-driven and practice-based in nature. The acquisition of knowledge and skills is best embedded in learning groups, in which a variety of pedagogical approaches is used and interaction between staff and students is central to encourage students to become active and responsible participants in their own learning process. In order to achieve this, the teaching programme of the Bachelor's programme in Art History comprises five principles:

1. a learning environment where teaching and professional practice are closely connected during alternating theoretical and practical lessons;
2. a variation of complementary teaching and assessment methods, that leave room for educational innovation; for instance object-based teaching, active learning, and teaching in situ (e.g. museum, studio, urban and rural environments);
3. small-scale teaching, enabling close contact between staff and students, thus fostering mutual commitment to the programme;
4. high quality teaching staff, all academic ranks engaged in teaching in all phases of the Bachelor's programme;
5. a chronologically evolving curriculum that is research- and practice-based and represents the academic status-quo of the field.

The degree programme views **assessment** as integral to a programme's content and aims, and thinks that assessment should be varied and theory- as well as practice- oriented. Assessment is evenly and alternatingly distributed throughout the year(s) and assesses students' (1) knowledge, (2) academic skills, and (3) critical embedding of and reflection on the subject matter. It also changes according to changes in society and our vision conforms to that the Tuning Standard for Art History: 'The assessment strategies linked to Art History studies are linked to more general assessment strategies, but respond to the specific needs of the discipline too. The profound shifts in the areas covered by Art History which took place during the last decades directly affected the way in which educational goals are being set [...] Traditional syllabi, methods, or rules are being – and have to be – revised in order to correspond to current needs and realities.'<sup>1</sup>

<sup>1</sup>[http://www.unideusto.org/tuningeu/images/stories/HUMART/Reference\\_Points\\_for\\_the\\_Design\\_and\\_Delivery\\_of\\_Degree\\_Programmes\\_in\\_Art\\_History\\_-\\_Brochure.pdf](http://www.unideusto.org/tuningeu/images/stories/HUMART/Reference_Points_for_the_Design_and_Delivery_of_Degree_Programmes_in_Art_History_-_Brochure.pdf), 15-17.



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The assessment system conforms to the focus points of each of the different phases of the programme. Corpus knowledge and academic skills are tested both orally and in writing during the first year. The written tests take the form of exams that combine knowledge and essay questions, multiple-choice exams and papers of between 400 words (summaries and annotated bibliographies) and 1500 words (an essay about a primary source or artefact). In addition to oral presentations (text analyses and visual analyses), the students also participate in group-discussions. Oral exams are prepared and conducted in small groups during the first and second years.

The number of written exams decreases in the second year, while the required number and length of papers and portfolios increases (between 1500 and 4000 words). These tests include comparative analysis, object biographies, academic treatises and essays, and sometimes also visual and auditory materials are incorporated, e.g. analytical drawings, mapping, video documents. Oral exams are generally in the form of a presentation, often held on location (e.g. building, region, museum, sculpture garden or studio). Students also prepare and lead discussions or conversations; for example, a group of students may be required to prepare a conversation with an artist or architect in their studio, and/or actively participate in in-class assignments related to group discussions.

In the third year, the emphasis lies on designing and carrying out independent research, with a focus on an object/building/region during the field trip abroad and the final project, and gaining experience in the professional field, via discussions with professionals, organizing exhibitions and symposia, and holding presentations on location. The written assessments come as papers, portfolios and the thesis. Oral tests are usually conducted individually in the form of longer presentations that are prepared and provided on location. A practice-oriented and publicly accessible test is held during the last semester of the third year, whereby groups of students organize an exhibition, symposium or produce a publication or policy-report. The Bachelor's thesis and the research in situ-project are the final projects of the bachelor, which makes them key to assessing the final level realized by the students. The combination of research- and practice-based courses in this last semester mirrors the aim of the degree programme to prepare students for the professional field and for a relevant Master's or Research Master's programme.

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## 2 / How to follow the assessment cycle (from design to evaluation and optimization)

The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically in the figure below.



