Education and Examination Regulations 2018-2019

of the
Master's Degree Programmes

Interdisciplinary Social Science

Study programmes:
Social Policy and Public Health
Youth Studies

Cultural Anthropology

Study programme:
Sustainable Citizenship

Educational Sciences

Study programme:
Educational Sciences

Pedagogical Sciences

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

Psychology

Study programmes:
Clinical Psychology
Social, Health and Organisational Psychology
Clinical Child and Adolescent Psychology
Neuropsychology
Applied Cognitive Psychology

Sociology

Study programme:
Contemporary Social Problems

within the
Faculty of Social and Behavioural Sciences
at
Utrecht University

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

These regulations were adopted by the dean of the Faculty of Social and Behavioural Sciences on 1 June 2018 with the approval of the Faculty Council on 22 May 2018.

Contents

Part 1 – Rules

Part 2 – Aim of the Degree Programme

Annex

Part 1

RULES

SECTION 1 – GENERAL PROVISIONS

art. 1.1 – applicability of the regulations

These Regulations apply to the academic year 2018-2019 and apply to the education, the tests and the examination of the following Master's Degree Programmes and Study Programmes and to all students who are registered for the Programme as well as to all those who seek admission to the Programmes for the 2018-2019 academic year[1]:

Master's Degree Programme:	Study Programme:
Interdisciplinary Social Science	• Social Policy and Public Health • Youth Studies
Cultural Anthropology	• Sustainable Citizenship
Educational Sciences	• Educational Sciences
Pedagogical Sciences	• Clinical Child, Family and Education Studies • Youth, Education and Society
Psychology	• Clinical Psychology • Social, Health and Organisational Psychology • Clinical Child and Adolescent Psychology • Neuropsychology • Applied Cognitive Psychology
Sociology	• Contemporary Social Problems

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

art. 1.2 – definition of terms

In these regulations, the following terms mean:
a. Act, the: the Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
b. component: a unit of study (course, internship, thesis) of the study programme, included in the University Course Catalogue;
c. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
d. dean: the dean of the Faculty of Social and Behavioural Sciences at Utrecht University;
e. Educational Facilities Contract: the contract concluded by the study programme and the disabled or chronically ill student, which lays down the necessary and reasonable facilities to which the student is entitled;
f. examination: the final Master's examination of the study programme that is passed if all obligations of the entire Master's Degree Programme have been fulfilled;
g. Faculty, the: the Faculty of Social and Behavioural Sciences;
h. Graduate School of Social and Behavioural Sciences (GSSBS): the School that provides the Master's Degree Programmes within the Faculty of Social and Behavioural Sciences;
i. International Diploma Supplement (IDS): the annex to the Master's Degree Certificate, which includes an explanation of the nature and contents of the study programme (partly in an international context);
j. 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;
k. Master's Degree Programme: the Master's Degree Programme referred to in art. 1.1 of these Regulations. A Master's Degree Programme can consist of several Study Programmes;
l. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
m. test: interim examination as referred to in art. 7.10 of the Act;
n. 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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[1] The EER (Education and Examination Regulations) is reviewed annually and applies to all students registered

in the course. If the EER is amended, the new regulations apply to everybody, unless a transitional arrangement applies to a particular group of students.

SECTION 2 – ADMISSION

art. 2.1 – requirements for admission to the degree programme

2.1.1 – Admissibility.

2.1.1.1 - INTERDISCIPLINARY SOCIAL SCIENCE

1. The holder of a Dutch of foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
   - knowledge of and understanding beyond the social scientific theories of the discipline, or the possibilities and difficulties of combining disciplinary social scientific approaches;
   - knowledge and understanding of various scientific theoretical approaches;
   - knowledge and understanding of a social issue in the field of employment, care and participation or youth.
2. In the context of that stated in the first paragraph, the following admission requirements must be met for the distinctive Study Programmes in the Master's Degree Programme:

Study programme Social Policy and Public Health

The student will have the following competencies at the academic bachelor level:
- knowledge of and insight into interdisciplinary social science theories, or knowledge of and insight into the possibilities and difficulties of combining various disciplinary approaches within the social sciences;
- knowledge of and insight into quantitative and qualitative social research methods and techniques at the Bachelor level;
- the ability to develop, carry out, analyse and prepare written reports on social science research. ;
- knowledge of and insight into social issues in contemporary society related to work, care and participation;
- knowledge of and insight into social policy and intervention theories.

Study programme Youth Studies

The following competencies at academic bachelor level:
- The ability to interpret and apply complex theories, based on various social scientific theories about important social youth issues;
- Knowledge and skills regarding quantitative methods and techniques of social scientific research at Bachelor degree level;
- The ability to set up, carry out, analyse and prepare written reports on social science research 'under supervision';
- The ability to communicate clearly and effectively in a way that is tailored to the other discussion partner(s) and the specific setting/situation, and the ability to adequately report on this both verbally and in writing.

2.1.1.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship

The holder of a Dutch or foreign higher education degree at academic bachelor level with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
- *Anthropology:* interpret, analyze and solve key (social) issues in anthropology, more specifically theoretical concepts and approaches concerning cultural diversity, citizenship, sustainability and globalization;
- *Research methodology:* design, perform, analyze and report on scientific research in social sciences, with a focus on qualitative research.

2.1.1.3 – EDUCATIONAL SCIENCES

Study programme Educational Sciences

The holder of a Dutch of foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
- set up, conduct, statistically analyse and report on academic research;
- extensive and in-depth knowledge of social-science research methods and statistics;
- insight into and knowledge of the development of educational programmes based on theoretical learning principles and design models;
- provide leadership in innovations and change processes in organisations based on theories about innovation and change management;
- develop and carry out theoretically well-founded evaluations and assessments;
- academic knowledge of educational psychology.

2.1.1.4 – PEDAGOGICAL SCIENCES

1. The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
   - research competencies: knowledge of and skill in the set-up, implementation, statistical analysis and reporting of scientific research on a pedagogical issue;
   - knowledge of methods and techniques of scientific research in the social sciences and the ability to apply these;
   - knowledge and an understanding of child rearing and development theories as well as the fields of operation and practice in pedagogy;
   - skills in the area of seeking, selecting and processing scientific literature, the ability to critically reflect on knowledge bases and to reflect this in oral and written form;
   - social communication competencies that are needed to successfully complete the programme. This primarily concerns the communicative attitude and skills required to function well in an internship in the Master's programme.
2. In the context of that stated in the first paragraph, the following admission requirements must be met for the distinctive Study Programmes in the Master's Degree Programme:

Study programme Youth, Education and Society

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

Study programme Clinical Child, Family and Education Studies

The following competencies at academic bachelor level:
- knowledge, insight into and the ability to apply theories and perspectives from the social sciences in general and pedagogical sciences in particular;
- knowledge, insight into and the ability to apply theories and perspectives in the area of diagnostic assessment and treatment;
- the ability to analyse, synthesise and interpret information in scientific articles in the area of social science issues in general and pedagogical issues in particular;

- the ability to set up, implement, statistically analyse and interpret the data gathered from scientific research in the area of pedagogical issues – preferably, but not exclusively, geared towards problematic parenting or learning situations;
- knowledge, insight into and the ability to apply methods and techniques related to social science research – preferably, but not exclusively, applied to pedagogical issues;
- the personal effectiveness required to perform well in an internship setting, for instance one is able to act flexibly, with integrity, with stress resistance and is able to self-reflect.

2.1.1.5 – PSYCHOLOGY

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

Study programme Clinical Psychology

The following competencies at academic bachelor level:
- psychological theories: the ability to analyse questions about health and illness with integrity and in a critically constructive way based on recent scientific psychological insights.
- psychopathology: possession of in-depth knowledge of aetiology, symptomatology and prognoses of adult psychological disorders according to recent insights.
- assessment: the ability to understand and conduct the adult diagnostic examination process from problem to diagnosis and recommendation.
- methods and statistics and research report: the ability to independently (with supervision) prepare quantitative empirical psychological scientific research in a scientifically responsible way as well as the ability to conduct, report on and evaluate the research in a critically constructive way.
- communication techniques: the ability to communicate effectively and clearly in a way that is tailored to the other discussion partner(s) and specific setting/situation, and the ability to adequately report on this both verbally and in writing.

Study programme Social, Health and Organisational Psychology

The following competencies at academic bachelor level:
- advanced academic knowledge (i.e. Bachelor exit level) of Social Psychology (including social cognition and attitudes, interpersonal processes, group processes) and/or Health Psychology (including self-regulation, motivation and emotion, health psychology) and/or Work and Organisational Psychology (including work psychology, organisational psychology, Human Resource Management);
- the ability to design and conduct quantitative scientific research in the field of Social, Health or Organisational Psychology (under supervision). The ability to use multivariate statistics to analyse results, and the ability to report and reflect on research in a critical and constructive manner;
- the ability to communicate in a clear and effective manner, both verbally and in written form, tailored to the other person(s) and the specific setting/situation.

Study programme Clinical Child and Adolescent Psychology

The following competencies at academic bachelor level:
- the ability to systematically and in a critically constructive way interpret, analyse and solve problems and issues in the foremost areas of psychology, in particular child and adolescent psychology;
- the ability to effectively use diagnostic decision-making models, procedures and instruments in relatively simple (paper) diagnostic cases;
- the ability, under supervision, to set up, perform, statistically analyse and report on a social-scientific research project;
- the ability to critically reflect on own actions and developments in professional practice and discipline and translate the conclusions of this into substantiated initiatives for improvement;
- the ability to communicate (both orally and in writing) clearly and effectively, in a way appropriate to the discussion partner(s) and the specific setting/situation;
- the ability to work together and demonstrate good social skills where required in professional situations (as a basis for developing professional conduct);
- the command of demonstrable and up-to-date academic knowledge in the field of child and adolescent psychology related to normal and deviant development and factors that influence this development, and the ability to apply this knowledge to a (fictional) real-life situation.

