



HÁSKÓLI ÍSLANDS

UNIVERSITY OF ICELAND

Diploma Supplement

Skírteinisviðauki

Þessi viðauki við skírteini fylgir fyrirmynd sem þróuð var af framkvæmdastjórn Evrópusambandsins, Evrópuráðinu og UNESCO/CEPES. Hlutverk viðaukans er að veita nægar hlutlægar upplýsingar til þess að bæta alþjóðlegt „gegnsæi“ og sanngjarna viðurkenningu náms (sjálfstæð próf, háskólagráður og skírteini) hjá menntastofnunum og á vinnumarkaði. Honum er ætlað að lýsa eðli, námsstigi, samhengi, innihaldi og stöðu þess náms sem viðkomandi einstaklingur stundaði og lauk með fullnægjandi hætti samkvæmt því prófskírteini sem viðaukinn fylgir. Gildismat, fullyrðingar um jafngildi eða tillögur um viðurkenningu eiga ekki að koma fram í viðaukanum. Veita skal upplýsingar um alla átta liði viðaukans. Ef ekki eru veittar upplýsingar um einhvern liðanna ætti skýring á því að fylgja.

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international “transparency” and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.



MENNTAMÁLARÁÐUNEYTIÐ

Ministry of Education, Science and Culture

1 Information identifying the holder of the qualification

1.1 Family name(s)

1.2 Given name(s)

1.3 Date of birth (day/month/year)

1.4 Student identification number or code (if available)

2 Information identifying the qualification

2.1 Name of qualification and (if applicable) title conferred (in original language)

Meistarapróf

2.2 Main field(s) of study for the qualification

Journalism and Mass Communication

2.3 Name and status of awarding institution (in the original language)

Háskóli Íslands (University of Iceland), state recognised and state-financed higher education institution. Accredited by the Ministry of Education and Culture after an accreditation process in 2007 and 2008.

2.4 Name and status of institution (if different from 2.3) administering studies (in the original language)

Same as 2.3

2.5 Language(s) of instruction/examination

Icelandic. Most textbooks are in English or other foreign languages (mostly Danish and other Scandinavian languages)

3 Information on the level of the qualification

3.1 Level of qualification

Two years at second cycle of higher education.

3.2 Official length of programme

Full time study for two academic years.

3.3 Admission requirements

BA, BS degree or equivalent with First Class grades. Number of students accepted each year is restricted at 21.

4 Information on the contents and results gained

4.1 Mode of study

Full time studies.

4.2 Programme requirements

120 ECTS credits have to be completed for the qualification. Students are required to take advanced seminars in media and communication studies 12 ECTS credits, practically oriented courses on Icelandic society and global issues 18 ECTS credits, general principles of writing and broadcasting 18 ECTS credits, media research methods 6 ECTS credits, hands-on education and training in newspaper, journalism, broadcasting and the new media 30 ECTS credits. Electives 6 ECTS credits. Students complete their studies with a MA thesis of 30 ECTS credits.

Learning Outcomes

Knowledge, Ability and Skills

At the conclusion of the master's program, the student shall be able to demonstrate knowledge, ability and skills beyond that achieved at the previous level, as listed below:

1. Knowledge and Understanding

1.1 The student has obtained knowledge of the methods and modus operandi of reporters and journalists. S/he has broadened the basis of knowledge acquired at the previous level of studies and can apply this knowledge while working as a reporter.

1.2 The student is aware of the ethical demands placed on the media in regards to objectivity, meticulousness, and respect.

1.3 The student has adopted knowledge of the role and influence of the media in society. S/he has acquired a systematic understanding of the most recent knowledge in the field of media studies.

1.4 The student has acquired knowledge of the nature and methods of different types of media, their advantages and disadvantages.

1.5 The student knows how to use the tools and equipment journalists and reporters use in their work.

1.6 The student can take initiative in gathering news and finish them with the public interest guiding his/her work.

1.7 The student is familiar with the basic factors of society and the forces at play in it.

2. Practical Skills and Ability

2.1 The student can use his/her knowledge and understanding in the daily work of a reporter or journalist.

2.2 The student can evaluate newsworthiness.

2.3 The student can take interviews and process them professionally and critically.

2.4 The student can independently evaluate sources.

2.5 The student can apply knowledge of the different nature of media and prepare news accordingly.

2.6 The student can write clearly and present news clearly and intelligibly.

2.7 The student is familiar with the methods and approaches in processing news but can also develop such methods and display creativity in approaches and processing.

3. Theoretical Ability

3.1 The student can independently and professionally define his/her research subject, put forth research questions and hypotheses and take the lead on own research.

