rijksuniversiteit
groningen

faculteit der letteren

Toetsplan

BA Arts, Culture and Media

1 / Visie op onderwijs en toetsing

The ACM programme aligns itself with the intention of the Faculty of Arts to shape the curriculum according to the international requirements of the job market, among other things through novel pedagogical approaches and a teaching environment with an intercultural nature. It realizes this within a framework in which education is (a) research-motivated, (b) student-oriented and (c) activating in nature. *Research-motivated* means that right from the start of the programme students are confronted with the practice of scholarly research and are taught the necessary skills through a continuous trajectory of relevant assignments of steadily increasing difficulty. *Student-oriented* implies that all forms of instruction are designed to suit the required educational development of the student. *Activating* refers to the fact that students are not treated as passive consumers of knowledge, but are encouraged and urged to actively participate in their educational process. Depending on the stage of the Bachelor's programme, this may include activities such as oral and written presentations (either individual or as a group), discussions, or peer-reviewing. These educational principles are paired with a trajectory of instruction in which students first acquire scholarly skills and knowledge, then develop insight and learn to apply these skills and knowledge, before starting on a scholarly research project under supervision during the final stage of the programme.

2 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

Het programma conformeert zich aan de faculteit richtlijnen t.a.v. ontwerp en evaluatie van toetsen dat in onderstaande figuur schematisch is aangegeven. Er zijn geen eigen protocollen.
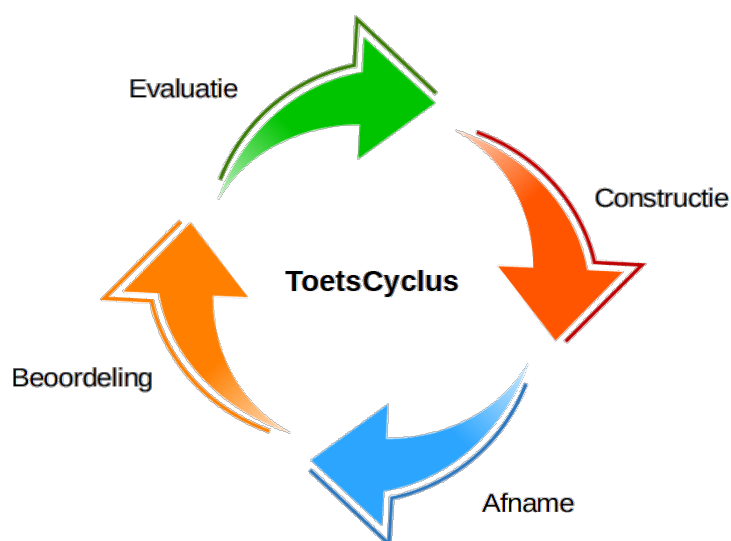
3 / Toetsdossier

a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:

a. de studiehandleiding

b. de cijferlijst, bevattende alle deelcijfers die bijdragen aan het eindcijfer

c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;

- in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren

- in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)

d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar

e. een door de examinator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.

b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:

De docent (of cursuscoördinator) is verantwoordelijk voor het formuleren van de cursushandleiding en ontwerp van de toetsing op basis van de matrix eindkwalificaties van de opleiding in het toetsplan van de opleiding. De docent gebruikt hiervoor het format voor cursushandleidingen waarin de benodigde informatie over de toetsing is opgenomen en een relatie tussen de te toetsen leeruitkomsten en de toetsvorm(en) van de cursus wordt gelegd. Tevens is de docent (of cursuscoördinator) in eerste lijn verantwoordelijk voor het compleet aanleveren van de informatie voor het toetsdossier van het vak. Hierop ziet het clusterbestuur toe. In de praktijk is deze verantwoordelijkheid gedelegeerd aan het secretariaat dat de informatie opvraagt bij de docenten.

De Examencommissie beoordeelt de toetsdossiers en overlegt met de betreffende docent(en) in geval van deficiënties of inconsistenties in de wijze van toetsing.

De programmacoördinator is verantwoordelijk voor het opstellen van het toetsplan van de opleiding. Hij /zij legt dit voor advies voor aan Examencommissie en Opleidingscommissie. Na hun advies stelt het clusterbestuur MAC (Media, Arts & Culture) het concept toetsplan vast en zendt dit aan het Faculteitsbestuur.

Het Faculteitsbestuur vraagt advies aan de Faculteitsraad en stelt het toetsplan definitief vast als bijlage bij de OER van de opleiding.

4 / Programmering van de toetsing in de tijd

Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1
Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2
Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3
Aanvullende regelingen voor het afstudeerdossier	Bijlage 4[*1]

[*1] De marking tool voor de scriptie zal in 2019-2020 verbeterd worden.

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties) . Dit onderscheid komt tot uitdrukking in de markering:

"x", d.w.z. met onderstreping, wordt gebruikt voor summatieve[1] toetsing op eindniveau;
"x" voor summatieve toetsing op een lager prestatieniveau;
"fx" voor formatieve[2] evaluatie op een lager prestatieniveau.

Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen.
Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3).
Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

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[1] Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar 'Toetsen in het hoger onderwijs' (2017)).

[2] Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar 'Toetsen in het hoger onderwijs' (2017)).

5 / Borging toetskwaliteit door de Examencommissie

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

a. Borging toetskwaliteit op programmaniveau

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

b. Borging toetskwaliteit op moduleniveau

De Examencommissie stelt zich ten doel de toetsing in alle vakken van de opleiding in een driejarige cyclus te evalueren, met dien verstande dat de toetsing van elk vak ten minste eenmaal in de drie jaar doorgelicht wordt. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.

6 / Archivering

Via de knop 'Toetsdossier' in de Nestoromgeving worden alle benodigde documenten voor de beoordeling van toetsing geupload. Voor zover deze voorziening nog niet operabel is, worden de benodigde documenten door het secretariaat verzameld.

7 / Lijst van de voor toetsing relevante documenten

Facultaire visie op onderwijs en toetsing - p.m.

Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie

Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten.

Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: "x", d.w.z. met onderstreping) en in welke modules formatieve (codering "fx") dan wel summatieve toetsing op een lager prestatieniveau (codering: "x") plaatsvindt

Stagehandleiding –studiehandleiding voor het curriculumonderdeel 'stage'.

Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.

Toetsplan – bijlage bij de OER en daarmee in juridische zin bindend.

Toetsprogramma - Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen (het ongewijzigde huidige "toetsplan")

Toetsprotocol – de uitwerking van OER deel A, art. 8.7 .

