

# **Education and Examination Regulations 2017-2018**

of the

Bachelor's Degree Programmes

## **Interdisciplinary Social Science**

**Cultural Anthropology**  
and Development Sociology

**Educational Sciences**

**Pedagogical Sciences**

**Psychology**

**Sociology**

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 1 June 2017 with the approval of the Faculty Council on 16 May 2017.

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Deel 1

REGELS

## SECTION 1 – GENERAL PROVISIONS

### **art. 1.1 – applicability of the regulations**

These Regulations apply to the academic year 2017-2018 and apply to the education, the tests and the examination of the bachelor's degree programmes Interdisciplinary social science, Cultural anthropology and development sociology (hereinafter referred to as Cultural anthropology), Educational sciences, Pedagogical sciences, Psychology en Sociology (hereinafter referred to as: the programme(s) of Utrecht University and to all students who are registered for the Programme(s) as well as to all those who seek admission to the Programmes for the 2017-2018 academic year <sup>1</sup>.

The Programmes are provided by the Undergraduate 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. Bachelor's Degree Programme: the Bachelor's Degree Programme referred to in art. 1.1 of these Regulations;
- c. component: a unit of study (course, internship, thesis) of the study programme, included in the University Course Catalogue;
- d. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
- 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 Bachelor's examination of the study programme that is passed if all obligations of the entire Bachelor's Degree Programme have been fulfilled;
- g. Faculty, the: the Faculty of Social and Behavioural Sciences;
- h. International Diploma Supplement (IDS): the annex to the Bachelor's Degree Certificate, which includes an explanation of the nature and contents of the study programme (partly in an international context);
- i. 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;
- j. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
- k. test: interim examination as referred to in art. 7.10 of the Act;
- l. Undergraduate School of Social and Behavioural Sciences (USSBS): the School that provides the Bachelor's Degree Programmes within the Faculty of Social and Behavioural Sciences;
- m. 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.

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<sup>1</sup> 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 – PREVIOUS EDUCATION

### **art. 2.1 – admission**

In addition to the legally specified diplomas that grant access to the programme, the individual who holds a diploma for the equivalent previous education stated in annex 3 also has access to the programme <sup>2</sup>.

### **art. 2.2 – language requirement for foreign diploma holders**

A foreign diploma holder can only register:

- a. after he or she has complied with the requirement of adequate mastery of the Dutch language by successfully completing the Dutch as a second language national examination, programme 2 or alternatively the certificate Dutch as a Foreign Language, 'Education Professional' (formerly 'Academic Profile in Language Competency') or 'Qualified to Start Education' (formerly 'Higher Education Language Competency Profile'), and
- b. after it has been demonstrated that the requirements of adequate command of the English language at the level of the Dutch pre-university education (VWO) exam 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: 6.0 with at least 5.5 for the component 'writing';
- TOEFL (Test Of English as a Foreign Language). The minimum required TOEFL score is 83 (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: C;
  - Cambridge Certificate of Proficiency in English; minimum score: C.

### **art. 2.3 – mathematics requirement**

Those who have a diploma after having passed the exam for a first-year diploma at a University of Applied Sciences (hbo-opleiding) can only register for the programme after demonstrating that they have passed the Mathematics A or B Final Exam at senior general secondary education (HAVO) level or higher.

### **art. 2.4 – numerical limitation**

The admission investigation referred to in Art. 7.29 of the law relates to the following subjects at the level of the VWO exam:

- Dutch;
- English;
- Mathematics C.

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<sup>2</sup> A foreign diploma may also grant access to the programme based on a convention. The Admissions Office of Utrecht University has a list of such convention diplomas.

## 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**

The degree programmes Interdisciplinary social science, Cultural anthropology, Pedagogical sciences, Psychology and Sociology are full-time programmes.

The degree programme Educational Sciences is offered on both a full-time and part-time basis <sup>3</sup>.

### **art. 3.3 – language in which the programme is taught**

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

### **art. 3.4 – credit load**

1. The credit load for the programmes is 180 credits.
2. The programme includes advanced components with a course load of at least 45 credits (in major and optional course profile together).

### **art. 3.5 – major <sup>4</sup>**

1. The programme comprises one section (major) with a course load of 135 credits related to Interdisciplinary Social Science, Cultural Anthropology, Educational Sciences, Pedagogical Sciences, Psychology or Sociology. Of this total, the components specified in annex 1, representing a total course load of 75 credits, are required.
2. The other components of the major are chosen by the student from those listed in annex 2.
3. The major must also include components involving the scientific and social context of the programme, with a course load of at least 15 credits.
4. The components of the Interdisciplinary Social Science, Cultural Anthropology, Educational Sciences, Pedagogical Sciences and Sociology majors must include at least 37.5 credits at the intermediate level <sup>5</sup> and at least 37.5 credits at the advanced level. At least 45 credits of the components of the Psychology major must be at the intermediate level <sup>5</sup> and at least 45 credits at the advanced level.
5. Bachelor's project/Bachelor's thesis/Bachelor's research project/thesis <sup>6</sup>:
  - Within the Interdisciplinary Social Science (ASW) major, a Bachelor's project with a course load of 15 credits and the related components Literature Study ASW (7.5 credits) and MTS-4: Qualitative and Quantitative Research (7.5 credits) are required;
  - Within the Cultural Anthropology major, a Bachelor's project with a course load of 22.5 credits and the related component Qualitative Research Methods: Background and Application (7.5 credits) are required; for students who are going abroad the required course load of the Bachelor's project is 30 credits;

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<sup>3</sup> Not applicable to the ALPO variant of Educational Sciences, see annex 6.

<sup>4</sup> Not applicable to the ALPO variant of Educational Sciences, see annex 6.

<sup>5</sup> This number may be reduced to the degree that the minimum is exceeded at the advanced level.

<sup>6</sup> The Bachelor's project/Bachelor's thesis/Bachelor's research project/thesis component offers the student the option of writing a final paper as an aptitude test that combines the required knowledge, skills and attitudes.

- Within the Educational Sciences major, a Bachelor's thesis with a course load of 15 credits and the related component Methods in Educational Sciences Research (7.5 credits) are required;
- Within the Pedagogical Sciences major, a thesis with a course load of 15 credits and the related component Methods, Techniques and Statistics 3 (7.5 credits) are required;
- Within the Psychology major, a Bachelor's research project with a course load of 15 credits and the related component Methods, Techniques and Statistics 3 component (7.5 credits) are required;
- Within the Sociology major, a Bachelor's project with a course load of 15 credits and the related component Practical Data Analysis (7.5 credits) are required.

### **art. 3.6 – optional course profile, minor <sup>4</sup>**

1. The programme comprises an optional course profile in which the student selects components with a total course load of at least 45 credits.
2. At least 15 credits of the components of the optional course profile must be at intermediate level or above.
3. The following qualify for selection:
  - components that are included in the University Course Catalogue;
  - components from another Dutch university except 'online-courses';
 The following qualify for selection with the approval of the Board of Examiners:
  - 'online-courses' from a Dutch university;
  - components from a foreign university;
  - components from a funded or designated Dutch institution for higher professional education;
  - components from the University Course Catalogue that were set up in cooperation with an hbo institution.
 The Board of Examiners determines the level of the component taken if needed to comply with the requirement from paragraph 2.  
 The Board of Examiners shall withhold its approval if, in its opinion, there is duplication with respect to components previously completed by the student.
4. If the student completes a cohesive unit of components provided by a faculty under the designation of minor, this designation will be stated in the International Diploma Supplement to the exam certificate <sup>7</sup>.
5. With regard to a component as referred to in the 3<sup>rd</sup> paragraph or a minor as referred to in the 4<sup>th</sup> paragraph, the Board of Examiners can attribute a lower than nominal course load to the extent that the component or the minor are related to the same knowledge and skills as in one or more other components of the major or the optional course profile.

### **art. 3.7 – honours programme <sup>4</sup>**

1. The student selected by the programme who completes a cohesive unit of components, which are partly offered on an extracurricular basis under the designation of Honours programme, will be considered for an 'Honours Programme Certificate' issued by the dean of the Faculty.
2. The selection criteria for admission to the honour's programme and the contents of the Honours programme are set out in annex 5.

### **art. 3.8 – actual design of the education programme <sup>4</sup>**

1. In the first year of the Bachelor's programme 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 and at most 18 hours per week; in the 2<sup>nd</sup> and 3<sup>rd</sup> year of the Bachelor's programme, on average throughout the university, at least 12 hours per week.

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<sup>7</sup> [www.uu.nl/university/minors](http://www.uu.nl/university/minors).

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](#).

### **art. 3.9 – Educational sciences: academic primary education teacher training programme variant**

1. A student selected by the Educational Sciences Bachelor's programme can complete a cohesive unit of components, which are jointly taught by the Educational Sciences Bachelor's programme and the Education Faculty of the HU University of Applied Sciences Utrecht as a variant to the academic teacher training programme for primary education.
2. The special rules included in annex 6 apply to the student as referred to in the first paragraph.

## SECTION 4 – EDUCATION

### art. 4.1 – courses

1. For the components of the programme, courses will be offered with a course load of seven and a half credits or a multiple thereof <sup>4</sup>.
2. All courses which can be part of the study are included in the University Course Catalogue.
3. A course will be offered at one of the following levels <sup>4</sup>:
  - level 1: introductory;
  - level 2: intermediate;
  - level 3: advanced.

### art. 4.2 – preliminary course criteria

The University Course Catalogue/course manual indicates the prior knowledge that is required to successfully participate in each course.

### art. 4.3 – entry requirements of courses

Participation in the following components of the bachelor programme or the premaster programme is possible only after the courses listed for it have been passed. The director of the Bachelor's programme decides which motivated claims for dispensation of entry requirement will be awarded. Contrary to that stated in the previous sentence, the director of the Master's programme decides which motivated claims for dispensation of entry requirements for courses in the premaster's programme will be awarded.

#### 4.3.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

Course:	After passing:
Bachelorproject ASW	The required major courses (75 credits) + Literatuurstudie ASW

#### 4.3.2 - CULTURAL ANTROPOLOGY:

Course:	After passing:
Bachelorproject: het opzetten van een kwalitatief onderzoek	The required major courses for the first year of the Bachelor's (45 credits) + 75 credits from the optional course offering of the major or from the option course profile
Bachelorproject: dataverzameling en – verwerking 1	Kwalitatieve onderzoeksmethoden: achtergronden en toepassing + Bachelorproject: het opzetten van een kwalitatief onderzoek

#### 4.3.3 – EDUCATIONAL SCIENCES <sup>4</sup>:

Course:	After passing:
Bachelorthesis	Methoden, technieken en statistiek 1 voor pedagogen en onderwijswetenschappers + Methoden, technieken en statistiek 2 voor pedagogen en onderwijswetenschappers + Methoden in onderwijswetenschappelijk onderzoek
Bachelorstage	A minimum of 120 credits earned in the Educational Sciences Bachelor's programme

#### 4.3.4 – PEDAGOGICAL SCIENCES:

Course:	After passing:
Bachelorstage MOV	Students can be admitted if they have successfully completed 3 of the following 6 courses: <ul style="list-style-type: none"><li>• Emotional &amp; Behavioral Disturbances (EBD);</li><li>• Kinderen met Speciale Opvoedings- en</li></ul>

	<p>Onderwijsbehoeften (KSOO);</p> <ul style="list-style-type: none"> <li>• Culturele Diversiteit or Cultural Diversity (CD);</li> <li>• Diagnostiek (DIA);</li> <li>• Methoden, Technieken en Statistiek 3 (MTS3);</li> <li>• Pedagogische Praktijkontwikkeling, Onderzoek en Beleid (PPOB).</li> </ul> <p>Students who fulfil the entry requirements for Orthopedagogics can do a Bachelor's internship in the fields of Orthopedagogics or Social Parenting Issues (MOV). Students who only fulfil the MOV entry requirements are only eligible for the MOV Bachelor's internship.</p>
Bachelorstage Orthopedagogiek	<p>Students can be admitted if they have successfully completed 3 of the following 6 courses *:</p> <ul style="list-style-type: none"> <li>• Klinische vaardigheden I (KVI) or Professionele vaardigheden 1;</li> <li>• Klinische vaardigheden II (KVII) or Professionele vaardigheden 2;</li> <li>• Diagnostiek (DIA);</li> <li>• Behandeling (BEH);</li> <li>• Emotional &amp; Behavioral Disturbances (EBD);</li> <li>• Kinderen met Speciale Opvoedings- en Onderwijsbehoeften (KSOO).</li> </ul> <p>* An additional requirement is that two of the three courses must be related to clinical practice, namely: Klinische vaardigheden I (KVI) or Professionele vaardigheden 1, Klinische vaardigheden II (KVII) or Professionele vaardigheden 2, Diagnostiek and/or Behandeling.</p>
Justitiële interventies	Jeugdcriminaliteit
Psychosocial development and problems	Opvoeding en ontwikkeling 2 or Socialisatie van kinderen en adolescenten + Emotional and behavioral disturbances in childhood and adolescence: contextual perspective
Thesis	Methoden, technieken en statistiek 1 voor pedagogen en onderwijswetenschappers + Methoden, technieken en statistiek 2 voor pedagogen en onderwijswetenschappers + Methoden, technieken en statistiek 3

