Education and Examination Regulations 2026-2027

of the
Master's Degree Programmes

Cultural Anthropology

Study programme:
Sustainable Citizenship

Interdisciplinary Social Science

Study programmes:
Social Challenges, Policies and Interventions
Youth Development and Social Change

Onderwijswetenschappen[1]

Onderwijswetenschappen:
Leren in onderwijs en organisaties

Pedagogical Sciences

Study programmes:
Orthopedagogiek[2]
Youth, Education and Society

Psychology

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

Sociology

Study programme:
Contemporary Social Problems

within the
Faculty of Social and Behavioural Sciences
at
Utrecht University

[1] Onderwijswetenschappen concerns a programme that provides its teaching in Dutch. Programme-specific components in this regulation, aimed at the specific programme, are included in Dutch. Other (joint) components are explained in English.
[2] Orthopedagogiek concerns a programme that provides its teaching in Dutch. Programme-specific components in this regulation, aimed at the specific programme, are included in Dutch. Other (joint) components are explained in English.

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

These regulations were adopted by the dean of the Faculty of Social and Behavioural Sciences on 23 April 2026 with the approval of the Educational Committee on 9 March 2026 and the Faculty Council on 19 May 2026.

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Part 1

RULES

SECTION 1 – General provisions

Art. 1.1 – applicability of the regulations

These Regulations apply to the academic year 2026-2027 and apply to the education, the tests and the examination of the following Master's Degree Programmes and Study Programmes and to all students who are registered for the Programme as well as to all those who seek admission to the Programmes for the 2026-2027 academic year[3]:

Master's Degree Programme:	**Study Programme:**
Cultural Anthropology	• Sustainable Citizenship
Onderwijswetenschappen	• Onderwijswetenschappen: Leren in onderwijs en organisaties
Interdisciplinary Social Science	• Social Challenges, Policies and Interventions • Youth Development and Social Change
Pedagogical Sciences	• Orthopedagogiek • Youth, Education and Society
Psychology	• Applied Cognitive Psychology • Clinical Child and Adolescent Psychology • Clinical Psychology • Neuropsychology • Social, Health and Organisational Psychology
Sociology	• Contemporary Social Problems

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

Art. 1.2 – definition of terms

In these regulations, the following terms mean:

a. Act, the: the Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
b. course: a unit of study (internship and thesis included) of the degree programme, included in the University Course Catalogue;
c. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
d. dean: the dean of the Faculty of Social and Behavioural Sciences at Utrecht University;
e. examination: the final Master's examination of the study programme that is passed if all obligations of the entire Master's Degree Programme have been fulfilled;
f. final mark of a course: the final mark for a course is determined by the weight in percentages of the various subtests;
g. Faculty, the: the Faculty of Social and Behavioural Sciences;
h. Graduate School of Social and Behavioural Sciences (GSSBS): the School that provides the Master's Degree Programmes within the Faculty of Social and Behavioural Sciences;
i. International Diploma Supplement (IDS): the annex to the Master's Degree Certificate, which includes an explanation of the nature and contents of the study programme (partly in an international context);
j. Language Code of Conduct: the rules of conduct relating to academic programmes and examinations in languages other than Dutch, determined by the Executive Board on the basis of Section 7(2)(c) of the Higher Education and Research Act;
k. Master's Degree Programme: the Master's Degree Programme referred to in Art. 1.1 of these Regulations. A Master's Degree Programme can consist of several Study Programmes;
l. semester: the period laid down in the university's annual calendar. The academic year consists of two semesters: semester 1 (includes periods 1 and 2) and semester 2 (includes periods 3 and 4);
m. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;

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

n. educational facility: the facility offered by the Director of Education to a student with a disability or chronic illness, which lays down the necessary and reasonable facilities to which the student is entitled;
o. test: interim examination as referred to in Art. 7.10 of the Act;
p. University Course Catalogue: the register of the courses given by the University which is kept on the responsibility of the Executive Board.

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

SECTION 2 – ADMISSION

Art. 2.1 – requirements for admission to the degree programme

2.1.1 – Admissibility.

2.1.1.1 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship

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

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

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

2.1.1.2 – Onderwijswetenschappen

Programma: Onderwijswetenschappen: Leren in onderwijs en organisaties

Toelaatbaar tot het masterprogramma is de bezitter van een Nederlands academisch bachelordiploma, of buitenlands diploma dat gelijkstaat aan het niveau van een Nederlands academisch bachelordiploma, met aantoonbare kennis, inzicht en vaardigheden op de volgende gebieden:

Kennis en vaardigheden op het gebied van onderwijswetenschappen:

- Je kunt begrip en kennis laten zien van theorieën over leren, lesgeven en instructie en (school)organisatie-ontwikkeling.
- Je kunt leersituaties analyseren en op basis daarvan leeromgevingen ontwikkelen en/of je kunt over de implementatie van leeromgevingen adviseren en veranderingen ondersteunen.

Onderzoeks- en academische vaardigheden:

- Je bent in staat om een onderzoek op te zetten, uit te voeren, de verkregen data te analyseren met behulp van kwantitatieve en/of kwalitatieve onderzoeksmethoden en hierover op een wetenschappelijk verantwoorde wijze te rapporteren.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

2.1.1.3 - INTERDISCIPLINARY SOCIAL SCIENCE

1. The holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
   - Scientific theories in the domain of the specific study programme (see paragraph 2);
   - Policies and interventions aimed at solving issues in the domain of the specific study programme (see paragraph 2);
   - Quantitative and qualitative research methods and data analysis techniques at the academic bachelor level;
   - The ability to set up, carry out, analyse and prepare written reports on social science research.

Social Challenges Policies and Interventions:

2. In the context of that stated in the paragraph 1, the following admission requirements must be met for the distinctive study programmes in the master's degree programme SCPI:

- Knowledge of and insight into social scientific theories;
- Knowledge of and insight into societal challenges, and policies and interventions aimed at solving these challenges in contemporary society (e.g., challenges related to differences in health and well-being, combining work and care, climate change and sustainable behaviour, and social cohesion and diversity, or other societal challenges that can be studied from an interdisciplinary social science perspective).
- Quantitative and qualitative research methods and data analysis techniques at the academic bachelor level; The ability to set up, carry out, analyse and prepare written reports on social science research.
- Affinity with multi-, trans-, or interdisciplinary approaches

Youth Development and Social Change

3. In the context of that stated in paragraph 1, the following admission requirements must be met for the distinctive study programmes in the master's degree programme YDSC:
   - Knowledge of and insight into scientific theories on youth at academic bachelor level.
   - Knowledge of and insight into social issues and policies and interventions aimed at solving these issues in contemporary society at academic bachelor level.
   - Quantitative and qualitative research methods and data analysis techniques at the academic bachelor level;
   - The ability to set up, carry out, analyse and prepare written reports on social science research.
   - Affinity with multi-, trans-, or interdisciplinary approaches.

2.1.1.4 – PEDAGOGICAL SCIENCES

1. The holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with demonstrable knowledge, insights and skills in the following fields is admissible to the Master's Degree Programme:
   - research competencies: knowledge of and skills in the design, implementation, statistical analyses (qualitative and quantitative) and reporting of scientific research;
   - knowledge of methods and techniques of scientific research in social sciences and the ability to apply these;
   - knowledge and understanding of theories of child socialization and developmental psychopathology as well as diagnostic assessment and treatment;
   - skills in searching, selecting and processing scientific literature, the ability to critically reflect on knowledge bases and to reflect on this in oral and written form;
   - a communicative attitude and skills required to function well in study groups and in an internship in the Master's programme.
2. In the context of that stated in the first paragraph, the following admission requirements must be met for the distinctive Study Programmes in the Master's Degree Programme:

Study programme Orthopedagogiek

De onderstaande competenties op het academisch bachelor niveau:

- Kennis en inzicht in theorieën en perspectieven van de Sociale Wetenschappen in het algemeen en specifiek de Pedagogische Wetenschappen, en in staat zijn om deze adequaat toe te passen.
- Kennis en inzicht in theorieën en perspectieven op het gebied van diagnostiek en behandeling en in staat zijn om deze adequaat toe te passen.
- De vaardigheden om informatie in wetenschappelijke artikelen in de Sociale Wetenschappen en met name Pedagogische Wetenschappen te analyseren, samen te voegen en te interpreteren.
- Kennis van en inzicht in sociaalwetenschappelijke onderzoeksmethoden en technieken en het vermogen om deze toe te passen op sociaalwetenschappelijke en met name pedagogische vraagstukken.
- De vaardigheden om wetenschappelijk pedagogisch onderzoek op te zetten, data te verzamelen, statistische analyses uit te voeren en deze te interpreteren, en het onderzoek te rapporteren.
- De persoonlijke effectiviteit die nodig is om goed te presteren in een stagesetting, waaronder flexibel, integer en stressbestendig kunnen handelen en in staat zijn tot zelfreflectie.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

Study programme Youth, Education and Society

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

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

2.1.1.5 – PSYCHOLOGY

The following admission requirements must be met for the distinctive Study Programmes in the Master's Degree Programme:

Study programme Applied Cognitive Psychology

Admissible is the holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with the following competencies at academic bachelor level:
- the ability to think academically at Bachelor's level;
- the ability to qualitatively or quantitatively measure and/or interpret aspects of human behaviour.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

Study programme Clinical Child and Adolescent Psychology

Admissible is the holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with the following competencies at academic bachelor level:
- basic knowledge of the key sub-areas of psychology, such as experimental psychology, developmental psychology, clinical, health psychology and social and organisational psychology;
- the ability to systematically and in a critically constructive way interpret, analyse and solve problems and issues in the foremost areas of psychology, in particular child and adolescent psychology;
    - command of demonstrable and up-to-date academic knowledge in the field of child and adolescent psychology related to normal and deviant development and factors that influence this development, and ability to apply this knowledge to a (fictional) real-life situation;
- sufficient knowledge of and insight into methodology and statistics to be able to assess psychology literature on its merits;
- sufficient practice in conducting scientific research to enable quantitative research to be conducted under supervision in child and adolescent psychology, preferably reflected in a thesis about a study where the entire empirical cycle is completed;
    - the ability, under supervision, to set up, perform, statistically analyse and report on a social-scientific research project;

- sufficient knowledge, understanding and skills to enable a practical or research internship to be carried out in the area of child and adolescent psychology;
    - the ability to effectively use diagnostic decision-making models, procedures and instruments in relatively simple (paper) diagnostic cases;
    - the ability to critically reflect on own actions and developments in professional practice and discipline and translate the conclusions of this into substantiated initiatives for improvement;
- the ability to communicate (both orally and in writing) clearly and effectively, in a way appropriate to the discussion partner(s) and the specific setting/situation;

2. the ability to work together and demonstrate good social skills where required in professional situations (as a basis for developing professional conduct).

