

Education and Examination Regulations 2016-2017

of the
Master's Degree Programmes

Interdisciplinary Social Science

Study programme:
Social Policy and Social Interventions

Cultural Anthropology

Study programme:
Sustainable Citizenship

Pedagogical Sciences

Study programmes:
Youth, Education and Society
Clinical Child, Family and Education Studies

Psychology

Study programme:
Clinical and Health Psychology

Sociology

Study programme:
Contemporary Social Problems

within the
Faculty of Social and Behavioural Sciences
at
Utrecht University

The Education and Examination Regulations (EER) contain the programme-specific rights and obligations of students on the one hand and Utrecht University on the other. The (general university) Student Charter contains the rights and duties that apply to all students.

These regulations were adopted by the dean of the Faculty of Social and Behavioural Sciences on 11 May 2016 with the approval of the Faculty Council on 19 April 2016.

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Part 1

RULES

SECTION 1 – GENERAL PROVISIONS

art. 1.1 – applicability of the regulations

These Regulations apply to the academic year 2016-2017 and apply to the education, the tests and the examination of the following Master's Degree Programmes and Study Programmes and to all students who are registered for the Programme as well as all students who seek admission to the Programmes for the 2016-2017 academic year¹:

Master's Degree Programme:	Study Programme:
Interdisciplinary Social Science	<ul style="list-style-type: none">• Social Policy and Social Interventions
Cultural Anthropology	<ul style="list-style-type: none">• Sustainable Citizenship
Pedagogical Sciences	<ul style="list-style-type: none">• Clinical Child, Family and Education Studies• Youth, Education and Society
Psychology	<ul style="list-style-type: none">• Clinical and Health Psychology
Sociology	<ul style="list-style-type: none">• Contemporary Social Problems

The Programmes are provided by the Graduate School of Social and Behavioural Sciences within the Faculty of Social and Behavioural Sciences at Utrecht University.

art. 1.2 – definition of terms

In these regulations, the following terms mean:

- a. Act, the: the Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
- b. component: a unit of study (course) of the study programme, included in the University Course Catalogue;
- c. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
- d. dean, the: the dean of the Faculty of Social and Behavioural Sciences at Utrecht University;
- e. Educational Facilities Contract: the contract concluded by the study programme and the disabled student, which lays down the necessary and reasonable facilities to which the student is entitled;
- f. examination: the final Master's examination of the study programme that is passed if all obligations of the entire Master's Degree Programme have been fulfilled;
- g. Faculty, the: the Faculty of Social and Behavioural Sciences;
- h. Final Grade Point Average: the average of the grades obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4 with two decimals;
- i. Graduate School of Social and Behavioural Sciences (GSSBS): the School that provides the Master's Degree Programmes within the Faculty of Social and Behavioural Sciences;
- j. International Diploma Supplement (IDS): the annex to the Master's Degree Certificate, which includes an explanation of the nature and contents of the study programme (partly in an international context);
- k. Language Code of Conduct: the rules of conduct relating to academic programmes and examinations in languages other than Dutch, determined by the Executive Board on the basis of Section 7(2)(c) of the Higher Education and Research Act;
- l. Master's Degree Programme: the Master's Degree Programme referred to in art. 1.1 of these Regulations. A Master's Degree Programme can consist of several Study Programmes;
- m. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
- n. test: interim examination as referred to in art. 7.10 of the Act;
- o. University Course Catalogue: the register of the courses given by the University which is kept on the responsibility of the Executive Board.

The other terms have the meanings ascribed to them by the Act.

¹ The EER (Education and Examination Regulations) is reviewed annually and applies to all students registered in the course. If the EER is amended, the new regulations apply to everybody, unless a transitional arrangement applies to a particular group of students.

SECTION 2 – ADMISSION

art. 2.1 – requirements for admission to the degree programme

2.1.1 – Admissibility.

2.1.1.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Social Interventions:

The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:

- cross-discipline theories, or the possibilities and difficulties of combining disciplines;
- methodological and statistical skills, either in quantitative or qualitative research strategies, demonstrated by three courses in social science qualitative methods and/or statistics, which may include practicing these skills in a bachelor thesis;
- social policy and intervention theories;
- social issues in modern society related to work, care and welfare;
- academic and analytical skills in developing, conducting and reporting social science research;

2.1.1.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

The holder of a Dutch or foreign higher education degree at academic bachelor level with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:

- *Anthropology*: interpret, analyze and solve key (social) issues in anthropology, more specifically theoretical concepts and approaches concerning cultural diversity, citizenship, sustainability and globalization;
- *Research methodology*: design, perform, analyze and report on scientific research in social sciences, with a focus on qualitative research.

2.1.1.3 – PEDAGOGICAL SCIENCES

1. The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:

- research competencies: knowledge of and skill in the set-up, implementation, statistical analysis and reporting on a pedagogical issue;
- knowledge of methods and techniques of scientific research in the social sciences and the ability to apply these;
- knowledge and an understanding of parenting and development theories as well as the fields of operation and practice in pedagogy;
- skills in the area of seeking, selecting and processing scientific literature, the ability to critically reflect on knowledge bases and to reflect this in oral and written form;
- social communication competencies that are needed to successfully complete the programme. This primarily concerns the communicative attitude and skills required to function well in an internship in the Master's programme.

2. In the context of that stated in the first paragraph, the following admission requirements must be met for the distinctive Study Programmes in the programme:

Study Programme Youth, Education and Society:

Admission will be granted to the Study Programme Youth, Education and Society if the applicant demonstrates the following competencies:

- knowledge and an understanding of theories and perspectives from the social sciences;
- knowledge and understanding of the areas of parenting and development theory, important social pedagogical issues in society and the fields of operation for pedagogy;
- knowledge of methods and strategies concerning practical development, practical innovation and policy processes, including the structure of the pedagogical and educational fields;
- communication and other social competencies required to perform well in an internship in this field;
- academic and analytical competencies: the ability to set up and implement oral and written reports about an analysis of a social pedagogical issue (key questions, backgrounds, considerations and possible solutions);
- competencies in the area of social science research methods and techniques, such as research skills, specific methods of social science research and reporting on research results.

Study Programme Clinical Child, Family and Education Studies:

Admission will be granted to the Study Programme Clinical Child, Family and Education Studies if the applicant demonstrates the following competencies:

- knowledge, insight into and the ability to apply theories and perspectives from the social sciences in general and pedagogical sciences in particular;
- knowledge, insight into and the ability to apply theories and perspectives in the area of (ortho)pedagogical diagnostics and treatment;
- the ability to analyse, synthesise and interpret information in scientific articles in the area of social science issues in general and pedagogical issues in particular;
- the ability to set up, implement, statistically analyse and interpret the data gathered from scientific research in the area of pedagogical issues – preferably, but not exclusively, geared towards problematic parenting situations;
- knowledge, insight into and the ability to apply methods and techniques related to social science research – preferably, but not exclusively, applied to pedagogical issues;
- the personal effectiveness required to perform well in an internship in orthopedagogical fields as regards acting flexibly, integrity, stress resistance and self-reflection.

2.1.1.4 – PSYCHOLOGY

1. The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
 - basic knowledge of the key sub-areas of psychology, such as experimental psychology, developmental psychology, clinical and health psychology and social and organisational psychology;
 - intermediate knowledge and understanding in the area of a programme within the Psychology Master's programme that enables the student to understand complex psychological theories and apply them to the typical problems in the sub-area of psychology in question;
 - sufficient knowledge of and insight into methodology and statistics to be able to assess psychology literature on its merits;
 - sufficient practice in conducting scientific research to enable quantitative research to be conducted under supervision in the area of the relevant Psychology Master's programme, preferably reflected in a thesis about a study where the entire empirical cycle has been run through;
 - sufficient knowledge, understanding and skills to enable a practical or research internship to be carried out in the area of the relevant Master's programme.
2. For the Clinical and Health Psychology programme, the following admission requirements must be fulfilled in the context of that stated in the first paragraph:

Study Programme Clinical and Health Psychology:

Admission will be granted to the Study Programme Clinical and Health Psychology if the applicant demonstrates the following competencies:

Common to both variants, Clinical Psychology and Health Promotion:

- the ability to analyse questions about health and illness with integrity and in a critically constructive way based on recent scientific psychological insights;
- the ability to independently (with supervision) prepare quantitative empirical psychological scientific research in a responsible way as well as conduct, report on and evaluate the research in a critically constructive way;
- the ability to implement results from empirical psychological research in daily practice;
- the ability to communicate effectively and clearly in a way that is tailored to the other discussion partner(s) and the specific setting/situation, and to adequately report on this both verbally and in writing

Only for the Clinical Psychology variant:

- the ability to conduct valid diagnostic research based on recent insights from psychopathology

2.1.1.5 – SOCIOLOGY

Study programme Contemporary Social Problems:

The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:

- knowledge and an understanding of theory development in one of the social science disciplines and the ability to apply this to specific cases;
- the ability to adequately analyse social problems and issues based on the correlation between the macro level (social/structural factors) and micro level (individual orientations, decisions and behaviour);
- the ability to set up, carry out, analyse and prepare written reports on social science research;
- the ability to successfully apply quantitatively oriented research strategies and the corresponding data collection and analysis methods;
- experience with the use of statistical software, such as SPSS, at Bachelor's level.

