

Education and Examination Regulations 2023–2024

of

Bachelor's degree programmes

Cultural Anthropology
and Development Sociology

Interdisciplinary Social Sciences

Educational Sciences

Pedagogical Sciences

Psychology

Sociology

within the

Faculty of Social and Behavioural Sciences

of

Utrecht University

The Education and Examination Regulations (EER) set out the programme-specific rights and obligations of students on the one hand and those of Utrecht University on the other. The rights and obligations that apply to all students are set out in the (general university) Student Charter.

These regulations have been adopted by the Dean of the Faculty of Social and Behavioural Sciences on 9 May 2023 with the approval of the Curriculum Committee on 13 March 2023 and the Faculty Council on 9 May 2023.

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Part 1
RULES

SECTION 1 – GENERAL PROVISIONS

Art. 1.1 – Applicability of the regulations

These regulations are valid for the 2023-2024 academic year and apply to the teaching, the tests and the exam of the Bachelor's degree programmes Cultural Anthropology and Development Sociology (hereafter referred to as Cultural Anthropology), Interdisciplinary Social Sciences, Educational Sciences, Pedagogical Sciences, Psychology and Sociology (hereafter to be referred to as: the degree programme or the degree programmes) of Utrecht University as well as to all students who are registered for the degree programme and to those requesting to be admitted to the degree programme in the 2023-2024 academic year¹.

The degree programmes are provided by the Undergraduate School of Social and Behavioural Sciences of the Faculty of Social and Behavioural Sciences.

Art. 1.2 – Definitions

In these regulations, the terms listed below have the following meanings:

- a. Contact hours: (1) Education hours where an instructor is present, such as lectures and seminars, academic advice and support, internship supervision, tests and exams as well as study counselling in as much as the degree programme has programmed such for all students and (2) other structured hours programmed by the degree programme and characterised by contact between students, online or on site and/or contact with instructors online or on site;
- b. Course: An educational unit in the degree programme, included in the University Course Catalogue;
- c. Dean: The Dean of the Faculty of Social and Behavioural Sciences of Utrecht University;
- d. Final grade: The final grade of a course is determined by the weight in percentages of the various interim examinations;
- e. Examination: The final Master's examination for the degree programme that has been successfully concluded after all other obligations for the entire Bachelor's degree programme have been met;
- f. Faculty, the: Faculty of Social and Behavioural Sciences;
- g. Code of Conduct Language of Instruction: The rules of conduct laid down by the Executive Board pursuant to Article 7.2(c) of the Law regarding the provision of education and examinations in a language other than Dutch;
- h. International Diploma Supplement (IDS): Appendix to the Bachelor's certificate containing an explanatory text regarding the nature and content of the degree programme (also in an international context);
- i. Degree programme: The Bachelor's degree programme referred to in Art. 1.1 of these regulations, consisting of a coherent whole of educational units;
- j. Semester: The period determined in the academic calendar. The academic year consists of two semesters: Semester 1 (comprises periods 1 and 2) and Semester 2 (comprises periods 3 and 4);
- k. Student: A person enrolled at the university with the purpose of following an educational programme and/or passing the degree programme's tests and final examinations;
- l. Credit (abbreviated as EC): Unit equal to 28 hours of study;
- m. Test: Interim examination as referred to in Art. 7.10 of the Law
- n. Undergraduate School of Social and Behavioural Sciences (USSBS): The School within which the Bachelor's degree programmes of the Faculty of Social and Behavioural Sciences are provided;
- o. University Course Catalogue: The register of courses provided by the University, under the supervision of the Executive Board;
- p. Education Facility: The facility offered to the student with a functional impairment or chronic illness by the Director of Education (in the case of education facilities) and/or the Board of Examiners (in the case of testing facilities), which sets out to which necessary and reasonable provisions the student is entitled.
- q. Law, the: The Netherlands Higher Education and Academic Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW).

¹The EER are set and reviewed annually and apply to all students enrolled in the degree programme. If there are any changes to the rules, the new rules will apply to all parties, unless a transitional regulation applies to a specific student group. Please refer to the appendix for the transitional regulations.

The other terms have the meaning ascribed to them by Law.

SECTION 2 – PREVIOUS EDUCATION

Art. 2.1 – Admission

In addition to the legally specified diplomas that grant access to the programme, the individual who holds a diploma for the equivalent previous education stated in Appendix 3 also has access to the degree programme².

Art. 2.2 – Limited enrolment Psychology

1. The Psychology Bachelor's degree programme has limited capacity. The number of students that can be admitted in the first year of the Psychology degree programme is 600.
2. The "2023-2024 Selection Criteria Regulations and Procedure for the Psychology Bachelor's Degree Programme" governs the admission criteria and admissions procedure.

2.3– Language requirement for foreign diploma holders

A foreign diploma holder can only register:

- a. After the student complies with the requirement of having passed the state examination Dutch as a Second Language, Programme 2, or the examination for the certificate Dutch as a Foreign Language, professional-level language skills (for teachers) (C1) or higher education-level language skills (for students) (B2); and
- b. After the student has demonstrated that they comply with the requirement of a good command of the English language at the level of the Dutch VWO exam.

Deficiencies in the previous education in English must have been resolved prior to commencing the degree programme. This must be demonstrated by passing one of the following tests:

- IELTS (International English Language Testing System), academic module. The minimum IELTS score (overall band) is 6.0 with at least 5.5 for the 'writing' component.
- TOEFL (Test Of English as a Foreign Language). The minimum score is 83 (Internet-based test).
- Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
 - Cambridge English Advanced (CAE). Minimum score: 169 total, 162 writing.
 - Cambridge English Proficiency (CPE). Minimum score: 180 total, 162 writing.

Art. 2.4 – Mathematics requirement

Holders of a certificate of passing a propaedeutic exam or exam of an Associate Degree of a Dutch University of Applied Sciences (Hogeschool), may only enrol in the degree programme after demonstrating that they obtained a passing mark for the final exam Mathematics A or B at a HAVO or higher level.

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

Art. 2.5 – Colloquium doctum

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

- Dutch;
- English;
- Mathematics C.

SECTION 3 – CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME

Art. 3.1 – Objective of the degree programme

The objectives of the degree programmes are described in Part 2 of these regulations.

Art. 3.2 – Attendance mode form

The degree programmes Interdisciplinary Social Sciences, Cultural Anthropology, Pedagogical Sciences, Psychology and Sociology are offered on a full-time basis.

The degree programme Educational Sciences is offered on both a full-time and part-time basis.

Art. 3.3 – The programme’s language of instruction

1. The degree programme is offered in Dutch. Appendix 8 sets out the rationale for the language policy of the degree programmes.
2. Deviating from the provisions of the first paragraph, one or more of the courses of the degree programme may be offered in English. In that case, the Utrecht University’s Language Code of Conduct applies.

Art. 3.4 – Study load

1. The degree programme has a course load of 180 credits.
2. The degree programme includes advanced courses with a course load of at least 45 credits (in major and optional course profile together).

art. 3.5 – Major

1. The programme comprises one section (major) with a course load of 135 credits related to Cultural Anthropology, Interdisciplinary Social Science, Educational Sciences, Pedagogical Sciences, Psychology or Sociology. Of this total, the courses specified in Appendix 1, representing a total course load of 75 credits, are required.
2. The other courses of the major are chosen by the student from those listed in Appendix 2.
3. The major must also include courses involving the scientific and social context of the degree programme, with a course load of at least 15 credits.
4. The courses of the Cultural Anthropology, Interdisciplinary Social Science, Educational Sciences, Pedagogical Sciences and Sociology majors must include at least 37.5 credits at the intermediate level³ and at least 37.5 credits at the advanced level. At least 45 credits of the courses of the Psychology major must be at the intermediate level³ and at least 37.5 credits at the advanced level.
5. Bachelor’s project/Bachelor’s thesis/Bachelor’s research project/thesis⁴:
 - Within the Cultural Anthropology major, a Bachelor’s project with a course load of 22.5 credits (optional: 30 credits) and the related component Qualitative Research Methods: Background and Application (7.5 credits) are required; for students who are going abroad the required course load of the Bachelor’s project is 30 credits;
 - Within the major Interdisciplinary Social Sciences, a Bachelor’s project with a study load of 15 credits, as well as the associated courses Literature study ISS (7.5 credits) and Techniques for the analysis of quantitative and qualitative data (TAQ) (7.5 credits), is required;
 - Within the Educational Sciences major, a Bachelor’s thesis with a course load of 15 credits and the related component Methods in Educational Sciences Research (7.5 credits) are required;

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

⁴ The Bachelor’s project/Bachelor’s thesis/Bachelor’s research project/thesis course offers the student the option of writing a final paper as an aptitude test that combines the required knowledge, skills and attitudes.

- Within the Pedagogical Sciences major, a thesis with a study load of 15 credits, as well as the associated course Methods, techniques and statistics 3 or Intermediate Research Methods and Statistics (PS & ES) (7.5 credits), is required;
- Within the Psychology major, a Bachelor's project with a study load of 15 credits, as well as the associated course Methods, techniques and statistics 3 or Intermediate Research Methods for Psychology or Intermediate research methods and statistics for ISS or educationalists (7.5 credits), is required;
- Within the Sociology major, a Bachelor's project with a study load of 15 credits, as well as the associated course Data Analysis Lab (7.5 credits) and either of the courses Social Networks in Theory and Empirical Research or Family Sociology: Trends, Theory and Quantitative Research (7.5 credits), is required.

art. 3.6 – Optional course profile, minor

1. The degree programme comprises an optional course profile in which the student selects courses with a total course load of at least 45 credits.
2. At least 15 credits of the courses of the optional course profile must be at intermediate level or above.
3. The optional course profile allows the student to select from:
 - courses that are included in the University Course Catalogue;
 - courses offered by another Dutch university, with the exception of courses that are not a part of a Bachelor's degree programme, such as (without being limited to) MOOCs.

The following qualify for selection with the approval of the Board of Examiners:

 - Courses of a Dutch university that are not a part of a Bachelor's degree programme;
 - Courses from a funded or designated Dutch institution for higher professional education;
 - Courses from the University Course Catalogue that were set up in collaboration with a University of Applied Sciences.

The Board of Examiners determines the level of the course taken if needed to comply with the requirement from paragraph 2.

The Board of Examiners will not give its approval if, in its opinion, there is a substantive duplication of courses previously completed by the student.
4. If the courses are offered by another Dutch institution through *Kies-Op-Maat*, after approval from the Board of Examiners, the degree programme owes the reimbursement determined by *Kies-Op-Maat* per actually obtained credit to the institution offering the courses.
5. If the student completes a cohesive unit of courses provided by a faculty under the designation of minor, this designation will be stated in the International Diploma Supplement to the exam certificate⁵.
6. With regard to a component as referred to in the 3rd paragraph or a minor as referred to in the 4th paragraph, the Board of Examiners can attribute a lower than nominal course load to the extent that the course or the minor are related to the same knowledge and skills as in one or more other courses of the major or the optional course profile.

Art. 3.7 – Academic programmes completed at a university abroad

1. Courses provided by a university abroad are also eligible to be taken as optional courses as referred to in Art. 3.6(3), as long as they are approved by the Board of Examiners. The Board of Examiners determines whether these courses are of an adequate academic level. The Board of Examiners will not give its approval if, in its opinion, there is a substantive duplication of courses previously completed by the student. If courses overlap in whole or in part, the Board of Examiners may restrict the inclusion of these courses in the examination by deducting credits pro rata.
2. The faculty publishes the procedure regarding the inclusion of foreign courses on the student website: In doing so:
 - a. It will also indicate when and how students can request approval for courses completed abroad;
 - b. Students will have the opportunity to request approval at such a time that they will have a definite answer from the Board of Examiners at the start of the exchange.
3. Credits from foreign courses are converted as follows:

⁵ See www.students.uu.nl/minors.

- a. For courses from foreign universities within the European Union/European Economic Area working with the European Credit Transfer System (ECTS), approved by the Board of Examiners in terms of content and level, the credits will be incorporated. By way of derogation, the Board of Examiners may decide to award a different number of credits if it is established that the credits awarded abroad are not in accordance with the study hours.
 - b. For courses from foreign universities outside the European Union/European Economic Area which do not work with the European Credit Transfer System (ECTS), approved by the Board of Examiners in terms of content and level, the credits are converted in accordance with the university-wide conversion table. See www.uu.nl/credit-omrekeningtabel (in Dutch). The Board of Examiners may deviate from this in special cases provided there are valid reasons.
4. Results from foreign courses are converted as follows:
- a. Results obtained abroad are converted into the alphanumerical results P/F (pass/fail). The original results are also registered in OSIRIS. Furthermore, the original results are printed on the International Diploma Supplement, as referred to in Article 6.4, and reference is made therein to the information from Nuffic about the assessment scales at foreign institutions (<https://www.nuffic.nl/onderwerpen/onderwijssystemen>).
 - b. The foreign university determines what is the cut-off point for a pass mark and records in the transcript whether the student obtained a pass mark.
 - c. Results obtained abroad do not count in the student's average final mark.
 - d. Results obtained abroad do not count for determining the designation cum laude.