#### 4.3.5 – PSYCHOLOGY:

Course:	After passing:
Bacheloronderzoek	Methoden, technieken en statistiek 1 voor psychologen + Methoden, technieken en statistiek 2 voor psychologen + Methoden, technieken en statistiek 3
Diagnostiek in de klinische psychologie	Psychopathologie II
Psychodiagnostiek in de ontwikkelingspsychologische praktijk kinderen en jeugdigen	Grondslagen van de psychologische diagnostiek en testtheorie
Ontwikkelingspsychopathologie	Grondslagen van de psychologische diagnostiek en testtheorie

#### 4.3.6 – SOCIOLOGY:

Course:	After passing:
Practicum Data-analyse	Methoden, technieken en statistiek 1 + Methoden, technieken en statistiek 2 voor sociologen
Practicum: Models of measurement in sociological research	Practicum Data-analyse
Familie sociologie: trends, theorie en kwantitatief onderzoek	Methoden, technieken en statistiek 2 voor sociologen
Bachelorstage	Eight of the ten courses in the required portion of the major (60 credits)
Bachelorproject	All components of the 'major required' sociology (75 credits)

#### 4.3.7 – METHODEN EN TECHNIEKEN:

Course:	After passing:
Doing a qualitative research project	Methoden, technieken en statistiek 1 en 2 (one of the variants within FSS)
Conducting a survey and Theory construction and statistical modeling and Missing data theory and causal effects	One of the following courses: <ul style="list-style-type: none"><li>• Practicum data-analyse (Sociology)</li><li>• MTS-3 (one of the variants within ISS, Pedagogical Sciences or Psychology)</li><li>• Methoden in onderwijskundig onderzoek/Ontwikkelen van assessment- en evaluatie-instrumenten voor onderwijssituaties (Educational sciences)</li></ul>

#### art. 4.4 – registration for courses

Participation in a course is possible only if the student has registered for it on time <sup>8</sup>.

#### art. 4.5 – 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 director of the Bachelor's programme may exclude the student from further participation in the course or part of it.

#### art. 4.6 – 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. 4.7 – course participation; priority rules <sup>9</sup>

1. The University Course Catalogue indicates the maximum number of students for whom a course will be taught.
2. It is not possible to re-take a component for which a pass mark has already been earned.

#### 4.7.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

Admission to the courses with a limited capacity is based on pre-established and published admissions criteria and priority rules, on the understanding that students enrolled in the programme are given priority for the courses that are part of the required portion of their major.

#### 4.7.2 – CULTURAL ANTHROPOLOGY:

Admission to the courses with a limited capacity takes place in the order of registration, on the understanding that students enrolled in the Cultural Anthropology Bachelor's programme and

<sup>8</sup> <http://students.uu.nl/fsw/onderwijskundig/praktische-zaken/in-en-uitschrijving/in-en-uitschrijven-cursus>.

<sup>9</sup> In all cases, the student will only be granted access to the course if the student registers in time and has fulfilled the entrance requirements.

students in the Liberal Arts and Sciences Bachelor's programme who have chosen Cultural Anthropology as their main focus will be given priority for the courses that are part of the required portion of the programme.

#### **4.7.3 – EDUCATIONAL SCIENCES:**

The Educational Sciences programme does not have priority rules.

#### **4.7.4 – PEDAGOGICAL SCIENCES:**

The Pedagogical Sciences programme does not have priority rules.

#### **4.7.5 – PSYCHOLOGY:**

1. There is a capacity limitation for the required components for the Psychology major. The maximum capacity of the required major courses is 500. Students in the Psychology Bachelor's programme with a Personality and Relationships minor are always accommodated (even if the maximum capacity is exceeded). Any remaining spots are filled by minor students in the order of application.
2. In the case of elective courses for the major and the optional course profile, all students are accommodated except in the case of force majeure. In the event of force majeure, Psychology students are accommodated. Students are given the remaining spots in the order of application.
3. Students who have been removed from the course more than once because they failed to make a sufficient effort or for another reason, lose their right to priority the next time they register.
4. Bachelor's students cannot attend Master's courses and Master's students cannot attend Bachelor's courses.

#### **4.7.6 – SOCIOLOGY:**

Students are admitted to the courses with a limited capacity in the order of registration, on the understanding that students enrolled in the Sociology Bachelor's programme and students in the Liberal Arts and Sciences Bachelor's programme who have chosen Sociology as their main focus will be given priority for the courses that are part of the required portion of the programme.

#### **4.7.7 – MINORS:**

Students who are registered for a minor offered by the Faculty of Social and Behavioural Sciences are given access to the components that are part of the minor in question.

### **art. 4.8 – 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 Bachelor'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.

### **art. 4.9 – courses international students can finish prior to the Christmas education-free period**

Annex 7 includes the courses international students can complete in period 2 prior to the education-free period around Christmas.

#### **art. 4.10 – evaluation of quality of the education**

1. The education director is responsible for monitoring the quality of the education. To this end the education director will ensure that an evaluation of the courses is made, as well as an evaluation at curriculum level. In this quality control of the courses he will draw on the advice and suggestions for improvement of the education (advisory) committee on promoting and safeguarding the quality of the course.
2. The education in the study programmes will be evaluated in the following manner:
  - a. interim evaluation in the course: during the course the students can provide feedback on aspects that could possibly be different or better. Interim evaluation not mandatory;
  - b. course evaluation: at the end of the courses, the participating students are asked for their opinion on the quality of the contents, educational structure, study materials, testing and lecturer(s) based on standard evaluation forms, complemented by questions at the discretion of the study programme;
  - c. evaluation at curriculum level based on standard evaluation forms, complemented by questions at the discretion of the study programme;
  - d. by means of the National Student Survey (*Nationale Studenten Enquete – NSE*) the students will be asked for their opinion on all aspects of the education and the facilities.
3. Students who have participated in the course will be informed of the results of the course evaluation.
4. The changes made and measures taken in response to the course evaluation will be explained in 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. Every course contains several tests. No later than halfway through the course, the lecturer will evaluate the progress of the student <sup>10</sup> and inform the student of the findings.
4. The testing of the student is finalised at the end of the course/the component.
5. The testing procedure is described in the Regulations of the Board of Examiners.
6. 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 – testing thesis

1. The testing of the Bachelor's thesis/Bachelor's research project/Bachelor's project as referred to in Article 3.5(5) is conducted by a least two lecturers (the supervisor in question and a second evaluator).
2. If the thesis is written by several students, each student will be individually assessed based on his or her explicit contribution.

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<sup>10</sup> The evaluation halfway through the course will usually be a test, but may also take another form, such as completing weekly tasks, a presentation, a practical or a research assignment that will be completed during a course accompanied by weekly feedback. It is important, in any case, that the lecturer informs the student of his or her progress.

## art. 5.4 – grades and alphanumeric results <sup>11</sup>

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 <sup>4</sup>

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.

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<sup>11</sup> Not applicable to the courses of the ALPO variant of Educational Sciences followed at de HU University of Applied Sciences, see annex 6.

### **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 – extra test due to a force majeure**

1. The director of the Bachelor's programme may decide to grant an extra test if not providing for an extra test would result in a 'special case of manifest unfairness'.
2. Requests for an extra test must be submitted to the director of the Bachelor's programme organising the course before the start of the regular or additional/substitute test.
3. Article 5.5 shall correspondingly apply to the extra test referred to in the first paragraph. This means that the student who misses the regular exam of the course due to force majeure and sits the exam by means of an extra test 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 – last course provision**

1. If a student needs at most one (previously taken but not yet successfully completed) component of a maximum of 7.5 credits to pass the Bachelor's exam and not granting a last course provision would demonstrably lead to a delay in his or her studies by more than one semester, the student can request eligibility for a last course provision.
2. Requests for a last course provision must be submitted to the director of the Bachelor's programme organising the course as soon as possible, with evidence.

### **art. 5.10 – 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 in 'OSIRIS-student' 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. 5.11 – period of validity**

1. The term of validity of courses passed is unlimited. Contrary to this, the Board of Examiners may impose an additional or alternative test for a course, the test for which was passed more than five years earlier, if the knowledge or understanding being examined is demonstrably out of date, or if the skills being examined are demonstrably out of date.
2. The period of five years referred to in paragraph 1 will be extended by the number of months of financial support that the student has been granted on the grounds of the Profiling Fund (*profleringsfonds* - for special financial support to students) as referred to in paragraph 2a of the Higher Education and Research Act and the period granted or an extension of the performance-related grant due to a disability or chronic illness.
3. Partial tests and assignments which were passed within a course that was not passed will lose their validity after the academic year in which they were passed.

### **art. 5.12 – right of inspection** <sup>12</sup>

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. 5.13 – 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 Bachelor's thesis, Bachelor's project or Bachelor's research project referred to in Article 3.5(5) and the assessment of this will be kept in paper or digital form for a period of seven years after this assessment.

### **art. 5.14 – 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 Bachelor'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.

### **art. 5.15 – 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 or 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;

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<sup>12</sup> Article 3.3 of the Regulations of the Board of Examiners provides for the right to subsequent discussion.

- using visual, audio or text 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. If fraud or plagiarism is established or suspected, the examiner informs the student or Board of Examiners in writing.  
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 student's 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 or plagiarism, 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.

## **art. 5.16 – dictionary**

Students who wish to consult a translation dictionary during a test must obtain prior written permission from the Board of Examiners. This permission may be granted for a maximum of one academic year.

## 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. In order to pass the exam for the Educational Sciences and Pedagogical Sciences programmes, the student must also receive a passing assessment of the portfolio.
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 2017-2018 if the student:
  - plans to fulfil a management position for which Utrecht University has provided a boardactivities grant;
  - plans to do an internship <sup>13</sup> or take a component of a study programme abroad;
  - must complete components that are required for admission into the Master's programme.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 Bachelor'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 Bachelor'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;
- the OSIRIS database may not include a component with a final mark lower than 7.0;
- at the first assessment the grade for the Bachelor's thesis/Bachelor's project/Bachelor's research project <sup>14</sup> must be 8.0 or higher;
- the final examination of the Bachelor's Degree Programme has been passed within four years. Students of the part-time Educational Sciences programme must have passed the examination within seven years.

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.

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<sup>13</sup> The internship must be an official education component, completed as part of the Bachelor's examination.

<sup>14</sup> If the Bachelor's thesis, Bachelor's project or Bachelor'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 Bachelor 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 – grading tables**

1. The International Diploma Supplement gives the student's cumulative average mark and an ECTS Grading Table.
2. The cumulative average mark shows the student's academic performance on a scale of 1 to 10. It is calculated based on the final results for the courses the student has successfully completed within the degree programme. Courses that are not assessed on a numerical basis are not included in the calculation. The cumulative average mark is weighted based on the number of credits for each course.
3. The ECTS Grading Table gives a clear picture of Utrecht University's marking culture for educational institutions and employers outside the Netherlands. Based on the Grading Table, they can convert the results into their own marking system. The ECTS Grading Table is an institution-wide table for all Bachelor's Degree programmes. This table uses a ten-point scale where only the marks from 6 to 10 are shown, as only passing marks are included in the Grading Table. The marks are expressed only as whole or half points. The percentage given with each mark indicates how frequently each mark is awarded.  
The ECTS Grading Table is calculated on the basis of:
  - all final passing marks in courses undertaken towards the degree, excluding alphanumerical results;
  - not weighted according to study load;
  - in the three most recent academic years;
  - of students who were registered for a Bachelor's Degree programme at Utrecht University.

## SECTION 7 – STUDENT COUNSELLING

### art. 7.1 – records of students' progress

1. De faculteit registreert de individuele studieresultaten van de studenten en stelt deze via Osiris-student ter beschikking.
2. Bij het Studie- informatiepunt van de faculteit kan een gewaarmerkt studievoortgangsdossier worden verkregen.