2.1.2 – Selection.

Selection of the admissible students occurs on the basis of an assessment regarding the following core competencies of those interested:

- a) motivation and talent (partly based on GPA and study progress);
- b) level of the relevant knowledge and command of methods and techniques in the field of expertise concerned;
- c) general academic level of thought and work;
- d) command of the language(s) used in the programme.

In light of these factors, it will be assessed whether the individual will be able to successfully complete the Master's Degree Programme within the nominal duration.

art. 2.2 – English language

Registration for the programme is possible only after it has been demonstrated that the requirement of adequate command of the English language is fulfilled.

Deficiencies in previous education in English can be made up before the start of the study programme by sitting one of the following tests:

- IELTS (International English Language Testing System), academic module. The minimum required IELTS score (overall band) must be: 6.5 with at least 6.0 for the component 'writing';
- TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score is 93 for the internet-based test;
- Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
 - Cambridge Certificate in Advanced English; minimum score: B;
 - Cambridge Certificate of Proficiency in English; minimum score: C.

The holder of a university Bachelor's Degree awarded in the Netherlands fulfils the requirement of sufficient command of the English language.

art. 2.3 – admission procedure

1. Admission decisions are made by the Master's Degree Programme's admissions committee.
2. With regard to admission to the Study Programme, the admissions committee examines:
 - the knowledge stated in Article 2.1.1, and the candidate's understanding and skills. In addition to written proof of the programme(s) followed, the committee can have specific knowledge, understanding and skills evaluated by experts in or outside of the university;
 - the candidate's core competencies stated in Article 2.1.2;
 - whether the candidate satisfies, or will satisfy in a timely manner, the stated conditions.Based on the above, the admissions committee reaches a decision about the suitability of the candidate for the completion of the final qualifications of the programme with sufficient diligence and within the allotted time.
3. The admission test is administered once a year.
4. A request to be admitted to the Master's Degree Programme must be submitted before 1 April to the admissions committee. Provided the programme has sufficient capacity, the 1 April deadline will be extended to 1 June. This will be determined by the director of the Master's programme.
5. The admissions committee makes a decision within a period of 3 weeks from when the complete file has been received. Admission will be granted on the condition that by the starting date of the Study Programme the applicant will have satisfied the knowledge and skills requirements referred to in art. 2.1, as evidenced by qualifications obtained.
6. The applicant will receive written notification that he/she has or has not been admitted to the Master's Degree Programme and a particular Study Programme. The possibility to appeal to the Examinations Appeals Board is pointed out in this notification.
7. The candidate accepts proof of admission within two weeks following receipt. The proof of admission lapses if it is not received within two weeks.

art. 2.4 – special admission procedures for Master's degree programmes

The holder of a Dutch higher education degree at academic bachelor level:

At the written request of the holder of a Bachelor's diploma from a Dutch university who does not meet the admission requirements stipulated in article 2.1, the admissions committee of the Master's degree programme concerned will decide whether the requirements can be met by means of a course developed specially for the Master's degree programme in question.

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO):

1. Prospective students in possession of any of the Bachelor's diplomas of a University of Applied Sciences (HBO) listed in the annex under 1 shall be granted admission to the pre-master course for holders of a Bachelor's diploma of a University of Applied Sciences (HBO) described therein, provided that the associated selection programme of 22.5 credits has been completed in advance.

2. A request to be admitted to the pre-master course for holders of a Bachelor's diploma of a University of Applied Sciences (HBO) must be submitted before 31 December to the admissions committee.

Validity period of study components in the selection process and on the pre-master track:

If both the selection programme and the pre-master course have not been completed within two years, the validity of a study component in the selection programme and on the pre-master course for students holding an HBO diploma will lapse. After this period has elapsed, or if the qualitative or quantitative participation has been insufficient, the Board of the GSSBS can exclude the student from further participation in the selection programme and in the pre-master course for students holding an HBO (higher professional education) diploma.

SECTION 3 – CONTENTS AND STRUCTURE OF THE DEGREE PROGRAMME

art. 3.1 – aim of the degree programme

The aims of the programmes are listed in part 2 of these regulations.

art. 3.2 – attendance mode

These are full-time programmes.

art. 3.3 – language in which the programme is taught

1. The programmes are taught in English. This is governed by the Utrecht University Language Code of Conduct.
2. Notwithstanding the provision in the first paragraph, electives may be offered in Dutch.

art. 3.4 – credit load

The credit load for the programmes is 60 credits.

art. 3.5 – starting times of the programmes

The Master's Degree Programmes start once a year: on the 1st of September.

art. 3.6 – composition of the study programmes

1. The programme of study is listed in the annex under 2;
2. A Master's Programme comprises (a minimum of) one 5-credit elective. Any Master's Programme course offered by a Dutch university (in Dutch or English) is eligible for an elective;
3. In the University Course Catalogue/course manual the contents and type of courses of the components of the different programmes are described in more detail, stating the previous education required to pass the relevant component.

art. 3.7 – actual design of the education programme

1. On average throughout the university, the number of contact hours (number of scheduled contact hours for the various courses in addition to the programmed or standardised supervision time) is at least 12 hours per week. This rule does not apply in the period during which the thesis is being written.
2. The following information is provided for every course in the University Course Catalogue or, where the Course Catalogue does not provide this information, in the course manual or on Blackboard:
 - a. the structure of the course activities
 - b. the schedules and programming of the hours
 - c. the scheduled contact time per course
 - d. the other structured contact hours for the general supervision of students (internship and thesis supervision, tutoring, study guidance, etc.) during which a lecturer/staff member is available to the student
 - e. when and where the examinations and resit exams for the course will take place.The student can also consult the schedules of the courses for which he/she is registered on [Osiris Student](#).

SECTION 4 – EDUCATION

art. 4.1 – courses

All courses which can be part of the study are included in the University Course Catalogue.

art. 4.2 – entry requirements of courses

Participation in the following components of the programme is possible only after the courses listed for it have been passed. The director of the Master's programme decides which motivated claims for dispensation of entry requirement will be awarded.

4.2.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Social Interventions:

Course:	After passing:
Master Project SPSI: PIT (practical internship and thesis) or Master Project SPSI: RIT (research internship and thesis)	<ul style="list-style-type: none"> Interventions and policies 1: practice orientation or Social risks in Europe: protection, activation and diversity and <ul style="list-style-type: none"> Social innovations in policy and practice or Integration and cultural diversity

4.2.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Course:	After passing:
Ethnographic Fieldwork and Thesis	<ul style="list-style-type: none"> Anthropology of Globalization and Sustainability and Social Contestation and Citizenship in the New World Order and Ethnographic Methods and Research Design

4.2.3 – SOCIOLOGY

Study programme Contemporary Social Problems:

Course:	After passing:
Internship and Labour market preparation	<ul style="list-style-type: none"> Policy research and advice Organisations theory and research One of the three tracks with the two corresponding required track courses. <p><i>Track Criminology and safety:</i></p> <ul style="list-style-type: none"> Criminology and Safety Security, Violence and Sovereignty under an Anthropological Lens <p><i>Track Internet, sociale media en netwerken:</i></p> <ul style="list-style-type: none"> Internet, social media and networks Sociale beïnvloeding <p><i>Track Healthcare, policy and organisations:</i></p> <ul style="list-style-type: none"> Healthcare, policy and organisations Organisatieontwikkeling
Master's thesis	<ul style="list-style-type: none"> Policy research and advice Organisations theory and research One of the three tracks with the two corresponding required track courses. <p><i>Track Criminology and safety:</i></p> <ul style="list-style-type: none"> Criminology and Safety Security, Violence and Sovereignty under an Anthropological Lens <p><i>Track Internet, social media and networks:</i></p> <ul style="list-style-type: none"> Internet, social media and networks Sociale beïnvloeding <p><i>Track Healthcare, policy and organisations:</i></p> <ul style="list-style-type: none"> Healthcare, policy and organisations Organisatieontwikkeling

art. 4.3 – attendance obligation and obligation to perform to the best of one's ability