Art. 3.7a - Area with a negative travel advice

1. Study courses for which the student must travel abroad or to the Caribbean part of the Kingdom for which the Ministry of Foreign Affairs has advised against with the classification red (do not travel) or orange (only necessary travel), and that is applicable during the period that the study component will be pursued, cannot be incorporated in the degree programme. This is also applicable in the event the Ministry of Foreign Affairs issues a negative travel advice exiting the Netherlands.
2. At the student's request, under special circumstances deviations can be made from the provision in paragraph 1 on behalf of the Dean. Deviations are only possible if a statement has been issued on behalf of the Executive Board that there are sufficient guarantees to ensure the respective student's health and safety.
3. Should the classification of the travel advice change to red or orange when the student is already present in the area abroad or the Caribbean part of the Kingdom, the Executive Board may advise the student to return to the Netherlands if the Executive Board deems it inadvisable to stay, having weighed the local risks and the impact of the travel to be undertaken. The student who does not follow the advice to return, cannot incorporate the study component in the degree programme.

At the student's request, under special circumstances deviations can be made from the provision in paragraph 3 on behalf of the Dean. Deviations are only possible if a statement has been issued on behalf of the Executive Board that there are sufficient guarantees to ensure the respective student's health and safety.

Art. 3.8 – Honours programme

3.8.1 - SOCIAL SCIENCES HONOURS COLLEGE

1. The student selected by the degree programme who completes a cohesive unit of courses, which are partly offered on an extracurricular basis under the designation of Honours programme, will be considered for an 'Honours Programme Certificate' issued by the Dean of the Faculty.
2. The selection criteria for admission to the Social Sciences Honours College and the contents of the Honours programme are set out in Appendix 5.

3.8.2 - HONOURS PROGRAMME: DESCARTES COLLEGE

The Descartes College is intended for motivated and broadly interested Bachelor's students at Utrecht University. At the end of their first year, the students may apply to be selected. For information, application and selection: <https://students.uu.nl/onderwijs/honours/descartes-college>.

Art. 3.9 – Actual structure of the academic programme

1. The number of contact hours for the degree programme is on average 12 to 18 hours per week in the first year of the degree programme and is at least 12 hours per week in the higher Bachelor's years across the university as a whole.
2. In the University Course Catalogue, or where the Course Catalogue does not provide this information, in the study guide or on Blackboard, the following information is provided for each course:
 - Learning objectives
 - Timetables
 - Schedules of the contact hours
 - Time and location of the tests and extra tests of the courses.
3. In MyTimetable, students can consult the timetables of courses, tests and additional tests for which they are registered.

Art. 3.10 – Educational Sciences: variant Academic Primary Education Teacher Training (ALPO)

1. A student selected by the Educational Sciences Bachelor's programme can complete a cohesive unit of courses, which are jointly taught by the Educational Sciences Bachelor's programme and the Education Faculty of the HU University of Applied Sciences Utrecht as a variant to the Academic Primary Education Teacher Training.
2. The special rules included in Appendix 6 apply to the student as referred to in the first paragraph.

SECTION 4 – ACADEMIC PROGRAMME

Art. 4.1 – Course

1. For the courses of the degree programme, courses will be offered with a course load of 7.5 credits or a multiple thereof.
2. All courses that can be included in the degree programme are described in the University Course Catalogue.
3. A course will be offered at one of the following levels:
 - level 1: introductory;
 - level 2: intermediate;
 - level 3: advanced.

Art. 4.2 – Required prior knowledge for courses

The University Course Catalogue describes for each course what prior knowledge is required to successfully attend the course.

Art. 4.3 – Course entry requirements

The courses of the major listed below can be taken only after a pass has been obtained for the courses listed therein. The Director of the Bachelor's programme decides on justified requests for exemptions from the entry requirements.

4.3.1 - CULTURAL ANTHROPOLOGY:

Course:	After passing:
Bachelor's project: setting up qualitative research	The required major courses for the first year of the Bachelor's (45 credits) + 75 credits from the major electives or from the optional course profile

4.3.2 - INTERDISCIPLINARY SOCIAL SCIENCES:

Course:	After passing:
Bachelor's project ISS	The required major courses (75 credits) + ISS literature study

4.3.3 – EDUCATIONAL SCIENCES:

Course:	After passing:
Bachelor's thesis	Introduction to research methods and statistics (PS & ES) + Application of research methods and statistics (PS & ES) + Methods of education scientific research
Bachelor internship	A minimum of 120 credits completed in the Educational Sciences Bachelor's programme

4.3.4 – PEDAGOGICAL SCIENCES:

Course:	After passing:
Scientific internship in the pedagogical practice	Students can be admitted if they have successfully completed 4 of the following 8 courses: <ul style="list-style-type: none">• Communication skills;• Testing and observation skills;• Diagnostics of parenting and development problems;• Treatment and intervention;• Developmental psychopathology;• Cultural diversity;

Course:	After passing:
	<ul style="list-style-type: none"> • Intermediate research methods and statistics for educationalists; • Pedagogical practical development, research and policy
Thesis	Introduction to research methods and statistics (PS & ES) + Application of research methods and statistics (PS & ES) + Intermediate research methods and statistics for educationalists.

4.3.5 – PSYCHOLOGY:

Course:	After passing:
Bachelor's research project.	Introduction to research methods and statistics (Psy) + Application of research methods and statistics (Psy) + Advanced research methods and statistics for psychology or Intermediate research methods and statistics for ISS or educationalists
Diagnostic decision-making in clinical development psychology	Psychology as a science
Diagnostic tools in clinical development psychology	Psychology as a science

4.3.6 – SOCIOLOGY:

Course:	After passing:
Measurement and Modelling with Social Data	Data analysis lab
Family Sociology: Trends, Theory and Quantitative Research	Application of research methods and statistics (Soc) Pre-Master: Basics of Research Methods and Statistics
Bachelor's project	All courses of the "required major" Sociology (75 credits)

4.3.7 – Methods and techniques

Course:	After passing:
Doing a Qualitative Research Project	Introduction to Research Methods and Statistics + Application of Research Methods and Statistics (one of the variants within the Faculty)
Conducting a Survey and Theory Construction and Statistical Modelling and Missing Data Theory and Causal Effects	One of the following courses: <ul style="list-style-type: none"> • Data Analysis Lab (Sociology) • Intermediate Research Methods and Statistics for ISS or Educationalists or Advance Research Methods and Statistics for Psychology • Educational Science Research Methods / Developing Assessment and Evaluation Tools for the Educational Context (Educational Sciences)

Art. 4.4 – Course enrolment

A student may only participate in a course if they have enrolled for it through OSIRIS-student in a timely manner⁶.

Art. 4.5 – Participation in courses; order of priority⁷

1. The University Course Catalogue indicates the maximum number of students for whom a course will be taught.
2. A course that has been successfully completed (pass mark), may not be taken again.

4.5.1 - CULTURAL ANTHROPOLOGY:

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

For the course Podcasting Lab: experimenting with auditory ethnography (pilot), a maximum of 40 students will be admitted.

For the course Politicising Security in Anthropology (pilot), a maximum of 25 students will be admitted.

4.5.2 - INTERDISCIPLINARY SOCIAL SCIENCES:

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

4.5.3 – EDUCATIONAL SCIENCES:

There are 60 places available for the International Perspectives on Education course. Admission will take place in the order of registration.

4.5.4 – PEDAGOGICAL SCIENCES:

For the course Modern Life: Challenges in Families and Schools, 90 places are available. Admission is in the order of registration, however with students enrolled in the minor Orthopedagogy (being phased out) being given priority.

4.5.5 – PSYCHOLOGY:

1. For the required courses of the Psychology major, only Psychology students who have been admitted through the selection may participate.
2. The social context courses "The 21st Century and Modern Man", "Identity and Diverse Man", "Motivation and Self-Steering Man" and "Society and Social Man" have a limited capacity of 400 students per course. Students who are required to take this course for the major are given priority over students wishing to take this course in the optional course profile. In addition, the following courses from the optional course profile also have a maximum capacity: Adolescent Development (250), Power and Leadership (240), Making Diversity Work (144) and Neuroscience of Social and Emotional Behaviour (270).
3. In the case of the other elective courses for the major and the optional course profile, all students are accommodated except in the case of circumstances beyond one's control. In

⁶ See: <https://students.uu.nl/praktische-zaken/in-en-uitschrijving/inschrijven-cursussen>. The Faculty's enrolment periods may differ.

⁷ In all cases, the student will only be granted access to the course if the student registers in time and has fulfilled the entrance requirements.

the event of circumstances beyond one's control, Psychology students will be given priority. Students are given the remaining spots in the order of application.

4. Students who have been removed from the course more than once because they failed to make a sufficient effort or for another reason, lose their right to priority the next time they enrol.

4.5.6 – SOCIOLOGY:

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

The new course Political Sociology of Environmental Crisis has a limited capacity of 50 students this academic year. Enrolment is in order of registration, however with students enrolled in the Sociology Bachelor's degree programme will be given priority, as the course is part of the examination programme.

4.5.7 – MINORS:

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

Art. 4.6 – Taking place of courses

All of the courses listed in the University Course Catalogue are expected to go ahead. In case of an enrolment of fewer than 10 students, the course coordinator, in consultation with the Director of the Bachelor's degree programme and the students, may offer the course in a different work and assessment format, or offer a replacement course.

Art. 4.7 – Attendance and commitment obligations

1. Active participation in the course for which they are enrolled is compulsory for all students.
2. In addition to the general requirement that students actively participate in education, additional requirements are described per course in the University Course Catalogue or the course manual.
3. The course coordinator and/or Director of the Bachelor's degree programme may exclude the student from further attendance of (a part of) the course in the event of inadequate quantitative or qualitative participation.

Art. 4.8 – Disorderly conduct during 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 their behaviour.
2. For repeat offences, the student may be removed from the course by the course coordinator and/or the Director of the Bachelor's degree programme.

Art. 4.9 – Concluding courses international students for Christmas recess

Appendix 7 includes the courses international students can complete in period 2 prior to the Christmas recess.

Art. 4.10 – Educational quality evaluation

1. The Director of Education is responsible for monitoring the quality of the education. To this end, the Director of Education ensures that courses are evaluated as well as the curriculum. In educational quality assurance, the Director of Education includes the opinions and suggestions for improvement of the Curriculum Committee regarding improving and safeguarding the quality of the degree programme.
2. Education in the degree programme is evaluated as follows:
 - 2.1 Course evaluation. A course is evaluated (through evaluation forms or panel discussions represented in a written report) at least one of the following moments:
 - a. Interim course evaluation: during the course, students can provide feedback on matters that could be improved or changed;
 - b. Course evaluation: at the end of the courses, the participating students are asked to assess the quality of the content, teaching design, study materials and assessment (evaluation using evaluation forms is done at least once every three years);
 - 2.2 Curriculum evaluation. The curriculum is evaluated in at least one of the following manners:
 - a. Written curriculum evaluation: at the end of the degree programme, students are asked to assess the coherence and design of the curriculum and preparation for the labour market;
 - b. Through the National Student Survey (NSE) students are asked about all aspects of the education and facilities.
3. Students who have participated in the course will be kept informed of the outcomes, both actively and in writing, of the course evaluation. Adjustments and measures taken following the course evaluation will be explained in the following academic year's course guide.

SECTION 5 – ASSESSMENT

Art. 5.1 – General

1. During the course, the student is assessed on their academic background and whether the student has adequately achieved the stipulated learning objectives.
2. The University Course Catalogue describes the achievements to be met by the student in order to successfully complete the course, as well as the criteria applied to assess the student. These criteria may be explained in more detail in the course guide.
3. Every course contains several tests. No later than halfway through the course, will the lecturer evaluate the progress of the student⁸ and inform the student of the findings.
4. The assessment of the student is finalised at the end of the course.
5. The Regulations of the Board of Examiners contains a description of the procedure regarding assessment.
6. No tests are held in the month of August.

Art. 5.2 – Board of Examiners

1. The Dean appoints a Board of Examiners for each degree programme and ensures the independent and competent working of the Board of Examiners.
2. The Dean appoints the chairperson and the members of the Board of Examiners for a 3-year term based on their expertise in the field of the degree programme(s) in question or in the field of assessment, in which:
 - at least one member will 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).Members may be reappointed. Before appointing a new member, the Dean must consult with the members of the Board of Examiners in question.
3. Persons holding a management position with financial responsibilities or (partial) responsibility for a curriculum may not be appointed as a member or chairperson of the Board of Examiners. These include: the Dean, the Assistant Dean, a director/head/manager of a department, a member of departmental management/management team, director/head/manager of a section, member of a section management/management team, member/chairperson of the Board of Studies of the Graduate School or Undergraduate School and the Director of Education.
4. Members of the Board of Examiners shall remain in function until the end of their term of office. In addition, the members and chairperson may resign at their own request. The members and chairperson will be dismissed by the Dean if they no longer fulfil the requirements stipulated in paragraphs 2 or 3 of this Article. Moreover, the Dean may dismiss the members and the chairperson if it has been demonstrated that they do not adequately fulfil their lawful duties.
5. The Dean ensures that the current composition of the Board of Examiners is made available on the website and that any changes will be processed as soon as possible.

Art. 5.3 – Thesis assessment

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

⁸ The evaluation halfway through the course will usually be a test, but may also take another form, such as completing weekly tasks, a presentation, a practical or a research assignment that will be completed during a course accompanied by weekly feedback. It is important, in any case, that the lecturer informs the student of their progress.