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## 3 / Assessment dossier

### a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners. Some procedural adjustments are mentioned below:

When requested, the examiner of the programme provides the Board of Examiners with an 'assessment dossier' containing the following:

- a. the syllabus
- b. the list of marks, comprising all marks that count towards the final mark
- c. - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
- for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms
- d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available.



## b. Parties involved

In 'Rules and responsibilities for the assessment of the Faculty of Arts', laid down by the Faculty Board of Arts on 28 May 2019 (modified on 13-02-2020), all parties involved in fulfilling duties related to the assessment are described.

With regard to the assessment dossier, the following guidelines and responsibilities are relevant:

If a course is part of the periodic evaluation of the Board of Examiners, the lecturer (or course coordinator) is requested to provide the information for the assessment dossier (upload on the Brightspace site of the course). If, as a result of the evaluation, shortcomings are found in the basic quality of the assessment, the Board of Examiners will draw up a recommendation to the Cluster Board. The Cluster Board is responsible for drawing up an improvement plan with concrete measures to improve the identified shortcomings. The Board of Examiners will automatically include the course in question in its next assessment round.

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## 4 / Assessment timetable

|                                                                                                                          |                |
|--------------------------------------------------------------------------------------------------------------------------|----------------|
| Overview of learning outcomes of the degree programme                                                                    | See OER-part B |
| Matrix learning outcomes of the degree programme / course units                                                          | Appendix 1     |
| Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways | Appendix 2     |
| Overview of the intended learning outcomes of the course units and their modes of assessment                             | Appendix 3     |
| Additional regulations for the graduation dossier                                                                        | Appendix 4     |

The objectives of the degree programme, set out in the learning outcomes of the degree programme (See OER-part B), form the guiding principles. All course units together fulfill a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

‘x’, i.e. underlined, is used for summative<sup>2</sup> assessments at the level specified in the programme-level learning outcomes

‘x’ for summative assessments at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers an overview of modes of assessment and exam periods. In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme- level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3). Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit) (Appendix 4).

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## 5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

### a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

### b. Safeguarding of assessment quality at course unit level

The board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is evaluated.

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## 6 / Archiving

When selected, all necessary documents of the assessment dossier of a course unit are uploaded in the Brightspace environment. Per academic year an inventory list of all evaluated courses is made by the cluster secretariat.

<sup>2</sup> Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

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## 7 / List of documents relevant to assessment

**Rules and Regulations** – the internal regulations of the Board of Examiners.

**Rules and Responsibilities for the assessment of the Faculty of Arts**

**Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*)** – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

**Matrix of learning outcomes** – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

**Placement manual** – a manual for the placement course unit.

**Syllabus** – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

**Assessment programme** – the implementation of the TER, Part A, Article 8.5

# Appendix 1. Learning outcomes and their assessment in course units

The learning outcomes mentioned below are based on Ocasys. Learning outcomes could be described more extensively in the syllabus of a course unit.