1. Each student is obliged to participate actively in the course for which he or she is registered.
2. Besides the general requirement for the student to participate actively in the course, the additional requirements for each component are listed in the University Course Catalogue/ course manual.
3. In the event of qualitatively or quantitatively inadequate participation, the course coordinator and/or the director of the Master's programme may exclude the student from further participation in the course or part of it.

art. 4.4 – causing a disturbance while participating in the course

1. A student who causes a disturbance during the course, after being warned, may be removed by the lecturer. The course coordinator will then set up a meeting with the student to discuss his or her behaviour.
2. If the student repeats the infringement, he/she may be removed from the course by the course coordinator.

art. 4.5 – registration for courses

Participation in a course is possible only if the student has registered for it on time ².

art. 4.6 – course participation

It is not possible to re-take a component for which a pass mark has already been earned.

art. 4.7 – courses taking place

All courses mentioned in the University Course Catalogue must take place at all times. If fewer than ten students enrol for a course, however, the course coordinator, in consultation with the director of the Master's programme and the students, may decide to offer the course in an altered form in terms of working and examination methods, or to offer an alternative course.

² This only applies if the student is not automatically registered for the course.

SECTION 5 – TESTING

art. 5.1 – general

1. During the course, the student will be tested for academic schooling and the extent to which the student has sufficiently achieved the learning objectives set. The testing of the student will be concluded at the end of the course/component.
2. The University Course Catalogue describes the achievements the student must make in order to pass the course and the criteria on which the student is assessed. These criteria can be made more explicit in the course manual.
3. The testing procedure is described in the Regulations of the Board of Examiners.
4. There is no testing in the month of August.

art. 5.2 – Board of Examiners

1. For each academic programme or group of programmes, the dean will set up a Board of Examiners and will put in place sufficient guarantees that this Board will work in an independent and expert manner.
2. The dean will appoint the chair and the members of the Board of Examiners for a period of three years on the basis of their expertise in the field of the programme(s) in question or the field of examining, whereby:
 - at least one member shall be from outside the relevant (group of) programme(s), and
 - at least one member is, as a lecturer, affiliated with the relevant (group of) programme(s). Re-appointment is possible. Before making this appointment, the dean will consult the members of the Board of Examiners concerned.
3. Persons holding a management position with financial responsibility or (partial) responsibility for a programme of study may not be appointed as a member or chair of the Board of Examiners. This will in any event include: the dean, vice-dean; the Director/Head/Manager of a department; a member of a departmental management/administrative team; the Director/Head/Manager of a section; any member of a management or administration team; a member/chair of the Board of Studies of the Graduate School or the Undergraduate School and the Director of Education.
4. Membership of the Board of Examiners will terminate upon expiry of the period of appointment. In addition, the dean will discharge the chair and the members from their duties at their request. The chair and the members will also be dismissed by the dean in the event that they no longer fulfil the requirements stated in paragraphs 2 or 3 of this article. In addition, the dean may dismiss the chair and the members in the event that they fail to perform their statutory duties inadequately.
5. The dean will make the composition of the Board(s) of Examiners known to the students and teaching staff.

art. 5.3 – assessment: internship or research assignment

1. An internship is assessed by the supervisor in question and one or more other internal and/or external experts.
2. Master's thesis will be assessed by two professors.

art. 5.4 – grades and alphanumeric results

1. Grades are awarded on a scale from 1 to 10. A grade 6 and up means you have passed the course, a grade 5 or lower means you have failed it.
 - fails up to a 4.99 are not rounded up
 - 5.00 to 5.49 = 5
 - passes are rendered in whole grades or in .5 grades.

The rounding up and down is as follows.

Fail:

0.00 – 4.99 are not rounded up

5.00 – 5.49 = 5

Pass:

5.50 – 6.24 = 6

6.25 - 6.74 = 6½

6.75 - 7.24 = 7

7.25 - 7.74 = 7½

7.75 - 8.24 = 8

8.25 - 8.74 = 8½

8.75 - 9.24 = 9

9.25 - 9.74 = 9½

9.75 - 10 = 10

If the next decimal ends up at a 5 or more, the grade is rounded up; if the next decimal is a 4 or lower the grade is rounded down.

2. Alphanumeric results can be awarded in the following cases:
 - ONV (onvoldoende - not sufficient) or NVD (niet voldaan – not complied): the student has not participated in all the test modules or has not satisfied the requirement of all partial tests;
 - V (voldaan/voldoende – complied/sufficient): the student has complied with a module, but has not received a grade on the scale from 1 to 10 for it;
 - VR (vrijstelling - exemption): the student has been granted exemption by the Board of examiners;
 - FR (fraude - fraud): the Board of examiners has established fraud.

art. 5.5 – make-up: additional or substitute test

If the student has fulfilled all obligations to perform to the best of his or her ability during the course, and he or she is nonetheless awarded a failing grade, but the final grade is at least a 4.0, without rounding up, he or she will be given a once-only possibility to sit an additional or substitute test.

art. 5.6 – type of test

1. Testing within a course is done in the manner stated in the University Course Catalogue. This can be made more explicit in the course manual.
2. At a student's request, the board of examiners may allow a test to be administered otherwise than as stipulated in the first paragraph.

art. 5.7 – oral testing

1. Only one person at a time may be tested orally, unless the board of examiners decides otherwise.
2. Oral tests will be administered in public, unless the board of examiners or the examiner in question decides otherwise in a special case, or the student objects to this.

art. 5.8 – provision for testing in special cases

1. The director of the Master's programme may decide to grant an individual testing opportunity if not providing for an individual testing opportunity would result in a 'special case of manifest unfairness'.
2. Requests for a special possibility to sit a test must be submitted to the director of the Master's programme as soon as possible, with evidence.

3. Article 5.5 shall correspondingly apply to the individual testing opportunity referred to in the first paragraph. This means that the student who misses the regular final exam of the course due to force majeure and sits the exam by means of an individual testing opportunity will be able to take a supplementary or replacement exam if the student fails the final assessment with a score of at least an unrounded 4.0.

art. 5.9 – time limit for grading tests

1. The result of an oral test must be determined and communicated to the student within 24 hours.
2. The examiner must ensure that the results of written and other assessments are available to the student within 10 working days of the date of the assessment.
3. In this regard, students are reminded of the right of inspection as referred to in art. 5.11 and of the option to lodge an appeal with the Examinations Appeals Board.

art. 5.10 – period of validity

1. The validity period of study components achieved and exemptions is eight years. In derogation therefrom, the Board of Examiners may, in exceptional circumstances and at the student's request, specify an extended period of validity for a study component.
2. Partial tests and assignments which were passed within a component which was not passed will lose their validity after the academic year in which they were passed.
3. Contrary to the provisions of paragraph 1, the validity of a component of the selection programme and the pre-master course for students holding an HBO diploma lapses, if both the selection programme and the pre-master course have not been completed within two years. After this period has elapsed or if the qualitative or quantitative participation has been insufficient, the Graduate School Board of Studies can exclude the student from further participation in the selection process and in the pre-master track for students holding an HBO (higher professional education) diploma .

art. 5.11 – right of inspection ³

1. For at least thirty working days after the announcement of the result of a written test, the student will be allowed to inspect his or her graded work upon request. At his or her request, a copy of that work will be provided to him/her at cost.
2. During the period referred to in the first paragraph, any student may inspect the questions and assignments of the test concerned, as well as an explanation on which the grade was based.

art. 5.12 – storage time tests

1. The assignments, their completion and the work assessed in the written tests will be kept in paper or digital form for a period of two years following the assessment.
2. The graduation work and the assessment of this will be kept in paper or digital form for a period of seven years after this assessment.

art. 5.13 – exemption

At the student's request, the board of examiners may, after consulting the examiner in question, grant the student exemption from a programme component if he/she:

- a. has completed an equivalent component of a university or higher professional study programme prior to the start of the Master's Degree Programme;
- b. has demonstrated through work or professional experience that he or she has sufficient knowledge and skills in relation to that component.