- You can structure a conversation based on various conversation models used in psychological interviews

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

Study programme Clinical Psychology

Admissible is the holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with the following competencies at academic bachelor level:

- basic knowledge of the key sub-areas of psychology, such as experimental psychology, developmental psychology, clinical, health psychology and social and organisational psychology;
- intermediate knowledge of clinical psychology and ability to understand complex psychological theories and apply them to the typical problems in clinical psychology;
    - the ability to analyze questions about health and illness with integrity and in a critically constructive way based on recent scientific psychological insights.
    - possession of in-depth knowledge of aetiologia, symptomatology and prognoses of adult psychological disorders according to recent insights.
    - the ability to understand and conduct the adult diagnostic examination process from problem to diagnosis and recommendation
- sufficient knowledge of and insight into methodology and statistics to be able to assess psychology literature on its merits;
- sufficient practice in conducting scientific research to enable quantitative research to be conducted under supervision in the area of clinical psychology, preferably reflected in a thesis about a study where the entire empirical cycle has been run through;
    - the ability to independently (with supervision) prepare quantitative empirical psychological scientific research in a scientifically responsible way as well as being able to conduct, report on and evaluate the research in a critically constructive way.
- sufficient knowledge, understanding and skills to enable a practical or research internship to be carried out in the area of clinical psychology;
- the ability to communicate effectively and clearly in a way that is tailored to the other discussion partner(s) and specific setting/situation, and the ability to adequately report on this both verbally and in writing.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

Study programme Neuropsychology

Admissible is the holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with the following competencies at academic bachelor level:

- basic knowledge of the key sub-areas of psychology, such as experimental psychology, developmental psychology, clinical psychology ,health psychology and social and organisational psychology;
- intermediate knowledge and understanding in neuropsychology and the ability to academically analyse, interpret and solve problems and issues in the area of psychology, and neuropsychology and clinical neuropsychology in particular;
- sufficient knowledge of and insight into methodology and statistics to be able to assess psychology literature on its merits;

- sufficient practice in conducting scientific research to enable quantitative neuropsychological research to be conducted under supervision, preferably reflected in a thesis about a study where the entire empirical cycle is completed;
    - the ability, under supervision, to set up, perform and analyse a scientific research project using the correct statistical procedures and to report on this;
- sufficient knowledge, understanding and skills to enable a practical or research internship to be carried out in the area of neuropsychology;
    - the ability to effectively use neuropsychological diagnostic decision-making models, procedures and instruments in a simple diagnostic case;
    - the ability to act professionally in relation to self, clients and colleagues and work-related tasks and responsibilities;
- the ability to communicate effectively and clearly in a way appropriate to the discussion partner(s) and the specific setting/situation and to effectively report on this both orally and in writing.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

Study programme Social, Health and Organisational Psychology

Admissible is the holder of a Dutch academic bachelor's degree, or a foreign academic bachelor's degree that equals the level of that Dutch academic bachelor's degree, with the following competencies at academic bachelor level:

- basic knowledge of the key sub-areas of psychology, such as experimental psychology, developmental psychology, clinical, social, health and organisation psychology;
- advanced academic knowledge of Psychology (i.e. Bachelor exit level) preferably in the field of Social Psychology (including social cognition and attitudes, interpersonal processes, group processes) and/or Health Psychology (including self-regulation, motivation and emotion, health psychology) and/or Work and Organisational Psychology (including work psychology, organisational psychology, Human Resource Management);
- sufficient knowledge of and insight into methodology and statistics to be able to assess psychology literature on its merits;
- sufficient practice in conducting scientific research to design and conduct quantitative scientific research in the field of Social, Health or Organisational Psychology (under supervision). Students are able to use multivariate statistics to analyse results as well as report and reflect on their research in a critical and constructive manner. This competency should preferably be reflected in a quantitative research thesis in which the student completed the entire empirical cycle.
- sufficient knowledge, understanding and skills to conduct a practical or research internship in the area of Social, Health or Organisational Psychology;
- the ability to communicate in a clear and effective manner, both verbally and in written form, tailored to the other person(s) and the specific setting/situation.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

2.1.1.6 – SOCIOLOGY

Study programme Contemporary Social Problems:

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

Social science theories

- knowledge and insight into theory development in one of the social science disciplines and the ability to apply the logic of hypothesis derivation and testing to specific topics.

Contemporary social problems

- the ability to adequately analyse social problems and issues based on the relation between the macro level (social/structural factors) and micro level (individual orientations, decisions and behaviour).

Methods and statistics

- knowledge and insight into methods and techniques related to quantitative research in social and behavioural science.

The norm that is used for an admission requirement in the assessment of a candidate's eligibility will be clear and transparent and will be published on the website (link), so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

2.1.2 – Selection.

Students will be selected on the basis of objective standards concerning:
a) previous academic performance in a relevant subject area or relevant subject areas;
b) relevant skills;
c) command of the language(s) used in the programme.
This information is used to consider whether the student concerned is in a position of being able to complete successfully the Master's Programme within the nominal time period.

2.1.3 – Numerical limitation (numerus fixus) Neuropsychology and Clinical Psychology study programmes

1. The Neuropsychology study programme and the Clinical Psychology study programme of the Psychology Master's Degree programme have a numerical limitation. The maximum number of students admitted to the Neuropsychology study programme will be 65. The maximum number of students admitted to the Clinical Psychology study programme will be 150
2. Additional selection criteria apply for the Psychology study programmes that have a numerical limitation:
    a. For the Neuropsychology study programme candidates will be selected based on the average mark in undergraduate studies and their motivation. See https://www.uu.nl/masters/en/neuropsychology/admission-and-application for more information on the selection procedure.
    b. For the Clinical Psychology study programme, candidates will be selected on the basis of their average mark in undergraduate studies and their suitability for the programme. Based on these criteria candidates will be either selected when they have one of the highest scores, not selected when they have one of the lowest scores, or selection will be based on drawing by lot when their score does not belong to either one of the highest or lowest scores. The number of candidates that will directly be selected or not selected based on their score will be published in advance on the website. See https://www.uu.nl/masters/en/clinical-psychology/admission-and-application for further information on the selection procedure.
3. The Admissions Committee referred to in Art. 2.3 applies a ranking of the applications submitted based on the criteria stated in Art. 2.1.2 and Art. 2.1.3 section 2, and accepts the admission applications according to the ranking it has established.
4. Selected candidates accept proof of admission within 10 working days following receipt. The proof of admission lapses if it is not received within 10 working days.
5. Candidates for the Clinical Psychology and Neuropsychology study programme who are not selected will be placed on a waiting list.

Art. 2.2 – English language

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

Deficiencies in previous education in English can be made up before the start of the study programme by sitting one of the following tests:
- IELTS (International English Language Testing System), academic module. The minimum required IELTS score (overall band) must be: 6.5 with at least 6.0 for the components 'reading, listening, speaking and writing';
- TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score is 93 for the internet-based test with at least a score of 24 reading, 22 listening, 20 speaking and 20 writing;
- Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
    - Cambridge Advanced C1 Minimum score: 176 total, The minimum required score is 169 for reading, listening, speaking and writing.;

- Cambridge C2 Proficiency . Minimumscore: 180 total, . The minimum required score is 169 for reading, listening, speaking and writing.

The holder of an academic university Bachelor's Degree awarded in the Netherlands and the student who completed one of the Pre-Master's programme from Annex 1 fulfil the requirement of sufficient command of the English language.

2. In addition to paragraph 1, for holders of a non-Dutch degree or a Dutch degree with a non-Dutch instruction language, registration for the programmes Orthopedagogiek and Onderwijswetenschappen: Leren in onderwijs en organisaties, is possible only after it has been demonstrated that the requirement of adequate command of the Dutch language is fulfilled on B2 level of the Common European Framework of Reference for Languages (CEFR). Deficiencies in previous education in Dutch can be made up before the start of the study programme by sitting one of the following tests:
    - staatsexamen Nederlands als tweede taal, programma 2;
    - certificaat Nederlands als Vreemde Taal, 'Educatief Professioneel' of 'Educatief Startbekwaam'

Art. 2.3 – admission procedure

1. Admission decisions are made by the Master's Degree Programme's admissions committee.
2. With regard to admission to the Study Programme, the admissions committee examines:
    - the knowledge stated in Article 2.1.1, and the candidate's understanding and skills. In addition to written proof of the programme(s) followed, the committee can have specific knowledge, understanding and skills evaluated by experts in or outside of the university;
    - the candidate's core competencies stated in Article 2.1.2;
    - whether the candidate satisfies, or will satisfy in a timely manner, the stated conditions.

    Based on the above, the admissions committee reaches a decision about the suitability of the candidate for the completion of the final qualifications of the programme with sufficient diligence and within the allotted time.
3. A request to be admitted to the Master's Degree Programme must be submitted before 1 April to the admissions committee. Provided the programme has sufficient capacity, the 1 April deadline will be extended to 1 June. This will be determined by the director of the Master's programme. Requests submitted after this closing date will not be considered. The decision not to consider the request will point out the possibility to appeal to the Examinations Appeal Board.
4. The admissions committee makes a decision within a period of 20 working days from when the complete file has been received. Admission will be granted on the condition that by the starting date of the Study Programme the applicant will have satisfied the knowledge and skills requirements referred to in Art. 2.1, as evidenced by qualifications obtained.
5. The applicant will receive written notification of the admission or rejection to the Master's Degree Programme and the specific Study Programme. The possibility to appeal to the Examinations Appeals Board is pointed out in this notification.

Art. 2.4 – conditional admission decision: premaster programme

1. At the written request of the holder of a Bachelor's diploma of a Dutch University or a Bachelor's diploma of a Dutch University of Applied Sciences (hbo) worth 240 credits, who does not meet the admission requirements stipulated in Art. 2.1, the admissions committee of the Master's Degree Programme concerned will decide whether the requirements can be met by means of a premaster programme listed in Annex 1, developed specially for the Master's Degree programme in question.
2. The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits listed in Annex 1 shall be granted admission to the premaster programme for holders of a Bachelor's diploma of a University of Applied Sciences (hbo) described therein.
3. A request to be admitted to the premaster programme must be submitted before 1 May to the admissions committee.
4. If the outcome of the evaluation referred to in article 2.3 is that the candidate does not yet meet the admission requirements referred to in Art. 2.1, but will meet them after having passed a

premaster programme tailored to the Master's Degree Programme, the candidate will be given a conditional admission decision.

5. This conditional admission decision will state that the candidate concerned will be admitted to the Master's Degree Programme:
   a. if the premaster programme with the courses described therein and the study load, expressed in credits, has been passed
   b. within the period of two years. A period of four years applies to students of the part-time programme Onderwijswetenschappen: Leren in onderwijs en organisaties.
6. The candidate will receive written confirmation of the conditional admission decision, which will point out the possibility to appeal to the Examinations Appeals Board.
7. After the conditions referred to in paragraph 5 under a and b have been met, the conditional admission decision will be converted into a definitive admission decision.
8. After the expiry of the period referred to in paragraph 5 under b, the student may no longer participate, or participate again, in the premaster programme of Utrecht University.
9. The pre-master course referred to in paragraph 1 is open only to candidates who hold the nationality of an EU/EER member state or the UK or Switzerland, or do not hold this nationality but do hold a residence permit that entitles them to statutory tuition fees, and have completed their previous education in the Netherlands.
10. The Admissions Committee may deviate from the requirement referred to in paragraph 9 in special cases. In any case special dispensation will be given to refugees with residence status and refugees with a W-card, who have applied for asylum and have not yet received a final decision on their application. Deviation from the requirements is not possible if the candidate requires assistance from Utrecht University in applying for a visa, where the university acts as a sponsor.

SECTION 3 – CONTENTS AND STRUCTURE OF THE DEGREE PROGRAMME

Art. 3.1 – aim of the degree programme

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

Art. 3.2 – attendance mode

These are full-time programmes.
The programme Onderwijswetenschappen: Leren in onderwijs en organisaties is provided on a full-time as well as a part-time basis.

Art. 3.3 – language in which the programme is taught

1. The programmes are taught in English, except for the programmes listed in paragraph 3. This is governed by the Utrecht University Language Code of Conduct. The reason behind the language policy is given in Annex 4, as well as the chosen language of instruction for specific programmes
2. The following programmes offer students the opportunity to follow a double-language track in components of the programme. Annex 4 provides an explanation of this track;
   - Youth, Education and Society
3. The following programmes are taught in Dutch: Orthopedagogiek and Onderwijswetenschappen: Leren in onderwijs en organisaties. This may include English components if this is specified in the programme' s language path in Annex 4.
4. Notwithstanding the provision in the first and third paragraph, electives may be offered in another language.