Art. 5.4 – Grades and alphanumerical results

1. Grades are awarded on the scale of 1 to 10, inclusive. The final assessment of a course is a pass or fail, expressed in grades: 6 or higher, or 5 or lower, respectively.
 - failing grades through 4.99 are not rounded up
 - 5.00 through 5.49 = 5
 - passing grades are expressed in whole or half numbers.

Rounding is done as follows.

Failed:

1.00 – 4.99 is not rounded

5.00 – 5.49 = 5

A pass:

5.50 – 6.24 = 6

6.25 – 6.74 = 6½

6.75 – 7.24 = 7

7.25 – 7.74 = 7½

7.75 – 8.24 = 8

8.25 – 8.74 = 8½

8.75 – 9.24 = 9

9.25 – 9.74 = 9½

9.75 – 10 = 10

If a following decimal is a 5 or higher, it is rounded up; if a following decimal is a 4 or lower, it is rounded down.

2. Alphanumeric results may be awarded in the following cases:
 - ND (no participation): the student enrolled in the course, but did not participate;
 - ONV (fail) or NVD (not met): the student did not participate in or did not complete all test components;
 - V (pass): the student passed a course, but does not receive a grade for this;
 - VR (exemption): the student has received an exemption for a course;

Art. 5.5 – Reparation: supplementary or substitute test

1. If students have fulfilled all commitments during a course, they will be allowed to take one supplementary or replacement exam provided that they received a “fail” final grade that is at least a non-rounded 4.0.
2. Students are not eligible for an additional or replacement exam if a pass mark has been awarded⁹.

Art. 5.6 – Form of test

1. Assessment takes place in the manner stipulated in the University Course Catalogue. This will be set out in more detail in the course guide.
2. At the request of the Board of Examiners, a test can be taken in a manner other than that described in Article 5.6(1).

⁹ i.e. a passing grade for the course

Art. 5.7 – Oral tests

1. Only one person at a time may be tested orally, unless the Board of Examiners has determined otherwise.
2. An oral test is taken in public (on-site or online), unless the Board of Examiners or the relevant examiner has determined otherwise in a specific case, or if the student has made an objection.

Art. 5.8 - Make-up exam

1. If the non-provision of a make-up exam would lead to 'an exceptional case of unfairness of a substantial nature', the Director of the Bachelor's degree programme may decide to allow a make-up exam.
2. Requests for a make-up exam must be submitted to the Director of the Bachelor's degree programme offering the course prior to the start of the regular or supplementary test.
3. Contrary to what has been stated in the previous paragraphs, the Director of the Master's degree programme decides which justified claims for a make-up exam for courses in the Pre-Master's curriculum will be allowed. Students of the Pre-Master's curriculum must submit their request to the Director of the Master's degree programme.
4. Article 5.5 correspondingly applies to the make-up exam. This means that the student who misses the regular final test of the course due to circumstances beyond one's control and does take the test by means of a make-up, will be allowed to take a supplementary or replacement exam if the student fails the final assessment with a score of at least a non-rounded 4.0.

Art. 5.9 – Last course provision

1. If students in order to pass the bachelor's or Pre-Master's curriculum still need at most one course of no more than 7.5 credits (which has previously been taken in full at the most recent opportunity but in which an unsatisfactory final assessment of at least a non-rounded 4.0 has been given) and failure to grant a last-course provision can be shown to result in a delay in completing the degree programme of more than one semester, they may be eligible for a last-course provision if requested.
2. Requests for a last course provision must be submitted, with supporting evidence, to the Director of the Bachelor's degree programme offering the course as soon as possible.
3. Contrary to what has been stated in the previous paragraphs, the Director of the Master's degree programme decides which justified claims for a last course provision in the Pre-Master's curriculum will be allowed. Students in the Pre-Master's curriculum must submit their requests to the Director of the Master's degree programme.

Art. 5.10 – Assessment period

1. The results of the oral test will be determined within 24 hours and communicated to the student.
2. The examiner must ensure that the results of written and other tests have been made available to the student within 10 working days of the date of the assessment.
3. If the result is not available within this time limit due to circumstances beyond one's control, the examiner must inform the student and indicate the time at which the result will be determined. If the circumstances were indeed beyond one's control can only be determined by the course coordinator.
4. On the written report of the assessment of a test, students are reminded of the option to lodge an appeal with the Examination Appeals Board. The examiner will inform the student simultaneously or through other means of communication of the right of inspection as referred to in Art. 5.12.

Art. 5.11 – Period of validity

1. The period of validity of passed courses and exemptions is unlimited. As an exception to this, the Board of Examiners may require an additional test or a replacement exam for a course that was passed more than five years ago if the tested knowledge or tested understanding is demonstrably outdated, or if the tested skills are demonstrably outdated.
2. The five-year period referred to in the first paragraph is extended by the number of months of financial support awarded to the student pursuant to the fund to create a distinct profile referred to in Paragraph 2a of the WHW and the awarded extension period of the performance-linked grant due to a functional impairment or chronic illness.
3. Passed partial tests and assignments will no longer be valid if the student fails to pass the course for which these marks were obtained. Students who did not pass the course must complete the entire course again.

Art. 5.12 – Right of inspection¹⁰

1. For at least 20 working days after the announcement of the results of a written or digital test, the student who took the test will be allowed to inspect the assessed work upon request. A copy of that work will also be provided free of charge upon request¹¹.
2. During the period referred to in the first paragraph, the student who has taken the test may inspect the questions and assignments of the test in question, as well as the standards by which the assessment was made.

Art. 5.13 – Test retention period

1. The assignments, elaborations and assessed work of the written or digital tests will be stored in hard copy or digital format for two years after the assessment.
2. The Bachelor's thesis, the Bachelor's project or the Bachelor's research project referred to in Art. 3.5(5), will be stored in hard copy or digital format for seven years after the assessment.

Art. 5.14 – Exemption

1. Upon the student's request and after having consulted the examiner in question, the Board of Examiners may grant exemption from a course of the programme, if the student:
 - a. Has completed a course equivalent to a university-level programme or a higher professional education programme, prior to starting the Bachelor's degree programme; or
 - b. Can demonstrate through work and/or professional experience the possession of adequate knowledge and skills in respect of the course in question.
2. No exemptions are granted for partial tests.

Art. 5.15 – Fraud and plagiarism

1. Fraud and plagiarism are defined as the acts or omissions of students that cause their own performance in the field of knowledge, skills and insight to be misrepresented, which may result in the examiner being unable to assess the students' knowledge or ability correctly and fairly.
Fraud includes:
 - Cheating during the test. Anyone facilitating cheating is complicit in fraud;
 - Sharing answers with others while taking a test;
 - Invoking the assistance of third parties during a test;
 - Have direct access during the test to aids (pre-programmed calculator, mobile phone, smartwatch, smartglasses, books, syllabi, notes, etc.), the consultation of which is not

¹⁰ The right to follow-up is laid down in Art. 3.3. of the Regulations of the Board of Examiners.

¹¹ The questions and assignments are protected by copyright.

expressly permitted, unless the aids are in a bag that remains sealed or otherwise made inaccessible during the entire test;

- Allowing others to perform (part of) a study assignment and presenting this as own work;
- Being in possession of the questions, assignments or answers of the test in question prior to the date or the time on which the tests will take place;
- Making or attempting to implement technical changes that undermine the online testing system;
- simulation of survey or interview contents or research data;
- Wrongfully signing off attendance lists or having them signed off.

Plagiarism means copying data or sections of text (from others or one's own work) in a thesis or other work/assignment without citing the source. Plagiarism includes, inter alia:

- Copying and pasting texts from digital sources such as encyclopaedias and digital journals without quotation marks and references;
 - Copying and pasting texts from the Internet without quotation marks and references;
 - Including texts from printed materials such as books, journals and encyclopaedias without quotation marks and references;
 - Including a translation gathered from the above sources without quotation marks and references;
 - Paraphrasing texts gathered from the above sources without (proper) references: paraphrasing must be marked in such a way (by expressly linking the text to the original author in the text or in a footnote), that it will never give the impression that these are the student's own ideas;
 - Including images, audio or test material of others without references, thus passing these off as one's own work;
 - Resubmitting previous work from the student and passing this off as original work prepared within the context of the course, unless this is expressly permitted in the course or by the lecturer;
 - Taking over work from other students and passing this off as own work. If this happens with permission from the other student(s), the latter is complicit in plagiarism;
 - Even when plagiarism is committed in a joint paper/assignment by one of the authors, the other authors are complicit if they could have or should have known that the other party committed plagiarism;
 - Submitting papers acquired from a commercial institution (such as an Internet site with excerpts or papers) or that are written by someone else, whether or not payment is involved.
2. a. If fraud or plagiarism is established or suspected, the examiner will inform the student and the Board of Examiners in writing.
b. The Board of Examiners will give the student the following opportunities:
 - Respond in writing;
 - Respond orally.
 3. The Board of Examiners will determine whether (accessory to) fraud or plagiarism has been committed and will notify the student in writing of its decision and of any sanctions in accordance with the provisions of paragraph 4, stating the possibility of appeal to the Examination Appeals Board.
 4. The Board of Examiners is authorised to impose sanctions. In doing so, the Board of Examiners will ensure that the sanction is proportionate and that the consequences of the sanction are in proportion to the degree and seriousness of the fraud or plagiarism committed.
 5. One or more of the following sanctions may be imposed, depending on the nature and extent of the fraud or plagiarism committed, and the circumstances surrounding the fraud or plagiarism, as well as the student's study phase:
 - o the submitted paper, test or examination will be declared invalid;
 - o A reprimand, which will be registered in OSIRIS;
 - o Expulsion from the course;
 - o The student will no longer be eligible for a positive final grade (cum laude) as referred to in in Art. 6.2;
 - o Exclusion from participation in tests pertaining to the course in question during the ongoing academic year, or, alternatively, for a period of 12 months;
 - o Complete exclusion from participation in all tests for a period of 12 months.
 6. In cases of very serious and/or repeated fraud or plagiarism, the Executive Board can terminate the student's enrolment in the degree programme permanently upon the recommendation of the Board of Examiners.

7. If the Board of Examiners determines large-scale or organised fraud which could influence the examination results in their entirety, the Board of Examiners shall immediately declare that the test or examination in question is invalid and that all students will have to retake the test or examination in the near future. The Board of Examiners will determine the date on which the test or examination will have to be retaken. This date will be no later than 10 working days after the fraud was established, allowing participants to benefit from their preparation for the test or examination.

Art. 5.16 – Dictionary

1. Students with a foreign previous education who wish to consult a translation dictionary during a test of the first year of the Bachelor's degree programme must obtain prior written permission from the Board of Examiners. This permission may be granted for a maximum of one academic year.
2. Without prejudice to the provisions of the previous paragraph, the examiner may determine for their course that all students may consult a translation dictionary during the test.

SECTION 6 – EXAMINATION

Art. 6.1 – Examination

1. The Board of Examiners will determine the result of the Bachelor's examination and will issue the certificate as referred to in Art. 6.4, as soon as the student has met the requirements of the examination programme.
2. Before determining the result of the examination, the Board of Examiners may start its own investigation into the student's knowledge pertaining to one or more courses or aspects of the degree programme. The Board of Examiners will conduct such an investigation only if it establishes that there are certain facts or circumstances that lead to the conclusion that the Board of Examiners cannot vouch that the student has obtained the final qualifications of the degree programme (as referred to in part 2 of the Education and Examination Regulations).
3. Assessment of the examination file constitutes part of the final examination. The date of the examination is the last business day of the month in which the Board of Examiners has determined that the student has fulfilled the requirements of the examination programme. The student must be registered for the degree programme on the date when the test is taken.
4. In order to pass the examination, the student must have passing marks for all courses of the examination programme. In order to pass the exam of the Cultural Anthropology and Educational Sciences degree programmes, the student must also receive a pass mark for the portfolio (for Educational Sciences: study career file).
5. In order to pass the examination and obtain a diploma, the student must also have been enrolled in the degree programme during the period in which the examinations were taken. If a student does not comply with this condition, the Executive Board may issue a statement of non-objection with regard to passing the examination and issuing a diploma once the student has settled the required tuition and administration fees for the 'missing' periods.
6. Students who have successfully passed the examination and are entitled to a diploma may request the Board of Examiners to refrain from proceeding and to postpone the examination date referred to in paragraph 3. This request must be submitted no later than 10 working days after the students have been informed of the result of the examinations. Upon submitting this request, the students must indicate when they wish to obtain the diploma. The Board of Examiners will comply with the request if the student:
 - Is going to hold a management position for which a Utrecht University management participation grant is available;
 - Is going to do an internship¹², or course abroad¹³;
 - Must complete courses that are required for admission into the Master's programme.The examination date can be postponed only once for no more than one academic year. Postponement of thirteen months can only be granted for students who have a tuition-free exemption to carry out a management position.

Art. 6.2 – Graduation with Honours

A Bachelor's degree can be awarded cum laude (with honours), if the student satisfies the following requirements:

- A weighted average of at least a non-rounded 8.0, where the weighting is done on the basis of credits;
- The weighted average mark is calculated using the final marks of the courses;
- No final course grade may be lower than 7.0 in the OSIRIS record;
- The Bachelor's thesis / the Bachelor's project / the Bachelor's research project¹⁴ must have been marked with at least an 8.0 the first time;
- The Bachelor's degree has been obtained within four years. Students of the part-time Educational Sciences programme must have passed the examination within seven years.