³ Article 3.3 of the Regulations of the Board of Examiners provides for the right to subsequent discussion.

art. 5.14 – fraud and plagiarism

1. Fraud and plagiarism are defined as an action or failure to act on the part of a student, whereby a correct assessment of his or her knowledge, insight and skills is made impossible, in full or in part.

Fraud includes:

- cheating during examinations. The person offering the opportunity to cheat is an accessory to fraud;
- possession (i.e. the possession/carrying) of tools and resources during examinations, such as preprogrammed calculators, mobile phones, smartwatch, smartglasses, books, course readers, notes, etc., consultation of which is not explicitly permitted;
- having others carry out all of part of an assignment and presenting it as their own work;
- gaining access to questions, exercises or answers of an examination prior to the date or time that the examination takes place;
- making up survey or interview answers or research data.

Plagiarism is defined as including data or sections of text (from others) in a thesis or other Paper without quoting the source. Plagiarism includes the following:

- cutting and pasting text from digital sources such as encyclopaedias and digital publications without using quotation marks and referring to the source;
 - cutting and pasting text from the internet without using quotation marks and referring to the source;
 - using excerpts from texts of printed material such as books, magazines or other publications and encyclopaedias without using quotation marks and referring to the source;
 - using a translation of the abovementioned sources without using quotation marks and referring to the source;
 - paraphrasing the abovementioned texts without giving a (clear) reference: paraphrasing must be marked as such (by explicitly linking the text with the original author, either in text or a footnote), whereby the impression is not created that the ideas expressed are those of the student;
 - using visual, audio or test material from others without referring to the source and presenting this as own work;
 - resubmission of the student's own earlier work without source references, and allowing this to pass for work originally produced for the purpose of the course, unless this is expressly permitted in the course or by the lecturer;
 - using the work of other students and passing this off as own work. If this happens with the permission of the other student, the latter is also guilty of plagiarism;
 - in the event that, in a joint paper, one of the authors commits plagiarism, the other authors are also guilty of plagiarism, if they could or should have known that the other was committing plagiarism;
 - submitting papers obtained from a commercial institution (such as an internet site offering excerpts or papers) or having such written by someone else whether or not in return for payment.
2. a. If fraud or plagiarism is established or suspected, the examiner informs the student or Board of Examiners in writing.
b. The Board of Examiners gives the student the opportunity to:
 - respond in writing;
 - respond orally.
 3. The board of examiners will determine whether fraud or plagiarism has occurred or whether a case involves a student being an accessory to fraud or plagiarism and will inform the student of its decision in writing and of the sanctions in accordance with the stipulations of the fourth paragraph, stating the possibility of appeal to the Examination Appeals Board.
 4. Fraud and plagiarism or being an accessory to either fraud or plagiarism will be punished by the board of examiners as follows:
 - a. In any event:
 - invalidation of the paper or examination submitted;
 - a reprimand, a note of which will be made in the student's file;
 - no longer being eligible for a positive degree classification (cum laude) as referred to in art. 6.2.
 - b. In addition to – depending on the nature and scale of the fraud or plagiarism, and on the students phase of study – one or more of the following sanctions:
 - removal from the course;

- exclusion from participation in examinations or other forms of testing belonging to the educational component concerned for the current academic year, or for a period of 12 months;
 - complete exclusion from participation in all examinations or other forms of testing for a period of 12 months.
- c. In the event that the student has already received a reprimand:
- complete exclusion from participation in all examinations or other forms of testing for a period of 12 months and a recommendation to leave the course.
- d. In the case of extremely serious and/or repeated fraud, the Board of Examiners may recommend that the Executive Board permanently terminate the programme registration of the student concerned.
5. If the Board of Examiners establishes that large-scale or organised fraud is involved such that the examination results as a whole will be affected, the Board of Examiners will declare without delay that the relevant examination is invalid and that all participants must resit the entire examination in the short term. At that time, the Board of Examiners will set the date on which the examination must be resat. This date will be a maximum of two weeks after the fraud was established, allowing participants to benefit by preparing for the examination.

SECTION 6 – EXAMINATION

art. 6.1 – examination

1. As soon as the student has fulfilled the requirements of the examinations programme, the Board of Examiners will determine the result of the examination and award a degree certificate as referred to in art. 6.4.
2. Prior to determining the examination result, the board of examiners may examine the student's knowledge of one or more components or aspects of the study programme, if and in so far as the results of the relevant tests give them reason to do so.
3. Assessment of the examinations file constitutes part of the final examination. The date of examination will be the last working day of the month in which the Board of Examiners has determined that the student has fulfilled the requirements of the examinations programme.
4. The examination will be passed on condition that all components have been passed.
5. A further condition for passing the examination and receiving the certificate is that the student was registered for the course during the period in which the tests were taken. If the student does not fulfil this condition, the Executive Board may issue a statement of no objection in relation to the passing of the examination and the issue of the certificate, after the student has paid the tuition fees and administration charges owing for the 'missing' periods.
6. A student who has passed an examination and is therefore entitled to be awarded a certificate, may request that the Board of Examiners delay the granting of the certificate and the examination date as referred to in the third paragraph. Such a request must be submitted within two weeks after the student has been informed of the examination results, stating the date on which the student wishes to receive the certificate. The Board of Examiners will in any case grant the request in the academic year 2016-2017 if the student:
 - plans to fulfil a management position for which Utrecht University has provided a board activities grant;
 - plans to do an internship or take a component of a study programme abroad.The Board of Examiners may also grant the request if refusal would result in an exceptional case of extreme unfairness on account of the circumstance that the student concerned could not have taken into account the automatic graduation when he was planning his study.

art. 6.2 – cum laude judicium

A Master's degree may be awarded with distinction (*cum laude*). To achieve this distinction, students must have obtained the following requirements:

- a weighted average of at least an 8.0, without rounding up, for all components of the Master's degree programme. This weighting is based on the credits;
- the weighted average grade is calculated using the final grades for the components of the degree programme;
- not any component of the degree programme can be assessed with a grade less than a 7.0 in OSIRIS;
- at the first assessment the grade for the Master's (research) project ⁴ must be 8.0 or higher;
- the initial grade for the work placement, if applicable, must not be lower than 8.0;
- the final examination of the Master's Degree Programme has been passed within one year.

Exemptions do not count towards a degree with distinction.

Grades given for courses of other degree programmes, including those at foreign universities, only count if permission is sought from the Board of Examiners prior to the start of the courses.

The student, of whom the board of examiners has concluded that he has perpetrated fraud, shall not be awarded with distinction (*cum laude*).

If the above regulations are not applicable, the Board of Examiners reserves the right to make the final decision.

⁴ If the Master's (research) project consists of more than one component, the weighted average of all of the components must be at least 8.0 without rounding up. Grades are weighted based on the number of credits.

art. 6.3 – degree

1. The Master of Science degree will be awarded to the student who passes the examination.
2. The degree awarded will be noted on the examination certificate.

art. 6.4 – degree certificate

1. The Board of Examiners will award a certificate as proof that the examination was passed. One certificate will be issued for each course, even if a student completes several programmes.
2. The Board of Examiners will add the International Diploma Supplement to this certificate, which provides insight (internationally) into the nature and contents of the completed study programme.

art. 6.5 – final Grade Point Average (GPA)

1. The final GPA is stated on the International Diploma Supplement, and represents the academic performance of the student concerned.
2. The final GPA is the average of the grades obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4 with two decimals.
3. The final GPA is calculated as follows:
 - All applicable grades obtained for each component of the Master's degree course are converted into quality points.
 - A quality point is the applicable grade multiplied by the number of credits of the component in question.
 - The cumulative number of quality points is then divided by the total number of credits obtained to give the average grade.
 - The average grade is converted into the final GPA ⁵.

⁵ <http://students.uu.nl/sites/default/files/gpa-vertaaltabel.pdf>

SECTION 7 – STUDENT COUNSELLING

art. 7.1 – records of students' progress

1. The faculty must record the individual study results of the students and make them available through Osiris-student.
2. A certified student progress file can be obtained at the Student information desk of the Faculty.

art. 7.2 – student counselling

1. The faculty must provide for counselling of the students who are registered for the study programme.
2. Student counselling encompasses:
 - assignment of a tutor who is tasked with;
 - promoting students' sense of community;
 - assisting with programme choices;
 - assisting with exploration of the labour market.
 - referring and assisting students who encounter difficulties during their studies.

art. 7.3 – disability

Disabled or chronically ill students will be offered the possibility to take courses and sit examinations in the manner as laid down in his or her Education Facilities Contract. Requests to conclude a study contract must be submitted to the student counsellor.

SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

art. 8.1 – safety-net scheme

In cases for which these Education and Examination Regulations do not provide, do not clearly provide, or lead to obviously unreasonable outcomes, a decision will be taken by or on behalf of the dean, after having heard the Board of Examiners. If the decision is part of the legal competences of the Board of Examiners, the dean will send the request to the Board of Examiners to deal with.

art. 8.2 – transitional provisions

The transitional provisions are listed in the annex under 3.

art. 8.3 – amendments

1. Amendments to these rules will be laid down by the dean after consulting the board of the GSSBS and after they have been approved by the Faculty council, in a separate resolution.
2. An amendment to these rules is not to be applied to the current academic year, unless it is reasonable to assume that it will not harm the interests of the students.
3. Nor may an amendment have an adverse effect for students on any other decision taken pursuant to these Regulations by the board of examiners with respect to a student.

art. 8.4 – publication

The dean will provide for the publication of these Regulations, as well as each amendment, on internet.

art. 8.5 – effective date

These Regulations take effect on 1 September 2016.

Part 2

AIM OF THE DEGREE PROGRAMME

INTERDISCIPLINARY SOCIAL SCIENCE:

Study programme Social Policy and Social Interventions

The aim of the degree programme is to train experts in performing and evaluating practical and policy-specific research into social issues in the domains of labour, health care and welfare. For this they have the scholarly and professional skills to research, implement, manage and evaluate policy and intervention processes and they are capable of communicating about the issues both with experts and with the public at large.

The programme intends for its students:

- to gain in-depth domain-specific knowledge in the areas of labour, welfare, care, family and social work as well as insights skills in the field of policy and intervention research and the implementation of intervention and policy.
- to learn how to independently analyse and evaluate current social issues and social policy and intervention practices in a scholarly fashion and to learn how to report on these. This should be done on the basis of theories from various disciplines and completing research strategies.
- to be prepared for the practice as an expert capable of performing practical and policy-related research into social issues and to evaluate such studies, having the scholarly and professional skills necessary for researching, implementing, managing and evaluating policy and intervention processes.

Translation of the aim in terms of exit qualifications:

Knowledge and insight

The graduate has knowledge of and insight into:

- the current development in the institutional context of the welfare state, especially in terms of labour, health care and welfare;
- the development of theories on which social interventions are founded;
- the development of theories on the organisational context of policy and interventions;
- the interdisciplinary theories and models that are applied in studying different social issues. This ties in with the knowledge gained during the Bachelor's stage and will surpass and deepen the final level attained during the Bachelor's degree programme;
- the research methods and strategies that can be applied in studying social issues and in evaluating research in the area of interventions and policy.

Applying knowledge and insight

The graduate is capable of:

- analysing complex social issues from interdisciplinary theoretical perspectives and to relate them to concepts that play a role in the studies of policies and intervention in the domains of labour, health care, welfare and family life;
- doing independent research and to clearly and unambiguously communicate the conclusions, both in writing and orally, to an audience of specialists and laymen. In doing so the graduate is able to explain on which body of knowledge, which motives and which considerations the conclusions are based;
- individually and in a scholarly fashion analysing, integrating and evaluating notions and theories on the relationship between the individual and society, on social issues and on policy and intervention practices;
- including the relationship between policy, management and administration in the analysis, evaluation and implementation of policy and intervention practices.

Formation of judgement

The graduate is capable of:

- critical reflection on existing policy and intervention practices from a theoretic, analytical, methodological, policy-related and an intervention-strategic point of view;
- arriving at a scholarly sound judgement in complex and/or relatively unfamiliar situations in the field.

Communication

The graduate is capable of:

- adequately functioning as a social scientist;
- communicating with peers and laymen alike, both in writing and orally, in a clear and unambiguous manner.

The Master's graduate:

- displays an honest and critical attitude towards research plans and outcomes;
- has a respectful and responsible attitude towards students, colleagues, respondents, clients and so on;
- adopts a professional and client-focused attitude towards students, peers, respondents, clients and so on.

Learning skills

The graduate is capable of:

- acquiring domain-specific skills pertaining to, for instance, researching, implementing and evaluating policy and intervention practices and to apply such skills in a scholarly fashion;
- describing or otherwise presenting the results of an analysis in a scholarly fashion;
- operationalising interdisciplinary theories and concepts to arrive at a feasible research proposal;
- performing academic research with a team of people;
- reviewing the work of peers and providing constructive feedback in a scholarly fashion;
- developing policy and intervention proposal in a complex organisation context and implementing these while accounting for the specific characteristics of all of the stakeholders.

CULTURAL ANTHROPOLOGY:

Study programme Sustainable Citizenship

The Cultural Anthropology Master's Programme Sustainable Citizenship prepares students to independently analyse and solve complex practical issues and research questions in various contexts using current research knowledge, skills and (ethical) reflection.

In this process, they learn to create a link between research knowledge and practical issues, they develop awareness of the contextual certainty of practical issues and they work on developing a professional identity.

Through an elective, the student learns to adopt an interdisciplinary perspective in delving into practical issues and research questions as well as the related context inside and outside his or her own field.

Translation of the aim into exit qualifications:

Knowledge and understanding

The graduate has knowledge and understanding of:

- the most important current developments related to the theme of the master's;
- the most important theories and models which are applied in examining the issues of cultural diversity and sustainable citizenship;
- the characteristics of different domain-specific problem contexts in interaction with the social, cultural and political context of practical issues;
- the social, cultural and political contexts as dynamic systems with a focus on the individual, group, organisation and society;
- the interdisciplinary offering for delving into the content inside and outside the student's own field in relation to practical issues – as well as research questions and the context thereof;
- the research methods and strategies which are applied in the responsible examination of the theme of the Master's.

Application of knowledge and understanding

The graduate is able to:

- analyse complex issues from an (interdisciplinary/comparative) theoretical perspective and relate them to scientific and societal debates;
- independently apply theoretical, methodological and practical insights in the implementation of a research proposal;
- carry out independent research, draw conclusions from this research and clearly and unambiguously communicate these conclusions in writing and verbally to an audience of specialists and non-specialists;
- Create a link between scientific knowledge, practical issues and research questions.

Opinion forming

The graduate can:

- reflect on developments and discussions in science and society concerning cultural diversity and sustainable citizenship based on well-founded theoretical, analytical, methodological and practical considerations;
- critically reflect on independently gathered data on core themes related to cultural diversity and sustainable citizenship based on theoretical, methodological and practical considerations;
- think critically about the professional ethics of anthropologists within a broad societal context;
- take an honest and critical position concerning research projects and results.

Communication

The graduate is able to:

- communicate scientific knowledge and insights in the area of cultural diversity and sustainable citizenship to fellow academics through written reports in articles and papers and verbal and written expression of scientific and current debates of his or her own research results related to practical issues, with a view to contributing to practical developments;
- make scientific discussions accessible to a broader audience by drawing (policy) conclusions from personal individual research related to practice and applying these to a tangible subject in the field of cultural diversity and sustainable citizenship.
- communicate and interact in practice;

Learning skills

The graduate is able to:

- reflect on the development of his or her own professional identity and attach associated consequences by developing his or her own competences (life-long learning);
- reflect on the discipline in ethical terms;
- undertake to act in a positive way as an academic professional with respect to ethical aspects;
- become part of the social context, taking into account the relevant stakeholders and act with scientific and professional integrity.

PEDAGOGICAL SCIENCES:

Study programme Youth, Education and Society

The following is intended with the programme:

- to acquire specialised knowledge, skills and understanding in the field of social parenting issues. The skills specific to the profession concern:
 - analysing social parenting issues based on scientific insights;
 - conducting and evaluating scientific research;
 - designing, carrying out and evaluating policy and interventions geared toward social parenting issues.
- preparing for scientific professional practice as an educator in the area of
- social parenting issues.

Translation of the aim into exit qualifications:

Knowledge and understanding

Graduates of the Master's programme in Social Parenting Issues have knowledge and an understanding of:

- the most important topical social and education-oriented issues in the relevant theme in which the student gains practical experience during their Master's year. Objects of study are collective behaviour (behaviour in young people, parents, professionals), pedagogical infrastructure (systems of childcare, education, care, sports, recreation), policy and regulation (policies on youth, education, integration, public opinion);
- the most important empirical theories and models applied in the relevant theme, with this knowledge building on the knowledge gained during the Bachelor's programme and surpasses/intensifies the final level of the Bachelor's programme. This concerns knowledge of theories on collective behaviour and effective strategies for changing collective behaviour; knowledge of theories on organisations and effective strategies for innovation in organisations; knowledge of theories on policy, policy development and effective strategies for policy change;
- the way in which interventions, programmes and policy with regard to (inter)national social and pedagogical issues are designed, evaluated and analysed;
- the position of parenting and development theories and Dutch social parenting issues, interventions, policy and research in an internationally comparative perspective.