Art. 3.4 – credit load

The credit load for the programmes is 60 credits.

Art. 3.5 – starting times of the programmes

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

Art. 3.6 – composition of the study programmes

1. The programme of study is listed in Annex 2;
2. A Master's Programme may comprise an elective. Any Master's Programme course offered by a Dutch university (in Dutch or English) is eligible for an elective[4];
3. In the University Course Catalogue/course manual the contents and type of courses of the components of the different programmes are described in more detail, stating the previous education required to pass the relevant component.

Art. 3.7 – courses taken at a foreign university

1. Courses offered by a foreign university are (also) eligible for an elective with the approval of the Board of Examiners. The Board of Examiners will decide whether these courses are at a sufficient academic level. The Board of Examiners will withhold approval if it is of the opinion that a replication of content exists in relation to courses already completed by the student. In the event that courses are replicated in terms of their content, either wholly or in part, the Board of

[4] Courses offered by another Dutch university are eligible for an elective with the approval of the Board of Examiners.

Examiners may limit the contribution of these courses to the examination through deduction of credits in proportion to the overlap.

2. The Faculty of Social and Behavioural Sciences will publish on the student site the procedure for contributing courses taken abroad:
    a. stating at what moment and in what manner students may apply for approval for courses taken abroad;
    b. giving students the opportunity of applying for approval at such time that they have received a decision from the Board of Examiners by the start of their exchange.
3. Conversion of credits achieved for courses taken abroad is as follows:
    a. the credits will be taken over for courses provided by foreign universities within the European Union/European Economic Area that work with the European Credit Transfer System (ECTS), which have been approved by the Board of Examiners as regards their content and level. Contrary to this, the Board of Examiners may decide to award a different number of credits if it is established that the credits awarded abroad do not correspond the study hours.
    b. the credits will be converted for courses provided by foreign universities outside the European Union/European Economic Area that do not work with the European Credit Transfer System (ECTS), which have been approved by the Board of Examiners as regards their content and level, in accordance with the university-wide conversion table See https://students.uu.nl/en/credit-conversion-table. The Board of Examiners may deviate from this in exceptional cases if there are good reasons to do so.
4. Conversion of results achieved for courses taken abroad is as follows:
    a. foreign results are converted into the alphanumerical results Pass/Fail; in addition, the original results will be recorded in OSIRIS. Furthermore the original results will be printed on the International Diploma Supplement referred to in Article 6.4 stating the information from Nuffic concerning the grading scales at foreign institutions (See: https://www.nuffic.nl/en/subjects/diploma/education-systems).
    b. the foreign university will determine where the cut-off score lies for a pass, and records in the transcript whether the student has passed.
    c. the foreign results will not count towards the student's average final mark.
    d. the foreign results will not count towards determining whether the student has passed with distinction (*cum laude*).

Art. 3.7a – area with negative travel advice

1. Study components that require the student to travel to areas abroad or to the Caribbean territory of the Kingdom for which the Ministry of Foreign Affairs has issued a travel warning of classification red (do not travel) or orange (only necessary travel) that applies to the period that the study component is to be taken cannot be included in the degree programme. This also applies if the Ministry of Foreign Affairs has issued a negative advice for travel from the Netherlands.
2. At the student's request, on behalf of the Dean the provisions of the first paragraph may be deviated from in exceptional circumstances. Such deviation is only possible if it has been declared on behalf of the Executive Board that there are sufficient guarantees that the health and safety of the student will be safeguarded.
3. In the event that the travel advice classification changes to red or orange while the student is already present in the area abroad or in the Caribbean territory of the Kingdom, the Executive Board may advise students to return to the Netherlands if, having taken account of the local risks and impact of travelling, the Executive Board deems it unwise to remain. Students who do not follow the urgent advice to return cannot include the study component in the degree programme, unless an individual exemption as referred to in paragraph 4 is granted.
4. Upon a request by the student for an exemption from the urgent advice to return, on behalf of the Dean the provisions of the third paragraph may be deviated from in exceptional circumstances. On behalf of the Dean an exemption from the advice to return may be granted. An exemption can only be granted if it has been declared on behalf of the Executive Board that there are sufficient guarantees that the health and safety of the student concerned will be safeguarded.

Art. 3.8 - actual design of education

1. All teaching is scheduled according to the university annual calendar (annual schedule with four teaching periods) and the university timeslot model (schedule with fixed times per week for courses)
2. The basic assumption is that students in a full-time program study 35 to 40 hours per week, and in a part time study 20 hours per week. The study consists of teaching hours and self-study.
3. Teaching hours means programmed educational activities (online or on-site) in which the instructor organizes instructional activities aligned with the course objectives and supervision of students' learning activities. Teaching hours may include:
    a. synchronous activities i.e. teaching that takes place at a prescribed time with teacher and students together, on-site or online (with the education director/teacher determining whether the teaching is on-site or online).
    b. asynchronous structured activities, such as, for example, a pre-recorded enriched knowledge clip or enriched lecture or a group assignment such as a field trip, in such a way that:
        i. students look at it/engage in it within a certain prescribed period (e.g., within 24 hours prior to the work group teaching)
        ii. students need to be actively involved,
        iii. where these activities are organized in such a way that the teacher can supervise students' activity, and
        iv. the teacher organizes interaction.
4. In the actual design of instruction, the education director shall ensure that there are sufficient on-site meeting opportunities for students.
5. In the University Teaching Catalog (*alternatively, in the study guides/the digital learning environment), for each* course the following is indicated:
    a. the learning objectives;
    b. the timeslots;
    c. the forms of work;
    d. the test form(s).
6. The education director shall ensure the timely publication of teaching schedules and the dates of tests and repair/supplementary tests of courses. Students can view the schedules of the teaching, tests and repair/supplementary tests for which they are registered through MyTimetable.

SECTION 4 – EDUCATION

Art. 4.1 – courses

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

Art. 4.2 – preliminary course criteria

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

Art. 4.3 – entry requirements of courses

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

4.3.1 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Course:	**After passing:**
Ethnographic Fieldwork and Thesis	• Futures in a Globalized World • Sustainability and Social Contestation • Citizenship and Sovereignty • Doing Ethnography • Research Design • Practicing Anthropology

4.3.3 - INTERDISCIPLINARY SOCIAL SCIENCE

Premaster programme Social Challenges, Policies and Interventions:

Course:	**After passing:**
Premaster thesis	• Verdieping in onderzoeksmethoden en statistiek voor interdisciplinair sociaal wetenschappers (VOS ISW) and • Academic Writing and • Risk Behavior and Addiction OR • Challenges in work, Health and wellbeing

Study programme Social Challenges, Policies and Interventions:

Course:	**After passing:**
Social Change Approaches	• Social Challenges
Open Science, Communication and Impact	• Being Enrolled in Master Thesis
Master Internship	• **Social Challenges** • Social Change Approaches: Development, Implementation, and Evaluation • **or** Interdisciplinary Theories and Methods
Thesis	• Social Change Approaches: Development, Implementation and Evaluation • Interdisciplinary Theory and Methods • Social Challenges

Study programme Youth Development and Social Change:

Course:	After passing:
Youth Challenges: Engage, Research and Act	• Youth Development in Context: an Interdisciplinary Approach and • Bridging the Gap between Science and Practice
Master Project	• Youth Development in Context: an Interdisciplinary Approach and • Deep Dive: Quantitative Methods and • Deep Dive: Systematic Review and • Deep Dive: Qualitative Research
Internship Project	Youth Challenges: Engage, Research and Act

4.3.4 – PEDAGOGICAL SCIENCES

Premaster programme Orthopedagogiek

Course:	After passing:
Thesis	• Basis van onderzoeksmethoden en statistiek and • Verdieping in onderzoeksmethoden en statistiek voor pedagogen

Premaster programme Youth, Education and Society:

Course:	After passing:
Thesis	• Basis van onderzoeksmethoden en statistiek and • Verdieping in onderzoeksmethoden en statistiek voor pedagogen

4.3.5 – PSYCHOLOGY

Psychology has no entry requirements for the courses within the Master programmes.

4.3.6 – SOCIOLOGY

Study programme Contemporary Social Problems:

Course:	After passing:
Internship and Labour Market Preparation	• Policy Research and Advice • Sociology: Theory and Research • Three of the four thematic courses. • Criminology and Safety (Theories, Trends and Policies) • Social Research in a Digital Age • Essentials of Care: Analyzing Current Policy Trends • Climate Crises: Impact and Solutions
Master's thesis	• Policy Research and Advice • Sociology: Theory and Research Three of the four thematic courses: • Criminology and Safety (Theories, Trends and Policies) • Social research in a Digital Age • Essentials of Care: Analyzing Current Policy Trends • Climate Crises: Impact and Solutions

Premaster programme Sociology : Contemporary Social Problems

Course:	After passing:
Familiesociologie: trends, theorie en kwantitatief onderzoek	• Basis van Onderzoeksmethoden statistiek of Practicum Data Analyse OF • Basis van onderzoeksmethoden en statistiek of Verdieping in onderzoeksmethoden en statistiek

Course:	After passing:
	OF • ADS: Foundation of Research and Statistics of Practicum Data Analyse

Art. 4.4 – registration for courses

Participation in a course is possible only if the student has registered for it on time. This only applies if the student is not automatically registered for the course.

Art. 4.5 – course participation

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

Art 4.5.1 – Onderwijswetenschappen: Leren in onderwijs en organisaties

The courses below have no more than 50 places available. Students who are registered for the Master's programme Onderwijswetenschappen: Leren in onderwijs en organisaties will have priority.

1. Maatschappelijke vraagstukken: De rol van onderwijstechnologie
2. Diversiteit en inclusie in onderwijs en organisaties
3. De kunst van het bruggenbouwen: Leren en innoveren in complexe vraagstukken

Art. 4.6 – courses taking place

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

Art. 4.7 – attendance obligation and obligation to perform to the best of one's ability

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

Art. 4.8 – causing a disturbance while participating in the course

1. Students who cause 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 students to discuss their behaviour.
2. Students who repeat the infringement, may be excluded from the course by the course coordinator and/or the director of the Master's programme.

Art. 4.9 – evaluation of quality of the education

1. The education director is responsible for monitoring the quality of education. To this end, the education director will ensure that there is evaluation of courses and that there is evaluation at the level of the curriculum. In the quality assurance of education, the education director shall involve the advice and improvement suggestions of the Educational Committee on how to promote and ensure the quality of the program.

2. The education in the program shall be evaluated in the following manner:
    2.1 Course Evaluation. A course is evaluated (with e.g. a standardized form or panel discussion, resulting in a written report) at least at one of the following moments:
        a. mid-course evaluation: during the course, students can give feedback on things that could possibly be different or better;
        b. at the end of the courses, participating students are asked to give their opinion on, among other things, the quality of the content, didactic design, study materials, and testing (the evaluation is conducted with a standardized form/questionnaire at least once every three years);
    2.2 Curriculum Evaluation. The curriculum is evaluated in at least one of the following ways:
        a. written curriculum evaluation: at the end of the program, students are asked for an opinion on, among other things, the coherence and structure of the curriculum and preparation for the labor market;
        b. by means of the National Student Survey (NSE), students' opinions are asked about all aspects of the education and facilities;
3. Students who have participated in the course are informed of the results of the course evaluation.

SECTION 5 – TESTING

Art. 5.1 – general

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

Art. 5.2 – Board of Examiners

1. For each academic programme or group of programmes, the dean will set up a Board of Examiners and will put in place sufficient guarantees that this Board will work in an independent and expert manner.
2. The dean will appoint the chair and the members of the Board of Examiners for a period of three years on the basis of their expertise in the field of the programme(s) in question or the field of examining, whereby:
   - at least one member shall be from outside the relevant (group of) programme(s), and
   - at least one member is, as a lecturer, affiliated with the relevant (group of) programme(s).