3.2 The student can choose the appropriate methods according to the subject at any given time.

3.3 The student knows the advantages and disadvantages of different research methods.

3.4 The student can collect information, analyze it, and place in a coherent context.

3.5 The student has the ability to tackle complex subjects and put them in the context of the theories in media studies.

4. Communication Skills and Information Literacy

4.1 The student can perform his/her work adequately and in an organized manner. S/he can meet deadlines and complete projects fast and securely when need be.

4.2 The student has grasped the use of technology and software used in reporting and journalism and in different media.

4.3 The student can work independently but also in a team. S/he can initiate projects, direct them and shoulder the responsibility for the work of individuals and groups in writing and processing news.

4.4 The student can clearly present complex conclusions and express them in a simple manner.

4.5 The student knows how to search for information and verify the information given to him/her. S/he has mastered information technologies.

4.6 The student can analyze and present numerical data in a way understandable to the public.

5. Learning Skills

5.1 The student has developed the necessary learning skills and independent work methods to be able to continue his/her academic studies, maintain his/her knowledge and add to it.

4.3 Programme details (e.g. modules or units studied) and the individual grades/marks/credits obtained

Number	Course	ECTS	Grade	Finished
BLF101F	News Reporting	6,0	Transferred	Dec 2009
BLF105F	Language Use and Style	6,0	Transferred	Dec 2009
BLF302F	Creative Writing and Interviewing Techniques	6,0	Passed	Dec 2009
BLF306F	The Power of Communication	6,0	9,0	Dec 2009
BLF304F	MA-Thesis in Journalism	30,0	9,0	Dec 2009
BLF003F	Other Studies	6,0	Transferred	Dec 2009
BLF202F	Radio programming and broadcasting	6,0	Passed	May 2009
BLF203F	Television and Audiovisual Communication	6,0	Passed	May 2009
BLF204F	Newspapers and magazines	6,0	Passed	May 2009
BLF205F	Icelandic Society and Politics	6,0	Transferred	May 2009
BLF201F	The Mass Media and Social Norms	6,0	Transferred	May 2009
BLF401F	Seminar on Final Thesis	0,0	Passed	May 2009
BLF102F	Media and Communication Studies Seminar	6,0	9,0	Dec 2008
BLF103F	Media Work and Media Ethics	6,0	8,5	Dec 2008
BLF104F	International cooperation and Icelandic position in the international system	6,0	9,0	Dec 2008
BLF303F	Self-sustained Reporting, the Internet and New Media	6,0	9,0	Dec 2008
OSS301F	Public Relations	6,0	8,0	Dec 2008

120

Master's Thesis:

4.4 Grading scheme and, if available, grade distribution guidance

As a general rule grades are expressed on the 0-10 scale, where the passing grade is 5 and above. Course grades are given in increments of 0.5. Grade averages are computed to two decimal places: 5.00 to 5.99 is graded as Third Class, 6.00 to 7.24 as Second Class, 7.25 to 8.99 as First Class, 9.00 to 10.00 as First Class with Distinction.

4.5 Overall classification of the qualification (in original language)

Fyrsta einkunn (First class): 8,86

5 Information on the function of the qualification

5.1 Access to further study

The degree gives access to doctoral studies.

5.2 Professional status (if applicable)

Not applicable.

6 Additional information

6.1 Additional information

6.2 Further information sources

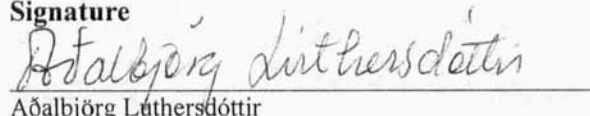
The University of Iceland homepage: <http://www.hi.is>
University of Iceland, Office for Academic Affairs (NARIC/ENIC), Sudurgata, 101 Reykjavik.

7 Certification of the supplement

7.1 Date

January 27, 2010

7.2 Signature


Aðalbjörg Lúthersdóttir

7.3 Capacity

Administrative Officer

7.4 Official stamp or seal



UNIVERSITY OF ICELAND
FACULTY OF SOCIAL
AND HUMAN SCIENCES

8 Information on the national higher education system

THE HIGHER EDUCATIONAL SYSTEM IN ICELAND (revised February 2009)

The modern Icelandic system of higher education dates back to the foundation of the University of Iceland in 1911. The legal framework covering higher education in Iceland is the Higher Education Institution Act no. 63/2006. This framework act applies to educational institutions providing higher education leading to a degree and which have been accredited by the Ministry of Education, Science and Culture, according to rules on accreditation no. 1067/2006 on. Each higher education Institution is accredited in particular field of study and subdivisions therein. The Ministry has also issued National Qualification Framework for Iceland no. 80/2007, a systematic description of the structure of education and degrees at higher education that is specifically based on learning outcomes. All accredited higher education institutes in Iceland shall follow this framework.