Application of knowledge and understanding

Graduates of the Master's programme in Social Parenting Issues are able to:

- analyse social parenting issues as an interaction of various social ecologies, both theoretically and empirically;
- analyse (the pedagogical principles underlying) policy papers, legislation, regulations and public debates on (inter)national social parenting issues;
- design, carry out and evaluate pedagogical and educational interventions according to the regulatory cycle, at project, system and policy levels;
- steer organisations and networks of organisations, and coordinate professionals;
- report on analysis, intervention and evaluation for scientific, professional, and public administration/political audiences;
- analyse (inter)national social parenting issues based on scientific insights;
- conduct and evaluate scientific research;
- design, carry out and evaluate policy and interventions geared towards (inter)national social parenting issues.

Opinion forming

Graduates of the Master's programme in Social Parenting Issues are able to:

- contribute in a critically reflective way to public debates on (inter)national social parenting issues in popular media;
- reach a scientifically valid opinion on complex and/or relatively unknown situations in the field.

Communication

Graduates of the Master's programme in Social Parenting Issues demonstrate:

- an honest and critical attitude concerning research projects and results;
- a respectful, business-like and responsible attitude towards (culturally diverse) colleagues, clients, respondents and the general public.

Learning skills

Graduates of the Master's programme in Social Parenting Issues have:

- insight into and the ability to reflect on their own conceptual framework, their own academic schooling and social position, taking account of different social and cultural contexts;
- the willingness to continue to learn, further develop themselves and contribute to the field of study as their career progresses;
- an understanding of and the ability to reflect on their own learning process and academic career, and the ability to link consequences to both by adding to their competencies.

Study programme Clinical Child, Family and Education Studies

The following is intended with the programme:

- provide specialised knowledge, insight and skills in the area of parenting and development issues, education or youth care, both in the area of assistance and practical development and policy. The skills specific to the profession concern:
 - conducting and evaluating scientific research;
 - using diagnostic models and techniques;
 - implementing and/or evaluating pedagogical interventions;
 - analysing existing parenting and development issues;
 - formulating and evaluating practical innovations.
- preparing for scientific professional practice as a basic remedial educationalist in the area of assistance and/or innovation of orthopedagogical care systems.

Translation of the aim into exit qualifications:

Knowledge and understanding

Graduates from the Master's programme in Orthopedagogy have knowledge and an understanding of:

- the key current issues in the field of orthopedagogy, including those in which the student gains practical experience during the Master's programme;
- theories and models applied in the field of orthopedagogy, in which this knowledge builds on the knowledge gained during the Bachelor's programme and surpasses/intensifies the final level of the Bachelor's programme;
- methods and programmes for care and assistance to prevent, support and treat problematic parenting situations;
- important frameworks and procedures in care, education and other pedagogical facilities that apply to the field of orthopedagogy;
- ethical aspects of performing at the level of an academic professional.

Application of knowledge and understanding

Graduates of the Master's programme in Orthopedagogy are able to:

- analyse complex orthopedagogical issues from multiple theoretical perspectives and relate these to concepts that play a role in the study of (ortho)pedagogical conduct in the fields of orthopedagogy;
- carry out independent research, draw conclusions from this research as well as the knowledge, motives and considerations that underlie it and clearly and unambiguously communicate these conclusions in written and verbal form to an audience of specialists and non-specialists;
- master skills that may relate to diagnostics, treatment, treatment coordination, care innovation, policy and prevention, and apply these in a socially responsible way, taking account of the specific cultural context;
- apply ethical aspects of performing at the level of an academic professional, both scientifically and professionally.

Opinion forming

Graduates of the Master's programme in Orthopedagogy are able to:

- critically reflect on current orthopedagogical practices based on theoretical, methodological, diagnostic and intervention strategic considerations, taking consideration of the specific cultural context;
- form a scientifically responsible opinion in complex and/or relatively unknown situations in the field;
- form an opinion and critically reflect on their professional actions, both in the practice of orthopedagogy and in scientific research.

Communication

Graduates of the Master's programme in Orthopedagogy are able to:

- function adequately as a remedial educationalist within the frameworks of the professional codes of the field in question, including adequate written and verbal communication with professionals in the practice of orthopedagogy;
- present acquired competencies that align with labour market needs in both verbal and written form.

Graduates of the Master's programme in Orthopedagogy demonstrate:

- an honest and critical attitude concerning research projects and results;
- a respectful, responsible, culturally sensitive, professional and customer-oriented attitude towards students, colleagues, respondents, clients, etc.

Learning skills

Graduates of the Master's programme in Orthopedagogy have:

- an understanding of and the ability to reflect on their own learning process and academic career development, and the ability to link consequences to both by adding to their competencies;
- the willingness to continue learning, further develop themselves and contribute to the field of study as their career progresses.

PSYCHOLOGY:

Study programme Clinical and Health Psychology

The following is intended with the programme:

- Provide specialised knowledge, skill and insight in the area of Clinical and Health Psychology, and achieve the final qualifications stated in the second paragraph;
- The Master's programme in Clinical and Health Psychology prepares graduates for a position as a care professional, researcher or intervention/policy developer at academic level. In addition to acquiring psychological knowledge of problems in the area of mental and physical health, graduates in the Clinical Psychology track gain basic psychotherapeutic knowledge and skills, and are further trained in the area of psychodiagnostics. Students then further explore behavioural therapy and cognitive therapy. This track devotes special attention to the consequences of and interventions after major life events (trauma and grief), anxiety disorders, chronic physical disorders and self-regulation of health. The programme strongly emphasises the acquisition of both the professional skills relevant to the practice of the profession in a practical setting and the academic skills needed to understand, develop and apply scientific insights. Therefore, a practical internship and empirical research form major parts of the Master's programme. Within the Health Promotion track, the focus is on acquiring knowledge and skills in the area of promoting physical and psychological health as well as the prevention of physical and psychological disorders. Students explore the development, implementation and evaluation of health promoting interventions and preventative techniques as well as knowledge of environmental characteristics that can contribute to good physical and psychological health (nudges). As is the case in the clinical track, a strong focus is the acquisition of professional skills that are important to professional practice and the academic skills required to understand, develop and apply scientific insights
- After being selected for admission, graduates in the Clinical Psychology track can move on to various post-Master's programmes, assuming they have fulfilled the necessary requirements during the Bachelor's phase. In the Netherlands, these mainly concern the Health Psychologist programme (which, after completion and selection, can be followed by the Clinical Psychologist specialist programme or the Psychotherapist programme) and the programme leading to membership in a specialised psychotherapy association. Depending on the internship position chosen and following approval of the relevant report, the clinical psychology track can fulfil the requirements of the NIP registration in psychodiagnostics. Graduates may be hired for positions involving diagnostics, supervision and intervention activities in practice positions in hospitals, health centres, care and nursing homes. Others are sought out for research or teaching positions in higher education or in private (research) firms. Other options for graduates are information, training and staff/policy positions in somatic and mental health care. Graduates in the Health Promotion track can consider careers involving the development and supervision of prevention and health promotion interventions at a Municipal Health Service (GGD), in hospital and health centres. They also find positions in research or teaching positions in higher education or research institutes. Or indeed jobs in the area of programme and policy development (such as with the National Institute for Public Health and the Environment (RIVM), the Institute for Health Promotion (NIGZ) or the Nutrition Centre (Voedingscentrum) in the area of information, training and staff/policy positions related to health promotion and prevention
- Clinical Psychology and Health Psychology are recognised professions that can also be practised in other countries. Legislation enabling professionals to practice in another country or attend a post-Master's professional programme abroad differ per country.
- Preparation for the programme to train as a researcher in the area of psychology in general or in Clinical or Health Promotion in particular.

Translation of the aim into exit qualifications:

Knowledge and understanding

Both tracks provide graduates of the Clinical and Health Psychology Master's programme with knowledge and an understanding of:

- recent developments and the current state of affairs related to knowledge in the area of Clinical and Health Psychology;
- the professional field (or fields) in which knowledge of psychology is applied;
- assessments that are used in the professional field and the theories underlying these assessments;
- intervention strategies that are used in the professional field and the theories underlying these strategies;
- customary methods of scientific research in the area of Clinical and Health Psychology.