### art. 7.2 – student counselling

1. The faculty handles the introduction and the tutoring for the students who are enrolled in the programme, including their orientation to potential study options inside and outside the programme.
2. The tutoring includes:
  - a required matching process for new students prior to enrolment in a Bachelor's programme with the objective of guiding the students in choosing a programme that fits their ambitions, expectations and possibilities;
  - an introduction in the first week of the first semester of the first academic year;
  - assignment of a tutor to all Bachelor's students who is introduced during the first semester of the study and is available to them for guidance in their further study and in making choices during the Bachelor's phase;
  - group and individual advice about possible paths of study inside and outside the programme, also aimed at professional opportunities after the Master's programme, and about opportunities to enter the labour market directly after obtaining the Bachelor's diploma;
  - group and individual advice about study skills, study planning and choices for the next step after the Bachelor's diploma;
  - the provision of referral and guidance for students experiencing difficulties during their studies;
  - the provision of referral to a more suitable programme for students who disenroll from the programme prior to 1 February of the year of the first enrolment;
  - an individual matching activity for those who, in the course of the academic year, are referred to the programme from another Utrecht University study;
  - the provision of an urgent advice after the first semester and a binding advice after the second semester of the first year, based on all credits passed during the first year, about whether or not to continue with the programme.
3. A portfolio can be used as a tool for academic career guidance.

### art. 7.3 – binding study advice (BSA) <sup>15</sup>

1. During the first year of enrolment, the student enrolled in the study programme will receive a written study advice no later than 31 January, about the continuation of the programme. This advice issues a warning to the student in case of a study progress of 7.5 credits or less. The part-time student in the Educational Sciences programme receives the advice as referred to in the first sentence after the first semester and no later than 1 May.
2. The student who receives a warning as referred to in the first sentence is given the opportunity to be heard by the tutor with the objective of a reconsideration of the programme choice and a possible referral.
3. At the end of the academic year, and no later than 31 August, the student receives a second written advice about the continuation of the programme. The part-time student in the Educational Sciences programme receives the second written advice concerning continuation of the programme, as referred to in the first sentence of this paragraph, at the end of the second

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<sup>15</sup> The binding study advice (BSA) arrangement for the academic primary education teacher training programme (Educational Sciences: ALPO) deviates as regards the time and the number of credits to be obtained for the interim warning advice (paragraph 1) and the number of credits to be obtained for the binding study advice in August (paragraph 3). See the annex under 6.

year of enrolment and no later than 31 August of that year. Notwithstanding that stated in paragraphs 9, 10 and 11, this study advice is linked to a binding rejection if the student has passed less than 45 credits. The rejection applies for a term of 4 academic years.

4. In establishing the number of credits passed as referred to in paragraphs 1 and 3, all credits count that were passed during the first academic year at Utrecht University with the exception of credits from exemptions granted and the results of partial examinations passed; these do not count.
5. No study advice as referred to in paragraph 3 will be issued to students who are exempt from the first period with a course load of 60 credits of the Bachelor's programme.
6. No study advice as referred to in paragraph 3 will be issued to the student who requests to be disenrolled prior to 1 February of the first year of enrolment. If the student re-enrols in a subsequent academic year, the study advice as referred to in paragraph 3 will be issued in that subsequent academic year.
7. Contrary to that stated in the sixth paragraph, the student who requests to be disenrolled prior to 1 February of the first year of enrolment, and after 1 February is enrolled at (another programme of) Utrecht University, and has passed less than 45 credits, will receive a negative binding study advice.
8. The study advice is issued by the Board of Examiners of the relevant programme.
9. Before a definitive negative study advice is issued, the student will have the opportunity to be heard by or on behalf of the Board of Examiners of the relevant programme.
10. In considering whether to issue a negative study advice, the Board of Examiners will review the student's personal circumstances upon his or her request. The Board of Examiners will only take into account personal circumstances that the student reported to the faculty study advisors as soon as can reasonably be expected after their occurrence. Personal circumstances include illness, pregnancy, functional impairment, special family circumstances, top-class sport and management functions for a student organisation with full jurisdiction or in the context of the organisation and management of Utrecht University, the Faculty of Social and Behavioural Sciences or the Bachelor's programme in which the student is enrolled.
11. In its consideration of whether to issue a negative study advice, the Board of Examiners will also involve types of force majeure other than those mentioned in the previous paragraph at the student's request. The Board of Examiners will only take into account situations of force majeure that were reported to the faculty study advisors as soon as can reasonably be expected after their occurrence.
12. If, because of circumstances referred to in paragraph 6, paragraph 10 or paragraph 11, it is not possible to issue an advice about the student's suitability (or lack thereof), no negative study advice is issued, and a study advice, referred to in paragraph 3, will be issued to the student at the end of the subsequent academic year. In that following year of enrolment, the student must pass the number of credits as referred to in the third paragraph; credits passed during the first academic year do not count here. It is not possible to issue a negative study advice if the student passed all the examinations associated with the courses in the first period of the academic programme with a combined study load of 60 credits.
13. A negative decision can be appealed within 6 weeks before the Examination Appeals Board.

#### **art. 7.4 – 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 4.

### **art. 8.3 – amendments**

1. Amendments to these rules will be laid down by the dean after consulting the study programm committee 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 2017.

## Part 2

### AIM OF THE DEGREE PROGRAMME

**ALL PROGRAMMES:**

The following is intended with the programme:

- to develop knowledge, skills and understanding and to achieve the final qualifications as indicated hereafter per programme.
- academic schooling. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
  - academic thought, action and communication;
  - using relevant scientific tools;
  - (scientific) communication in the individual's own language;
  - using specific knowledge of a field of study in a broader scientific, philosophical and social/cultural context;
  - behavioural standards that apply during the programme and within science.
- preparation for a further academic career.

From their first Bachelor's year, students become familiar with the theory and practice of scientific research.

## **INTERDISCIPLINARY SOCIAL SCIENCE:**

### ***The following is intended with the programme:***

- to train students to become early-stage social science professionals who have the knowledge, competencies and methodical skills that make them suitable for a broad array of academic positions;
- to develop competencies (knowledge, skills and attitudes) with respect to:
  - academic thought, action and communication;
  - using relevant scientific tools;
  - (scientific) communication in the Dutch language;
  - using specific knowledge in a broader scientific, philosophical and social/cultural context;
- preparation for a further academic career.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding*

The graduate has knowledge of:

- concepts and theories from the behavioural, social and cultural sciences from the perspective of their contribution to the mutual determination of the individual and society;
- the opportunities and difficulties of interdisciplinary theory formation, both from an epistemological perspective as well as their contribution to the analysis and policy intervention of social issues;
- quantitative and qualitative methods and techniques of social scientific research (including statistics);
- important theories of policy and intervention, with particular attention for the cohesion between public administration, social institutions, businesses and private individuals;
- important contemporary social issues, intervention strategies and the structure and institutions of Dutch society, also considered from a historic and international comparative perspective.

#### *Application of knowledge and understanding*

The graduate:

- has an understanding of the opportunities and difficulties involved in using social scientific knowledge in analysing, designing and evaluating practices of policy and intervention;
- can reformulate a practical question or social problem into a clear problem definition which can be researched;
- can adequately implement the concepts contained therein;
- can study a topic, both theoretically and empirically, in cohesive conjunction;
- can use the results for answering a practical question or contributing to clarification and, if possible, solving the social problem or indicating the implications of the outcomes for interventions and policy in the social domain being studied.

#### *Opinion forming*

The graduate:

- can critically study, analyse and compare texts, theories, studies and assertions;
- can adopt an interdisciplinary perspective and combine knowledge from different social science disciplines in an interdisciplinary approach;
- can present the result in a coherent argument that is concluded with a clear, synthesising conclusion;
- can develop a stance, model or approach;
- can assess and set up research as well as execute it and report on it;
- can put him or herself in the different professional roles of a social scientist practitioner and can carry out at least one of those roles independently at the level of starting professional;
- is able to critically reflect on knowledge from the social sciences and interventions in society.

### *Communication*

The graduate:

- has general professional and academic skills, particularly related to the Dutch and English languages;
- has the ability to use information and communication technology;
- has the ability to systematically collect information;
- is able to make oral presentations, discuss and write;
- is able to plan, organise and collaborate;
- is able to structurally assess activities and performances of others and of him or herself;
- demonstrates a communicative and cooperative mindset with respect to others with different positions, roles, backgrounds, expertise and interests;
- demonstrates a mindset to choose a position and take initiative, but also to support personal contributions with appropriate argumentation and open them up for discussion.

### *Learning skills*

The graduate demonstrates:

- a focus on tracking developments and new knowledge in the social sciences;
- an ability to reflect on his or her own functioning, own development and career;
- an awareness of and ability to take account of the ethical and social context and implications of his or her actions.

## **CULTURAL ANTHROPOLOGY:**

### ***The following is intended with the programme:***

- to teach students to become theoretical, methodological and empirically trained academics who have the knowledge and understanding, judgement and methodical and academic skills required within the domain of the discipline. The domain of the discipline comprises the study of the social and cultural change processes from an integrated perspective at various, socially cohesive levels of scale. Students are formed to become researching and teaching academics who are aware of scientific, social and ethical principles, standards and developments in Cultural Anthropology and Development Sociology. They are able to reflect on their own professional actions. Students learn to both formulate theoretical questions and describe and solve practical relevant issues by combining existing knowledge and developing new scientific insights from a holistic, comparative perspective through primarily qualitative research;
- to develop competencies (knowledge, skills and attitudes) with respect to:
  - academic thought, action, reflection and communication (both in Dutch and English);
  - using relevant scientific tools;
  - applying these to specific knowledge in a broader scientific and social context;
- to prepare for the labour market or a further academic career.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding*

The graduate has knowledge and an understanding of:

- the most important anthropological terms and concepts, including the scientific approach to culture and cultural change as part of the dynamic of social structures, relationships and practices;
- the thematic core areas of cultural anthropology;
- the mutual influence of ethnography and theory in the history of and the theoretical movements within anthropology, including the science of philosophy and sociocultural backgrounds of the development of the field of study;
- the nature of scientific knowledge and the underlying basic debates;
- the social science and epistemological principles of cultural anthropology and the affiliated ethical and normative issues;
- social science and anthropological research methods and techniques (including statistics);
- the basic skills for writing scientific anthropology texts;
- the issues surrounding the social and practical application of anthropological knowledge.

#### *Application of knowledge and understanding:*

The graduate can:

- conceptualise and analyse problems in scientific anthropological terms;
- collect, summarise and critically assess relevant literature to respond to an anthropological problem definition (primarily in English and Dutch);
- summarise both Dutch and English scientific anthropological literature;
- write a research proposal in which a problem definition is formulated and operationalised;
- distinguish different qualitative and quantitative research strategies and explain and use the key concepts applied;
- independently set up and carry out a study and collect and organise the relevant data;
- present empirical, ethnographic and theoretical material in conjunction with one another in a clear and coherent thesis with a clear and synthesising conclusion;
- practically apply anthropological insights into social, political and economic developments.

*Opinion forming:*

The graduate can:

- analyse and compare relevant texts, theoretical insights and empirical findings and, based partly on this, develop his or her own conceptual framework, synthesis and/or standpoint;
- develop a standpoint, problem definition or approach;
- assess research and research results;
- put him or herself in the different professional roles of an anthropologist and can fulfil at least one of these roles independently at the level of starting professional;
- demonstrate a critically reflective stance with respect to his or her own professional thoughts and actions, cultural anthropological knowledge and insights, ethnic professional standards and practices, and social developments.

*Communication:*

The graduate:

- has general professional and academic communication skills, particularly related to the Dutch and English languages;
- has the ability to use information and communication technology;
- has the ability to systematically collect information;
- is able to write, discuss, argue and make oral presentations;
- is able to plan, organise and collaborate;
- is able to structurally present an evaluation of the activities and performances of others and of him or herself;
- demonstrates a communicative and cooperative mindset with respect to others with different positions, roles, backgrounds, expertise and interests;
- demonstrates a mindset to form an opinion and take initiative, but also to support personal contributions with appropriate argumentation and open them up for discussion;
- can set out an analytical argument in writing of existing disciplinary knowledge and insights in relation to his or her own ideas and research conclusions;
- can independently set up, carry out, analyse and report on a field study.

