

# **Education and Examination Regulations 2019-2020**

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 17 May 2019 with the approval of the Programme Advisory Committee on 19 March 2019 and the Faculty Council on 14 May 2019.

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Part 1

RULES

## SECTION 1 – GENERAL PROVISIONS

### Art. 1.1 – applicability of the regulations

These Regulations apply to the academic year 2019-2020 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 2019-2020 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. contact hours: contact hours are taken to mean (1) hours spent in class where a lecturer is physically present, such as lectures and tutorials, student counselling, traineeship supervision, tests and examinations, as well as career support in so far as the degree programme schedules these for all students and (2) other structured hours scheduled by the degree programme and which are characterised by contact between the students themselves, either virtually or in real time and/or virtual contact with lecturers;
- e. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
- f. dean: the dean of the Faculty of Social and Behavioural Sciences at Utrecht University;
- g. Educational Facilities Contract: the contract concluded by the study programme and the disabled or chronically ill student, which lays down the necessary and reasonable facilities to which the student is entitled;
- h. 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;
- i. Faculty, the: the Faculty of Social and Behavioural Sciences;
- j. he/him/his: this is not intended as an indication of gender, but refers to the person referred to earlier in the relevant article (usually the student);
- k. 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);
- l. 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;
- m. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
- n. test: interim examination as referred to in Art. 7.10 of the Act;
- o. 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;
- p. 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 – Psychology programme numerical limitation (numerus fixus)**

1. The bachelor's degree programme in Psychology has a numerical limitation. The maximum number of students admitted to the programme will be 600.
2. The 'Reglement Selectiecriteria en -procedure Psychologie Bachelor 2019-2020' regulates the placement criteria and the placement procedure.

### **Art. 2.3 – language requirement for foreign diploma holders**

A foreign diploma holder can only register:

- a. after he 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 must have been made up before the start of the study programme. The student must demonstrate this by having passed 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 English C1 Advanced (CAE). Minimum score: 169 total, 162 writing;
    - Cambridge English C2 Proficiency (CPE). Minimum score: 180 total, 162 writing;
    - Cambridge Michigan Language Assessment ECPE, C2 Certificate.

### **Art. 2.4 – mathematics requirement**

Those who have a diploma after having passed the exam for a Propedeuse Diploma or the exam for an Associate Degree-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. 2.5 – colloquium doctum**

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.

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

1. The programmes are taught in Dutch. The reason behind the language policy chosen for the degree programme is given in Annex 8.
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**

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>3</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>3</sup> and at least 45 credits at the advanced level.
5. Bachelor's project/Bachelor's thesis/Bachelor's research project/thesis <sup>4</sup>:
  - Within the Interdisciplinary Social Science (ASW) major, a Bachelor's project with a course load of 15 credits and the related components Literatuurstudie ASW (7.5 credits) and MTS-4: Kwalitatief en kwantitatief onderzoek (7.5 credits) are required;
  - Within the Cultural Anthropology major, a Bachelor's project with a course load of 22.5 credits (optional: 30 credits) and the related component Kwalitatieve onderzoeksmethoden: achtergronden en toepassing (7.5 credits) are required; for students who are going abroad the required course load of the Bachelor's project is 30 credits;
  - Within the Educational Sciences major, a Bachelor's thesis with a course load of 15 credits and the related component Methoden in onderwijswetenschappelijk onderzoek (7.5 credits) are required;
  - Within the Pedagogical Sciences major, a thesis with a course load of 15 credits and the related component Methoden, technieken en statistiek 3 (7.5 credits) are required;

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<sup>3</sup> This number may be reduced to the degree that the minimum is exceeded at the advanced level.

<sup>4</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 Psychology major, a Bachelor's research project with a course load of 15 credits and the related component Methoden, technieken en statistiek 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 Practicum data-analyse (7.5 credits) are required.

### **Art. 3.6 – optional course profile, minor**

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 funded or designated Dutch institution for higher professional education;
  - components from the University Course Catalogue that were set up in cooperation with a University of Applied Sciences (hbo).
 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>5</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 – courses taken at a foreign university**

1. Courses offered by a foreign university are (also) eligible for optional courses with the approval of the Board of Examiners. The Board of Examiners will decide whether these courses are at a sufficient academic level. The Board of Examiners will withhold approval if it is of the opinion that a replication of content exists in relation to courses already completed by the student. In the event that courses are replicated in terms of their content, either wholly or in part, the Board of Examiners may limit the contribution of these courses to the examination through deduction of credits in proportion to the overlap.
2. The Faculty of Social and Behavioural Sciences will publish on the student site the procedure for contributing courses taken abroad:
  - a. stating at what moment and in what manner students may apply for approval for courses taken abroad;
  - b. giving students the opportunity of applying for approval at such time that they have received a decision from the Board of Examiners by the start of their exchange.
3. Conversion of credits achieved for courses taken abroad is as follows:
  - a. the credits will be taken over for courses provided by foreign universities within the European Union/European Economic Area which have been approved by the Board of Examiners as regards their content and level. Contrary to this, the Board of Examiners may decide to award a different number of credits if it is established that the credits awarded abroad do not correspond the study hours.
  - b. the credits will be converted for courses provided by foreign universities outside the European Union/European Economic Area which have been approved by the Board of Examiners as regards their content and level, in accordance with the university-wide conversion table See [www.uu.nl/credit-omrekeningtabel](http://www.uu.nl/credit-omrekeningtabel). The Board of Examiners may deviate from this in exceptional cases if there are good reasons to do so.

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<sup>5</sup> [www.students.uu.nl/minors](http://www.students.uu.nl/minors).

4. Conversion of grades achieved for courses taken abroad is as follows:
  - a. foreign marks (grades) are converted into the alphanumerical results Pass/Fail; in addition, the original marks and assessment scale will be recorded in OSIRIS and printed on the International Diploma Supplement referred to in Article 6.4.
  - b. the foreign university will determine where the cut-off score lies for a pass, and records in the transcript whether the student has passed.
  - c. the foreign results will not count towards the student's average final mark.
  - d. the foreign results will not count towards determining whether the student has passes with distinction (*cum laude*).

## **Art. 3.8 – honours programme**

### **3.8.1 - Honours College Social and Behavioural Sciences**

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 College Social and Behavioural Sciences, 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 College Social and Behavioural Sciences are set out in annex 5.

### **3.8.2 – Honours Programme: Descartes College**

Students who are motivated and have a broad interest in different topics can sign up for selection for the Descartes College at the end of the first year of their Bachelor's programme. For more information, admission and selection: <https://students.uu.nl/onderwijs/honours/descartes-college>

## **Art. 3.9 – actual teaching structure**

1. In the first year of the Bachelor's programme the number of contact hours 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.
2. The University Course Catalogue or, where the Course Catalogue does not provide this information, the course manual or Blackboard gives the following details relating to each course:
  - a. the course objectives
  - b. the timetables
  - c. the scheduling of the contact hours
  - d. when and where the course etests and additional or substitute tests take place.
3. Students can see the timetables for the courses for which they are registered on OSIRIS Student. Students can also look in MyTimetable to see when and where the tests and additional or substitute tests will take place for the courses for which they are registered.