Exemptions and courses obtained abroad and registered with an alphanumerical result pursuant to Art. 3.7, do not count.

In cases not covered by the regulations, the Board of Examiners will decide.

¹² The internship must be an official course, completed as part of the Bachelor's examination.

¹³ The course abroad must be followed in the semester directly following the semester in which the requirements of the examination programme have been met.

¹⁴ If the Bachelor's thesis, the Bachelor's project or the Bachelor's research project consists of multiple courses, the weighted average of all of the courses must be at least a non-rounded 8.0. The weighting is done on the basis of credits.

Art. 6.3 – Degree

1. To those who have passed the exam, the degree "Bachelor of Science" is granted.
2. The degree conferred shall be recorded on the examination diploma.

Art. 6.4 – Diploma

1. As proof of having passed the examination, the Board of Examiners will issue a diploma. One diploma is issued for each degree programme, even if a student has completed multiple programmes.
2. An International Diploma Supplement in English (IDS) will be appended to this diploma. This supplement provides (international) insight into the nature and content of the completed degree programme.

Art. 6.5 – Grading Scales

1. The International Diploma Supplement states the student's weighted average of the marks obtained and the ECTS Grading Scale.
2. The weighted average of the marks obtained represents the academic performance of the student expressed on a scale of 1 to 10, inclusive. It is calculated based on the applicable numerical results for the courses passed by the students over the course of the examination programme. Courses that are not rated numerically will not be taken into account in the calculation. Weighting takes place based on credits per course.
3. The ECTS Grading Scale offers insight into the grading culture at Utrecht University for educational institutions and employers abroad. They can convert the marks to their own grading system based on the Grading Scale. The ECTS Grading Scale is an institution-wide scale for all Bachelor's programmes. The scale is a 10-point scale in which only the marks 6 to 10 are visible, because the Grading Scale only shows passing grades. Grades are expressed only in whole or half digits. A percentage indicated with each grade shows how often this grade is given.
4. The calculation of the ECTS Grading Scale is based on all satisfactory results (except alphanumerical results), not weighted by study load, in the three most recent academic years, of students actively enrolled in a Bachelor's degree programme at Utrecht University.

SECTION 7 – ACADEMIC ADVICE AND SUPPORT

Art. 7.1 – Student Information System

1. The Faculty records the students' individual study results and publishes them on OSIRIS Student.
2. A certified student progress dossier can be obtained from the Student Information Point. For an uncertified student progress dossier, the student may consult OSIRIS.

Art. 7.2 – Academic advice and support

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

Art. 7.3 – Binding study advice (BSA)

1. During the first year of enrolment, the student enrolled in the degree programme will receive a written recommendation on academic advancement no later than 31 January, about the continuation of their degree programme. This advice contains a warning to the student in case of academic advancement of 7.5 credits or less. The part-time students in the Educational Sciences programme will receive the advice as referred to in the first sentence after the first semester, yet no later than 1 May.
2. Students who receive a warning as referred to in the first paragraph are given the opportunity to be heard by the tutor with the goal of a reconsideration of the degree programme choice and a possible referral.
3. At the end of the academic year, yet no later than 31 August, the student receives a second written advice about the continuation of their degree programme. The part-time students in the Educational Sciences programme receive the second written advice concerning continuation of their degree programme, as referred to in the first sentence of this paragraph, at the end of the second year of enrolment, yet no later than 31 August of that year. Notwithstanding the provisions of paragraphs 9, 10 and 11, this recommendation on academic advancement is linked to a binding rejection if the student has obtained less than 45 credits. The rejection applies for a term of 4 academic years.
4. In establishing the number of credits obtained as referred to in paragraphs 1 and 3, all credits count that were obtained during the first academic year at Utrecht University with the

exception of credits from exemptions granted and the results of partially passed examinations; these do not count.

5. No recommendation on academic advancement as referred to in paragraph 3 will be issued to students who are exempt from the first period with a course load of 60 credits of the Bachelor's programme.
6. No recommendation on academic advancement as referred to in paragraph 3 will be issued to the student who requests to be disenrolled prior to 1 February of the first year of enrolment. If the student re-enrols in a subsequent academic year, the recommendation on academic advancement as referred to in paragraph 3 will be issued in that subsequent academic year.
7. Contrary to what is stated in paragraph 6, the student who requests to be disenrolled prior to 1 February of the first year of enrolment, and after 1 February is enrolled at (another degree programme of) Utrecht University, and has obtained less than 45 credits, will nevertheless receive a negative binding study advice.
8. The study advice is issued by the Board of Examiners of the relevant programme.
9. Before a final negative binding study advice is issued, the student will have the opportunity to be heard by or on behalf of the Board of Examiners of the degree relevant degree programme.
10. In considering whether to issue a negative binding study advice, the Board of Examiners will review the student's personal circumstances upon their request. The Board of Examiners will only take into account personal circumstances that the student reported to the faculty study advisors as soon as can reasonably be expected after their occurrence. Personal circumstances include illness, pregnancy, functional impairment and chronic illness¹⁵, special family circumstances, top-class sport and management functions for a student organisation with full legal capacity or in the context of the organisation and management of Utrecht University, the Faculty of Social and Behavioural Sciences or the Bachelor's degree programme in which the student is enrolled.
11. In its consideration of whether to issue a negative binding study advice, the Board of Examiners will also involve types of circumstances beyond one's control¹⁶ other than those mentioned in the previous paragraph at the student's request. The Board of Examiners will only take into account types of circumstances beyond one's control that were reported to the faculty study advisors as soon as can reasonably be expected after their occurrence.
12. If, because of circumstances referred to in paragraph 6, paragraph 10 or paragraph 11, it is not possible to issue an advice about the student's suitability (or lack thereof), no negative binding study advice will be issued, and a recommendation on academic advancement referred to in paragraph 3 will be issued to the student at the end of the subsequent academic year. In that following year of enrolment, the student must obtain the number of credits as referred to in the third paragraph; credits obtained during the first academic year are excluded.
13. It is not possible to issue a negative binding study advice if the student passed all the examinations associated with the courses in the first period of the academic programme with a combined study load of 60 credits.
14. A negative decision can be appealed within 6 weeks before the Examination Appeals Board.

Art. 7.4 – Functional impairment and chronic illness

Students with a functional impairment or chronic illness will be given the opportunity of receiving education and taking the tests in the manner set out in their 'Education Facility'. Applications for a facility are submitted via OSIRIS-student.

¹⁵ This also includes mental illness.

¹⁶ Consider e.g. caregiving.

SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

Art. 8.1 – Safety net scheme

In cases for which these regulations do not provide or do not clearly provide, the decision is made by:

- The Board of Examiners, if the decision is part of the authority of the Board of Examiners on the basis of the Law or these Education and Examination Regulations;
- The Dean or officer mandated for that purpose on behalf of the Dean, in all other events, having heard the Board of Examiners.

art. 8.2 – Hardship clause

The Board of Examiners will decide in accordance with the rules contained in these Education and Examination Regulations, unless that would have clearly unreasonable consequences for the student, which due to special circumstances, are unreasonable in relation to the objectives serving the rule. If the Director of Education is appointed to decide in the Education and Examination Regulations, the Director of Education decides.

Art. 8.3 – Transitional regulations

Transitional regulations are included in Appendix 4.

Art. 8.4 – Amendment

1. Amendments to these regulations are decided by the Dean in a separate decision, after having consulted the Curriculum Committee and Faculty Council.
2. An amendment to these regulations shall not apply to the ongoing academic year unless the interests of the students are not reasonably prejudiced thereby.
3. Furthermore, an amendment cannot be to the detriment of students or affect any other decision made by the Board of Examiners under these regulations in respect of a student.

Art. 8.5 – Publication

The dean will be in charge of publishing these regulations, as well as any amendment, on the Internet.

Art. 8.6 – Entry into force

These regulations will enter into force on 1 September 2023.

Part 2
OBJECTIVE OF THE DEGREE PROGRAMME

ALL PROGRAMMES:

1. The programme's goals are:
 - To develop knowledge, skills and understanding and to achieve the intended learning outcomes as indicated hereafter broken down by degree programme.
 - A university education. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
 - Academic thought, action and communication;
 - Using relevant scientific tools;
 - To communicate (in a scientific manner) in the language(s) of the degree programme;
 - Using specific knowledge of a field of study in a broader scientific, philosophical and social/cultural context;
 - Behavioural standards that apply during the programme and within science.
 - Preparation for a further academic career.
From their first Bachelor's year, students become familiar with the theory and practice of scientific research.
2. The degree programme is designed to enable the student to acquire such knowledge and skills regarding English language proficiency that, upon completion of the Undergraduate degree, the student meets the admission requirements regarding English language proficiency of a master's programme in the Netherlands.

CULTURAL ANTHROPOLOGY:

The degree programme's goals are:

To train students to be theoretically, methodologically and empirically trained academics, who, using the Dublin descriptors, possess the required a. *Knowledge and understanding*; b. *Ability to apply knowledge and understanding*; c. *Ability to exercise judgement*; d. *Communication skills*; and e. *Learning skills*. The degree programme develops competencies with regard to thinking, acting, reflecting and communicating at an academic level; employing a relevant scientific toolset, and applying specific knowledge in a broader scientific and social context. Finally, the degree programme prepares students for the labour market or a further academic career.

Translation of the goal into intended learning outcomes:

Knowledge and understanding

The graduate has knowledge and an understanding of:

- The most important anthropological concepts and theories;
- The thematic core areas of cultural anthropology;
- The history of theoretical movements within cultural anthropology;
- Anthropological methods and techniques, particularly ethnography, and social science methods and techniques (including statistics).
- The social science and science theoretical principles of cultural anthropology and the affiliated ethical and normative issues;
- Knowledge-theoretical issues of and within cultural anthropology.

Application of knowledge and understanding:

The graduate is able:

- To apply theories and concepts of cultural anthropology to determine, analyse and interpret social problems and developments holistically;
- To draft and operationalise research questions that are socially and scientifically relevant;
- To apply ethnographical methods and carry out independent research in a responsible manner;
- To present research findings in a manner that is ethnographically and theoretically trustworthy.

Opinion forming:

The graduate is able:

- To analyse, compare and synthesise theoretical texts and research findings in a critical manner and use these to design conceptual frameworks;
- To reflect critically on the anthropologist's professional perspectives and roles and to be able to carry out at least one of them independently at the level of a starting professional;
- To reflect critically on the professional ethics of anthropologists within society.

Communication:

The graduate possesses:

- Professional and academic communication skills, at least in Dutch and English;
- The ability to discuss, argue, and present using various communication tools within and outside one's field of expertise;
- The ability to set up anthropological research and practice assignments as a budding academic professional and to collaborate with a variety of civil society partners;
- The ability to independently report on anthropological research findings and translate these findings to a wide (interdisciplinary and/or non-scientific) audience.

Learning skills:

The graduate can:

- Independently acquire and apply new content knowledge about the field of expertise;
- Independently acquire and apply new methodological knowledge about the field of expertise;
- Assess the ethical consequences of this new knowledge and independently act accordingly.

INTERDISCIPLINARY SOCIAL SCIENCES:

The degree programme's goals are:

- To train students to become entry-level interdisciplinary social science professionals with the knowledge, competences and methodical skills that will make them suitable for a wide range of academic and social jobs especially around themes related to youth development, cultural diversity and public health;
- To develop competencies (knowledge, skills and attitudes) with respect to:
 - Academic research, thought, action and communication;
 - To employ the relevant scientific toolset in the abovementioned three themes in an interdisciplinary manner;
 - To be able to independently articulate and argue critical opinions while also considering scientific, social and professional ethical aspects;
 - To educate conscientious academics;
 - To communicate scientifically, both in scientific forums and in popular science media;
- To prepare for a further (academic) career.

Translation of the goal into intended learning outcomes:

Knowledge and understanding

The graduate has knowledge of:

- Concepts and theories from the behavioural and social sciences, taking an interdisciplinary perspective;
- The opportunities and difficulties of interdisciplinary theory formation, both from a science theoretical perspective as well as their contribution to the analysis and policy intervention of social issues;
- Quantitative and qualitative methods and techniques of social scientific research;
- Major policy and intervention theories in the domains of youth development, public health and cultural diversity;
- key modern-day social issues, intervention strategies and the structure and institutions of Dutch society, also seen in a historical and international comparative perspective.

Application of knowledge and understanding

The graduate:

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

Opinion forming

The graduate:

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

Communication

The graduate:

- Has general professional and academic skills;
- Has the ability to use information and communication technology;

- Has the ability to systematically collect information;
- Is able to make oral presentations, discuss and write;
- Is able to plan, organise and collaborate;
- Is able to structurally assess activities and performances of others and of him or herself;
- Demonstrates a communicative and cooperative mindset with respect to others with different positions, roles, backgrounds, expertise and interests;
- Demonstrates a mindset to choose a position and take initiative, but also to support personal contributions with appropriate argumentation and open them up for discussion.

Learning skills

The graduate demonstrates:

- A focus on tracking developments and new knowledge in the social sciences;
- An ability to reflect on their own functioning, own development and career;
- An awareness of and ability to take account of the ethical and social context and implications of their actions.