Study programme Neuropsychology

The following competencies at academic bachelor level:
- the ability to academically analyse, interpret and solve problems and issues in the area of psychology, and neuropsychology in particular;
- the ability to effectively use neuropsychological diagnostic decision-making models, procedures and instruments in a simple diagnostic case;
- the ability, under supervision, to set up, perform and analyse a scientific research project using the correct statistical procedures and to report on this;
- the ability to act professionally in relation to self, clients and colleagues and work-related tasks and responsibilities;
- the ability to communicate effectively and clearly in a way appropriate to the discussion partner(s) and the specific setting/situation and to effectively report on this both orally and in writing.

Study programme Applied Cognitive Psychology

The following competencies at academic bachelor level:
- the ability to think academically at Bachelor's level;
- the ability to qualitatively or quantitatively measure and/or interpret aspects of human behaviour.

2.1.1.6 – SOCIOLOGY

Study programme Contemporary Social Problems:

The holder of a Dutch or foreign higher education degree at academic bachelor level, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
Social science theories
- knowledge and insight into theory development in one of the social science disciplines and the ability to apply the logic of hypothesis derivation and testing to specific topics.
Contemporary social problems
- the ability to adequately analyse social problems and issues based on the relation between the macro level (social/structural factors) and micro level (individual orientations, decisions and behaviour).
Methods and statistics
- the ability to successfully perform appropriate data collection and to apply quantitative research strategies to analyse the data.
- the ability to develop, carry out, analyse and prepare written reports on social science research.
- experience using statistical software, such as SPSS, at bachelor's level.

2.1.2 – Selection.

Students will be selected on the basis of an assessment of the following core competencies of applicants:
a) motivation and talent (also on the basis of an average mark and student progress monitoring);
b) level of required knowledge and the mastery of methods and techniques used in the subject area;
c) general high level of professional and intellectual ability;
d) command of the language(s) used in the programme.
This information is used to consider whether the student concerned is in a position of being able to complete successfully the Master's Programme within the nominal time period.

2.1.3 – Neuropsychology programme numerical limitation (numerus fixus)

1. The Neuropsychology programme of the Psychology Master's programme has a numerical limitation. The maximum number of students admitted to the programme will be 65;
2. The admissions committee referred to in Art. 2.3 applies a ranking of the applications submitted based on the criteria stated in Art. 2.1.2 and accepts the admission applications according to the ranking it has established.

art. 2.2 – English language

Registration for the programme is possible only after it has been demonstrated that the requirement of adequate command of the English language is fulfilled.
Deficiencies in previous education in English can be made up before the start of the study programme by sitting one of the following tests:
– IELTS (International English Language Testing System), academic module. The minimum required IELTS score (overall band) must be: 6.5 with at least 6.0 for the component 'writing';
– TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score is 93 for the internet-based test;
– Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
   • Cambridge Certificate in Advanced English; minimum score: B;
   • Cambridge Certificate of Proficiency in English; minimum score: C.
The holder of an academic university Bachelor's Degree awarded in the Netherlands and the student who completed the Pre-Master's programme from Annex 1 fulfil the requirement of sufficient command of the English language.

art. 2.3 – admission procedure

1. Admission decisions are made by the Master's Degree Programme's admissions committee.
2. With regard to admission to the Study Programme, the admissions committee examines:
   • the knowledge stated in Article 2.1.1, and the candidate's understanding and skills. In addition to written proof of the programme(s) followed, the committee can have specific knowledge, understanding and skills evaluated by experts in or outside of the university;
   • the candidate's core competencies stated in Article 2.1.2;
   • whether the candidate satisfies, or will satisfy in a timely manner, the stated conditions.
   Based on the above, the admissions committee reaches a decision about the suitability of the candidate for the completion of the final qualifications of the programme with sufficient diligence and within the allotted time.
3. A request to be admitted to the Master's Degree Programme must be submitted before 1 April to the admissions committee. Provided the programme has sufficient capacity, the 1 April deadline will be extended to 1 June. This will be determined by the director of the Master's programme. Requests submitted after this closing date will not be considered. The decision not to consider the request will point out the possibility to appeal to the Examinations Appeal Board.
4. The admissions committee makes a decision within a period of 17 working days from when the complete file has been received. Admission will be granted on the condition that by the starting date of the Study Programme the applicant will have satisfied the knowledge and skills requirements referred to in art. 2.1, as evidenced by qualifications obtained.

5. The applicant will receive written notification that he/she has or has not been admitted to the Master's Degree Programme and a particular Study Programme. The possibility to appeal to the Examinations Appeals Board is pointed out in this notification.
6. The candidate accepts proof of admission within two weeks following receipt. The proof of admission lapses if it is not received within two weeks.

art. 2.4 – conditional admission decision: premaster programme

1. At the written request of the holder of a Bachelor's diploma of a Dutch University or a Bachelor's diploma of a Dutch University of Applied Sciences (hbo) worth 240 credits, who does not meet the admission requirements stipulated in art. 2.1, the admissions committee of the Master's Degree Programme concerned will decide whether the requirements can be met by means of a premaster programme developed specially for the Master's Degree programme in question.
2. The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits listed in the annex under 1 shall be granted admission to the premaster programme for holders of a Bachelor's diploma of a University of Applied Sciences (hbo) described therein.
3. A request to be admitted to the premaster programme must be submitted before 1 May to the admissions committee.
4. If the outcome of the evaluation referred to in article 2.3 is that the candidate does not yet meet the admission requirements referred to in art. 2.1, but will meet them after having passed a premaster programme tailored to the Master's Degree Programme, the candidate will be given a conditional admission decision.
5. This conditional admission decision will state that the candidate concerned will be admitted to the Master's Degree Programme if:
   a. the premaster programme with the courses described therein and the study load, expressed in credits, has been passed
   b. within the period of two years.
6. The candidate will receive written confirmation of the conditional admission decision, which will point out the possibility to appeal to the Examinations Appeals Board.
7. After the conditions referred to in paragraph 5 under a and b have been met, the conditional admission decision will be converted into a definitive admission decision.
8. After the expiry of the period referred to in paragraph 5 under b, the student may no longer participate, or participate again, in the premaster programme of Utrecht University.
9. The pre-master course referred to in paragraph 1 is open only to candidates who hold the nationality of an EU/EER member state or Switzerland, or do not hold this nationality but do hold a residence permit that entitles them to statutory tuition fees, and have completed their previous education in the Netherlands.
10. The Admissions Committee may deviate from the requirement referred to in paragraph 9 in special cases. In any case special dispensation will be given to refugees with residence status and refugees with a W-card, who have applied for asylum and have nog yet received a final decision on their application.

SECTION 3 – CONTENTS AND STRUCTURE OF THE DEGREE PROGRAMME

art. 3.1 – aim of the degree programme

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

art. 3.2 – attendance mode

These are full-time programmes.

art. 3.3 – language in which the programme is taught

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

art. 3.4 – credit load

The credit load for the programmes is 60 credits.

art. 3.5 – starting times of the programmes

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

art. 3.6 – composition of the study programmes

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

art. 3.7 – actual teaching structure

1. On average throughout the university, the number of contact hours (number of scheduled contact hours for the various courses in addition to the programmed or standardised supervision time) is at least 12 hours per week. This rule does not apply in the period during which the thesis is being written.
2. The 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. scheduling of the educational activities
   b. timetables and scheduling of the hourly periods
   c. scheduled contact time per course
   d. other structured contact hours for general student supervision (work placement and thesis supervision, personal tutor time, study supervision, etc.) during which a lecturer/assistant is available to the student in that period
   e. when and where the course examinations and 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 examinations and tests will take place for the courses for which they are registered.

SECTION 4 – EDUCATION

art. 4.1 – courses

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

art. 4.2 – 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 programme is possible only after the courses listed for it have been passed. The director of the Master's programme decides which motivated claims for dispensation of entry requirement will be awarded.

4.3.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Public Health:

Course:	After passing:
Key Issues in Social Policy and Public Health	Interventions and Policies 1: Practical Orientation or Social Risks in Europe: Protection, Activation and Diversity
Practical Internship SPPH	Interventions and Policies 1: Practical Orientation or Interventions and Policies 2: Research Orientation
Thesis Based on Existing Data SPPH (TED)	Key Issues in Social Policy and Public Health
Research Internship and Thesis SPPH (RIT)	Interventions and Policies 1: Practical Orientation or Interventions and Policies 2: Research Orientation and Key Issues in Social Policy and Public Health

Study programme Youth Studies:

Course:	After passing:
Key issues in the study of youth	Interventions and Policies 1: Practical Orientation or Youth Studies: an Interdisciplinary Approach
Practical internship YS	Interventions and Policies 1: Practical Orientation or Interventions and Policies 2: Research Orientation
Thesis based on existing data YS (TED)	Key Issues in the Study of Youth
Research internship and thesis YS (RIT)	Interventions and Policies 1: Practical Orientation or Interventions and Policies 2: Research Orientation and Key Issues in the Study of Youth

4.3.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Course:	After passing:
Etnographic Fieldwork and Thesis	• Anthropology of Globalization and • Sustainability and Social Contestation and • Security and Sovereignty and • Ethnographic Methods and Research Design

4.3.3 – EDUCATIONAL SCIENCES

Study programme Educational Sciences:

Course:	After passing:
Internship	Learning in Organizations or Instructional Design and Evaluation
Master's Thesis	Learning in Organizations or Instructional Design and Evaluation

4.3.4 – PEDAGOGICAL SCIENCES

Premaster programme Clinical Child, Family and Education Studies:

Course:	After passing:
Thesis	• Methoden en statistiek van sociaal wetenschappelijk onderzoek and • Methoden, technieken en statistiek 3 (MTS-3)

Premaster programme Youth, Education and Society:

Course:	After passing:
Thesis	• Methoden en statistiek van sociaal wetenschappelijk onderzoek and • MTS-3: Data-analyse

4.3.5 – SOCIOLOGY

Study programme Contemporary Social Problems:

Course:	After passing:
Internship and Labour Market Preparation	• Policy Research and Advice • Organisations Theory and Research • One of the three tracks with the two corresponding required track courses. *Track Criminology and Safety:* • Criminology and Safety (Theories, Trends and Policies) • • Internet, Social Media and Networks or Essentials of Care: Analyzing Current Policy Trends *Track Internet, Social Media and Networks:* • Internet, Social Media and Networks • Essentials of Care: Analyzing Current Policy Trends or Criminology and Safety (Theories, Trends and Policies) *Track Essentials of Care:* • Essentials of Care: Analyzing Current Policy Trends • Internet, Social Media and Networks or Criminology and Safety (Theories, Trends and Policies)
Master's thesis	• Policy Research and Advice • Organisations Theory and Research • One of the three tracks with the two corresponding required track courses. *Track Criminology and Safety:* • Criminology and Safety (Theories, Trends and Policies) • Essentials of Care: Analyzing Current Policy Trends or Internet, Social Media and Networks *Track Internet, Social Media and Networks:* • Internet, Social Media and Metworks • Essentials of Care: Analyzing Current Policy Trends or Criminology and Safety (Theories, Trends and Policies) *Track Essentials of Care:* • Essentials of Care: Analyzing Current Policy

| | Trends |
| | • Internet, Social Media and Networks or Criminology and Safety (Theories, Trends and Policies) |

art. 4.4 – registration for courses

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

art. 4.5 – course participation

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

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 Master's programme and the students, may decide to offer the course in an altered form in terms of working and examination methods, or to offer an alternative course.