The learning outcomes of the degree programme Arts, Culture and Media are:

Description of the Bachelor's level in accordance with the Dublin descriptors	Learning outcomes of the degree programme. 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.	A1. understanding of the content and structure of the academic field covered by the degree programme, broad-based knowledge and understanding of a number of influential theoretical and methodological approaches to the arts and art worlds, and the ability to critically reflect on these A2. demonstrable general knowledge of the historical developments of the arts, in relation to technological developments and economic-political and sociocultural history A3. basic knowledge of the histories of thought on the arts and their functions A4. general knowledge and understanding of the structure of art worlds, and how the arts function today A5. basic understanding of art as a form of cognition A6. 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 A7. [A&C] thorough knowledge and understanding of current critical discourses on arts and media, in particular at the intersectionss of different art forms A8. [APM] understanding of the influence that organization (policy, management of institutions, entrepreneurship) of art worlds has on how the arts function
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.	B1. the ability, based on their acquired knowledge, to describe and analyse a practical case study B2. the ability to conduct literature and source research to answer a certain question by gathering, processing and analysing information **B3.** the ability to work with others, possibly with different cultural backgrounds
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.	C1. 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 C2. 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.	D1. the ability to present the results of research in a clear and well-argued manner, in correct Dutch and/or English, both orally and in writing as well as audiovisually, to specialist and non-specialist audiences D2. 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.	E1. the ability to follow English-medium academic literature academic literature and debates in their field in efficient and effective ways.

A&C = framework Analysis and Criticism

APM = framework Arts, Policy and Management/Marketing

Matrix learning outcomes Bachelor degree programme Arts, Culture and Media 19-20[3]

X – the course unit tests the learning outcome at the appropriate level for the year and position of the course in the programme.
XF – formative assessment: students receive information on how to attain end level for the competence concerned. Compensation is possible.
X (bold) – summative assessment: the course unit tests the competence at end level of the programme. Compensation is not possible.

	A. Knowledge and Understanding								B. Applying Knowledge and Understanding			C. Making Judgements		D. Communica-tion		E. Lear-ning Skills
	1	2	3	4	5	6	7	8	1	2	3	1	2	1	2	1
Year 1, semester I																
Intro. to Art Worlds	**X**		X	X							X			X	X	X
Intro. to Audiovisual Arts A	**X**		X	X							X			X	X	X
Intro. to Audiovisual Arts B	**X**		X	X							X			X	X	X
GTKM A	X	**X**		X	X					X				X	X	X
GTKM B	X	**X**		X	X					X				XF[*1]	X	X
Sociology of the Arts I			X	X					X			XF	XF	X	X	X
Sociology of the Arts II			X	X					X			XF	XF		X	X
Year 1, semester II																
Philosophy of Art			**X**											X	X	X
Film IA				X		X				X	X	XF	XF	X	X	X
Film IB				X		X				X	X	XF	XF	**X**[*2]	X	X
Music IA				X		X				X	X	XF	XF	X	X	X
Music IB				X		X				X	X	XF	XF	**X**[*2]	X	X
Theatre IA				X		X				X	X	XF	XF	X	X	X
Theatre IB				X		X				X	X	XF	XF	**X**[*2]	X	X
Arts and Cognition					**X**					X				X	X	X

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Year 2, semester I																
Film II		X		X		X				X				X	X	X
Music II		X		X		X				X				X	X	X
Theatre II		X		X		X				X				X	X	X
Profession-Oriented Specialization APCE:																
Q&Q Methods	X							X	X	X				X	X	X
Arts, Policy and Education	X		X	X	**X**			**X**	X	X		XF	XF	X	X	X
Profession-Oriented Specialization A&C:																
Mediality to Inter-Mediality	X						X		X	X				X	X	X
Year 2, semester II																
Film III	X			X		X				X		X	X	X	X	X
Music III	X			X		X				X		X	X	X	X	X
Theatre III	X			X		X				X		X	X	X	X	X
Profession-Oriented Specialization APCE:																
Cultural Entrepreneurship I	X			X				X	**X**	**X**				**X**	**X**	**X**
Profession-Oriented Specialization A&C:																
Narrativity across Media	X						X		**X**	**X**				**X**	**X**	**X**
Year 3, semester I																
Subsidiary*												X	X	X	X	X
Subsidiary*												X	X	X	X	X
Subsidiary*												X	X	X	X	X
Year 3, semester II																
Arts in Practice						X			X		**X**			X	X	X
Profession-Oriented Specialization APCE:																
Cultural Entrepreneurship II	X			**X**				**X**	**X**	**X**	X	**X**	**X**	**X**	**X**	**X**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Profession-Oriented Specialization A&C:																
Evaluating the Arts	X			**X**			**X**		**X**	**X**	X	**X**	**X**	**X**	**X**	**X**
Film: Advanced Seminar	X			X		**X**			X	X	X	X	X	X	X	X
Music: Advanced Seminar	X			X		**X**			X	X	X	X	X	X	X	X
Theatre: Advanced Seminar	X			X		**X**			X	X	X	X	X	X	X	X
Bachelor's Thesis				**X**			**X**	**X**	**X**	**X**		**X**	**X**	**X**	**X**	**X**

[1] The course unit diagnostically tests language proficiency in English/Dutch writing so students have an early indication whether they would need to improve on their English.

[2] The course unit(s) test English/Dutch language writing proficiency at the end level of the programme.

[3] Subsidiary course units (minor) have their own learning outcomes regarding '(application of) knowledge and understanding'. We assume that these course units also contribute to 'making judgements', 'communication' and 'learning skills', however not necessarily at the end level of the ACM programme.

