

UNIVERSITY OF AMSTERDAM

FACULTY OF SCIENCE

EDUCATION AND EXAMINATION REGULATIONS

PART B

Academic year 2013-2014

MASTER'S PROGRAMME EARTH SCIENCES

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Chapter 1. General Provisions

Article 1.1 - General Provisions

This document consists of two parts: Part A and Part B. Part A includes general information that applies to all the Master's programmes on offer. Part B deals with specific aspects of the individual Master's programme Earth Sciences. These Master's programmes are offered by the Faculty of Science (Faculteit der Natuurwetenschappen, Wiskunde & Informatica, FNWI), hereinafter referred to as: the Faculty.

Article 1.2- Definitions

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

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|----------------------------|--|
| a. Course | Education imparted in a series of lessons or meetings |
| b. Literature Review | A component of 12 ECTS credits comprising research into the literature resulting in a written report |
| c. Personal Education Plan | An individual study plan for the student's master programme. |
| d. Internship | Internship of 18-24 ECTS credits always resulting in a written report |

Chapter 2. Content and Organisation of the Programme

Article 2.1 – Aim of the programme and exit qualifications

1. The aim of the Earth Sciences Master's programme is to:
 - Educate students to become independent scientific professionals, that can deal with current scientific knowledge and apply this knowledge in new and continuously changing practical situations;
 - actively stimulate interdisciplinary cooperation in the development of science, based on knowledge in the field of earth sciences;
 - educate students to develop skills, knowledge and insight into the discipline;
 - provide student-oriented education that is of a high, internationally recognised quality;
 - provide offer students the opportunity to gain part of their knowledge and insight in an international setting;
 - provide a heterogeneously composed student population in an inspiring academic learning environment and offer feasible study programmes.
2. After completing the Master's programme the graduate has acquired the following qualities:
The graduate:
 - has analysing, problem-solving and synthesising abilities, a scientific attitude and is able to function in science and society at the required academic level;
 - has specialist knowledge of one or more sub-areas of Geo-Ecological Dynamics or Environmental Management;
 - has the ability to observe physical geographical systems at various scale levels and degrees of complexity; to analyse them and to answer questions;
 - has knowledge of the current developments in Earth Sciences and Physical Geography in particular;
 - is able to become acquainted with research methods in the domain of the specialization within a short period of time and is able to apply these;
 - has the communication skills needed to operate effectively on an academic level, especially in oral presentation and written report in the English language;
 - is able to independently set up and implement research experiments;
 - is able to realise a planned project within a given period of time;
 - is able to work independently as well as to cooperate with other people in a team;

- is able to contribute from one's own discipline to multi or (inter) disciplinary questions;
 - is able to adopt an attitude that fosters critical reflection on one's own results and behaviour, as well as from other people.
3. Within the programme the following tracks are offered:
- Geo-Ecological Dynamics (research master);
 - Environmental Management (applied research master).
4. In addition to paragraph 2, the student finishing the track Geo-Ecological Dynamics is able to:
- form a vision on the development of scientific research in the field of study;
 - formulate questions on the frontline of scientific research;
 - translate scientific questions into a research proposal;
 - independently set up experiments and to carry out measurements;
 - quantitatively and qualitatively analyse landscape patterns processes, to incorporate the data into existing models or in models still to be developed, and to present the results at various levels of abstraction;
 - read up on a physical geographical field of study in a short period of time, to form his own opinion and to write a critical essay.
5. In addition to paragraph 2, the student finishing the track Environmental Management has:
- an attitude enabling the critical use of measurements and models in science and society;
 - an understanding of the context of chemical, physical and biological mechanisms underlying the environmental processes occurring in ecosystems;
 - practical and theoretical skills in methodologies used in studying environmental processes in laboratory and field experiments;
 - the ability to combine theoretical (computer, *in silico*), experimental laboratory (*in vitro*) and field (*in situ, in vivo*) approaches;
 - the understanding of qualitative and quantitative aspects of patterns and biogeochemical processes at different temporal and spatial scales in geo-ecosystems;
 - the ability to use and apply spatial and or mechanistic models in geo-ecosystems;
 - advanced understanding of geomorphic processes in geo-ecosystems *or*
 - advanced understanding of processes in soils in terrestrial geo-ecosystems *or*
 - advanced integrated knowledge of spatial patterns of landscapes incorporating soil, geomorphology and ecology *or*
 - knowledge of management and conservation strategies for landscapes.