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

art. 4.8 – 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/she may be removed from the course by the course coordinator.

art. 4.9 – 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 is not compulsory;
   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

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

lecturer(s) based on standard evaluation forms, whereby several questions, at own discretion, can be complemented by the study programme;

    c. evaluation at curriculum level based on standard evaluation forms, whereby several questions, at own discretion, can be complemented by 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. The testing procedure is described in the Regulations of the Board of Examiners.
4. There is no testing in the month of August.

art. 5.2 – Board of Examiners

1. For each academic programme or group of programmes, the dean will set up a Board of Examiners and will put in place sufficient guarantees that this Board will work in an independent and expert manner.
2. The dean will appoint the chair and the members of the Board of Examiners for a period of three years on the basis of their expertise in the field of the programme(s) in question or the field of examining, whereby:
   - at least one member shall be from outside the relevant (group of) programme(s), and
   - at least one member is, as a lecturer, affiliated with the relevant (group of) programme(s). Re-appointment is possible. Before making this appointment, the dean will consult the members of the Board of Examiners concerned.
3. Persons holding a management position with financial responsibility or (partial) responsibility for a programme of study may not be appointed a as 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 hat they no longer fulfil the requirements stated in paragraphs 2 or 3 of this article. In addition, the dean may dismiss the chair and the members in the event that they fail to perform their statutory duties inadequately.
5. The dean will make the composition of the Board(s) of Examiners known to the students and teaching staff.

art. 5.3 – assessment: internship or research assignment

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

art. 5.4 – marks and alphanumeric results

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

The rounding up and down is as follows.

<u>Fail:</u>

0.00 – 4.99 are not rounded up
5.00 – 5.49 = 5

<u>Pass:</u>

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:
   - 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;
   - FR (fraude – fraud): the Board of examiners has established fraud.

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 or she is nonetheless awarded a failing mark, but the final mark is at least a 4.0, without rounding up, he or she will be given a once-only possibility to sit an additional or substitute test.
2. A student does not qualify for an additional or substitute test if he or she 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 Master'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 Master's programme organising the course before the start of the regular or additional/substitute test.
3. Article 5.5 shall correspondingly apply to the extra test referred to in the first paragraph. This means that the student who misses the regular exam of the course due to force majeure and sits the exam by means of an extra test will be able to take a supplementary or replacement exam if the student fails the final assessment with a score of at least an unrounded 4.0.

art. 5.9 – time limit for grading tests

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

art. 5.10 – 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 (*profileringsfonds* - for special financial support to students) as referred to in paragraph 2a of the Higher Education and Research Act and the period granted or an extension of the performance-related grant due to a disability or chronic illness.
3. Partial tests and assignments which were passed 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.
4. Contrary to the provisions of paragraph 1, the validity of a component of the premaster programme for students holding an hbo diploma lapses, if the premaster programme has not been completed within two years.

art. 5.11 – right of inspection [3]

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

art. 5.12 – storage time tests

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

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

art. 5.13 — 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/she:
   a. has completed an equivalent component of a university or higher professional study programme prior to the start of the Master's Degree Programme;
   b. has demonstrated through work or professional experience that he or she has sufficient knowledge and skills in relation to that component.
2. Exemptions for partial tests will not be granted.

art. 5.14 — fraud and plagiarism

1. Fraud and plagiarism are defined as an action or failure to act on the part of a student, whereby a correct assessment of his or her knowledge, insight and skills is made impossible, in full or in part.
   Fraud includes:
   - cheating during 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 of part of an assignment and presenting it as their own work;
   - gaining access to questions, exercises or answers of an examination prior to the date or time that the testing takes place;
   - making up survey or interview answers or research data;
   - wrongly signing or having another sign the attendance lists (student A signs for student B who is not present; both students commit fraud).

   Plagiarism is defined as including data or sections of text (from others) in a thesis or other paper without quoting the source. Plagiarism includes the following:
   - cutting and pasting text from digital sources such as encyclopaedias and digital publications without using quotation marks and referring to the source;
   - cutting and pasting text from the internet without using quotation marks and referring to the source;
   - using excerpts from texts of printed material such as books, magazines or other publications and encyclopaedias without using quotation marks and referring to the source;
   - using a translation of the abovementioned sources without using quotation marks and referring to the source;
   - paraphrasing the abovementioned texts without giving a (clear) reference: paraphrasing must be marked as such (by explicitly linking the text with the original author, either in text or a footnote), whereby the impression is not created that the ideas expressed are those of the student;
   - using visual, audio or test material from others without referring to the source and presenting this as own work;
   - resubmission of the student's own earlier work without source references, and allowing this to pass for work originally produced for the purpose of the course, unless this is expressly permitted in the course or by the lecturer;
   - using the work of other students and passing this off as own work. If this happens with the permission of the other student, the latter is also guilty of plagiarism;
   - in the event that, in a joint paper, one of the authors commits plagiarism, the other authors are also guilty of plagiarism, if they could or should have known that the other was committing plagiarism;
   - submitting papers obtained from a commercial institution (such as an internet site offering excerpts or papers) or having such written by someone else whether or not in return for payment.
2. a. If fraud or plagiarism is established or suspected, the examiner informs the student or Board of Examiners in writing.
   b. The Board of Examiners gives the student the opportunity to:
   - respond in writing;

- respond orally.

3. The board of examiners will determine whether fraud or plagiarism has occurred or whether a case involves a student being an accessory to fraud or plagiarism and will inform the student of its decision in writing and of the sanctions in accordance with the stipulations of the fourth paragraph, stating the possibility of appeal to the Examination Appeals Board.

4. Fraud and plagiarism or being an accessory to either fraud or plagiarism will be punished by the board of examiners as follows:
   a. In any event:
      - invalidation of the paper or examination submitted;
      - a reprimand, a note of which will be made in the student's file;
      - no longer being eligible for a positive degree classification (cum laude) as referred to in art. 6.2.
   b. In addition to – depending on the nature and scale of the fraud or plagiarism, and on the students phase of study – one or more of the following sanctions:
      - removal from the course;
      - exclusion from participation in examinations or other forms of testing belonging to the educational component concerned for the current academic year, or for a period of 12 months;
      - complete exclusion from participation in all examinations or other forms of testing for a period of 12 months.
   c. In the event that the student has already received a reprimand:
      - complete exclusion from participation in all examinations or other forms of testing for a period of 12 months and a recommendation to leave the course.
   d. In the case of extremely serious and/or repeated fraud or plagiarism, the Board of Examiners may recommend that the Executive Board permanently terminate the programme registration of the student concerned.

5. If the Board of Examiners establishes that large-scale or organised fraud is involved such that the examination results as a whole will be affected, the Board of Examiners will declare without delay that the relevant examination is invalid and that all participants must resit the entire examination in the short term. At that time, the Board of Examiners will set the date on which the examination must be resat. This date will be a maximum of two weeks after the fraud was established, allowing participants to benefit by preparing for the examination.

Art. 5.15 – dictionary

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.
5. A further condition for passing the examination and receiving the certificate is that the student was registered for the course during the period in which the tests were taken. If the student does not fulfil this condition, the Executive Board may issue a statement of no objection in relation to the passing of the examination and the issue of the certificate, after the student has paid the tuition fees and administration charges owing for the 'missing' periods.
6. A student who has passed an examination and is therefore entitled to be awarded a certificate, may request that the Board of Examiners delay the granting of the certificate and the examination date as referred to in the third paragraph. Such a request must be submitted within two weeks after the student has been informed of the examination results, stating the date on which the student wishes to receive the certificate. The Board of Examiners will in any case grant the request in the academic year 2018-2019 if the student:
   - plans to fulfil a management position for which Utrecht University has provided a board activities grant;
   - plans to do an internship [4] or take a component of a study programme abroad.
   The Board of Examiners may also grant the request if refusal would result in an exceptional case of extreme unfairness on account of the circumstance that the student concerned could not have taken into account the automatic graduation when he was planning his study.

art. 6.2 – cum laude judicium

A Master's degree may be awarded with distinction (*cum laude*). To achieve this distinction, students must have obtained the following requirements:
– a weighted average of at least an 8.0, without rounding up, for all components of the Master's degree programme. This weighting is based on the credits;
– the weighted average 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 Master's (research) project [5] must be 8.0 or higher;
– the initial mark for the work placement, if applicable, must not be lower than 8.0;
– the final examination of the Master's Degree Programme has been passed within one year.
Exemptions do not count towards a degree with distinction.
Marks given for courses of other degree programmes, including those at foreign universities, only count if permission is sought from the Board of Examiners prior to the start of the courses.
The student, of whom the board of examiners has concluded that he has perpetrated fraud, shall not be awarded with distinction (cum laude).
If the above regulations are not applicable, the Board of Examiners reserves the right to make the final decision.