| BA1                                                                    | Semester 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module                                                                 | Code       | Learning outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Beyond Antiquity:<br>Art and Architecture<br>until 1750                | LKX032P10  | <p>Upon the completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• Be able to analyse artworks and to tell their date and place of origin; be familiar with the development of the arts over the period 400-1750; be able to understand artworks within the historical context in which they were created</li> <li>• Have basic knowledge of and insight into the development of European architecture from Antiquity to 1750. Basic knowledge of relevant terminology. Basic ability to identify, in terms of chronology and geography, typical buildings from this period.</li> </ul> <p>Upon successful completion of the course unit, students will be able:</p> <ul style="list-style-type: none"> <li>• To demonstrate their knowledge and understanding of the history of art and architecture in the period from antiquity to 1750</li> <li>• To analyse and interpret art and architecture in question (using the relevant terminology) and to relate it to a broader context</li> </ul> |
| Paint, Plaster, Plant:<br>How To Do Art History                        | LKX033P10  | <p>Upon the successful completion of this course, students:</p> <ul style="list-style-type: none"> <li>• Have developed material and visual literacy</li> <li>• Can use fundamental interpretive methods in art, architecture and landscape history</li> <li>• Can recognise key materials and techniques of art, architecture, and landscape</li> <li>• Can use adequate terminology to identify materials and techniques</li> <li>• Can connect materials, techniques, and formal elements to meaning, perception and conservation</li> <li>• Have a basic knowledge of the field of technical art history</li> <li>• Have familiarity with relevant literature on materials and techniques</li> <li>• Can analyse material and textual sources verbally and in writing</li> </ul>                                                                                                                                                                                                                                              |
| Gardens and Parks:<br>The Green Heritage of<br>Europe                  | LKX034P05  | <p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their knowledge and understanding of the historical and architectural development of the garden in Europe, from antiquity to the 20<sup>th</sup> century</li> <li>• Understand the significance of the garden within the fields of art, architecture, and landscape history, and relate the historical and architectural development to a wider cultural context</li> <li>• Understand the impact of colonial history (specifically the introduction of new plant &amp; tree species) in garden history</li> <li>• Conduct working with written and visual sources, including (historical) drawings and maps</li> <li>• Engage in teamwork</li> <li>• Execute an academic study on the topic and present the outcomes in a paper.</li> </ul>                                                                                                                                                     |
| Into the Fields:<br>Ecologies of Art,<br>Architecture and<br>Landscape | LKX035P05  | <p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>• understand topical environmental issues in today's society, such as climate change and biodiversity loss.</li> <li>• understand how the environmental topical issues relate to the disciplines of art, architecture and landscape.</li> <li>• can conduct field research related to the disciplines of art, architecture and landscape.</li> <li>• are familiar with historical research based on primary and secondary academic literature, as well as online and in situ archival research.</li> <li>• can analyse and translate their research into a creative and informative visual essay.</li> <li>• can work in a team.</li> </ul>                                                                                                                                                                                                                                                                    |
| BA1                                                                    | Semester 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



