SKABELON: DIPLOMA SUPPLEMENT

Et Diploma Supplement (DS-tillæg) indeholder en beskrivelse af uddannelsen – herunder indhold, omfang, niveau og erhvervskompetencer. Desuden indeholder DS-tillægget en generisk beskrivelse af Aarhus Universitet og det danske uddannelsessystem. De studerende kan bruge DS-tillægget til at søge arbejde i udlandet. Udenlandske arbejdsgivere, som ansætter medarbejdere med en dansk videregående uddannelse, kan have glæde af at læse Diploma Supplement, fordi det gør det nemmere at forstå de studerendes faglige baggrund, og hvilke kompetencer de har opnået gennem deres uddannelse. Diploma Supplement kan ligeledes benyttes, hvis de studerende skal videreuddanne sig i udlandet, fx hvis de ønsker at søge optagelse på en udenlandsk master- eller ph.d.-uddannelse.

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| Uddannelse | |
| Fx ”Kandidatuddannelsen i antropologi” | |
| [**Main field(s) of study for the qualification**](#Kvalifikationsramme) | |
| Beskriv uddannelsens fagområde i en kort generel tekst der beskriver det eller de hovedfagområde(r), uddannelsen dækker.  *Eksempel Bacheloruddannelsen i engelsk:  “The degree programme covers topics within the main research areas associated with English studies, namely the language, literature/culture and history/society of English-speaking countries. It teaches theory, knowledge, academic methods and skills relevant to these areas.”* |  |
| **Programme learning outcomes** | |
| Beskriv de studerendes forventede læringsudbytte af uddannelsen: hvilke viden, færdigheder og kompetencer forventes de studerende at have tilegnet sig efter gennemførelse af uddannelsen. Dette vil ofte være beskrevet i studieordningens afsnit 1.1 ”Uddannelsens faglige retning og vigtigste fagområder”.  *Eksempel Bacheloruddannelsen i arkæologi:*  *“The content of the degree programme complies with the following requirements: Knowledge of techniques and methods associated with fieldwork. Ability to adopt a systematic, analytical approach in converting observations into data. Insight into critical consideration of sources associated with the formation of archaeological data. Insight into theoretical approaches to the research process and to the understanding of culture and society. Insight into the interpretation frameworks used in archaeology and history. Insight into the function of material culture in reproduction and social strategies in a society. General knowledge of cultural development in Europe in prehistoric and historic periods and a basic understanding of natural science used in archaeology.  The specialisation in historical archaeology provides basic knowledge for the interpretation of written and pictorial sources and historical processes in Europe in a world wide perspective.”* |  |
| **Access to a regulated profession (if applicable)** | |
| Beskriv hvilke brancher og/eller erhverv den pågældende uddannelse giver adgang til at arbejde inden for. Dette vil ofte være beskrevet i studieordningens afsnit 1.1 ”Uddannelsens faglige retning og vigtigste fagområder”.  Dette skal udfyldes for bacheloruddannelser, kandidatuddannelser, kandidattilvalg og masteruddannelser  *Eksempel Bacheloruddannelsen i informationsvidenskab:*  *”Employment opportunities for graduates range widely from consultant companies to the IT/organisation/education/information departments of both private and public-sector enterprises. They can also start new companies, or gain employment in research and education enterprises. It is characteristic that graduates often work at strategic level, and that there are career opportunities at managerial level.”*  *Eksempel Kandidatuddannelsen i interkulturelle studier: “The programme aims to qualify graduates for employment in the international job market in general, meaning private and public organisations, political bodies, consultancy firms, advertising and media companies. Our graduates are particularly well suited to contribute to; organisations in international relations; activities in which good intercultural and cross-culture understanding is a plus; and in tasks in which a sense of how to manage processes and strong language and communication skills are needed. ”* |  |