## **Art. 3.10 – Educational Sciences: Academic Primary Education Teacher Training Programme (ALPO) 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 7.5 credits or a multiple thereof.
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:
  - 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 or Kennismaking met onderzoeksmethoden en statistiek (PW & OWW) + Methoden, technieken en statistiek 2 voor pedagogen en onderwijswetenschappers or Toepassing van onderzoeksmethoden en statistiek (PW & OWW) + Methoden in onderwijswetenschappelijk onderzoek
Bachelorstage	A minimum of 120 credits earned in the Educational Sciences Bachelor's programme

#### 4.3.4 – PEDAGOGICAL SCIENCES:

<b>Course:</b>	<b>After passing:</b>
Bachelorstage MOV	<p>Students can be admitted if they have successfully completed 3 of the following 6 courses:</p> <ul style="list-style-type: none"> <li>• Emotional and Behavioral Disturbances in Childhood and Adolescence: Contextual Perspective or Developmental Psychopathology;</li> <li>• Kinderen met speciale opvoedings- en onderwijsbehoeften;</li> <li>• Culturele diversiteit or Cultural Diversity;</li> <li>• Diagnostiek van opvoedings- en ontwikkelingsproblemen;</li> <li>• Methoden, technieken en statistiek 3 or Verdieping in onderzoeksmethoden en statistiek voor pedagogen;</li> <li>• Pedagogische praktijkontwikkeling, onderzoek en beleid.</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>• Professionele vaardigheden 1 or Test- en observatievaardigheden;</li> <li>• Professionele vaardigheden 2 or Communicatievaardigheden;</li> <li>• Diagnostiek van opvoedings- en ontwikkelingsproblemen;</li> <li>• Behandeling en interventies;</li> <li>• Emotional and Behavioral disturbances in Childhood and Adolescence: Contextual Perspective or Developmental Psychopathology;</li> <li>• Kinderen met speciale opvoedings- en onderwijsbehoeften.</li> </ul> <p>* An additional requirement is that two of the three courses must be related to clinical practice, namely: Professionele vaardigheden 1 or Test- en observatievaardigheden, Professionele vaardigheden 2 or Communicatievaardigheden, Diagnostiek and/or Behandeling.</p>
Thesis	<p>Methoden, technieken en statistiek 1 voor pedagogen en onderwijswetenschappers or Kennismaking met onderzoeksmethoden en statistiek (PW &amp; OWW) + Methoden, technieken en statistiek 2 voor pedagogen en onderwijswetenschappers or Toepassing van onderzoeksmethoden en statistiek (PW &amp; OWW) + Methoden, technieken en statistiek 3 or Verdieping in onderzoeksmethoden en statistiek voor pedagogen</p>

#### 4.3.5 – PSYCHOLOGY:

<b>Course:</b>	<b>After passing:</b>
Bacheloronderzoek	<p>Methoden, technieken en statistiek 1 voor psychologen or Kennismaking met onderzoeksmethoden en statistiek (Psy) + Methoden, technieken en statistiek 2 voor psychologen or Toepassing van onderzoeksmethoden en statistiek (Psy) + Methoden, technieken en statistiek 3 or Advanced Research Methods and Statistics for Psychology</p>
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
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#### 4.3.6 – SOCIOLOGY:

Course:	After passing:
Practicum data-analyse	Methoden, technieken en statistiek 2 voor sociologen or Toepassing van onderzoeksmethoden en statistiek (Soc)
Measurement and Modeling with Social Data	Practicum data-analyse
Familie sociologie: trends, theorie en kwantitatief onderzoek	Methoden, technieken en statistiek 2 voor sociologen or Toepassing van onderzoeksmethoden en statistiek (Soc)
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 + 2 (one of the variants within FSS) or Kennismaking met onderzoeksmethoden en statistiek + Toepassing van onderzoeksmethoden en statistiek (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>Methoden, technieken en statistiek 3 or Verdieping in onderzoeksmethoden en statistiek or Advanced Research Methods and Statistics (one of the variants within ISS, Pedagogical Sciences or Psychology)</li> <li>Methoden in onderwijswetenschappelijk 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>6</sup>.

### Art. 4.5 – course participation; priority rules <sup>7</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.

#### 4.5.1 – 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.

#### 4.5.2 – 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 students in the Liberal Arts and Sciences Bachelor's programme who have chosen Cultural

<sup>6</sup> <http://students.uu.nl/fsw/onderwijskunde/praktische-zaken/in-en-uitschrijving/in-en-uitschrijven-cursus>.

<sup>7</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.

Anthropology as their main focus will be given priority for the courses that are part of the required portion of the programme.

#### **4.5.3 – EDUCATIONAL SCIENCES:**

There are 60 places available for the International Perspectives on Education course. Admission will take place in the order of registration. For the rest the Educational Sciences programme has no priority rules.

#### **4.5.4 – PEDAGOGICAL SCIENCES:**

The Pedagogical Sciences programme does not have priority rules.

#### **4.5.5 – PSYCHOLOGY:**

1. There is a capacity limitation for the required components for the Psychology major. The maximum capacity of the required major courses is 600. Students of the Bachelor's programme in Psychology and students of the minor Persoonlijkheid en relaties 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.

#### **4.5.6 – 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.

#### **4.5.7 – 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. 4.6 – 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. 4.7 – 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 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. 4.8 – 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 may be removed from the course by the course coordinator.

#### **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 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>8</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. 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.

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<sup>8</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. 5.3 – 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.

### **Art. 5.4 – marks and alphanumeric results**

1. Marks are awarded on a scale from 0 to 10. A mark 6 and up means the student has passed the course, a mark 5 or lower means the student has failed it.
  - fails up to a 4.99 are not rounded up
  - to 5.49 = 5
  - passes are rendered in whole marks or in .5 marks.

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 mark is rounded up; if the next decimal is a 4 or lower the mark is rounded down.

2. Alphanumeric results can be awarded in the following cases:
  - ND (niet deelgenomen - not participated): the student is enrolled in the course, but has not participated;
  - 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 mark on the scale from 1 to 10 for it;
  - VR (vrijstelling – exemption): the student has been granted exemption by the Board of Examiners;

### **Art. 5.5 – make-up: additional or substitute test**

1. If the student has fulfilled all obligations to perform to the best of his or her ability during the course, and he is nonetheless awarded a failing mark, but the final mark is at least a 4.0, without rounding up, he will be given a once-only possibility to sit an additional or substitute test.
2. A student will not qualify for an additional or substitute test if he has been awarded a pass.

### **Art. 5.6 – type of test**

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

### **Art. 5.7 – oral testing**

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

### **Art. 5.8 – 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. Contrary to that stated in the previous paragraphs, the director of the Master's programme decides which motivated claims for an extra test for courses in the pre-Master's programme will be awarded. Students in the pre-Master's programme submit their requests to the director of the Master's programme.
4. 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. If the mark is not available within this period of time for reasons of force majeure, the examiner must communicate this to the student, indicating when the mark will be determined. Force majeure can only be established by the course coordinator.
4. The written statement of the mark achieved must inform the student of the right of inspection as referred to in Art. 5.12 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 that were passed will lose their validity if the course within which they were taken was not passed. Students who did not pass the course must complete the entire course again.

### **Art. 5.12 – right of inspection <sup>9</sup>**

1. For at least twenty working days after the announcement of the result of a written or digital test, the student will be allowed to inspect his or her marked work upon request. At his or her request, a copy of that work will be provided to him 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 mark was based.

### **Art. 5.13 – storage time tests**

1. The assignments, their completion and the work assessed in the written or digital 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**

1. 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:
  - 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 has sufficient knowledge and skills in relation to that component.
2. Exemptions for partial tests will not be granted.