*Learning skills:*

The graduate:

- has the capacity during his or her further career to continue learning, further develop and contribute to the field of study;
- has a reflective mindset with respect to his or her own functioning, own development and career;
- is aware and takes account of the ethical and social context and implications of his or her actions.

## EDUCATIONAL SCIENCES:

### ***The following is intended with the programme:***

The purpose of the Educational Sciences Bachelor's programme is that students, under supervision, are capable of: 1) contributing to educational science; and 2) contributing to solving educational issues in practice as a university graduate professional. This means that graduates are able to recognise both theoretical and practical problems as well as convert them into manageable questions, which they can solve with the help of scientific research, among other things. In particular, this concerns issues on a micro level (the primary educational process) and the meso level (especially aspects of learning in [educational] organisations) of education. Moreover, the programme aims to create reflective academics – educators who think about the principles of the subject, who are able to reflect on their own professional actions and consider ethical and normative questions as an integral part of that reflection. In order to achieve this objective, the programme focusses on academic schooling, disciplinary education and practical application.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding*

A graduate has knowledge and an understanding of:

- Formulation of problems, preparation of research design, data collection and analysis, reporting and the discussion of research results and scientific integrity (*Methodological/statistical knowledge*).
- Theories and insights in the field of education and learning, and of the main educational visions and theories, at individual and organisational level, complemented by knowledge and insight into trends in philosophy of science and ethical issues (*Content-based educational knowledge*). The content-based educational knowledge of the graduate is characterised by knowledge and insight about:
  - o theories of expertise;
  - o theories of learning;
  - o theories of teaching and instruction;
  - o theories of assessment and evaluation (De Corte, 2000<sup>16</sup>) and
  - o theories of organisational development (Austin & Bartunak, 2012<sup>17</sup>).

#### *Application of knowledge and understanding*

The graduate is able to:

- Based on a question from science, practice or policy, create a research structure outline, carry out this study and report on it in a way that fulfils the prevailing scientific criteria (*Methodological/statistical skills*).
- Analyse teaching and learning problems and, on the basis thereof, design relevant learning environments, advise on the implementation of learning environments and support changes; develop and evaluate policy, tools and procedures on testing and assessment (*Content-based educational skills*).

#### *Opinion forming*

The graduate can:

- collect and select scientific literature and other information on the knowledge area in question, critically assess it and use it for theory formation, research and development work;
- critically analyse texts and assertions and, based in part on these, develop an individual conceptual framework, synthesis and/or standpoint;
- reflect on his or her own development and career and make conscious choices with a view to further development and career advancement;
- demonstrate an ethical and constructively critical stance with respect to his or her own and others' plans and research and development work results;
- demonstrate a respectful and responsible stance towards fellow students and others with whom he or she is in contact in the context of work activities.

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<sup>16</sup> De Corte, E. (2000). Marrying theory building and the improvement of school practice: a permanent challenge for instructional psychology. *Learning and Instruction*, 10, 249-266.

<sup>17</sup> Austin, J.R., & Bartunek, J.M. (2012). Theories and Practices of Organizational Development. In Borman, W.C., Ilgen, D.R., & Klimoski, R.J. (Eds.) *Handbook of Psychology* (pp. 310-328), John Wiley & Sons.

### *Communication*

The graduate can:

- write, orally present, discuss and argue at the level of a starting academic professional;
- evaluate the functioning and the products of others and of him or herself;
- demonstrate openness in communications concerning the implementation and results of his or her own and others' research and development work;
- demonstrate professionalism in conveying knowledge and presenting plans and results from research and development work.

### *Learning skills*

The graduate has:

- the willingness to continue to learn, further develop and contribute to the field of study during his or her further career;
- an understanding of and the ability to reflect on his or her own learning process and academic career, and the ability to link consequences to both by adding to his or her own competences.

## **PEDAGOGICAL SCIENCES:**

### ***The following is intended with the programme:***

The aim of the programme is to ensure that graduates are able to contribute to pedagogical science and society. This includes a programme in which students are taught to formulate relevant theoretical and practical issues and solve these by combining existing knowledge, as well as gaining new knowledge through scientific research.

The programme aims to shape reflective and empirically educated academics; pedagogues with a researching and learning attitude and ability, who can consider the principles of the field, who are able to reflect on their own professional actions and consider ethical and normative questions as an integral moment in that reflection.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding*

The graduate has knowledge and an understanding of:

- the social scientific and scientific theoretical basics of pedagogical sciences and the trends in philosophy of science that are relevant to pedagogy;
- the related ethical and normative issues;
- the history of parenting and parenting science;
- the way in which ongoing changes in the social and scientific discourse and political decision-making affect the field of the educationalist;
- contemporary theoretical models of upbringing, education and cognitive, motor and psychosocial development in relation to relevant contexts at micro, meso, exo and macro level;
- aspects of, among other things, psychology, sociology, law, education and child and youth psychiatry relevant to pedagogy;
- the pedagogical infrastructure, i.e. the fields of action of pedagogical and related sciences at the various system levels, including upbringing, education, youth care, prevention and assistance, and their interdependence;
- the normal development and study of development, learning and behavioural problems of children and adolescents from a categorical versus dimensional approach;
- the models and methods of analysis of the calls for assistance of these children and adolescents and their direct environment, including diagnostic and evaluative research methods, the main diagnostic tools, as well as psychometric knowledge;
- the models of action in pedagogical interventions, preventive programmes and professionalisation programmes;
- the methods and techniques of social science research, including analytical techniques for qualitative and quantitative data;
- how interventions, programmes and the pedagogical infrastructure can be designed.

#### *Application of knowledge and understanding*

The graduate is able to:

- signal social issues and translate these into a scientific research question and, based on a research question, prepare and implement a research project.
- collect scientific theoretical knowledge and empirical findings in the relevant knowledge area at different levels (from individual to social), analyse this in a critical and integrated manner, assess its relevance for the insight in the relevant area and make an overall summary;
- systematically collect information through observations, interviews and other research methods;
- process research results and formulate the answer to a research question in a way that is understandable to a wide audience;
- apply the empirical regulative cycle in the area of diagnostics and treatment based on clinical questions;
- be able to make an assessment of the possibilities and limitations of interventions from a broad overview of intervention possibilities, and to weigh up the feasibility and cost-effectiveness;
- be able to design, implement, evaluate and adjust formatively, and make summative evaluation of interventions, tools, programmes and techniques.

#### *Opinion forming*

The graduate is able to have:

- a critical stance with respect to his or her own performance as a university graduate professional;
- a critical stance with respect to policy and research plans and results.
- openness with respect to communicating about the results of his or her own (clinical and/or empirical) research and that of others;

- professionalism in transferring knowledge and presenting research plans and results;
- a respectful and responsible attitude towards those with whom he or she is in contact in the professional field.
- integrity towards the ethical values that apply to the discipline
- a scientifically-substantiated position in normative debates that focus on the development of children and/or young people.

#### *Communication*

The graduate is able to:

- resolve a request for action or a research question in a respectful and effective way with the questioner;
- inform the questioner about the expected result of the research;
- give a written and oral presentation of the research conducted, both for an audience with a scientific background and a non-scientific audience;
- based on the results of the research, formulate practical policies or advice (in the sense of concrete action recommendations and/or suggestions for further research);
- put him/herself in the shoes of the target group, adapt communication to the target group and be able to explain the objective;
- implement the results in practice;
- lead or organise projects and supervise and coordinate educational professionals;
- collaborate in multidisciplinary teams within the systems around a child, both with the child and the educators as well as with other directly involved parties (e.g. other market players in the field).

The graduate demonstrates:

- openness with respect to communicating about the results of his or her own research and that of others;
- professionalism in transferring knowledge and presenting research plans and results;
- a respectful and responsible stance towards fellow students and those with whom he or she is in contact in connection with work activities.

#### *Learning skills*

The graduate has:

- the ability to continue learning and further develop during his or her further career.

The graduate can:

- reflect on his or her own functioning and draw conclusions by supplementing his or her own competences;
- critically reflect on the work, assumptions and consequences of interventions/research;
- orientate him/herself (acknowledge affinity with and motivation for) on the professional profile for NVO educationalist.

## **PSYCHOLOGY:**

At the end of the Bachelor's programme, the student has a broad basic knowledge of psychology and its sub-domains and this knowledge is supported by an integrated scientific and professional stance.

### ***The following is intended with the programme:***

- acquire knowledge, skills and understanding in the area of psychology and the attainment of the final qualifications stated in the second paragraph;
- academic schooling. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
  - academic thought, action and communication;
  - using relevant scientific tools;
  - (scientific) communication in Dutch;
  - using specific knowledge of a field of study in a broader scientific, philosophical and social/cultural context;
- professional training. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
  - awareness of how the professional field works;
  - reflection on the role of psychology, taking into account the ethical and social role;
  - communication in a professional environment;
  - clinical skills;
  - vocation-specific skills;
- preparation for a further (academic) career.

The graduate works and thinks at an academic level. The exit qualifications of the Bachelor's programme include a scientific attitude, sufficient knowledge of methodology and statistics to be able to assess the psychology literature on its merits, sufficient practice in conducting scientific research to be able to conduct simple research in psychology, knowledge and an overview of the key sub-areas of psychology and their interrelationship, in-depth knowledge of at least one sub-discipline, sufficient knowledge and abilities to be able to handle a practical or research internship in any area of psychology, knowledge of the biological basis and social and intercultural context of human behaviour and a basic understanding of the historical and epistemological principles of psychology.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding:*

The Bachelor's graduate in Psychology:

- has an understanding of the structure of psychology, its sub-areas and fields of application and how they interrelate;
- has an understanding of the biological and social aspects of behaviour;
- has a global knowledge of the historical and (scientific) philosophical principles of the field;
- has a broad basic knowledge in the sub-disciplines of: experimental psychology, developmental psychology, personality psychology and social psychology as well as the various aspects of behaviour;
- has an understanding of psychopathology and the various biopsychosocial perspectives on it;
- has a broad basic knowledge of the methodology rules, research methods and statistical analysis techniques that are generally used in psychology;
- has a broad basic knowledge of the generic ethical standards as described in the code of professional standards;
- has a broad basic knowledge of the principles of psychological diagnostics, communication and intervention models;
- has an advanced basic knowledge of at least one sub-discipline: cognitive neuroscience, health psychology, child and youth psychology, clinical psychology, neuropsychology, organisational psychology, occupational health psychology, social psychology or applied cognitive psychology.

#### *Application of knowledge and understanding:*

The Bachelor's graduate in Psychology is able to:

- conceptualise and analyse problems in scientific-psychological terms;
- collect and critically review relevant scientific and professional literature to answer psychological questions;
- reason within the science and professional fields, as well as society as a whole, using psychological knowledge and based on models and hypotheses;
- ask a simple research question, design a research project, obtain empirical data, statistically analyse data and draw conclusions from it;
- ensure scientific and social responsibility and apply ethical reflection to his or her own and professional actions.

#### *Opinion forming:*

The Bachelor's graduate in Psychology:

- is able to reason using psychological knowledge and based on models and hypotheses;
- distinguishes a scientific form of reasoning from a non-scientific form of reasoning, approaches empirical knowledge claims from a scientific perspective and defends this approach against non-scientific approaches;
- demonstrates both an open and a critical and constructive stance towards theories and practices in psychology as well as in science generally;
- has an eye for the limitations of science, particularly psychology and its application, and expresses this clearly to others;
- takes account, in the use of scientific knowledge, of the broader – i.e. social, ethical and (scientific) philosophical – context in which it is used;
- respects human dignity as well as equality and in his or her academic/psychological actions takes account of the interests of others, the ethical aspects of his/her own role, and;
- takes responsibility for the scientific/academic/psychological quality of such actions.

#### *Communication*

The Bachelor's graduate in Psychology:

- is able to report, in writing, on a study and thereby fulfil the customary form requirements for a scientific article;
- is able to give an oral presentation about his or her own research or another psychological topic for an audience that may or may not have a scientific background;
- is able to conduct a targeted and systematic (professional) interview at a novice level, taking account of the professional ethics that apply to psychologists;
- has a professional stance that shows respect, responsibility, integrity and expertise with respect to peers, clients and respondents.

#### *Learning skills*

The Bachelor's graduate in Psychology is able to:

- actively and independently obtain knowledge and understanding and has the right skills and motivation to master the level of psychology at a Master's level;
- work in a structured way to solve scientific and/or social issues both individually and in cooperation with others using the relevant information sources, and;
- successfully take on a practical or research internship in the area of at least one sub-discipline.

