



UNIVERSITY OF AMSTERDAM

FACULTY OF SCIENCE

TEACHING AND EXAMINATION REGULATIONS  
PART B

Academic year 2015-2016

MASTER'S PROGRAMME STOCHASTICS AND FINANCIAL  
MATHEMATICS

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## Chapter 1. General Provisions

### *Article 1.1 – Definitions*

In addition to part A, the following definitions are used in part B

- a. Personal Education Plan      An individual study plan for the student's master programme.
- b. Research project              Compulsory internship/master thesis of 30 EC always resulting in a written report
- c. Master Guidebook              Booklet containing information on the master programme, including procedures and assessment criteria.

### *Article 1.2 – General information master's programme*

1. The Master's programme Stochastics and Financial Mathematics, CROHO 60801, is offered on a full-time basis. The language of instruction for the programme is English. This means that the Code of Conduct governing Foreign Languages at the UvA and the provisions laid down in Section 7.2 of the Act apply.
2. The programme has a workload of 120 EC. The study programme is offered in collaboration with the VU University Amsterdam, Utrecht University and Leiden University.
3. Students choose between a regular programme and programmes with a major or minor. Each major and minor has its specific exit qualifications.
4. The student can choose between one of three majors or one of two minors. The majors and minors are:
  - Major Science in Society;
  - Major Science Communication;
  - Major Teaching;
  - Minor Tesla;
  - Minor Teaching

### *Article 1.3 – Enrolment*

The programme starts at the beginning of the first semester (September) of the study year.

## Chapter 2. Aim of the programme and exit qualifications

### *Article 2.1 – Aim of the programme*

The objectives of the Master's programme are to provide students with knowledge, abilities and insight in the field of stochastics and financial mathematics to enable them to work as an academic professional, or to become qualified to pursue advanced training as scientific researcher. The programme also aims at furthering the insight in the role and understanding of the discipline and its practitioners in society.

### *Article 2.2 – Exit qualifications*

1. The student graduating from the programme:
  - a) has a thorough theoretical and practical knowledge of modern stochastics and financial mathematics, including the necessary knowledge of other disciplines required for that purpose;
  - b) has insight in the development and heuristics of modern stochastics and financial mathematics, in particular in stochastics;
  - c) has sufficient knowledge and research experience in at least one sub-area within the mathematics discipline;
  - d) is able to become acquainted with other sub-areas of mathematics within a reasonable period of time;
  - e) is able to formulate a research plan, based on a realistic problem analysis in the field of

stochastics and financial mathematics;

- f) is able to analyze and formulate research results and to draw conclusions there from;
- g) is able to write a scientific report;
- h) is able to participate in discussions about mathematical problems with fellow researchers;
- i) is able to consult and apply (international) professional literature in the relevant sub-areas;
- j) is able to apply one's knowledge of mathematics in a broader (multidisciplinary) context;

- k) is employable in those positions in which knowledge and mathematical research skills, especially in the field of stochastics, are a prerequisite;
  - l) has sufficient knowledge of, and insight in the social role of stochastics and financial mathematics to make sound choices regarding one's own profession, as well as in the exertion of this profession;
  - m) is able to cooperate with other people, to convey knowledge to other people and to give a presentation both to discipline specialists and to a broader audience.
2. In addition to paragraph 1, the graduate finishing the regular programme described in Article 4.1 is able to:
- n) place the obtained results and conclusions in the context of the results obtained by other scientists;
  - o) carry out research of literature in stochastics and financial mathematics from various sources, and combining and enriching these with one's own contribution;
  - p) form a vision on the development of scientific research in the field of study; model observations in (probabilistic theoretical) mathematical terms, to analyze this model and to draw conclusions from these observations.

### Chapter 3. Admission to the programme

#### *Article 3.1 – Entry requirements*

1. Students who have successfully completed a Bachelor's degree in *Wiskunde* awarded by a Dutch University, including basic knowledge of Measure and Integration Theory, Probability and Statistics, may be admitted to the Master's programme Stochastics and Financial Mathematics;
2. Students who have successfully completed a Bachelor's degree in *Econometrie*, may be admitted to the Master's programme when making up for deficiencies in Measure and Integration Theory and other deficiencies in Analysis. The programme has to be approved of by the Examinations Board.
3. Without prejudice to the provisions of paragraph 1, the Examination Board may grant admission to the study programme when concluding, that the previous education of the candidate is equivalent to the Bachelor's degree referred to in paragraph 1.