### **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 testing. The person offering the opportunity to cheat is an accessory to fraud;
- possession (i.e. the possession/carrying) of tools and resources during testing, 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 a test prior to the date or time that the testing takes place;

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<sup>9</sup> Article 3.3 of the Regulations of the Board of Examiners provides for the right to subsequent discussion.

- making up survey or interview answers or research data;
- wrongly signing or having another sign the attendance lists.

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

- cutting and pasting text from digital sources such as encyclopaedias and digital publications without using quotation marks and referring to the source;
  - cutting and pasting text from the internet without using quotation marks and referring to the source;
  - using excerpts from texts of printed material such as books, magazines or other publications and encyclopaedias without using quotation marks and referring to the source;
  - using a translation of the abovementioned sources without using quotation marks and referring to the source;
  - paraphrasing the abovementioned texts without giving a (clear) reference: paraphrasing must be marked as such (by explicitly linking the text with the original author, either in text or a footnote), whereby the impression is not created that the ideas expressed are those of the student;
  - using visual, audio or test material from others without referring to the source and presenting this as own work;
  - resubmission of the student's own earlier work without source references, and allowing this to pass for work originally produced for the purpose of the course, unless this is expressly permitted in the course or by the lecturer;
  - using the work of other students and passing this off as own work. If this happens with the permission of the other student, the latter is also guilty of plagiarism;
  - in the event that, in a joint paper, one of the authors commits plagiarism, the other authors are also guilty of plagiarism, if they could or should have known that the other was committing plagiarism;
  - submitting papers obtained from a commercial institution (such as an internet site offering excerpts or papers) or having such written by someone else whether or not in return for payment.
2. 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 test;
      - 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 tests belonging to the educational component concerned for the current academic year, or for a period of 12 months;
      - complete exclusion from participation in all tests 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 test results as a whole will be affected, the Board of Examiners will declare without delay that the relevant test is invalid and that all participants must resit the entire test in the short term. At that time, the Board of Examiners will set the date on which the test must be resat. This date will be a maximum of ten working days after the fraud was established, allowing participants to benefit by preparing for the examination.

### **Art. 5.16 – dictionary**

1. Students whose previous education was completed abroad and who wish to consult a translation dictionary during a test in the first year of the Bachelor's programme must obtain prior written permission from the Board of Examiners. This permission may be granted for a maximum of one academic year.
2. Without prejudice to the provisions in the previous paragraph, the examiner can decide for his or her course that each student may consult a translation dictionary during the test.

## 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. The student must be registered for the study programme on the date on which the examination is held.
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 (new name for Educational Sciences: Academic Career Record).
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 and the examination 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 ten working days 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 grant the request in the academic year 2019-2020 if the student:
  - plans to fulfil a management position for which Utrecht University has provided a boardactivities grant;
  - plans to do an internship <sup>10</sup>, or take a component of a study programme abroad;
  - must complete components that are required for admission into the Master's programme.The examination date may be postponed once only, for the duration of a maximum of one academic year.

### 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 mark is calculated using the final marks 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 mark for the Bachelor's thesis/Bachelor's project/Bachelor's research project <sup>11</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 and courses passed abroad that are recorded in OSIRIS with an alphanumeric result in accordance with Art. 3.7, do not count towards a degree with distinction.

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

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<sup>10</sup> The internship must be an official education component, completed as part of the Bachelor's examination.

<sup>11</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. Marks are weighted based on the number of credits.

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

### **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 in the English language 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 weighted average final mark and an ECTS Grading Table.
2. The weighted average mark represents the academic performance of the student on a scale of 1 to 10. It is calculated on the basis of the applicable numerical results for the courses the student has passed within the examination programme. Courses that have not been assessed numerically do not count towards the calculation. Weighting is on the basis of the credits per course.
3. The ECTS Grading Table makes the grading culture of Utrecht University clear to foreign education institutions and foreign employers, who can then convert the marks into their own grading system on the basis of the Grading Tables. 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 six to ten are shown because only passes are shown in the Grading Table. The marks are expressed in whole or half-marks. The percentage given with the mark indicates how often this mark is awarded.
4. The calculation of the ECTS Grading Table is on the basis of:
  - all valid passes, except alphanumeric results
  - not weighted according to study load
  - in the three most recent academic years
  - of students who were actively 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)**

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 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, disability or chronic illness, 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.
13. It is not possible to issue a negative study advice if the student passed all the tests associated with the courses in the first year of the academic programme with a combined study load of 60 credits.
14. A negative decision can be appealed within 6 weeks before the Examination Appeals Board.

#### **Art. 7.4 – disability and chronic illness**

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 after they have been approved by the Programme Advisory Committee and 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 2019.

## 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:***

- train students to become early-stage interdisciplinary social science professionals with the knowledge, competences and methodical skills that make them suitable for a wide range of academic and societal functions, particularly around themes relating to youth development, cultural diversity and public health;
- develop competences (knowledge, skills and attitudes) in relation to:
  - academic research, thinking, acting and communication;
  - the interdisciplinary use of relevant scientific instruments in the three themes mentioned above;
  - being able to formulate a critical opinion independently and to argue the case for forming an opinion, while paying attention to scientific, social and professional-ethical aspects;
  - training to conscientiously operating academics;
  - communicate scientifically both in scientific forums and in popular scientific expressions;preparation for a further academic career.

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

#### *Knowledge and understanding*

The graduate has knowledge and an understanding of:

- concepts and theories from the behavioural and social sciences, with a view to an interdisciplinary perspective;
- the possibilities and difficulties of interdisciplinary theorisation, both in science theory terms and in terms of its contribution to the analysis of social issues and interventions aimed at solving them;
- quantitative and qualitative methods and techniques of social-science research;
- major policy and intervention theories in the fields of youth development, public health and cultural diversity;
- important contemporary social issues, intervention strategies and the structure and institutions of Dutch society, also seen in a historical 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, in particular with regard to the development of youth, cultural diversity and public health.

#### *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 conceptual system;
- can write a coherent discourse which 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;
- knows how to behave ethically in both research and professional practice.

### *Communication*

The graduate:

- has general professional and academic skills;
- 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:
  - theories of expertise;
  - theories of learning;
  - theories of teaching and instruction;
  - theories of assessment and evaluation (De Corte, 2000<sup>12</sup>) and
  - theories of organisational development (Austin & Bartunak, 2012<sup>13</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 is in contact in the context of work activities.

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<sup>12</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>13</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:***

Academically trained educators who graduated from the Pedagogical Sciences degree programme have the ability to contribute to solving issues in which the development and education of children and young people take centre stage. Educators are able to make an in-depth and critical analysis of developmental and educational issues in conjunction with the context of the narrower social relations and the broader socio-cultural and social context. They are trained to translate scientific knowledge into practical actions. Educators have the scientific and methodological knowledge and skills to influence the existing pedagogical contexts, to design new structures and to design, implement and evaluate innovative and creative programmes and interventions. Educators reflect on their own professional actions and the ethical and normative questions that play a role in this, as well as acting in accordance with the requirements of scientific and professional integrity.

### ***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 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 himself 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 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;
- recognize himself (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 insight into problem definition, theories, research and policy. Specifically, graduates have knowledge of and insight into:

- the most important social problems in contemporary Dutch society in an international comparative and historical perspective; as well as the difference between social problems and sociological questions;
- the main problems/themes of Sociology;
- the most important theoretical traditions in Sociology and the content of important theories;
- authoritative empirical findings and their relevance;
- the most important social science research designs and methods of data collection; as well as the most important basic analysis techniques;
- how theoretical knowledge can be used to propose policy interventions and how policies can be explained and evaluated;
- the course of policy processes and the social significance of policy interventions and their implications;
- the content of the code of conduct of the Dutch Sociologists Association (Nederlandse Sociologen Vereniging).

