

DEGREE PROFILE OF

Please provide (in bold):

The **official name of the degree programme** as awarded by the validating /awarding institution in the 'original' language.If the name is not in English, please provide also the **official English translation** (where available) in *italics*

INSTITUTION	Please fill in the official name of the awarding institution
COUNTRY	Please fill in the country that provides the accreditation of the degree awarding institution
YEAR OF REFERENCE	Please refer to the year(s) for which the programme received accreditation , or any other reference date indicating when the information provided within the degree programme was designed
LEVEL	Please indicate the level of the qualification in terms of NQF (where available)/EQF and Bologna (EHEA)

A	PURPOSE
	Please provide (in 2 sentences) a general statement of the degree programme, covering a synthetic view of the overall purpose of the programme

B	CHARACTERISTICS
1	DISCIPLINE (S) Please indicate the main subject and/or specific subject areas of the degree programme If the programme is multi- or interdisciplinary: please add relative weight of major components if applicable (e.g. politics, law and economics (60:20:20))
2	FOCUS Please indicate here the specialist and/or general focus of the degree programme (if applicable)
3	ORIENTATION Please provide a summary of the orientation of the degree programme <i>For example whether the degree is primarily: research oriented, practical/professional orientated, applied, related to designated employment</i>
4	DISTINCTIVE FEATURES Please provide here any additional features that distinguish this degree programme from other degree programmes <i>For example: if the programme includes a compulsory international component, if a specific working environment is required or if a course is taught in second language</i>

C	KEY COMPETENCES ACHIEVED ON PROGRAMME COMPLETION
1	MAIN GENERIC COMPETENCES Please state the most important generic competences obtained in the degree programme in a short description (between 8 and 15). Generic competences are competences that are transferable and common to any degree course. You may find it useful to: <ul style="list-style-type: none"> ▪ Use the <u>Tuning standard lists as inspiration</u>; use it flexibly, individualise the descriptions ▪ Use the <u>short descriptions as a header for a more informative statement</u> Please note that a competence does not necessarily include a level
2	MAIN SUBJECT SPECIFIC COMPETENCES Please state here the most important subject specific competences developed in the degree programme in a short description (between 8 and 15). Subject related competences are competences that are specific to a field of study or specific track. You may find it useful to: <ul style="list-style-type: none"> ▪ Use the <u>Tuning standard lists as inspiration</u>; use it flexibly, individualise the descriptions ▪ Use the <u>short descriptions as a header for a more informative statement</u> Please note that a competence does not necessarily include a level

D	EMPLOYABILITY & FURTHER EDUCATION	
1	EMPLOYABILITY	Please summarise (in maximum 3 lines) the employment opportunities relating to the <u>competences obtained in the degree programme</u> and its specialisations. <i>These for example refer to occupations and/or job level</i> NB: Indicate the relevant national/European legal framework if applicable
2	FURTHER EDUCATION	Please indicate (in maximum 3 lines) further educational opportunities within and outside the main subject areas identified above, relating to the competences obtained in the programme and its specialisations

E	EDUCATION STYLE	
1	LEARNING & TEACHING APPROACHES	Please indicate (in maximum 3 lines) the main learning and teaching strategies and methods, relevant to the programme outcomes. <i>Examples are: self directed study, problem based learning, research based learning, learning through laboratory practice, reflective learning, work placements, group work, individual study and autonomous learning</i>
2	ASSESSMENT METHODS	Please indicate (in maximum 3 lines) the main assessment strategies and methods , relevant to the programme outcomes as well as learning and teaching approaches. <i>Examples are: oral and written examinations, practice, critical incident analyses, case studies, essays, presentations, reports, continuing assessments, examinations and project work, self reflection</i>

F	COMPLETE LIST OF PROGRAMME LEARNING OUTCOMES	
	<p>Please indicate a list of the main learning outcomes of the programme (maximum 15). Definition: Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of this degree programme (or after completion of the learning process specific to this degree programme).</p> <p>When formulating the main learning outcome statements you are advised to:</p> <ul style="list-style-type: none"> ▪ Provide a succinct synthesising statement which includes the <u>level</u> to which the competences in section C are obtained. They relate to level descriptors in national and European qualifications frameworks. ▪ Ensure <u>consistency with (inter-) national standards</u> (e.g. accreditation, quality assurance) when formulating your learning outcomes? ▪ Take into account <u>international reference points</u>, e.g. Tuning conceptual frameworks for subject areas. <p>If there are structured tracks or pathways, the learning outcomes can be defined accordingly.</p>	