#### *Article 3.2 – Premaster's programme*

Without prejudice to the provisions of Article 3.1 the Examination Board may grant admission to a student whose previous education does not meet aforementioned admission requirements to the study programme, when concluding that the candidate is able to meet these admission requirements within a reasonable period of time. At the request of a candidate, and when the Examination Board has decided additional education feasible, the Examination Board may draw up a programme of at most 30 EC as an admission requirement, a so called 'conversion programme'. After completion of this conversion programme a letter of admission will be issued, exclusively for the stated Master's programme.

#### *Article 3.3 – Restrictions on the number of students admitted to the Master's programme*

Not applicable.

#### *Article 3.4 – Intake dates*

A request for admission to the programme must be submitted to the Faculty of Science and Master's programme before 1 May in the case of Dutch students, before 1 April in the case of EU students and before 1 February in the case of non-EU students. Under exceptional circumstances, the Examinations Board may consider a request submitted after these intake dates.

*Article 3.5 – English Language Requirements*

1. Admission to the programme requires sufficient command of the English language. A student may take one of the following tests to demonstrate language competence:
  - IELTS: 6.5
  - TOEFL paper based test: 580
  - TOEFL internet based test: 92
  - Cambridge Advanced English: C
2. Those possessing command of the English language at the VWO level satisfy the English Language Requirement.

*Article 3.6 – Free curriculum*

1. The student may compile a curriculum of his/her own choice, which has to be approved by the Examinations Board.
2. At least one half of the proposed curriculum has to consist of components of the regular programme, including the Thesis Research Project Stochastics.

## **Chapter 4. Content and organisation of the programme**

*Article 4.1 – Organisation of the programme*

1. The curriculum comprises the following:

<b>Components</b>	<b>Regular (research) programme</b>	<b>Programme with Major</b>	<b>Programme with Minor</b>
Seminar Mathematics	6 EC		6 EC
Measure Theoretic Probability	8 EC		8 EC
Constrained choice electives	58 EC	36 EC	40 EC
Thesis Research Project Stochastics	30 EC	18 EC	18 EC
Master Thesis and Presentation	6 EC	6 EC	6 EC
Free electives	12 EC		12 EC
Major/minor programme		60 EC	30 EC
<b>Total EC</b>	<b>120 EC</b>	<b>120 EC</b>	<b>120 EC</b>

In consultation with the coordinator of the Master's programme the contents of the study programme will be determined. These contents are laid down in a Personal Education Plan (PEP). Students submit their study programme (PEP) for approval to the Examinations Board.

2. The student can choose between the regular programme and a programme containing one of three majors or one of two minors. The majors and minors are:
  - a. Major Science in Society;
  - b. Major Science Communication;
  - c. Major Teaching;

- d. Minor Tesla.
  - e. Minor Teaching
3. Regarding the majors:  
A major consists of 60 EC. It has to be combined with a research programme, comprising at least 60 EC credits as listed in the table in paragraph 1 in order to meet the general requirements of the programme. Students have to go through a separate intake procedure for admission to one of the majors. Students first have to finish the obligatory research part of the programme before starting one of the majors. The exit qualifications of the majors can be found in appendix 1.
  4. Regarding the major Teaching:  
Students who have completed an Educative Minor of 30 EC credits during their Bachelor's programme may submit a non-standard study programme for approval to the Examinations Board. The non-standard study programme contains 30 EC credits at the *Interfacultaire Lerarenopleidingen*, combined with a research programme comprising at least 90 EC credits.
  5. Regarding the minor Tesla:  
The minor Tesla consists of 30 EC credits. It must be combined with a research programme, comprising at least 90 EC credits as listed in the table in paragraph 1 in order to meet the general requirements of the programme. Students have to go through a separate intake procedure for admission to the minor. The learning objectives of this minor can be found in appendix 1.