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

Graduates are able to apply knowledge and insight in the field of problem definition, theories, research and policy. Specifically, graduates are able to:

- analyse social problems and 'convert' them into sociological problems and classify sub-problems under overarching sociological problems;
- analyse and compare relevant texts, theoretical insights and empirical findings and develop a conceptual framework/synthesis based in part on these;
- derive hypotheses from existing sociological theories that provide an answer to the formulated questions or devise new theories that can provide an answer;
- testing theories in an appropriate research design;
- choosing and applying adequate analysis techniques; drawing conclusions based on the results of research;
- assess the feasibility of proposed solutions; evaluate existing policies in relation to stakeholder visions;
- use theoretical knowledge to explain policy processes;
- apply the contents of the code of conduct of the Dutch Sociologists Association (Nederlandse Sociologen Vereniging) to concrete research situations and provide valid arguments for and against this.

#### *Opinion forming:*

Graduates can argue and think critically. Specifically, graduates are able to:

- distinguish between main and secondary subjects when reading academic/professional texts and critically analyse them;
- judging the urgency of a social problem; determining whether (among other things in relation to the social problem) a sociological problem is well posed;
- determine how strong a proposed solution/theory is in the light of logical inconsistency and/or empirical findings;
- judge the strength of the empirical research performed;
- make an estimate of the effectiveness of proposed or implemented policy;
- reflect on ethical aspects of sociological research and of their actions.

*Communication:*

Graduates:

- are able to report in word and writing at the level of a beginning academic professional in such a way that a general public understands the importance of what is said and written;
- are able to present orally, discuss, formulate clearly and report adequately;
- have general professional and academic skills in Dutch and English;
- are able to actively participate in group discussions, comment constructively and work together in small groups;
- have the ability to use information and communication technology;
- have the capacity to collect information systematically;
- show an attitude to choose their position and take initiatives, but also to argue and question their own contribution.

*Learning skills:*

Graduates:

- have the ability to continue learning, to develop themselves and to contribute to the field of study throughout their career;
- have a reflexive attitude towards their own functioning, 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, give 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>14</sup>:**

#### *Level 1: Introductory*

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: Intermediate*

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: Advanced*

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

<sup>14</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
Kennismaking met onderzoeksmethoden en statistiek (ASW, CA & Soc) * and **	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Interdisciplinair onderzoek naar sociale problemen *	7.5 credits
Leeronderzoek ASW *	7.5 credits
Toepassing van onderzoeksmethoden en statistiek (ASW) * and **	7.5 credits
Over de grenzen van disciplines	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Verdieping in onderzoeksmethoden en statistiek voor interdisciplinair sociaal wetenschappers (VOS ISW) **	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
Kennismaking met onderzoeksmethoden en statistiek (ASW, CA & Soc) * and **	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
Cultural Anthropology 4: History and Theory in Anthropology * (offered in English)	7.5 credits
Kwalitatieve onderzoeksmethoden: achtergronden en toepassing **	7.5 credits
Toepassing van onderzoeksmethoden en statistiek (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
Kennismaking met onderzoeksmethoden en statistiek (PW & OWW) * and **	7.5 credits
<b>Courses at level 2 (intermediate):</b>	
Education and Information Communication Technology * (offered in English)	7.5 credits
Educational Psychology (offered in English)	7.5 credits
Toepassing van onderzoeksmethoden en statistiek (PW & OWW) * and **	7.5 credits
Wetenschapsfilosofie en geschiedenis van het onderwijs en van de onderwijswetenschappen *	7.5 credits
<b>Courses at level 3 (advanced):</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>	
Students in the Educational Sciences programme also complete the required components 'Basic Tutorship' and 'Intermediate Tutorship', in which their Academic Career Record (formerly: portfolio) is signed	0 credits

### Annex 1.4 – PEDAGOGICAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Pedagogische vraagstukken rond polarisatie *	7.5 credits
Kennismaking met onderzoeksmethoden en statistiek (PW & OWW) * and **	7.5 credits
Pedagogische systemen in de baby- en kindertijd *	7.5 credits
<b>Courses at level 2 (intermediate):</b>	
Behandeling en interventies gericht op psychosociale problemen, leerproblemen en ontwikkelingsproblemen	7.5 credits
Cultural Diversity * (offered in English)	7.5 credits
Diagnostiek van opvoedings- en ontwikkelingsproblemen	7.5 credits
Developmental Psychopathology (offered in English)	7.5 credits
Toepassing van onderzoeksmethoden en statistiek (PW & OWW) * and **	7.5 credits
Pedagogische systemen in de kindertijd en adolescentie *	7.5 credits
Werken aan normatieve professionaliteit *	7.5 credits
<b>Courses at level 3 (advanced):</b>	
None	

### Annex 1.5 – PSYCHOLOGY:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Cognitie en gedrag *	7.5 credits
Hersenen en gedrag *	7.5 credits
Kennismaking met onderzoeksmethoden en statistiek (Psy) * and **	7.5 credits
<b>Courses at level 2 (intermediate):</b>	
Biopsychosociale perspectieven op psychopathologie	7.5 credits
Grondslagen van de psychologische diagnostiek en testtheorie	7.5 credits
Toepassing van onderzoeksmethoden en statistiek (Psy) * and **	7.5 credits
Ontwikkelingspsychologie *	7.5 credits
Persoonlijkheid en gezondheid *	7.5 credits
Psychologie als wetenschap * and **	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 * and **	7.5 credits
Kennismaking met onderzoeksmethoden en statistiek (ASW, CA & Soc) * and **	7.5 credits
Sociale problemen *	7.5 credits
Beleid en politiek *	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Toepassing van onderzoeksmethoden en statistiek (Soc)* and **	7.5 credits
Advanced Sociological Theory: Modelling Social Interaction ( <i>offered in English</i> )	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Beleid en evaluatieonderzoek **	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:

Within the elective portion of the Interdisciplinary Social Science major (in addition to the components MTS-4, Literature study and Bachelor project) at least 22.5 credits must be filled in with components for the major Interdisciplinary Social Science offered by Interdisciplinary Social Science (i.e. no courses offered by Cultural Anthropology, Sociology, Psychology or Pedagogical Sciences). This applies both to students who do complete an individual course programme (studiepad) and to students who do not complete an individual course programme (studiepad).

