



## CALOHEE

# Opleidingsprofielen verankeren in een internationale context

Verdiepingsdocument bij verkenningsrapport  
*'HEO met regie naar verantwoordelijkheid'*

September 2021



**Vereniging Hogescholen**

# Voorwoord

Dit verdiepingdocument voor de ontwikkeling van landelijke opleidingsprofielen in een internationale context (CALOHEE: Measuring and Comparing Achievement of Learning Outcomes in Higher Education in Europe) is geschreven als uitkomst van een beknopt vooronderzoek naar de huidige stand van zaken van de landelijke beroeps- en opleidingsprofielen binnen de sector HEO in opdracht van de verkenningcommissie hoger economisch onderwijs (2021).

De metaprofielen geven een gevalideerd beeld van het vakgebied, de discipline of sector in een internationale en nationale context voor de betrokken stakeholders. De volgende stakeholders zijn te onderscheiden:

1. De (toekomstige) student(e): wat kan een student(e) verwachten met betrekking tot de opleidingen binnen de verticale opleidingskolom op EQF level 5, 6 en 7?
2. De arbeidsmarkt (werkgevers): wat kan een werkgever van afgestudeerde professionals verwachten op het gebied van kennis, vaardigheden en gedrag?
3. Het management en beleidsmakers (management) op de ontkoppelpunten van de opleidingen in de verticale opleidingskolom: waar moet de opleiding in ieder geval aan voldoen en waarin zit een inhoudelijke beleidsvrijheid?
4. De accrediterende instanties (AACSB, EFMD, NVAO en de Visiterende en Beoordelende Instanties (Aequi, Hobeón, NQA en QANU): welke (inter)nationale kaders zijn richtinggevend voor een (beperkte) opleidingsaudit?

Deze handleiding is getest door twee besturen van landelijke overleggen binnen de sector HEO, nl. Journalistiek en Finance & Control. In een aantal expert sessies hebben ze de CALOHEE raamwerken voor hun eigen opleidingsprofiel ontworpen. We willen graag de volgende personen bedanken voor hun bijdragen in dit ontwerpproces: Patrick Bemelmans (NHL Stenden hogeschool), Miranda van Dijk-Kedde (Windesheim), Aldert Jonkman (Vereniging Hogescholen), Ron Minnée (Vereniging Hogescholen), Melissa Keizer (Vereniging Hogescholen), Henry Ponds (NVAO) en Michaël van Straalen (Vereniging Hogescholen/NVAO).

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# 1 Inleiding

Om studenten succesvol op te leiden voor een dynamische (inter)nationale arbeidsmarkt en maatschappelijke context is het noodzakelijk dat een opleidingsprofiel (het zgn. Degree profile) relevant, robuust en toekomstbestendig wordt geformuleerd. Een opleidingsprofiel is kaderstellend voor een vakgebied of discipline en is daarmee herkenbaar voor alle stakeholders in het hoger onderwijs (zowel hoger beroepsonderwijs als academisch onderwijs) in binnen en buitenland. Uitgaande van die kaderstelling is er op het niveau van individuele programma's ruimte voor profilering (bijvoorbeeld door het leggen van regionale accenten en/of het - aanvullend - aandacht geven aan specifieke thema's).

Het doel van deze handleiding is om een opleidingsprofiel te ontwerpen aan de hand van het CALOHEE raamwerk<sup>1</sup>. Het is een internationaal raamwerk om degree programma's te kunnen vergelijken (benchmarken). CALOHEE is het vervolg op de Tuning methode en integreert de twee metaraamwerken voor onderwijsclassificatie binnen de Europese Unie, nl. het European Qualifications Framework for Lifelong Learning (EQF) en het Qualifications Framework for the European Higher Education Area (QF EHEA). Een metaprofiel biedt ruimte voor afstudeervarianten. Voor de transparantie in de verticale opleidingenkolom ligt het voor de hand om op nationaal niveau aan te sluiten bij de International Standard Classification of Education - ISCED-F 2013<sup>2</sup>, de indeling van opleidingen in het hoger onderwijs opgesteld door UNESCO (zie tabel 1 in de bijlage). Deze indeling van opleidingsprofielen wordt wereldwijd toegepast. Dit biedt voor het Nederlandse hoger onderwijs de volgende voordelen:

- Her- en erkenning van opleidingen door het internationale onderwijsveld en op de nationale en internationale arbeidsmarkt
- Borging van de maatschappelijke relevantie van een opleiding
- Transparantie in de verticale opleidingskolom in het kader van een leven lang leren
- Een gemeenschappelijke taal in het hoger onderwijs

Het opleidingsprofiel beschrijft het vakgebied, discipline of sector, het beheersingsniveau (EQF / QF EHEA level) en specifieke kenmerken die het profiel onderscheidt van vergelijkbare profielen. In het CALOHEE raamwerk worden learning outcomes<sup>3</sup> voor kennis, vaardigheden, alsook autonomie en verantwoordelijkheid geformuleerd.

<sup>1</sup> <https://www.calohee.eu/why-calohee-2>

<sup>2</sup> <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf>

<sup>3</sup> We hanteren de volgende definitie: Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification (European Commission, 2015b, p. 72).

## 1.1 De verticale opleidingenkolom en ketendenken

De wereldwijde standaard om niveaus van onderwijs te classificeren heet ISCED 2011. Hierin worden 9 niveaus onderscheiden. Voor deze handleiding zijn de ISCED levels 5 en 6 van belang, die de Associate degree (EQF level 5) en de Bachelor (EQF level 6) beschrijven. Bijzondere aandacht vraagt het ontwerpen van het opleidingsprofiel op niveau ISCED 5 uitgaande van de doelstellingen van de European Higher Education Area (EHEA) for Lifelong Long Learning (LLL). In het Nederlands Leven Lang Ontwikkelen (LLO).

### **ISCED 5: Short cycle tertiary education**

Programmes at ISCED level 5 are short-cycle tertiary education, and are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practice-based and occupation-specific, preparing students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5<sup>4</sup>.

Bij het ontwerp van Associate degree programma's<sup>4</sup> moet rekening gehouden worden met drempelloze doorstroom<sup>5</sup> naar vervolgonderwijs in het kader van LLO op basis van doorlopende leerlijnen. Van een doorgaande leerlijn wordt gesproken als de learning outcomes (leeruitkomsten<sup>6</sup>) van verschillende niveaus (Associate Degree, Bachelor en Master) goed op elkaar aansluiten. Een ketenregisseur voert regie op de keten (en de aansluiting). In Nederland kennen we horizontale en verticale Associate degree programma's. De huidige horizontale Associate degrees richten zich uitsluitend op de arbeidsmarkt, maar de ontwerpers van deze degrees worden geacht, conform de definitie van ISCED 5, ook de drempelloze doorstroom naar vervolgonderwijs in de formulering van learning outcomes (leeruitkomsten) en curriculumontwerp mee te nemen. In deze handleiding wordt het voorbeeld gegeven van de opleiding Finance & Control voor zowel de niveaus EQF 5 / Associate degree en EQF 6 / Bachelor (ISCED 5 en 6) en de opleiding Journalistiek voor EQF 6 / Bachelor om de toepasbaarheid van deze werkwijze voor het hele hoger onderwijs te demonstreren. De gepresenteerde uitwerkingen zijn slechts concepten. De landelijke overleggen publiceren zelf hun definitieve versies.