#### *Article 4.2 – Compulsory components*

1. The compulsory components are listed in Appendix 2. The contents and format of the compulsory components are further described in the Course Catalogue, stating the entry requirements for successful participation in the component.
2. The Academic Skills in the regular programme consist of components with a study load of 6 EC, 3EC of which must be the English Academic Course (5524ENAC3Y), unless the student is a native speaker. The student may complete the Academic Skills in the regular programme by participating in the relevant components as described in the Course Catalogue.
3. Thesis Research Project Mathematics and Master Thesis and Presentation:
  - a. At the end of the thesis research project and the master thesis and presentation the responsible lecturer checks on the basis of the assessment form, if the student has sufficiently achieved the set exit qualifications. The assessment criteria are described in the master guidebook.
  - b. In the assessment of the thesis research project and the master thesis and presentation
    - i. a staff member will act as a second reviewer;
    - ii. the final report will be attended by the supervisor, the second reviewer and a member of the Examinations Board;
    - iii. the result of the thesis research project and the master thesis and presentation will be determined in a private meeting of the responsible lecturer, the second reviewer and a member of the Examinations Board;
  - c. Students write a short non-specialist summary in either Dutch or English.

#### *Article 4.3 – Practical components*

Not applicable.

#### *Article 4.4 – Elective components*

1. Elective courses are listed in Appendix 2.
2. Course components successfully completed elsewhere or that are not included in the list of elective components may be included in the student's programme, subject to prior permission from the Examinations Board.

- a. The courses have to be followed at an accredited university or institute that are according to the Examinations Board of a comparable level.
- b. The course has to be relevant to the programme.
3. In terms of content, elective components must not show too much similarity to other components of the student's curriculum. The acceptable degree of similarity will be decided by the Examinations Board.
4. Regarding the free elective components:  
In terms of content, free elective components must not show too much similarity to other components of the student's curriculum. The acceptable degree of similarity will be decided by the Examinations Board. In exceptional cases students may choose Bachelor's-level free elective components as part of their programme. The Examinations Board will determine whether a free elective component at the Bachelor's level will be seen as part of the programme and the number of credits that will be allocated to the elective component. A free elective component will only be seen as part of the programme if the Examinations Board has given its prior approval.

*Article 4.5 – Sequence and admission requirements*

1. Participation in a course may be restricted to students that have not completed certain other components. Information about admission requirements can be found in the study guide.
2. The research project in the regular programme can only be commenced if the compulsory course components and the elective components in the discipline are completed.

*Article 4.6 – Participation practical training and tutorials*

Not applicable.

*Article 4.7 – Exemption*

1. At the written request of the student, the Examinations Board may exempt the student from taking one or more examination components, if the student:
  - a. Has passed a component of an accredited academic or higher professional education programme that is equivalent in both content and level;
  - b. Has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant component.  
The component has to be relevant to the Master's programme.
2. This exemption does not apply to the Master's research project.
3. Exemptions from examinations (or parts thereof), if granted, will be valid only for the current period of examination.
4. A maximum of 60 EC can be accumulated in the programme through granted exemptions.

*Article 4.8 – Degree*

A student who passes the final examination of a programme is awarded a Master of Science degree. The name of the degree awarded is stated on the diploma.



*Article 4.9 – Joint National Master’s Programme*

Students taking courses as part of the national Master Mathematics may also be subject to rules and regulations which have been agreed on nationally. These regulations can be found on: [www.mastermath.nl](http://www.mastermath.nl) -> ‘Courses and Exams’.

*Article 4.10 – Double Master’s programme (two-year programmes)*

In order to be awarded two Master’s degrees, the following requirements must be met:

1. The total programme of the candidate should amount to at least 180 EC credits.
2. The candidate’s work for the programme (lectures, research work, etc.), must be of such a standard that all the exit qualifications of each of the two programmes have been met.
3. The candidate must have conducted separate research work for both Master’s degrees. This may consist of two separate research projects with supervisors from the respective study programmes. In the case of an integrated research project, this must be supervised by two staff members appointed from the two study programmes. Both staff members must assess the work as a pass.
4. The Examinations Boards of both study programmes must approve the student’s double Master’s programme before the student commences on the double Master’s programme.

*Article 4.11 – Double Master’s Degree Econometrics and Stochastics and Financial Mathematics*

In order to be awarded the two different Master’s degrees, the following requirements must be met.