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
None	
<b>Courses at level 2 (intermediate):</b>	
Comparing Cultures: Theory and Research <i>(offered in English)</i>	7.5 credits
Key Challenges to the Welfare State: Social Policy and Social Change <i>(offered in English)</i>	7.5 credits
Etniciteit en nationalisme (offered by Cultural Anthropology)	7.5 credits
Youth and Sexuality <i>(offered in English)</i>	7.5 credits
Youth Culture in a Digital World <i>(offered in English)</i>	7.5 credits
Rejecting Minorities: an Interdisciplinary Perspective on Intergroup Relations <i>(offered in English)</i>	7.5 credits
Health in Society <i>(offered in English)</i>	7.5 credits
Jeugdcriminaliteit en jeugdbescherming (offered by Pedagogical Sciences)	7.5 credits
Wild Years: Youth Culture and Pop Music <i>(offered in English)</i>	7.5 credits
<b>Courses at level 3 (advanced):</b>	
Adolescent Development (offered by Psychology) <i>(offered in English)</i>	7.5 credits
Challenges in Work, Health and Wellbeing <i>(offered in English)</i>	7.5 credits
Criminal Behavior during the Lifecourse (offered by Sociology) <i>(offered in English)</i>	7.5 credits
Bachelorproject <sup>15</sup> ** <i>(can be taken in English)</i>	15 credits
Familiesociologie: trends, theorie en kwantitatief onderzoek (offered by Sociology)	7.5 credits
Literatuurstudie ASW <sup>15</sup>	7.5 credits
Migrants and Integration <i>(offered in English)</i>	7.5 credits
The Multicultural Society <i>(offered in English)</i>	7.5 credits
MTS-4: Kwalitatief en kwantitatief onderzoek <sup>15</sup> **	7.5 credits
Beleid en evaluatieonderzoek (offered by Sociology) **	7.5 credits
Risk Behavior and Addiction in Adolescence <i>(offered in English)</i>	7.5 credits
Sociology of Organisations (offered by Sociology) <i>(offered in English)</i>	7.5 credits
Social Networks in Theory and Empirical Research ** (offered by Sociology)	7.5 credits
Solidarity and Social Justice: Social Policy Responses to Social problems <i>(offered in English)</i>	7.5 credits

The following requirements apply if a student does not choose an individual course programme (studiepad) <sup>16</sup> within the elective portion of the Interdisciplinary Social Science major:

<sup>15</sup> The components Bachelorproject ASW (15 credits), Literatuurstudie ASW (7.5 credits) and MTS-4: Kwalitatief en kwantitatief onderzoek (7.5 credits) are required: the content of the Bachelorproject ASW and Literatuurstudie ASW components includes electives.

courses from the elective components of the ASW major  
 Literatuurstudie ASW  
 MTS-4: Kwalitatief en kwantitatief onderzoek  
 Bachelorproject ASW

course load 30 credits  
 course load 7.5 credits  
 course load 7.5 credits  
 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>	
Anthropology and Sustainability: Contemporary Fault lines <i>(offered in English)</i>	7.5 credits
Antropologie van de religie: theorieën en methoden (Religiestudies)	7.5 credits
Antropologie van de staat, conflict en veiligheid *	7.5 credits
Antropologie van gender, seksualiteit en het lichaam	7.5 credits
Key Challenges to the Welfare State: Social Policy and Social Change <i>(offered in English)</i>	7.5 credits
Etniciteit en nationalisme *	7.5 credits
Rejecting Minorities: an Interdisciplinary Perspective on Intergroup Relations <i>(offered in English)</i>	7.5 credits
Steden en moderniteit: burgerschap, ongelijkheid en geweld *	7.5 credits
<b>Courses at level 3 (advanced):</b>	
Bachelorproject: dataverzameling en –verwerking 2 <sup>17</sup> **	7.5 credits
Criminal Behaviour during the Lifecourse <i>(offered in English)</i>	7.5 credits
Culture, Violence, Trauma, and Death <i>(offered in English)</i>	7.5 credits
Masterclass: Anthropology and Morality <i>(offered in English)</i>	7.5 credits
Migrants and Integration (ASW/Soc) <i>(offered in English)</i>	7.5 credits
Beleid en evaluatieonderzoek * and **	7.5 credits
Religion, Media and Popular Culture * <i>(offered in English)</i>	7.5 credits
Wetenschapsfilosofie	7.5 credits

## Annex 2.3 – EDUCATIONAL SCIENCES:

<b>Courses at level 1 (introductory):</b>	<b>Credits:</b>
Academic Writing <i>(offered in English)</i>	7.5 credits
Inleiding bestuur en organisatie *	7.5 credits
Ontwerpen van leersituaties – inleidend *	7.5 credits
Pedagogische systemen in de baby- en kindertijd	7.5 credits
<b>Courses at level 2 (intermediate):</b>	
Bachelorstage	7.5 credits
Bestuur en beleid *	7.5 credits
Coaching and Training: Theory and Practice * <i>(offered in English)</i>	7.5 credits
Cognitieve neurowetenschap voor dummies	7.5 credits
Cultural Diversity * <i>(offered in English)</i>	7.5 credits
Developmental Psychopathology <i>(offered in English)</i>	7.5 credits
International Perspectives on Education <i>(offered in English)</i>	7.5 credits
Kwalitatieve onderzoeksmethoden: achtergronden en toepassingen	7.5 credits
Leren in organisaties: organisatiekunde *	7.5 credits

<sup>16</sup> For the composition of the ASW individual course programmes: see the website.

<sup>17</sup> This component is required for students who opt to go abroad.

Management van organisaties *	7.5 credits
Opvoeding en maatschappij **	7.5 credits
Pedagogische systemen in de kindertijd en de adolescentie *	7.5 credits
Taaleducatie en ICT in de moderne wereld *	7.5 credits
Taalonderwijskunde *	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Actieleren met impact **	7.5 credits
Applied Games (offered in English)	7.5 credits
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
Hersenontwikkeling: gedrag en leren. Typische en atypische ontwikkeling	7.5 credits
Macht, leiderschap en besluitvormingsprocessen	7.5 credits
Missing Data Theory and Causal Effects (offered in English)	7.5 credits
Organisatiepsychologie	7.5 credits
Personeelspsychologie (Human Resource Management) *	7.5 credits
Beleid en evaluatieonderzoek * and **	7.5 credits
Sociology of Organisations * (offered in English)	7.5 credits
Theory Construction and Statistical Modeling (offered in English)	7.5 credits
Train de trainer: Coaching and Training * (offered in English)	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

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Bachelorstage	7.5 credits
Jeugdcriminaliteit en jeugdbescherming	7.5 credits
Opvoeding en maatschappij **	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
Hersenontwikkeling: gedrag en leren. Typische en atypische ontwikkeling	7.5 credits
Inclusief onderwijs en passende zorg	7.5 credits
Jeugdrecht	7.5 credits
Justitiële interventies	7.5 credits
Test- en observatievaardigheden	7.5 credits
Communicatievaardigheden	7.5 credits
Verdieping in onderzoeksmethoden en statistiek voor pedagogen **	7.5 credits
Ontwikkelingspsychopathologie: verdieping van diagnostiek en behandeling	7.5 credits
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 following requirements apply if a student does not choose an individual course programme (studiepad) <sup>18</sup> within the elective portion of the Pedagogical Sciences major:

Courses from the elective portion of the major  
Methoden, technieken en statistiek 3  
Thesis

course load 37.5 credits  
course load 7.5 credits  
course load 15 credits

## 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: Kinder- en jeugdpsychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering: Klinische psychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering: Neuropsychologie	7.5 credits
Prof. V.	Basisvaardigheden professionele gespreksvoering: 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	Advanced Research Methods and Statistics for Psychology: variant Developmental Psychology, or variant Experimental Psychology, or variant Clinical Psychology, or variant Social, Health and Organisational Psychology (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 Experimentele Psychologie	7.5 credits
Prof. V.	Psychodiagnostiek in de ontwikkelingspsychologische praktijk: kinderen en jeugdigen	7.5 credits
Theorie	Arbeidspsychologie	7.5 credits
Theorie	Cognitieve neurowetenschappen (can be taken 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	Psychopharmacology (offered in English)	7.5 credits
Theorie	Psychopathologie II	7.5 credits
Theorie	Science of Happiness (offered in English)	7.5 credits
Theorie	Self-Regulation (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

<sup>18</sup> For the composition of the individual course programme: see the website. The individual course programme completed is not mentioned on the IDS and the Bachelor's diploma.