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[4] The internship must be an official education component, completed as part of the Master's examination.
[5] If the Master's (research) project consists of more than one component, the weighted average of all of the components must be at least 8.0 without rounding up. Marks are weighted based on the number of credits.

art. 6.3 – degree

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

art. 6.4 – degree certificate

1. The Board of Examiners will award a certificate as proof that the examination was passed. One certificate will be issued for each course, even if a student completes several programmes.
2. The Board of Examiners will add the International Diploma Supplement 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 Master'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 alphanumerical results,
   - not weighted according to study load,
   - in the three most recent academic years,
   - of students who were actively registered for a Master's degree programme at Utrecht University.

SECTION 7 – STUDENT COUNSELLING

art. 7.1 – records of students' progress

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

art. 7.2 – student counselling

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

art. 7.3 – 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 3.

art. 8.3 – amendments

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

art. 8.4 – publication

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

art. 8.5 – effective date

These Regulations take effect on 1 September 2018.

Part 2

AIM OF THE DEGREE PROGRAMME

INTERDISCIPLINARY SOCIAL SCIENCE:

Study programme Youth Studies and Study programme Social Policy and Public Health

Learning outcomes:

Knowledge and insight
Graduates of the Interdisciplinary Social Sciences Master's programme have knowledge of and insight into:
– current developments occuring in modern societies
  o in the experiences of young people (JS) or
  o in the domain of health and wellbeing, in particular related to work, care and participation (SPPH)
– disciplinary and interdisciplinary theories and models that can be applied in the investigation of
  o issues relating to young people (JS), or
  o issues relating to the domain of health and wellbeing, in particular related to work, care and participation (SPPH);
– the research methods and strategies that are applied in a sound examination of these issues;
– the theory formulation on the organisational context of social policy and interventions.

Applying knowledge and insight
Graduates of the Interdisciplinary Social Sciences Master's programme are able to:
– analyse complex social issues from a variety of theoretical perspectives and relate them to concepts that play a role in the study of
  o young people in a variety of societal and institutional contexts (JS), or
  o health and wellbeing, in particular related to work, care and participation (SPPH);
– combine the basic principles of the various disciplinary perspectives in an interdisciplinary approach and apply them to the above-mentioned issues;
– conduct independent research and convey conclusions about it clearly and unambiguously, both orally and in writing, to a public of specialists and non-specialists, and to indicate the knowledge, motives and considerations on which these are based;
– incorporate the relationship between policy, management and level of implementation in the analysis, evaluation and implementation of policy-related and intervention practices.

Forming judgements
Graduates of the Interdisciplinary Social Sciences Master's programme:
– are able to engage in critical reflection on existing social relationships as well as on policy and intervention practices, based on theoretical, analytic and methodological considerations;
– are able to engage in critical reflection on their own actions as academic professionals in relation to clients, research participants, interventions and policy;
– are able to arrive at academically justified judgements in complex and/or relatively unfamiliar societal situations;
– consider the ethical aspects of the application of academic knowledge in the professional field.

Communication
Graduates of the Interdisciplinary Social Sciences Master's programme are able to:
– function appropriately as social scientists, particularly with regard to approaching and establishing working relationships with clients and/or research participants and colleagues and answering to them for their professional actions and conclusions;
– communicate clearly and unambiguously, both orally and in writing, with a public of specialists and non-specialists, reporting on the results of academic empirical research.
Graduates of the Interdisciplinary Social Sciences Master's programme demonstrate:
– an honest and critical position in relation to research plans and results;
– a respectful and responsible attitude towards students, colleagues, respondents, clients et cetera.

Learning skills
Graduates of the Interdisciplinary Social Sciences Master's programme are able to:
– describe or present in another form the results of an academic analysis in a sound manner;

- operationalise social-science theories and concepts for the purposes of a research proposal that can be implemented;
- learn from literature, lectures on knowledge and skills, and feedback on their own academic and professional activities;
- conduct academic research in a team;
- assess the academic work of colleagues and provide academically sound constructive commentary on it;
- develop and implement policy and intervention proposals in a complex organisational context, taking account of the specific characteristics of the actors involved.

CULTURAL ANTHROPOLOGY:

Study programme Sustainable Citizenship

The Cultural Anthropology Master's Programme Sustainable Citizenship prepares students to independently analyse and solve complex practical issues and research questions in various contexts using current research knowledge, skills and (ethical) reflection.
In this process, they learn to create a link between research knowledge and practical issues, they develop awareness of the contextual certainty of practical issues and they work on developing a professional identity.
Through an elective, the student learns to adopt an interdisciplinary perspective in delving into practical issues and research questions as well as the related context inside and outside his or her own field.

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

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

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

Communication
The graduate is able to:
– communicate and write in English at an academic level;
– write a master thesis in English;
– communicate scientific knowledge and insights in the area of cultural diversity and sustainable citizenship to fellow academics through written reports in articles and papers and verbal and written expression of scientific and current debates of his or her own research results related to practical issues, with a view to contributing to practical developments;
– make scientific discussions accessible to a broader audience by drawing (policy) conclusions from personal individual research related to practice and applying these to a tangible subject in the field of cultural diversity and sustainable citizenship.
– communicate and interact in practice;

Learning skills

The graduate is able to:

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

EDUCATIONAL SCIENCES:

Study programme Educational Sciences

The following is intended with the programme:
The aim of the study programme is to educate students to become academic professionals, who, as experts in the field of learning, can actively apply academic knowledge in practice and contribute to the development of the profession. The study programme aims to develop subject-specific expertise in three educational areas, namely: (1) the development and assessment of expertise; (2) the design of learning environments, educational materials and teaching modules; and (3) professionalisation and consultancy in educational and other organisations (mainstream education, vocational education and company training courses).

Translation of the aim into exit qualifications:
Knowledge and understanding
1A. Methodological/statistical: knowledge and insight related to:
– the analysis of current academic knowledge and the formulation of a research question;
– research design;
– data collection and analysis;
– reporting and critical discussion of research results;
– academic integrity.

1B. Educationally substantive: knowledge of and insight into the field of education and learning, at the level of the individual and the organisation. It concerns the integration of academic knowledge and insight in various theoretical domains, including:
– theories of expertise;
– theories of learning;
– theories of instruction;
– theories of assessment and evaluation;
– theories of organisational development;
– educational ethics.

Next to knowledge and insight with regard to academic research, this programme yields knowledge of and insight into the multidisciplinary domain of educational sciences including educational design, assessment and professionalisation in organisations. In addition, knowledge of and insight into current educational issues plays an important role. The level of knowledge and insight has both a deepening and broadening aspect. Working in professional practice requires a broad foundation to be able to plan, manage and coordinate educational projects effectively.
To conclude, graduates of the Master's programme in Educational Sciences have knowledge of and insight into the methodology and theory formulation of educational design and implementation, assessment and quality requirements, professionalisation, quality improvement and organisational change, as well as knowledge of and insight into recent developments, and urgent and current issues and problems in these areas.

Application of knowledge and understanding
2A. Methodological/statistical: skills and attitude relating to:
– the analysis of current academic knowledge and the formulation of a research question;
– research design;
– data collection and analysis;
– reporting and critical discussion of research results;
– academic integrity.

2A: Educationally substantive: skills and attitude relating to:
– systematically analysing learning, educational and organisational problems and, based on that analysis;
– designing relevant learning environments;
– advising on the implementation of learning environments and organisational change;
– developing and evaluating policy, instruments and procedures concerning testing and assessment;
– dealing with dilemmas related to educational integrity/ethics.

The application of knowledge and insight requires academic and educational skills from the educational scientist. Graduates of the Master's programme in Educational Sciences are able to:

– analyse complex issues in the area of educational design, assessment and professionalisation in organisations from multiple theoretical perspectives, and link them to academic and social debates;
– interpret results of existing research and apply them to the professional practice at the academic level;
– use skills in the area of design methodology, testing and evaluation, and development of professionalisation tracks in an academically responsible manner;
– conduct independent research in the area of educational design, assessment and professionalisation in organisations, while choosing methods that are suitable for complex case studies and realistic practical situations;
– plan, manage and coordinate educational projects, and implement innovations.

Opinion forming
a) Graduates of the Master's programme in Educational Sciences are able to reflect critically: they can approach the educational sciences critically and are capable of independently forming opinions on the educational sciences. They are able to identify false claims in the discipline specific literature and disprove them, and can adopt a critical stance regarding trends and hypes within the discipline;
b) They have insight into and a positive attitude towards the ethical aspects of an academic professional's conduct.

The ability to form a balanced judgement while taking into account social and ethical responsibilities is an integral part of the work of an educational scientist. This involves carefully weighing up different, sometimes conflicting, interests when dealing with various stakeholders (clients, learners, research subjects and other parties). Graduates of the Master's programme in Educational Sciences are able to:

– act responsibly as a professional and reflect critically on the effects of their conduct on other parties;
– critically reflect on information that they have gathered themselves based on theoretical, methodological and social considerations;
– reflect critically on academic and social developments and discussions relating to current issues in educational design, assessment and professionalisation in organisations on the basis of well-founded theoretical considerations substantiated by research, as well as critically examining their own views and insights on the basis of recent developments;
– reflect critically on the professional ethics of academics in the wider social context of accumulating and applying knowledge.

Communication
Graduates of the Master's programme in Educational Sciences are able to communicate about educational research and academically-based educational practice with partners within and outside the academic world by means of:

– oral presentations;
– various forms of written communication (academic articles, blogs, policy documents, project plans, poster presentations, etc.);
– substantiated discussions and collegial (multidisciplinary) cooperation.