|                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modern to Contemporary: Art 1750-now          | LKX036P10 | <p>The aim of this course unit is to gain knowledge of the developments of the visual arts and photography in Western Europe and the United States from 1750 to the present, as well as the contemporary art-theoretical concepts; identify major nineteenth and twentieth-century artists and artworks, and situate them within social, political, and art-historical contexts; recognise and characterise key nineteenth and twentieth-century art movements and forms; and use core art-historical terminology accurately and understand different art-historical approaches, including museum presentation contexts.</p> <p>In this course unit, the following competences are developed:</p> <ul style="list-style-type: none"> <li>• Conduct a comparative analysis of artworks and scholarly sources</li> <li>• Present and discuss art historical topics clearly in oral formats, including peer debate</li> <li>• Apply general academic skills, including critical reading, analysis, and communication, to art historical materials and interpretations.</li> </ul> <p>The course trains the following academic skills: Oral presentations, comparative visual analysis and visual memory, textual analysis, and art historical terminology.</p> |
| Modern to Contemporary: Architecture 1750-now | LKX037P10 | <p>Upon successful completion of this course unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and analyse urban plans and architectural designs; to contextualise urban and architectural processes and projects; to work in groups; and to analyse local, regional, and global architecture developed in the period between 1750 and now.</li> <li>• Understand the concept of architectural style and movements and their responses in architecture</li> <li>• Understand the characteristics of the architecture of revivalism and eclecticism, Beaux-Arts, Art Nouveau, and Art Deco, as well as modernism, postmodernism, late 20th-century architecture and urban planning, and the contemporary tendencies in the creation of the built environment</li> <li>• Practice presentation, writing skills, and video production as pertaining to architectural history</li> <li>• Know canonical projects in and outside of Western Europe, with an additional focus on Eastern Europe and post-colonial Africa and Asia</li> </ul>                                                                                                                                                                                 |
| Faculty-wide course                           |           | The student has knowledge of one or two overarching themes within the humanities, and can explain the consequences of these themes for the knowledge domain of the history of art, architecture, and landscape.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| BA 2                                                       | Semester 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module                                                     | Code       | Learning outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Art and Architecture of the Netherlands in Global Contexts | LKX058B10  | <p>After completion of the course, students:</p> <ul style="list-style-type: none"> <li>• will have a concise overview of Netherlandish art and architecture from the Middle Ages to the present. Please note that the course will be taught on rotation, and the focus on time periods may vary. Not all professors will be teaching medieval/modern/early modern.</li> <li>• will be able to analyse buildings/artworks in relation to the (historical) context in which they emerged.</li> <li>• will know how societal, economic, and political contexts shape and re-shape culture, i.e. art and architecture</li> <li>• will understand the mechanisms of the exchange of ideals, knowledge, and skills between related professions as well as between geographical regions, i.e. the global spread of Dutch art and architecture will have further developed their skills to analyse art and architecture as material objects. This includes: <ul style="list-style-type: none"> <li>○ in all domains: literature research, reviews, and occasionally research in archives</li> <li>○ in art: early Netherlandish and ‘Golden Age’ painting, architecture, and objects in particular; art and society in the Dutch colonial empire; museum collections and current debates (e.g. exhibitions).</li> <li>○ in architecture: construction, material, floor plans, elevations, functions, use, and the way all these may change over time.</li> <li>○ in urban planning: street networks, street profiles, the aesthetic imperatives of building codes.</li> </ul> </li> </ul> <p>Finally: students who follow this course will acquire strong competencies in discussing, advocating, and repudiating art and/or architecture as globally relevant as well as global in status</p> |
| Caring for the Past: History and Theories                  | LKX059B05  | <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify basic concepts of preservation and care in art, architecture and landscape;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|----------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| of Preservation in Art, Architecture and Landscape |           | <ul style="list-style-type: none"> <li>• Understand the concept of cultural heritage as it emerged in 19th-century Europe, its development, and challenges to it in today's global context;</li> <li>• Demonstrate knowledge of the key institutions for art, architecture, landscape and cultural heritage in the Netherlands and internationally, as well as their current perspectives on preservation and care;</li> <li>• Discuss preservation-related issues in the context of Northern Netherlands and beyond;</li> <li>• Illustrate possible advantages of an interconnected approach to art, architecture and landscape in addressing preservation issues posed by current environmental challenges (climate change, loss of biodiversity, energy transition);</li> <li>• Evaluate how preservation and care choices influence the interpretation of an artwork, a work of architecture or a landscape.</li> </ul> |
| Architectural (R)evolutions                        | LKX057B10 | <p>Upon successful completion of this course unit, students will be able:</p> <ul style="list-style-type: none"> <li>• to recognise and analyse urban plans and architectural designs;</li> <li>• to contextualise urban and architectural processes and projects;</li> <li>• to work in groups with an interdisciplinary focus;</li> <li>• and to analyse local, regional, and global urban phenomena and architecture.</li> </ul> <p>Furthermore, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the concept and project of the Enlightenment;</li> <li>• understand how ideologies may impact architectural and urban design, landscape architecture and art;</li> <li>• learn how to cooperate in small teams (3 – 4 students).</li> </ul>                                                                                                                                           |