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Year 1 Semester 1		
Module	**Code**	**Learning outcome**
Introduction to Audiovisual Arts A	LWX034P05	The ability to differentiate between various media in order to identify their creative, cultural and aesthetic worth; A general grasp of core concepts from film, music , theatre, and performing arts theory and their relation to contemporary audiovisual media; Through written work and in discussion, the ability to identify a corpus of important audiovisual works from the 1980s to the present.
Inleiding Kunstwerelden (keuzegroep A)	LWX030P05	Students possess the basic knowledge and skills that are required for an academic study in the Arts, Culture and Media. They are able to read, analyze, evaluate and report on simple scientific texts and arguments. Students have a basic insight into the state of the arts world, and in the diverse functions the actors in this field (both individuals and institutions) (can) perform.
Kunstsociologie I	LWX027P05	After completion of the course unit students will be able to report, in writing and orally, on the most important arts sociological issues and theories concerning the relationship between the arts and society to an audience of interested listeners.
GTKM A	LWX015P05	Students are able to characterize the main trends, in terms of contents and style, in the history of the arts in the West, against the background of a global context, from prehistory to contemporary culture. Students can critically read and digest scientific literature, and are able to present findings orally and in writing.
Introduction to Audiovisual Arts B (keuzegroep A)	LWX035P05	The ability to differentiate between various media in order to identify their creative, cultural and aesthetic worth; A general grasp of core concepts from film, music , theatre and performing arts theory and their relation to contemporary audiovisual media; Through written work and in discussion, the ability to identify a corpus of important audiovisual works from the 1980s to the present.
Kunstsociologie II	LWX028P05	Students make acquaintance with the main art sociological theories. By learning the key concepts of the theories and analyzing concrete situations in art worlds using these theories, students train their conceptual and analytical thinking.
GTKM B	LWX016P05	Students are able to characterize the main trends ? in terms of contents and styles ? in the history of the arts in the West, against the background of a global context, from prehistory to contemporary culture. Students can critically read and digest scientific literature, and are able to present findings orally and in writing.

Year 1 Semester 2		
Module	**Code**	**Learning outcome**
Denken over Kunst I / Art Philosophy	LWX011P05	The student is able to: - execute small assignments, making small written or oral reports, both independently and in cooperation; - to study introductory texts in the realm of the philosophy of art, - to survey and to recapitulate them, and to articulate, by speech or writing, relevant questions about them; - survey the main questions that are at stake in the realm of the philosophy of art - survey the main issues within the history of the philosophy of art, especially with regard to definitions of 'art' and the functions of (the) art(s) in society.
Film 1 A/ Film I A	LWX019P05	Following the course students will understand the foundations of analytical thinking and the differences among analytical approaches (interpretation, introduction, review, evaluation, etc.), be introduced to the basic technological premises of making and projecting moving images (hands-on education), acquire knowledge on analytical templates (genres, historical periods, modes of narration, etc.), enhance their acquired film-analytical skills (knowledge of terminology, and its proper use), be able to articulate their critical analyses and evaluations on an academic level.
Muziek 1 A / Music I A	LWX023P05	To provide insight into the history of (classical) music and the way it functions today and to develop the ability to analyze simple compositions by aural training.
Theater 1 A / Theatre I A	LWX025P05	Upon successful completion of the course unit, students are able to: - show general knowledge of the major developments in theatre from the eighteenth century to the present. - show a clear understanding of the national, social, and political functions that theatre has served across time. - show an understanding of the way theatre has refashioned itself through its interactions with print, visual, and digital media as well as to meet changes in popular taste. - show a clear knowledge of the historical frameworks that have been used to study art and culture. - show a familiarity with selected critical approaches about the theatre event from different theoretical and methodological perspectives. - conduct basic literature and source research to produce an academic essay. - work together with others in preparing class presentations. - show a good grasp of and ability to follow basic rules of referencing and citation. - demonstrate sufficient proficiency in English to enable themselves to continue to follow the academic literature and the debate in their field.

Literature 1: Introduction to Lit. Cult.	LWX036P10	In this course student acquire insight in the artistic uses of language and in literature as language art and form of expression; they also acquire tools for literary analysis, and practice the analysis and interpretation of works of literature.
Moderne Kunst (K&A) Reality Contested: Visual Arts 1800-1914	LKX024P05	This course imparts an understanding of the most important developments in the field of visual arts and photography between 1800-1914. With a radically changing societal position of the artist, new visual technologies, and a hitherto unkown variety of visual expression, the concept of 'reality' was increasingly challenged by the visual arts. The course familiarizes students with these changes by discussing individual works of art, artists, and contemporary art-theoretical concepts. The course trains the following academic skills: Oral presentations, comparative visual analysis and visual memory, textual analysis, art historical terminology.
Kunst en Cognitie	LWX032P05	Students can elaborate on the basic concepts and the main theoretical perspectives in the sciences of cognition. They can name and describe the main historical developments in the sciences of cognition. They know about the basic cognitive functions and can characterize them. They are able to think about the arts, and about culture, from an evolutionary perspective. They can explain how art is studied from a cognitive perspective.
Film 1 B / Film I B	LWX020P05	Following the course students will understand the foundations of analytical thinking and the differences among analytical approaches (interpretation, introduction, review, evaluation, etc.), be introduced to the basic technological premises of making and projecting moving images (hands-on education), acquire knowledge on analytical templates (genres, historical periods, modes of narration, etc.), enhance their acquired film-analytical skills (knowledge of terminology, and its proper use), be able to articulate their critical analyses and evaluations on an academic level.
Muziek 1 B / Music I B	LWX024P05	- Develop a comprehensive historical understanding of the development of popular music genres during the twentieth century - Recognize and understand the four major popular music song forms of this century (Strophic, TPA, Blues, Verse Chorus) - Situate (and differentiate) a number of important popular music songs with regards their cultural, musicological, social and historical context - Identify important musicological characteristics relating to music performance and recording technologies - Reflect upon the role of the American popular music industry for the internationalization of popular music genres
Theater 1 B / Theatre I B	LWX026P05	Upon successful completion of the course unit, students are able to: - show general knowledge of the major developments in theatre from the eighteenth century to the present. - show a clear understanding of the national, social, and political functions that theatre has served across time. - show an understanding of the way theatre has refashioned itself through its interactions with print, visual, and digital media as well as to meet changes in popular taste. - show a clear knowledge of the historical frameworks that have been used to study art and culture.

		- show a familiarity with selected critical approaches about the theatre event from different theoretical and methodological perspectives. - conduct basic literature and source research to produce an academic essay. - work together with others in preparing class presentations. - show a good grasp of and ability to follow basic rules of referencing and citation. - demonstrate sufficient proficiency in English to enable themselves to continue to follow the academic literature and the debate in their field.
Blurring Boundaries in Art 1914 - now	LKX020P05	OER 2018-2019 nog niet vastgesteld, informative volgt.