1. The total study load of the programme of the candidate should amount to at least 150 EC.
2. The candidate’s work for the Master’s programme (lectures, research work etc.) is of such a standard that all requirements of each of the two programmes have been met.
3. The candidate has conducted an integrated research project Thesis Research Project Econometrics and SFM (30 EC), replacing Thesis Research Project Stochastics. This must be supervised by staff members from the two study programmes; both staff members must assess the work as a pass.
4. Before starting the second year of their Master’s programme, candidates must apply to the Examinations Board of the second study programme for admission to this Master’s programme; they also have to inform the Examinations Board of their first study programme that they intend to obtain a double Master’s degree.

## **Chapter 5. Transitional and final provisions**

*Article 5.1 – Amendments*

1. The dean shall establish amendments to the part B of these Regulations by independent decision – having heard the board of studies and with due regard for the authority of the relevant advisory bodies.
2. Amendments to these regulations take place following a recommendation by the board of studies relating to the regulations in their entirety, and with the endorsement of a joint meeting of those sections which do not relate to the subject of Article 7.13 paragraphs 2a to g, and paragraph 3 of the Act and the admission requirements for Master’s programmes.
3. Amendments to the part B of these Regulations do not apply to the current academic year unless they can be reasonably assumed not to damage the student’s interest.

*Article 5.2 – Cancelled programme components*

Not applicable.

*Article 5.3 - Publication*

1. The dean shall ensure a fitting publication of part A and B of these Regulations and the rules and guideline referred to in the Act.
2. These regulations can be accessed at the website of the Faculty of Science and the UvA Course Catalogue.

*Article 5.3 – Effective date*

These Regulations enter into force with effect from 1 September, 2015.

Thus drawn up by the Dean of the Faculty of Science on 25 August 2015.

**Appendix 1. Final attainment levels of the major Science in Society (SS), the major Science Communication (SC) and Major Teaching, and learning objectives minor TESLA**

**A. Final attainment levels of the major Science in Society (SS)**

The final attainment levels of the major with regard to the Dublin descriptors are given below.

Dublin descriptor 1: Knowledge and understanding

The graduate has theoretical and practical knowledge of management, policy analysis and entrepreneurship

The graduate:

- a. has insight into the various relevant disciplines in the social and behavioural sciences. More specifically, the student acquires insight into:
  - important concepts and theories in the field of policy science, management studies, and entrepreneurship;
  - the relation of these gamma sciences to the beta sciences;
- b. has insight into concepts and the latest theories, research methodologies, analytical models and important research questions related to interdisciplinary research for addressing societal problems;
- c. has knowledge of, and insight into, relevant concepts and theories for effective communication and collaboration;

Dublin descriptor 2: Applying knowledge and understanding

The graduate is experienced in carrying out interdisciplinary research, in applying techniques specific to the subject area and in applying scientific knowledge to societal problems.

The graduate:

- a. has the ability to integrate knowledge from the beta and gamma sciences, as well as from science and practice;
- b. can apply scientific knowledge to formulate solutions to societal problems and assess them for appropriateness and societal relevance;
- c. adopts an appropriate attitude towards the correct and unbiased use and presentation of data.

Dublin descriptor 3: Making judgements

The graduate is able to independently and critically judge information.

The graduate is able to:

- a. independently acquire information in relevant scientific areas through a literature review and by conducting empirical research, as well as evaluate such information critically;
- b. select and order information, distinguish essentials from trivialities, and recognize connections;
- c. formulate personal learning objectives and critically evaluate own performance, both introspectively and in discussion with others.

Dublin descriptor 4: Communication

The graduate is able to transfer knowledge and skills related to his/her subject area to other people and to adequately reply to questions and problems posed within society.

The graduate:

- a. has acquired skills to report orally and in writing on research results in English;
- b. has the ability to communicate research conclusions, and the knowledge and rationale underpinning them, to specialist audiences and non-specialist audiences clearly and unambiguously;
- c. can collaborate with researchers from various scientific disciplines;

- d. can make essential contributions to scientific discussions about plans, results and consequences of research.

#### Dublin descriptor 5: Learning skills

The graduate has developed learning skills that enable him/her to continue with self-education and development within the subject area.

The graduate:

- a. has acquired skills to develop a research plan, giving details of the problem statement, objectives, research questions, research approach, research methods, and planning;
- b. is familiar with the general scientific journals, such as Nature and Science, and with journals in the specialisation, such as Research Policy, Health Policy, Science, Technology & Human Values, Social Science & Medicine, and International Journal on Technology Management;
- c. has the learning skills to allow him/her to continue to study in a manner that may be largely self-directed or autonomous (life-long learning).