## **SOCIOLOGY:**

### ***The following is intended with the programme:***

- to educate students to become empirically and theoretically trained sociologists who have the knowledge, competencies and methodical skills that make them suitable for a broad range of academic positions such as junior sociological researcher or junior policy sociologist;
- to develop competencies (knowledge, skills and attitudes) with respect to:
  - academic thought, action and communication;
  - using relevant scientific tools;
  - communicating (about science) in the Dutch and English languages;
  - applying these to specific knowledge in a broader scientific and social context;
- preparation for a further academic career.

### ***Translation of the aim into exit qualifications:***

#### *Knowledge and understanding:*

Graduates have knowledge and an understanding in the area of problem definitions, theories, research and policy. Specifically, graduates have knowledge and an understanding of:

- the key social problems in current Dutch society in an international comparative and historical perspective;
- social problems and how they differ from sociological questions;
- the social meaning of policy interventions and their implications;
- the main themes in sociology;
- the key theoretical traditions in sociology;
- the content of important theories;
- authoritative empirical findings and have awareness of their relevancy;
- an overview of the key social science research designs and methods of data collection;
- the way in which theoretical knowledge can be used to propose policy interventions;
- the course of policy processes;
- the way in which policy can be stated and evaluated;
- the content of the Dutch Sociologists Association's code of conduct.

#### *Application of knowledge and understanding:*

Graduates can apply knowledge and understanding in the area of problem definitions, theories, research and policy. Specifically, graduates can:

- analyse problems and 'convert' them into sociological problems;
- organise sociological sub-problems under overarching sociological problems;
- derive hypotheses from existing sociological theories that provide a response to the formulated questions or conceive new theories that could provide a response;
- test theories in a suitable research study design;
- select and apply adequate analysis techniques;
- distinguish between main and side issues;
- draw conclusions based on research results;
- evaluate existing policy as it relates to the visions of stakeholders;
- use theoretical knowledge to clarify policy processes;
- estimate the feasibility of proposed solutions;
- apply the content of the Dutch Sociologists Association's code of conduct to specific research situations and come out with valid arguments for and against.

#### *Opinion forming:*

Graduates:

- can analyse and compare relevant texts, theoretical insights and empirical findings and, partly based on this, develop their own conceptual framework, synthesis and/or stance;
- can argue and think critically;
- can form an opinion on the scientific, social and ethical aspects of the formulated problems, theories, research that has been conducted or proposed and the policy recommendations based thereon.

Specifically, graduates can:

- judge the urgency of a social problem;
- determine whether a sociological problem was stated correctly (in relation to the social problem, among other things);
- determine the strength of a proposed solution/theory in the light of logical inconsistency and/or empirical findings;
- judge the strength of the empirical research conducted;
- estimate the effectiveness of proposed or implemented policy;
- reflect on ethical aspects of sociological research.

*Communication:*

Graduates:

- can report at the level of a starting academic professional in speech and writing such that a general audience understands the importance of what is said and written;
- have general professional and academic skills with respect to the Dutch and English languages;
- can actively participate in group discussion, give constructive comments and collaborate in small groups;
- have the ability to use information and communication technology;
- have the ability to systematically collect information;
- can present, discuss, clearly formulate and adequately report in verbal form;
- demonstrate a mindset to form an opinion and take initiative, but also to support personal contributions with appropriate argumentation and open them up for discussion.

*Learning skills:*

Graduates:

- have the ability during their subsequent career to continue learning, further develop themselves and contribute to the field of study;
- have a reflective mindset with respect to their own functioning, own development and career;
- are aware of and take into account the ethical and social context and implications of their actions;
- have the ability to work independently, provide feedback and plan their work independently.

## ANNEX

**Level rules:**

Throughout the programme:  
At least 45 credits at level 3 (see Art. 3.4(2))

Throughout the major:

- 1) At least 37.5 credits at level 3; for Psychology, this must be at least 45 credits (see Art. 3.5(4))
- 2) At least 37.5 credits at level 2; for Psychology this must be at least 45 credits.  
This number may be decreased to the extent that the minimum at level 3 is exceeded (see Art. 3.5(4))
- 3) at least 15 credits must be comprised of courses that are partly related to the scientific and social context (see Art 3.5(3))

Within the optional course profile:  
At least 15 credits at a minimum of level 2 (see Art. 3.6(2)).

**Characteristics of the different levels <sup>18</sup>:**

*Level 1:*

Subject	Broad introduction to the field of study: learning the language of the subject, basic concepts, introduction to fundamental concepts, providing a reference framework
Academic Schooling	Instruction in and small-scale exercise of academic skills, becoming acquainted with contextual aspects of the subject

*Level 2:*

Subject	Zooming in on sub-areas, state-of-the-art with respect to knowledge/insights, current scientific debates, learning specific methods and techniques
Academic Schooling	Independent presentation, both verbally and in writing, independent reflection on social, philosophical, ethical implications

*Level 3:*

Subject	Integrating/synthesising: prediction based on theory, theory formation based on research data, independent contribution to conceptual framework
Academic Schooling	Independent contribution to questions, cohesive evaluation of scientific information about the same topic from different sources and, moreover, from different scientific theories and perspectives

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<sup>18</sup> See explanation of the Implementation Guidelines B/M, number 1

## Annex 1. Required components for the major

\* = Verplichte eerstejaars cursus

\*\* = Scientific and social context subjects

### Annex 1.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
ASW in de praktijk: analyse en bestrijding van sociale problemen *	7.5 credits
Introductie algemene sociale wetenschappen *	7.5 credits
Introductie gedragswetenschappen *	7.5 credits
Introductie maatschappijwetenschappen: de moderne samenleving *	7.5 credits
Methoden, technieken en statistiek 1 voor algemene sociale wetenschappen * en **	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Interdisciplinaire sociale wetenschap: een onderzoek in een Utrechtse stadswijk *	7.5 credits
Leeronderzoek ASW *	7.5 credits
Methoden, technieken en statistiek 2 voor algemene sociale wetenschappen * en **	7.5 credits
Over de grenzen van disciplines	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
MTS-3: Data-analyse **	7.5 credits

### Annex 1.2 – CULTURAL ANTHROPOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Culturele antropologie 1: inleiding in de culturele antropologie *	7.5 credits
Culturele antropologie 2: perspectief en relevantie *	7.5 credits
Methoden, technieken en statistiek 1 * en **	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Cultural anthropology 3: globalization and sociocultural complexity * (offered in English)	7.5 credits
Culturele antropologie 4: geschiedenis en theorie van de antropologie *	7.5 credits
Kwalitatieve onderzoeksmethoden: achtergronden en toepassing **	7.5 credits
Methoden, technieken en statistiek 2 voor CA * en **	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Bachelorproject: het opzetten van een kwalitatief onderzoek ** (can be taken in English)	7.5 credits
Bachelorproject: dataverzameling en –verwerking 1 ** (can be taken in English)	7.5 credits
Bachelorproject: bachelorthesis ** (can be taken in English)	7.5 credits

### Annex 1.3 – EDUCATIONAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Inleiding onderwijswetenschappen *	7.5 credits
Methoden, technieken en statistiek voor pedagogen en onderwijswetenschappers 1 * en **	7.5 credits
<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Education and information communication technology (offered in English)	7.5 credits
Educational psychology (offered in English)	7.5 credits
Methoden, technieken en statistiek voor pedagogen en onderwijswetenschappers 2 * en **	7.5 credits
Wetenschapsfilosofie en geschiedenis van het onderwijs en van de onderwijswetenschappen *	7.5 credits
<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Leren in organisaties: veranderingsinterventies	7.5 credits
Methoden in onderwijswetenschappelijk onderzoek **	7.5 credits
Ontwerpen van leersituaties - gevorderd	7.5 credits
Ontwikkelen van assessment- en evaluatie-instrumenten voor onderwijssituaties **	7.5 credits
<b>Miscellaneous:</b>	<b>Credits:</b>
Students in the Educational Sciences programme also complete the required components 'Basic Tutorship' and 'Intermediate Tutorship', in which their reflection file is signed	0 credits

### Annex 1.4 – PEDAGOGICAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Vraagstukken uit de pedagogische praktijk *	7.5 credits
Methoden, technieken en statistiek voor pedagogen en onderwijswetenschappers 1 * en **	7.5 credits
Opgroeien in gezin en school *	7.5 credits
<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Behandeling en interventies gericht op psychosociale problemen, leerproblemen en ontwikkelingsproblemen	7.5 credits
Cultural diversity *	7.5 credits
Diagnostiek van opvoedings- en ontwikkelingsproblemen	7.5 credits
Emotional and behavioural disturbances in childhood and adolescence: contextual perspective (Orthopedagogy 1) (offered in English)	7.5 credits
Methoden, technieken en statistiek voor pedagogen en onderwijswetenschappers 2 * en **	7.5 credits
Socialisatie van kinderen en adolescenten *	7.5 credits
Werken aan normatieve professionaliteit *	7.5 credits
<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
None	

### Annex 1.5 – PSYCHOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Hersenen en cognitie *	7.5 credits
Hersenen en gedrag *	7.5 credits
Methoden, technieken en statistiek 1 voor psychologen * en **	7.5 credits
<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Biopsychosociale perspectieven op psychopathologie	7.5 credits
Grondslagen van de psychologische diagnostiek en testtheorie	7.5 credits
Methoden, technieken en statistiek 2 voor psychologen * en **	7.5 credits

Ontwikkelingspsychologie *	7.5 credits
Persoonlijkheid en gezondheid *	7.5 credits
Psychologie als wetenschap * en **	7.5 credits
Sociale psychologie *	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
None	

#### Annex 1.6 – SOCIOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Inleiding sociologie *	7.5 credits
Leeronderzoek oriëntatiefase: sociale ongelijkheid *	7.5 credits
Leeronderzoek sociale ongelijkheid * en **	7.5 credits
Methoden, technieken en statistiek 1 * en **	7.5 credits
Sociale problemen *	7.5 credits
Beleid en politiek *	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Methoden, technieken en statistiek 2 voor sociologen * en **	7.5 credits
Advanced sociological theory: modelling social interaction ( <i>partly in English</i> )	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Policy and evaluation research ** ( <i>partly in English</i> )	7.5 credits
Practicum data-analyse	7.5 credits

## Annex 2. Elective components for the major

\* = Keuzecursus van het eerste jaar

\*\* = Scientific and social context subjects

### Annex 2.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
None	

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Cultuur, communicatie en nieuwe media	7.5 credits
Cultuurvergelijking: theorie en onderzoek	7.5 credits
De sociale stand van Nederland: sociale vraagstukken en sociaal beleid	7.5 credits
Etniciteit en nationalisme	7.5 credits
Interpersoonlijke en institutionele communicatie	7.5 credits
Jongeren en seksualiteit	7.5 credits
Popmuziek, popcultuur en media	7.5 credits
Rejecting minorities: an interdisciplinary perspective on intergroup relations (offered in English)	7.5 credits
Solidarity and social justice: social policy responses to social problems (offered in English)	7.5 credits
The multicultural society (offered in English)	7.5 credits
Wild years: Social scientists on youth and generations (offered in English)	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Adolescent development (Psy) (offered in English)	7.5 credits
Arbeid, ziekte en gezondheid: een interdisciplinair perspectief	7.5 credits
Bachelorproject <sup>19</sup> ** (can be taken in English)	15 credits
Health in society (offered in English)	7.5 credits
Individualisation and social policy: norms, objectives and practices	7.5 credits
Literatuurstudie ASW <sup>19</sup>	7.5 credits
Migranten en integratie (ASW/Soc)	7.5 credits
MTS-4: Kwalitatief en kwantitatief onderzoek <sup>19</sup> **	7.5 credits
Organisaties en interactie in theorie en praktijk	7.5 credits
Policy and evaluation research (Soc/ASW) (partly in English)	7.5 credits
Risicogedrag en verslaving in de adolescentie	7.5 credits

The following requirements apply if a student does not choose an individual course programme <sup>20</sup> within the elective portion of the Interdisciplinary Social Science major:

Courses from the elective portion of the major, of which a maximum of one course not offered by the Interdisciplinary Social Science Bachelor's programme	course load 30 credits
Literatuurstudie ASW	course load 7.5 credits
MTS-4: Kwalitatief en kwantitatief onderzoek	course load 7.5 credits
Bachelorproject ASW	course load 15 credits

### Annex 2.2 – CULTURAL ANTHROPOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Wetenschappelijk schrijven Culturele antropologie *	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Antropologie van de religie: theorieën en methoden (Religiestudies)	7.5 credits

<sup>19</sup> The components Bachelor's Project ASW (15 credits), Literature Study ASW (7.5 credits) and MTS-4: Qualitative and Quantitative Research (7.5 credits) are required: the content of the Bachelor's Project ASW and Literature Study ASW components includes electives.