Theorie	Toegepaste cognitieve psychologie 1	7.5 credits
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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 following requirements apply if a student does not choose an individual course programme (studiepad) <sup>19</sup> 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 between:	course load 7.5 credits
• Theory course	
• Professional skills	
Advanced Research Methods and Statistics for Psychology	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 *	7.5 credits

<b>Courses at level 2 (intermediate):</b>	<b>Credits:</b>
Health in Society (offered in English)	7.5 credits
Key Challenges to the Welfare State: Social Policy and Social Change (offered in English)	7.5 credits
Rejecting Minorities: an Interdisciplinary Perspective on Intergroup Relations (offered in English)	7.5 credits
Youth Culture in a Digital World (offered in English)	7.5 credits

<b>Courses at level 3 (advanced):</b>	<b>Credits:</b>
Bachelorproject sociologie <sup>20</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>21</sup>	7.5 credits
Internationaal keuzevak: Keulen/Mannheim	11 – 15 credits
Introduction to Theory Construction and Statistical Modeling (offered in English)	7.5 credits
Migrants and Integration (offered in English)	7.5 credits
Measurement and Modeling with Social Data ** (offered in English)	7.5 credits
Social Networks in Theory and Empirical Research <sup>21</sup> ** (offered in English)	7.5 credits
Solidarity and Social Justice: Social Policy Responses to Social Problems (offered in English)	7.5 credits
Sociology of Organisations (offered in English)	7.5 credits

<sup>19</sup> For the composition of the Psychology individual course programme: see the website. The individual course programme completed is not mentioned on the IDS and the Bachelor's diploma.

<sup>20</sup> The Bachelorproject Sociologie is required; the content includes electives.

<sup>21</sup> Choosing one of the courses 'Familiesociologie: trends, theorie en kwantitatief onderzoek' 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 diploma from the 2-year Associate Degree programme
  - 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 Eyk 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.

### Annex 4.1 – INTERDISCIPLINARY SOCIAL SCIENCE:

If not passed	Replace by in 2019-2020
Methoden, technieken en statistiek 1 (7.5 credits)	Kennismaking met onderzoeksmethoden en statistiek (ASW, CA & Soc) (7.5 credits)
Methoden, technieken en statistiek 2 (7.5 credits)	Toepassing van onderzoeksmethoden en statistiek (ASW) (7.5 credits)
MTS-3: Data-analyse (7.5 credits)	Verdieping in onderzoeksmethoden en statistiek voor interdisciplinair sociaal wetenschappers (VOS ISW) (7.5 credits)
Interdisciplinaire sociale wetenschap: een onderzoek in een Utrechtse stadswijk (7.5 credits)	Interdisciplinair onderzoek naar sociale problemen (7.5 credits)
Solidariteit tussen jong en oud in arbeid, zorg en welzijn (7.5 credits) or Solidarity Between Young and Old (7.5 credits) or Individualisering en publieke dienstverlening (7,5 credits) or Individualisation and Social Policy: Norms, Objectives and Practices (7,5 credits)	Solidarity and Social Justice: Social Policy Responses to Social Problems (7.5 credits)
Migranten en integratie (7.5 credits)	Migrants and Integration (7,5 credits)
De sociale stand van Nederland (7.5 credits)	Key Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)
Risicogedrag en verslaving in de adolescentie (7.5 credits)	Risk Behavior and Addiction in Adolescence (7.5 credits)
Popmuziek, popcultuur en media (7.5 credits)	Youth Culture in a Digital World (7.5 credits)
Jongeren en seksualiteit (7.5 credits)	Youth and Sexuality (7.5 credits)
Cultuurvergelijking: theorie en onderzoek (7.5 credits)	Comparing Cultures: Theory and Research (7.5 credits)
Arbeid ziekte en gezondheid (7.5 credits)	Challenges in Work, Health and Wellbeing (7.5 credits)
Cultuur, communicatie en nieuwe media (7.5 credits) or Wild Years: Social Scientist on Youth and Generations (7.5 credits)	Wild Years: Youth Culture and Pop Music (7.5 credits)
Policy and Evaluation Research (7.5 credits)	Beleid en evaluatieonderzoek (7.5 credits)

### Annex 4.2 – CULTURAL ANTHROPOLOGY:

If not passed	Replace by in 2019-2020
Methoden, technieken en statistiek 1 (7.5 credits)	Kennismaking met onderzoeksmethoden en statistiek (ASW, CA & Soc) (7.5 credits)
Methoden, technieken en statistiek 2 voor CA (7.5 credits)	Toepassing van onderzoeksmethoden en statistiek (CA) (7.5 credits)
Culturele antropologie 4: theoretische stromingen (7.5 credits) or Culturele antropologie 4: geschiedenis en theorie van de antropologie (7.5 credits)	Cultural Anthropology 4: History and Theory in Anthropology (7.5 credits)
Migranten en integratie (7.5 credits)	Migrants and Integration (7.5 credits)
De sociale stand van Nederland (7.5 credits)	Key Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)

### Annex 4.3 – EDUCATIONAL SCIENCES:

If not passed	Replace by in 2019-2020
Methoden, technieken en statistiek 1 (7.5 credits)	Kennismaking met onderzoeksmethoden (PW & OWW) (7.5 credits)
Methoden, technieken en statistiek 2 (7.5 credits)	Toepassing van onderzoeksmethoden en statistiek (PW & OWW) (7.5 credits)
Opvoeding en ontwikkeling 1 (7.5 credits) or Opgroeien in gezin en school (7.5 credits)	Pedagogische systemen in de baby- en kindertijd (7.5 credits)
Opvoeding en ontwikkeling 2 (7.5 credits) or Socialisatie van kinderen en adolescenten (7.5 credits)	Pedagogische systemen in de kindertijd en de adolescentie (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)
Policy and Evaluation Research (7.5 credits)	Beleid en evaluatieonderzoek (7.5 credits)

### Annex 4.4 – PEDAGOGICAL SCIENCES:

If not passed	Replace by in 2019-2020
Inleiding in de pedagogische wetenschappen (7.5 credits) or Vraagstukken uit de pedagogische praktijk (7.5 credits)	Pedagogische vraagstukken rond polarisatie (7.5 credits)
Opvoeding en ontwikkeling 1 (7.5 credits) or Opgroeien in gezin en school (7.5 credits)	Pedagogische systemen in de baby- en kindertijd (7.5 credits)
Opvoeding en ontwikkeling 2 (7.5 credits) or Socialisatie van kinderen en adolescenten (7.5 credits)	Pedagogische systemen in de kindertijd en de adolescentie (7.5 credits)
Introduction to Psychology: Understanding Minds and Behaviour (7.5 credits)	Development, Learning and Behavior (7.5 credits)
Wetenschapsfilosofie en geschiedenis van de pedagogische wetenschappen (7.5 credits)	Werken aan normatieve professionaliteit (7.5 credits)
Methoden, technieken en statistiek 1 (7.5 credits)	Kennismaking met onderzoeksmethoden en statistiek (PW & OWW) (7.5 credits)
Methoden, technieken en statistiek 2 (7.5 credits)	Toepassing van onderzoeksmethoden en statistiek (PW & OWW) (7.5 credits)
Emotional and Behavioral Disturbances (7.5 credits)	Developmental Psychopathology (7.5 credits)
Culturele diversiteit in opvoeding, onderwijs en jeugdhulpverlening (7.5 credits)	Cultural Diversity (7.5 credits)
Cognitieve en lichamelijke beperkingen (7.5 credits) or Kinderen met speciale opvoedings- en onderwijsbehoeften (7.5 credits)	Kinderen met speciale opvoedings- en onderwijsbehoeften (7.5 credits) <i>individual arrangement in consultation with the director of the Bachelor's degree programme</i>
Klinische vaardigheden 1 (7.5 credits) or Professionele vaardigheden 1: selectie en afname van testmiddelen, interpretatie en rapportage (7.5 credits)	Test- en observatievaardigheden (7.5 credits)
Klinische vaardigheden 2 (7.5 credits) or Professionele vaardigheden 2: communicatie, gespreksvoering en reflectie (7.5 credits)	Communicatievaardigheden (7.5 credits)
Jeugdcriminaliteit (7.5 credits)	Jeugdcriminaliteit en jeugdbescherming (7,5 credits)
Methoden, technieken en statistiek 3 (7,5 credits)	Verdieping in onderzoeksmethoden en statistiek voor pedagogiek (7.5 credits)