Effective and clear communication concerning the design, judgement or advice to the client, other professionals and stakeholders is of essential importance in the work of the educational scientist. Professional reporting (oral or written) implies a clear structure, explicit use of sources, a theoretical and methodological foundation, a systematic assessment of arguments and transparency in conclusions or advice. Graduates of the Master's programme in Educational Sciences are able to:

– cooperate with other educational scientists, lecturers, professional experts, clients and other stakeholders;
– communicate academic knowledge and insights in the area of educational design, assessment and professionalisation in organisations to other educationalists, students in higher education, clients and other stakeholders through written reports in articles and papers, and express orally academic knowledge, insights, debates and their own research results;
– translate academic discussions, publications of academic research and the results of their own research into tangible activities or policy conclusions.

Learning skills
a) Graduates of the Master's programme in Educational Sciences are able to further develop their expertise independently. Lifelong learning and personal development are an essential part of

their professionalism. Graduates are able to reflect critically on their own work and the work of others and are open to new insights (self-management).

b) Graduates are able to draw conclusions from critical reflection on their own work in order to augment their own skill set (career and job market orientation).

For professional practitioners, a critical and reflective academic attitude towards the development of their own expertise and professionalism and recognising and fulfilling their learning needs is essential for continuing to work in the field in an academically and ethically sound manner. Graduates of the Master's programme in Educational Sciences are able to:

– keep themselves informed of academic literature and developments in the area of educational design, assessment and professionalisation in organisations (through the use of digital and non-digital resources);
– learn from personal communication and feedback;
– shape their own careers by demonstrating the willingness and ability to further develop their own competences, and by contributing to their field (and the development of it).

PEDAGOGICAL SCIENCES:

Study programme Youth, Education and Society

The following is intended with the programme:
– to acquire specialised knowledge, skills and understanding in the field of youth and education as related to societal issues. The specialised skills concern:
  • analysing issues of youth and education in the context of societal perspectives based on scientific insights;
  • conducting and evaluating scientific research;
  • designing, carrying out and evaluating policy and interventions geared toward youth and education as related to societal issues.
– preparing for scientifically informed practice as pedagogical professional in the area of youth and education as related to societal issues.

Translation of the aim into exit qualifications:
Knowledge and understanding
Graduates of the Master's programme in Youth, Education and Society have knowledge and an understanding of:
– the key current issues in the field of Youth, Education and Society, including those in which the student gains practical experience during the Master's programme. Objects of study are collective behaviour (behaviour of young people, parents, professionals), pedagogical infrastructures (systems of childcare, education, care, sports, recreation), policy and regulations as related to Youth, Education and Society and public opinion and public debates related to youth, education and society;
– theories and models in the field of Youth, Education and Society, that build on the knowledge gained during the Bachelor's programme and surpasses/intensifies the final level of the Bachelor's programme. This concerns knowledge of theories on collective behaviour and effective strategies for changing collective behaviour; knowledge of theories on organisations and effective strategies for innovation in organisations; knowledge of theories on policy, policy development and effective strategies for policy change. Moreover it concerns knowledge of the different paradigmatic approaches in these fields;
– the way in which interventions, programmes and policies with regard to (inter)national social and pedagogical issues are designed, evaluated and analysed;
– how theories and models, as well as interventions, programmes and policies in the field of youth, education and society can be applied in an intercultural, comparative and global context;
– ethical aspects of performing at the level of an academic professional, including those related to issues of diversity, inequality and inclusion;
– the position of theories, topics, interventions, policies and research related to Youth, Education and Society in an internationally comparative perspective.

Application of knowledge and understanding
Graduates of the Master's programme Youth, Education and Society are able to:
– analyse issues of Youth, Education and Society as an interaction of various socio-ecological systems, both theoretically and empirically;
– analyse (the pedagogical principles underlying) policy papers, legislation, regulations and public debates on (inter)national issues in the domain of Youth, Education and Society;
– design, carry out and evaluate pedagogical and educational interventions, at project, system and policy levels;
– steer organisations and networks of organisations, and coordinate professionals;
– report on analysis, intervention and evaluation for scientific, professional, and public administration/political audiences;
– analyse (inter)national issues of Youth, Education and Society based on scientific insights;
– conduct and evaluate scientific research;
– apply ethical aspects of performing at the level of an academic professional, both scientifically and professionally, including those related to issues of diversity, inequality and inclusion;
– design, carry out and evaluate policy and interventions geared towards (inter)national and global issues of youth, education and society.

Opinion forming
Graduates of the Master's programme in of Youth, Education and Society are able to:
– contribute in a critically reflective way to public debates on (inter)national issues of youth, education and society in popular media;
– reach a scientifically valid opinion on complex and/or relatively unknown situations in the field.

Communication
Graduates of the Master's programme in Youth, Education and Society demonstrate:
– an honest and critical attitude concerning research projects and results;
– a respectful, business-like and responsible attitude towards (culturally diverse) colleagues, clients, respondents and the general public.

Learning skills
Graduates of the Master's programme in Youth, Education and Society have:
– insight into and the ability to reflect on their own conceptual framework, their own academic schooling and social position, taking account of different social and cultural contexts;
– the willingness to continue to learn, further develop themselves and contribute to the field of study as their career progresses;
– an understanding of and the ability to reflect on their own learning process and academic career, and the ability to link consequences to both by adding to their competencies.

Study programme Clinical Child, Family and Education Studies

The following is intended with the programme:
– provide specialised knowledge, insight and skills in the area of parenting and development issues, education or youth care, concerning:
  • conducting and evaluating scientific research;
  • using diagnostic models and techniques;
  • implementing and/or evaluating pedagogical interventions;
  • analysing existing parenting and development issues;
  • formulating and evaluating practical innovations.
– preparing for scientific professional practice from a transnational perspective.

Translation of the aim into exit qualifications:
Knowledge and understanding
Graduates from the Master's programme in Clinical Child, Family and Education Studies have knowledge and an understanding of:
– the key current issues in the field of Clinical Child, Family and Education Studies, including those in which the student gains practical experience during the Master's programme;
– theories and models applied in the field of Clinical Child, Family and Education Studies, in which this knowledge builds on the knowledge gained during the Bachelor's programme and surpasses/intensifies the final level of the Bachelor's programme;
– methods and programmes for care and assistance to prevent, support and treat problematic parenting situations;
– important frameworks and procedures in care, education and other pedagogical facilities that apply to the field of Clinical Child, Family and Education Studies;
– ethical aspects of performing at the level of an academic professional.

Application of knowledge and understanding
Graduates of the Master's programme in Clinical Child, Family and Education Studies studies are able to:
– analyse complex issues from multiple theoretical perspectives and relate these to concepts that play a role in the fields of Clinical Child, Family and Education Studies;
– carry out independent research, draw conclusions from this research as well as the knowledge, motives and considerations that underlie it and clearly and unambiguously communicate these conclusions in written and verbal form to an audience of specialists and non-specialists;
– master skills that may relate to diagnostics, treatment, treatment coordination, care innovation, policy and prevention, and apply these in a socially responsible way, taking account of the specific cultural context and transnational comparisons;
– apply ethical aspects of performing at the level of an academic professional, both scientifically and professionally.

Opinion forming
Graduates of the Master's programme in Clinical Child, Family and Education Studies are able to:
– critically reflect on current practices based on theoretical, methodological, diagnostic and intervention strategic considerations, while taking consideration of the specific cultural context;
– form a scientifically responsible opinion in complex and/or relatively unknown situations in the field;
– form an opinion and critically reflect on their professional actions, both in the practice of Clinical Child, Family and Education Studies and in scientific research.

Communication
Graduates of the Master's programme in Clinical Child, Family and Education Studies are able to:
– function adequately as a remedial educationalist within the frameworks of the professional codes of the field in question, including adequate written and verbal communication with professionals in the practice of Clinical Child, Family and Education Studies;
– present acquired competencies that align with labour market needs in both verbal and written form.

Graduates of the Master's programme in Clinical Child, Family and Education Studies demonstrate:
– an honest and critical attitude concerning research projects and results;
– a respectful, responsible, culturally sensitive, professional and customer-oriented attitude towards students, colleagues, respondents, clients, etc.

Learning skills
Graduates of the Master's programme in Clinical Child, Family and Education Studies have:
– an understanding of and the ability to reflect on their own learning process and academic career development, and the ability to link consequences to both by adding to their competencies;
– the willingness to continue learning, further develop themselves and contribute to the field of study as their career progresses.

PSYCHOLOGY:

The following is intended with the master programme:
– provide specialised knowledge, skills and insight in the area of Psychology , and achieve the final qualifications stated in the second paragraph.
– prepare students for the professional field as academic professional and further research training programmes in Psychology in general and, specifically, in the field of Applied Cognitive Psychology, Child and Adolescent Psychology, Clinical Psychology, Neuropsychology or Social, Health and Organisational Psychology.
–

Translation of the aim into exit qualifications:
Knowledge and understanding
The master Psychology provides graduates with knowledge and understanding of:
– recent developments and the current state of affairs of scientific knowledge in the area of Psychology;
– the professional field(s) and problem context in which scientific knowledge of Psychology is applied;
– assessments and psychodiagnostics that are used in the professional field and the theories underlying these assessments;
– intervention strategies that are used in the professional field and the theories underlying these strategies;
– customary methods of scientific research in the area of Psychology.

Application of knowledge and understanding
Graduates of the Psychology Master are able to:
– demonstrate an advanced understanding of the applications of psychological knowledge within the field of Applied Cognitive Psychology, Child and Adolescent Psychology, Clinical Psychology, Neuropsychology or Social, Health and Organisational Psychology;
– use scientific knowledge in the area of Applied Cognitive Psychology, Child and Adolescent Psychology, Clinical Psychology, Neuropsychology or Social, Health and Organisational Psychology to adequately analyse psychological issues in the relevant field of study;
– implement assessments and psychodiagnostics in the relevant professional area at a basic level;
– implement and evaluate intervention strategies used in the professional field at a basic level;
– set up, implement and report on scientific research in the relevant area.

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

Communication
Graduates of the Psychology Master are able to:
– approach people in general and patients, clients and/or research participants and colleagues in particular, establish a working relationship and hold themselves accountable to them for their professional actions and conclusions;
– transfer professional knowledge to colleagues and people outside the field, particularly related to topics in the chosen professional field;
– report both in verbal and written form on empirical research.