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|----------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Art Worlds: Invention and Exchange in Transcultural Comparison | LKX060B05         | <p>Upon the completion of this course:</p> <ul style="list-style-type: none"> <li>• Students are able to identify major artistic inventions and (re)discoveries attributed to Renaissance Italy.</li> <li>• Students can interpret early modern artworks by connecting specific visual elements to larger issues in the cultural contexts of the time.</li> <li>• Students can read and analyse (interpret) key early modern texts on art (primary sources in translation).</li> <li>• Students can critically analyse aspects of the relationship between the theory and practice of art in the early modern period.</li> <li>• Students begin to critically evaluate narratives about art by asking: what is emphasised in this history and what is downplayed?</li> <li>• Students can find scholarly articles through the RUG library catalogue and using JSTOR.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>BA 2</b>                                                          | <b>Semester 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Real and Imagined Landscapes                                         | LKX061B10         | <p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>• Discuss the historical developments of landscape design, land art, and ecocritical art, with particular attention to landscapes of the Netherlands.</li> <li>• Examine landscapes and site-specific art during field research and relate these to a broader context.</li> <li>• Analysing historical landscape designs and maps</li> <li>• Describe contemporary themes that ecocritical art addresses in various artistic media.</li> <li>• Recognise, explain and learn to apply concepts of environmental humanities to analyse a wide variety of contemporary artworks and landscapes.</li> <li>• To collaborate and work in teams.</li> <li>• Feel inspired by artistic practices to move beyond climate anxiety to take action for climate justice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| From Studio to Exhibition: Practices and Publics in Contemporary Art | LKX062B05         | <p>Upon successful completion of the course, the students will be able to/have:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of recurring topics and debates in the international field of contemporary art;</li> <li>• study current developments in arts and art historical/critical discourse, and reflect on it;</li> <li>• knowledge on development, infrastructure and functioning of Art Worlds, with a focus on contemporary art;</li> <li>• knowledge on life cycles of contemporary art objects [from studio to exhibition, and beyond];</li> <li>• carry out small-scale research [biography of an artwork] and report on this, in writing and (audio)visual form.</li> <li>• gain insight into relevant terminology and apply it correctly in conversations, discussions, in writing and in audiovisual/digital formats;</li> <li>• formulate clear, coherent arguments for a peer audience; contribute to conversations and discussions, e.g. by taking stands and using arguments;</li> <li>• skills needed for an academic profession, including the display of initiative and personal responsibility, conducting a discussion and conversation on an academic level, maintaining a context-sensitive attitude, the ability to work independently and in a team, and tuning in to a target audience.</li> </ul> |
| Things and Theories: On Concepts, Objects, and Interpretation        | LKX063B05         | <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the theory in the disciplines of the history of art, architecture and landscape, and their developments between 1750 and now</li> <li>• understand some key theoretical texts from the three fields, as well as their authors</li> <li>• critically assess the strengths and limitations of theoretical approaches and methods</li> <li>• identify the methodology(ies) employed in a given theoretical argument</li> <li>• develop a clear and feasible research question for a thesis proposal that incorporates knowledge about one of the discussed theories</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Faculty-wide course                                                  |                   | The student has knowledge of one or two overarching themes within the humanities, and can explain the consequences of these themes for the knowledge domain of the history of art, architecture, and landscape.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BA 3</b>                              | <b>Semester 1</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Module</b>                            | <b>Code</b>       | <b>Learning outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Minor/Subsidiary                         |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Jaar 3</b>                            | <b>Semester 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Excursion Arts & Architecture            | LKX030B10         | <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• have research in depth works of art/architecture</li> <li>• know how to create an art historical walk and/or analyse a fragment of an urban environment (Berlin)</li> <li>• learn how to gather information, conduct research and present this to a critical audience, in situ, in a professional manner.</li> </ul> <p>Based on their research, students write a research paper &amp; (Berlin) hand in the walk or fragment within an interactive format.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Excursion Landscape                      | LKX032B10         | <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• Gain insight into major European issues of modern-day landscape and/or architectural history;</li> <li>• Develop scientific skills in reading European landscapes in the field;</li> <li>• Develop scientific skills in preparing a chapter of a scientific excursion guide in English;</li> <li>• Develop scientific skills in preparing and giving an oral presentation during a scientific excursion.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Practice Lab: Art/Architecture/Landscape | LKX046B05         | <p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>• Analyze stakeholder's roles pertinent to current working practices in the fields of art, architecture, and landscape history;</li> <li>• Apply research methods such as material and object analysis, stakeholder mapping, ethnographic research and interviews to investigate issues in professional practice;</li> <li>• Document, interpret and translate research findings into professional outputs, including a policy report and an oral presentation for practitioners in the field;</li> <li>• Demonstrate interpersonal and professional communication skills appropriate to real-world working environments;</li> <li>• Collaborate productively with peers in interdisciplinary and practice-oriented contexts.</li> </ul>                                                                                                                                                                                      |
| Bachelor's Thesis Art History            | LKX999B15         | <p>In the thesis, students are expected to:</p> <ul style="list-style-type: none"> <li>• Independently collect relevant art-historical literature and other information</li> <li>• Distinguish between primary and secondary sources</li> <li>• Formulate a clear research question that can be answered in a nuanced way</li> <li>• Choose, substantiate and apply a suitable method</li> <li>• Clearly outline the resulting steps in the argumentation</li> <li>• Critically analyse and evaluate the problem, the material and the literature</li> <li>• Compare and critically reflect on the research and reviews of various authors</li> <li>• Use the relevant art-historical terminology</li> <li>• Write the text in correct Dutch or English, in accordance with the standards for academic publications in this field. The thesis may be written in a language other than Dutch or English upon consultation with the supervising lecturer.</li> <li>• Draw up a conclusion and formulate questions for further research.</li> </ul> |