   Re-appointment is possible. Before making this appointment, the dean will consult the members of the Board of Examiners concerned.
3. Persons holding a management position with financial responsibility or (partial) responsibility for a programme of study may not be appointed a as member or chair of the Board of Examiners. This will in any event include: the dean, vice-dean; the Director/Head/Manager of a department; a member of a departmental management/administrative team; the Director/Head/Manager of a section; any member of a management or administration team; a member/chair of the Board of Studies of the Graduate School or the Undergraduate School and the Director of Education.
4. Membership of the Board of Examiners will terminate upon expiry of the period of appointment. In addition, the dean will discharge the chair and the members from their duties at their request. The chair and the members will also be dismissed by the dean in the event that they no longer fulfil the requirements stated in paragraphs 2 or 3 of this article. In addition, the dean may dismiss the chair and the members in the event that they fail to perform their statutory duties adequately.
5. The dean will make sure that the actual composition of the Board of Examiners is available on the website, and that any changes are updated as soon as possible.

Art. 5.3 – assessment: internship or thesis

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

Art. 5.4 – marks and alphanumeric results

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

The rounding up and down is as follows.

Fail:

1.00 – 4.99 are not rounded up
5.00 – 5.49 = 5

Pass:

5.50 – 6.24 = 6
6.25 – 6.74 = 6½
6.75 – 7.24 = 7
7.25 – 7.74 = 7½
7.75 – 8.24 = 8
8.25 – 8.74 = 8½
8.75 – 9.24 = 9
9.25 – 9.74 = 9½
9.75 – 10 = 10

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

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

1. If students have fulfilled all obligations to perform to the best of their ability during the course, and they are nonetheless awarded a failing mark, but the final mark is at least a 4.0, without rounding up, they will be given a once-only possibility to participate at a second test opportunity (for an additional or substitute test).
2. Students do not qualify for an additional or substitute test if they have been awarded a pass, i.e. a pass as a final mark for the course.
3. A student who has not been able to take a (partial) test due to circumstances beyond his control may participate in a second test opportunity (substitute test). After this, the student is not automatically eligible for an additional or subsequent test as referred to in paragraph 5.5.1.[5]

Art. 5.6 – type of test

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

Art. 5.7 – oral testing

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

[5] https://students.uu.nl/en/fss/masters > choose your programme > practical matters > policies and procedures > assessment > assessment and grading

Art. 5.8 – extra test for special circumstances

1. The director of the Master's programme may decide to grant an extra test for special circumstances if not providing for an extra test would result in a 'special case of manifest unfairness'.
2. Requests for an extra test for special circumstances must be submitted to the director of the Master's programme offering the course.

Art. 5.9 – time limit for grading tests

1. The result of an oral test must be determined and communicated to the student within 24 hours.
2. The examiner must ensure that the results of written and other assessments are available to the student within 10 working days of the date of the assessment.
3. If the mark is not available within this period of time for reasons of force majeure, the examiner must communicate this to the student, indicating when the mark will be determined. Force majeure can only be established by the course coordinator.
4. The written statement of the mark achieved must inform the student of the option to lodge an appeal with the Examinations Appeals Board. The examiner informs students simultaneously or through other means of communication of the right of inspection as reffered to in Art. 5.11.

Art. 5.10 – period of validity

1. The term of validity of courses passed is unlimited. Contrary to this, the Board of Examiners may impose an additional or alternative test for a course, the test for which was passed more than five years earlier, if the knowledge or understanding being examined is demonstrably out of date, or if the skills being examined are demonstrably out of date.
2. The period of five years referred to in paragraph 1 will be extended by the number of months of financial support that the student has been granted on the grounds of the Profiling Fund (*profileringsfonds* - for special financial support to students) as referred to in paragraph 2a of the Higher Education and Research Act and the period granted or an extension of the performance-related grant due to a disability or chronic illness.
3. Partial tests and assignments that have been passed as part of a course that has not been passed overall will lose their validity once the results of the final examination opportunity for that course in which the student is enrolled have been determined. Students who did not pass the course must complete the entire course again.[6]
4. Contrary to the provisions of paragraph 1, the validity of a course of the pre-Master's programme for students holding an hbo diploma lapses, if the pre-Master's programme has not been completed within two years. For part-time students Onderwijswetenschappen: Leren in onderwijs en organisaties, the pre-Master's programme must be completed within 4 years.

Art. 5.11 – right of inspection [7]

1. Within twenty working days after the announcement of the result of a written or digital test, the student who took the test will be allowed to inspect the marked work upon request.
2. Within the period referred to in the first paragraph, the student who took the test may inspect the questions and assignments of the test concerned, as well as an explanation on which the mark was based.

[6] If the course coordinator makes alternative arrangements, the arrangements in the course manual shall apply.
[7] Article 3.3 of the Regulations of the Board of Examiners provides for the right to subsequent discussion.

Art. 5.12 – storage time tests

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

Art. 5.13 – exemption

1. At the student's request, the Board of Examiners may, after consulting the examiner in question, grant the student exemption from a course if the student:
   a. has completed an equivalent course of a university or higher professional study programme prior to the start of the Master's Degree Programme;
   b. has demonstrated to have sufficient knowledge and skills in relation to that course through work or professional experience.
2. Exemptions for partial tests will not be granted.

Art. 5.14 – fraud and plagiarism

1. Fraud and plagiarism are defined as an action or omission on the part of students, which produces an incorrect representation of their own performance as regards their knowledge, skills, and understanding, which may result in the examiner no longer being able to assess the knowledge or ability of the students in a proper and fair manner.
   Fraud includes:
   - cheating during testing. The person offering the opportunity to cheat is an accessory to fraud;
   - share answers with others while taking a test;
   - seek the help of third parties during a test;
   - to have direct access during the test to tools and resources, such as preprogrammed calculators, mobile phones, smartwatch, smartglasses, books, course readers, notes, etc., consultation of which is not explicitly permitted, unless the tools and resources are secured in a bag that remains closed during the entire test or otherwise made inaccessible;
   - having others carry out all or part of an assignment and presenting it as their own work;
   - gaining access to questions, exercises or answers of a test prior to the date or time that the testing takes place;
   - using (generative artificial intelligence) software during an examination or course assignment to support or replace (parts of) your own work, in any other way than is permitted according to the information in the course manual;
   - perform (or try to perform) technical changes that undermine the online testing system;
   - making up survey or interview answers or research data;
   - wrongly signing or having another sign the attendance lists.

   Plagiarism is defined as including data or sections of text (from others or own earlier work) in a thesis or other paper/assignment without referring in a complete and correct manner to the source. Plagiarism includes:
   - cutting and pasting text from digital sources such as encyclopaedias and digital publications without using quotation marks and referring to the source;
   - cutting and pasting text from the internet without using quotation marks and referring to the source;
   - using excerpts from texts of printed material such as books, magazines or other publications and encyclopaedias without using quotation marks and referring to the source;
   - using a translation of the abovementioned sources without using quotation marks and referring to the source;
   - using (generative artificial intelligence) software during an examination or course assignment to support or replace (parts of) your own work, in any other way than is permitted according to the information in the course manual;
   - paraphrasing the abovementioned texts without giving a (clear) reference: paraphrasing must be marked as such (by explicitly linking the text with the original author, either in text or a footnote), whereby the impression is not created that the ideas expressed are those of the student;
   - using visual, audio or test material from others without referring to the source and presenting this as own work;

- resubmission of the student's own earlier work without source references, and allowing this to pass for work originally produced for the purpose of the course, unless this is expressly permitted in the course or by the lecturer;
- using the work of other students and passing this off as own work. If this happens with the permission of the other student, the latter is also guilty of plagiarism;
- in the event that, in a joint paper/assignment, one of the authors commits plagiarism, the other authors are also guilty of plagiarism, if they could or should have known that the other was committing plagiarism;
- submitting (parts of) papers obtained from a commercial institution (such as an internet site offering excerpts or papers) or having papers or excerpts written by someone else, whether or not in return for payment.

2. If fraud or plagiarism is established or suspected, the examiner informs the student and Board of Examiners in writing.
    a. In all cases in which fraud or plagiarism is suspected, the examiner will inform the student of this in writing and the student will be invited to respond in writing or for a meeting with the examiner to discuss this suspicion. If the suspicion persists after the conversation, the examiner will inform the student and the Board of Examiners in writing.
    b. After written notification of a suspicion or discovery of fraud or plagiarism, the Board of Examiners gives the student the opportunity to:
    - respond to the allegations in writing;
    - respond orally.
3. The Board of Examiners will determine whether fraud or plagiarism has occurred or whether a case involves a student being an accessory to fraud or plagiarism and will inform the student of its decision in writing of the possible sanctions in accordance with the stipulations of the fourth paragraph, 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 shall ensure that the sanction is proportionate: the consequences of the sanction shall be 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 in which the fraud or plagiarism was committed, as well as the student's study phase:
    - invalidation of the paper or test submitted;
    - reprimand, a note of which will be made in OSIRIS;
    - if applicable: exclusion from participation in the remaining tests of that course; no longer being eligible for a positive degree classification (cum laude) as referred to in article 6.2;
    - exclusion from participation in tests belonging to the course concerned for the current academic year, or for a maximum period of 12 months;
    - complete exclusion from participation in all tests for a maximum period of 12 months.
6. In the case of extremely serious and/or repeated fraud or plagiarism, the Board of Examiners may recommend that the Executive Board permanently terminate the concerned student's registration for the programme.
7. If the Board of Examiners establishes that large-scale or organised fraud is involved such that the test results as a whole will be affected, the Board of Examiners will declare without delay that the relevant test is invalid and that all participants must resit the entire test in the short term. At that time, the Board of Examiners will set the date on which the test must be resat. This date will be a maximum of ten working days after the fraud was established, allowing participants to benefit by preparing for the examination.

Art. 5.15 – dictionary

The examiner of a course can decide that each student may consult a translation dictionary during the test.

SECTION 6 – EXAMINATION

Art. 6.1 – examination

1. As soon as the student has fulfilled the requirements of the examinations programme, the Board of Examiners will determine the result of the examination and award a degree certificate as referred to in Art. 6.4.
2. Prior to determining the examination result, the Board of Examiners may examine the student's knowledge of one or more components or aspects of the study programme. The Board of Examiners will only conduct such an investigation if it establishes that there are certain facts or circumstances that lead it to the conclusion that the Board of Examiners cannot vouch for the student having obtained the exit qualifications of the degree programme (as referred to in part 2 of the Education and Examination Regulations).
3. Assessment of the examinations file constitutes part of the final examination. The date of examination will be the last working day of the month in which the Board of Examiners has determined that the student has fulfilled the requirements of the examinations programme. The student must be registered for the study programme on the date on which the examination is held.
4. The examination will be passed on condition that all courses have been passed.
5. A further condition for passing the examination and receiving the certificate is that the student was registered for the course during the period in which the tests and the examination were taken. If the student does not fulfil this condition, the Executive Board may issue a statement of no objection in relation to the passing of the examination and the issue of the certificate, after the student has paid the tuition fees and administration charges owing for the 'missing' periods.
6. Students who have passed their examination and therefore are entitled to be awarded a certificate, may request that the Board of Examiners delay the granting of the certificate and the examination date as referred to in the third paragraph. Such a request must be submitted within ten working days after the students have been informed of the examination results, stating the date on which the students wish to receive the certificate. The Board of Examiners will grant the request if the student:
   - plans to fulfil a management position for which Utrecht University has provided a board activities grant;
   - plans to do an internship [8], or take a course of a study programme abroad [9].