### **B. Final attainment levels of the major Science Communication (SC)**

The MSc graduate possesses an academic attitude, skills and competences to operate at the interface of science and society aiming to contribute to a fruitful science-society dialogue. This means that Master's graduates have the following focus:

- Understanding the dynamic relationship between science and society
- Translating information from the natural sciences to society and vice versa
- Shaping the dialogue between science and society

#### Knowledge

- Knowledge of and insight into the relevant concepts and theories in the field of science communication, sociology, communication science, philosophy and science & technology studies in relation to the natural sciences
- Familiarity with scientific journals in the field of science communication and science & technology studies, as well as familiarity with a variety of popular-scientific media
- Insight into the nature and course of interpersonal and group communication processes relevant to the formal and informal dialogue between science and society
- Insight into relevant concepts and theories for effective communication and collaboration in relation to diverse science-society interactions
- Insight into the popularization of the natural sciences in various media
- Insight into the roles and responsibilities of museums in science communication

#### Skills

- Independently acquire, analyze and evaluate relevant information in a variety of scientific disciplines, by conducting literature study and empirical research
- Communicate and collaborate effectively with diverse professionals of scientific and nonscientific disciplines as well as lay citizens
- Design and facilitate interactive processes in relation to the science-society dialogue
- Translate information from various natural science disciplines into more generally accessible language and formats
- Produce popular-scientific media output concerning developments in the natural sciences, aimed at a variety of publics
- Contribute to the design of museum exhibitions from the perspective of scientific content management and science communication theory

- Make an intrinsic contribution to the societal discussion of developments in science and technology

### **C. Final attainment levels of the major Teaching**

Aan het eind van de opleiding moet de student beschikken over de kwaliteiten ofwel competenties op het gebied van geïntegreerde kennis, inzicht en vaardigheden behorend bij het beroep van leraar in het eerstegraads gebied van het voortgezet onderwijs. De competenties hebben betrekking op de taakgebieden waarvoor wordt opgeleid: onderwijzen, begeleiden, organiseren, ontwikkelen en onderzoeken, en professionaliseren. De competenties zijn de volgende.

- *Interpersoonlijk competent*

Je bent interpersoonlijk competent als je in het contact met leerlingen (en ook met anderen) kunt leiden, begeleiden, bemiddelen, stimuleren en confronteren. Daarmee bereik je een klimaat met open communicatie en een sfeer van samenwerking en wederzijds vertrouwen.

- *Pedagogisch competent*

Je bent pedagogisch competent als je benaderingen kunt ontwerpen, uitvoeren en evalueren om het welbevinden van leerlingen te bevorderen, om ontwikkelings- en gedragsproblemen te signaleren en om groepen en individuen te begeleiden. Daarmee bereik je een veilige leeromgeving waarin leerlingen zich kunnen ontwikkelen tot zelfstandige en verantwoordelijke personen.

- *Vakinhoudelijk en vakdidactisch competent*

Je bent vakinhoudelijk en vakdidactisch competent als je je eigen vak gedegen beheerst, op basis daarvan aantrekkelijke, effectieve en efficiënte leeractiviteiten kunt ontwerpen, uitvoeren, begeleiden en evalueren. Daarmee bereik je een krachtige leeromgeving voor leerlingen.

- *Organisatorisch competent*

Je bent organisatorisch competent als je concrete en functionele procedures en afspraken kunt hanteren en als je de leeromgeving en het leren van leerlingen kunt organiseren en faciliteren en de planning kunt bewaken en bijstellen. Daarmee bereik je een overzichtelijke, ordelijke en taakgerichte leeromgeving.

- *Competent in het samenwerken met collega's*

Je bent competent in het samenwerken met collega's als je informatie deelt, actief bijdraagt aan overleg en samenwerkingsverbanden en deelneemt aan collegiale consultatie. Daarmee bevordert je een collegiale en harmonieuze werksfeer.

- *Competent in het samenwerken met de omgeving*

Je bent competent in het samenwerken met de omgeving als je doelmatige contacten onderhoudt met ouders (verzorgers), maar ook met andere mensen en instanties die te maken hebben met de zorg voor en de opleiding van leerlingen. Daarmee bereik je dat de ontwikkeling van leerlingen op een realistische en constructieve manier wordt ondersteund en dat eventuele problemen tijdig worden onderkend en opgelost.