#### Annex 4.5 - PSYCHOLOGY:

If not passed	Replace by in 2019-2020
Methoden, technieken en statistiek 1 (7,5 credits)	Kennismaking met onderzoeksmethoden en statistiek (Psy) (7.5 credits)
Methoden, technieken en statistiek 2 (7,5 credits)	Toepassing van onderzoeksmethoden en statistiek (Psy) (7.5 credits)
MTS-3 (7.5 credits)	Advanced Research Methods and Statistics for Psychology (7.5 credits)
Hersenen en cognitie (7.5 credits)	Cognitie en gedrag (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) or Practicum Experimental Psychology (7.5 credits)	Practicum Experimentele Psychologie (7.5 credits)
Self-Regulation in Health Behaviour (7.5 credits)	Self-Regulation (7.5 credits)
Topical Issues in Health Psychology (7.5 credits)	Science of Happiness (7.5 credits)

#### Annex 4.6 – SOCIOLOGY

If not passed	Replace by in 2019-2020
Methoden, technieken en statistiek 1 (7.5 credits)	Kennismaking met onderzoeksmethoden en statistiek (ASW, CA en Soc) (7.5 credits)
Methoden, technieken en statistiek 2 (7.5 credits)	Toepassing van onderzoeksmethoden en statistiek (Soc) (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)
Migranten en integratie (7.5 credits)	Migrants and Integration (7.5 credits)
Policy and Evaluation Research (7.5 credits)	Beleid en evaluatieonderzoek (7.5 credits)
Practicum Models of Measurement in Sociological Research (7.5 credits)	Measurement and Modelling with Social Data (7.5 credits)
De sociale stand van Nederland (7.5 credits)	Key Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)

#### Annex 4.7 - MINORS

##### Minor Algemene sociale wetenschappen (2019-2020: Minor Interdisciplinary Social Science):

If not passed	Replace by in 2019-2020
Individualisation and Social Policy: Norms, Objectives and practices (7.5 credits)	Solidarity and Social Justice: Social policy Responses to Social Problems (7.5 credits)

##### Minor Arbeid, zorg en participatie (2019-2020: Minor Social Policy and Public Health):

If not passed	Replace by in 2019-2020
Individualisation and Social Policy: Norms, Objectives and practices (7.5 credits)	Migrants and Integration (7.5 credits) or Health in Society (7.5 credits)

##### Minor Cognitieve en motorische ontwikkelingsproblemen (in phaseout):

If not passed	Replace by in 2019-2020
Leerproblemen (7,5 credits), Gehandicaptenzorg (7.5 credits) or Motorische ontwikkeling (7.5 credits)	One of the following courses, if not already chosen (7.5 credits): Educational Psychology Adolescent Development Coaching and Training Ontwikkelen van assessment- en evaluatie-instrumenten voor onderwijssituatie

**Minor Cultuur, communicatie en mediastudies:**

<b>If not passed</b>	<b>Replace by in 2019-2020</b>
Cultuur, communicatie en nieuwe media (7.5 credits)	Wild Years: Youth Culture and Pop Music (7.5 credits)

**Minor Health, Behaviour and Society:**

<b>If not passed</b>	<b>Replace by in 2019-2020</b>
Self-regulation in Health Behaviour (7.5 credits)	Self-regulation (7.5 credits)
Topical Issues in Health Psychology (7.5 credits)	Science of Happiness (7.5 credits)

**Minor International Perspectives on Youth and Education:**

<b>If not passed</b>	<b>Replace by in 2019-2020</b>
Children, Youth and Media (7.5 credits)	Youth Culture in a Digital World (7.5 credits) or Multicultural Society (7.5 credits)

**Minor Multiculturele samenleving (2019-2020: Minor Migration, Ethnic Relations and Multiculturalism):**

<b>Niet behaald</b>	<b>Te doen in 2019-2020</b>
Etniciteit en nationalisme (7.5 credits)	Etniciteit en nationalisme (7.5 credits) or The Multicultural Society (7.5 credits)

**Minor Orthopedagogiek:**

<b>If not passed</b>	<b>Replace by in 2019-2020</b>
Leerproblemen (7.5 credits)	Inclusief onderwijs en passende zorg (7.5 credits)

**Minor Social Policies in Contemporary Europe (in phaseout):**

<b>Niet behaald</b>	<b>Te doen in 2019-2020</b>
Individualisation and Social Policy: Norms, Objectives and Practices (7,5 credits)	Key Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)

**Minor Sociology: Contemporary Social Problems**

<b>If not passed</b>	<b>Replace by in 2019-2020</b>
Policy and Evaluation Research (7.5 credits)	<i>Domestic students:</i> Beleid en evaluatieonderzoek (7.5 credits)  <i>International Exchange Students:</i> Challenges in Work, Health and Well-Being (7,5 credits) or Youth Culture in a Digital Word (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.

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*

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).

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. 3.10)**

### *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, a discourse concerning a current topic in education, letter of motivation, 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 most recent school marks;
- 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 verbally, on the spot, and then 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:**

#### Required components for the major (75 credits):

##### Courses at level 1 (introductory):

Inleiding onderwijswetenschappen	course load 7.5 credits
Methoden, Technieken en Statistiek 1	course load 7.5 credits
Ontwerpen van leersituaties - inleidend	<u>course load 7.5 credits</u>
<i>Total at level 1</i>	22.5 credits

##### Courses at level 2 (intermediate):

Methoden, Technieken en Statistiek 2	course load 7.5 credits
Educational Psychology	<u>course load 7.5 credits</u>
<i>Total at level 2</i>	15.0 credits

##### Courses at level 3 (advanced):

Methoden, Technieken en Statistiek 3	course load 7.5 credits
Assessment en evaluatie	course load 7.5 credits
Ontwerpen van leersituaties gevorderd	course load 7.5 credits
Filosofische reflectie op vraagstukken in onderwijspraktijk en onderwijsonderzoek	course load 7.5 credits
Schoolorganisatie en Verandermanagement	<u>course load 7.5 credits</u>
<i>Total at level 3</i>	37.5 credits

#### Elective components for the major (60 credits):

##### Courses at level 1 (introductory):

Analyseren en Redeneren	course load 2.0 credits
Leren lesgeven (HU)	course load 1.0 credits
Didactiek van Engels (HU)	<u>course load 2.0 credits</u>
<i>Total at level 1</i>	5.0 credits

Courses at level 2 (intermediate):