   Postponement of the examination date is possible only once and for the duration of one academic year at the most. Postponement may only be granted for the duration of thirteen months for students who want to make use of tuition fee free-board activities.

Art. 6.2 – cum laude judicium

A Master's degree may be awarded[10] with distinction (*cum laude*). To achieve this distinction, students must have obtained the following requirements:

- a weighted average of at least an 8.0, without rounding up, for all courses of the Master's degree programme. This weighting is based on the credits;
- the weighted average mark is calculated using the final marks for the courses of the degree programme;
- the OSIRIS database may not include a course with a final mark lower than 7.0;
- at the first assessment the mark for the Master's (research) project [11] must be 8.0 or higher;
- the initial mark for the work placement, if applicable, must not be lower than 8.0;
- the final examination of the Master's Degree Programme has been passed within one year. Students of the part-time programme Onderwijswetenschappen: Leren in onderwijs en organisaties must have passed the examination within two years.

Exemptions and courses passed abroad that are recorded in OSIRIS with an alphanumerical result in accordance with Art. 3.7, do not count towards a degree with distinction[12].

[8] The internship must be an official education course, completed as part of the Master's examination.
[9] The course abroad must be followed in the semester immediately following the semester in which the requirements of the examination program are met.
[10] Students of Applied Cognitive Psychology are not eligible for the cum laude regulation due to the alphanumeric assessment of the thesis and internship and all other courses.
[11] If the Master's (research) project consists of more than one course, the weighted average of all of the courses must be at least 8.0 without rounding up. Marks are weighted based on the number of credits.
[12] If students receive an exemption for a thesis or an internship completed at another Dutch university, these products must have been assessed with at least an 8 to be eligible for a cum laude judgement.

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

Art. 6.3 – degree

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

Art. 6.4 – degree certificate

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

Art. 6.5 – grading tables

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

SECTION 7 – STUDENT COUNSELLING

Art. 7.1 – records of students' progress

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

Art. 7.2 – student counselling

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

Art. 7.3 – disability and chronic illness

Students with a disability or chronic illness will be offered the possibility to take courses and sit examinations in the manner as laid down in their Education Provision. Requests for a provision are submitted to the student advisor via OSIRIS- student.[13]

[13] Known in Osiris Zaak as 'application for adjustments or accomodations'

SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

Art. 8.1 – safety-net scheme

In those cases not provided for in these regulations, or not provided for sufficiently clearly, the decision will be made by:

- by the Board of Examiners if on the basis of Articles 7.11 WHW (award and postponement of degree certificate) and 7.12b WHW (statutory powers of the Board of Examiners) of the Act or on the basis of Articles 3.6 to 3.7 (composition of optional course profile, optional courses), 5.5 to 5.12 (decisions on tests), 5.13-5.14 (exemption, fraud and plagiarism) and 6.1-6.2 (examination and cum laude) of these Education and Examination Regulations this falls within the competence of the Board of Examiners;
- The dean or an officer on behalf of the dean, in all other cases, after having consulted the Board of Examiners.

Art. 8.2 – hardship clause

In accordance with the rules laid down in these Education and Examination Regulations, the Board of Examiners will decide, unless this would have manifestly unreasonable consequences for the student that due to special circumstances are disproportionate to the purposes to be served by the rule. If in the Education and Examination Regulations the director of the master programme is appointed to decide, then the director of the master programme will decide.

Art. 8.3 – transitional provisions

The transitional provisions are listed in Annex 3.

Art. 8.4 – amendments

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

Art. 8.5 – publication

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

Art. 8.6 – effective date

These Regulations take effect on 1 September 2026.

Part 2

AIM OF THE DEGREE PROGRAMME

CULTURAL ANTHROPOLOGY:

Study programme Sustainable Citizenship

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

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

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

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

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

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

ONDERWIJSWETENSCHAPPEN:

Onderwijswetenschappen: Leren in onderwijs en organisaties

Met het programma wordt beoogd:
Het doel van het masterprogramma is om studenten op te leiden tot academische professionals op het gebied van leren en ontwikkelen in onderwijs en organisaties. Deze professionals beschikken over diepgaande kennis over leren en ontwikkelen binnen school, buiten school en in organisaties. Zij zijn in staat om maatschappelijke vraagstukken over leren en ontwikkelen te herkennen en bij te dragen aan het oplossen ervan door wetenschappelijke kennis over leren en ontwikkelen in te zetten. Zij treden op als bruggenbouwer: tussen theorie en praktijk en tussen kennis uit verschillende disciplines die bijdragen aan begrip over leren en ontwikkelen.

Studenten die zijn afgestudeerd bij het masterprogramma Onderwijswetenschappen: Leren in onderwijs en organisaties aan de Universiteit Utrecht kenmerken zich door:

- hun vermogen om op te treden als bruggenbouwer tussen theorie en praktijk, en tussen kennis uit verschillende disciplines die bijdragen aan begrip over leren en ontwikkelen (zoals psychologie, pedagogische wetenschappen, bestuurs- en organisatiewetenschappen, kunstmatige intelligentie). Als bruggenbouwer zijn ze responsief en adaptief en kunnen ze hun eigen positie innemen in de processen waaraan ze werken en kunnen ze functioneren in interdisciplinaire settings;
- hun vermogen om bij te dragen aan een oplossing voor (maatschappelijke) vraagstukken door het toepassen van wetenschappelijke kennis over leren en ontwikkelen;
- hun kennis en begrip van het ontwerpen, uitvoeren, rapporteren en kritisch presenteren (mondeling en schriftelijk) van wetenschappelijk onderzoek;
- hun vaardigheden om te kunnen ontwerpen, analyseren, evalueren en adviseren over: a) onderwijsontwerp en -evaluaties, en b) leren in organisaties;
- een duidelijk beeld van het beroep en een zich ontwikkelende beroepsidentiteit bestaande uit wetenschappelijke oordeelsvorming, integriteit en ethiek.

Vertaling van de doelstelling in eindtermen:
Kennis en inzicht
De afgestudeerde van het masterprogramma heeft kennis van en inzicht in:

- Geavanceerde theorieën en wetenschappelijk onderzoek over leren en ontwikkelen van individuen, teams en organisaties, zowel binnen als buiten de onderwijscontext;
- De (aard van) maatschappelijke en technologische ontwikkelingen waaraan kennis over leren en ontwikkelen een relevante bijdrage kan leveren;
- Hoe kennis over leren en ontwikkelen kan bijdragen aan oplossingen voor maatschappelijke vraagstukken;
- Methoden van wetenschappelijk onderzoek over leren en ontwikkelen waarmee een bijdrage geleverd wordt aan theorie en/of praktijk;
- Wetenschappelijke en professionele ethische principes en richtlijnen op het terrein van leren en ontwikkelen.

Toepassen van kennis en inzicht
De afgestudeerde is in staat om:

- (Complexe) vraagstukken en de context waarin deze zich bevinden te onderzoeken en te analyseren;
- Passende leeractiviteiten, middelen en leeromgevingen te ontwerpen, implementeren en evalueren en keuzes die zij maken te legitimeren en daarbij theorie en praktijk met elkaar te verbinden;
- Stakeholders te identificeren, te betrekken en te adviseren in alle fasen (onderzoek, ontwerp, implementeren en evalueren) en daarbij als bruggenbouwer te functioneren;
- Zelfstandig en op wetenschappelijk verantwoorde wijze een onderzoek op het terrein van leren en ontwikkelen te ontwerpen en verrichten en daarbij methodologische en inhoudelijke kennis toe te passen;

- Wetenschappelijke inzichten op impactvolle wijze te vertalen naar de praktijk;
  Ethische dilemma's te herkennen en handelingsperspectieven daarbij af te wegen.

Oordeelsvorming

De afgestudeerde is instaat om:

- Een mening te vormen over complexe vraagstukken over leren en ontwikkelen en die te onderbouwen met wetenschappelijke inzichten en daarbij rekening te houden met de praktijkcontext;
- Een kritische en genuanceerde houding te hebben ten aanzien van ontwikkelingen, trends en hypes binnen het vakgebied en het praktijkveld;
- Een kritisch en genuanceerd oordeel te vormen over wetenschappelijke inzichten.

Communicatie

De afgestudeerde is instaat om:

- Communicatie af te stemmen op de doelgroep;
- Wetenschappelijke kennis toegankelijk uit te dragen;
- Op een respectvolle, maar kritische manier een discussie te voeren;
- Met een open houding te discussiëren en hierbij verschillen in perspectieven en benaderingen te identificeren te onderkennen;
- Op een constructieve manier feedback te vragen, te geven en te verwerken;
- Samen te werken in interdisciplinaire teams en met verschillende stakeholders.

Leervaardigheden

De afgestudeerde heeft:

- Om proactief, zelfgestuurd en flexibel om te gaan met complexe vraagstukken voor leren en ontwikkelen;
- Eigenaarschap te nemen over de eigen professionele ontwikkeling en daarin keuzes te maken;
- Een onderbouwde visie te formuleren over (ontwikkelingen in) het vakgebied en eigen positie daarin.

INTERDISCIPLINARY SOCIAL SCIENCE:

Study programme Youth Development and Social Change and Study programme Social Challenges, Policies and Interventions

Learning outcomes:

A. Knowledge and insight
Graduates of the Master ISS have knowledge of and insight into:

- Contemporary social challenges, policies and interventions concerning:
    - Young people;
    - Differences in health and wellbeing; combining work and care; climate change and sustainable behaviour; and social cohesion and diversity
- Disciplinary and interdisciplinary theories and concepts to understand and address:
    - Young people and the diverse contexts young people shape and are shaped by;
    - Differences in health and wellbeing; combining work and care; climate change and sustainable behaviour; and social cohesion and diversity, and the diverse contexts that these shape and are shaped by;
- Appropriate research methods and strategies for examining these social challenges, policies and interventions;

B. Applying knowledge and insight
Graduates of the Master ISS are able to:

1. Analyse complex social issues from a variety of disciplinary and/or interdisciplinary theoretical perspectives;
2. Reflect on the various disciplinary perspectives, and make motivated decisions for a mono-, multi-, or interdisciplinary approach;
3. Develop research proposals or conduct independent research and make explicit the knowledge, motives, values and considerations on which this is based;
4. Consider the bi-directional relationship between science and practice in the development, implementation and evaluation of policy and intervention practices (transdisciplinarity).

C. Forming judgements
Graduates of the Master ISS:

- Are able to critically reflect on:
    - The appropriateness of mono-, multi-, or interdisciplinary theories and concepts for understanding and addressing social challenges;
    - Policy and intervention practices with the use of theoretical and methodological considerations;
    - Existing interdependencies and relationships between stakeholders in research, policy and practice, including the target populations;
    - Their own actions as academic professionals in relation to these stakeholders;
- Are able to arrive at academically justified judgements in situations in which information is incomplete, unfamiliar and/or complex;
- Consider the ethical aspects of science and of the application of academic knowledge in the professional field.

D. Communication
Graduates of the Master ISS are able to:

1. Communicate appropriately and take responsibility as a scientist and professional;
2. Communicate effectively and clearly on the results of academic research regardless of the medium (writing, oral, etc) and audience (scientists, laypeople);
3. Contribute to building bridges between various disciplines in research, policy and practice;
4. Communicate honestly and critically about research;
5. Communicate with a respectful attitude when collaborating with others.