# Appendix 2. Schematic overview of the assessment programme

## BA Art History 2025-2026 – Assessment

### BA 1 – semester 1

|     |                                                               |           | Block 1.1   | Examination 1.1 | Block 1.2   | Resit 1.1       | Examination 1.2 | Resit 1.2   | ECTS | Language |
|-----|---------------------------------------------------------------|-----------|-------------|-----------------|-------------|-----------------|-----------------|-------------|------|----------|
| 1.1 | Beyond Antiquity: Art and Architecture until 1750             | LKX032P10 |             |                 |             |                 | Online exam     | Online exam | 10   | English  |
|     | Paint, Plaster, Plant: How To Do Art History                  | LKX033P10 | Assignments |                 | Assignments |                 |                 | Assignments | 10   | English  |
|     | Gardens and Parks: The Green Heritage of Europe               | LKX034P05 |             | Portfolio; exam |             | Portfolio; exam |                 |             | 5    | English  |
| 1.2 | Into the Fields: Ecologies of Art, Architecture and Landscape | LKX035P05 |             |                 | Assignments |                 |                 | Assignments | 5    | English  |

### BA 1 – semester 2

|            |                                               |           | Block 2.1           | Examination 2.1 | Block 2.2           | Examination 2.2 | Resit 2.1     | Resit 2.2           | ECTS | Language |
|------------|-----------------------------------------------|-----------|---------------------|-----------------|---------------------|-----------------|---------------|---------------------|------|----------|
| 2.1<br>2.2 | Modern to Contemporary: Art 1750-now          | LKX036P10 | Presentation, essay |                 | Presentation        | Exam            |               | Exam                | 10   | English  |
|            | Modern to Contemporary: Architecture 1750-now | LKX037P10 | Video project       |                 | Paper; presentation |                 | Video project | Paper; presentation | 10   | English  |

|  |                     |  |  |  |  |              |  |              |                                                                          |         |
|--|---------------------|--|--|--|--|--------------|--|--------------|--------------------------------------------------------------------------|---------|
|  |                     |  |  |  |  |              |  |              | course; it takes place in 2.1 and 2.2.                                   |         |
|  | Faculty-wide course |  |  |  |  | Digital exam |  | Digital exam | 10<br><br>This is a semester-long course; it takes place in 2.1 and 2.2. | English |