EDUCATIONAL SCIENCES:

The degree programme's goals are:

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

Bachelor's students of the Educational Sciences degree programme are characterised by their knowledge of and skills in setting up and conducting research (research learning trajectory), designing learning situations and assessments and tests (design and assessment learning trajectory), advising, designing and advising on learning, changing and innovating in organisations (advice and implementation learning trajectory). The various learning trajectories are mutually connected and strengthen one another. For instance, the advice and implementation learning trajectory also addresses the design of e.g. innovation processes, or it is necessary to develop an assessment to determine the effectiveness of change interventions (connection with the design and assessment learning trajectory).

In addition, Bachelor's students of the Educational Sciences degree programme are characterised by a clear understanding of their future professions and are able to knowingly make relevant choices in their studies and connect theory with the practice of educational sciences (professional development learning trajectory). The substantive educational sciences knowledge of the Utrecht Bachelor's student is characterised by knowledge of and insight into theories of expertise, learning, teaching and instruction, assessment and evaluation (De Corte, 2000), organisational development (Austin & Bartunak, 2012) and by knowledge of schools of thought in the philosophy of science.

Translation of the goal into intended learning outcomes:

Knowledge and understanding

Educational Sciences graduates are able:

- To formulate problem statements, construct research designs, gather and analyse data, report and discuss research findings and act with scientific integrity (*Methodological / statistical knowledge*).
- To demonstrate understanding and knowledge of theories about expertise, learning, teaching and instructing, assessment, organisational developments and schools of thought in the philosophy of science (*Substantive knowledge of educational sciences*).

Application of knowledge and understanding

Educational Science graduates are able:

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

Opinion forming

Educational Sciences graduates are able:

- To critically reflect, critically approach (scientific) data and independently form an opinion or position on it;

To show insight and a positive attitude regarding the ethical aspects of acting as an academic professional.

Communication

Educational Science graduates are able:

- To write, orally present, discuss and argue at the level of a starting academic professional;

- To evaluate the performance and work products of others and oneself with an attitude of integrity, respect, responsibility and constructive criticism;
- To demonstrate openness in communications concerning the implementation and results of their own and others' research and development work;
- To demonstrate professionalism in conveying knowledge and presenting plans and results from research and development work.

Learning skills

Educational Science graduates are able:

- To demonstrate willingness to continue learning, self-development, and contribution to their field of expertise over the course of their future career;
- To demonstrate insight into and reflect on their own learning process and study career development, and draw consequences from this by complementing their own competences.

PEDAGOGICAL SCIENCES:

The degree programme's goals are:

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

Translation of the goal into intended learning outcomes:

Knowledge and understanding

The graduate has knowledge and an understanding of:

- The social scientific and scientific theoretical basics of pedagogical sciences and the trends in the philosophy of science that are relevant to pedagogy;
- The related ethical and normative issues;
- The history of parenting and parenting science;
- How ongoing changes in the social and scientific discourse and political decision-making affect the field of the educationalist;
- Contemporary theoretical models of upbringing, education and cognitive, motor and psychosocial development in relation to relevant contexts at micro, meso, exo and macro level;
- Aspects relevant to Pedagogy from Psychology, Sociology, Law, Educational Sciences, Child & Adolescent Psychiatry, Anthropology and Philosophy, among others;
- The pedagogical infrastructure, or the fields of action of the pedagogical and neighbouring sciences at the various system levels, including parenting, education, youth care, prevention, assistance, policy and their interconnectedness;
- The normal development and study of development, learning and behavioural problems of children and adolescents from a categorical versus dimensional approach;
- The models and methods of analysis of the calls for assistance of these children and adolescents and their direct environment, including diagnostic and evaluative research methods, the main diagnostic tools, as well as psychometric knowledge;
- The models of action in pedagogical interventions, preventive programmes and professionalisation programmes;
- The methods and techniques of social science research, including analytical techniques for qualitative and quantitative data;
- How interventions, programmes and the pedagogical infrastructure can be designed.

Application of knowledge and understanding

The graduate is able:

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

Opinion forming

The graduate is able:

- To take a critical stance with respect to their own performance as an academic professional;
- To take a critical stance with respect to policy and research plans and results;

- To show openness with respect to communicating about the results of their own (clinical and/or empirical) research and that of others;
- To demonstrate professionalism in transferring knowledge and presenting research plans and results;
- To adopt a respectful and responsible attitude towards those with whom the graduate interacts in the field;
- To handle the discipline's respective ethical values with integrity;
- To take a scientifically substantiated position in normative debates that focus on the development of children and/or young people.

Communication

The graduate is able:

- To resolve a request for action or a research question in a respectful and effective way with the questioner;
- To inform the questioner about the expected result of the research;
- To give a written and oral presentation of the research conducted, both for an audience with a scientific background and a non-scientific audience;
- To formulate practice-ready policy or advice (in terms of concrete action recommendations and/or suggestions for further research) in response to the results of the research;
- To empathise with the target audience and be able to adapt communication to the target audience and communicate the goal;
- To implement the results in practice;
- To lead or organise projects and supervise and coordinate the educational professionals performing the work;
- To collaborate in multidisciplinary teams within the systems around a child, both with the child and the educators as well as with other directly involved parties (e.g. other market players in the field).

The graduate demonstrates:

- Openness with respect to communicating about the results of his or her own research and that of others;
- Professionalism in transferring knowledge and presenting research plans and results;
- A respectful and responsible attitude towards fellow students and towards those with whom the graduate comes into contact as a result of work.

Learning skills

The graduate has:

- The ability to continue learning and developing throughout their career.

The graduate can:

- Reflect on their own performance and can draw consequences by complementing their own competences;
- Critically reflect on the work, assumptions and consequences of interventions/research;
- Identify (recognise, affinity with and motivation for) the NVO basic educationalist professional profile.

PSYCHOLOGY:

At the end of the Bachelor's degree programme, the student has broad basic knowledge of Psychology and its various subfields. This knowledge is supported by an integrated scientific and professional attitude.

The degree programme's goals are:

- Knowledge, skills and understanding in the area of Psychology and the attainment of the intended learning outcomes listed in the second paragraph;
- Shape an academic attitude. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
 - Academic thought, action and communication;
 - Using relevant scientific tools;
 - (Scientific) communication in the Dutch language;
 - Using specific knowledge of a field of study in a broader scientific, philosophical and social/cultural context;
- Shape a professional attitude. This includes the development of competencies (knowledge, skills and attitudes) with respect to:
 - Gain insight into the professional field;
 - Scholarly reflection on the role of the psychologist, taking into account the ethical and social role;
 - Communication in a professional environment;
 - Clinical skills;
 - Vocation-specific skills;
- Preparation for a further (academic) career.

The graduate works and thinks at an academic level. The intended learning outcomes of the Bachelor's programme include a scientific attitude, sufficient knowledge of methodology and statistics to be able to assess the literature in Psychology on its merits, sufficient practice in conducting scientific research to be able to carry out simple research in Psychology, knowledge and overview of the main sub-fields of Psychology and their correlation, in-depth knowledge of at least one **discipline** within Psychology, sufficient knowledge and skills to undertake a practical or research internship in any field of Psychology, knowledge of the biological basis and social and intercultural context of human behaviour, and basic understanding of the historical and science-theoretical foundations of Psychology.

Translation of the goal into intended learning outcomes:

Knowledge and understanding

The Bachelor's graduate in Psychology:

- has an understanding of the structure of Psychology, its subfields and fields of application and how they interrelate;
- Has an understanding of the biological and social aspects of behaviour;
- Has a global knowledge of the historical and (scientific) philosophical principles of the field;
- Has a broad basic knowledge in the sub-disciplines: functional theory, developmental psychology, clinical psychology and social psychology as well as the various aspects of behaviour;
- Has an understanding of psychopathology and the various biopsychosocial perspectives on it;
- Has a broad basic knowledge of the methodology rules, research methods and statistical analysis techniques that are generally used in Psychology;
- Has a broad basic knowledge of the generic ethical standards as described in the code of professional standards;
- Has a broad basic knowledge of the principles of psychological diagnostics, communication and intervention models;

Application of knowledge and understanding:

The Bachelor's graduate in Psychology is able:

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

Opinion forming:

The Bachelor's graduate in Psychology:

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

Communication

The Bachelor's graduate in Psychology:

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

Learning skills

The Bachelor's graduate in Psychology is able:

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

SOCIOLOGY:

The programme's goals are:

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

Translation of the goal into intended learning outcomes:

Knowledge and understanding:

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

- The key social problems in current Dutch society in an international comparative and historical perspective; as well as the difference between social problems and sociological questions;
- The main problems / themes in sociology;
- The most important theoretical traditions in Sociology and the content of major theories;
- Authoritative empirical findings and their relevancy;
- The most important social science research designs and data gathering methods; as well as the most important basic analysis techniques;
- The way in which theoretical knowledge can be used to propose policy interventions and the manner in which existing policy can be explained and evaluated;
- The course of policy processes and the social meaning of policy interventions and their implications;
- The content of the Dutch Sociologists Association's code of conduct.

Application of knowledge and understanding:

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

- Analyse social problems and 'convert' these into sociological problems and sort subproblems under overarching sociological problems;
- Analyse and compare relevant texts, theoretical insights and empirical findings and, based partly on this, develop his or her own conceptual framework or synthesis;
- Derive hypotheses from existing sociological theories that provide a response to the formulated questions or conceive new theories that could provide a response;
- Test theories in a suitable research study design;
- Choose and apply adequate analysis techniques; draw conclusions based on research results;
- Estimate the feasibility of proposed solutions; evaluate existing policies with regard to stakeholders' perspectives;
- Use theoretical knowledge to clarify policy processes;
- Apply the content of the Dutch Sociologists Association's code of conduct to specific research situations and come out with valid arguments for and against.

Opinion forming:

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

- Discern main and secondary issues when reading academical / professional texts and analyse them critically;
- Pass judgment on the urgency of a social problem; determine whether (among other things, in relation to the social problem) a sociological problem is well posed;
- Determine the strength of a proposed solution/theory in the light of logical inconsistency and/or empirical findings;
- Pass judgment on the strength of the empirical research conducted;
- Estimate the effectiveness of proposed or implemented policy;
- Reflect on ethical aspects of sociological research and of their actions.

Communication:

Graduates:

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

Learning skills:

Graduates:

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

APPENDICES

Appendix 1. Compulsory Courses Major

* = Compulsory first-year course

** = Scientific and social context subjects

Appendix 1.1 – CULTURAL ANTHROPOLOGY:

Courses at level 1 (introductory):	Course load:
Cultural anthropology 1: introduction in cultural anthropology *	7.5 credits
Cultural anthropology 2: perspective and relevance *	7.5 credits
Introduction to research methods and statistics (ISS, CA & Soc) * and **	7.5 credits

Courses at level 2 (intermediate):	Course load:
	7.5 credits
Cultural Anthropology 3: History and Theory in Anthropology * (offered in English)	7.5 credits
Cultural Anthropology 4: Globalization and Sociocultural Complexity * (offered in English)	
Qualitative research methods: backgrounds and application **	7.5 credits
Application of Research Methods and Statistics (CA) * and **	7.5 credits

Courses at level 3 (advanced):	Course load:
Bachelor's project: setting up a qualitative study ** (written work can be in English)	7.5 credits
Bachelor's project: data gathering and processing 1 ** (written work can be in English)	7.5 credits
Bachelor's project: bachelor thesis ** (written work can be in English)	7.5 credits

Miscellaneous:
Students of the Cultural Anthropology degree programme also take the compulsory courses 'Basic tutoring programme' and 'Intermediate tutoring programme', within which they build a portfolio that is signed off in the Bachelor's project

Appendix 1.2 - INTERDISCIPLINARY SOCIAL SCIENCES:

Courses at level 1 (introductory):	Course load:
ISS in practice: analysis and combatting social problems *	7.5 credits
Introduction to interdisciplinary social sciences *	7.5 credits
Introduction to behavioural sciences *	7.5 credits
Introduction to social sciences: modern society *	7.5 credits
Introduction to research methods and statistics (ISS, CA & Soc) * and **	7.5 credits

Courses at level 2 (intermediate):	Course load:
Interdisciplinary research into social problems *	7.5 credits
Learning research ISS *	7.5 credits
Application of Research Methods and Statistics (ISS) * and **	7.5 credits
Across disciplinary borders	7.5 credits

Courses at level 3 (advanced):	Course load:
Intermediate research methods and statistics for interdisciplinary social scientists (VOS ISS) **	7.5 credits

Appendix 1.3 – EDUCATIONAL SCIENCES:

Courses at level 1 (introductory):	Course load:
Introduction to educational sciences *	7.5 credits
Introduction to research methods and statistics (PS & ES) * and **	7.5 credits
Courses at level 2 (intermediate):	Course load:
Education and Information Communication Technology * (offered in English)	7.5 credits
Educational Psychology (offered in English)	7.5 credits
Application of Research Methods and Statistics (PS & ES) * and **	7.5 credits
Philosophy of science and history of education and of the educational sciences *	7.5 credits
Courses at level 3 (advanced):	Course load:
Learning in organisations: change interventions	7.5 credits
Methods in education scientific research **	7.5 credits
Designing learning situations - advanced 4C/ID model	7.5 credits
Developing assessment and evaluation tools for education situations **	7.5 credits
Miscellaneous:	Course load:
Students of the Educational Sciences degree programme also take the compulsory courses 'Basic tutoring programme' and 'Intermediate tutoring programme', within which their study career dossier (formerly: portfolio) is signed off	0 credits