## 1.2 CALOHEE raamwerk

De opbouw van het CALOHEE raamwerk bestaat uit de volgende elementen<sup>7</sup>:

- A. Doelstelling van het programma (overzicht van doelen en doelstellingen)
- B. Karakteristieken (mono-, multi- of interdisciplinair, generalist of specialist, academische of toepaste oriëntatie, gereguleerd, etc.)
- C. Werkgelegenheid en vervolgonderwijs: professionele ontwikkeling en vervolgopleidingen in de verticale opleidingenkolom gebaseerd op de gerealiseerde bekwaamheden, vaardigheden en/of learning outcomes.
- D. Onderwijsvisie/stijl: Typologie van leer- en onderwijsstrategieën en methodieken.

<sup>4</sup> Zie bijvoorbeeld Blom et al. 2020, De plaats van de onderzoekende houding in de leerresultaten van de associate degree programma's. Hogeschool Rotterdam

<sup>5</sup> OECD, 2009. Reference Points for the Design and Delivery of Degree Programmes in Business. [https://www.unideusto.org/tuningeu/images/stories/Publications/Business\\_final\\_version.pdf](https://www.unideusto.org/tuningeu/images/stories/Publications/Business_final_version.pdf)

<sup>6</sup> In de WHW wordt de Europese onderwijsterminologie *learning outcomes* vertaald naar leeruitkomsten.

<sup>7</sup> Wagenaar, R., 2019. *REFORM ! Tuning the Modernisation Process of Higher Education in Europe, A Blueprint for Student-Centered Learning*. Tuning Academy, Bilbao/Groningen.

- E. Programma bekwaamheden en vaardigheden: Sleutel bekwaamheden, zowel algemeen als disciplinair.
- F. Lijst met learning outcomes

## 1.3 Diploma supplement

Sinds 2005 wordt een diploma supplement (DS) wettelijk voorgeschreven. In artikel 7.11 lid 4 van de WHW wordt verwezen naar het Europese standaardformat opgesteld door de Europese Commissie, de Raad van Europa en UNESCO. Het DS is onderdeel van Europass<sup>8</sup>. De resultaten die voortkomen uit drie stappen (van in totaal tien) voor de ontwikkeling van een degree programma, gebaseerd op het CALOHEE raamwerk, kunnen direct worden overgenomen in het Europese standaardformat voor het DS (zie tabel 1). Internationaal is afgesproken dat het diploma supplement in het Engels wordt opgesteld en uitgereikt bij de diplomering. Vandaar dat de voorbeelden in deze handleiding ook in het Engels zijn uitgewerkt.

| <b>CALOHEE framework</b>                   | <b>Diploma supplement</b> |
|--|---------------------------|
| A. Doelstelling van het programma          | Paragraaf 6.1             |
| B. Karakteristieken                        | Paragraaf 2.2             |
| C. Potentiële werkveld en vervolgonderwijs | Paragraaf 5.1             |
| D. Onderwijsvisie                          | N/A                       |
| E. Programma bekwaamheden en vaardigheden  | N/A                       |
| F. Lijst met learning outcomes             | Paragraaf 4.2             |

<sup>8</sup> <https://europa.eu/europass/nl/node/641>

# 2 Stappenplan voor het ontwerp van een nieuw opleidingsprofiel

## Stap 1: Bepaal de behoefte en de potentie

- Raadpleeg stakeholders (de zgn. trias academica: potentiële studenten, academici, potentiële werkgevers, etc.) om te verifiëren dat de ontwikkeling van deze graad noodzakelijk is. Bij voorkeur in een internationale context. Stel ook eisen aan de selectie van je stakeholders (denk aan belangen, representativiteit, expertise, etc.).
- Stel vast of het beoogde opleidingsprofiel voldoet aan bestaande of nieuwe professionele, maatschappelijke of sociale behoeften. Denk hierbij aan desk- en fieldresearch (bijvoorbeeld een verkenningsrapport van de Vereniging Hogescholen).
- Gegeven de dynamische beroepspraktijk en de veranderingen in de demografie is het gangbaar dat het CALOHEE raamwerk elke 6 jaar wordt geactualiseerd. Voor de Nederlandse situatie zou de houdbaarheid van het metaprofiel synchroon lopen met de kwaliteitscyclus (accreditatie).

## Stap 2: Definieer het profiel en de sleutelbekwaamheden

- Identificeer de discipline / vakgebied die de basis vormt voor het opleidingsprofiel (degree programma). Raadpleeg internationale definities, protocollen, raamwerken, standaarden, etc., aangevuld met literatuuronderzoek en interviews met experts.
- Specificeer de focus van het opleidingsprofiel: generalist of specialist.
- Bepaal de oriëntatie van het opleidingsprofiel: mono-, multi- of interdisciplinair, generalist of specialist, academische of toepaste oriëntatie, gereguleerd, etc.).
- Identificeer en beschrijf het werkveld of de sectoren waar de gediplomeerden werk kunnen vinden. Naast beroepen moet ook worden gekeken naar rollen en taken.
- Identificeer en beschrijf hoe het opleidingsprofiel bijdraagt aan maatschappelijke opgaven, burgerschap een persoonlijke cultuur.
- Identificeer de sleutel bekwaamheden en vaardigheden. Probeer onderscheid te maken tussen algemene bekwaamheden en vaardigheden en vakspecifieke bekwaamheden en vaardigheden die het meest relevant zijn voor het opleidingsprofiel (max. 15). Deze kunnen verwijzen naar kennisdomeinen, specifieke vakbekwaamheden, academische vaardigheden waaronder samenvatten, analyseren en synthetiseren van informatie, academische schrijfvaardigheid, presentatievaardigheden, onderzoekend vermogen, ICT vaardigheden, etc. Raadpleeg hiervoor internationale en nationale bronnen. (Denk bijvoorbeeld aan bronnen als UNESCO<sup>9</sup>, O\*Net<sup>10</sup>, etc.)
- Specificeer de geïdentificeerde sleutel algemene en vakspecifieke bekwaamheden en vaardigheden.

