

**Teaching and Examination Regulations**  
**MASTER's degree programme**  
**Teacher Preparatory Higher Education in**  
**Languages**

Section B: Programme-specific

Academic year 2016-2017



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## **Section B: Programme-specific section**

### **1. General provisions**

#### **Article 1.1 Degree programme information**

1. The programme Teacher Preparatory Higher Education in Languages CROHO number 68530 is offered on a full-time basis and the language of instruction is English / French / Dutch.
2. The programme has a workload of 120 EC.
3. A unit of study comprises 6 EC or a multiple thereof.
4. The programme has the following tracks:
  - English
  - French
  - Dutch

#### **Article 1.2 Intake dates**

The programme is offered starting in the first semester of the academic year (1 September).

### **2. Programme objectives and exit qualifications**

#### **Article 2.1 Programme objective**

See Appendix 1

#### **Article 2.2 Exit qualifications**

See Appendix 1

### **3. Further admission requirements**

#### **Article 3.1 Admission requirements**

1. Admission to the 2 year Master's programme Teacher Preparatory Higher Education in Languages is possible for an individual who has obtained a Bachelor's degree in English language and culture, French language and culture, or Dutch language and culture. The students are only eligible for the track that corresponds with their Bachelor's degree.
2. Students with a completed broad Bachelor's degree from the Faculty of Arts or Humanities that can prove that their degree contained sufficient knowledge of all the parts of one of the three languages, conforming to the basic knowledge, scholarly practice and ICL-guidelines.
3. The Admissions Board will investigate whether the interested person meets the admission requirements.
4. In addition to the requirements referred to in the first paragraph, the Admissions Board will also assess requests for admission in terms of the following criteria:
  - a. list of marks (scan of the original)
  - b. motivation letter
  - c. curriculum vitae
5. When the programme commences, the candidate must have fully completed the Bachelor's programme or pre-Master's programme allowing admission to this Master's programme.

#### **Article 3.2 Transition/Pre-Master's programme**

1. Students with a Bachelor's degree in a field that corresponds to a sufficient extent with the subject area covered by the Master's programme can request admission to the pre-Master's programme.
2. The pre-master's programme consists of, depending on the bachelor's degree, 30 to 42 EC and the size of the programme is determined by the Admissions Board.
3. Proof of a successfully completed pre-Master's (valid for 2 years) programme serves as proof of admission to the Master's programme specified within it in the subsequent academic year.

#### **Article 3.3 Final deadline for registration**

A candidate must submit a request to be admitted to the programme through Studielink before 1 June.

#### **Article 3.5 Dutch language requirement for Dutch-language Master's programmes**

A student whose previous education was not in a Dutch-speaking country must demonstrate that he/she has sufficient proficiency in Dutch in order to follow academic higher education successfully.

This requirement can be met through the successful completion of one of the following examinations:

- the state examination for Dutch as a Second Language, examination II (NT2 II);
- the CNaVT (Certificate in Dutch as a Foreign Language) examinations PAT and PTHO;
- foreign examinations that included Dutch, designated by the VU.

#### Article 3.5 English language requirement for English-language Master's programmes

1. The proficiency requirement in English as the language of instruction can be met by the successful completion of one of the following examinations or an equivalent:
  - IELTS: 7.0 with a minimum of 6.5 on each component
  - TOEFL paper based test: 600, with a minimum of 55 on each component and 4.0 in TWE
  - TOEFL internet based test: 100, with a minimum of 20-23 on each component
  - Cambridge Advanced English: A, B or C.
2. Exemption is granted from the examination in English referred to in the first paragraph to students who:
  - within two years of the start of the programme met the requirements of the VU test in English language proficiency TOEFL ITP, with at least the scores specified in paragraph 1, or
  - had previous education in secondary or tertiary education in an English-speaking country as listed on the VU website, or
  - have an English-language 'international baccalaureate' diploma
  - have obtained a Bachelor's degree in English language and culture at a Dutch university or
  - have obtained a Bachelor's degree in Literature and Society, the English track, at the VU or
  - have done a minor in English at the VU and have obtained 30 EC within this minor.

#### Article 3.6 Free curriculum

N.A.

### 4. Curriculum structure

#### Article 4.1 Composition of programme

See Appendix 2

#### Article 4.2 Compulsory units of study

See Appendix 2

#### Article 4.3 Practical exercise

n.a.

#### Article 4.4 Electives

See Appendix 2

If the student wishes to take a different course than the units of study listed, advance permission must be obtained in writing from the Examinations Board.

#### Article 4.5 Sequence of examinations

The student has to have completed all the courses of year 1 and the courses of the first period of year 2 before they are allowed to start working on their master thesis.

In special cases the Examinations Board can deviate from the mentioned sequence at the motivated request of the student, subject to conditions.

#### Article 4.6 Participation in practical exercise and tutorials

1. In the case of practical training, the student must attend at least 80% of the practical sessions. Should the student attend less than 80%, he/she must repeat the practical training, or the Examinations Board may have one or more supplementary assignments issued.
2. In the case of tutorials with assignments, the student must attend at least 80% of the tutorials. Should the student attend less than 80%, he/she must repeat the study group, or the Examinations Board may have one or more supplementary assignments issued.
3. In exceptional circumstances, the Examinations Board may, at the request of the student, permit an exemption from this requirement if, in the opinion of the Examinations Board, the assessment of the intended skills is also possible with a lesser percentage of participation, with or without the imposition of supplementary requirements.

#### Article 4.7 Maximum exemption

For students with a second degree teacher's degree there is a maximum of 30 EC exemption possible for the general courses and teaching methodology. For other students a maximum of 12 EC of the curriculum can be accumulated through granted exemptions.