Article 2.2 – Organisation of the programme

This programme is offered on a full-time basis.

Article 2.3 – Language of instruction for the programme

The language of instruction for the programme is English. This means that the Code of Conduct for Foreign Languages at the UvA2000 and the provisions laid down in Section 7.2 of the Act apply (see appendix 3 of part A).

Article 2.4 – Scope of the programme

The programme has a workload of 120 ECTS credits and concludes with a final examination. One ECTS credit equals 28 hours of study activities.

Article 2.5 – Curriculum

1. In the track Environmental Management the student may choose one out of three majors (see also article 3.9 of Part A) or a minor:
 - Major Science Communication;
 - Major Science in Society;

- Major Teaching;
 - Minor Tesla.
2. Students have to consult the track coordinator for the contents of their individual study programme by filling in their Personal Education Plan (PEP). A standard PEP contains courses offered by the master's programme (see attachment 1), research projects and literature review. Any change in the standard PEP have to be approved by the track coordinator. An alternative PEP containing courses not offered by the master's programme has to be submitted to the track coordinator and the Examinations Board for prior approval (see also Article 2.11 of these Regulations). Students and track coordinators are advised to consider the requirements for the majors (60 ECTS credits) and minor (30 ECTS credits) when filling in the PEP (see also Article 2.5.3 and Article 2.10 of these Regulations).
 3. The curriculum comprises the following:

Geo-Ecological Dynamics	Regular Curriculum
Compulsory Courses	12-18 ECTS credits
<i>Vulnerability Assessment of Geo-Ecosystems¹</i>	12 ECTS credits
<i>Assessment of Chemical and Natural Hazards²</i>	6 ECTS credits
<i>Research Workshop</i>	6 ECTS credits
Constrained List Courses	6-12 ECTS credits
<i>Applications in GIS and Remote Sensing</i>	6 ECTS credits
<i>GIS/RS Science in Ecosystem Dynamics</i>	6 ECTS credits
<i>Biogeochemical Cycles</i>	6 ECTS credits
<i>Assessment of Chemical and Natural Hazards²</i>	6 ECTS credits
<i>Vulnerability Assessment of Geo-Ecosystems¹</i>	12 ECTS credits
Elective Courses (see attachment 1)	0-36 ECTS credits
Literature Review	12 ECTS credits
Research Proposal	6 ECTS credits
Master Thesis including colloquium	42 ECTS credits
Internship (optional)	18-24 ECTS credits
Writing a Scientific Article (optional)	12 ECTS credits
Total Study Load	120 ECTS credits

Environmental Management	Regular Curriculum	Major³
Compulsory Courses	39-45 ECTS credits	15 ECTS credits
<i>Vulnerability Assessment of Geo-Ecosystems¹</i>	12 ECTS credits	12 ECTS credits
<i>Assessment of Chemical and Natural Hazards²</i>	6 ECTS credits	
<i>Research Workshop Environmental Management</i>	3 ECTS credits	3 ECTS credits
<i>Integrated Coastal Dune Management</i>	6 ECTS credits	
<i>Building Bridges between Science and Society</i>	6 ECTS credits	
<i>System Innovation and Transition Management I</i>	6 ECTS credits	
<i>Ecosystem Management</i>	6 ECTS credits	
Constrained List Courses	-	6 ECTS credits
<i>Applications in GIS and Remote Sensing</i>		6 ECTS credits
<i>GIS/RS Science in Ecosystem Dynamics</i>		6 ECTS credits
<i>Biochemical Cycles</i>		6 ECTS credits
<i>Assessment of Chemical and Natural Hazards²</i>		6 ECTS credits
<i>Vulnerability Assessment of Geo-Ecosystems¹</i>		12 ECTS credits
Elective Courses (see attachment 1)	18-24 ECTS credits	3 ECTS credits
Research Proposal	6 ECTS credits	6 ECTS credits
Master Thesis including colloquium	30 ECTS credits	30 ECTS credits
Internship	21 ECTS credits	-
Major ³	-	60 ECTS credits