Year 2	Major	
Module	**Code**	**Learning outcome**
Film II / Film II (keuzegroep C)	LWX001B10	After the course the student: - Has an overview of the history of film, including the history of important periods, styles and genres. - Is able to connect specific qualities of film to historical developments in media technology and the production, distribution and reception of film. - Has improved in reflecting in written form on film historical questions.
Seeing and Knowing (keuzegroep C)	LKX025P05	In this course, students will learn about various approaches to analyzing, understanding, and interpreting works of art and architecture. Upon successfully completing the course, students will have: a) knowledge and understanding of fundamental interpretive methods b) knowledge of the terminology used in the field c) the foundational skills to look at, read and write about art and architecture.
Muziek II / Music II	LWX003B10	History of Western classical music. The aim of this course is to get acquainted with the major developments in the history of music and current debates concerning various topics of this courses subject matter. The course will also address the relevance of these debates for contemporary music life. In addition this course seeks to deepen insight into music theory, including learning to analyze larger compositions aurally.
Theater II / Theater II	LWX002B10	Upon successful completion of the course unit, students are able to:

		- demonstrate a good understanding of the development of Western theatre from the late 1900 to the present, in relation to the broader aesthetic and cultural contexts. - demonstrate a thorough knowledge of the theories and practices developed by key theatre makers. - demonstrate a good knowledge of the innovations and avant-garde strategies which revolutionised theatre aesthetics. - mobilise the historical material in analysing contemporary performance practices. - combine the study of the prescribed course materials with further independent research in offering their own insight into the topics explored. - produce a piece of critical writing, drawing on reading and research. - show familiarity with the academic codes of behaviour/ethics regarding references to and use of the work of others. - show sufficient proficiency in English to be able to continue to follow the academic literature and the debate in their field.
Art Now (keuzegroep C)	LKX024B05	1. To acquire knowledge and understanding of important national and international current events, questions and issues in the field of visual arts. 2. To reflect on these events, questions and issues and arrive at a balanced and well-reasoned judgement of them. 3. To formulate this judgement (written/oral) in terms suitable for a wider audience.
Film III / Film III (keuzegroep D)	LWX013B10	The goal of this course is to make students familiar with the key developments in the history of film theory. This includes expert knowledge of the major texts and key debates in the field as well as fundamental knowledge of the basic assumptions underlying the field up to this day.
Muziek III / Music III (keuzegroep D)	LWX015B10	Gain an overview of various methodological approaches within the field of popular music studies - In discussions, compare and contrast various perspectives contained within academic texts - In written form, compare and critique methodological and theoretical approaches - Gain deeper insight into the role of music in its historical, cultural, aesthetic and social context - Acquire greater insight into various genres of popular music (esp. rock, jazz and hip hop) - Engage in preliminary ethnographic field work
Theater III / Theater III (keuzegroep D)	LWX014B10	Gaining knowledge and understanding of the developments in theatrical expression in the second half of the 20th century untill today and the influence of theory on practice and vice versa. An understanding of the specific problems surrounding attitudes towards acting, directing and dramaturgy and the way these are dealt with in practice. Skills in preparing a research project, formulating a research question, conducting research, and presenting the results both visually and orally.
Arts & Science	LKX023B05	- Students get acquainted with the relationship between art and science - Students learn to think critically about the material basis of both art and science

(Keuzegroep D)		- Students learn how to organize an exhibition - Students learn how to present complex scholarly questions for a broader public
Arts & Institutions (Keuzegroep D)	LKX022B05	1. To acquire knowledge and understanding of important national and international organisations, events, and issues in the field of visual arts. 2. To reflect on the above mentioned and arrive at a balanced and well-reasoned judgement of them. 3. To formulate this judgement in terms suitable for a wider audience. 4. To carry out small-scale research (on a particular type of art institution or a 'biography' of an artwork) and report on this, orally and in writing.

Year 2	Specialisatie Analyse & Kritiek	
Module	**Code**	**Learning outcome**
Mediality to Inter-Mediality	LWX077B10	- Understanding of current developments in the world of arts and media, especially where the boundaries between art forms are crossed. - Broad knowledge and understanding of most important theoretical and methodological approaches to art and art-worlds. - Apply knowledge gained in class to the description and analysis of a case study. - To perform a literature search in answer to a research question.
Narrativity across Media	LWX078B10	After completion of this course - Students have insight into the role of the arts in culture through their focus on narrative, and in particular on narrative art; - they also have insight into the role of the various media through which the arts convey narrativity, and in the cooperation between media in multi- and transmedial forms of storytelling in art. - They have basic knowledge of theories and methods for analyzing narrativity and the role of media in the various - arts; - they demonstrate the capacity for critical reflection about the role of narrative and media in the arts, and about the relevance and limits of various analytic frameworks. - Students have insight into current research on narrativity and its media-support in various (mutli-media) art forms, and into narrative practices in the arts, in the past and in the present. - Students can apply these frameworks to the analysis of the narrative dimension and its functions in (multi-media, transmedial) works of art.

Year 2	Specialisatie Kust, beleid en management	
Module	**Code**	**Learning outcome**
Quantitative and Qualitative Methods	LWX079B05	This is an introductory course to methodological issues in social sciences that trains students in reading and evaluating methods in social research and prepares students on doing quantitative and/or qualitative research themselves, within their Specialisation Art, Policy and Management.
Arts, Policy and Education	LWX075B05	Na het volgen van deze cursus kunnen studenten rapporteren over de meest belangrijke kunstsociologische kwesties en theorieën over het functioneren van de kunsten in de samenleving. Ook kunnen zij de invloed van kunstbeleid en kunsteducatie op het functioneren van de kunsten in de samenleving analyseren.
Cultural Entrepreneurship I	LWX076B10	Je begrijpt hoe drie theoretische benaderingen kunnen worden toegepast op organisaties in de kunst. Je begrijpt strategische en financiele aspecten van management in de wereld van de kunst. Je ontwerpt een nieuwe culturele organisatie-vorm. Je schrijft een team report, en geeft een team-presentatie. Je kunt informatie op een correcte en logische manier presenteren.