E. Learning skills
Graduates of the Master ISS are able to:

1. Describe or present the results of an academic analysis in a sound manner;
2. Use theories and concepts for the purposes of developing a research proposal, conducting research and reporting on it;

3. Critically reflect on their own academic and professional activities, and learn from the feedback of and discussions with others;
4. Keep up with the latest scientific innovations in the field;
5. Conduct academic research in a multi-, trans-, or interdisciplinary team;
6. Assess the academic work of colleagues and provide academically sound constructive commentary on it taking various (stakeholder) perspectives and disciplines into account;
7. Develop and implement policy and intervention proposals in a complex societal context, taking account of the specific characteristics and disciplinary backgrounds of the actors involved;
8. Learn how to flexibly use, choose between and/or integrate different disciplinary perspectives to approach a societal problem.

PEDAGOGICAL SCIENCES:

Met de masteropleiding Pedagogische wetenschappen wordt het volgende beoogd:

- het bieden van gespecialiseerde kennis, vaardigheden en inzicht op het gebied van Pedagogische Wetenschappen, en het behalen van de eindtermen die in het tweede deel worden vermeld.
- studenten voor te bereiden op het werkveld als academische professional en vervolgonderzoeksopleidingen in de Pedagogische Wetenschappen in het algemeen en in het bijzonder op het gebied van maatschappelijke opvoedingsvraagstukken en orthopedagogiek.

Vertaling van het doel naar eindtermen:

Kennis en inzicht

De master Pedagogische Wetenschappen verschaft afgestudeerden kennis en inzicht in:

- de belangrijkste actuele kwesties op het gebied van pedagogiek;
- theorieën en modellen in het vakgebied die voortbouwen op de kennis die is opgedaan tijdens de bacheloropleiding of premaster en deze overstijgen;
- de wijze waarop interventies, programma's en beleid met betrekking tot (internationale) maatschappelijke en pedagogische vraagstukken worden vormgegeven, geëvalueerd en geanalyseerd;
- hoe theorieën en modellen, kaders, maar ook interventies, programma's en beleid kunnen worden toegepast op het vakgebied van de Pedagogische Wetenschappen
- ethische aspecten van het presteren op het niveau van een academische professional.

Toepassing van kennis en inzicht

Afgestudeerden van de master Pedagogische Wetenschappen zijn in staat om:

- complexe vraagstukken op het gebied van pedagogische wetenschappen te analyseren vanuit meerdere theoretische perspectieven;
- wetenschappelijk onderzoek uit te voeren, te interpreteren en te evalueren
- rapporteren over analyses, interventie en evaluatie voor wetenschappelijke, professionele en bestuurskundige/beleidskundige doeleinden;
- ethische normen en overwegingen toepassen bij het opzetten, uitvoeren en evalueren van wetenschappelijk onderzoek op het niveau van een academische professional, zowel wetenschappelijk als professioneel.

Oordeel

Afgestudeerden van de master Pedagogische Wetenschappen zijn in staat om:

- een wetenschappelijk onderbouwd oordeel te vormen over complexe en/of relatief onbekende situaties in het veld.

Communicatie

Afgestudeerden van de master Pedagogische Wetenschappen zijn in staat om:

- op een respectvolle, inclusieve, zakelijke en verantwoorde manier te communiceren naar (cultureel of anderszins diverse) collega's, klanten, respondenten en het algemene publiek;
- blijk te geven van een integere en kritische houding ten aanzien van onderzoeksprojecten en -resultaten;
- verworven competenties te presenteren die aansluiten bij de behoeften van de arbeidsmarkt, zowel mondeling als schriftelijk.

Vaardigheden leren

Afgestudeerden van de master Pedagogische Wetenschappen zijn in staat om:

- hun eigen leerproces en academische carrière te begrijpen en hierover te reflecteren, en hebben het vermogen om consequenties aan beide te koppelen door hun competenties uit te breiden;
- hun eigen conceptuele kader, hun eigen academische opleiding en sociale positie te begrijpen en daarop te reflecteren, rekening houdend met verschillende sociale en culturele contexten;
- te blijven leren, zichzelf verder te ontwikkelen en bij te dragen aan het vakgebied naarmate hun carrière vordert.

Met het programma Orthopedagogiek wordt daarnaast het volgende beoogd:
Het programma Orthopedagogiek heeft als doel om gespecialiseerde kennis, inzichten en vaardigheden te bieden op het gebied van socialisatie- en ontwikkelingsvraagstukken, onderwijs en jeugdzorg, op het gebied van:

- het uitvoeren en evalueren van wetenschappelijk onderzoek;
- het analyseren van bestaande socialisatie- en ontwikkelingsvraagstukken;
- het gebruik van diagnostische modellen en technieken;
- het uitvoeren en/of evalueren van pedagogische interventies;
- het formuleren en evalueren van praktische innovaties.

Het programma beoogt ook studenten voor te bereiden op de wetenschappelijke beroepspraktijk vanuit een transnationaal perspectief.

Vertaling van het doel naar aanvullende eindtermen:
Kennis en inzicht
Het Orthopedagogiek-programma biedt afgestudeerden kennis en begrip van:

- methoden en programma's voor zorg en hulp ter voorkoming, ondersteuning en behandeling in problematische opvoedsituaties;
- belangrijke kaders en procedures in de zorg, het onderwijs en andere pedagogische voorzieningen die van toepassing zijn op het vakgebied van orthopedagogiek.

Toepassing van kennis en inzicht
Afgestudeerden van het Orthopedagogiek-programma zijn in staat om:

- vaardigheden te verwerven die betrekking kunnen hebben op diagnostiek, behandeling, behandelcoördinatie, zorginnovatie, beleid en preventie, en deze op een maatschappelijk verantwoorde manier toe te passen, rekening houdend met de specifieke culturele context en transnationale vergelijkingen.

Oordeel
Afgestudeerden van het Orthopedagogiek-programma zijn in staat om:

- kritisch te reflecteren op de huidige praktijken op basis van theoretische, methodologische, diagnostische en interventie-strategische overwegingen, rekening houdend met de specifieke culturele context.

Communicatie
Afgestudeerden van de master Orthopedagogiek-programma zijn in staat om:

- adequaat te functioneren binnen de kaders van de beroepscodes van de orthopedagogiek, inclusief adequate schriftelijke en mondelinge communicatie met professionals in de praktijk van de orthopedagogiek.

Study programme Youth, Education and Society
The following is intended with the master programme:

- provide specialised knowledge, skills and insight in the area of Pedagogical Sciences, and achieve the exit qualifications stated in the second section.
- prepare students for the professional field as academic professional and further research training programmes in Pedagogical Sciences in general and, specifically, in the field of Youth Education and Society Clinical Child Education and Family Studies.

Translation of the aim into exit qualifications:
Knowledge and understanding
The master Pedagogical Sciences provides graduates with knowledge and understanding of:

- the key current issues in the area of pedagogy;
- theories and models in the field that build on and surpass the knowledge gained during the Bachelor's programme or premaster;
- the way in which interventions, programmes and policies with regard to (international) social and pedagogical issues are designed, evaluated and analysed;
- how theories, models, and frameworks as well as interventions, programmes, and policies can be applied to the field of Pedagogical Sciences
- ethical aspects of performing at the level of an academic professional

Application of knowledge and understanding
Graduates of the master Pedagogical Sciences are able to:

- analyse complex issues in the field of Pedagogical Sciences from multiple theoretical perspectives
- conduct, interpret and evaluate scientific research
- report on analysis, intervention and evaluation for scientific, professional, and public administrative/policy purposes
- apply ethical norms and considerations when designing, conducting and evaluating scientific research at the level of an academic professional, both scientifically and professionally

Judgement
Graduates of the master Pedagogical Sciences are able to:
- form a scientifically valid opinion on complex and/or relatively unknown situations in the field.

Communication
Graduates of the master Pedagogical Sciences are able to:
- communicate in a respectful, inclusive, professional and responsible way to (culturally or otherwise diverse) colleagues, clients, respondents and the general public;
- demonstrate an honest and critical attitude concerning research projects and results;
- present acquired competencies that align with labour market needs in both verbal and written form

Learning skills
Graduates of the master Pedagogical Sciences are able to:
- understand and reflect on their own learning process and academic career, and to link consequences to both by adding to their competencies
- understand and reflect on their own conceptual framework, their own academic schooling and social position, taking into account different social and cultural contexts
- continue to learn, further develop themselves and contribute to the field of study as their career progresses

The following is additionally intended with the programme Youth Education and Society:
The YES programme's intention is for students to acquire specialised knowledge, skills and understanding in the field of youth, education and childrearing as related to societal issues and global perspectives. The specialised skills concern:
- analysing issues of youth, education and childrearing in the context of societal and global perspectives based on interdisciplinary scientific insights;
- conducting and evaluating scientific research;
- designing, carrying out and evaluating policy and interventions geared toward youth, education and childrearing as related to societal and global issues.

The programme also intends to prepare students for scientifically informed practice as pedagogical professionals in the area of the optimal development of youth, inclusive education and as related to pedagogical issues in contexts of international development

Translation of the aim into exit qualifications:
Knowledge and understanding
The YES programme provides graduates with knowledge and understanding of:
- the position of theories, topics, interventions, policies and research related to Youth, Education and Society in an internationally comparative perspective.

Application of knowledge and understanding
Graduates of the YES programme are able to:
- analyse (the pedagogical principles underlying) policy papers, legislation, regulations and public debates on (inter)national issues in the domain of Youth, Education and Society ;
- steer organisations and networks of organizations, and coordinate professionals;
- analyse (inter)national issues of Youth, Education and Society based on scientific insights ;
- design, carry out and evaluate policy and interventions geared towards (inter)national and global issues of youth, education and society.

Judgement
Graduates of the YES programme are able to:

- contribute in a critically reflective way to public debates on (inter)national issues of youth, education, childrearing and society in popular media.

PSYCHOLOGY:

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

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

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

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

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

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

The following is intended with the programme Applied Cognitive Psychology:

- to train students in applying knowledge of cognition and behaviour to situations and problems that occur in daily life.
- to enable students to master several skills and techniques to quantify and qualify aspects of human behaviour and the physical context.

The following is intended with the programme Clinical Child and Adolescent Psychology:

- enable students to gain in-depth knowledge, understanding, and skills (as described in the exit qualifications of the master Psychology) in the field of clinical child and adolescent psychology. This programme focuses on developmental processes relevant to optimizing normal development and adjusting problematic development in the child and adolescent period, with attention for the social context in which youth develop and evidence-based practices to prevent and/or treat problematic development.
- prepare students for a career as academic professional in the field of clinical child and adolescent psychology, either as clinician, researcher or intervention/policy developer.
- enable students to fulfil the requirements of the NIP registration in psychodiagnostics (provided that the necessary requirements during the Bachelor's phase are met, the internship fits the requirements, and the relevant reports are approved) and to register in the professional register for youth professionals (SKJ). Whether students meet the requirements for international registrations depends on specific requirements for registrations of a particular country.
- enable students to enter various Dutch post-Master programmes (such as Health Care Psychologist programme, Psychotherapist programme, School psychology programme, or NIP Child and Adolescent Psychology), or international post-Master programmes (depending on accreditation by the national association of psychologists of the particular country), assuming they have fulfilled the necessary requirements during the Bachelor's phase and depending on the type of internship in the Master's phase.