#### BA 2 – semester 1

|     |                                                                                              |           | Block 1.1           | Examination 1.1 | Block 1.2              | Resit 1.1.          | Examination 1.2 | Resit 1.2 | ECTS                                                                 | Language |
|-----|----------------------------------------------------------------------------------------------|-----------|---------------------|-----------------|------------------------|---------------------|-----------------|-----------|----------------------------------------------------------------------|----------|
| 1.1 | Architectural (R)evolutions                                                                  | LKX057B10 | Written assignments |                 | Presentation           | Written assignments | essay           | essay     | 10<br>This is a semester-long course; it takes place in 1.1 and 1.2. | English  |
|     | Art and Architecture of the Netherlands in Global Contexts                                   | LKX058B10 | Portfolio           |                 | Podscast; presentation |                     |                 |           | 10<br>This is a semester-long course; it takes place in 1.1 and 1.2. | English  |
|     | Caring for the Past: History and Theories of Preservation in Art, Architecture and Landscape | LKX059B05 | Poster              | Exam            |                        | Exam                |                 |           | 5                                                                    | English  |
| 1.2 | Early Art Worlds: Invention and Exchange in Transcultural Comparison                         | LKX060B05 |                     |                 | Presentation           |                     | Exam            | Exam      | 5                                                                    | English  |

#### BA 2 – semester 2

|     |                              |           | Block 2.1    | Examination 2.1 | Block 2.2    | Examination 2.2 | Resit 2.1 | Resit 2.2   | ECTS                                                                     | Language |
|-----|------------------------------|-----------|--------------|-----------------|--------------|-----------------|-----------|-------------|--------------------------------------------------------------------------|----------|
| 2.1 | Real and Imagined Landscapes | LKX061B10 | Presentation |                 | Presentation | Paper; exam     |           | Paper; exam | 10<br><br>This is a semester-long course; it takes place in 2.1 and 2.2. | English  |

|     |                                                                      |           |                        |      |                                 |                         |      |                         |                                                                             |         |
|-----|----------------------------------------------------------------------|-----------|------------------------|------|---------------------------------|-------------------------|------|-------------------------|-----------------------------------------------------------------------------|---------|
|     | From Studio to Exhibition: Practices and Publics in Contemporary Art | LKXo62B05 | Portfolio, assignments | Exam |                                 |                         | Exam |                         | 5                                                                           | English |
| 2.2 | Things and Theories: On Concepts, Objects, and Interpretation        | LKXo63B05 |                        |      | Presentation; paper; assignment |                         |      | Paper                   | 5                                                                           | English |
|     | Faculty-wide course                                                  |           |                        |      |                                 | Project-based portfolio |      | Project-based portfolio | 10<br><b>This is a semester-long course; it takes place in 2.1 and 2.2.</b> |         |

### BA 3 – semester 1

|       |  | Block 1.1 | Examination 1.1 | Block 1.2 | Resit 1.1. | Examination 1.2 | Resit 1.2 | ECTS |
|-------|--|-----------|-----------------|-----------|------------|-----------------|-----------|------|
| MINOR |  |           |                 |           |            |                 |           | 30   |

### BA 3 – semester 2

|     |                                          |           | Block 2.1 | Examination 2.1             | Block 2.2                        | Examination 2.2 | Resit 2.1                   | Resit 2.2     | ECTS                                                                        | Language |
|-----|------------------------------------------|-----------|-----------|-----------------------------|----------------------------------|-----------------|-----------------------------|---------------|-----------------------------------------------------------------------------|----------|
|     | Bachelor's Thesis Art History            | LKX999B15 |           |                             |                                  | Thesis          |                             | Resit: Thesis | 15<br><b>This is a semester-long course; it takes place in 2.1 and 2.2.</b> | English  |
| 2.1 | Practice Lab: Art/Architecture/Landscape | LKXo46B05 |           | Presentation; policy report |                                  |                 | Presentation; policy report |               | 5                                                                           | English  |
| 2.2 | Excursion Art & Architecture             | LKXo30B10 |           |                             | In-situ discussion, presentation | Paper           |                             | Paper         | 10                                                                          | English  |
|     | Excursion Landscape                      | LKXo32B10 |           |                             | In-situ discussion, presentation | Paper           |                             | Paper         | 10                                                                          | English  |

## Appendix 3. Additional regulations for the graduation dossier

### **Assessment procedure (see also BA thesis manual):**

#### *Step 1*

At the beginning of the thesis trajectory, the subjects and preferences of the students are inventoried. Based on the proposed subjects, the first supervisor is appointed based on expertise, availability, and, if possible, student preference. The BA thesis coordinator appoints a second reader, based on expertise and availability, taking care that combinations vary. All lecturers receive the overview.