<sup>20</sup> For the composition of the ASW individual course programme: see the website.

Antropologie van de staat, conflict en veiligheid *	7.5 credits
Antropologie van gender, seksualiteit en het lichaam	7.5 credits
Antropologie van voedsel en duurzaamheid	7.5 credits
De sociale stand van Nederland: sociale vraagstukken en sociaal beleid (ASW)	7.5 credits
Etniciteit en nationalisme *	7.5 credits
Rejecting minorities: an interdisciplinary perspective on intergroup relations (offered in English)	7.5 credits
Steden en moderniteit: burgerschap, ongelijkheid en geweld *	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Bachelorproject: dataverzameling en –verwerking 2 <sup>21</sup> **	7.5 credits
Criminal behaviour during the lifecourse (Soc) (offered in English)	7.5 credits
Culture, violence, trauma, and death (offered in English)	7.5 credits
Migranten en integratie (ASW)	7.5 credits
Policy and evaluation research (Soc/ASW) * (partly in English)	7.5 credits
Religion, media and popular culture * (offered in English)	7.5 credits
Multimedia ethnography * (offerend in English)	7.5 credits

### Annex 2.3 – EDUCATIONAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Inleiding bestuur en organisatie *	7.5 credits
Introductie gedragswetenschappen *	7.5 credits
Ontwerpen van leersituaties – inleidend *	7.5 credits
Opgroeien in gezin en school	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Bachelorstage	7.5 credits
Bestuur en beleid *	7.5 credits
Coaching and training: theory and practice * (offered in English)	7.5 credits
Cultural diversity * (offered in English)	7.5 credits
International perspectives on education (offered in English)	7.5 credits
Kwalitatieve onderzoeksmethoden: achtergronden en toepassingen	7.5 credits
Leren in organisaties: organisatiekunde *	7.5 credits
Management van organisaties *	7.5 credits
Socialisatie van kinderen en adolescenten *	7.5 credits
Oriëntatiecursus educatieve praktijk (Gamma) *	7.5 credits
Sociology of organizations * (offered in English)	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Bachelorthesis (offered in English)	15 credits
Conducting a survey (offered in English)	7.5 credits
Doing a qualitative research project ** (offered in English)	7.5 credits
Gedrag en gedragsproblemen in school	7.5 credits
Leerproblemen, dyslexie en dyscalculie	7.5 credits
Leren in organisaties (REBO)	7.5 credits
Actieleren met impact	7.5 credits
Missing data theory and causal effects	7.5 credits
Organisatiepsychologie	7.5 credits
Organisaties en interactie	7.5 credits

<sup>21</sup> This component is required for students who opt to go abroad.

Personeelspsychologie	7.5 credits
Policy and evaluation research (Soc/ASW) (partly in English)	7.5 credits
Theory construction and statistical modeling (offered in English)	7.5 credits
Train de trainer	7.5 credits

#### Annex 2.4 – PEDAGOGICAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Development, learning and behavior * (offered in English)	7.5 credits
Kind en omgeving: pedagogische verkenningen	7.5 credits
Opvoeding en maatschappij ** (wordt in 2017-2018 niet aangeboden)	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Bachelorstage	7.5 credits
Jeugdcriminaliteit	7.5 credits
Kinderen met speciale opvoedings- en onderwijsbehoeften	7.5 credits
Motorische ontwikkeling en motorische stoornissen	7.5 credits
Pedagogische praktijkontwikkeling, onderzoek en beleid	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Adolescent development (offered in English)	7.5 credits
Doing a qualitative research project ** (offered in English)	7.5 credits
Gedrag en gedragsproblemen in school	7.5 credits
Gehandicaptenzorg	7.5 credits
Hersenontwikkeling: gedrag en leren. Typische en atypische ontwikkeling	7.5 credits
Jeugdrecht	7.5 credits
Justitiële interventies	7.5 credits
Professionele vaardigheden 1: selectie en afname van testmiddelen, interpretatie en rapportage	7.5 credits
Professionele vaardigheden 2: communicatie, gespreksvoering en reflectie	7.5 credits
Leerproblemen, dyslexie en dyscalculie	7.5 credits
Methoden, technieken en statistiek 3 **	7.5 credits
Ontwikkelingspsychopathologie: verdieping van diagnostiek en behandeling	
Psychosocial development and problems (offered in English)	7.5 credits
Thesis (can be taken in English)	15 credits

Students from the Pedagogical Sciences programme maintain a portfolio as a required component of the Thesis in the form of a reflection file, which is assessed as sufficient if all requirements for the reflection file have been fulfilled.

The student should take into account that he or she will only gain access to the Master's programme in Orthopedagogy in the Pedagogical Sciences Master's programme if the student fulfils specific competencies. This can be done by attending the Orthopedagogy individual course programme <sup>22</sup> within the elective portion of the major <sup>23</sup>.

The following requirements apply if a student does not choose an individual course programme within the elective portion of the Pedagogical Sciences major:

Courses from the elective portion of the major	course load 37.5 credits
Methoden, technieken en statistiek 3	course load 7.5 credits
Thesis	course load 15 credits

<sup>22</sup> Voor de samenstelling van het studiep pad Orthopedagogiek: zie de website.

<sup>23</sup> Het gevolgde studiep pad pedagogiek wordt niet vermeld op het IDS en het bachelordiploma.

## Annex 2.5 – PSYCHOLOGY:

	<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
	None	

	<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Onderz.	Training experimenteren en registreren 1	3.75 credits
Onderz.	Training experimenteren en registreren 2	3.75 credits
Onderz.	Training systematische gedragsobservaties	3.75 credits
Onderz.	Training vragenlijstconstructie	3.75 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering voor psychologen in opleiding: kinder- en jeugdpsychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering voor psychologen in opleiding: klinische psychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering voor psychologen in opleiding: neuropsychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering voor psychologen in opleiding: sociale, gezondheid- en organisatiepsychologie	7.5 credits

	<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
B-ondz.	Bacheloronderzoek studiepaden Sociale, Gezondheids- en Arbeids- en organisatiepsychologie, Cognitieve & neurobiologische psychologie en Neuropsychologie, Kinder- en jeugdpsychologie, Klinische psychologie ** (can be taken in English)	15 credits
M&S	MTS-3: context cognitieve psychologie (offered in English), kinder- en jeugdpsychologie (partly offered in English), clinical psychology (offered in English) of sociale, gezondheids- en organisatiepsychologie ** (partly offered in English)	7.5 credits
Prof. V.	Diagnostiek in de klinische psychologie	7.5 credits
Prof. V.	Neuropsychologische diagnostiek	7.5 credits
Prof. V.	Practicum experimental psychology (offered in English)	7.5 credits
Prof. V.	Psychodiagnostiek in de ontwikkelingspsychologische praktijk: kinderen en jeugdigen	7.5 credits
Theorie	Arbeidspsychologie	7.5 credits
Theorie	Cognitieve neurowetenschappen (may be offered in English)	7.5 credits
Theorie	Cognitieve ontwikkeling	7.5 credits
Theorie	Grondslagen van de klinische psychologie	7.5 credits
Theorie	Health in society (offered in English)	7.5 credits
Theorie	Interpersoonlijke processen	7.5 credits
Theorie	Intra- en intergroepsprocessen	7.5 credits
Theorie	Klinische neuropsychologie	7.5 credits
Theorie	Ontwikkelingspsychopathologie	7.5 credits
Theorie	Organisatiepsychologie	7.5 credits
Theorie	Personeelspsychologie (Human Resource Management)	7.5 credits
Theorie	Psychofarmacology (offered in English)	7.5 credits
Theorie	Psychopathologie II	7.5 credits
Theorie	Self-regulation in health behaviour (offered in English)	7.5 credits
Theorie	Sensation and perception (offered in English)	7.5 credits
Theorie	Sociale cognitie	7.5 credits
Theorie	Sociale en emotionele ontwikkeling	7.5 credits
Theorie	Toegepaste cognitieve psychologie 1	7.5 credits
Theorie	Topical issues in health psychology (offered in English)	7.5 credits

Legenda:

Theorie = theory course; M&S = M&S3 context course; Onderz. = research skills course; Prof. V. = professional skills course; B-ondz. = Bachelor's research project.

The student must take into account that he or she will only have access to a Master's programme in Psychology if the student has gained specific competencies. This can be done by completing 60 credits in the individual course programme linked with the Master's programme <sup>24</sup> within the elective portion of the major <sup>25</sup>.

The following requirements apply if a student does not choose an individual course programme within the elective portion of the Psychology major:

Theory courses	course load 15 credits
Professional skills	course load 7.5 credits
Research skills	course load 7.5 credits
With a course load of 7.5 credits, choice of:	course load 7.5 credits
• Theory course	
• Professional skills	
• Research skills	
Methoden, technieken en statistiek 3	course load 7.5 credits
Bacheloronderzoek	course load 15 credits

## Annex 2.6 – SOCIOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Introductie gedragswetenschappen (ASW) *	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
De sociale stand van Nederland: sociale vraagstukken en sociaal beleid (ASW)	7.5 credits
Rejecting minorities: an interdisciplinary perspective on intergroup relations (ASW) (offered in English)	7.5 credits
Sociology of organisations (offered in English)	7.5 credits
Solidarity and social justice: social policy responses to social problems (offered in English)	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Bachelorproject sociologie <sup>26</sup> (can be taken in English)	15 credits
Bachelorstage sociologie	7.5 credits
Conducting a survey (offered in English)	7.5 credits
Criminal behaviour during the lifecourse (offered in English)	7.5 credits
Doing a qualitative research project ** (offered in English)	7.5 credits
Familie sociologie: trends, theorie en kwantitatief onderzoek <sup>27</sup>	7.5 credits
Internationaal keuzevak: Keulen/Mannheim	11 – 15 credits
Introduction to theory construction and statistical modeling (offered in English)	7.5 credits
Migranten en integratie (ASW)	7.5 credits
Practicum: models of measurement in sociological research ** (offered in English)	7.5 credits
Social networks in theory and empirical research <sup>27</sup> ** (offered in English)	7.5 credits

<sup>24</sup> For the composition of the Psychology individual course programme: see the website.

<sup>25</sup> The Psychology individual course programme completed is not mentioned on the IDS and the Bachelor's diploma.

<sup>26</sup> The Sociology Bachelor's project is required; the content includes electives.

<sup>27</sup> Choosing one of the courses 'Family Sociology: Trends, Theory and Quantitative Research' and 'Social Networks in Theory and Empirical Research' is required. This does not apply to students from the 2014-2015 cohort or earlier.

### **Annex 3. Equivalent previous education**

#### **THE NETHERLANDS:**

- ‘Old style’ pre-university education (VWO) diploma based on an academic profile
- VWO diploma based on ‘old profiles’ (VWO final exam under the rules in the Secondary Education Act as it read through 31 July 2007)
- ‘Gymnasium’ diploma granted under the Higher Education Act of 1876
- Secondary school certificate (HBS) granted under the Secondary Schooling Act

University of Applied Sciences leaving certificate for programmes under the VWS Ministry (Health, Welfare and Sport, formerly called WVC: Welfare, Health and Culture). This concerns the following programmes:

- Leaving certificate Midwife (issued, for example, by the Training School Foundation for Midwives in Amsterdam, the School for Midwives in Kerkrade based on the Roman Catholic Foundation for Maternity Care in Kerkrade or the Rotterdam Foundation for Training of Midwives).
- Leaving certificate Operation Assistant

Up to 1 January 1997, the following programmes were also concerned:

- Orthoptics (Dutch Academy for Orthoptics at the Health Care Faculty of the Central Netherlands University of Applied Sciences in Utrecht)
- Oral Hygiene (the Academy for Oral Hygiene at the Health Care Faculty of the Central Netherlands University of Applied Sciences in Utrecht, the Foundation for Training of Oral Hygienists in Amsterdam, the Training for Oral Hygienists in Nijmegen)
- Mensendieck Remedial Therapist (Foundation for Training of Mensendieck Remedial Therapists in Amsterdam)
- Cesar Movement Therapy (Foundation for Cesar Movement Therapy Training in Den Dolder)
- Podotherapy (Eindhoven University of Applied Sciences in Eindhoven)

Leaving certificate Dutch university of applied sciences in the area of culture:

- Leaving certificate National Academy of Fine Art in Amsterdam
- Leaving certificate Jan van Eyck Academy in Maastricht
- Leaving certificate Conservators Training in Amsterdam
- Leaving certificate Royal Military Academy (KMA)/Royal Institute for the Marines (KIM) (defence)
- Diploma Senior Administrator

#### **INTERNATIONAL BACCALAUREATE**

Certificate of the *Diploma* of the international baccalaureate issued by the *International Baccalaureate Office* in Geneva

#### **SURINAME**

Certificate *Pre-University Education*

## Annex 4. Transitional arrangements

The 'old' curriculum including the transitional provisions below applies to students who began their degree programme under a previous curriculum, unless they decide to switch to the new curriculum.