Appendix 1.4 – PEDAGOGICAL SCIENCES:

Courses at level 1 (introductory):	Course load:
Pedagogical questions around polarisation *	7.5 credits
Introduction to research methods and statistics (PS & ES) * and **	7.5 credits
Pedagogical systems in infancy and childhood *	7.5 credits
Working on normative professionalism *	7.5 credits
Courses at level 2 (intermediate):	Course load:
Treatments and interventions aimed at psychosocial problems, learning problems and development problems	7.5 credits
Cultural Diversity * (offered in English)	7.5 credits
Diagnostics of parenting and development problems	7.5 credits
Developmental Psychopathology (offered in English)	7.5 credits
Application of Research Methods and Statistics (PS & ES) * and **	7.5 credits
Pedagogical systems in childhood and adolescence *	7.5 credits
Courses at level 3 (advanced):	Course load:
None	None

Appendix 1.5 – PSYCHOLOGY:

Appendix 1.5.1 – PSYCHOLOGY for students who first enrolled during the academic year 2019-2020 or earlier:

Courses at level 1 (introductory):	Course load:
Cognition and behaviour *	7.5 credits
Brain and behaviour *	7.5 credits
Introduction to research methods and statistics (Psy) * and **	7.5 credits
Courses at level 2 (intermediate):	Course load:
Bio-psychosocial perspectives on psychopathology (see the transitional regulations in Appendix 4.5)	7.5 credits
Foundations of psychological diagnostics and testing theory (see the transitional regulations in Appendix 4.5)	7.5 credits
Application of Research Methods and Statistics (Psy) * and **	7.5 credits

Courses at level 2 (intermediate):	Course load:
Developmental Psychology *	7.5 credits
Personality and health (see the transitional regulations in Appendix 4.5) *	7.5 credits
Psychology as a science * and **	7.5 credits
Social psychology *	7.5 credits

Courses at level 3 (advanced):	Course load:
None	

Appendix 1.5.2 – PSYCHOLOGY for students who first enrolled during the academic year 2020-2021 or later:

Courses at level 1 (introductory):	Course load:
Cognition and behaviour *	7.5 credits
Brain and behaviour *	7.5 credits
Introduction to research methods and statistics (Psy) * and **	7.5 credits

Courses at level 2 (intermediate):	Course load:
Application of Research Methods and Statistics (Psy) * and **	7.5 credits
Developmental Psychology *	7.5 credits
Clinical Psychology *	7.5 credits
Psychology as a science * and **	7.5 credits
Social psychology *	7.5 credits

Courses at level 3 (advanced):	Course load:
Students can choose from: Bachelor's research project Psychology: (block 1 and 2) Bachelor's research project Psychology: Social, health and organisational psychology ** Bachelor's research project Psychology: Psychological Functional Theory ** Bachelor's research project Psychology: Clinical Psychology ** Bachelor's research project Psychology: Developmental Psychology ** Bachelor's research project Methods, techniques and statistics	15 credits

Appendix 1.6 - SOCIOLOGY:

Courses at level 1 (introductory):	Course load:
Introduction to sociology *	7.5 credits
Social Inequality *	7.5 credits
Learning research * and **	7.5 credits
Introduction to research methods and statistics (ISS, CA & Soc) * and **	7.5 credits
Social problems *	7.5 credits
Policy and politics *	7.5 credits

Courses at level 2 (intermediate):	Course load:
Application of Research Methods and Statistics (Soc) * and **	7.5 credits
Advanced Sociological Theory: Modelling Social Interaction (offered in English)	7.5 credits

Courses at level 3 (advanced):	Course load:
Policy and evaluation research **	7.5 credits
Data analysis lab **	7.5 credits

Appendix 2. Elective Courses Major

* = First-year elective course

** = Scientific and social context subjects

Appendix 2.1 - CULTURAL ANTHROPOLOGY:

Courses at level 1 (introductory):	Course load:
Science Writing Cultural Anthropology *	7.5 credits

Courses at level 2 (intermediate):	Course load:
Anthropology and Sustainability: Contemporary Fault Lines (offered in English)	7.5 credits
Anthropology of Religion: Theories and Methods (Religious Studies)	7.5 credits
Political Anthropology: Power, Politics and State *	7.5 credits
Anthropology of Death	7.5 credits
Anthropology of Gender and Sexuality	7.5 credits
Key Challenges to the Welfare State: Social Policy and Social Change (offered in English)	7.5 credits
Nationalism and Racialisation *	7.5 credits
Understanding Prejudice: an interdisciplinary perspective on intergroup relations	7.5 credits

Courses at level 3 (advanced):	Course load:
Bachelor's project: data gathering and processing 2 ¹⁷ **	7.5 credits
Migrants and Integration (offered in English)	7.5 credits
Policy and evaluation research * and **	7.5 credits
Political Ecologies: Nature, Humans and Non-Humans *	7.5 credits
Religion, Media and Popular Culture * (offered in English)	7.5 credits
Podcasting Lab: experimenting with auditory ethnography (pilot)	7.5 credits
Philosophy of Science	7.5 credits
Politicising Security in Anthropology	7.5 credits
Postcolonial Theory (Humanities) (offered in English)	7.5 credits
Anthropology of Violence: Actors, Repertoires and Subjectivities (offered in English)	7.5 credits

Appendix 2.2 - INTERDISCIPLINARY SOCIAL SCIENCES:

Within the elective part of the ISS major (60 credits), students choose a course track. Within that track - in addition to the courses Techniques for the analysis of quantitative and qualitative data (TAK), ISS Literature study and ISS Bachelor's project - at least 22.5 credits must comprise major elective courses offered by ISS (i.e. not courses offered by Cultural Anthropology, Sociology, Psychology or Pedagogical Sciences).

Courses at level 1 (introductory):	Course load:
None	None

Courses at level 2 (intermediate):	Course load:
Comparing Cultures: Theory and Research (offered in English)	7.5 credits
Key Challenges to the Welfare State: Social Policy and Social Change (offered in English)	7.5 credits
Ethnicity and nationalism (offered by Cultural Anthropology)	7.5 credits
Youth and Sexuality (offered in English)	7.5 credits
Youth Culture in a Digital World (offered in English)	7.5 credits
Understanding Prejudice: an Interdisciplinary Perspective on Intergroup Relations	7.5 credits
Health in Society (offered in English)	7.5 credits
Juvenile delinquency and youth protection (offered by Educational Science)	7.5 credits

¹⁷ This course is compulsory for students who opt to go abroad.

Courses at level 2 (intermediate):	Course load:
Wild Years? Researching Youth in Different Cultures (offered in English)	7.5 credits
Courses at level 3 (advanced):	
Adolescent Development (offered by Psychology) (offered in English)	7.5 credits
Challenges in Work, Health and Wellbeing (offered in English)	7.5 credits
Criminal Behaviour during the Life Course (offered by Sociology) (offered in English)	7.5 credits
Bachelor's project ISS ¹⁸ ** (can be taken in English)	15 credits
Family sociology: trends, theory and quantitative research (offered by Sociology)	7.5 credits
ISS literature study ¹⁸	7.5 credits
Migrants and Integration (offered in English)	7.5 credits
The Multicultural Society (offered in English)	7.5 credits
Techniques for the analysis of quantitative and qualitative data (TAK) ¹⁸ **	7.5 credits
Policy and evaluation research ** (offered by Sociology)	7.5 credits
Risk Behaviour and Addiction in Adolescence (offered in English)	7.5 credits
Sociology of Organisations (offered by Sociology) (offered in English)	7.5 credits
Social Networks in Theory and Empirical Research ** (offered by Sociology)	7.5 credits
Solidarity and Social Justice in Contemporary Societies (offered in English)	7.5 credits

If a student chooses a free course track within the elective of the Interdisciplinary Social Science major,¹⁹ the following requirements apply:

- Courses from the elective part of the ISS major study load 30 credits
of which at least 22.5 credits in major elective courses offered by ISS
- Literature study ISS study load 7.5 credits
- MTS-4: Qualitative and quantitative research or Techniques for the analysis of quantitative and qualitative data (TAK) study load 7.5 credits
- Bachelor's project ISS study load 15 credits

Appendix 2.3 – EDUCATIONAL SCIENCES:

Courses at level 1 (introductory):	Course load:
Academic Writing * (offered in English)	7.5 credits
Academic Speaking	7.5 credits
Introduction to management and organisation *	7.5 credits
Designing learning situations - introduction *	7.5 credits
Child and environment: Pedagogical Explorations. Introduction to Pedagogy for non-educationalists	7.5 credits
Pedagogical systems in infancy and childhood	7.5 credits
Development, learning and behaviour	7.5 credits
Courses at level 2 (intermediate):	
Bachelor internship	7.5 credits
Management and policy *	7.5 credits
Coaching and Training: Theory and Practice * (offered in English)	7.5 credits
Cognitive neuroscience for humanities students	7.5 credits

¹⁸ The courses ISS Bachelor's project (15 credits), ISS Literature study (7.5 credits) and Techniques for the analysis of quantitative and qualitative data (TAK) (7.5 credits) are required: the courses ISS Bachelor's project and ISS Literature study offer choices with regard to their content.

¹⁹ For the composition of the course track: please refer to the website. The course track followed is not mentioned on the IDS and the Bachelor's degree.

Courses at level 2 (intermediate):	Course load:
Cultural Diversity * (offered in English)	7.5 credits
Developmental psychopathology (offered in English)	7.5 credits
International Perspectives on Education (offered in English)	7.5 credits
Learning in organisations: organisation theory *	7.5 credits
Management of organisations *	7.5 credits
Parenting and society **	7.5 credits
Pedagogical systems in childhood and adolescence *	7.5 credits
Language education and ICT in the modern world *	7.5 credits
Language education science *	7.5 credits
Game design	7.5 credits

Courses at level 3 (advanced):	Course load:
Action, learning and impact (ALI) **	7.5 credits
Child Development: Interdisciplinary Perspectives	7.5 credits
Strategic HRM in theory and practice	7.5 credits
Applied Games (offered in English)	7.5 credits
Bachelor's thesis (required course) (offered in English)	15 credits
Conducting a Survey * (offered in English)	7.5 credits
Doing a Qualitative Research Project ** (offered in English)	7.5 credits
Brain and environment: optimising the first 1,001 days of development	7.5 credits
Including education and appropriate care	7.5 credits
Power and leadership	7.5 credits
Missing Data Theory and Causal Effects * (offered in English)	7.5 credits
Organisational Psychology	7.5 credits
Public innovations: design and process	7.5 credits
Policy and evaluation research * and **	7.5 credits
Sociology of Organisations * (offered in English)	7.5 credits
Language education for newcomers	7.5 credits
Theory Construction and Statistical Modelling (offered in English)	7.5 credits
Train the trainer: Coaching and Training * (offered in English)	7.5 credits

Appendix 2.4 – PEDAGOGICAL SCIENCES:

Within the elective part of the Pedagogical Sciences major (60 credits), students choose a course track, within which the courses Intermediate research methods and statistics (7.5 credits) and Thesis (15 credits) are compulsory.

Courses at level 1 (introductory):	Course load:
Development, Learning and Behaviour * (offered in English)	7.5 credits

Courses at level 2 (intermediate):	Course load:
Scientific internship in the pedagogical practice	7.5 credits
Juvenile crime and juvenile protection	7.5 credits
Parenting and society **	7.5 credits
Pedagogical practical development, research and policy	7.5 credits

Courses at level 3 (advanced):	Course load:
Adolescent Development (offered in English)	7.5 credits

Courses at level 3 (advanced):	Course load:
Doing a Qualitative Research Project ** (offered in English)	7.5 credits
Brain and environment: optimising the first 1,001 days of development	7.5 credits
Inclusive education and appropriate care	7.5 credits
Juvenile justice	7.5 credits
Judicial interventions	7.5 credits
Modern Life: Challenges in Families and School ** (offered in English)	7.5 credits
Testing and observation skills	7.5 credits
Communication skills	7.5 credits
Intermediate research methods and statistics for educationalists **	7.5 credits
A broader view of psychosocial development and support	7.5 credits
The Voice of Youth ** (offered in English)	7.5 credits
Thesis (can be taken in English)	15 credits

If a student does not choose a free course track within the elective of the Pedagogical Science major,²⁰ the following requirements apply:

- Courses from the elective part of the major study load 37.5 credits
- Intermediate research methods and statistics for educationalists study load 7.5 credits
- Thesis study load 15 credits

Appendix 2.5 – PSYCHOLOGY:

Appendix 2.5.1 – PSYCHOLOGY for students who first enrolled in the degree programme Psychology during the academic year 2019-2020 or earlier:

Courses at level 1 (introductory):	Course load:
None	None

Type of course	Courses at level 2 (intermediate):	Course load:
Theory	Health in Society (offered in English)	7.5 credits
Research	Training experimenting and registering 1 (see the transitional regulations in Appendix 4.5)	3.75 credits
Research	Training experimenting and registering 2 (see the transitional regulations in Appendix 4.5)	3.75 credits
Research	Training systematic behaviour observations	3.75 credits
Research	Training constructing questionnaires	3.75 credits
Prof. skills	Conversing professionally	7.5 credits

Type of course	Courses at level 3 (advanced):	Course load:
B-research	Bachelor's research project individual course programmes Work and Organisational Psychology and Social Psychology, Cognitive & Neurobiological Psychology and Neuropsychology, Child and Youth Psychology, Clinical Psychology and Health Psychology ** (can be taken in English) Students who enrolled in the Psychology Bachelor's degree programme in the 2020-2021 academic year or later, follow the Bachelor's research in the required part of the Psychology major	15 credits
M&S	Advanced Research Methods and Statistics for Psychology	7.5 credits
Prof. skills	Diagnostics in clinical psychology	7.5 credits

²⁰ For the composition of the course track: see the website. The course track followed is not mentioned on the IDS and the Bachelor's diploma.