<sup>9</sup> <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf>

<sup>10</sup> <https://www.onetonline.org>

## 2.1 Associate degree in Finance & Control (EQF level 5)

- Deze sjablonen moeten voldoen aan de volgende criteria:
- Leesbaar in 5 minuten
- Niet langer dan 2 pagina's
- Presenteren een samenhangend geheel van een specifieke graad
- Beknopt en specifiek; voldoende mate van details en verwijzingen

|  |   |
|--|---|
| Degree profile of Finance & Control<br>Associate degree<br>Degree programme in Finance & Control<br><i>Correspondeert met hoofdstukken 2 en 3 van het Diploma Supplement (2018)<sup>11</sup>, zie ook de Diploma Supplement instructions (2018)<sup>12</sup></i> |   |
| Type of degree & length  | Single degree (120 ECTS-credits)  |
| Institution  | Haagse Hogeschool (The Hague University of Applied Sciences), The Hague |
| Accreditation organisation   | De Nederlands-Vlaamse Accreditatieorganisatie, The Hague                |
| Period of reference  | Degree programme implemented in 2013, accredited for 6 years.           |
| Level  | QF for EHEA: First cycle short cycle; EQF level 5                       |

|          |  |
|----------|--|
| <b>A</b> | <b>Purpose</b>   |
|          | <i>Het overkoepelende doel van de opleiding in twee zinnen.</i>  |
|          | To provide students with the foundations of management decision making from strategic and behavioral perspectives in order to understand and anticipate changes and continuities in the external and internal environment of an organisation. Specialist areas are book keeping, financial reporting and business process maintenance. |

|          |                           |   |
|----------|---------------------------|---|
| <b>B</b> | <b>Characteristics</b>    |   |
|          | Discipline / subject area | <i>Beschrijf de discipline / het vakgebied van het programma. Zie stap 2 uit het stappenplan.</i>   |
|          |                           | Multidisciplinary (Business, economics and strategic management; 65:30:5)   |
|          | Focus                     | Specificeer of het een <b>general</b> of <b>specialist</b> degree programma is.   |
|          |                           | General   |
|          | Orientation               | <i>Beschrijf of het programma zich richt op <b>primary research, practically based, professional, applied, related to designated employment</b>, etc.</i> |
|          |                           | Applied, practically based  |
|          | Distinctive features      | Beschrijf aanvullende kenmerken die het programma onderscheiden van verwante programma's.   |
|          |                           | The programme is taught in Dutch. Parttime.   |

<sup>11</sup> [https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl\\_0.pdf](https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl_0.pdf)

<sup>12</sup> [https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement\\_Instructions.pdf](https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement_Instructions.pdf)



| <b>C</b>   |   | <b>Employability and further education</b> |
|--|---|--|
| Correspondeert met hoofdstuk 5 van het Diploma Supplement. |   |  |
| Employability  | <i>Vat samen (max. drie regels) waar de gediplomeerden gaan werken.</i>   |  |
|  | Positions at associate level in all sectors of the economy for the following jobs; administrative service manager (ISCO-08 1219), book keeping, accounting and auditing clerks (ISCO-08 3313) or executive secretaries or executive administrative assistants (ISCO-08 4110). |  |
| Further studies  | <i>Vat samen (max. drie regels) waar de mogelijkheden liggen voor vervolgonderwijs, binnen en buiten het vakgebied of de discipline.</i>  |  |
|  | Access to related first-cycle degree programmes (like Bachelor in Accountancy or Finance & Control), and with further work – to unrelated first cycle degree programmes.  |  |

| <b>D</b>                       |  | <b>Education style</b> |
|--------------------------------|--|------------------------|
| Learning & teaching approaches | <i>Beschrijf de leerstrategie en onderwijsvisie (max. drie regels).</i>  |                        |
|                                | The general learning style is task-based learning. There are some lecture courses (in classrooms, virtual classrooms or hybrid). Most learning is in individual or in small groups. Internships, with the aim to hands-on research real world problems, are part of the curriculum. Every learning outcome is individually assessed and the products are part of the professional proficiency portfolio. |                        |
| Assessment methods             | <i>Beschrijf de borging en toetsing van de learning outcomes (max. drie regels).</i>   |                        |
|                                | Presentations: oral (PowerPoint or similar) and written; Examinations: oral interviews with assessment notes or written products, collected in a professional proficiency portfolio with products (e.g. a research report, a prototype, a presentation or a demonstration of professional conduct).  |                        |

| <b>E</b>   |  | <b>Programme competences<sup>131415</sup></b> |
|--|--|---|
| GENERIC  |  |   |
| <ul style="list-style-type: none"> <li>- <b>Craftmanship:</b> ability to use key skills and abilities in order to contribute to complex problem solving. Especially critical thinking and creativity skills.</li> <li>- ability to write and speak correctly, according to various communication registers (formal, informal, scientific).</li> <li>- <b>Responsible conduct:</b> ability to make conscious decisions and feeling obliged to one's own moral principles to act responsibly.</li> </ul> |  |   |

<sup>13</sup> Zie Kapteijn-Kruijswijk, E.F. et. al. 2019. National Curriculum for Finance & Control LOPF&C 2016) v1.2. [https://www.vereniginghogescholen.nl/system/profiles/documents/000/000/237/original/20190613\\_LOBFC\\_version\\_1\\_2\\_UK.pdf?1560506680](https://www.vereniginghogescholen.nl/system/profiles/documents/000/000/237/original/20190613_LOBFC_version_1_2_UK.pdf?1560506680)

<sup>14</sup> Puyt, R.W., Oostdijk, J. & de Keijzer, P.A.M., 2016. Verantwoordingsdocument Finance & Control en

<sup>15</sup> Puyt, R.W. & Oostdijk, J., 2017. Toekomstbestendig landelijk opleidingsprofiel voor Finance. Onderwijsinnovatie. [https://www.ou.nl/documents/40554/383618/OI\\_2017\\_4\\_web.pdf/4dd64166-40ff-05f6-fd90-5c34cf1089b0](https://www.ou.nl/documents/40554/383618/OI_2017_4_web.pdf/4dd64166-40ff-05f6-fd90-5c34cf1089b0)