There are currently seven higher education institutions in Iceland that fall under the auspices of the Ministry of Education, Science and Culture and the Higher Education Institution Act no. 63/2006. All higher education institutions receive state funding and the ministry concludes performance-related contracts with all higher education institutions under its administration.

University of Iceland and the University of Akureyri are public universities that fall under the Act on Public Higher Education Institutions no. 85/2008. The Agricultural University of Iceland and Holar University College are public universities that fall under the Educational Agricultural Law no. 57/1999. Reykjavik University, Bifröst University and Iceland Academy of the Arts are private institutions and operate under structural charters approved by the Ministry of Education, Science and Culture.

The higher education institutions are responsible for internal quality control, but the Ministry of Education, Science and Culture monitors the quality of the education offered under the Regulations on Monitoring the Quality of Higher Education no. 666/2003. Quality assurance of higher education institutions, both in regards to research and teaching, is carried out by an internal evaluation of higher education institutions as well as by periodic external evaluation.

Higher education institutes in Iceland:

University of Iceland (Háskóli Íslands) was established in 1911. As of 1. July 2008 University of Education (Kennaraháskóli Íslands) merged with the University of Iceland. University of Iceland is accredited in the fields of Social Science, Humanities, Health Science, Natural Science, Engineering and Technical Science.

University of Akureyri (Háskólinn á Akureyri) was established in 1987. University of Akureyri is accredited in Social Science, Health Science and Resource and Agricultural Science.

The Agricultural University of Iceland (Landbúnaðarháskóli Íslands) was founded in 2005, when The Icelandic Horticultural College and the Agricultural Research Institution merged with the Agricultural University of Iceland. It was formerly Hvanneyri Agricultural University, which has offered higher education since 1947. The Agricultural University of Iceland is accredited in the field of Resource and Agricultural Science.

Holar University College (Hólaskóli, Háskólinn á Hólum) has been offering different educational programmes for a long period of time and received a permit to offer tertiary education in 2003. The Holar University College is accredited in the field of Resource and Agricultural Science.

Reykjavik University (Háskólinn í Reykjavík), formerly Reykjavik School of Business (Viðskiptaháskólinn í Reykjavík), received a permit to offer tertiary education in 1998. In 2005, Reykjavik University merged with the Technical University of Iceland (Tækniháskóli Íslands). Reykjavik University is accredited in Social Science, and Engineering and Technical Science.

Bifröst University (Háskólinn á Bifröst), formerly the Icelandic University College of Business Administration (Viðskiptaháskólinn á Bifröst, formerly Samvinnu-háskólinn), received a permit to offer tertiary education in 1989. University of Bifröst is accredited in the fields of Social Science.

Iceland Academy of the Arts (Listaháskóli Íslands) received a permit to offer tertiary education in 1998. The Iceland Academy of the Arts is accredited in the fields of Art Science.

Admission requirements to higher education institutions:

The admission requirements for entry into tertiary education state that students must have completed matriculation examination (stúdentpróf) from an upper secondary school or equivalent final examination. The current legislation on compulsory education in Iceland stipulates that in general, compulsory education is between the ages of six and sixteen. Upper secondary education leading to matriculation examination is usually organized as four years of study.