Be aware that in choosing a major elective course that you cannot choose a course whose content overlaps with courses that have already been completed.

### Bijlage 4.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

If not passed	Replace by in 2017-2018
Cultuur en ontwikkeling (7.5 credits)	Interdisciplinaire sociale wetenschap: een onderzoek in een Utrechtse stadswijk (7.5 credits)
Beleid en evaluatieonderzoek (7.5 credits)	Policy and evaluation research (7.5 credits)
Solidariteit tussen jong en oud in arbeid, zorg en welzijn (7.5 credits) of Solidarity between young and old (7.5 credits)	Solidarity and social justice: social policy responses to social problems (7.5 credits)
Individualisering en publieke dienstverlening (7.5 credits)	Individualisation and social policy: norms, objectives and practices (7.5 credits)

### Bijlage 4.2 – CULTURAL ANTHROPOLOGY:

If not passed	Replace by in 2017-2018
Culturele antropologie 2: de relevantie van het antropologisch perspectief (7.5 credits)	Culturele antropologie 2: perspectief en relevantie (7.5 credits)
Culturele antropologie 4: theoretische stromingen (7.5 credits)	Culturele antropologie 4: geschiedenis en theorie van de antropologie (7.5 credits)
Culture, violence, trauma and reconciliation (7.5 credits)	Culture, violence, trauma and death (7.5 credits)
Beleid en evaluatieonderzoek (7.5 credits)	Policy and evaluation research (7.5 credits)

### Bijlage 4.3 – EDUCATIONAL SCIENCES:

If not passed	Replace by in 2017-2018
Onderwijspsychologie (7.5 credits)	Educational psychology (7.5 credits)
Onderwijskundige veranderingsinterventies in organisaties (7.5 credits)	Leren in organisaties: veranderingsinterventies (7.5 credits)
Ontwerpen van leersituaties: analyse, constructie en evaluatie (7.5 credits)	Ontwerpen van leersituaties – gevorderd (7.5 credits)
Schoolorganisatie: theorie en advies (7.5 credits)	Leren in organisaties: organisatiekunde (7.5 credits)
Beleid en evaluatieonderzoek (7.5 credits)	Policy and evaluation research (7.5 credits)
Opvoeding en ontwikkeling 1 (7.5 credits)	Opgroeien in gezin en school (7.5 credits)
Opvoeding en ontwikkeling 2 (7.5 credits)	Socialisatie van kinderen en adolescenten (7.5 credits)
Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7.5 credits)	Cultural diversity (7.5 credits)
Management van krachtige leeromgevingen in organisaties (7.5 credits)	Actieleren met impact (7.5 credits)

### Bijlage 4.4 – PEDAGOGICAL SCIENCES:

If not passed	Replace by in 2017-2018
Inleiding in de pedagogische wetenschappen (7.5 credits)	Vraagstukken uit de pedagogische praktijk (7.5 credits)
Opvoeding en ontwikkeling 1 (7.5 credits)	Opgroeien in gezin en school (7.5 credits)
Opvoeding en ontwikkeling 2 (7.5 credits)	Socialisatie van kinderen en adolescenten (7.5 credits)
Introduction to psychology: understanding minds and behaviour (7.5 credits)	Development, learning and behaviour (7.5 credits)
Wetenschapsfilosofie en geschiedenis van de pedagogische wetenschappen (7.5 credits)	Werken aan normatieve professionaliteit (7.5 credits)

Opvoeding en maatschappij (7.5 credits)	Opvoeding en maatschappij (7.5 credits) <i>will be offered in 2018-2019</i>
Opvoeding en maatschappij (7.5 credits) <i>for students who graduate in 2017-2018</i>	Opvoeding en maatschappij (7.5 credits) <i>Individual arrangement in consultation with the study programme director</i>
Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7.5 credits)	Cultural diversity (7.5 credits)
Cognitieve en lichamelijke beperkingen (7.5 credits)	Kinderen met speciale opvoedings- en onderwijsbehoeften (7.5 credits)
Verdiepingscursus Orthopedagogische diagnostiek en behandeling (7.5 credits)	Ontwikkelingspsychopathologie: Verdieping van diagnostiek en behandeling (7.5 credits)
Klinische vaardigheden 1 (7.5 credits)	Professionele vaardigheden 1: selectie en afname van testmiddelen, interpretatie en rapportage (7.5 credits)
Klinische vaardigheden 2 (7.5 credits)	Professionele vaardigheden 2: communicatie, gespreksvoering en reflectie (7.5 credits)

#### Bijlage 4.5 - PSYCHOLOGY:

If not passed	Replace by in 2017-2018
Inleiding in de psychologie: overzicht en geschiedenis (7.5 credits)	Psychologie als wetenschap (7.5 credits)
Biologische grondslagen van het gedrag (7.5 credits)	Hersenen en gedrag (7.5 credits)
Functieleer (7.5 credits)	Hersenen en cognitie (7.5 credits)
Persoonlijkheidsleer (7.5 credits)	Persoonlijkheid en gezondheid (7.5 credits)
Grondslagen van de klinische en gezondheidspsychologie (7.5 credits) or Diversiteit in de geestelijke gezondheidszorg (7.5 credits)	Grondslagen van de klinische psychologie (7.5 credits)
Practicum cognitieve en neurobiologische psychologie (7.5 credits)	Practicum experimental psychology (7.5 credits)

#### Bijlage 4.6 – SOCIOLOGY

If not passed	Replace by in 2017-2018
Leeronderzoek oriëntatiefase: inleiding, vragenlijstconstructie en interviewtraining (7.5 credits)	Leeronderzoek oriëntatiefase: sociale ongelijkheid (7.5 credits)
Leeronderzoek sociale stratificatie en gezinssociologie (7.5 credits)	Leeronderzoek sociale ongelijkheid (7.5 credits)
Beleid en evaluatieonderzoek (7.5 credits)	Policy and evaluation research (7.5 credits)
Sociale sturing van Nederland (7.5 credits)	Beleid en politiek (7.5 credits)
Models for the analysis of social interaction (7.5 credits)	Advanced sociological theory: modelling social interaction (7.5 credits)

#### Bijlage 4.7 - MINORS

##### Minor Arbeid, zorg en participatie:

If not passed	Replace by in 2017-2018
Solidariteit tussen jong en oud in arbeid, zorg en welzijn (7.5 credits) or Solidarity between young and old (7.5 credits)	Solidarity and social justice: social policy responses to social problems (7.5 credits)
Individualisering en publieke dienstverlening (7.5 credits)	Individualisation and social policy: norms, objectives and practices (7.5 credits)

##### Minor Beleidssociologie:

Niet behaald	Te doen in 2017-2018
Sociale sturing van Nederland (7.5 credits)	Beleid en politiek (7.5 credits)

##### Minor Burgerschap, identiteit en mondialisering:

Niet behaald	Te doen in 2017-2018

Visual and sensory ethnography (7.5 credits)	Multimedia ethnography (7.5 credits)
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**Minor Culturele diversiteit:**

<b>If not passed</b>	<b>Replace by in 2017-2018</b>
Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7.5 credits)	Cultural diversity (7.5 credits)

**Minor Maatschappelijke opvoedingsvraagstukken:**

<b>If not passed</b>	<b>Replace by in 2017-2018</b>
Opvoeding en maatschappij (7.5 credits)	Opgroeien in gezin en school (7.5 credits)
Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7.5 credits)	Cultural diversity (7.5 credits)

**Minor Sociology and social research**

<b>Niet behaald</b>	<b>Te doen in 2017-2018</b>
Models for the analysis of social interaction (7.5 credits)	Advanced sociological theory: modelling social interaction (7.5 credits)

**Minor Sociology: Contemporary Social Problems**

<b>If not passed</b>	<b>Replace by in 2017-2018</b>
Sociale problemen (7.5 credits)	Inleiding Sociologie (7.5 credits)
Models for the analysis of social interaction (7.5 credits)	Advanced sociological theory: modelling social interaction (7.5 credits)

**Minor Solidariteit en sociaal kapitaal**

<b>Niet behaald</b>	<b>Te doen in 2017-2018</b>
Models for the analysis of social interaction (7.5 credits)	Advanced sociological theory: modelling social interaction (7.5 credits)

## **Annex 5. Honours programme: Honours College Social and Behavioural Sciences (art. 3.7)**

### *Aim*

The Honours College Social and Behavioural Sciences is aimed at offering outstanding students the opportunity to optimally develop their talents, therefore giving them better starting qualifications for selective further education and strengthening their position in the labour market.

Students who have completed the Honours programme with at least a weighted average of 7 (unrounded), with the weighting being based on credits, and who studied nominally, will receive an 'Honours Programme Certificate' from the dean of the Faculty.

Honours students who are not studying nominally because they are taking extra courses alongside the regular curriculum may be exempt from the nominal study requirement. This exemption is only possible with approval of the Honours director.

### *Selection for admission to the first and second year of the Honours College Social and Behavioural Sciences*

The selection of candidates and admission to the programme is delegated to the programme's admissions committee. This takes place at the end of the first year of study. The candidate will receive an admission or rejection decision. The latter will refer to the provision for appeal to the Executive Board.

### *Selection criteria*

Students who fulfil the following three selection criteria will be admitted to the first and second years of the Honours College Social and Behavioural Sciences:

1. Completion of the course 'Orientation Honours College Social and Behavioural Sciences' during the first year of study. There is no selection for this course.
2. Passing 60 credits with an average mark of at least 7 during the first academic year.
3. Submission of a good justification, at the discretion of the admissions committee.

At the end of year 1 of the Honours Programme, a check will be made to ensure that:

- the Honours student has passed 120 credits, or has studied nominally;
- the Honours student has achieved a weighted average of 7 (unrounded) over the first 2 years of the Bachelor's programme, including the Honours components completed up to that point, with the weighting being based on credits;
- the Honours student has successfully completed the Orientation Honours College Social and Behavioural Sciences (HCSW) course as well as the Dare to Compare course (both part of the Honours College).

If it appears that a student does not fulfil these requirements, a discussion will be held to determine the reasons. If the student fell behind for reasons other than force majeure, at the discretion of the Honours coordinator, the student will be advised to stop the HCSW.

### *Programme* <sup>28</sup>

In the first year of study, the student completes the 'Orientation Honours College Social and Behavioural Sciences' (7.5 credits, in the optional course profile). Honours students complete the following, spread over years 2 and 3 of the study programme:

- The Dare to Compare course of 7.5 credits (in addition to the normal study programme). The main language used in this course for part of the classes and part of the testing is English;
- A Creative Challenge of 7.5 credits (in addition to the normal study programme);
- A regular course with Honours components (7.5 credits);
- A thesis at Honours level (15 credits).

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<sup>28</sup> For students who entered the Honours Programme during the 2015-2016 study year (first-year Honours students) or earlier (second-year or senior Honours students), the programme will apply as included in the Education and Examination Regulations of the 2015-2016 study year.

This brings the total study programme for Honours students to 195 credits. Students gain international experience in the Honours programme. In addition, each Honours student is expected to actively participate in extracurricular activities within the Honours community.

The table below provides an overview of the various components:

Table: Overview of Honours College Social and Behavioural Sciences programme

<b>Component</b>	<b>Credits</b>
Orientation course	7.5 credits
Dare to Compare	7.5 credits extracurricular
Honours component in a BA course	7.5 credits
Creative Challenge	7.5 credits extracurricular
Thesis at honours level	15 credits
International activities	extracurricular, no credits
Community activities	extracurricular, no credits

## **Annex 6. Educational Sciences: Academic primary education teacher training programme (ALPO) variant (art. 3.9)**

### *Selection*

A maximum of 110 students are selected for the academic primary education teacher training programme variant of the Educational Sciences Bachelor's programme. Candidates who have applied for the selection procedure receive an application pack. The completed application pack (general details, thematic interview, letter of recommendation from a dean/tutor/lecturer, exam results) forms the basis of the selection by the selection committee.