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- <b>Research skills:</b> ability to think in scientific terms, pose problems, gather data, analyse them and propose finding and to practice evidence-based decision making.</li> </ul>   |
|  | <p>SPECIFIC</p> <ul style="list-style-type: none"> <li>- <b>Basic general knowledge:</b> orientation in the major themes in business, economics and strategic management.</li> <li>- <b>Applying knowledge in action:</b> Ability to use background information and information retrieval skills (in scientific databases) to articulate understanding of strategic concepts, theories and methods in an organisation context.</li> <li>- Awareness of the <b>connections</b> between present-day issues and the past.</li> <li>- Awareness of the <b>on-going nature</b> of decision making research and debate.</li> <li>- Knowledge of the <b>soft skills</b> required in organisational decision making.</li> <li>- Knowledge of <b>technical skills</b> required in organisational decision making.</li> <li>- Knowledge of <b>globe perspective</b> (scarcity of global resources).</li> <li>- <b>Specific knowledge</b> (optional).</li> <li>- Knowledge of at least one specific <b>thematic</b> area (corporate governance, creative problem solving, cyber security and decision making, economic history, sustainable development goals. etc.).</li> <li>- Ability to <b>retrieve and handle information</b> from a variety of sources (electronic, written, archival, oral) integrating it into a grounded narrative based on the levels of evidence.</li> </ul> |
|  | <b>ISCED-F 2013 category</b>   |
|  | 041 Business and administration (zie tabel 1).   |
|  |  |

### Stap 3: Formuleer de programme learning outcomes (voor het opleidingsprofiel)

- Formuleer the programme learning outcomes die zijn gekoppeld aan de geïdentificeerde sleutel algemene en vakspecifieke bekwaamheden en vaardigheden. Het CALOHEE raamwerk biedt een duidelijk structuur.

| QF EHEA<br>1 <sup>st</sup> cycle descriptors  | SQF domain<br>dimensions<br>Level 5<br>(ASSOCIATE) | EQF descriptor Knowledge<br>Level 5<br><i>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</i>  | EQF descriptor Skills<br>Level 5<br><i>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</i>   | EQF descriptor Autonomy and Responsibility (Wider Competences)<br>Level 5<br><i>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.</i> |
|---|--|---|--|---|
| <b>Special feature degree programme</b>   | <b>1. MANAGEMENT DECISION MAKING</b>               | Demonstrate basic knowledge and critical insight into changes and continuities in the external and internal environment of an organisation and facilitate management decision making in strategic and behavioural perspective.  | Drawing on knowledge of strategy, business and economics, identify and define, with guidance, significant problems and areas of enquiry with respect to organisational behaviour and management decision making. | Apply business knowledge and perspectives in addressing decision making issues, bringing to bear analytical understanding and respect for stakeholders and organisational resources and capabilities.   |
| <i>I. Have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle.</i> | <b>2. TEXTS AND CONTEXTS</b>                       | Comprehensive, factual, theoretical and practical knowledge with specific knowledge of behavioural and economic aspects of decision making for companies.   | Proactively identifies creative and transferable solutions in relation to specific interventions.  | Exercises management and supervision in contexts of work or study activities where there is unpredictable change.   |
| <i>II. Can apply their knowledge and understanding in occupational contexts.</i>  | <b>3. THEORIES AND CONCEPTS</b>                    | Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to strategy, business and economics. Demonstrate orientation in the major themes of management decision making and knowledge of strategy and organisational behaviour. | Apply appropriate critical and methodological approaches to align external and internal organisational issues.   | Examine and explore external and internal organisational issues and processes using relevant theories and concepts.   |

|  |                                     |   |  |  |
|--|-------------------------------------|---|--|--|
| <i>III. Have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems.</i>                     | <b>4. MULTI DISCIPLINARITY</b>      | Demonstrate knowledge of the intellectual underpinnings and contexts of finance and control in relation to other fields of study.   | Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the finance and control domain.   | Work with others in a multidisciplinary and/or multi-national settings when useful.  |
|  | <b>5. INITIATIVE AND CREATIVITY</b> | Demonstrate knowledge of the on-going nature of strategy, business and economics research and debate and of how financials contribute to key areas of academic and public discussion. | Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.                      | Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.                               |
| <i>IV. Can communicate about their understanding, skills and activities, with peers, supervisors and clients.</i>                                | <b>6. COMMUNICATION</b>             | Demonstrate knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts.                                    | Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of strategy, business and economics also in a second language | Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology. |
| <i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i> | <b>7. PROFESSIONAL DEVELOPMENT</b>  | Demonstrate knowledge of the intellectual bases and ethical aspects of strategy, business and economics and of the diverse contributions financials make to society.                  | Apply different methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time.  | Identify and/or create an appropriate study and/or work environment and participate effectively in it.   |

|          |   |
|----------|---|
| <b>F</b> | <b>Programme learning outcomes</b><br>Correspondeert met hoofdstuk 4 van het Diploma Supplement   |
|          | <p>The graduate can demonstrate:</p> <p><b>Strategic Management:</b></p> <ul style="list-style-type: none"> <li>- Inform (line) management of developments in the external environment which are important for creating solutions in an organisation.</li> </ul> <p><b>Performance management:</b></p> <ul style="list-style-type: none"> <li>- Compile and analyse ad hoc and periodic reports for the purpose of management control and accountability.</li> <li>- Use applicable methods for analysis, aimed at making the correct management decisions for an organisation.</li> </ul> <p><b>Governance, Risk, Compliance:</b></p> <ul style="list-style-type: none"> <li>- Recognise operational risk that may influence information systems and business processes taking into account law and legislation.</li> </ul> <p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>- Solve (frequently occurring) financial issues at an operational level.</li> </ul> <p><b>Operations:</b></p> <ul style="list-style-type: none"> <li>- Suggest relevant solutions aimed at optimising business processes.</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>- Compile and review external reports taking into account law and legislation.</li> </ul> |

## 2.2 Bachelor of Science in Finance & Control (EQF level 6)

|   |  |
|---|--|
| Degree profile of Finance & Control<br>Bachelor of Science<br>Degree programme in Finance & Control<br><i>Correspondeert met hoofdstukken 2 en 3 van het Diploma Supplement (2018)<sup>16</sup>, zie ook de Diploma Supplement instructions (2018)<sup>17</sup></i> |  |
| Type of degree & length   | Single degree (240 ECTS-credits)   |
| Institution   | Hogeschool van Amsterdam (Amsterdam University of Applied Sciences), Amsterdam |
| Accreditation organisation  | De Nederlands-Vlaamse Accreditatieorganisatie, The Hague                       |
| Period of reference   | Degree programme implemented in 1994, accredited for 6 years.                  |
| Level   | QF for EHEA: First cycle; EQF level 6 (see par. 3.2)                           |

|          |   |
|----------|---|
| <b>A</b> | <b>Purpose</b>  |
|          | <i>Het overkoepelende doel van de opleiding in 2 zinnen.</i>  |
|          | To provide students with the foundations of management decision making from strategic and behavioral perspectives in order to understand and anticipate changes and continuities in the external and internal environment of an organisation. Specialist areas are corporate governance, leadership in the finance function and sustainability. |

|                           |   |
|---------------------------|---|
| <b>B</b>                  | <b>Characteristics</b>  |
| Discipline / subject area | <i>Beschrijf de discipline / het vakgebied van het programma. Zie stap 2 uit het stappenplan.</i>   |
|                           | Multidisciplinary (Business, economics and strategic management; 70:20:10)  |
| Focus                     | <i>Specificeer of het een <b>general</b> of <b>specialist</b> degree programma is.</i>  |
|                           | General   |
| Orientation               | <i>Beschrijf of het programma zich richt op <b>primary research, practically based, professional, applied, related to designated employment, etc.</b></i> |
|                           | Applied, practically based  |
| Distinctive features      | <i>Beschrijf aanvullende kenmerken die het programma onderscheiden van verwante programma's.</i>  |
|                           | The programme is taught in Dutch, English and German.   |