Minor Tesla	-	-
Total Study Load	120 ECTS credits	120 ECTS credits

¹Mandatory when starting in September and constrained when starting in February. ²Mandatory when starting in Feb and constrained when starting in September. ³Starting in February with the Master's programme followed by major Science Communication, Science in Society or major Teaching is not possible

a. General compulsory course components

In the UvA Course Catalogue the content, format and examination requirements of each obligatory component of the study programme are described, indicating the preconditions that are required, in order to be able to follow the course successfully.

A so-called constrained list courses may be part of the study programme whereby the student has to choose from a constrained list of courses. In the UvA Course Catalogue the content, format and examination requirements of each restricted component of the study programme are described.

b. Elective courses

Elective courses may be part of the study programme. In the UvA Course Catalogue the content, format and examination requirements of elective courses are described. A list of courses provided by the master's programme can be found in Attachment 1.

Article 2.6 – Course components completed elsewhere

Exemptions for components successfully completed at a higher education institution prior to beginning the Master's programme may only be granted on the basis of Article 3.9 of Part A of these Regulations.

Article 2.7 – Free curriculum

1. Subject to certain conditions, the student has the option of compiling a curriculum of his/her own choice which deviated from the curricula mentioned in Article 2.5 of these Regulations. The concrete details of such a curriculum require permission of the relevant Examinations Board.
2. In order to be considered for a diploma of this programme, at least one half of the proposed curriculum has to consist of components of the study programme.

Article 2.8 – Admission to the Master's programme

1. Students, who have successfully completed the following degrees will automatically be admitted:
 - the Kandidaats degree in Earth Sciences or Physical Geography awarded by the University of Amsterdam;
 - the Bachelor's degree in Earth Sciences awarded by a Dutch University;
 - the Bachelors' Degree Future Planet Studies with a major Earth Sciences awarded by the University of Amsterdam.
 - the Bachelor's Degree in Beta-gamma with a major Earth Sciences, awarded by the University of Amsterdam.
 - the Bachelor's Degree in Beta-gamma, with the track Future Planet Studies (FPS) and an major Earth Sciences Major, awarded by the University of Amsterdam.
2. Students who have obtained a Bachelor's Degree in Biology including advanced (2nd and 3rd year BSc level) knowledge in Ecology and Evolution, are automatically admitted to the master's programme Environmental Management at the University of Amsterdam.
3. Without prejudice to the provisions of paragraph 1, the Examinations Board may grant admission to the study programme when concluding, that the previous education of the candidate is equivalent to the Bachelor's degrees referred to in paragraph 1. The Examinations Board decides in such cases for every student whether the previous education

of the candidate has deficiencies for admission, and may draw up a list of components the student has to take, in order to make up for these deficiencies.

Article 2.9 – Enrolment

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

Article 2.10 – Majors/Minor

1. In the track Environmental Management the student can choose between one of two majors or one minor, provided that they are offered within the specific programme. The majors and minor are:
 - a. Major Science in Society;
 - b. Major Science Communication;
 - c. Minor Tesla.
2. Regarding the major Science in Society:

The major in Science in Society consists of 60 ECTS credits. It has to be combined with a research programme, comprising at least 60 ECTS credits, and with the general compulsory components in order to meet the general requirements of the programme. The exit qualifications of this major can be found as an appendix to Part B of these Regulations. Further information on this major can be found on the website of VU University Amsterdam.
3. Regarding the major Science Communication:

The major in Science Communication consists of 60 ECTS credits. It has to be combined with a research programme, comprising at least 60 ECTS credits, and with the general compulsory components in order to meet the general requirements of the programme. The exit qualifications of this major can be found as an appendix to Part B of these Regulations. Further information on this major can be found on the website of the VU University Amsterdam.
4. Regarding the major Teaching:

The major Teaching consists of 60 ECTS credits. It must be combined with a research programme, comprising at least 60 ECTS credits, and with the general compulsory components in order to meet the general requirements of the programme. Students who have completed an Educatieve Minor of 30 ECTS credits during their Bachelor's programme may submit a non-standard study programme for approval to the Examinations Board, after discussing this non-standard study programme with the coordinator of the major Teaching and the coordinator of the Master's programme. The exit qualifications of this major can be found as an appendix to Part B of these Regulations. Further information on this major can be found on the website of the Interfacultaire Lerarenopleidingen (ILO) of the University of Amsterdam.
5. Regarding the minor Tesla:

The minor Tesla consists of 30 ECTS credits. It must be combined with a research programme, comprising at least 90 ECTS credits (courses, research project and literature study), and with the general compulsory components in order to meet the general requirements of the programme. The minor consist of a course component and a project-based component. This project-based component has to be supervised by a Faculty examiner and is subject to prior approval of the Examinations Board. Because it is a multidisciplinary minor an examiner from the research programme has to be appointed as a second assessor. The learning objectives of this minor can be found as an appendix to Part B of these Regulations. Further information on this minor can be found on the websites of the Graduate School of Science and the Graduate School of Life and Earth Sciences

6. Students have to go through a separate intake procedure for admission to the major in Science in Society, major in Science Communication, major Teaching and minor Tesla.
7. Students first have to finish the obligatory research part of the programme (60 ECTS) before starting one of the majors or the minor.
8. It is not permitted to take the obligatory research part of the programme and the major or minor simultaneously

Article 2.10 – Double Master’s programme (two-year programmes)

In order to be awarded two Master’s degrees or to have stated on the Master’s diploma that two Master’s programmes have been completed within the discipline, the following requirements must be met:

1. The total programme of the candidate should amount to at least 180 ECTS credits.
2. The candidate’s work for the programme (lectures, research work, etc.), must be of such a standard that all the compulsory requirements 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 2.11 – Elective components

1. Course components successfully completed elsewhere or that are not included in attachment 1 during the programme may supplement the student’s examination programme, subject to prior permission from the Examinations Board.
 - a. The courses have to be followed at an accredited university or institute
 - b. The course has to be relevant to the master chosen
2. In terms of content, elective components must not show too much similarity to the components of the student’s standard curriculum. The acceptable degree of similarity will be decided by the Examinations Board.
3. An elective component will only be seen as part of the programme if the Examinations Board has given its prior approval.

Chapter 3. Teaching

Article 3.1 – Participation in courses and rules for priority admission

1. Every student must enrol for every course component. To participate in courses, the student must enrol within the period indicated in the UvA Course Catalogue and according to procedures mentioned there. The student may be refused the opportunity to participate if he/she does not enrol or fails to enrol in time.
2. Admission to courses with limited capacity takes place based on previously established and published admission criteria and rules for priority admission, on the understanding that students enrolled in the programme are given priority over others when enrolling for courses in the compulsory part of their programme.
3. Persons who are not enrolled at the University have no right to participate in teaching and examinations.

Article 3.2 – Sequence and admission requirements

1. The student may only participate in interim or other examinations or practical exercises of the course components mentioned below if he/she has passed the interim or other examination components:
 - The student has to successfully complete 18 ECTS credits of obligatory courses prior to approval and starting of the research project.
2. In cases where the result of a component has not been determined within the time periods mentioned in Article 3.6 of part A, this component may not be required as prior knowledge for the subsequent component.