Learning skills
Graduates of the Master Psychology are able to:
– learn from scientific literature, from oral transfer of knowledge and expertise, and from feedback on their own academic and professional activities;
– learn at a self-directed and autonomous level.

Translation of the aim into exit qualifications for the Study programme Clinical Psychology:

The following is intended with the programme:
- enable graduates to gain (specialised) psychological knowledge of problems in the area of mental health, to gain basic psychotherapeutic knowledge and skills, to gain training in the area of psychodiagnostics, and to explore behavioural therapy and cognitive therapy. This programme devotes special attention to the consequences of and interventions for anxiety disorders, depression, and conditions following major life events (trauma and grief). The programme strongly emphasises the acquisition of both the professional skills relevant to the practice of the profession in a practical setting and the academic skills needed to understand, develop and apply scientific insights. Therefore, a practical internship and empirical research form major parts of the Master's programme.
- prepare graduates for a position as a care professional, researcher or intervention/policy developer at an academic level.
- enable students to fulfil the requirements of the NIP registration in psychodiagnostics (depending on the internship position chosen and assuming they have fulfilled the necessary requirements during the Bachelor's phase, and following approval of the relevant report).
- enable students to enter various Dutch post-Master programmes (Health Care Psychologist programme, Psychotherapist programme, or programmes leading to membership in specialised psychotherapy associations) or international post-Master programmes (depending on accreditation by the national association of psychologists of the particular country), assuming they have fulfilled the necessary requirements during the Bachelor's phase.

Translation of the aim into exit qualifications for the Study programme Social, Health and Organisational Psychology:

The following is intended with the programme:
- prepare graduates for a career as an academic professional in the domain of Social, Health and/or Organisational Psychology. This programme devotes special attention to the social influence of behaviour and attitudes, health behaviors, and to individual behaviour in relation to work and work organisations. Graduates are able to integrate advanced understanding of practical issues with their knowledge of theories, empirical insights and methods in Social, Health, and/or Organisational psychology and systematically unravel practical issues, in a social, health or organisational context. They subsequently select and implement the most appropriate, evidence-based methods to solve these issues. The outcomes of these steps generate input for knowledge development in the academic or practice domain within Social, Health, and/or Organisational psychology, and trigger new questions for empirical research. Throughout the programme, full attention is given to the development of a professional identity as Social, Health or Organisational Psychologist.
- prepare graduates for a position as a behaviour specialist, consultant, researcher or intervention/policy developer at an academic level.

Translation of the aim into exit qualifications for the Study programme Clinical Child and Adolescent Psychology

The following is intended with the programme:
- to enable students to develop in-depth knowledge and skills in the area of psychological diagnostics and interventions (and prevention) in the development of children and adolescents. Developmental psychology studies changes in behaviours and experiences over the course of life. Developmental psychology research is geared to describing and forming theories that identify human development during (a part of) the course of life. The focus is on systematic changes in the individual's life course, the underlying developmental processes and the social context of the developmental changes. In the Master's programme Clinical Child and Adolescent Psychology, the emphasis is on the child and adolescent period, with a particular focus on optimising normal development and adjusting problematic development, and the contribution that psychologists, policy and organisations can make to this.
- to enable students to perform basic diagnostics in the relevant professional field, with regard to both the decision-making process and conducting and reporting on diagnostic examination, so that they can work in compliance with the requirements of the Basic Registration in Psychodiagnostics of the NIP and the SKJ Youth Register and graduates can enter the job market.
- to prepare students for entry into the study programmes for Mental Healthcare Psychologist and Psychotherapist, professions covered by Section 3 of the Individual Healthcare Professions

Act and NIP Child and Adolescent Psychologist (including the programme for School Psychologist). This depends in part on the courses chosen during the Bachelor's phase.

Translation of the aim into exit qualifications for the Study programme Neuropsychology

The following is intended with the programme:
– to enable students to develop in-depth knowledge and skills in the field of the relationship between the mind and behaviour. This covers a range of psychological functions such as perception, memory, thinking, language processing, attention, motivation and emotion. The area studies how these functions are carried out by the brain, but also consequences of brain damage and how disorders can be treated. Such disorders may be the result of an accident, a stroke, alcohol abuse or degeneration in the brain (for example in Alzheimer's disease).
– to enable students to develop in-depth knowledge and skills in the field of clinical neuropsychology so that they can work in compliance with the requirements of the NIP Basic Registration in Psychodiagnostics and graduates can enter the job market.
– to prepare students for entry into the study programmes for Mental Healthcare Psychologist and Psychotherapist, professions covered by Section 3 of the Individual Healthcare Professions Act. This depends in part on the courses chosen during the Bachelor's phase.

Translation of the aim into exit qualifications for the Study programme Applied Cognitive Psychology

The following is intended with the programme:
- to enable students to develop in-depth knowledge and skills related to information-processing processes in the human brain and how these can be influenced by, for example, environment and cognitive load, as well as knowledge on how to advise on optimising information transfer based on prior knowledge and designing ergonomically sound interfaces.
- to train students in applying fundamental knowledge and translating it into practical situations in the field of cognitive ergonomics (for example research into convenience for users, safety, human-computer interaction and human-environment interaction) and communication design and advising on optimising information transfer (for example: advising on campaigns, education, marketing, advertising etc.).

SOCIOLOGY:

Study programme Contemporary Social Problems

The objective of the programme is to train academic professionals who, in view of their sociological knowledge and associated ethical reflection, can contribute to mapping out, analysing and solving topical social problems in various contexts (government, corporate).
In this process, they learn to independently carry out application-oriented social science research and to create *cohesion* between scientific knowledge and practical issues, and they develop awareness of *the contextual certainty* of practical issues as well as working on the development of a *professional identity*.
Through an elective and a track course from another discipline, they learn to adopt an interdisciplinary perspective in exploring the relationship between research questions and practical issues as well as the related context inside and outside their own field.

Translation of the aim into exit qualifications:
Knowledge and understanding (in the area of defining problems, theories, research and policy)
The graduate has knowledge and understanding of:
– important theories and models for examination of current social issues;
  specific knowledge and understanding in relation to one of the tracks on offer, specifically:
  o Essentials of care track: key concepts from the governance & network theory in relation to health issues;
  o Crime and Safety track: key concepts in criminology in relation to public security issues;
  o Internet, Social Media and Networking track: key concepts from social network theory in relation to social issues.
– sectoral and international comparative research on, for example, policy and organisation.
– scientific and field practice developments within a social sector or organisation.
– the key characteristics of different domain-specific areas and problem contexts.

Application of knowledge and understanding
The graduate is able to:
– analyse complex questions from a sociological/interdisciplinary/comparative theoretical perspective and relate these to scientific and social debates.
– translate/apply new and previously acquired socio-scientific knowledge to current social issues.
– operationalise theoretical, methodological and practically-oriented understanding in a feasible research proposal.
– carry out independent research, draw conclusions from it in written and spoken form in a clear, straightforward manner to present to an audience of specialists and non-specialists.
– create a link between scientific knowledge, research questions and practical issues.
– provide a client with responsible advice on policy or organisation.

Form judgements (about scientific, societal and ethical aspects)
The graduate is able to:
– reflect on developments and discussions in science and society with regard to current social issues, on the basis of well-founded theoretical, analytical, methodological and practice-oriented considerations.
– critically reflect upon information they have gathered themselves on current social issues based on theoretical, methodological, practice-oriented and social considerations.
– adopt an honest and critical position in relation to research plans and results.
– think critically about the professional ethics of people working in sociology within a wide social context.
– think critically about the professional ethics of actors in the professional field.
– make a sound assessment of the scientific quality of proposed measures and of the organisational, political and administrative and social practicality of the policy and organisation advice formulated.

Communication

The graduate is able to:

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

Learning skills

The graduate is able to:

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

ANNEX

Annex 1 - Premaster programme (art. 2.4)

Annex 1.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Premaster programme Social Policy and Public Health

Admission to the premaster programme Interdisciplinary Social Science: Social Policy and Public Health:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Social Policy and Public Health.

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

Content of the premaster programme Interdisciplinary Social Science: Social Policy and Public Health:
– Key Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)
– M&T: methoden en technieken van sociaal wetenschappelijk onderzoek (7.5 credits)
– Academische vaardigheden Algemene sociale wetenschappen (7.5 credits)
– MTS-3 (7.5 credits)
– Choice between:
    o   Individualisation and Social Policy: Norms, Objectives and Practices (7.5 credits)
    o   Multicultural Society (7.5 credits)
– MTS-4 (7.5 credits)
– Choise between:
    o   Solidarity and Social Justice: Social Policy Responses to Social Problems (7.5 credits)
    o   Health in Society (7.5 credits)
– Pre-Master Thesis (7.5 credits).

The premaster programme is partly offered in Dutch and party offered in English.

Premaster programme Youth Studies

Admission to the premaster programme Interdisciplinary Social Science: Youth Studies:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Youth Studies.

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All

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

Content of the premaster programme Interdisciplinary Social Science: Youth Studies:
–   Risk Behavior and Addiction in Adolescence (7.5 credits)
–   M&T: methoden en technieken van sociaal wetenschappelijk onderzoek (7.5 credits)
–   Academische vaardigheden algemene sociale wetenschappen (7.5 credits)
–   MTS-3 (7.5 credits)
–   Adolescent Development (7.5 credits)
–   MTS-4 (7.5 credits)
–   Youth and Sexuality (7.5 credits)
–   Pre-Master Thesis (7.5 credits).

The premaster programme is partly offered in Dutch and party offered in English.

Annex 1.2 – CULTURAL ANTHROPOLOGY

Premaster programme Sustainable Citizenship

Admission to the premaster programme Cultural Anthropology: Sustainable Citizenship:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Cultural Anthropology: Sustainable Citizenship.