<sup>16</sup> [https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl\\_0.pdf](https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl_0.pdf)

<sup>17</sup> [https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement\\_Instructions.pdf](https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement_Instructions.pdf)

|          |  |   |
|----------|--|---|
| <b>C</b> | <b>Employability and further education</b>                 |   |
|          | Correspondeert met hoofdstuk 5 van het Diploma Supplement. |   |
|          | Employability  | <i>Vat samen (max. 3 regels) waar de gediplomeerden gaan werken.</i>  |
|          |  | Positions at bachelor level in all sectors of the economy for the following jobs; financial manager (ISCO-08 1211), manager policy and planning (ISCO-08 1213), accountants (ISCO-08 2411), financial analyst (ISCO-08 2413), consultants (ISCO-08 2421), software developers (ISCO-08 2519) or general finance professionals (ISCO-08 3339). |
|          | Further studies  | <i>Vat samen (max. 3 regels) waar de mogelijkheden liggen voor vervolgonderwijs, binnen en buiten het vakgebied of de discipline.</i>   |
|          |  | Access to related secondary-cycle degree programmes, and with further work – to unrelated second cycle degree programmes.   |

|          |                                |  |
|----------|--------------------------------|--|
| <b>D</b> | <b>Education style</b>         |  |
|          |                                |  |
|          | Learning & teaching approaches | <i>Beschrijf de leerstrategie en onderwijsvisie (max. 3 zinnen).</i>   |
|          |                                | The general learning style is task-based learning. There are some lecture courses (in classrooms, virtual classrooms or hybrid). Most learning is in individual or in small groups. Every learning outcome is individually assessed and the products are part of the professional proficiency portfolio. |
|          | Assessment methods             | <i>Beschrijf de borging en toetsing van de learning outcomes (max. 3 zinnen).</i>  |
|          |                                | Presentations: oral (PowerPoint or similar) and written; Examinations: oral interviews with assessment notes or written products, collected in a professional proficiency portfolio with products (e.g. a research report, a prototype, a presentation or a demonstration of professional conduct).      |

|          |  |  |
|----------|--|--|
| <b>E</b> | <b>Programme competences</b>   |  |
|          |  |  |
|          | GENERIC  |  |
|          | <ul style="list-style-type: none"> <li>- <b>Craftmanship:</b> ability to use key skills and abilities in order to contribute to complex problem solving. Especially critical thinking and creativity skills.</li> <li>- ability to write and speak correctly, according to various communication registers (formal, informal, scientific).</li> <li>- <b>Responsible conduct:</b> ability to make conscious decisions and feeling obliged to one's own moral principles to act responsibly.</li> <li>- <b>Research skills:</b> ability to think in scientific terms, pose problems, gather data, analyse them and propose finding and to practice evidence-based decision making.</li> </ul> |  |
|          | SPECIFIC   |  |
|          | <ul style="list-style-type: none"> <li>- <b>Basic general knowledge:</b> orientation in the major themes in business, economics and strategic management.</li> <li>- <b>Applying knowledge in action:</b> Ability to use background information and information retrieval skills (in scientific databases) to articulate understanding of strategic concepts, theories and methods in an organisation context.</li> </ul>  |  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Awareness of the <b>connections</b> between present-day issues and the past.</li> <li>- Awareness of the <b>on-going nature</b> of decision making research and debate.</li> <li>- Knowledge of the <b>soft skills</b> required in organisational decision making.</li> <li>- Knowledge of <b>technical skills</b> required in organisational decision making.</li> <li>- Knowledge of <b>globe perspective</b> (scarcity of global resources).</li> <li>- <b>Specific knowledge</b> (optional).</li> <li>- Knowledge of at least one specific <b>thematic</b> area (corporate governance, creative problem solving, cyber security and decision making, economic history, sustainable development goals. etc.).</li> <li>- Ability to <b>retrieve and handle information</b> from a variety of sources (electronic, written, archival, oral) integrating it into a grounded narrative based on the levels of evidence.</li> </ul> |
|  | <b>ISCED-F 2013 category</b>  |
|  | 041 Business and administration (zie tabel 1).  |
|  |   |

**Stap 3: Formuleer de programme learning outcomes (voor het opleidingsprofiel)**

- Formuleer the programme learning outcomes die zijn gekoppeld aan de geïdentificeerde sleutel algemene en vakspecifieke bekwaamheden en vaardigheden. Het CALOHEE raamwerk biedt een duidelijk structuur.



| <p>QF EHEA<br/>1<sup>st</sup> cycle descriptors</p>  | <p>SQF domain<br/>dimensions<br/>Level 6<br/>(BACHELOR)</p> | <p>EQF descriptor Knowledge<br/>Level 6<br/><i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i></p>   | <p>EQF descriptor Skills<br/>Level 6<br/><i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i></p>                 | <p>EQF descriptor Autonomy and Responsibility (Wider Competences)<br/>Level 6<br/><i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</i><br/><i>- Take responsibility for managing professional development of individuals and groups</i></p> |
|--|---|--|---|--|
| <p>Special feature degree programme</p>  | <p><b>1. MANAGEMENT DECISION MAKING</b></p>                 | <p>Demonstrate basic knowledge and critical insight into changes and continuities in the external and internal environment of an organisation and facilitate management decision making in strategic and behavioural perspective.</p>  | <p>Drawing on knowledge of strategy, business and economics, identify and define, with guidance, significant problems and areas of enquiry with respect to organisational behaviour and management decision making.</p> | <p>Apply business knowledge and perspectives in addressing decision making issues, bringing to bear analytical understanding and respect for stakeholders and organisational resources and capabilities.</p>   |
| <p><i>I. Have demonstrated knowledge and understanding in a field of study that builds upon their general 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</i></p> | <p><b>2. TEXTS AND CONTEXTS</b></p>                         | <p>Demonstrate knowledge and understanding of behavioural and economic aspects of decision making for companies.</p>   | <p>Identify, select with guidance, and present information from a variety of scientific and organisational sources in an appropriate form.</p>  | <p>Retrieve, manage and use information in order to formulate and address problems in their contexts using suitable methodologies.</p>   |
| <p><i>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining</i></p>  | <p><b>3. THEORIES AND CONCEPTS</b></p>                      | <p>Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to strategy, business and economics. Demonstrate orientation in the major themes of management decision making and knowledge of strategy and organisational behaviour.</p> | <p>Apply appropriate critical and methodological approaches to align external and internal organisational issues.</p>   | <p>Examine and explore external and internal organisational issues and processes using relevant theories and concepts.</p>   |