Year 3	Major	
Module	**Code**	**Learning outcome**
BA-scriptie	LWX999B10	In his or her BA thesis the student demonstrates - the capacity to construct and frame a relevant academic research question on the basis of earlier research - the capacity to construct the relevant theoretical frameworks and methods to address this research - the capacity to apply such an analytical framework under staff supervision yet as independently and (self-)critically as possible - to communicate his/her research in a clear and well-argued (usually) written text, in Dutch or English, intended for an academic audience - to respect academic ethics
Arts in Practice	LWX080B10	To achieve insight in contemporary debates on the relation between ethics and the arts within academic research, in the field of arts criticism and practice, and in the public sphere - To develop one's own argued position in such debates - To create on the basis of these insights a high-standard workshop or art project - To develop the ability to reflect critically,

		orally and in writing, on theory as well as on practices of art - To develop the ability to work together with fellow students and with diverse also non-academic groups
Minor	Various	

Year 3	Specialisatie Analyse & Kritiek	
Module	**Code**	**Learning outcome**
Evaluating the Arts	LWX082B05	To gain a broad understanding of the contemporary arts criticism field; To learn to distinguish between various froms of criticism from professional journalistic reviews to less traditional and increasinly inter-mediated forms of criticism from the online blog to the video essay; To be able to craft and compose one own's unique art criticism inspired by various models examined within the course.
Film in a Global Context (keuzegroep E)	LWX083B05	To achieve insight in contemporary debates on the relation between ethics and the arts within academic research, in the field of arts criticism and practice, and in the public sphere - To develop one's own argued position in such debates - To create on the basis of these insights a high-standard workshop or art project - To develop the ability to reflect critically, orally and in writing, on theory as well as on practices of art - To develop the ability to work together with fellow students and with diverse also non-academic groups
Music in a Global Context (keuzegroep E)	LWX084B05	1. inzicht in grote lijnen van de nationale geschiedenis van drie verschillende internationale muziekwerelds'; 2. inzicht in de methoden van de bestudering en beschrijving van onderwerpen; 3. leren toepassen van cultuurtheoretische basistermen waarmee de popstudies werken; 4. inzicht in en kennis van de genres die kenmerkend genoemd worden voor Nederland en voor de andere drie internationale muzikale casusen.
Theatre in a Global Context (keuzegroep E)	LWX085B05	Upon successful completion of the course unit, students are able to: 1. demonstrate an understanding of modern theatre festivals in relation to their cultural, social, and material contexts. 2. demonstrate an understanding of the function of festivals as sites of forging and negotiating collective identities. 3. demonstrate an understanding of the changing role of theatre festivals in a globalised world. 4. demonstrate clear knowledge of recent theoretical and methodological approaches to arts festivals. 5. demonstrate the ability to analyse the impact of the institutional context of the festival on the processes of production and reception of the theatrical performance.

		6. utilise the theoretical frameworks introduced in the course to discuss a case study of their choice.
		7. conduct literature and source research to support the analysis of the case study.
		8. present the findings of their research to an academic audience.
		9. show familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others.
		10. show proficiency in English to enable themselves to follow the academic literature and the debate in their field.

Bijlage 3. Schematische weergave toetsprogramma

JAAR 1 semester 1		Blok 1			Blok 2		
vaktitel	vakcode	week 2-8 colleges	week 9-10 toetsing	week 20 hertoetsing	week 11-16, 19 colleges	week 21-22 toetsing	week 30 hertoetsing
Introduction to Audiovisual Arts A	LWX034P05	Mondelinge presentatie	Eindtoets: - Essay vragen tentamen - Schriftelijke opdracht	Herkansing: - Essay vragen tentamen - Schriftelijke opdracht			
Inleiding Kunstwerelden	LWX030P05				continue toetsing, wekelijks verschillende typen opdrachten	Schriftelijk tentamen en eindwerkstuk	Herkansing schriftelijk tentamen en eindwerkstuk
Kunstsociologie I / Art Sociology I	LWX027P05		Eindtoets: Essay vragen tentamen	Herkansing eindtoets: Essay vragen tentamen			
GTKM A / HTAM A	LWX015P05	Opdrachten en schriftelijk werkstuk (800 -1000 woorden; 30% eindcijfer)	Eindtoets: MC examen en essayvragen examen (resp. 40% en 30% van eindcijfer)	Herkansing eindtoets: MC examen en essayvragen examen (resp. 40% en 30% van eindcijfer)			
Introduction to Audiovisual Arts B	LWX035P05				- Mondelinge presentatie - Onderzoeks-verslag	Eindtoets: - Schriftelijk werkstuk (2500 +/- 10% woorden)	Herkansing - Schriftelijk werkstuk (2500 +/- 10% woorden)
Kunstsociologie II / Art Sociology II	LWX028P05				Schriftelijke opdracht	Eindtoets: Essay tentamen	Herkansing eindtoets: Essay tentamen
GTKM B / HTAM B	LWX016P05				Opdrachten en schriftelijk werkstuk (800 -	Eindtoets: MC examen en essayvragen examen	Herkansing eindtoets: MC examen en essayvragen examen

					1000 woorden; 30% eindcijfer)	(resp. 40% en 30% van eindcijfer)	(resp. 40% en 30% van eindcijfer)
Totaal aantal ECTS getoetst	30	5	10		5	10	

JAAR 1 semester 2		Blok 3			Blok 4		
vaktitel	vakcode	week 23-29 colleges	week 31-32 toetsing	week 43 hertoetsing	week 33-40 colleges	week 41-42: toetsing	week 44 hertoetsing
Denken over Kunst I / Art Philosophy	LWX011P05	Mondelinge presentatie	Eindtoets: schriftelijk tentamen	Herkansing eindtoets: schriftelijk tentamen			
De student volgt twee van de volgende vakken:							
Film 1 A/ Film I A	LWX019P05	Mondelinge presentatie	Eindtoets: - Multiple choice examen - Schriftelijk werkstuk (500 woorden)	Herkansing eindtoets: - Multiple choice examen - Schriftelijk werkstuk (500 woorden)			
Muziek 1 A / Music I A	LWX023P05		Eindtoets: schriftelijk tentamen	Herkansing eindtoets: schriftelijk tentamen			
Theater 1 A / Theatre I A	LWX025P05		Eindtoets: schriftelijk tentamen	Herkansing eindtoets: schriftelijk tentamen			
Literatuur 1a (ETC)	ntb		Eindtoets: schriftelijk tentamen	Herkansing eindtoets: schriftelijk tentamen			

Moderne Kunst (K&A) Reality Contested: Visual Arts 1800-1914	LKX024P05		Eindtoets: schriftelijk tentamen	Herkansing eindtoets: schriftelijk tentamen		
2e semester, blok 2						
Kunst en Cognitie	LWX032P05	Opdrachten 20% MC-exam 40%	Mondelinge presentatie 40% (the 1st is a rehearsal w/ feedback, the 2nd is graded)	Herkansing eindtoets: - MC-exam		
De student volgt twee van de volgende vakken:						
Film 1 B / Film I B	LWX020P05				Mondelinge presentatie	Eindtoets: - Multiple choice examen - Essay vragen tentamen	Herkansing: - Multiple choice examen - Essay vragen tentamen
Muziek I B / Music I B	LWX024P05					Eindtoets: schriftelijk tentamen en paper	Herkansing tentamen en paper
Theater I B / Music I B	LWX026P05					Eindtoets: schriftelijk tentamen en paper	Herkansing tentamen en paper
Literatuur 1b (ETC)	ntb					Eindtoets: schriftelijk tentamen en paper	Herkansing tentamen en paper
Moderne Kunst (K&A) Blurring Boundaries: V A 1914-now	LKX020P05					Eindtoets: schriftelijk tentamen en paper	Herkansing tentamen en paper
Totaal aantal ECTS getoetst			30			30	