- *Competent in reflectie en onderzoek ten dienste van ontwikkeling*

Je bent competent in reflectie als je je handelen planmatig kunt bijstellen op grond van ervaringen in beroepssituaties. Daarmee bereik je professioneel leren en ontwikkeling van jezelf. Je bent competent in onderzoek als je de beroepspraktijk in het algemeen en je eigen beroepspraktijk in het bijzonder kunt analyseren met distantie en met onderzoeksmatige

deskundigheid. Daarmee bereik je ontwikkeling van je school, van de didactiek van je vak en/of van jezelf.

## **D. Learning Objectives Tesla**

### **Main Objective**

To offer ambitious science students with a demonstrated excellent Academic and non-Academic track record the opportunity to engage in a final challenge before finishing their research master programme.

On completing the Tesla Programme the graduate has acquired the qualities to bridge Science, Society and Business within complex research and project challenges related to the own scientific background. The graduate is fit to start a career in demanding environments which require abilities to utilize the disciplinary science background (as described in OER B) in work environments within or outside of science.

These qualities will be developed while 1) working on an interdisciplinary project related to the scientific background of the graduate and 2) undergoing intensive training on a range of skills.

### **General Objectives**

The graduate has:

1. The analyzing, problem-solving and synthesizing abilities in order to be able to function at the required academic level
2. The abilities to utilize his or her specific scientific background (as specified in the OER B of the Master Programme in which the student is enrolled) in settings on the interface of science, business and society
3. A series of practical professional, academic and personal skills which result in the ability to
  - a. independently set up, manage and execute an interdisciplinary projects at the interface of science, business and society. Thereby utilizing scientific knowledge in contributing to a real demand of a knowledge intensive organization
  - b. get acquainted with a field of study in a short period of time by self-study, to form one's own opinion and to communicate critically and effectively with different audiences on the topic
  - c. deal with complex challenges and gather and structure information on different levels to enable professional action in different fields and especially the ability to utilize his/her own scientific background in a non-Academic environment
  - d. Communicate effectively with different stakeholders (e.g. business professionals, policymakers) while using appropriate means (e.g. business plans, policy advice).
  - e. operate effectively in interdisciplinary teams.
4. An attitude that enables the student to critically reflect on his/her own actions

In doing so the graduate should have acquired the following qualities in the fields of 'Professional Knowledge & Insight' and 'Professional Skills':

### **Professional Knowledge and Insight**

Students should develop professional knowledge and insight regarding bringing “science to value in practice”, especially in relation to their scientific background. More specifically, students should:

- a. Obtain understanding of different business practices, discourses and settings with regard to bringing scientific knowledge to value.
- b. Develop knowledge on scientific developments in relevant disciplines related to dealing with the societal challenges of 21st century.
- c. Obtain understanding of different non-profit practices and settings with regard to bringing scientific knowledge to value
- d. Obtain understanding of different governmental practices and settings with regard to bringing scientific knowledge to value.
- e. Increase knowledge and insight of possible career paths and possible roles in bringing scientific knowledge to value.

### **Professional Skills**

Students should develop professional business skills to operate effectively in organizations and groups. More specifically, students should:

- f. Develop professional cooperation skills.
  - i. Develop presentation skills: the abilities necessary to communicate complex information and deliver professional presentations in different environments.
  - ii. Develop feedback skills
  - iii. Develop meeting skills: the abilities necessary to host and guide meetings in which complex information, different opinions and positions need to be structured to effectively facilitate collection work.
  - iv. Develop teamwork and leadership skills.
  - v. Develop interview techniques: abilities necessary to successfully obtain information by means of an interview in different settings.
  - vi. Develop reasoning and related skills to structure information: develop the abilities to test arguments and bring propositions towards implementation by convincing others.
  - vii. Develop communication and influencing skills.
- g. Develop project management skills.
  - i. Be able to effectively manage projects on the interface of Science and Practice, including becoming familiar with:
    1. Taking Initiative
    2. Managing the workflow
      - a. Preparing a project planning
      - b. Use of KPIs in Planning
      - c. Prioritizing & adjustment (time management, etc.)
    3. Practical Tools
      - a. Effective use of communication technology
      - b. Budget management
    4. Team Management
      - a. Engaging your interdisciplinary team
      - b. Divide and take Responsibility

- c. Solving problems
- ii. Get acquainted with consultancy analytics and tools to structure complex challenges & information.
  - 1. Utilizing consultancy models to structure complex challenges and transform them into workable solutions.
  - 2. Develop visual thinking skills: the qualities to use visual tools to structure meetings, complex information and group processes.

