



Master

Diploma Supplement

University of Amsterdam

Faculty of Social and Behavioural Sciences

Purpose of this document

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES.

The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

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|------------|---|
| 1. | Information identifying the holder of the qualification |
| 1.1 | Family name(s)
van de Schootbrugge |
| 1.2 | Given name(s)
Elisabeth |
| 1.3 | Date of birth
21 May 1988 |
| 1.4 | Student identification number
5768454 |
| 2. | Information identifying the qualification |
| 2.1 | Name of qualification and title conferred
Master of Arts in Initial Teacher Training programme French (Leraar Voorbereidend Hoger Onderwijs in Frans) |
| 2.2 | Main field(s) of study for the qualification
Initial Teacher Training programme French |
| 2.3 | Name and status of awarding institution
Universiteit van Amsterdam (University of Amsterdam) founded in 1632 as an Illustrious School (Athenaeum Illustre) by the city government of Amsterdam, and recognized as a public university by the National government in 1877. |
| 2.4 | Name and status of Institution administering studies
Faculty of Social and Behavioural Sciences (Faculteit der Maatschappij- en Gedragwetenschappen)
Onderwijsinstituut ILO (Graduate School of Child Development and Education) |
| 2.5 | Language(s) of instruction/examination
Dutch |
| 3. | Information on the level of the qualification |
| 3.1 | Level of qualification
Master of Arts |
| 3.2 | Official length of programme
The official duration of the programme is one year; 60 EC (Full-time). |
| 3.3 | Access requirement(s)
Eligibility for admission to the programme Teaching is determined by the following criteria:

a) The applicant can produce documented evidence of graduation from a Master or Doctorate programme followed either at a Dutch university or with the Open University.
b) The applicant can produce documented evidence of graduation from an institute of higher professional education or the Open University which has the equivalent status to either a Master or Doctorate and is in a subject directly related to the subject to be studied in the teacher training programme. |



- c) The applicant can produce evidence of graduation from an educational establishment in the Netherlands Antilles or Aruba, or a foreign institute for higher academic education and which gives exemption from a Master or Doctorate programme, excepting in other circumstances which dictate additional entrance requirements that may be determined by the admissions committee.
- d) The admission criteria demands either the satisfactory completion of a Master or Doctorate degree, the completion of one or more components of the degree or the agreed criteria with reference to a comparable study at the same level.

Applicants who apply for the Master or dual Master programme must already be in possession of a Bachelor degree obtained from either a Dutch university or the Open University. Admission is on a conditional basis. The Master in Teaching can only be granted after graduation in the subject Master gained from the university.

4.
4.1 *Mode of study*
4.2 *Programme requirements*

Information on the contents and results gained

The objective of the master's programme in Teaching is to give the student the following exit qualifications

INTERPERSONAL COMPETENCE

Interpersonal competence encompasses the following skills:

- Leadership
- Mediating
- Coaching
- Stimulating
- Confronting

These skills are necessary for the creation of an environment with open communication and an atmosphere that fosters team work and mutual trust.

PEDAGOGICAL COMPETENCE

Pedagogical competence encompasses the following skills:

- Devise, implement and evaluate strategies to assist pupils welfare.
- To signal developmental or behavioural problems.
- Coach groups and individuals.

These skills are necessary for the creation of a stable environment for learning where pupils can develop into independent and responsible people.

SUBJECT KNOWLEDGE AND METHODOLOGICAL COMPETENCE

Didactical competence encompasses the following skills:

- Command of the subject that forms the basis to design, implement and evaluate effective and efficient learning activities.

These skills are necessary to create a dynamic and challenging learning environment for all pupils.

ORGANIZATIONAL COMPETENCE

Organizational competence encompasses the following skills:

- Ability to follow concrete and functional procedures and agreements
- Creation and facilitation of the learning environment and learning process
- Creation and modification of lesson plans.

These skills are necessary to create a comprehensive, tidy and task-based learning environment.

COMPETENCE IN COLLABORATION WITH COLLEAGUES

Competence in collaboration with colleagues encompasses the following skills:

- Inter-vision and shared information
- Active involvement in consultation and team meetings.