|  |                                     |   |  |  |
|--|-------------------------------------|---|--|--|
| <i>arguments and solving problems within their field of study</i>  |                                     |   |  |  |
| <i>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i> | <b>4. MULTI DISCIPLINARITY</b>      | Demonstrate knowledge of the intellectual underpinnings and contexts of finance and control in relation to other fields of study.   | Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the finance and control domain.   | Work with others in a multidisciplinary and/or multi-national settings when useful.  |
|  | <b>5. INITIATIVE AND CREATIVITY</b> | Demonstrate knowledge of the on-going nature of strategy, business and economics research and debate and of how financials contribute to key areas of academic and public discussion. | Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.                      | Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.                               |
| <i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>  | <b>6. COMMUNICATION</b>             | Demonstrate knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts.                                    | Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of strategy, business and economics also in a second language | Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology. |
| <i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>   | <b>7. PROFESSIONAL DEVELOPMENT</b>  | Demonstrate knowledge of the intellectual bases and ethical aspects of strategy, business and economics and of the diverse contributions financials make to society.                  | Apply different methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time.  | Identify and/or create an appropriate study and/or work environment and participate effectively in it.   |

|          |  |
|----------|--|
| <b>F</b> | <b>Programme learning outcomes</b><br>Correspondeert met hoofdstuk 4 van het Diploma Supplement  |
|          | <p>The graduate can demonstrate:</p> <p><b>Strategic Management:</b></p> <ul style="list-style-type: none"> <li>- Facilitate insight in the external environment of an organisation and advise (line) management with the aim of making the correct management decisions for an organisation.</li> </ul> <p><b>Performance management:</b></p> <ul style="list-style-type: none"> <li>- Contribute to the design of the management control system aimed at monitoring performance and steering an organisation towards its (strategic) goals.</li> <li>- Select applicable methods for analysis aimed at making the right management decisions for an organisation.</li> </ul> <p><b>Governance, Risk, Compliance:</b></p> <ul style="list-style-type: none"> <li>- Give advice about the design of information systems and business processes of an organisation aimed at managing risk.</li> </ul> <p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>- Give advice about financial issues, taking into account fiscal aspects and financial risks.</li> </ul> <p><b>Operations:</b></p> <ul style="list-style-type: none"> <li>- Give advice about the optimal design of information systems and business processes aimed at the effectiveness and efficiency of an organisation.</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>- Compile and analyse external reports, taking into account law and legislation.</li> </ul> |

## 2.3 Bachelor of Science in Journalistiek (EQF level 6)

|   |   |
|---|---|
| Degree profile of Journalistiek (Journalism)<br>Bachelor of Science<br>Degree programme in Journalistiek (Journalism)<br><i>Correspondeert met hoofdstukken 2 en 3 van het Diploma Supplement (2018)<sup>18</sup>, zie ook de Diploma Supplement instructions (2018)<sup>19</sup></i> |   |
| Type of degree & length   | Single degree (240 ECTS-credits)  |
| Institution   | Hogeschool Windesheim (University of Applied Sciences Windesheim), Zwolle |
| Accreditation organisation  | De Nederlands-Vlaamse Accreditatieorganisatie, The Hague                  |
| Period of reference   | Degree programme implemented in 2004, accredited for 6 years.             |
| Level   | QF for EHEA: First cycle; EQF level 6                                     |

|          |  |
|----------|--|
| <b>A</b> | <b>Purpose</b>   |
|          | <i>Het overkoepelende doel van de opleiding in twee zinnen.</i>  |
|          | To train students to become journalists who serve the public by providing insight into political, economic, socio-cultural conditions. As a journalist, they are able to independently and critically collect reliable information on complex topics and process it in a meaningful context and in an accessible way for the public through different media. |

|                           |   |  |
|---------------------------|---|--|
| <b>B</b>                  | <b>Characteristics</b>  |  |
| Discipline / subject area | <i>Beschrijf de discipline / het vakgebied van het programma. Zie stap 2 uit het stappenplan.</i>   |  |
|                           | Multidisciplinary (Communication and Media, Administration and Management, Computers and Electronics; 65:30:5)  |  |
| Focus                     | <i>Specificeer of het een <b>general of specialist degree</b> programma is.</i>   |  |
|                           | General   |  |
| Orientation               | <i>Beschrijf of het programma zich richt op <b>primary research, practically based, professional, applied, related to designated employment, etc.</b></i> |  |
|                           | Practically based   |  |
| Distinctive features      | <i>Beschrijf aanvullende kenmerken die het programma onderscheiden van verwante programma's.</i>  |  |
|                           | The programme is taught in Dutch.   |  |

<sup>18</sup> [https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl\\_0.pdf](https://europa.eu/europass/system/files/2020-06/dsupplementexamples-nl_0.pdf)

<sup>19</sup> [https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement\\_Instructions.pdf](https://europa.eu/europass/system/files/2020-06/Diploma%20Supplement_Instructions.pdf)

|          |  |   |
|----------|--|---|
| <b>C</b> | <b>Employability and further education</b>                 |   |
|          | Correspondeert met hoofdstuk 5 van het Diploma Supplement. |   |
|          | Employability  | <i>Vat samen (max. 3 regels) waar de gediplomeerden gaan werken.</i>  |
|          |  | Positions at bachelor level in all sectors of the economy for the following jobs: authors and related writers (ISCO-08 2641), journalists (ISCO-08 2642), film, stage and related producers and directors (ISCO-08 2654). |
|          | Further studies  | <i>Vat samen (max. 3 regels) waar de mogelijkheden liggen voor vervolgonderwijs, binnen en buiten het vakgebied of de discipline.</i>   |
|          |  | Access to related secondary-cycle degree programmes, and with further work – to unrelated second cycle degree programmes.   |

|          |  |   |
|----------|--|---|
| <b>D</b> | <b>Education style</b>                                     |   |
|          | Correspondeert met hoofdstuk 5 van het Diploma Supplement. |   |
|          | Learning & teaching approaches                             | <i>Beschrijf de leerstrategie en onderwijsvisie (max. 3 zinnen).</i>  |
|          |  | An educational environment is applied in which students develop new knowledge and skills in collaboration with the professional field. The general learning style is task-oriented learning. A variety of course format are applied: in classrooms, virtual classrooms, and hybrid. Most learning is individual or in small groups. Complex assignments, both offered in house and as work placement, are an integral part of the curriculum. |
|          | Assessment methods   | <i>Beschrijf de borging en toetsing van de learning outcomes (max. 3 zinnen).</i>   |
|          |  | Written and oral examinations and assignments, project- and teamwork, work placement(s) tasks and assignments, portfolio, final project.  |

