**Article 3.1 – Learning outcomes of the degree programme**

|  |  |
| --- | --- |
| **Description of the Bachelor’s level in accordance with the Dublin descriptors** | **Learning outcomes of the specialization.Bachelor’s graduates have:** |
| **A. Knowledge and understanding:**Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. | 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 and methodological approaches to art and the art world, and the ability to critically reflect on these
2. demonstrable general knowledge of the historical development of the arts and their reception until 1900, and a more detailed knowledge of such developments after 1900 – in relation to the developments in media and Western economic-political and sociocultural history
3. basic knowledge of the history of thought on the arts and their functions in society
4. general knowledge and understanding of the structure of the art world, both internal and in relation to other domains in society (e.g. politics, economics and education), basic knowledge and understanding of how the arts function in Western society today
5. basic understanding of art as a form of cognition
6. thorough knowledge and understanding of the nature (analysis, history, theory) and the social functioning of at least one of the following three art forms: film, theatre or music, as well as one of the following five art forms: film, theatre, music, literature or modern and contemporary visual art
7. [A&C] understanding of current developments in the world of the arts and their carriers (media), in particular at the interfaces of different art forms
8. [APM] 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
 |
| **B. Applying knowledge and understanding:** Graduates are able to apply their knowledge and understanding in a manner that indicates a professional approach to their job or profession, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | 1. the ability, based on their acquired knowledge, to describe and analyse a practical case study
2. the ability to conduct literature and source research to answer a certain question by gathering, processing and analysing information
3. the ability to work together with others, whether or not in a team, on assignments
 |
| **C. Making judgements:** Graduates have the ability to gather and interpret relevant data (usually within their field of study) to form judgements that include reflection on relevant social, academic or ethical issues. | 1. sufficient overview and understanding of the results, concepts and methods of the academic field to be able to recognize academic problems and determine their academic and social relevance
2. the ability to critically examine research and research results in their chosen art discipline and form an opinion of them
 |
| **D. Communication / academic ethics** Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | 1. the 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. familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others
 |
| **E. Learning skills** Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy. | 1. the ability to follow the academic literature and debate in their field in efficient and effective ways
2. sufficient proficiency in English to properly be able to continue to follow the academic literature and the debate in their field.
 |

A&C = framework Analysis and Criticism

APM = framework Arts, Policy and Management/Marketing

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Matrix of realized learning outcomes / course units**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

A = Main learning outcome of the course unit

B = Additional learning outcome that the course unit also contributes to

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | **A Knowledge and understanding** | **B Applying knowledge and understanding** |  | **C Making judgements** | **D Communication** | **E Learning skills** |
|   | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **1** | **2** | **3** | **1** | **2** | **1** | **2** | **1** | **2** |
| **Year 1, semester I** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Introduction to Art Worlds |   |   | B | A |   |   |   |   |   |   | B |   |   | B | B | B | B |
| Introduction to Sonic and Visual Arts A  | A |   | B | A |   |   |   |   |   |   | B |   |   | B | B | B | B |
| Introduction to Sonic and Visual Arts B  | A |   | B | A |   |   |   |   |   |   | B |   |   | B | B | B | B |
| GTKM A |   | A |   |   |   |   |   |   |   |   |   |   |   | B | B | B | B |
| GTKM B |   | A |   |   |   |   |   |   |   |   |   |   |   | B | B | B | B |
| Sociology of the Arts I |   |   | B | A |   |   |   |   |   |   |   |   |   | B | B | B | B |
| Sociology of the Arts II |   |   | B | A |   |   |   |   |   |   |   |   |   | B | B | B | B |
| **Year 1, semester II** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Philosophy of Art |   |   | A |   |   |   |   |   |   |   |   |   |   | B | B | B | B |
| Film IA |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Film IB |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Music IA |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Music IB |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Theatre IA |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Theatre IB |   |   |   | B |   | A |   |   |   | B | B |   |   | B | B | B | B |
| Art and Cognition |   |   |   |   | A |   |   |   |   | B |   |   |   | B | B | B | B |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Year 2, semester I** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Film II |   | B |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Music II |   | B |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Theatre II |   | B |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Framework APM: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Quantitative and Qualitative Methods | B |   |   |   |   |   |   | A | B | B |   |   |   | B | B | B | B |
|  Arts, Policy and Education | B |   | B | B | A |   |   | A | B | B |   |   |   | B | B | B | B |
| Framework A&C: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Mediality to Inter-Mediality | B |   |   |   |   |   | A |   | B | B |   |   |   | B | B | B | B |
| **Year 2, semester II** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Film III | B |   |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Music III | B |   |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Theatre III | B |   |   | B |   | A |   |   |   | B |   |   |   | B | B | B | B |
| Framework APM: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Cultural Entrepreneurship I | B |   |   | B |   |   |   | A | B | B |   |   |   | B | B | B | B |
| Framework A&C: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Narrativity across Media | B |   |   |   |   |   | A |   | B | B |   |   |   | B | B | B | B |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Year 3, semester I** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Subsidiary\* |   |   |   |   |   |   |   |   |   |   |   | B | B | B | B | B | B |
| Subsidiary\* |   |   |   |   |   |   |   |   |   |   |   | B | B | B | B | B | B |
| Subsidiary\* |   |   |   |   |   |   |   |   |   |   |   | B | B | B | B | B | B |
| **Year 3, semester II** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Arts in Practice |   |   |   |   |   | A |   |   | B |   | A |   |   | B | B | B | B |
| Framework APM: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Cultural Entrepreneurship II | B |   |   | A |   |   |   | A | B | B | B | B | B | B | B | B | B |
| Framework A&C: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  Evaluating the Arts | B |   |   | A |   |   | A |   | B |   | B | B | B | B | B | B | B |
|  Film in a Global Context | B |   |   | A |   | A |   |   | B | B | B | B | B | B | B | B | B |
|  Music in a Global Context | B |   |   | A |   | A |   |   | B | B | B | B | B | B | B | B | B |
|  Theatre in a Global Context | B |   |   | A |   | A |   |   | B | B | B | B | B | B | B | B | B |
| Bachelor’s Thesis |   |   |   | A |   |   |   |   | A | A |   | A | A | A | A | A | A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \* Subsidiary course units have their own learning outcomes at level A. We assume that these course units also contribute to the learning outcomes ‘making judgements’, ‘communication’ and ‘learning skills’. |  |  |  |  |