These skills encourage and contribute to a strong team spirit and a harmonious working environment.



COMPETENCE FOR COLLABORATION WITH THE WORKING ENVIRONMENT

Competence for collaboration with the working environment encompasses the following skills:

- Maintenance of contact with both parents/guardians as well as other individuals or groups involved in pupil welfare and education.

These skills make it possible to support pupils in a realistic and constructive manner and offers the chance to identify potential problems at an early stage.

COMPETENCE FOR REFLECTION AND PERSONAL DEVELOPMENT REFLECTION

You are competent in using reflection as a learning tool when you:

- Can adapt and modify your way of doing things on the basis of personal experience in a teaching situation

This is a quality needed for further professional learning and self-development.

RESEARCH

You are competent in research when you are able to objectively analyze teaching practice in general and your own teaching practice specifically

This is a quality that can be used to contribute to school developments your own teaching methods or just yourself.



4.3 Programme details

Master of Arts Teaching French	Exam Date	EC	Grade
Professional skills I	02/02/2014	1	Pass
Educational practice I	25/03/2014	5	Pass
Learning and instruction I: Classroom management	25/03/2014	5	8
Professional skills II	20/05/2014	1	Pass
Educational practice II	27/05/2014	5	8
Educational practice III	29/06/2014	5	6
Learning and instruction II: Teaching	29/06/2014	5	8
Learning and instruction III: Learning	26/08/2014	3	6
Project work I	09/12/2014	2	7
Learning and instruction IV: Complex strategies	20/01/2015	3	8
Project work II	28/01/2015	4	8
Design-based research I	01/06/2015	3	6
Educational practice V	03/06/2015	5	7
Design-based research II	01/07/2015	3	6
Educational practice IV	01/07/2015	5	Pass
Educational practice VI	01/07/2015	5	Pass

Total EC: 60

Extra Curricular	Exam Date	EC	Grade
English as language of instruction	26/06/2015	3	Pass

Total EC: 3

Signature:

4.4 Grading scheme

UvA Grades	UvA Letter	Grade point	UvA Descriptive grade	Grade point	UK Letter*	US Letter*		
9.0 - 10.0	A+	9.5	Excellent	9.0	A+	A+		
8.5 - 8.9	A	8.5			Good	8.0	A	A
8.3 - 8.4			A-	A-				
8.0 - 8.2	B+	7.5		Satisfactory			7.0	B
7.8 - 7.9			B					6.8
7.5 - 7.7	C+	6.5						Sufficient
7.3 - 7.4			C		6.0	E		
7.0 - 7.2	D	5.0				Fail		
6.7 - 6.9			F	4.0				
6.5 - 6.6								
6.4								
6.0 - 6.3								
5.5 - 5.9								
4.6 - 5.4								
1.0 - 4.5								

* The given conversion scheme is suggested for broad orientation purposes only. For more information on the Dutch grading culture in comparison to other cultures, please consult www.nuffic.nl.

The following indicates:

Pass = Student met all requirements

For information on workload and ECTS, please see the appendix on the higher education system in the Netherlands.

See appendices for the Dutch credit system and marking.

4.5 Overall classification of the qualification

The Board of Examiners may award the Master degree with distinctive classification. If so, the distinctive is explicitly mentioned on the degree certificate itself.

5. Information on the function of the qualification

5.1 Access to further study The MA degree makes the student eligible for a PhD programme.

5.2 Professional status Students who have successfully completed the master's programme in Teaching are entitled to work as a teacher at all levels of secondary education.

6. Additional information

6.1 Additional information The degree programme was accredited by the Accreditation Organization of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatie Organisatie) on 31 July 2015.

6.2 Further information sources
University of Amsterdam
P.O. Box 19268
1000 GG Amsterdam
The Netherlands
Tel. +31 (0)20 525 8080
Email. studentservicedesk@uva.nl
Website: <http://www.uva.nl>



7. Certification of the supplement
7.1 Date 31 August 2015

7.2 Signature

7.3 Capacity The Board of Examiners

7.4 Official stamp or seal