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|----------|---|--|
| <b>E</b> | <b>Programme competences</b>  |  |
|          | Correspondeert met hoofdstuk 5 van het Diploma Supplement.  |  |
|          | GENERIC   |  |
|          | <ul style="list-style-type: none"> <li>- <b>Craftmanship:</b> critical thinking and creativity skills; ability to use key skills and abilities in order to contribute to complex problems solving; ability to write and speak correctly, according to various communication registers (formal, informal, scientific).</li> <li>- <b>Responsible conduct:</b> ability to make conscious decisions and feeling obliged to one's own moral principles to act responsibly.</li> <li>- <b>Research skills:</b> ability to think in scientific terms, pose problems, gather data, select and analyse them and present evidence-based findings.</li> </ul> |  |
|          | SPECIFIC  |  |
|          | <ul style="list-style-type: none"> <li>- <b>Basic general knowledge:</b> orientation in the major societal themes in an international, national and local context. Appropriate basic knowledge and understanding of economics, politics, socio-cultural conditions and ethics.</li> <li>- <b>Applying knowledge in action:</b> Ability to use background information and information retrieval skills (in scientific databases) to articulate understanding of evidence-based practice when gathering and reporting news to the public.</li> <li>- Awareness of the <b>connections</b> between present-day issues and the past.</li> </ul>          |  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Awareness of the <b>on-going nature of reflection and verification</b> in journalism</li> <li>- Knowledge of <b>communications and media theory and practice</b>.</li> <li>- Knowledge of <b>technical skills</b> related to the profession.</li> <li>- Appropriate knowledge of <b>legislation and governance</b> to operate successfully as a journalist.</li> <li>- Knowledge of <b>business and management</b> in journalism.</li> <li>- Knowledge and understanding of the changing nature of the <b>media landscape</b></li> <li>- <b>Specific knowledge</b> (optional).</li> <li>- Knowledge and insight regarding at least one specific <b>thematic area</b> (... etc.).</li> <li>- Ability to <b>gather and handle information</b> from a variety of sources (electronic, written, archival, oral) integrating it into a grounded narrative based on the levels of evidence.</li> </ul> |
|  | <b>ISCED-F 2013 category</b>  |
|  | 032 Journalism and information (zie tabel 1).   |

**Stap 3: Formuleer de programme learning outcomes (voor het opleidingsprofiel)**

- Formuleer the programme learning outcomes die zijn gekoppeld aan de geïdentificeerde sleutel algemene en vakspecifieke bekwaamheden en vaardigheden. Het CALOHEE raamwerk biedt een duidelijk structuur.

| QF EHEA<br>1 <sup>st</sup> cycle descriptors  | SQF domain<br>dimensions<br>Level 6<br>(BACHELOR) | EQF descriptor Knowledge<br>Level 6<br><i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>   | EQF descriptor Skills<br>Level 6<br><i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>   | EQF descriptor Autonomy and Responsibility (Wider Competences)<br>Level 6<br><i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts<br/>- Take responsibility for managing professional development of individuals and groups</i> |
|---|---|---|--|--|
| <b>Special feature degree programme</b>   | <b>1. KNOWLEDGE OF JOURNALISM</b>                 | Understands the role of journalism for democratic societies, can boast wide general knowledge.  | Has the ability to identify relevant and newsworthy topics and angles based on in-depth research for various audiences. Is critical of sources and operates independently of vested interests. Presents information in an attractive and effective journalistic form most suitable to the selected platform. | Shows commitment to serve the interests of the public best, takes responsibility for choices made during the journalistic process and the impact of one's work.  |
| <i>I. Have demonstrated knowledge and understanding in a field of study that builds upon their general 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</i> | <b>2. TEXTS AND CONTEXTS</b>                      | Has insight into political, economic, socio-cultural conditions, ethics and understands the main kinds of sources for journalistic research.  | Assesses information based on reliability, usefulness and relevance and present information from a variety of sources in an appropriate form.  | Retrieves, manages and uses information in order to formulate and address problems in their contexts using suitable methodologies, applying reliably and transparently   |
| <i>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and</i>  | <b>3. THEORIES AND CONCEPTS</b>                   | Gather knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to journalism. Demonstrate orientation in the major themes of present debates in society and knowledge of world as a whole. | Apply appropriate critical and methodological approaches to meet journalistic standards having high awareness of current societal issues.  | Examine and explore societal issues and processes from a journalistic perspective using relevant theories and concepts.  |

|  |                                     |  |   |   |
|--|-------------------------------------|--|---|---|
| <i>solving problems within their field of study</i>  |                                     |  |   |   |
| <i>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i> | <b>4. MULTI DISCIPLINARITY</b>      | Has the intellectual capability to understand and combine knowledge and insights from different disciplinary fields required to prepare qualitative journalistic products. | Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the journalistic domain.   | Works with others in multidisciplinary and/or multi-national settings when thought useful and applicable in developing journalistic products.   |
|  | <b>5. INITIATIVE AND CREATIVITY</b> | Reflects on journalism's role in society; is to link the local with the national and the global.   | Approaches a wide variety of topics and issues with curiosity, creativity and critical awareness; retrieve and handles information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument. | Reflects on one's own perspective, capabilities and performance to improve and to use these in a creative manner. Thinks in scientific terms, poses problems, gather and analyse data, and proposes findings.                         |
| <i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>  | <b>6. COMMUNICATION</b>             | Demonstrates knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts.                        | Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Is able to identify relevance for various audiences and their use of different media.  | Demonstrates ability to listen to and understand different viewpoints, and discusses ideas, problems and solutions with diverse audiences. Participates in group-work, presents information clearly and with appropriate terminology. |
| <i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>   | <b>7. PROFESSIONAL DEVELOPMENT</b>  | Demonstrates knowledge and understanding of the professional development of the profession of journalism and its role in society.  | Apply different methods, to stay up to date with the development of the profession. Work autonomously and in a team, taking initiatives and managing time.  | Identifies and/or creates an appropriate study and/or work environment and participates effectively to stay informed and up to date with developments in the professional field.  |