The following is intended with the programme Clinical Psychology:

- enable graduates to gain (specialised) psychological knowledge of problems in the area of mental health, to gain basic psychotherapeutic knowledge and skills, to gain training in the area of psychodiagnostics, and to explore behavioural therapy and cognitive therapy. This programme devotes special attention to the consequences of and interventions for anxiety disorders, depression, and conditions following major life events (trauma and grief). The programme strongly emphasises the acquisition of both the professional skills relevant to the practice of the profession in a practical setting and the academic skills needed to understand, develop and apply scientific insights. Therefore, a practical internship and empirical research form major parts of the Master's programme.
- prepare students for a career as academic professional in the field of clinical psychology, either as clinician, researcher or intervention/policy developer.
- In combination with the necessary bachelor's courses (if the necessary requirements during the Bachelor's phase are met, the master internship fits the program requirements, and the relevant reports are approved) it enables graduates to fulfil the postdoctoral requirements to enter clinical practice in the Netherlands (vlogo criteria; LOGO-declaration). Fulfilling the postdoctoral requirements as well enables graduates to enter various Dutch post-Master trainings as the Health Care trajectory (GZ-opleiding), the Psychotherapist programme, or programmes leading to membership in specialised psychotherapy associations, as well as international post-Master programes. Admission to international programmes depends on accreditation by the national association of psychologists.

The following is intended with the programme Neuropsychology:

- enable students to gain in-depth knowledge, understanding, and skills (as described in the exit qualifications of the master Psychology) in the field of Neuropsychology. This programme focusses on how the brain subserves psychological functions such as perception, memory, thinking, language processing, attention, motivation and emotion and in particular on the cognitive and behavioural consequences of brain dysfunction. The programme strongly emphasises the acquisition of both the professional skills relevant to the practice of the profession in a practical setting and the academic skills needed to understand, develop and apply scientific insights. Therefore, a practical internship and empirical research form major parts of the Master's programme.

- prepare students for a career as academic professional in the field of neuropsychology, either as clinician, or researcher.
- enable students to fulfil the requirements of the NIP registration in psychodiagnostics (provided that the necessary requirements during the Bachelor's phase are met, the internship fits the requirements, and the relevant reports are approved).

enable students to enter Dutch post-Master programmes such as the Health Care Psychologist programme, or international post-Master programmes (depending on accreditation by the national association of psychologists of the particular country), assuming they have fulfilled the necessary requirements during the Bachelor's phase and depending on the type of internship in the Master's phase.

The following is intended with the programme Social, Health and Organisational psychology:

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

SOCIOLOGY:

Study programme Contemporary Social Problems

The objective of the programme is to train academic professionals who, in view of their sociological knowledge and associated ethical reflection, can contribute to mapping out, analysing and solving topical social problems in various contexts (government, corporate).
In this process, they learn to independently carry out application-oriented social science research and to create *cohesion* between scientific knowledge and practical issues, and they develop awareness of *the contextual certainty* of practical issues as well as working on the development of a *professional identity*.
Through three thematic courses students learn how to explore the relationship between research questions and practical issues using a multidisciplinairy approach with emphasis on an sociological lens .

Translation of the aim into exit qualifications:
Knowledge and understanding (in the area of defining problems, theories, research and policy)
The graduate has knowledge and understanding of:
- important theories and models for examination of current social issues;
  specific knowledge and understanding in relation to thematic courses on offer, specifically:
  - Essentials of care : key concepts from the governance in relation to health issues;
  - Crime and Safety : key concepts in criminology in relation to public security issues;
  - The Digital Society : *Key concepts of research strategies in online contexts, in relation to social issues.*
  - Climate Crises: Impact and solutions: key concepts from public policy evaluation in relation to the climate crisis, its causes and consequences.
- sectoral and international comparative research on, for example, policy and organisation.
- scientific and field practice developments within a social sector or organisation.
- the key characteristics of different domain-specific areas and problem contexts.

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

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

Communication
The graduate is able to:
- report, independently and in an academically sound way, on their own activities and present clear recommendations to interested parties both verbally and in writing.
- skilful communication and interaction with colleagues and others working in the professional field.

- report the results of their own research, or advice, to clients or others working in the field verbally and in writing in a clear and structured manner.
- critique and comment on reports by fellow students, others working in the field, colleagues and clients in a constructive manner.
- translate scientific debates for a wider audience by drawing conclusions on, for example, policy from their own practical research into a concrete subject within a current social issue.

Learning skills
The graduate is able to:
- reflect on the development of their professional identity and take action on this by developing their own competencies (lifelong learning).
- reflect upon professional ethical issues within their professional field.
- deal with ethical aspects in a well-considered manner as an academic professional.
- be part of the social context, taking into account the parties concerned and thus deal with them with integrity and in a scientific and professional manner.
- work independently in professional practice.
- collaborate with professionals from other scientific disciplines.
- understand and apply open science principles to research.
- deal with ethical aspects, such as the use of artificial intelligence, in a well-considered manner as an academic professional.

ANNEX

Annex 1 - Premaster programme (Art. 2.4)

For the holder of a Dutch university bachelor's diploma, an individual premaster programme can be composed by the admissions committee, provided the deficiency is no more than 60 credits and a feasible programme can be put together. This applies to all 1-year master's programmes with the exception of Clinical Psychology and Applied Cognitive Psychology.

In addition, there are the following standard premaster's programmes for the holders of a Dutch bachelor diploma of a University of Applied Sciences (hbo) worth 240 credits:

Annex 1.1 – CULTURAL ANTHROPOLOGY

Premaster programme Sustainable Citizenship

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

CROHO-sector	Programmes
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	All
Economie	All
Taal en cultuur	Cultureel erfgoed

Content of the premaster programme Cultural Anthropology: Sustainable Citizenship:
- Culturele antropologie 1: Inleiding in de Culturele Antropologie (7.5 credits)
- Introductie in onderzoeksmethoden voor CA (7.5 credits)
- Wetenschappelijk schrijven (7.5 credits)
- Culturele Antropologie 2: sociale ordening en betekenis (7.5 credits)
- Cultural Anthropology 3: History and Theory in Anthropology (7.5 credits) *is offered in English*
- Anthropology and Sustainability: Contemporary Fault Lines (7.5 credits) *is offered in English*
- Choose between 1). Cultural Anthropology 4: Globalization and Sociocultural Complexity (7.5 credits) *is offered in English* or 2). Political Ecologies: Nature, Humans and Non-humans
- Position Paper Premasters (7.5 credits) *is offered in English.*

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

Annex 1.2 – ONDERWIJSWETENSCHAPPEN:

Premaster programme Educational Sciences: Learning in education and organisations

Admission to the premaster programme **Onderwijswetenschappen: Leren in onderwijs en organisaties**:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the premaster programme Onderwijswetenschappen: Leren in onderwijs en organisaties.

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

Content of the premaster programme Onderwijswetenschappen: Leren in onderwijs en organisaties:
- Educational Psychology (7.5 credits)
- Basis van onderzoeksmethoden en statistiek (BOS) (7.5 credits)
- Academisch Schrijven (7.5 credits)
- Methoden in onderwijswetenschappelijk onderzoek (7.5 credits)
- Ontwikkelen van assessment- en evaluatieinstrumenten voor onderwijssituaties (7.5 credits)
- Ontwerpen van leersituaties – gevorderd: 4C/ID-model (7.5 credits)

- Leren in organisaties: veranderingsinterventies (7.5 credits)
- Onderzoeksmethoden en vaardigheden (7.5 credits).

Annex 1.3 - INTERDISCIPLINARY SOCIAL SCIENCE

1.3.1 Premaster programme Social Challenges, Policies and Interventions

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

CROHO-sector [14] [15]	**Programmes**
Onderwijs	Lerarenopleiding basisonderwijs, Aardrijkskunde, Geschiedenis, Maatschappijleer
Gedrag en maatschappij	All
Gezondheidszorg	Verpleegkunde (hbo-V) Psychomotorische therapie Ergotherapie Sport, gezondheid, management Leefstijl, arbeid en gezondheid Sociale gerontologie
Economie	All

Content of the premaster programme Interdisciplinary Social Science: Social Challenges, Policies and Interventions:
- Risk Behavior and Addiction in Adolescence (7.5 credits)
- Basis van onderzoeksmethoden en statistiek (BOS) (7.5 credits)
- Challenges in Work, Health and Wellbeing (7.5 credits)
- Verdieping in onderzoeksmethoden en statistiek voor interdisciplinair sociaal wetenschappers (VOS ISW) (7.5 credits)
- Academic Writing (7.5 credits)
- Technieken voor analyse van kwantitatieve en kwalitatieve gegevens (TAK) (7.5 credits)
- The Multicultural Society (7.5 credits)
- Premaster Thesis (7.5 credits).

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

[14] CROHO = Centraal Register Opleidingen in het Hoger Onderwijs. The hbo programmes Communicatie and Integrale veiligheidskunde are mentioned under the CROHO-sector Gedrag en maatschappij, although DUO does not mention the programmes in this sector.
[15] Education and Health sectors students who are not specifically mentioned, but who feel their previous education and training is in line with the themes of the Master's programme Social Policy and Public Health can submit a request to the admissions committee to be admitted to the premaster's programme. They must submit a letter of motivation, which demonstrates and highlights the links between the course of higher professional education (hbo) completed and the premaster's programme.

1.3.2. Premaster programme Youth Development and Social Change

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

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

Content of the premaster programme Interdisciplinary Social Science: Youth Development and Social Change:
- Risk Behavior and Addiction in Adolescence (7.5 credits)
- Basis van onderzoeksmethoden en statistiek (BOS) (7.5 credits)
- Academic Writing (7.5 credits)
- Verdieping in onderzoeksmethoden en statistiek voor interdisciplinair sociaal wetenschappers (VOS ISW) (7.5 credits)
- Youth Culture in a Digital World (7.5 credits)
- Technieken voor analyse van kwantitatieve en kwalitatieve gegevens (TAK) (7.5 credits)
- Youth and Sexuality (7.5 credits)
- Premaster Thesis (7.5 credits).

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

Annex 1.4 – PEDAGOGICAL SCIENCES

Premaster programme Orthopedagogiek

Admission to the premaster programme Orthopedagogiek:
The holder of a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits as mentioned below will be admitted to the pre-Master's programme Orthopedagogiek if the holder has passed the school subject mathametics A, B or C with the mark 6.0 or higher on at least havo-level. Deficiencies in previous education can be made up before the start of the pre-Master's programme by passing one of the following tests::

- Certificaat Wiskunde A, B of C (havo of vwo) van Boswell- Bèta.
- Staatsexamen Wiskunde A, B of C op minimaal havo-niveau.
- CCVX-examen in wiskunde A, B of C op minimaal havo-niveau.

CROHO-sector	**Programmes**
Onderwijs	- Pabo
Gedrag en maatschappij	- Social Work - Sociaal Pedagogische Hulpverlening - Maatschappelijk Werk en Dienstverlening - Toegepaste Psychologie - Pedagogiek - Vaktherapie
Gezondheidszorg	- Logopedie - Ergotherapie - Fysiotherapie - Psychomotorische Therapie en Bewegingsagogie

Content of the premaster programme Pedagogische Wetenschappen: Orthopedagogiek:

- Developmental Psychopathology (7.5 credits)
- Basis van onderzoeksmethoden en statistiek (7.5 credits)
- Verdieping in onderzoeksmethoden en statistiek voor pedagogen (7.5 credits)
- Test- en observatievaardigheden (7.5 credits)
- Diagnostiek van opvoedings- en ontwikkelingsproblemen (7.5 credits)
- Behandeling en interventie (7.5 credits)
- Thesis Pedagogische wetenschappen (15 credits).

Premaster programme Youth, Education and Society

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

CROHO-sector	**Programmes**
Onderwijs	All
Gedrag en maatschappij	All
Gezondheidszorg	All
Economie	communicatie en integrale veiligheidskunde.

Content of the premaster programme Pedagogical Sciences: Youth, Education and Society:

- Cultural Diversity (7.5 credits)
- Opvoeding en maatschappij (7.5 credits)
- Basis van onderzoeksmethoden en statistiek (7.5 credits)
- Verdieping in onderzoeksmethoden en statistiek voor pedagogen (7.5 credits)
- Pedagogische systemen in de kindertijd en adolescentie (7.5 credits)
- Pedagogische praktijkontwikkeling, onderzoek en beleid (7.5 credits)
- Thesis Pedagogische wetenschappen (15 credits).