Type of course	Courses at level 3 (advanced):	Course load:
Prof. skills	Neuropsychological diagnostics	7.5 credits
Prof. skills	Experimental psychology lab	7.5 credits
Prof. skills	Psychodiagnostics in the practice of developmental psychology: children and juveniles (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Labour psychology	7.5 credits
Theory	Cognitive Neuroscience <i>(offered in English)</i>	7.5 credits
Theory	Cognitive development (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Foundations of clinical psychology	7.5 credits
Theory	Interpersonal processes	7.5 credits
Theory	Intra- and inter-group processes (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Clinical neuropsychology	7.5 credits
Theory	Developmental psychopathology (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Organisational Psychology	7.5 credits
Theory	Personnel psychology (Human Resource Management) (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Psychopharmacology <i>(offered in English)</i>	7.5 credits
Theory	Psychopathology II (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Science of Happiness <i>(offered in English)</i>	7.5 credits
Theory	Self-Regulation <i>(offered in English)</i>	7.5 credits
Theory	Sensation and Perception <i>(offered in English)</i>	7.5 credits
Theory	Social cognition	7.5 credits
Theory	Social and emotional development (see the transitional regulations in Appendix 4.5)	7.5 credits
Theory	Applied cognitive psychology 1	7.5 credits

If a student does not choose a free course track within the elective of the Psychology major,²¹ the following requirements apply:

- Theory courses
 - Professional skills
 - Research skills
 - Option with a study load of 7.5 credits from:
 - Theory courses
 - Professional skills
 - Advanced Research Methods and Statistics for Psychology or Intermediate research methods and statistics for ISS or Educationalists
 - Bachelor's research project
- course load 15 credits
course load 7.5 credits
course load 7.5 credits
study load 7.5 credits

study load 7.5 credits
study load 15 credits

Appendix 2.5.2 – PSYCHOLOGY for students who enrolled in the Psychology degree programme in academic year 2020-2021 or later:

The elective part of the Psychology major (60 credits) must comprise the following courses:

- Two social context courses (15 credits);
- Two theory courses (15 credits);
- One professional skills course (7.5 credits);
- Two research skills trainings (7.5 credits);
- Option of a course from the theory courses, the professional skills courses and the social context courses (7.5 credits);

²¹ For the composition of the course track: see the website. The course track followed is not mentioned on the IDS and the Bachelor's diploma.

- Advanced Research Methods and Statistics for Psychology or Intermediate research methods and statistics for ISS or educationalists (7.5 credits).

Courses at level 1 (introductory):	Course load:
None	None

Type of course	Courses at level 2 (intermediate):	Course load:
SC	The 21 st century and modern man **	7.5 credits
SC	Identity and the Diverse Human**	7.5 credits
SC	Motivation and the self-directed human **	7.5 credits
SC	Society and the Social Human **	7.5 credits
Research	Training experimenting	3.75 credits
Research	Training programming	3.75 credits
Research	Training recording	3.75 credits
Research	Training systematic behaviour observations	3.75 credits
Research	Training constructing questionnaires	3.75 credits
Prof. skills	Basic conversation skills	7.5 credits

Type of course	Courses at level 3 (advanced):	Course load:
M&S	Advanced Research Methods and Statistics for Psychology	7.5 credits
Prof. skills	Diagnostics in clinical psychology	7.5 credits
Prof. skills	Diagnostic decision-making in clinical development psychology	7.5 credits
Prof. skills	Neuropsychological diagnostics	7.5 credits
Prof. skills	Experimental psychology lab	7.5 credits
Theory	Labour psychology	7.5 credits
Theory	Cognitive neurosciences	7.5 credits
Theory	Diagnostic tools in clinical development psychology	7.5 credits
Theory	Foundations of clinical psychology	7.5 credits
Theory	Interpersonal processes	7.5 credits
Theory	Clinical neuropsychology	7.5 credits
Theory	Organisational Psychology	7.5 credits
Theory	Clinical developmental psychology	7.5 credits
Theory	Psychopathology	7.5 credits
Theory	Psychopharmacology (offered in English)	7.5 credits
Theory	Science of Happiness (offered in English)	7.5 credits
Theory	Self-Regulation (offered in English)	7.5 credits
Theory	Sensation and Perception (offered in English)	7.5 credits
Theory	Social cognition	7.5 credits
Theory	Applied cognitive psychology	7.5 credits

Legend:

Theory = theory course; M&S = M&S3 breadth course; Research = research skills course; Prof. skills = professional skills course; SC = social context course; B-research = Bachelor's research project.

Appendix 2.6 - SOCIOLOGY:

Courses at level 1 (introductory):	Course load:
Introduction to behavioural sciences *	7.5 credits

Courses at level 2 (intermediate):	Course load:
Health in Society (offered in English)	7.5 credits

Courses at level 2 (intermediate):	Course load:
Key Challenges to the Welfare State: Social Policy and Social Change <i>(offered in English)</i>	7.5 credits
Understanding Prejudice: an Interdisciplinary Perspective on Intergroup Relations	7.5 credits
Political Sociology of Environmental Crises <i>(offered in English)</i>	7.5 credits
Youth Culture in a Digital World <i>(offered in English)</i>	7.5 credits
Courses at level 3 (advanced):	Course load:
Bachelor's project Sociology ²² <i>(can be taken in English)</i>	15 credits
Bachelor's internship Sociology	7.5 credits
Conducting a Survey <i>(offered in English)</i>	7.5 credits
Criminal Behaviour during the Lifecourse <i>(offered in English)</i>	7.5 credits
Doing a Qualitative Research Project ** <i>(offered in English)</i>	7.5 credits
Family Sociology: Trends, Theory and Quantitative Research ²³	7.5 credits
International elective: Cologne <i>(offered in English)</i>	12 - 15 credits
Introduction to Theory Construction and Statistical Modelling <i>(offered in English)</i>	7.5 credits
Migrants and Integration <i>(offered in English)</i>	7.5 credits
Measurement and Modelling with Social Data ** <i>(offered in English)</i>	7.5 credits
Social Networks in Theory and Empirical Research ²³ ** <i>(offered in English)</i>	7.5 credits
Solidarity and Social Justice in Contemporary Societies <i>(offered in English)</i>	7.5 credits
Sociology of Organisations <i>(offered in English)</i>	7.5 credits

²² The Sociology Bachelor's project is required; the content includes electives.

²³ One of the courses 'Family Sociology: Trends, Theory and Quantitative Research' and 'Social Networks in Theory and Empirical Research' is compulsory.

Appendix 3. Equivalent previous education

The Netherlands:

- 'Old style' pre-university education (VWO) diploma based on an academic profile
 - VWO diploma based on 'old profiles' (VWO final exam under the rules in the Secondary Education Act as it read through 31 July 2007)
 - 'Gymnasium' diploma granted under the Higher Education Act of 1876
 - Secondary school certificate (HBS) granted under the Secondary Schooling Act
 - University of Applied Sciences leaving certificate from the 2-year Associate Degree programme
 - University of Applied Sciences leaving certificate for degree programmes under the VWS Ministry (Health, Welfare and Sport, formerly called WVC: Welfare, Health and Culture). This concerns the following programmes:
 - Leaving certificate Midwife (issued, for example, by the Training School Foundation for Midwives in Amsterdam, the School for Midwives in Kerkrade based on the Roman Catholic Foundation for Maternity Care in Kerkrade or the Rotterdam Foundation for Training of Midwives).
 - Leaving certificate Operation Assistant
- Up to 1 January 1997, the following programmes were also concerned:
- Orthoptics (Dutch Academy for Orthoptics at the Health Care Faculty of the Central Netherlands University of Applied Sciences in Utrecht)
 - Oral Hygiene (the Academy for Oral Hygiene at the Health Care Faculty of the Central Netherlands University of Applied Sciences in Utrecht, the Foundation for Training of Oral Hygienists in Amsterdam, the Training for Oral Hygienists in Nijmegen)
 - Mensendieck Remedial Therapist (Foundation for Training of Mensendieck Remedial Therapists in Amsterdam)
 - Cesar Movement Therapy (Foundation for Cesar Movement Therapy Training in Den Dolder)
 - Podotherapy (Eindhoven University of Applied Sciences in Eindhoven)
 - Leaving certificate Dutch university of applied sciences in the area of culture:
 - Leaving certificate National Academy of Fine Art in Amsterdam
 - Leaving certificate Jan van Eyk Academy in Maastricht
 - Leaving certificate Conservators Training in Amsterdam.
 - Leaving certificate Royal Military Academy (KMA)/Royal Institute for the Marines (KIM) (defence)
 - Diploma Senior Administrator

INTERNATIONAL BACCALAUREATE

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

SURINAME

Certificate *Voorbereidend Wetenschappelijk Onderwijs*

Appendix 4. Transitional regulations

Curriculum.

Unless switching to the new curriculum, the 'old' curriculum applies to students who have enrolled in a previous curriculum, with the following transitional regulations.

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

Appendix 4.1 – CULTURAL ANTHROPOLOGY:

Not yet passed	To be done in 2023-2024
Anthropology of Gender, Sexuality and the Body (7.5 credits)	Anthropology of Gender and Sexuality (7.5 credits)
Ethnicity and Nationalism (7.5 credits)	Nationalism and Racialisation (7.5 credits) ²⁴

Appendix 4.2 – EDUCATIONAL SCIENCES:

Failed	To be done in 2023-2024
Brain development: behaviour and learning. Typical and atypical development (7.5 credits)	Brain and environment: optimising the first 1,001 days of development (7.5 credits)

Appendix 4.3 – PEDAGOGICAL SCIENCES:

Failed	To be done in 2023-2024
Methods, Techniques and Statistics 3 (7.5 credits)	Intermediate research methods and statistics for educationalists (7.5 credits)
Bachelor's internship (7.5 credits)	Scientific internship in the pedagogical practice (7.5 credits)
Brain development: behaviour and learning. Typical and atypical development (7.5 credits)	Brain and environment: optimising the first 1,001 days of development (7.5 credits)
Developmental psychopathology: intermediate diagnostics and treatment (7.5 credit)	A broader view of psychosocial development and support (7.5 credits)

Appendix 4.4 – PSYCHOLOGY:

4.4.1 - Compulsory part Psychology major

Failed	To be done in 2023-2024
Personality and health (7.5 credits)	Identity and the Diverse Human (7.5 credits)
Psychology as a science (7.5 credits) 2019-2020 or earlier variant	Psychology as a science (7.5 credits) with a separate assignment in consultation with the course coordinator
Foundations of psychological diagnostics and testing theory (7.5 credits)	Individual arrangement. Contact the degree programme: Psychologie@uu.nl
Bio-psychosocial perspectives on psychopathology (7.5 credits)	Clinical psychology (7.5 credits) in consultation with the course coordinator

If one of the following combinations of courses has not been passed:

Failed	To be done in 2023-2024
Psychology as a science (7.5 credits) + Personality and health (7.5 credits) + Foundations of psychological diagnostics and testing theory (7.5 credits)	Psychology as a science (7.5 credits) + Identity and the Diverse Human (7.5 credits) + Clinical Psychology (7.5 credits)
Psychology as a science (7.5 credits) + Bio-psychosocial perspectives on psychopathology (7.5 credits) +	Psychology as a science (7.5 credits) with a separate assignment in consultation with the course coordinator + Clinical Psychology (7.5 credits)

²⁴ If you have passed Ethnicity and Nationalism, you can no longer take Nationalism and Racialisation due to the overlap.