|          |  |
|----------|--|
| <b>F</b> | <p style="text-align: center;"><b>Programme learning outcomes</b><br/>Correspondeert met hoofdstuk 4 van het Diploma Supplement</p>  |
|          | <p>The graduate can demonstrate:</p> <p><b>News gathering and verification:</b></p> <ul style="list-style-type: none"> <li>- Knowledge of news gathering and research and is able to verify and report best available evidence to the public in terms of relevance and reliability.</li> </ul> <p><b>Journalistic production:</b></p> <ul style="list-style-type: none"> <li>- Capability to address a research problem, retrieving the appropriate sources and bibliography, and giving critical, narrative form to the findings using a combination of media (e.g. text, video and sound, etc.).</li> </ul> <p><b>Public accountability:</b></p> <ul style="list-style-type: none"> <li>- Accountability for choices made to individuals and groups and actively rectifying errors (like fake news or disinformation) made in the journalistic process with the aim to build a relevant and interactive relationship with the public.</li> </ul> <p><b>Entrepreneurship and innovation:</b></p> <ul style="list-style-type: none"> <li>- Entrepreneurship in journalism by generating and conveying new ideas or innovative concepts in journalism to the public.</li> </ul> <p><b>Reflection and research:</b></p> <ul style="list-style-type: none"> <li>- Ability to perform independent research into the developments within the discipline of journalism and develop a substantiated vision on journalism for the future.</li> </ul> |

# Bijlagen

## Bijlage 1 ISCED fields of education and training

| Broad field                                    | Narrow field                            | Detailed field   |
|--|---|--|
| 00 Generic programmes and qualifications       | 001 Basic programmes and qualifications | 0011 Basic programmes and qualifications   |
|  | 002 Literacy and numeracy               | 0021 Literacy and numeracy   |
|  | 003 Personal skills and development     | 0031 Personal skills and development   |
| 01 Education                                   | 011 Education                           | 0111 Education science<br>0112 Training for pre-school teachers<br>0113 Teacher training without subject specialisation<br>0114 Teacher training with subject specialisation |
| 02 Arts and humanities                         | 021 Arts                                | 0211 Audio-visual techniques and media production  |
|  |   | 0212 Fashion, interior and industrial design   |
|  | 0213 Fine arts                          |  |
|  | 022 Humanities (except languages)       | 0214 Handicrafts   |
|  |   | 0215 Music and performing arts   |
|  |   | 0221 Religion and theology   |
|  | 023 Philosophy and ethics               | 0222 History and archaeology   |
|  |   | 0223 Philosophy and ethics   |
|  |   | 0231 Language acquisition  |
| 03 Social sciences, journalism and information | 031 Social and behavioural sciences     | 0232 Literature and linguistics  |
|  |   | 0311 Economics   |
|  |   | 0312 Political sciences and civics   |
|  | 032 Journalism and information          | 0313 Psychology  |
|  |   | 0314 Sociology and cultural studies  |
|  |   | 0321 Journalism and reporting  |
|  |   | 0322 Library, information and archival studies   |
|  |   |  |

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| 04 Business, administration and law                  | 041 Business and administration                | 0411 Accounting and taxation<br>0412 Finance, banking and insurance<br>0413 Management and administration<br>0414 Marketing and advertising<br>0415 Secretarial and office work<br>0416 Wholesale and retail sales<br>0417 Work skills |
|  | 042 Law  | 0421 Law   |
| 05 Natural sciences, mathematics and statistics      | 051 Biological and related sciences            | 0511 Biology<br>0512 Biochemistry  |
|  | 052 Environment                                | 0521 Environmental sciences  |
|  | 053 Physical sciences                          | 0531 Chemistry<br>0532 Earth Sciences<br>0533 Physics  |
|  | 054 Mathematics                                | 0544 Mathematics<br>0545 Statistics  |
| 06 Information and Communication Technologies (ICTs) | 061 Information and Communication Technologies | 0611 Computer Use  |
|  |  | 0612 Database and network design and administration  |
|  |  | 0613 Software and applications development and analysis  |
| 07 Engineering, manufacturing and construction       | 071 Engineering and engineering trades         | 0711 Chemical engineering and processes<br>0712 Environmental protection technology<br>0713 Electricity and energy<br>0714 Electronics and automation<br>0715 Mechanics and metal trades<br>0716 Motor vehicles, ships and aircraft    |
|  | 072 Manufacturing and processing               | 0721 Food processing   |

|  |  |  |
|--|--|--|
|  |  | 0722 Materials (glass, paper, plastic and wood)<br>0723 Textiles (clothes, footwear and leather)<br>0724 Mining and extraction   |
|  | 073 Architecture and construction            | 0731 Architecture and town planning<br>0732 Building and civil engineering   |
| 08 Agriculture, forestry, fishing and veterinary | 081 Agriculture                              | 0811 Crop and livestock production<br>0812 Horticulture  |
|  | 082 Forestry                                 | 0821 Forestry  |
|  | 083 Fisheries                                | 0831 Fisheries   |
|  | 084 Veterinary                               | 0841 Veterinary  |
| 09 Health and welfare                            | 091 Health                                   | 0911 Dental studies<br>0912 Medicine<br>0913 Nursing and midwifery<br>0914 Medical diagnostics and treatment technology<br>0915 Therapy and rehabilitation<br>0916 Pharmacy<br>0917 Traditional and complementary medicine and therapy |
|  | 092 Welfare                                  | 0921 Care of the elderly and disabled adults<br>0922 Child care and youth services<br>0923 Social work and counselling   |
| 10 Services                                      | 101 Personal services                        | 1011 Domestic services<br>1012 Hair and beauty services<br>1013 Hotel, restaurant and catering<br>1014 Sports<br>1015 Travel, tourism and leisure  |
|  | 102 Hygiene and occupational health services | 1021 Community sanitation  |

|  |                        |  |
|--|------------------------|--|
|  |                        | 1022 Occupational health and safety                                  |
|  | 103 Security services  | 1031 Military and defence<br>1032 Protection of persons and property |
|  | 104 Transport services | 1041 Transport services  |

*Tabel 1 ISCED-F 2013*

## Bijlage 2 Afkortingenlijst

|         |   |
|---------|---|
| CALOHEE | Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe |
| ECTS    | European Credit Transfer and Accumulation System  |
| EHEA    | European Higher Education Area (Bologna Process)  |
| EQF     | European Qualifications Framework for Lifelong Learning                                 |
| ISCED   | International Standard Classification of Education                                      |
| ISCO    | International Standard Classification of Occupations                                    |
| QF      | Qualifications Framework  |
| O*Net   | Occupational Information Network  |
| QRF     | Qualifications Reference Framework  |
| SDG's   | Sustainable Development Goals   |
| UNESCO  | United Nations Educational, Scientific and Cultural Organization                        |
| WHW     | Wet op Hoger onderwijs en Wetenschappelijk onderzoek                                    |