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

Content of the premaster programme Cultural Anthropology: Sustainable Citizenship:
–   Culturele antropologie 1: inleiding in de culturele antropologie (7.5 credits)
–   Methoden en technieken 1 voor hbo-instroom (7.5 credits)
–   Wetenschappelijk schrijven (7.5 credits)
–   Religion, Media and Popular Culture (7.5 credits) *is offered in English*
–   Understandig Ethnography (7.5 credits) *is offered in English*
–   Cultural Anthropology 3: Globalization and Social Cultural Complexity (7.5 credits) *is offered in English*
–   Etniciteit en nationalisme (7.5 credits)
–   Position Paper Premasters (7.5 credits) *is offered in English.*

The premaster programme is partly offered in Dutch and party offered in English.

Annex 1.3 – EDUCATIONAL SCIENCES:

Premaster programme Educational Sciences

Admission to the premaster programme Educational Sciences:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Educational Sciences.

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

Content of the premaster programme Educational Sciences:
–   Educational Psychology (7.5 credits)
–   Methoden en statistiek van sociaal wetenschappelijk onderzoek (7.5 credits)
–   Academic Writing (7.5 credits)
–   Methoden van onderwijswetenschappelijk onderzoek (7.5 credits)
–   Ontwikkelen van assessment- en evaluatie: instrumenten voor onderwijssituaties (7.5 credits)
–   Ontwerpen van leersituaties - gevorderd (7.5 credits)
–   Leren in organisaties: veranderingsinterventies (7.5 credits)
–   Research Methods and Skills (7.5 credits).

Annex 1.4 – PEDAGOGICAL SCIENCES

Premaster programme Youth, Education and Society

Admission to the premaster programme Pedagogical Sciences: Youth, Education and Society:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Pedagogical Sciences: Youth, Education and Society.

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

Content of the premaster programme Pedagogical Sciences: Youth, Education and Society:
– Cultural Diversity (7.5 credits)
– Opvoeding en maatschappij (7.5 credits)
– Methoden en statistiek van sociaal wetenschappelijk onderzoek (7.5 credits)
– MTS-3: Data-analyse (7.5 credits)
– Pedagogische systemen in de kindertijd en adolescentie (7.5 credits)
– Pedagogische praktijkontwikkeling, onderzoek en beleid (7.5 credits)
– Thesis (15 credits).

Premaster programme Clinical Child, Family and Education Studies

Admission to the premaster programme Pedagogical Sciences: Clinical Child, Family and Educational Studies:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Pedagogical Sciences: Clinical Child, Family and Educational Studies.

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

Content of the premaster programme Pedagogical Sciences: Clinical Child, Family and Educational Studies:
– Developmental Psychopathology (7.5 credits)
– Methoden en statistiek van sociaal wetenschappelijk onderzoek (7.5 credits)
– Methoden, technieken en statistiek 3 (7.5 credits)
– Test- en observatievaardigheden (7.5 credits)
– Diagnostiek (7.5 credits)
– Behandeling en interventie (7.5 credits)
– Thesis (15 credits).

Annex 1.5 – SOCIOLOGY

Premaster programme Sociology: Contemporary Social Problems

Admission to the premaster programme Sociology: Contemporary Social Problems:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Sociology: Contemporary Social Problems.

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

Content of the premaster programme Sociology: Contemporary Social Problems:
– Sociale problemen (7.5 credits)
– Inleiding sociologie (7.5 credits)

- Methoden en statistiek van sociaal wetenschappelijk onderzoek 1 (7.5 credits)
- Methoden, technieken en statistiek 3 (7.5 credits)
- Sociology of Organisations (7.5 credits)
- Leeronderzoek oriëntatiefase: probleemverkenning en vragenlijstconstructie (7.5 credits)
- Leeronderzoek sociale stratificatie en gezinssociologie (7.5 credits)
- Beleid en politiek (7.5 credits).

Annex 2 - Programme of study (art. 3.6)

The credit load for the programmes is 60 credits.

Annex 2.1 - INTERDISCIPLINARY SOCIAL SCIENCE

Study programme Social Policy and Public Health:

Component	Credits
Academic Professional	5 credits
Interventions and Policies 1: Practical Orientation	5 credits
Social Risks in Europe: Protection, Activation and Diversity	5 credits
Interventions and Policies 2: Research Orientation	5 credits
Key Issues in Social Policy and Public Health	5 credits
Elective at Master's Level [8]	5 credits
Choice of one out of two possibilities: Practical Internship SPPH (15 credits) + Thesis Based on Existing Data SPPH (TED) (15 credits) or Research Internship and Thesis SPPH (RIT) (30 credits)	30 credits

Study programme Youth Studies *:

Component	Credits
Academic Professional	5 credits
Interventions and Policies 1: Practical Orientation	5 credits
Youth Studies: an Interdisciplinary Approach	5 credits
Interventions and Policies 2: Research Orientation	5 credits
Elective at Master's Level[8]	5 credits
Key Issues inthe Study of Youth	5 credits
Choice of one out of two possibilities: Practical Internship YS (15 credits) + Thesis Based on Existing Data YS (TED) (15 credits) or Research Internship and Thesis YS (RIT) (30 credits)	30 credits

* For students who entered the Youth Studies Premaster's programme in September 2016: The tests for the masterprogramme Youth Studies 2017-2018 can be sat/made in Dutch through 31 August 2019. This includes papers and thesis.
For students who entered the Youth Studies Premaster programme in September 2017 or later: all the test, papers and thesis need to be made in English.

Annex 2.2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Component	Credits
Academic Professional	5 credits
Anthropology of Globalization	5 credits
Sustainability and Social Contestation	5 credits

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[8] Interdisciplinary Social Sciences offers the next elective courses: Methods and Statistics: Aspects of Social Research (5 credits), Philosophy of Social Sciences (5 credits), Methods of Applied Qualitative Research (5 credits), Integration and Cultural Diversity (5 credits).

Component	Credits
Security and Sovereignty	5 credits
Elective at Master's Level	5 credits
Ethnographic Methods and Research Design	5 credits
Ethnographic Fieldwork and Thesis	30 credits

Annex 2.3 — EDUCATIONAL SCIENCES

Study programme Educational Sciences:

Component	Credits
Academic Professional	5 credits
Instructional Design and Evaluation	7.5 credits
Learning in Organizations	7.5 credits
Educational Design and Consultancy	5 credits
Elective at Master's Level	5 credits
Internship	10 credits
Research Plan Master's Thesis	5 credits
Master's Thesis	15 credits

Annex 2.4 — PEDAGOGICAL SCIENCES

Study programme Youth, Education and Society:

Track 1: Youth Policy, Education and Prevention (YEP)

Component	Credits
Paradigms and Practices	5 credits
Global Perspectives and Cultural Diversity	5 credits
Prevention 3.0: Perspectives and Design	5 credits
Practical	2.5 credits
Academic Professional	5 credits
Elective at Master's Level	5 credits
Internship	12.5 credits
Master's Thesis	20 credits

Track 2: Pedagogy and International Development

Component	Credits
Paradigms and Practices	5 credits
Global Perspectives and Cultural Diversity	5 credits
Prevention 3.0: Perspectives and Design	5 credits
Practical	2.5 credits
Academic Professional	5 credits
Elective at Master's Level	5 credits
Internship	12.5 credits
Master's Thesis	20 credits

Track 3: Education for Inclusive Societies (EFIS)

Component	Credits
Perspectives on Cultural Diversity and Social Inclusion in Education	5 credits
Dealing with Cultural Diversity in Education	5 credits
Paradigms and Practices	5 credits
Practical	2.5 credits
Academic Professional	5 credits
Elective at Master's Level	5 credits
Internship	12.5 credits

Master's Thesis	20 credits

Study programme Clinical Child, Family and Education Studies:

Track 1

Component	Credits
Academic Professional	5 credits
Critical Analysis of Parenting, Educational and Care issues: an Ecological System Approach	5 credits
Clinical Professional in Different Contexts	5 credits
Elective at Master's Level	5 credits
Internship	20 credits
Master's Thesis	20 credits

Track 2

Component	Credits
Academic Professional	5 credits
Critical Analysis of Parenting, Educational and Care issues: an Ecological System Approach	5 credits
Clinical Professional in Different Contexts	5 credits
Elective at Master's Level	5 credits
Frontiers in Clinical Child, Family and Education Studies: Research at Utrecht University and Transnational Comparisons	5 credits
Clinical Skills Lab	15 credits
Master's Thesis	20 credits

Annex 2.5 – PSYCHOLOGY

Study programme Clinical Psychology:

Component	Credits
Academic Professional	5 credits
Behaviour Therapy and Cognitive Therapy	5 credits
Elective at Master's Level	5 credits
Elective at Master's Level	5 credits
Internship	20 credits
Master's Thesis	20 credits

Study programme Social, Health and Organisational Psychology :

Track Work and Organisation:

Component	Credits
Academic Professional	5 credits
From Theorie to Intervention	5 credits
Work and Performance	5 credits
Organisational Development	5 credits
Elective at Master's Level	5 credits
Elective at Master's Level	5 credits
Internship	15 credits
Master's Thesis	15 credits

Track Health Promotion:

Component	Credits
Academic Professional	5 credits
From Theory to Intervention	5 credits
Health Promotion	5 credits

Component	Credits
Nudging	5 credits
Elective at Master's Level	5 credits
Elective at Master's Level	5 credits
Internship	15 credits
Master's Thesis	15 credits

Track Social Influence:

Component	Credits
Academic Professional	5 credits
From Theory to Intervention	5 credits
Communication	5 credits
Social Influence, Public Communication and Advertising	5 credits
Elective at Master's Level	5 credits
Elective at Master's Level	5 credits
Internship	15 credits
Master's Thesis	15 credits

Study programme Clinical Child and Adolescent Psychology

Component	Credits
Academic Professional	5 credits
Effective Mental Health for Youth	5 credits
Introduction to Cognitive Behavioral Therapy with Youth	5 credits
Elective at Master's Level [9]	5 credits
Internship *	20 credits
Master's Thesis	20 credits

* For students with an international or non-clinical Internship of 15 credits an additional practicum of 5 credits will be mandatory part of the program.