#### C. minor teaching na een bachelor met een educatieve minor

De student volgt het tweede semester van de master leraar VHO die de ILO aanbiedt. De eindtermen komen overeen met die van de major teaching, zie hierboven.

#### D. minor teaching na een bachelor zonder educatieve minor

De student volgt het eerste semester van de master leraar VHO die de ILO aanbiedt.

De opleiding leidt niet tot een bevoegdheid.

De eindtermen komen grotendeels overeen met die van de educatieve minor die de ILO aanbiedt.

De student is op basis van voldoende theoretisch inzicht, een professionele houding en voldoende vaardigheid in staat om:

1. een goede samenwerking met en tussen leerlingen tot stand te brengen;
2. voor groepen en voor individuele leerlingen een veilige leeromgeving te creëren;
3. voor groepen en voor individuele leerlingen een krachtige leeromgeving in te richten waarin leerlingen zich op een goede manier leerinhouden van het vakgebied eigen maken;
4. in groepen en in andere contacten met leerlingen een overzichtelijk, ordelijk en taakgericht leer- en werkklimaat tot stand te brengen;
5. relevante informatie uit te wisselen met collega's in de school en uitkomsten daarvan te benutten;
6. relevante informatie uit te wisselen met verzorgers van leerlingen buiten school en daarin te zorgen voor afstemming;
7. eigen opvattingen over het leraarschap en de eigen bekwaamheden als leraar, te expliciteren, kritisch te onderzoeken en verder te ontwikkelen op basis van theoretische inzichten en empirische gegevens.



## Appendix 2. Description of the content and study load of the components

### Compulsory courses of the regular programme

Measure Theoretic Probability	5374METP8Y	8 EC	1-2	400	hc	t
Seminar Mathematics	5334SEMA6Y	6 EC	1-2	400	sem	pres
Master Thesis and Presentation	5374SSTP6Y	6 EC	1-6	500	proj	pres
Thesis Research Project Stochastics	5374TRS30Y	30 EC	1-6	500	proj	pres

### Compulsory course of the double master SFM and Econometrics

Thesis Research Project Econometrics and SFM	xxxx	30 EC	1-6	500	proj	pres
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### Compulsory courses of the programme with minor

Measure Theoretic Probability	5374METP8Y	8 EC	1-2	400	hc	t
Seminar Mathematics	xxxxxxxxxx	6 EC	1-2	400	sem	pres
Master Thesis and Presentation	5374SSTP6Y	6 EC	1-6	500	proj	pres
Thesis Research Project Stochastics	xxxxx	18 EC	1-6	500	proj	pres

### Compulsory courses of the programme with major

Master Thesis and Presentation	5374SSTP6Y	6 EC	1-6	500	proj	pres
Thesis Research Project Stochastics	xxxxx	18 EC	1-6	500	proj	pres

### Constrained choice courses, excluding mastermath

Computational Finance	5284COFI6Y	6 EC	4	400	hc	t
Interest Rate Models	5374INRM6Y	6 EC	1-2	400	hc	t
Nonparametric Bayesian Statistics	5374NOBS6Y	6 EC	1-2	400	hc	t
Portfolio Theory	5374POTS6Y	6 EC	1-2	400	hc	t
Simulation Methods in Statistics	5374SIMS6Y	6 EC	1-2	400	hc	t
Stochastic Integration	5374STIN8Y	8 EC	4-5	400	hc	t
Stochastic Optimization	53748SOP6Y	6 EC	1-2	400	hc	t
Stochastic Processes for Finance	53748SPF6Y	6 EC	1-2	400	hc	t
Statistics for high dimensional data		6 EC	1-2		hc	t

### Constrained choice courses, mastermath

Asymptotic Statistics	5374ASST8Y	8 EC	2-3	400	hc	t
Queues & Levy Fluctuation Theory	5374QLFT8Y	8 EC	1-2	500	hc	t
Stochastic Processes	53748STP8Y	8 EC	4-5	400	hc	t
Time Series	53748TIS8Y	8 EC	4-5	400	hc	t