#### *Step 2*

The student produces an outline and preliminary bibliography, which must be approved by first and second reader. After approval, supervision is the full responsibility of the first supervisor.

#### *Step 3*

After completion of the final version of the thesis by the student, supervisor and reader assess the thesis and fill in this form separately. After consultation, both sign the form, indicating their agreement on the assessment. The printed and signed version of the form is archived at the depart. office.

#### *Step 4*

The student receives a copy of the form.

*In case that the supervisor and second reader cannot agree, they present the case to the Exam Committee and hand in this form & the thesis. The EC asks a third opinion.*



## **Thesis Assessment Form Bachelor Art History (*History of Art, Architecture & Landscape*)**

Name of Student:

Student number:

Thesis Title:

Name of Supervisor (S):

Name of Second Reader/Assessor (R):

Note: Supervisor and Second Reader need to fill in a form each and subsequently the *Final Assessment Form Thesis*.

In this report, please consider the following, by answering the following questions:

### **1. Problem statement/research objective, method, and theoretical framework**

a) Are the aims of the thesis clearly identified and explained? Is there a well-formulated problem statement/research objective? Briefly explain.

b) Has a suitable theoretical framework and method/approach been chosen and made explicit to approach the research objective? Briefly explain.

c) Does the conclusion provide convincing answers/results to the research questions/objectives? Briefly explain.

### **2. Structure**

a) Is the thesis coherently structured and does the structure support the main research questions / objectives? Briefly explain.

b) Are concepts clearly introduced and explained, and critically and consistently applied? Briefly explain.

### **3. Sources** (primary and secondary):

a) Has (enough) relevant (primary and secondary) literature been adequately interpreted and integrated into the thesis?

b) Are academic and other sources discussed critically?

c) Is the bibliography/list of references relevant, sufficient and accurate and are footnotes used consistently and responsibly?

|  |
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**4. Quality of Academic Writing**

a. How is the thesis written and is the use of language (Dutch/English) acceptable and of the required standard (i.e. range of vocabulary, grammar, occurrence of spelling mistakes and typos)?

|  |
|--|
|  |
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**5. Format**

How is the thesis presented (i.e. consistency in lay-out, headings, tables, illustrations & captions)?

|  |
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**6. Process (only Supervisor):**

a) Have recommended revisions been executed to a satisfying degree?

|  |
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|  |
|--|

b) To what degree has the student been able to work independently?

|  |
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|  |
|--|

**7. Further remarks:**

**8. Grading:**

Suggested Grade:

|  |
|--|
|  |
|--|

Groningen, dd.:

Signature:



university of  
 groningen

## Final Assessment Form Thesis

*(to be completed jointly by first and second assessors, and if applicable third assessor)*

|                                       |  |                        |
|---------------------------------------|--|------------------------|
| <b>Student name:</b>                  |  | <b>Date started:</b>   |
| <b>Student number:</b>                |  | <b>Date completed:</b> |
| <b>Thesis title:</b>                  |  |                        |
| <b>First assessor</b>                 |  |                        |
| <b>Second assessor</b>                |  |                        |
| <b>Third assessor (if applicable)</b> |  |                        |

|                                                                                                                                                                                                |                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Final grade</b>                                                                                                                                                                             |                                                  |
| <b>Date and place:</b>                                                                                                                                                                         | <b>Signature first assessor:</b>                 |
| <b>Date and place:</b>                                                                                                                                                                         | <b>Signature second assessor:</b>                |
| <b>Date and place:</b>                                                                                                                                                                         | <b>Signature third assessor (if applicable):</b> |
| <b>Explanation of agreed grade</b><br><i>(please include an explanation of the weighing of overall assessments as well as of any assessment point where assessments significantly diverge)</i> |                                                  |
|                                                                                                                                                                                                |                                                  |