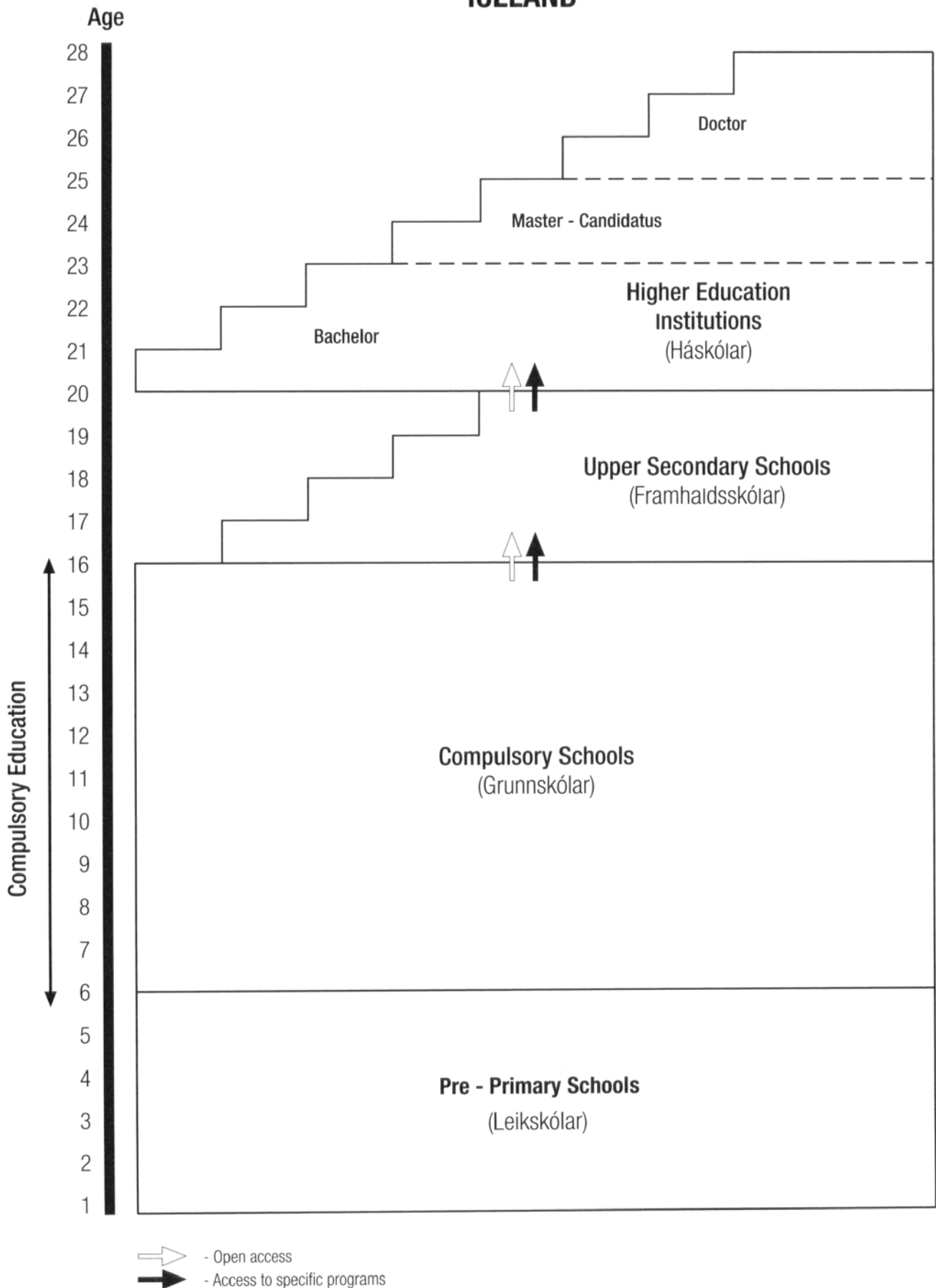
The academic year at Icelandic higher education institutions is generally from August/September until May, and it is divided into two semesters, an autumn semester and a spring semester. Student assessment is generally based on written, oral or practical examinations, held at the end of each semester, in addition to semester papers and assignments carried out throughout the course of study. Students can generally re-sit an examination once, and in certain cases, dispensation may be given for one further re-sit.

It is stipulated in the Framework law that all higher education institutions in Iceland shall use the ECTS credit system (The European Credit Transfer and Accumulation System). Full study programme consists of 60 ECTS credits and reflects the workload of a full-time student during one academic year.

Higher Education Institutions decide which programmes of study they offer within their certified fields of study. Following are certified degrees and diplomas, which Higher Education Institutions shall use as their frame of reference:

- Diploma, equivalent to at least 30-120 standardised course credits (ECTS)
- Bachelor's degree, equivalent to at least 180-240 standardised course credits (ECTS)
- Postgraduate diploma, Master's degree or a Candidatus degree after professional studies at master level, where there is no extensive thesis or final project in the programme. Equivalent to at least 30-120 standardised course credits (ECTS).
- Master's degree or Candidatus degree where there is an extensive thesis or final project in the programme. Equivalent to at least 90-120 standardised course credits in addition to a Bachelor's degree or its equivalence (ECTS)
- Doctorate degree, equivalent to at least 180 standardised course credits (ECTS) in addition to the required number of course credits for a Master's or a Candidatus degree.

Structure of the Educational System ICELAND



There are four levels of education in Iceland; pre - primary schools, compulsory (single structure - primary and lower secondary education), upper-secondary and higher education.