JAAR 2 semester 1		Blok 1			Blok 2		
vaktitel	**vakcode**	**week 1-7 colleges**	**week 8-10, toetsing**	**week 20 hertoetsing**	**week 11-16, 19 colleges**	**week 21, 22 toetsing**	**week 30 hertoetsing**
Kunstvak II de student volgt twee van onderstaande vakken:							

Film II / Film II	LWX001B10	Oral presentations Written assignment				
Literatuur II (ETC) Literatuursociologie	LEU001B10		deeltoets(en)			
Muziek II / Music II	LWX003B10	essay, presentatie, werkstuk(ken)				
Theater II / Theater II	LWX002B10		Essay vragen tentamen / Schriftelijk werkstuk (3,000 woorden)				
Moderne Kunst (K&A) - Between the Still and Moving Image - BK: Visies op moderne kunst - MHK Studio to Exhibition	LKK056B05 LKK048B05 LKK058B05					
Specialiatie KBM						
Quantitative and Qualitative Methods	LWX071B05	written assignments, practical exercise, computer assignment	written exam Resit written exam			
Arts, Policy and Education	LWX075B05				Schriftelijke opdrachten in werkcolleges Kennistoets in week 5 (MC tentamen)	Schriftelijke groeps werkstuk (2.000 woorden) Herkansing kennistoets (MC tentamen)	Herkansing groepswerkstuk (2.000 woorden)
Specialisatie A&K						
Mediality to intermediality	LWX077B10					

			30				
Totaal aantal ECTS getoetst			30				

JAAR 2 semester 2			**Blok 3**			**Blok 4**	
vaktitel	**vakcode**	**week 23-29 colleges**	**week 31-32 toetsing**	**week 40 hertoetsing**	**week 33-39 colleges**	**week 41-42 toetsing**	**week 44 hertoetsing**
Specialiatie KBM							
Cultural Entrepreneurship I	LWX076B10	teampresentatie, teamrapport individueel tentamen	herkansing individueel tentamen			teampresentatie, teamrapport individueel tentamen	herkansing schriftelijk tentamen
Specialisatie A&K							
Narrativity across Media	LWX078B10	Mondelinge presentatie / Schriftelijke opdracht	Essay vragen tentamen			opdracht	Schriftelijk werkstuk (2000) Herkansing schriftelijk tentamen
Kunstvak III (de student volgt twee van de volgende vakken)							
Film III / Film III	LWX013B10	presentatie, schriftelijke opdracht(en)				presentatie, schriftelijke opdracht(en)	schriftelijk tentamen Herkansing schriftelijk tentamen
Muziek III / Music III	LWX015B10	schriftelijke opdracht(en) Mondelinge presentatie Assignment	Essay vragen tentamen			schriftelijke opdracht(en) Mondelinge presentatie Assignment	Schriftelijk werkstuk (3500) Essay vragen tentamen Herkansing schriftelijk tentamen
Theater III / Theater III	LWX014B10	presentatie, werkstuk(ke n)				presentatie, werkstuk(ken)	schriftelijk tentamen Herkansing schriftelijk tentamen

vaktitel	vakcode						
Literatuur III (ETC) Denken over cultuur	LEU004B10	presentatie, schriftelijke opdracht(en)				presentatie, schriftelijke opdracht(en)	schriftelijk tentamen Herkansing schriftelijk tentamen
Moderne Kunst III (K&A) Actualiteit en samenleving 2: MHK	LKK050B05						
Totaal aantal ECTS getoetst			30				30

JAAR 3 semester 1		Blok 1			Blok 2		
vaktitel	**vakcode**	**week 1-7 colleges**	**week 8-10, toetsing**	**week 20 hertoetsing**	**week 11-16, 19 colleges**	**week 21-22 toetsing**	**week 30 hertoetsing**
BA-scriptie	LWX999B10	Deelname scriptiewerkgroep korte schriftelijke opdrachten					
Vrije minorruimte (divers) / Electives							
JAAR 3 semester 2		Blok 3			Blok 4		
vaktitel	**vakcode**	**week 23-29 colleges**	**week 31-32 toetsing**	**week 40 hertoetsing**	**week 33-39 colleges**	**week 41-42 toetsing**	**week 44 hertoetsing**
BA-scriptie	LWX999B10	2 schriftelijke opdrachten: scriptie-onderwerp			Scriptieplan herkansing scriptieplan BA Thesis	Herkansing BA Thesis	
Arts in Practice	LWX072B10	Opdracht (praktische oefening / activiteit;	- Mondelinge presentatie - Opdracht (praktische		Opdracht (praktische oefening / activiteit;	Onderzoeksverslag	Herkansing onderzoeksverslag

		computeropd rachten)	oefening / activiteit; computeropdr achten)		computeropdracht en) - Mondelinge presentatie		
Specialiatie KBM							
Cultural Entrepreneurship II	LWX81B10	Team report individueel tentamen	herkansing individueel tentamen	team report team presentaties			
Specialisatie A&K							
Evaluating the Arts	LWX082B05		Toetsvorm wordt vastgesteld in de studiehandlei ding van het vak				
Arts Course IV: Film, Music, Theatre in European Context	LWX083B05 LWX084B05 LWX085B05	Film: · written assignment · oral presentation s		Film: MC-exam/written exam (essay questions)	Toetsvorm wordt vastgesteld in de studiehandleiding van het vak		
Totaal aantal ECTS getoetst					30		

Course unit syllabus
Bachelor Thesis Arts, Culture and Media Studies

Arts, Culture And Media Studies
Bachelor, year 3
LWX999B10
Dr. Q.L. van den Hoogen (coordinator) + all other staff members

1 / Type of course unit, number of ECTS credit points and admission requirements

a. **Type:** major

b. **ETCS credit points:** 10 ECTS

c. **Admission requirements:**

- Propaedeutic phase completed
- The BA thesis may only be started once all course units in the second year and the thesis workshop have been followed.