Failed	To be done in 2023-2024
Foundations of psychological diagnostics and testing theory (7.5 credits)	+ Option (7.5 credits) of one of the following courses: -The 21 st century and the modern human -Motivation and the self-directed human -Society and the Social Human
Psychology as a science (7.5 credits) + Personality and health (7.5 credits) + Bio-psychosocial perspectives on psychopathology (7.5 credits) + Foundations of psychological diagnostics and testing theory (7.5 credits)	Psychology as a science (7.5 credits) <i>with a separate assignment in consultation with the course coordinator</i> + Clinical Psychology (7.5 credits) + Identity and the Diverse Human (7.5 credits) + Option (7.5 credits) of one of the following courses: -The 21 st century and the modern human -Motivation and the self-directed human -Society and the Social Human

4.4.2 - Elective part Psychology major

Failed	To be done in 2023-2024
MTS-3 (7.5 credits) or Advanced Research Methods and Statistics for Psychology: every course track variant (7.5 credits)	Advanced Research Methods and Statistics for Psychology (7.5 credits) or Intermediate research methods and statistics for ISS or educationalists (7.5 credits)
Social and emotional development (7.5 credits)	Identity and the Diverse Human (7.5 credits) or Society and the Social Human (7.5 credits)
Cognitive development (7.5 credits)	Motivation and the self-directed human (7.5 credits)
Basic professional conversation skills, all variants (7.5 credits)	Conversing professionally (7.5 credits)
Psychodiagnostics in the practice of developmental psychology (7.5 credits)	Individual arrangement. Contact the degree programme: Psychologie@uu.nl
Developmental psychopathology (7.5 credits)	Clinical developmental psychology (7.5 credits)
Intra- and inter-group processes (7.5 credits)	Option (7.5 credits) of: • Labour psychology • Social cognition • Self-regulation • Science of Happiness • Interpersonal processes • Organisational Psychology
Personnel psychology (7.5 credits)	Option (7.5 credits) of: • Labour psychology • Social cognition • Self-regulation • Science of Happiness • Interpersonal processes • Organisational Psychology
Training experimenting and recording 1 (3.75 credits)	Training experimenting (3.75 credits)
Training experimenting and recording 2 (3.75 credits)	Option (3,75 credits) of: • Training programming • Training recording
Psychopathology II (7.5 credits)	Psychopathology (7.5 credits)

Appendix 4.5 - MINORS

Labour and organisation psychology minor:

Failed	To be done in 2023-2024
Option (7.5 credits) of: • Challenges in Work, Health and Well-being • Organizing in a Changing World • Labour, management and social issues	Making Diversity Work: Building Inclusive Organizations (7.5 credits)

Appendix 5. Honours programme: Social Sciences Honours College (Art. 3.8)

Objective

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

Selection for admission to the first and second year of the Social Science Honours College

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

Selection criteria

Students who meet the following three selection criteria will be admitted to the first and second year of the Social Science Honours College:

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

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

- the Honours student has obtained 120 credits, i.e., has studied at a nominal level;
- the Honours student has achieved at least a weighted average of 7 (non-rounded) over the first 2 years of the Bachelor's degree programme, including the Honours courses completed up to that point, with the weighting being based on credits;
- the Honours student has successfully completed the Orientation Social Science Honours College (SSHC) course as well as the Dare to Compare course (both part of the Honours College).

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

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

Programme

The Honours programme consists of the following courses that need to be completed successfully:

Year 1 of the curriculum:

- The 'Orientation Social Sciences Honours College' course (7.5 credits, in the optional course profile).

Years 2 and 3 of the curriculum:

- The course Dare to Compare - Create Your Own Course (7.5 credits on top of the regular curriculum).
- A Creative Challenge (7.5 credits on top of the regular curriculum).
- A regular course at Honours level (no extra credits).
- The thesis at Honours level (no extra credits).
- Active participation in the Honours community (as determined by the Honours coordinator).
- An international experience (as determined by the Honours coordinator).
- Maintaining and completing a portfolio.

This brings the total study programme for Honours students to 195 credits.

Appendix 6. Educational Sciences: variant Academic Primary Education Teacher Training Programme (ALPO) (Art. 3.10)

Programme

In deviation from the provisions of Art. 3.5, Art. 3.6, Appendix 1.3 and Appendix 2.3, the variant Academic Primary Education Teacher Training of the Educational Sciences Bachelor's degree programme consists of the following courses with a study load of 180 credits:

* = first-year course

Compulsory courses major (75 credits):

Courses at level 1 (introductory):

Introduction to educational sciences *	study load 7.5 credits
Introduction to research methods and statistics (ALPO) *	study load 7.5 credits
Designing learning situations - introductory *	<u>study load 7.5 credits</u>
<i>Total level 1</i>	<i>22.5 credits</i>

Courses at level 2 (intermediate):

Application of research methods and statistics (ALPO)	study load 7.5 credits
Philosophical reflection on issues in educational practice and educational research	study load 7.5 credits
Orthopedagogy 2: suitable education	study load 7.5 credits
Diversity in education: scientific insights translated to the primary education teacher's practice	study load 7.5 credits
Educational Psychology	<u>study load 7.5 credits</u>
<i>Total level 2</i>	<i>37.5 credits</i>

Courses at level 3 (advanced):

Methods in educational science research (ALPO)	study load 7.5 credits
Assessment and evaluation	study load 7.5 credits
Designing learning situations advanced: 4C/ID Model	study load 7.5 credits
School organisation and change management	<u>study load 7.5 credits</u>
<i>Total level 3</i>	<i>30.0 credits</i>

Elective courses major (60 credits):

Courses at level 1 (introductory):

Analysing and reasoning *	study load 2.0 credits
Learning to teach (HU) *	study load 1.0 credit
Didactics of English (HU)	<u>study load 2.0 credits</u>
<i>Total level 1</i>	<i>5.0 credits</i>

Courses at level 2 (intermediate):

Interaction in the classroom	study load 7.5 credits
Renewal education (HU)	study load 2.0 credits
Orthopedagogy 1: assuming differences	study load 5.0 credits
Developmental psychology *	<u>study load 7.5 credits</u>
<i>Total level 2</i>	<i>22 credits</i>

Courses at level 3 (advanced):

Bachelor's thesis: research plan	study load 3.0 credits
Bachelor's thesis	<u>study load 15.0 credits</u>
<i>Total level 3</i>	<i>18 credits</i>

Optional course profile (45 credits):

Courses at level 1 (introductory):

Arithmetic at upper levels (HU) *	study load 2.0 credits
Language and arithmetic and the development of the young child (HU) *	study load 5.0 credits
Physical education for the young child (HU) *	study load 3.0 credits
Introduction didactics of world subjects (HU) *	study load 3.0 credits
Instruction and differentiation in arithmetic education of years 1 through 5 (HU)	study load 5.0 credits
Handwriting development (HU)	study load 1.0 credits
World orientation: environmental education (HU)	study load 5.0 credits
Literacy (HU)	study load 3,0 credits
Tailored language education (HU)	<u>study load 3.0 credits</u>
<i>Total level 1</i>	<i>30.0 credits</i>

Courses at level 2 (intermediate):

Tailored arithmetic and maths education (HU)	study load 3.0 credits
Quality of arithmetic and maths education (HU)	study load 4.0 credits
Language and policy	study load 4.0 credits
Option of	
Education in science and technology (HU)	study load 2.0 credits
Innovative education (HU)	
Follow-up on option of:	study <u>load 2.0 credits</u>
Education in science and technology (HU)	
Innovative education (HU)	
<i>Total level 2</i>	<i>15.0 credits</i>

Other

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

Contrary to the provisions of Art. 3.2, Art. 3.5 (5), Art. 3.8, Art. 3.9 (3), Art. 4.1 (1) and (2), Art. 4.3.3, Art. 5.1 (6), Art. 5.4, Art. 5.5, Art. 5.6 (1), Art. 5.8, Art. 5.9, Art. 5.10, Art. 5.12, Art. 6.1 (4), Art. 6.2 partly, art. 7.2 (2) and art. 7.3 (1) and (3), the following applies to the variant Academic Primary Education Teacher Training of the Bachelor's programme in Educational Sciences and the student admitted for this:

1. The variant Academic Primary Education Teacher Training of the Educational Sciences Bachelor's degree programme is only offered full-time (Art. 3.2);
2. Within the major, the Bachelor's thesis with a study load of 15 credits and its associated course Bachelor's thesis: research plan (3 credits) is required (Art. 3.5);
3. In addition to article 3.9 (3), it is important to consult the timetable information in the Blackboard course environment in addition to MyTimetable (UU). The schedules of the courses provided by the HU are published by the HU;
4. Art. 4.1 (1) (study load course) does not apply (the courses have a study load of 1, 2, 3, 4, 5 or 7.5 credits);
5. The ALPO courses are listed in the HU course guide (Art. 4.1 (2));
6. The following components of the major can be taken only after the courses mentioned therein have been passed (Art. 4.3 (3)):
 - Bachelor's thesis research plan: after passing Introduction to research methods and statistics, Application of research methods and statistics, Methods of educational science research;
 - Bachelor's thesis: after passing Bachelor's thesis: research plan, Introduction to research methods and statistics, Application of research methods and statistics, Methods of educational science research;
7. Tests of the HU University of Applied Sciences may be held in the month of August (Art. 5.1 (6));
8. The assessment of the courses, as well as the rounding of the marks (Art. 5.4) of the courses of the UU Educational Sciences Bachelor's degree programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (EER-HU);
9. Testing of the courses of the UU Educational Sciences Bachelor's programme takes place as outlined in the course descriptions that are included in the course catalogue of the Utrecht University of Applied Sciences and the course manuals (Art. 5.6 (1));

10. Resits, as well as granting a make-up test (Art. 5.5 and Art. 5.8) for the courses of the UU Educational Sciences Bachelor's degree programme that are taken at the University of Applied Sciences are handled in accordance with the Examination Regulations of the HU University of Applied Sciences Utrecht (EER-HU);
11. The final course provision (Art. 5.9) for the courses of the UU Educational Sciences Bachelor's degree programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (EER-HU);
12. The period of the assessment (Art. 5.10) for the courses of the UU Educational Sciences Bachelor's degree programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (EER-HU);
13. Contrary to Art. 5.11 (3), for ALPO students the partial results obtained in the 2022-2023 academic year will remain valid in the 2023-2024 academic year;
14. The right of inspection (Art. 5.12) for the courses of the UU Educational Sciences Bachelor's degree programme that are taken at the University of Applied Sciences is handled in accordance with the Examination Regulations of the University of Applied Sciences Utrecht (EER-HU);
15. Article 6.1 (4) is (partly) not applicable to ALPO students: they do not maintain a portfolio and this portfolio does not therefore have to be assessed with a pass mark;
16. Students with the ALPO variant must have passed the exam within five years to obtain their degree cum laude (Art. 6.2);
17. At the ALPO, a study career counsellor (Art. 7.2 (2)) performs the tasks of the tutor;
18. The starting week of the ALPO is the week prior to the commencement of the first semester of the first enrolment year (Art. 7.2 (2));
19. During the first year of enrolment, the student will receive a written study advice no later than 31 March about the continuation of their degree programme. This advice issues a warning to the student with less than 16 credits (Art. 7.3 (1));
20. The recommendation on academic advancement in August is attached to a binding rejection if the student has obtained less than 34.5 credits (Art. 7.3 (3)).
21. A student who receives a negative study advice at the end of the first year of enrolment at the variant Academic Primary Education Teacher Training of the Educational Sciences Bachelor's degree programme is not permitted to transfer to the regular variant of the Educational Sciences Bachelor's degree programme;
22. Binding referral: the student who receives a positive study advice at the end of the first year of enrolment at the UU Educational Sciences Bachelor's degree programme but a negative study advice for the Academic Primary Education Teacher Training of the HU University of Applied Sciences Utrecht Education Faculty, is excluded from further participation in the variant Academic Primary Education Teacher Training of the Educational Sciences Bachelor's degree programme and is permitted to transfer to the regular variant of the Educational Sciences Bachelor's degree programme (Art. 7.9 WHW).

Transitional regulations for ALPO

Failed	To be done in 2023-2024
Methods, Techniques and Statistics 1 (7.5 credits)	Introduction to research methods and statistics (ALPO) (7.5 credits)
Methods, Techniques and Statistics 2 (7.5 credits)	Application of research methods and statistics (ALPO) (7.5 credits)
Methods, Techniques and Statistics 3 (7.5 credits)	Methods in educational science research (ALPO) (7.5 credits)
Social problems and social processes (7.5 credits)	Diversity in education (7.5 credits)
Language (3 credits)	Literacy (3 credits)
Arithmetic education up to par - working in a yield-based manner (3 credits)	Tailored arithmetic and maths education (3 credits)
Designing learning situations & ICT (7.5 credits)	Designing learning situations - introduction (7.5 credits)
Arithmetic education: developing a well-founded vision (4 credits)	Quality of arithmetic and maths education (4 credits)

Students who started the ALPO before September 2015 follow the programme as last included in the EER 2020-2021. Should a course of the programme no longer be offered, the student should contact the Director of Education for an individual arrangement.

Appendix 7. The courses that international students can complete in period 2 prior to the educational recess around Christmas (Art. 4.9)

- Religion, Media and Popular Culture (5 credits)
- Conducting a Survey (5 credits)
- Cognitive Neurosciences (3 credits)
- Self-Regulation (5 credits)
- Education and ICT (5 credits)
- Science of Happiness (5 credits)

Appendix 8: Degree programme's language policy (Art. 3.3)

Dutch as language of instruction stems from Article 7.2 of the WHW: *"Education is provided in Dutch and examinations are taken in Dutch"*. Utrecht University has set out in the *Code of Conduct Language of Instruction* that the Bachelor's degree programmes (as a rule) use the Dutch language (Art. 2).

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

- a. The courses are offered by foreign instructors;
- b. The course is intended to acquire intercultural and international skills in the setting of an international classroom (for instance by means of receiving exchange students);
- c. It is deemed necessary for the course that students acquire the skills of speaking and writing in English, or in another language;
- d. The cursus is intended to prepare for the requirements of a foreign language Master's programme and demonstrably meets a need for students to prepare for a foreign-language Master's programme through participation in the course.

Appendix 9: Levels (Art. 4.1 (2))

Level rules:

Throughout the degree programme:

At least 45 credits at a minimum of level 3 (see Art. 3.4 (2)).

Throughout the major:

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

Within the optional course profile:

At least 15 credits at a minimum of level 2 (see Art. 3.6 (2)).

Characteristics of the different levels ²⁵:

Level 1: Introduction

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

Level 2: Intermediate

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

Level 3: Advanced

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

²⁵ See explanation of the Implementation Guidelines B/M, number 1