Article 3.3 – Master Thesis and Literature Review

1. The student has to submit an application form for the Master Thesis, Literature Review and Internship to the course coordinator for prior approval. If these activities take place in cooperation with an institute outside the science faculty the application form has to be submitted to the Examination Board for prior approval. For the MSc Thesis Research and for the Internship a contract form has to be handed in signed by supervisors and the student.
2. At the end of the Master Thesis and its final report, the responsible examiner checks on the basis of an assessment form if the student has sufficiently achieved the set exit qualifications. Halfway the Master thesis research a mid-term assessment will take place.
3. The thesis examiner and a second independent reader assess the quality of the Master Thesis, Literature Review and Writing of a Scientific Article. The final mark is determined by the examiner after consultation with the second reader. In the Master Thesis protocol, detailed information can be found on assessment of the Thesis. This protocol can be found on the Blackboard site of the Master Earth Sciences.
4. The Master Thesis or the Literature Review must have been completed and assessed within the period indicated on the contract form signed by the supervisors and the student. If there has been no work handed in, leading to an assessment within the period agreed on in the approval form, the examiner is entitled to assess the component as a 'fail'.
5. Further information on regulations and procedures about the Master Thesis, Literature Review, Internship and Writing of a Scientific Article are described in the protocols, to be found via Blackboard Master Earth Sciences.

Article 3.4 – Determining results of examinations

In addition to article 3.6 subsection 2 and 3 of Part A, in case the examination of a component consists of two or more parts, each part has to be graded with a 5.0 or higher to pass the examination.

Article 3.5 – Minimum and maximum number of participants

1. In case there is a maximum capacity for courses, this is indicated in the Course Catalogue.
2. When less than eight participants have registered for a course, the programme director may cancel the course. This has to be announced to the participant at least two week prior to the start of this course. When courses are cancelled, registration of the student for another course will be enabled.

Chapter 4. Transitional and final provisions

Article 4.1 – Amendments

1. The dean shall establish amendments to the part B of these Regulations by independent decision – having heard the programme committee and with due regard for the authority of the relevant advisory bodies

2. 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 4.2 – Effective date

Part B of these Regulations shall come into force as of 1 September 2013.

Thus drawn up by the Dean of the Faculty of Science on 2 July 2013.

Attachment 1
List of courses provided and approved by the study programme.

Course	Study Load (ECTS credits)	Period	Type of Test	Practical Exercise
Applications in GIS and Remote Sensing	6	5	Written	Yes
Assessment of Chemical and Natural Hazards	6	4	Written and oral	Yes
Biogeochemical Cycles	6	5	Written and oral	Yes
Building Bridges between Science and Society	6	2	Written and oral	Yes
Climate Change	6	5	Written and oral	Yes
Ecosystem Management	6	3	Written and oral	Yes
Ecotoxicology and Environmental Quality	6	2	Written and oral	Yes
Environmental Chemistry	6	1	Written	No
Environmental Measuring Techniques	6	2	Written	Yes
Field Course Geocological Systems	6	6	Written and oral	Yes
Fundamentals of Analytical Sciences	6	4	Written	No
Geo-Ecological Data Analysis	6	3	Written	Yes
GIS/RS Science in Ecosystem Dynamics	5	6	Written	Yes
Integrated Coastal Dune Management	6	2	Written and oral	Yes
Modelling Geo-Ecological Systems	6	6	Written and oral	Yes
Research Strategies	6	4	Written and oral	Yes
Research Workshop	6	1-6	Oral	No
Research Workshop Environmental Management	3	1-6	Oral	No
Science in Perspective	6	4 & 5	Written	No
Separation Sciences	6	1		
Soil and Landscape Degradation	6	3	Written and oral	Yes
System Innovation and Transition Management I	6	4	Written and oral	Yes
System Innovation and Transition Management II	6	5	Written and oral	Yes
Vulnerability Assessment of Geo-Ecosystems	12	1	Written and oral	Yes

Appendix: 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:
 - o important concepts and theories in the field of policy science, management studies, and entrepreneurship;
 - o 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 didactisch 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.