N.B.1 The examinations for the course units in the first semester of the second year must have been passed.

N.B.2 The above-mentioned admission requirements do not apply to participation in the thesis workshop.

2 / Content of the course unit

Writing a bachelor thesis is the conclusion of the bachelor programme Arts, Culture and Media Studies. The thesis demonstrates that students are able to develop a (small) academic research question or hypothesis and a suitable methodology to answer the question or prove/refute the hypothesis by critically assessing the academic literature available to their topic. The thesis relates to the profession-oriented specialization (APCE or A&C) and art discipline(s) students have chosen to specialize in. The volume of the thesis can vary according to the specialization chosen. Students write the thesis individually.

3 / Position of the course unit in the degree programme

The bachelor thesis is the capstone of the bachelor programme. The thesis demonstrates students have mastered the learning outcomes of the programme and specialization within the programme. The thesis builds both upon the art disciplinary courses and the courses in the specialization (APCE of A&C) the student has chosen.

4 / Learning outcomes of the course unit

Upon successful completion of the course unit, students are able to:

1. Independently formulate a relevant question/hypothesis regarding the field of the ACM programme and develop an elementary academic research, execute the research and report on its outcomes (degree programme outcomes A4, A7/8, B1, C1).
2. Independently conduct a literature review of the relevant academic field(s) for their research question/hypothesis in such a manner that the collection and analysis of secondary literature leads to a well-argued and convincing answer to the research question / or proof (or disproof) of the hypothesis (degree programme outcomes A4, A7/8, B2, C1).
3. Present the results of their research in writing, using clear, concise and correct English or Dutch (degree programme outcomes C2, D1, D2, E1, E2).
4. Place the most important theories and methodologies concerning the field of the ACM programme within the academic field, and critically reflect on their applicability to their research question/hypothesis (degree programme learning outcomes B2, C1, C2, E1, E2).

5. [for specialization A&C:] Critically assess current developments in the world of the arts and their carriers (media), in particular at the interfaces of different art forms (learning outcomes A7, B1, C2).

[for specialization APCE:] Critically asses how the organization (policy, management of institutions, entrepreneurship and marketing) of the art world affects how the arts function in society (degree programme learning outcomes A8, B1, C2).

5 / Mode of instruction and learning activities

During the first semester of the third year students start preparing for writing the thesis by developing a research proposal. This consists of the following steps:
- Choosing a suitable topic
- Reading up on the existing academic literature concerning this topic. (Do note: many students do not take into account the existing body of knowledge when choosing a topic. Topics which have been little researched are hardly ever suitable for writing an academic thesis.)
- Formulating a research question or hypothesis. (1 page A4)
- Developing a suitable methodology to tackle the research question.
- Writing a research proposal which:
  - o details the *relevance* of the research question/hypothesis by briefly discussing the academic literature available on the topic, and
  - o provides a suitable *methodology* to tackle the question/hypothesis (3 to 4 pages A4).

During the second half of the first semester online lectures (can be followed from anywhere) and a series of assignments with strict deadlines help students to choose a suitable thesis topic. A thesis workshop on methodology will be offered during the first weeks of the second semester.

During the second semester students write the bachelor thesis. This part of the course consists of an individual trajectory. Students are supervised by a staff member who will be appointed based on the research proposal.

6 / Assessment

a. Mode of assessment

The course unit will be graded on two assignments: the research proposal and the final thesis.

b. Assessment: duration, time and place; deadlines and procedures; perusal and resits

All assignments, the research proposal and the final thesis must be handed in through Ephorus. Please, also send a copy of the proposal and the thesis to your individual supervisor.

A separate document with the planning of the course is available in the Course Information area on the Nestor site. This document provides a detailed overview of all deadlines for assignments and the thesis.

Brief summary of deadlines:

February 10th	Preliminary research proposal
February 17th	Research proposal
March 9th	Second hand in date research proposal (do note that relying on this deadline implies you will not have ample time to finish the thesis on time)
May 11th	Concept version, you will receive comments how to improve the thesis before May 28th.
June 8th	Final version

You will receive an evaluation and grade around June 20th. If the thesis is not sufficient you can improve it based on the comments in the evaluation. Do note, your grade is not final up to this point as it is subject to review by a second reader of the thesis. Around June 20th the final grades will be sent to the Student Office.

June 29th	Second chance final version

You will receive an evaluation and grade around July 20th. If the thesis is not sufficient you have failed the course and must retake the course in the next season which implies writing a new research proposal.

For students who want to finish the thesis in the first semester of 2019 2020 a different schedule applies. This schedule is available in the Nestor site under the button 'Thesis in Semester I' in the left hand menu.

Important notice: in order to be able to apply for a master next season, you need to hand in the bachelor thesis by June 8th, 2019. This allows enough time for professors to grade the thesis and the university to produce the documents you need to send in when applying for a master.

c.   Assessment criteria

Research proposal: the proposal will be evaluated based on the following criteria:

a. Formulation of a research question/hypothesis (learning outcome 1),
b. Relevance of the research question/hypothesis given the *status questionis* in the field (learning outcomes 2 and 4),
c. Relevance and adequacy of the proposed methodology (learning outcomes 2, 4 and 5),
d. Writing style: argumentation, grammar and spelling (learning outcome 3).

See the research proposal evaluation form in the Nestor site.

Students either pass or fail the proposal. A student failing for the proposal is not allowed to start writing the thesis. S/He will receive comments and is allowed to improve the proposal based on those comments. Students whose proposal is not graded pass by the second deadline for handing in the proposal (March 9th) are not allowed to continue writing the thesis. They will retake the course in the next year.

Final version bachelor thesis: the bachelor thesis will be graded upon the following criteria:

1. Problem statement, method and theory: Does the thesis present a clear goal, method and answer to the problem statement? (learning outcomes 1, 2, 4 and 5)

2. Structure: coherence of the thesis and use of concepts. (learning outcome 3)
3. Sources: are (academic and empirical) sources discussed critically and is the bibliography complete and consistent? (learning outcomes 3 and 4)
4. Stylistics: Use of language and consistency in reference style fitting for the framework, see below (learning outcomes 3, 4 and 5).
5. Formatting (learning outcome 3)
6. Writing process: have recommended revisions been executed to a satisfactory degree and has the student worked independently? (learning outcomes 1 and 2)

See the Thesis evaluation form for a more concise description of the criteria.