Application of knowledge and understanding

Graduates of the Clinical and Health Psychology Master's programme are able to:

- demonstrate an advanced understanding of the applications of psychological knowledge within Clinical and Health Psychology;
- use knowledge in the area of Clinical and Health Psychology to adequately analyse psychological issues in the relevant field of study;
- implement assessments in the relevant professional area at a basic level;
- implement and evaluate intervention strategies used in the professional field at a basic level;
- set up, implement and report on scientific research in the relevant area.

Opinion forming

Graduates of the Clinical and Health Psychology Master's programme are able to:

- consider, in a critically reflective way, the consequences of their own professional actions with respect to people in general and patients, clients and research participants as well as their direct environment in particular;
- keep in mind the ethical aspects of application in Clinical and Health Psychology, including research;
- demonstrate understanding of the awareness of limited knowledge and skills, and act accordingly;
- take a critical view of psychological knowledge and practice, particularly in view of scientific standards for argumentation and proof.

Communication

Graduates of the Clinical and Health Psychology Master's programme are able to:

- approach people in general and patients, clients and/or research participants and colleagues in particular, establish a working relationship and hold themselves accountable to them for their professional actions and conclusions;
- transfer professional knowledge to colleagues and people outside the field, particularly related to topics in the chosen professional field;
- report on empirical research.

Learning skills

Graduates of the Clinical and Health Psychology Master's programme are able to:

- learn from scientific literature, from oral transfer of knowledge and expertise, and from feedback on their own academic and professional activities;
- learn at a self-directed and autonomous level.

SOCIOLOGY:

Study programme Contemporary Social Problems

The objective of the programme is to train academic professionals who, in view of their sociological knowledge and associated ethical reflection, can contribute to mapping out, analysing and solving topical social problems in various contexts (government, corporate).

In this process, they learn to independently carry out application-oriented social science research and to create *cohesion* between scientific knowledge and practical issues, and they develop awareness of *the contextual certainty* of practical issues as well as working on the development of a *professional identity*.

Through an elective and a track course from another discipline, they learn to adopt an interdisciplinary perspective in exploring the relationship between research questions and practical issues as well as the related context inside and outside their own field.

Translation of the aim into exit qualifications:

Knowledge and understanding (in the area of defining problems, theories, research and policy)

The graduate has knowledge and understanding of:

- Important theories and models for examination of current social issues; specific knowledge and understanding in relation to one of the tracks on offer, specifically:
 - Health, Policy and Organisations track: key concepts from the governance & network theory in relation to health issues;
 - Crime and Safety track: key concepts in criminology in relation to public security issues;
 - Internet, Social Media and Networking track: key concepts from social network theory in relation to social issues.
- Sectoral and international comparative research on, for example, policy and organisation.
- Scientific and field practice developments within a social sector or organisation.
- The key characteristics of different domain-specific areas and problem contexts.

Application of knowledge and understanding

The graduate is able to:

- Analyse complex questions from a sociological/interdisciplinary/comparative theoretical perspective and relate these to scientific and social debates.
- Translate/apply new and previously acquired socio-scientific knowledge to current social issues.
- Operationalise theoretical, methodological and practically-oriented understanding in a feasible research proposal.
- Carry out independent research, draw conclusions from it in written and spoken form in a clear, straightforward manner to present to an audience of specialists and non-specialists.
- Create a link between scientific knowledge, research questions and practical issues.
- Provide a client with responsible advice on policy or organisation.

Form judgements (about scientific, societal and ethical aspects)

The graduate is able to:

- Reflect on developments and discussions in science and society with regard to current social issues, on the basis of well-founded theoretical, analytical, methodological and practice-oriented considerations.
- Critically reflect upon information they have gathered themselves on current social issues based on theoretical, methodological, practice-oriented and social considerations.
- Adopt an honest and critical position in relation to research plans and results.
- Think critically about the professional ethics of people working in sociology within a wide social context.
- Think critically about the professional ethics of actors in the future professional field.
- Make a sound assessment of the scientific quality of proposed measures and of the organisational, political and administrative and social practicality of the policy and organisation advice formulated.

Communication

The graduate is able to:

- Report, independently and in an academically sound way, on their own activities and present clear recommendations to interested parties both verbally and in writing.
- Skilful communication and interaction with colleagues and others working in the future professional field.
- Report the results of their own research, or advice, to clients or others working in the field verbally and in writing in a clear and structured manner.
- Critique and comment on reports by fellow students, others working in the field, colleagues and clients in a constructive manner.
- Translate scientific debates for a wider audience by drawing conclusions on, for example, policy from their own practical research into a concrete subject within a current social issue.

Learning skills

The graduate is able to:

- Reflect on the development of their professional identity and take action on this by developing their own competencies (lifelong learning).
- Reflect upon professional ethical issues within their future professional field.
- Deal with ethical aspects in a well-considered manner as an academic professional.
- Be part of the social context, taking into account the parties concerned and thus deal with them with integrity and in a scientific and professional manner.
- Work independently in professional practice.
- Collaborate with professionals from other scientific disciplines.

ANNEX

Annex 1 - Pre-master programme (art. 2.4)

The pre-master programme starts on 1 February and consists of 30 credits. An application for admission to the pre-master programme must be submitted to the Admission Committee before 31 December. The final HBO diploma must have been awarded and the selection programme must have been completed by 31 December. The courses in the selection programme are not offered as regular lessons, but in the form of contract education. The courses included in the selection programme are subject to the "Algemene voorwaarden Selectietraject van het Instroomprogramma hbo'ers".

Annex 1.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Social Interventions:

Admission to the pre-master programme Interdisciplinary Social Science: Social Policy and Social Interventions:

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO) worth 240 credits as mentioned below will be admitted to the pre-master programme after provided that the associated selection programme consisting of 22.5 credits has been completed in advance;

CROHO-sector ^{6 7}	Programmes
Onderwijs	Lerarenopleiding basisonderwijs Lerarenopleiding Aardrijkskunde Lerarenopleiding Geschiedenis Lerarenopleiding Maatschappijleer
Gedrag en maatschappij	All
Gezondheidszorg	Verpleegkunde (HBO-V) Psychomotorische therapie Ergotherapie Sport, gezondheid, management Leefstijl, arbeid en gezondheid Sociale gerontologie
Economie	All

Content of the association selection programme Interdisciplinary Social Science: Social Policy and Social Interventions (22.5 credits):

- De sociale stand van Nederland: sociale vraagstukken en sociaal beleid (7,5 credits)
- M&T: methoden en technieken van sociaal wetenschappelijk onderzoek (7,5 credits)
- Academische vaardigheden Algemene sociale wetenschappen (2,5 credits)
- Pre-master Kwantitatieve data-analyse (5 credits).

Content of the pre-master programme Interdisciplinary Social Science: Social Policy and Social Interventions (30 credits):

- Students can choose from:
 - o Individualisering en publieke dienstverlening (7,5 credits)
 - o Migranten en integratie (7,5 credits)
- Geavanceerde kwantitatieve en kwalitatieve analysemethoden (7,5 credits)
- Solidariteit tussen jong en oud in arbeid, zorg en welzijn (7,5 credits)
- Pre-masterthesis ASW (7,5 credits).

The pre-master programme is offered in Dutch only.

⁶ CROHO = Centraal Register Opleidingen in het Hoger Onderwijs.

⁷ Education and Health sectors students who are not specifically mentioned, but who feel their previous education and training is in line with the themes of the Master's programme Labour, Healthcare and Welfare: policy and intervention (Arbeid, zorg en participatie) can submit a request to the admissions committee to be admitted to the pre-Master's programme. They must submit a letter of motivation, which demonstrates and highlights the links between the course of higher professional education (HBO) completed and the pre-Master's programme.

Annex 1.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Admission to the pre-master programme Cultural Anthropology: Sustainable Citizenship:

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO) worth 240 credits as mentioned below will be admitted to the pre-master programme after provided that the associated selection programme consisting of 22.5 credits has been completed in advance;

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	Only Verpleegkunde (HBO-V)
Economie	All

Content of the association selection programme Cultural Anthropology: Sustainable Citizenship (22.5 credits):

- Culturele antropologie 1: inleiding in de culturele antropologie (7,5 credits)
- Methoden en technieken 1 voor HBO-instroom (7,5 credits)
- Wetenschappelijk schrijven: HBO-instroom (7,5 credits).