The following selection criteria are used:

- Motivation for attending this programme, involvement in primary education and scientific interest (based on an interview and a motivation letter);
- Experience and affinity with children;
- Reasoning behind an individual stance in a topical discussion in the area of education;
- Written expression;
- Previous education and school/examination results;
- Results in any further education.

None of these criteria are, in themselves, conclusive in the selection procedure. All components are considered in conjunction with one another. The selection committee informs the candidate of the outcome in writing.

### *Programme*

Contrary to that stated in Art. 3.5, Art. 3.6, annex 1.4 and annex 2.4, the academic primary education teacher training programme variant of the Educational Sciences Bachelor's programme is comprised of the following components with a total of 180 credits:

**Students who start/have started the academic primary education teacher training programme from September 2015 will complete the following components:**

First year:

#### Required components for the major:

##### courses at level 1:

Inleiding onderwijswetenschappen	course load 7.5 credits
Methoden, Technieken en Statistiek 1	course load 7.5 credits

##### courses at level 2:

Ontwerpen van leersituaties & ICT	course load 7.5 credits
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#### Elective components of the major:

##### courses at level 1:

Analyseren en Redeneren	course load 2.0 credits
Inleiding in lesgeven (HU) *	course load 1.0 credit
Ontwikkelingspsychologie	course load 7.5 credits

#### Optional course profile:

##### courses at level 1:

Rekenen in de bovenbouw (HU) *	course load 2.0 credits
Taal & Rekenen en de ontwikkeling van het jonge kind (HU) *	course load 5.0 credits
Bewegingsonderwijs voor het jonge kind (HU) *	course load 3.0 credits
Inleiding in didactiek van Wereld (HU) *	course load 3.0 credits

Second year:

#### Required components for the major:

courses at level 2:  
Methoden, Technieken en Statistiek 2 course load 7.5 credits  
Educational Psychology course load 7.5 credits

courses at level 3:  
Ontwerpen van leersituaties gevorderd course load 7.5 credits

Elective components of the major:

courses at level 1:  
Didactiek van Engels (HU)\* course load 2.0 credits

courses at level 3:  
Maatschappelijke problemen en sociale processen course load 7.5 credits

Optional course profile:

courses at level 1:  
Instructie en differentiatie in het rekenonderwijs van groep 1 t/m 5 (HU)\* course load 5.0 credits  
Handschriftontwikkeling (HU)\* course load 1.0 credits  
Omgevingsonderwijs (HU)\* course load 5.0 credits  
Taal (HU)\* course load 3.0 credits

Third year:

Required components for the major:

courses at level 3:  
Methoden, Technieken en Statistiek 3 course load 7.5 credits  
Assessment en evaluatie course load 7.5 credits

Elective components of the major:

courses at level 2:  
Vernieuwingsonderwijs course load 2.0 credits  
Orthopedagogiek 1 course load 5.0 credits

courses at level 3:  
Interaction in the classroom course load 7.5 credits  
Orthopedagogiek 2 course load 7.5 credits

Optional course profile:

courses at level 1:  
Taalonderwijs op maat (HU)\* course load 3.0 credits

courses at level 2:  
Rekenonderwijs op peil-opbrengstgericht werken (HU)\* course load 3.0 credits

Students can choose from:  
Onderwijs in wetenschap en technologie course load 2.0 credits  
Vernieuwingsonderwijs

Continuation of students' selection:  
Onderwijs in wetenschap en technologie course load 2.0 credits  
Vernieuwingsonderwijs

The new education programme will be introduced in phases. The programme for the fourth year will be introduced in the 2018-2019 academic year.

**Students who started the academic primary education teacher training programme prior to September 2015 are completing the following components:**

I Required components: 75 credits

- a. courses at level 1 (introductory):  
Analyseren en redeneren course load 2.5 credits  
Inleiding onderwijskunde course load 7.5 credits  
Methoden van onderzoek 1 course load 5.0 credits  
Ontwikkelingspsychologie course load 7.5 credits  
Ontwerpen van leeromgevingen course load 7.5 credits  
total of level 1 30 credits
- b. courses at level 2 (intermediate):  
Orthopedagogiek 1 course load 2.5 credits  
Methoden van onderzoek 2 course load 5.0 credits  
Methoden van onderzoek 3 course load 5.0 credits  
Leren schrijven van teksten course load 2.5 credits  
total at level 2 15 credits
- c. courses at level 3 (advanced):  
Bachelorthesis course load 15 credits  
Filosofische reflectie op vraagstukken in onderwijspraktijk en onderzoek course load 7.5 credits  
Orthopedagogiek 2 course load 7.5 credits  
total at level 3 30 credits

II Elective components for the major: 60 credits

- a. courses at level 1 (introductory):  
Maatschappelijke problemen en sociale processen course load 7.5 credits  
Inleiding in lesgeven en reflecteren (HU)\* course load 2.0 credits  
Lesgeven aan het jonge kind (HU)\* course load 2.0 credits  
Onderwijs en leren in groep 3-8 (HU)\* course load 2.0 credits  
Taalonderwijs en beleid (HU)\* course load 3.0 credits  
Engels in het basisonderwijs (HU)\* course load 1.0 credits  
total at level 1 17.5 credits
- b. courses at level 2 (intermediate):  
Kinderen in hun context course load 7.5 credits  
Toetsen en beoordelen 2 course load 4.0 credits  
Uitgaan van verschillen (HU)\* course load 3.0 credits  
Traditioneel vernieuwingsonderwijs (HU)\* course load 2.0 credits  
Onderwijspsychologie course load 7.5 credits  
total at level 2 24 credits
- c. courses at level 3 (advanced):  
Onderwijsverbetering en evaluatie course load 7.5 credits  
Toetsen en beoordelen 1 course load 3.5 credits  
Schoolorganisatie en veranderingmanagement course load 7.5 credits  
total at level 3 18.5 credits

III Optional courses profile: 45 credits

- a. courses at level 1 (introductory):  
Praktijkonderzoek jaar 4B (HU)\* course load 2.0 credits  
Bewegingsonderwijs voor het jonge kind (HU)\* course load 3.0 credits  
Taalontwikkende middelen in de onderbouw (HU)\* course load 3.0 credits  
Geletterdheid: didactiek van lezen, stellen en spellen (HU)\* course load 3.0 credits  
Taalbeschouwing en jeugdliteratuur (HU)\* course load 3.0 credits  
Rekenen in de bovenbouw (HU)\* course load 2.0 credits  
Rekenwiskundige ontwikkeling in groep 1 t/m groep 5 (HU)\* course load 3.0 credits  
Didactiek van geschiedenis, aardrijkskunde en natuuronderwijs (HU)\* course load 3.0 credits  
Mens en maatschappij in historisch en geografisch perspectief (HU)\* course load 4.0 credits

Aan het werk met natuuronderwijs en techniek (HU)*	course load 3.0 credits
Handschriftontwikkeling. Motorische, neurologische en cognitieve ontwikkeling, linkshandigheid (HU) *	course load <u>1.0 credits</u>
<i>total at level 1</i>	<i>30 credits</i>

b. courses at level 2 (intermediate):

Praktijkonderzoek jaar 5B (HU)*	course load 3.0 credits
Praktijkonderzoek jaar 6B (HU)*	course load 3.0 credits
Praktijkonderzoek jaar 7B (HU)*	course load 3.0 credits
Rekenonderwijs op peil-opbrengstgericht werken (HU)*	course load 3.0 credits
Rekenonderwijs: ontwikkelen van een gefundeerde visie (HU)*	course load <u>3.0 credits</u>
<i>Total at level 2</i>	<i>15 credits</i>

\* these components are offered by the HU University of Applied Sciences Utrecht for the academic primary education teacher training programme.

*Other*

Contrary to that stated in Art. 3.2, Art. 3.5, Art. 3.6, Art. 3.7, Art. 3.8, Art. 4.1(1) and (2), Art. 4.3.4, Art. 5.4, Art. 5.5, Art. 5.8, Art. 5.10 and Art. 7.3(1) and (3), the following applies to the academic primary education teacher training programme variant of the Educational Sciences Bachelor's programme and to the student selected for this programme:

- the academic primary education teacher training programme variant of the Educational Sciences Bachelor's programme is only offered full-time (Art. 3.2);
- within the major, the Bachelor's thesis with a course load of 15 credits and the related component Methods of Educational Research (7.5 credits), are required (Art. 3.5);
- the Honours programme does not apply to the ALPO (Art. 3.7);
- Article 3.8(2) does not apply to the Academic Teacher Training in Primary Education (ALPO - Academische lerarenopleiding primair onderwijs). Timetable information is given via other channels.
- Article 4.1(1) (course load of the course) does not apply;
- the education offering of the ALPO is included in the University Course Catalogue of the HU University of Applied Sciences Utrecht (Art. 4.1(2));
- the following components of the major can be taken only after the courses mentioned therein have been passed (Art. 4.3.4):
  - Bachelor's thesis: after passing Methods of Educational Research 1, 2 and 3 or (for students from cohort 2015) Methoden, Technieken en Statistiek 1, 2 and 3;
- the assessment of the components, as well as rounding of the marks for the components belonging to the Educational Sciences Bachelor's programme of the UU that are taken at the University of Applied Sciences is made in accordance with Article 30(2) of the Education and Examination Regulations of the HU University of Applied Sciences Utrecht (OER-UU) (Art. 5.4);
- resits, as well as granting a testing opportunity in a special case for the components of the UU Educational Sciences Education Bachelor's programme that are taken at the University of Applied Sciences are handled in accordance with Article 34 of the Examination Regulations of the HU University of Applied Sciences Utrecht (OER-HU) (Art. 5.5 and Art. 5.8);
- passed partial tests and assignments within a failed component provided by the university, will not expire after the academic year in which these pass marks were achieved in accordance with Art. 28 of the Education and Examination Regulations of the University of Applied Sciences Utrecht (OER-HU) (Art. 5.10);
- during the first year of registration, the student will receive a written study advice no later than 31 March about the continuation the programme. This advice issues a warning to the student about continuing the programme with less than 16 credits (Art. 7.3(1));
- the study advice in August is linked to a binding rejection if the student has passed less than 34.5 credits (Art. 7.3(3));
- the student who receives a negative study advice at the end of the first year of registration within the academic primary education teacher training programme variant of the Educational Sciences Bachelor's programme is not permitted to transfer to the regular variant of the Educational Sciences Bachelor's programme;
- binding referral: the student who receives a positive study advice at the end of the first year of registration within the UU Educational Sciences Bachelor's programme, but a negative study advice within the primary education teacher training programme of the HU University of Applied Sciences Utrecht Education Faculty, is excluded from further participation in the academic primary education teacher training programme variant of the Educational Sciences Bachelor's

programme and is authorised to transfer to the regular variant of the Educational Sciences Bachelor's programme (Art. 7.9 WHW).

*Transitional arrangements for ALPO*

<b>If not passed</b>	<b>Replace by</b>
Inleiding onderwijskunde en lesgeven (8,5 stp)	Inleiding onderwijswetenschappen (7,5 stp) + Inleiding in lesgeven (1 stp)

**2014 cohort**

Students in the 2014-2015 cohort who did not pass components of the first year will be offered a replacement component designated by the Board of Examiners.

Students in the 2014-2015 cohort who did not pass components of the second year will take these components in the 2017-2018 academic year according to the curriculum of the 2015-2016 academic year. The courses remain on offer and students are able to resit the 'old' course.

Students in the 2014-2015 cohort who did not pass components of the third year will take these components in the 2017-2018 academic year according to the curriculum of the 2016-2017 academic year. The courses remain on offer and students are able to resit the 'old' course.

**Annex 7. The courses that international students can complete in period 2 prior to the education-free period around Christmas (art. 4.9)**

- Religion, media and popular culture (5 credits)
- Wild years: Social scientists on youth and generations (5 credits)
- Wild years: Social scientists on youth and generations, , including a paper to be completed at home/take-home exam (7.5 credits)
- Conducting a survey (5 credits)
- Cognitive neurosciences (3 credits)
- Policy and evaluation research (5 credits)
- Practicum: models of measurement in sociological research models (5 credits)
- Self-regulation in health behavior (5 credits)
- Education and ICT (5 credits)