Formal requirements for the final version of the thesis:

If a final version of the bachelor thesis does not meet the following formal requirements, it will not be graded:

- Minimum of 8.000 words (excluding bibliography). Individual tutors can also apply a maximum word limit. These are particular to the specialization and topic of the thesis. Students should consult with their individual supervisor about the maximum length at the start of the thesis project.
- The thesis is formatted consistently.
- The thesis starts with a title page including the plagiarism clause that is singed by the student. See the WORD document provided under Course Documents in the Nestor site.
- The main body of the thesis contains an introduction (detailing the research questions/hypothesis), is structured logically in chapters or sections, has a concluding chapter or section, and a bibliography.
- Consistent use of reference style:
  - APCE specialization: use Harvard or Chicago author date (also compulsory style for theses on Education),
  - A&C specialization: use MLA

d. Calculating preliminary and final marks

Criteria 1. and 2. mentioned above are most important and therefore comprise 70% of the grade for the thesis.

Thesis are graded on a scale of 1 to 10. A mark 6.0 is sufficient. As the thesis is the conclusion of the bachelor programme, passing a thesis indicates the student is able to enter a master programme. The grade 6.0 indicates supervisors have serious doubts about the extent to which a student will be successful during a master. Students receiving a 6.0 are advised to reconsider entering a master programme.

e. Conditions of taking exams

As mentioned above, students need to hand in a research proposal by the mentioned date. Not handing in a proposal implies they cannot write the thesis during this academic season.
Students who have failed the research proposal are not allowed to write a thesis.

f. Example of tests

Examples of research proposals are available on the Nestor site. During the second online lecture examples of thesis for each specialization and art discipline will be discussed.

7 / Cheating and plagiarism

Cheating and plagiarism are subject to the provisions set down in the TER (Article 8.17 of Part A of the BA TER or Article 4.13 of Part A of the MA TER).

The Board of Examiners is always informed in cases of suspected cheating or plagiarism.

8 / Calculation of student workload

Thesis Workshop (2 ECTS) = 56 hours
- Online lectures (2x2 hours) 4 hours
- Preparation for lectures 16 hours (assignments 1 and 2)
- Workshops (2x2 hors) 4 hours
- Writing research proposal: 32 hours

Writing the thesis (3 ECTS):
- Preparation for the thesis: 66 hours
- Writing the concept version thesis: 118 hours
- Editing the concept thesis: 40 hours

Please, also note that a first reader of a thesis is awarded **13 hours** to read your work, comment to it and have meetings with you (including sending emails to set up these meetings). You cannot expect your supervisor putting in more time. So, use their time wisely. Also note that not sticking to deadlines (with or without notifying your supervisor) takes time for them.

9 / Literature

No compulsory literature, students independently review the literature available for applicability to their research question/hypothesis.

Suggested literature on writing a thesis:

Umberto Eco, Caterina Mongiat Farina, Geoff Farina, and Francesco Erspamer. 2015. *How to write a thesis?* Massachusetts: MIT Press.

See:
https://books.google.nl/books/about/How_to_Write_a_Thesis.html?id=u3j3BgAAQBAJ&source=kp_cover&redir_esc=y&hl=nl

Kate L. Turabian. 2008. *A Manual for Writers of Research, Papers, Theses, and Dissterations, 8th edition. Chicago Style for Students and Researchers.* University of Chigaco Press.

10 / Weekly schedule

A detailed schedule is available in the Course Information section of the Nestor site.

11 / Copyright

Respect the copyright to the teaching material.
All teaching material is protected by copyright. Students may not make photocopies of teaching material, exams and lectures other than for their own study purposes. In addition, teaching material may not be further distributed in any format. Deliberate violation of copyright is a criminal offence. The University of Groningen will take appropriate measures upon detecting such violations.

Appendix 1. Learning outcomes at programme level

Description of the Bachelor's level in accordance with the Dublin descriptors	Learning outcomes of the degree programme. 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.	A9. understanding of the content and structure of the academic field covered by the degree programme, broad-based knowledge and understanding of a number of influential theoretical and methodological approaches to the arts and art worlds, and the ability to critically reflect on these A10. demonstrable general knowledge of the historical developments of the arts, in relation to technological developments and economic-political and sociocultural history A11. basic knowledge of the histories of thought on the arts and their functions A12. general knowledge and understanding of the structure of art worlds, and how the arts function today A13. basic understanding of art as a form of cognition A14. 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 A15. [A&C] thorough knowledge and understanding of current critical discourses on arts and media, in particular at the interfaces of different art forms A16. [APM] understanding of the influence that organization (policy, management of institutions, entrepreneurship) of art worlds has on how the arts function
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.	B4. the ability, based on their acquired knowledge, to describe and analyse a practical case study B5. the ability to conduct literature and source research to answer a certain question by gathering, processing and analysing information B6. the ability to work with others, possibly with different cultural backgrounds
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.	C3. 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 C4. 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.	D3. the ability to present the results of research in a clear and well-argued manner, in correct Dutch and/or English, both orally and in writing as well as audiovisually, to specialist and non-specialist audiences D4. 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.	E2. the ability to follow academic literature and debates in their field in efficient and effective ways E3. sufficient command of English to properly be able to follow the academic literature and debates in their field.

A&C = framework Analysis and Criticism

APM = framework Arts, Policy and Management/Marketing

Appendix 2. Marking Tool

The evaluation forms for the research proposal and for the thesis are published on Nestor as independent documents.

Theses are marked on a scale of 1 to 10. Marks have the following meaning:

5 or lower	insufficient	The thesis does not meet the standards or academic research which can be caused by many factors: • Irrelevant or unclear research question / hypothesis • No suitable methodology • Illogical structure • Illogical and unsuccessful argumentation • No relevance to the research question or hypothesis is indicated • Existing knowledge to the topic of the thesis is not referred to or used. • Wrong presentation of existing research or argumentation of others. • Plagiarism
6	Merely sufficient	A practically oriented thesis with two or more of the following characteristics: • No (or incorrect) use of theory. • No original topic • Mediocre use of methodology • Not written fluently • Argumentation is not consistent.
7	Sufficient	Adequate thesis displaying adequate use of theory. Mostly practically oriented, testing theory is not the most important issue in the thesis.
8	Good	The argumentation of the thesis is fully anchored in theory. Theory is tested for a specific area of application. Furthermore, the thesis is well written and nicely formatted, is (theoretically or socially) relevant and presents an original perspective.
9	Very good	In addition the thesis expands existing theory.
10	Excellent	In addition the thesis develops new (fundamental) theory.