#### Article 4.7 Validity period for results

The validity period of examinations and exemptions from examinations is limited. See faculty section, article 4.8.

#### Article 4.8 Degree

Students who have successfully completed their Master's final examination are awarded a Master of Arts degree. The degree awarded is stated on the diploma. If it is a joint degree, this will also be stated on the diploma.

### 5. Transitional and final provisions

#### Article 5.1 Amendments and periodic review

1. Any amendment to the Teaching and Examination Regulations will be adopted by the faculty board after taking advice from the relevant Board of Studies. A copy of the advice will be sent to the authorized representative advisory body.
2. An amendment to the Teaching and Examination Regulations requires the approval of the authorized representative advisory body if it concerns components not related to the subjects of Section 7.13, paragraph 2 sub a to g and v of the WHW and the requirements for admission to the Master's programme.
3. An amendment to the Teaching and Examination Regulations can only pertain to an academic year that is already in progress if this does not demonstrably damage the interests of students.

#### Article 5.2 Transitional provisions

Notwithstanding the current Teaching and Examination Regulations, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations:

In case a course from the compulsory curriculum has been discontinued, there will be another opportunity for examination of this course after the last class has been taught.

#### Article 5.3 Publication

1. The faculty board will ensure the appropriate publication of these Regulations and any amendments to them.
2. The Teaching and Examination Regulations will be posted on the faculty website.

#### Article 5.4 Effective date

These Regulations enter into force with effect from 1 September 2016.

Approved by authorized representative advisory body on 28 June 2016.

Adopted by the Faculty Board on 30 June 2016.

## Appendices

1. Programme objectives and exit qualifications
2. Curriculum structure

### Appendix 1: Programme objectives and exit qualifications

#### Goals programme

The goal of the programme Teacher Preparatory Higher Education in Languages is to educate students who:

- have sufficient knowledge of and skills in both content and teaching methodology to adequately fulfil their role as future teacher and are capable of constantly develop themselves through professional strategies;
- can research the educational practice from a theoretical perspective that has grounding in Dutch / Roman / Anglophone languages and are capable of intervening in the basis of the results of these educational practices;
- is aware of the role diversity has in education and, in all the roles teachers fulfil, aim to make use of this awareness in such a way that the class of students optimally develop an inclusive, diversity sensitive educational environment;
- enter the job market with a first degree certificate for the subject English, French or Dutch reflects well on academic teaching profession;
- has sufficient in depth and broad knowledge to profile him/herself in the educational work field, this can be educational services, didactic centres, didactic research, publishers and communication.

#### Exit qualifications

The graduate of the programme:

- a. has substantial knowledge of the state of the academic debate and of recent developments considering English/French/Dutch linguistics and literature;
- b. is capable of independently formulating a, for the educational practice relevant, research question in the field of English/French/Dutch linguistics and literature; conducting the research and subsequently reporting orally and written, in an adequate manner, in accordance to the applicable rules and standards;
- c. is capable of recognizing academic, practice related dilemma's and approaching them in a critical, creative and academic manner; possesses problem solving capabilities to come up with solutions that are feasible for these dilemma's;
- d. is capable of connecting content and didactic knowledge and contribute from a theoretical perspective to defining, analysing and solving issues in education and contributing to the improvement of the school subject and educational environment;
- e. is capable of teaching field related knowledge, methods and theories, researching these methods and theories critically, and is able to convey considerations and derived conclusions in a clear manner to diverse audiences (colleagues, students, teachers/care takers, experts/laymen);
- f. is a new professional teacher with a clear vision, that can integrate the different roles of a teacher to his/her own personality and from this vision and different roles gives meaning to the didactic and educational aspects of being a teacher;
- g. has demonstrable insights in the consequences of his/her own actions as a professional and is aware of ethical and societal aspects of the application of knowledge, insights, assessments and interventions in their field;
- h. is capable of formulating assessments and acting on those assessments, while taking into account the societal and ethical responsibilities that are part of the profession and field;
- i. possesses sufficient reflective abilities to form the teaching process and adapt where necessary;

- j. is aware of and sensitive to the role that diversity plays in education and his/her own role in creating a safe teaching environment for the students;

Specific exit qualification for the track English/French regarding foreign language acquisition:

- k. The student is capable of adequately express him/herself academically in a written and oral manner in English/French; this has to be shown through writing a thesis in English/French.

**Appendix 2 Curriculum structure**

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## Ma Educational Master, track Engels

	periode 1	periode 2 en 3	periode 4	periode 5 en 6
jaar 1	Genre Design (6 ec)	English as a Second Language (6 ec)	<b>ULO</b>	
	Narrativiteit (6 ec)	Postcolonial Language and Literature (6 ec)	<b>ULO</b>	
		Film Narratology (6 ec)	<b>ULO</b>	

## Ma Educational Master, track Frans

	periode 1	periode 2 en 3	periode 4	periode 5 en 6
jaar 1	Literair vertalen (6 ec)	L'art de se conduire en classe (6 ec)	<b>ULO</b>	
	Narrativiteit (6 ec)	Zinsbouw in het Neder- lands en Frans vergeleken (6 ec)	<b>ULO</b>	
		Het verwerven van een vreemde taal (Frans) (6 ec)	<b>ULO</b>	

## Ma Educational Master, track Nederlands

	periode 1	periode 2 en 3	periode 4	periode 5 en 6
jaar 1	Genre Design (6 ec)	Formuleren plus (6 ec)	<b>ULO</b>	
	Narrativiteit (6 ec)	De Column (6 ec)	<b>ULO</b>	
		De auteur en het literaire veld (6 ec)	<b>ULO</b>	