Content of the pre-master programme Cultural Anthropology: Sustainable Citizenship (30 credits):

- Tutorials pre-masters (7,5 credits) *is offered in English*
- Cultural anthropology 3: globalization and social cultural complexity (7,5 credits)
- Etniciteit en nationalisme (7,5 credits)
- Position paper pre-masters (7,5 credits) *is offered in English.*

Annex 1.3 – PEDAGOGICAL SCIENCES

Study programme Youth, Education and Society

Admission to the pre-master programme Pedagogical Sciences: Youth, Education and Society:

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO) worth 240 credits as mentioned below will be admitted to the pre-master programme after provided that the associated selection programme consisting of 22.5 credits has been completed in advance;

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	All

Content of the association selection programme Pedagogical Sciences: Youth, Education and Society (22.5 credits):

- Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7,5 credits)
- Ontwikkeling en opvoeding van kinderen en jeugdigen met een beperking (3,75 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 1 (7,5 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 2 (3,75 credits).

Content of the pre-master programme Pedagogical Sciences: Youth, Education and Society (30 credits):

- Opvoeding en ontwikkeling 2 (7,5 credits)
- Praktijkontwikkeling, onderzoek en beleid (7,5 credits)
- Thesis (15 credits).

Study programme Clinical Child, Family and Education Studies:

Admission to the pre-master programme Pedagogical Sciences: Clinical Child, Family and Educational Studies:

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO) worth 240 credits as mentioned below will be admitted to the pre-master programme after provided that the associated selection programme consisting of 22.5 credits has been completed in advance;

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	All

Content of the association selection programme Pedagogical Sciences: Clinical Child, Family and Educational Studies (22.5 credits):

- Emotional and behavioral disturbances (7,5 credits)
- Ontwikkeling en opvoeding van kinderen en jeugdigen met een beperking (3,75 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 1 (7,5 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 2 (3,75 credits).

Content of the pre-master programme Pedagogical Sciences: Clinical Child, Family and Educational Studies (30 credits):

- Diagnostiek (7,5 credits)
- Behandeling (7,5 credits)
- Thesis (15 credits).

Annex 1.4 – SOCIOLOGY

Study programme Contemporary Social Problems:

Admission to the pre-master programme Sociology: Contemporary Social Problems:

The holder of a Dutch bachelor degree of a University of Applied Sciences (HBO) worth 240 credits as mentioned below will be admitted to the pre-master programme after provided that the associated selection programme consisting of 22.5 credits has been completed in advance;

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	All
Economie	All

Content of the association selection programme Sociology: Contemporary Social Problems (22.5 credits):

- Sociale problemen (7,5 credits)
- Inleiding sociologie (3,75 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 1 (7,5 credits)
- Methoden en statistiek van sociaal wetenschappelijk onderzoek 2 (3,75 credits).

Content of the pre-master programme Sociology: Contemporary Social Problems (30 credits):

- Sociology of organisations (7,5 credits)
- Leeronderzoek oriëntatiefase: probleemverkenning en vragenlijstconstructie (7,5 credits)
- Leeronderzoek sociale stratificatie en gezinssociologie (7,5 credits)
- Sociale sturing van Nederland (7,5 credits).

Annex 2 - Programme of study (art. 3.6)

The credit load for the programmes is 60 credits.

Annex 2.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Social Interventions:

Component	Credits
Academic Professional	5 credits
Interventions and policies 1: practice orientation	5 credits
Social risks in Europe: protection, activation and diversity	5 credits
Interventions and policies 2: research orientation	5 credits
Social Innovations in policy and practice or Integration and cultural diversity	5 credits
Elective at Master's level	5 credits
Master Project SPSI: PIT (practical internship and thesis) or Master Project SPSI: RIT (research internship and thesis)	30 credits

Annex 2.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Component	Credits
Academic Professional	5 credits
Anthropology of Globalization	5 credits
Sustainability and Social Contestation	5 credits
Citizenship in the New World Order	5 credits
Elective at Master's level	5 credits
Ethnographic Methods and Research Design	5 credits
Ethnographic Fieldwork and Thesis	30 credits

Annex 2.3 – PEDAGOGICAL SCIENCES

Study programme Education, Socialization and Youth Policies:

Component	Credits
Paradigms and Practices	5 credits
Global perspectives and cultural diversity	5 credits
Prevention 3.0: Perspectives and Design	5 credits
Digital Media and Youth	5 credits
Academic Professional	5 credits
Elective at Master's level	5 credits
Internship	10 credits
Master's thesis	20 credits

Study programme Clinical Child, Family and Education Studies:

Component	Credits
Academic Professional	5 credits
Critical Analysis of Special Education Issues	5 credits
Dealing with (Professional) Child-Rearing and Education in Contexts	5 credits
Elective at Master's level	5 credits
Internship	20 credits
Master's thesis	20 credits

Annex 2.4 – PSYCHOLOGY

Study programme Clinical and Health Psychology:

Clinical Psychology variant:

Component	Credits
Academic Professional Clinical and health psychology	5 credits
Clinical psychology and health promotion	5 credits
Behaviour therapy and cognitive therapy	5 credits
Elective at Master's level	5 credits
Internship	20 credits
Master's thesis	20 credits

Health Promotion variant:

Component	Credits
Academic Professional Clinical and health psychology	5 credits
Clinical psychology and health promotion	5 credits
Health promotion: from theory to intervention	5 credits
Elective at Master's level ⁸	5 credits
Elective at Master's level	5 credits
Internship	15 credits
Master's thesis	20 credits

Annex 2.5 – SOCIOLOGY

Study programme Contemporary Social Problems:

Component	Credits
Academic Professional	5 credits
Policy research and advice	5 credits
Organisations theory and research	5 credits
Choice of one of the three tracks with the two corresponding required track courses. <i>Track Criminology and Safety:</i> <ul style="list-style-type: none"> • Criminology and safety • Security, violence and sovereignty under an anthropological lens (offered by Cultural Anthropology) <i>Track Internet, Social Media and Networks:</i> <ul style="list-style-type: none"> • Internet, social media and networks • Sociale beïnvloeding (offered by Social Psychology) <i>Track Healthcare, Policy and Organisations:</i> <ul style="list-style-type: none"> • Healthcare, policy and organisations • Organisatieontwikkeling (offered by Social Psychology) 	2 x 5 credits
Elective at Master's level	5 credits
Internship and Labour market preparation	15 credits
Master's thesis	15 credits

⁸ For example: Nudging

Annex 3 – Transitional provisions (art. 8.2)

A. Overgangsregelingen van de programma's van het studiejaar 2015-2016.

The curriculum as included in the Education and Examination Regulations of the 2015-2016 academic year, including the transitional provision below, apply to students who began their degree programme under the curriculum of the year 2015-2016.

A 1 – Master's Degree Programme Interdisciplinary Social Science

Study programme Social Policy and Social Interventions 2015-2016:

If not passed:	Replace by:
Master's project SPSI-A: internship + master's thesis (30 credits) or Master's project SPSI-B: master's thesis in external organization (30 credits)	MA: Master Project SPSI: PIT (practical internship and thesis, 30 credits) or MA: Master Project SPSI: RIT (research internship and thesis, 30 credits)

B. Overgangsregelingen voor de programma's die volledig in afbouw zijn.

The 'old' curriculum as included in the Education and Examination Regulations of the 2014-2015 academic year or before apply through 31 August 2017, including the transitional provisions below to students who began their degree programme under a previous curriculum, unless they decide to switch to the new curriculum.

B 1 – Master's Degree Programme Interdisciplinary Social Science

Study programme Social Policy and Social Interventions 2014-2015 or earlier:

If not passed:	Replace by:
From Protection to Social Investment (7,5 credits)	Social Risks in Europe: protection, activation and diversity (5 credits) + extra assignment (2,5 credits)
Research Strategies for Social Policies (7,5 credits)	Interventions and Policies I: Practice Orientation (5 credits) + extra assignment (2,5 credits)
New Social Risks in Europe (7,5 credits)	Social Innovations in policy and practice (5 credits) + extra assignment (2,5 credits)
Evaluation of Social Interventions (7,5 credits)	Interventions and Policies II: Research Orientation (5 credits) + extra assignment (2,5 credits)
Master's Thesis Design (5 credits) + Master's Thesis Social Policy and Social Interventions (25 credits)	MA: Master Project SPSI: PIT (practical internship and thesis, 30 credits) or MA: Master Project SPSI: RIT (research internship and thesis, 30 credits)