Vernieuwingsonderwijs (HU)	course load 2.0 credits
Orthopedagogiek 1	course load 5.0 credits
Ontwikkelingspsychologie	<u>course load 7.5 credits</u>
<i>Total at level 2</i>	<i>14.5 credits</i>

Courses at level 3 (advanced):

Interaction in the classroom	course load 7.5 credits
Orthopedagogiek 2	course load 7.5 credits
Diversiteit in het onderwijs: wetenschappelijke inzichten vertaald naar de praktijk van de leraar PO	course load 7.5 credits
Bachelorthesis: onderzoeksplan	course load 3.0 credits
Bachelorthesis	<u>course load 15.0 credits</u>
<i>Total at level 3</i>	<i>40.5 credits</i>

Optional course profile (45 credits):

Courses at level 1 (introductory):

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 didactiek van wereldvakken (HU)	course load 3.0 credits
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
Wereldoriëntatie: Omgevingsonderwijs (HU)	course load 5.0 credits
Geletterdheid (HU)	course load 3.0 credits
Taalonderwijs op maat (HU)	<u>course load 3.0 credits</u>
<i>Total at level 1</i>	<i>30.0 credits</i>

Courses at level 2 (intermediate):

Reken- en wiskundeonderwijs op maat (HU)	course load 3.0 credits
Rekenonderwijs: Ontwikkelen van een Gefundeerde Visie (HU)	course load 4.0 credits
Taal en Beleid (HU)	course load 4.0 credits

Choice:

Onderwijs in wetenschap en technologie (HU) or Vernieuwingsonderwijs (HU)	course load 2.0 credits
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Choice (continuation):

Onderwijs in wetenschap en technologie (HU) or Vernieuwingsonderwijs (HU)	<u>course load 2,0 credits</u>
<i>Total at level 2</i>	<i>15.0 credits</i>

**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 onderwijsonderzoek 1	course load 5.0 credits
Ontwikkelingspsychologie	course load 7.5 credits
Ontwerpen van leeromgevingen	<u>course load 7.5 credits</u>
<i>total of level 1</i>	<i>30.0 credits</i>

b. courses at level 2 (intermediate):

Orthopedagogiek 1	course load 2.5 credits
Methoden van onderwijsonderzoek 2	course load 5.0 credits
Methoden van onderwijsonderzoek 3	course load 5.0 credits
Leren schrijven van teksten	<u>course load 2.5 credits</u>
<i>total at level 2</i>	<i>15.0 credits</i>

- c. courses at level 3 (advanced):  
 Bachelorthesis course load 15 credits  
 Filosofische reflectie op vraagstukken in onderwijspraktijk en onderwijsonderzoek course load 7.5 credits  
 Orthopedagogiek 2 course load 7.5 credits  
*total at level 3 30.0 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 24.0 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 1.0 credits  
*total at level 1 30.0 credits*

- 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 3.0 credits  
*Total at level 2 15.0 credits*

## Other

Where reference is made to the University Course Catalogue, the Course Catalogue of the Utrecht University of Applied Sciences should be consulted for the ALPO [academic primary school teacher-training course].

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. 4.3.3, Art. 5.1 (6), Art. 5.4, Art. 5.5, Art. 5.6 (1), Art. 5.8, Art. 5.9, Art. 5.10, Art. 5.11, Art. 5.12, Art. 6.1 (4), Art. 7.2 (2) 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 Bachelorthesis with a course load of 15 credits and the related component Bachelorthesis: onderzoeksplan (3 credits), are required (Art. 3.5);
- the Honours programme does not apply to the ALPO (Art. 3.7);
- Article 3.8 (3) does not apply to the Academic Teacher Training in Primary Education (ALPO - Academische lerarenopleiding primair onderwijs). Timetable information is given via other channels (Blackboard and Website Hogeschool Utrecht).
- Article 4.1 (1) (course load of the course) does not apply (all courses have a credit load of 1, 2, 3, 4, 5 or 7,5 credits);
- the ALPO courses are listed in the study guide 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;
- tests of the HU University of Applied Sciences Utrecht can take place in the month of August (Art. 5.1 (6));
- the assessment of the components, as well as rounding of the marks (Art. 5.4) 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 the Education and Examination Regulations of the HU University of Applied Sciences Utrecht (OER-UU);
- the testing of the components of the UU Educational Sciences Bachelor's programme takes place as outlined in the course descriptions included in the course catalogue of the Utrecht University of Applied Sciences and the course manual (Art. 5.6 (1));
- resits, as well as granting extra tests due to a force majeure (Art. 5.5 and Art. 5.8) for the components of the UU Educational Sciences Education Bachelor's programme that are taken at the HU University of Applied Sciences are handled in accordance with the Examination Regulations of the HU University of Applied Sciences Utrecht (OER-HU);
- the last course provision (Art. 5.9) for the components of the UU Educational Sciences Bachelor's programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (OER-HU);
- the time limit for grading tests (Art. 5.10) for the components of the UU Educational Sciences Bachelor's programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (OER-HU);
- 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 (Art. 5.11) in accordance with the Education and Examination Regulations of the University of Applied Sciences Utrecht (OER-HU);
- the right of inspection (Art. 5.12) for the components of the UU Educational Sciences Bachelor's programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (OER-HU);
- Article 6.1(4) is (partly) not applicable to students who started the ALPO from 1 September 2015: they do not maintain a portfolio and this portfolio does not therefore have to be assessed with a passing mark;
- at the ALPO, a study career counsellor (Art. 7.2(2)) performs the tasks of the tutor;
- the 'study start week' of the ALPO is the week before the start of the first semester of the first year of study (Art. 7.2 (2));
- 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 in 2019-2020</b>
Inleiding onderwijskunde en lesgeven (8.5 credits)	Inleiding onderwijswetenschappen (7.5 credits) + Inleiding in lesgeven (1 credits)
Maatschappelijke problemen en sociale processen (7.5 credits)	Diversiteit in het onderwijs (7.5 credits)
Taal (3 credits)	Geletterdheid (3 credits)
Rekenonderwijs op peil-opbrengstgericht werken (3 credits)	Reken- en wiskundeonderwijs op maat (3 credits)
Ontwerpen van leersituaties & ICT (7.5 credits)	Ontwerpen van leersituaties – inleidend (7.5 credits)

**2014 cohort**

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

**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)
- Comparing Cultures: Theory and Research (7.5 credits)
- Conducting a Survey (5 credits)
- Cognitive Neurosciences (3 credits)
- Social Data Analysis (5 credits)
- Self-Regulation (5 credits)
- Education and ICT (5 credits)
- Youth Culture in a Digital World (7.5 credits)

## **Annex 8. Language policy chosen for the degree programmes**

All programmes are taught in Dutch.

Dutch as the language of instruction follows from article 7.2 of the Act, "*Het onderwijs wordt gegeven en de examens worden afgenomen in het Nederlands*" ("*The education is given and the examinations are held in Dutch*"). Utrecht University has laid down in its Language Code of Conduct that bachelor's degree programmes (generally) use the Dutch language (Article 2).

Parts of the curriculum, including the tests, may be offered in English or another language if:

- a. foreign lecturers are responsible for the component,
- b. the component is intended to acquire intercultural and international skills in the setting of an international classroom (e.g. by receiving exchange students),
- c. for the purposes of this component, it is deemed necessary for students to acquire the ability to speak and write in English or another language,
- d. the component applies in preparation for the requirements of a foreign-language master's programme and it can be demonstrated that the component meets the need of students to prepare for a foreign-language master's programme by participating in the component.