Study programme Neuropsychology

Component	Credits
Academic Professional	5 credits
Advanced Neuropsychology	5 credits
Elective at Master's Level	5 credits
Choise of one course out of: • Neuropsychologische revalidatie (offered in Dutch) • Cognitive Neuropsychiatry • Developmental Neuropsychology	5 credits
Internship	25 credits
Master's Thesis	15 credits

Study programme Applied Cognitive Psychology

Component	Credits
Academic Professional	5 credits
Applied Cognitive Psychology II	10 credits
Research in a Commercial Setting	5 credits
Elective at Master's Level [10]	5 credits
Internship	7.5 credits
Master's Thesis	27.5 credits

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[9] The following electives are offered and recommended by the Clinical Child and Adolescent Psychology

programme: Forensic psychopathology for children and young people (5 credits), Interventions in family, school and neighbourhood (5 credits) and Applied developmental psychology (5 credits).
[10] A 5-credit expansion of the internship to 12.5 credits is allowed.

Annex 2.6 – SOCIOLOGY

Study programme Contemporary Social Problems:

Component	Credits
Academic Professional	5 credits
Policy Research and Advice	5 credits
Organisations Theory and Research	5 credits

Choice of one of thethree tracks with the corresponding required track courses.
Track Criminology and Safety:
• Criminology and Safety (Theories, Trends and Policies)
  One course out of:
• Internet, Social Media and Networks
• Essentials of Care: Analyzing Current Policy Trends
Track Internet, Social Media and Networks:
• Internet, Social Media and Networks
  One course out of:
• Essentials of Care: Analyzing Current Policy Trends
• Criminology and Safety (Theories, Trends and Policies)
Track Essentials of Care:
• Essentials of Care: Analyzing Current Policy Trends
  One course out of:
• Internet, Social Media and Networks
• Criminology and Safety (Theories, Trends and Policies)
•
	2 x 5 credits

Elective at Master's Level	5 credits
Internship and Labour Market Preparation	15 credits
Master's Thesis	15 credits

Annex 3 – Transitional provisions (art. 8.2)

A. Transitional arrangements for the Premaster programmes.

Students of the 2017-2018 programme may complete their programme by completing the following components.

A1 – INTERDISCIPLINARY SOCIAL SCIENCE:

Premaster programme Social Policy and Public Health (formerly: Social Policy and Social Interventions)

If not passed:	Replace by in 2018-2019:
De sociale stand van Nederland: sociale vraagstukken en sociaal beleid (7.5 credits)	Challenges to the Welfare State: Social Policy and Social Change (7.5 credits)

Premaster programme Youth Studies

If not passed:	Replace by in 2018-2019:
Risicogedrag en verslaving in de adolescentie (7.5 credits)	Risk Behavior and Addiction in Adolescence (7.5 credits)
Jongeren en seksualiteit (7.5 credits)	Youth and Sexuality (7.5 credits)

A2 – CULTURAL ANTHROPOLOGY:

Premaster programme Sustainable Citizenship

If not passed:	Replace by in 2018-2019:
Tutorials Premaster (7.5 credits)	Understanding Ethnography (7.5 credits)

A3 – PEDAGOGICAL SCIENCES:

Premaster programme Youth, Education and Society

If not passed:	Replace by in 2018-2019:
Opgroeien in gezin en school (7.5 credits)	Opvoeding en maatschappij (7.5 credits)
Socialisatie van kinderen en adolescenten (7.5 credits)	Pedagogische systemen in de kindertijd en adolescentie (7.5 credits)
Praktijkontwikkeling, onderzoek en beleid (7.5 credits)	Pedagogische praktijkontwikkeling, onderzoek en beleid (7.5 credits)

Premaster programme Clinical Child, Family and Education Studies

If not passed:	Replace by in 2018-2019:
Emotional and Behavioral Disturbances (7.5 credits)	Developmental Psychopathology (7.5 credits)
Kinderen met speciale opvoedings- en onderwijsbehoeften (7.5 credits)	Kinderen met speciale opvoedings- en onderwijsbehoeften (7.5 credits) *Individual arrangement with the Master Coordinator*
Behandeling (7.5 credits)	Behandeling en interventie (7.5 credits)

B. Transitional arrangements for the Master's programmes.

Students who entered in the curriculum of the academic year 2014-2015 or earlier, will switch to the new curriculum unless all they need to complete is their internship and/or thesis.

The curriculum as included in the Education and Examination Regulations of the 2015-2016 or 2016-2017 or 2017-2018 academic year, including the transitional provision below, apply to students who began their degree programme under the curriculum of the year 2015-2016 or 2016-2017 or 2017-2018.

B1 – INTERDISCIPLINARY SOCIAL SCIENCE:

Study programme Social Policy and Public Health (formerly: Social Policy and Social Interventions)

Students who have not completed the former Arbeid, zorg en participatie (Work, Healthcare and Participation) programme will transfer to the new Social Policy and Public Health programme.

If not passed:	Replace by in 2018-2019:
Academic Professional (5 credits)	Academic Professional (5 credits) *all in English*
Interventies en beleid 1: praktijkoriëntatie (5 credits)	Interventions and Policies 1: Practical Orientation (5 credits)
Sociale risico's in Europa: bescherming, activering en diversiteit (5 credits)	Social Risk in Europe: Protection, Activation and Diversity (5 credits)
Interventies en beleid 2: onderzoeksoriëntatie (5 credits)	Interventions and Policies 2: Research Orientation (5 credits)
Keuzecursus op masterniveau (5 credits)	Elective at Master's Level (5 credits)
Masterproject (30 credits)	Practical Internship SPPH (15 credits) + Thesis Based on Existing Data SPPH (TED) (15 credits) or Research Internship SPPH and Thesis SPPH (RIT) (30 credits)

Study programme Youth Studies

If not passed:	Replace by in 2018-2019:
Masterproject (30 credits)	Practical Internship YS (15 credits) + Thesis Based on Existing Data YS (TED) (15 credits) or Research Internship YS and Thesis YS (RIT) (30 credits)

B2 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship

If not passed:	Replace by in 2018-2019:
Citizenship in the new world order (5 credits) or Anthropology of Mobility (5 credits)	Security and Sovereignty (5 credits)

B3 – EDUCATIONAL SCIENCES

Study programme Educational Sciences

If not passed:	Replace by in 2018-2019:
Onderzoeksplan Master's Thesis (5 credits)	Research Plan Master's Thesis (5 credits)

B4 – PEDAGOGICAL SCIENCES:

Study programme Youth, Education and Society

If not passed:	Replace by in 2018-2019:
Digital Media and Youth (5 credits)	Digital Media and Youth (5 credits)
Educational Design and Consultancy (5 credits)	Educational Design and Consultancy (5 credits)

Study programme Clinical Child, Family and Education Studies

If not passed:	Replace by in 2017-2018:
Critical Analysis of Youth Development: an Ecological Systems Approach (5 credits)	Critical Analysis of Parenting, Educational and Care Issues: an Ecological System Approach (5 credits)

B5 – PSYCHOLOGY:

Study programme Clinical and Health Psychology

Clinical Psychology variant:

If not passed:	Replace by in 2018-2019:
Klinische psychologie en gezondheidsbevordering (5 credits) or Clinical Psychology and Health Promotion (5 credits)	Elective at Master's Level (5 credits)
Gedragstherapie en cognitieve therapie (5 credits)	Behaviour Therapy and Cognitive Therapy (5 credits)

Health Promotion variant:

The track *Health promotion* of the programme *Clinical and Health Psychology* is being phased out. Students are allowed to complete this track up to and including 31 August, 2019.

If not passed:	Replace by in 2018-2019:
Klinische psychologie en gezondheidsbevordering (5 credits) or Clinical Psychology and Health Promotion	Health Promotion (5 credits)
Van theorie naar interventie (5 credits) or Health Promotion: from Theory to Intervention (5 credits)	From Theory to Intervention (5 credits)

Study programme Social and Organisational Psychology

Work and Organisation variant:

If not passed:	Replace by in 2018-2019:
Van theorie naar interventie (5 credits)	From Theory to Intervention (5 credits)
Werk, gezondheid en prestatie (5 credits)	Work and Performance (5 credits)
Organisatieontwikkeling (5 credits) or Organisational Development (5 credits)	Organisational Development: Monitoring and Changing Culture and Behavior (5 credits)

Social Influence variant:

If not passed:	Replace by in 2018-2019:
Van theorie naar interventie (5 credits)	From Theory to Intervention (5 credits)
Communicatie (5 credits) or Communication (5 credits)	Communication: Effective Interaction in Theory and Practice (5 credits)
Sociale beïnvloeding: voorlichting en reclame (5 credits)	Social Influence, Public Communication and Advertising (5 credits)

Study programme Clinical Child and Adolescent Psychology

If not passed:	Replace by in 2018-2019:
Effectieve jeugdhulp (5 credits)	Effective Mental Health for Youth (5 credits)
Cogntieve gedragstechnieken in de jeugdhulp (5 credits)	Introduction to Cognitive Behavioral Therapy with Youth (5 credits)

Study programme Neuropsychology

If not passed:	Replace by in 2018-2019:
Ontwikkelingsneuropsychologie (5 credits) of Cognitieve neuropsychiatrie (5 credits)	Developmental Neuropsychology (5 credits) or Cognitive Neuropsychiatry (5 credits)

Study programme Applied Cognitive Psychology

If not passed:	Replace by in 2018-2019:
Toegepaste cognitieve psychologie II (10 credits)	Applied Cognitive Psychology II (10 credits)
Onderzoek in een commerciële omgeving (5 credits)	Research in a Commercial Setting (5 credits)

B6 - SOCIOLOGIE:

Study programme Contemporary Social Problems

If not passed:	Replace by in 2018-2019:
Zorg, beleid en organisatie (5 credits) or Healthcare, Policy and Organisations (5 credits) or Care, Policy and Organisations (5 credits)	Essentials of Care: Analyzing Current Policy Trends (5 credits)