Annex 1.5 – SOCIOLOGY

Premaster programme Sociology: Contemporary Social Problems

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

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

Content of the premaster programme Sociology: Contemporary Social Problems:
- Sociale problemen (7.5 credits)
- Inleiding sociologie (7.5 credits)
- ADS: Foundation of Research and Statistics7.5 credits)
- Practicum Data Analyse (PDA) (7.5 credits)
- Sociology of Organisations (7.5 credits)
- Sociale ongelijkheid (7.5 credits)
- Familiesociologie: trends, theorie en kwantitatief onderzoek (7.5 credits)
- Beleid en politiek (7.5 credits).

Annex 2 – Programme of study (Art. 3.6)

The credit load for the programmes is 60 credits.

Annex 2.1 – CULTURAL ANTHROPOLOGY

Study programme Sustainable Citizenship:

Course	Credits
Academic Professional	5 credits
Futures in a Globalized World	5 credits
Sustainability and Social Contestation	5 credits
Citizenship and Sovereignty	5 credits
Practicing Anthropology	5 credits
Doing Ethnography	2.5 credits
Research Design	2.5 credits
Ethnographic Fieldwork and Thesis	30 credits

Annex 2.2 – ONDERWIJSWETENSCHAPPEN

Programma: Onderwijswetenschappen: Leren in onderwijs en organisaties**:**

Course	Credits
Leren en ontwikkelen van individuen, groepen en organisaties	6 credits
SHIFT: Societal and Human Innovation for Transformative Organizations (offered in English)	6 credits
Choice of two elective courses : - De kunst van bruggenbouwen: Leren en innoveren in complexe vraagstukken - Maatschappelijke vraagstukken: De rol van onderwijstechnologie - Diversiteit en inclusie in onderwijs en organisaties - Or one or two other elective courses at the master level consisting of 5 credits	2 x 5 credits
Skills Academy, consisting of: - Onderzoeksmethoden (1,5 credits) - Ontwerpen (1,5 credits) - Consultancy (2,5 credits) - Afsluitende module (2,5 credits)	8 credits
Stage	12,5 credits
Master's Thesis	17,5 credits

Annex 2.3 – INTERDISCIPLINARY SOCIAL SCIENCE

2.3.1 Study programme Social Challenges, Policies and Interventions

Course	Credits
Academic Professional	7,5 credits
Social Challenges	7,5 credits
Social Change Approaches: Development, Implementation and Evaluation	7.5 credits
Interdisciplinary Theorie & Methods	7,5 credits
Open Science, Communication and Impact	2.5 credits
Mentoring Master SCPI	0 credits
SCPI Master Internship	15 credits

Course	Credits
SCPI Master Thesis	12,5 credits

2.3.2 Study programme Youth Development and Social Change

Course	Credits
Youth Development in Context: an Interdisciplinary Approach	6,75 credits
Bridging the Gap between Science and Practice	6,75 credits
Deep Dive: Systematic Review	1.5 credits
Deep Dive: Quantitative Research	1.5 credits
Youth Challenges: Engage, Research and Act	13,5 credits
Deep Dive: Qualitative Research	1.5 credits
Master's Project	15 credits
Internship Project	13.5 credits

Annex 2.4 – PEDAGOGICAL SCIENCES

Study programme Orthopedagogiek

Course	Credits
Academic Professional: Juveniles and Law	1.5 credits
Evidence-Based Adviseren	5 credits
Gezin in Systemisch Perspectief	5 credits
Elective at Master's Level	5 credits
Stage Orthopedagogiek	23,5 credits
Master's Thesis	20 credits

Study programme Youth, Education and Society:

Tracks:
1: Youth Policy, Education and Prevention (YEP)
2: Pedagogy and International Development (PID)
3: Education for Inclusive Societies (EFIS)

Course	Credits
Paradigms and Global Perspectives	7,5 credits
Critical Debates and Comparative Analyses	5 credits
Prevention 3.0: Perspectives and Design	5 credits
Practical	5 credits
Academic Professional: General	3.5 credits
Academic Professional: Juveniles and Law	1.5 credits
Internship	12.5 credits
Master's Thesis	20 credits

Annex 2.5 – PSYCHOLOGY

Study programme Applied Cognitive Psychology:

Course	Credits
Academic Professional	5 credits
Applied Cognitive Psychology Research Toolbox	10 credits

Course	Credits
Research in a Corporate Setting	5 credits
Internship	12.5 credits
Master's Thesis	27.5 credits

Study programme Clinical Child and Adolescent Psychology:

Course	Credits
Academic Professional	5 credits
Effective Mental Health for Youth	5 credits
Introduction to Cognitive Behavioral Therapy with Youth	5 credits
Elective at Master's Level [16]	5 credits
Internship *	15 or 20 credits
Master's Thesis	20 credits

* The internship coordinator decides based on the internship activities whether students do the 20 EC or the 15EC internship. Students who do the 15 EC internship need to combine this course with Clinical Skills Lab (5EC). The course Clinical Skills Lab cannot be used as an elective.

Study programme Clinical Psychology:

Course	Credits
Academic Professional	5 credits
Cognitive Behavioural Therapy	5 credits
Elective at Master's Level[17]	5 credits
Elective at Master's Level	5 credits
Internship	20 credits
Master's Thesis	20 credits

Study programme Neuropsychology:

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

Study programme Social, Health and Organisational Psychology:

Track Work and Organisation:

Course	Credits
Academic Professional	5 credits
From Theory to Intervention	5 credits
Work and Performance	5 credits
Organisational Development	5 credits
Elective at Master's Level[18]	5 credits

[16] The following electives are offered and recommended by the Clinical Child and Adolescent Psychology programme: Juvenile Forensic Psychopathology (5 credits), Psychodiagnostiek in de klinische ontwikkelingspsychologie – Verdiepend (5 credits) .

[17] The following electives are offered and recommended by the Clinical Psychology programme: Anxiety and Related Disorders (5 credits) and Loss and Psychotrauma (5 credits).

[18] Students are required to choose one elective within the SHOP program (Nudging, Health Promotion and Behavior Change, or Social Influence, Public Communication, and Advertising).

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

Track Social Influence and health promotion:

Course	Credits
Academic Professional	5 credits
From Theory to Intervention	5 credits
Communication: Effective interaction in theory and practice	5 credits
Nudging	5 credits
Elective at Master's Level[19]	5 credits
Elective at Master's Level	5 credits
Internship	15 credits
Master's Thesis	15 credits

Annex 2.6 – SOCIOLOGY

Study programme Contemporary Social Problems:

Course	Credits
Academic Professional	5 credits
Policy Research and Advice	5 credits
Sociology: Theory and Research	5 credits
Choice of three of four thematic courses : • Criminology and Safety (Theories, Trends and Policies) • Social Research in a Digital Age • Essentials of Care: Analyzing Current Policy Trends • Climate Crisis: Impact and Solutions • May replace one course with a relevant elective	3 x 5 credits
Internship and Labour Market Preparation	15 credits
Master's Thesis	15 credits

[20] Students are required to choose one elective within the SHOP program (Health Promotion and Behavior Change, Social Influence, Public Communication, and Advertising, or Organizational development).

Annex 3 – Transitional provisions (Art. 8.2)

A. Transitional arrangements for the Premaster programmes.

Students may complete their programme by completing the following courses;

B. Transitional arrangements for the Master's Degree programmes.

Students may complete their programme by completing the following courses;

B1 – INTERDISCIPLINARY SOCIAL SCIENCE:

Study programme Social Challenges, Policies and Interventions

If not passed:	**Replace by in 2026-2027:**
Becoming an Academic Professional (2.5 credits)	Academic Professional (part 1->2.5 credits)
Social Challenges (10 credits)	Social Challenges 7,5 credits + extra assignment of 2.5 credits
Interdisciplinarity (2.5 credits)	Assignment on Interdisciplinary Theories & Methods, 2.5 credits
Interdisciplinary Social Science Research, 2.5 credits	Assignment on Interdisciplinary Theories & Methods, 2.5 credits
Elective at Master's Level, 5 credits	Elective course at Masters level, 5 credits
Being an Academic Professional (2.5 credits)	Academic Professional (part 2->2.5 credits)
Master Project, consisting of: Internship (10 credits) Thesis (15 credits)	Master project, consisting of: Internship: 10 credits Thesis: Academic professional, part on internships (25 credits) and Thesis 12.5 credits.

B2 – PEDAGOGICAL SCIENCES:

Study programme Orthopedagogiek

If not passed:	**Replace by in 2026-2027:**
Critical Thinking for Clinical Professionals (5 credits)	Evidence-Based Adviseren (5 credits)
Clinical Professional in Different Contexts (5 credits)	Gezin in Systemisch Perspectief (5 credits)
Academic Professional: General (3.5 credits) And/or Internship (20 credits)	Academic Professional (3.5 credits) - If both courses have not been passed: Stage Orthopedagogiek (23,5 EC) Or The options below for each individual course, upon approval of the Master coordinator. - If only Academic Professional: General has not been passed: Individual arrangement with the Master Coordinator (3.5 credits). - If only the Internship has not been passed: Stage Orthopedagogiek (20 credits within the course of 23,5 credits, upon approval of the Master coordinator)

If not passed:	Replace by in 2026-2027:
	The mark will be signed off in OSIRIS under the old course code
Familie in Systemisch Perspectief (5 credits)	Gezin in Systemisch Perspectief (5 credits)

B3 – PSYCHOLOGY:

Study programme Applied Cognitive Psychology

If not passed:	Replace by in 2026-20272027:
Applied Cognitive Psychology II (10 credits)	Applied Cognitive Psychology Research Toolbox (10 credits)
Research in a commercial setting	Research in a corporate setting
Internship ACP (min. 7.5 and max. 12.5 credits)	Internship ACP (12.5 credits)

Study programme Clinical Psychology

If not passed:	Replace by in 2026-2027:
Behaviour Therapy and Cognitive Therapy (5 credits)	Cognitive Behavioural Therapy (5 credits)

Study programme Social, Health and Organizational Psychology

Since 2025/2026 theThe track Social Influence and the track Health Promotion are combined under the new track Social Influence and Health Promotion.

If not passed:	Replace by in 2026-2027:6-2026:
Internship Health Promotion (15 credits)	Internship Social Influence and Health Promotion (15 credits)
Thesis Health Promotion (15 credits)	Thesis Social Influence and Health Promotion (15 credits)
Internship Social Influence (15 credits)	Internship Social Influence and Health Promotion (15 credits)
Thesis Social Influence (15 credits)	Thesis Social Influence and Health Promotion (15 credits)
Health Promotion (5 credits)	Health Promotion and Behavior Change (5 credits)
Communication and Leadership: Effective Interaction in Theory and Practice (5 credits)	Communication: Effective Interaction in Theory and Practice (5 credits)

B4- Sociology

Study programme Contemporary Social Problems

If not passed:	Replace by in 2026-2027:
Internet Social Media and Networks (5 credits)	Social Research in a Digital Age (5 credits)

If not passed:	Replace by in 2025-2026:
Verdieping in onderzoeksmethoden en statistiek (VOS) 7.5 EC	Practicum Data Analyse (PDA) 7.5 EC
Basis van onderzoeksmethoden en Statistiek (7,5 EC)	ADS: Foundation of Research and Statistics (7,5 EC)

B5- ONDERWIJSWETENSCHAPPEN
Programma: Onderwijswetenschappen: Leren in onderwijs en organisaties

If not passed:	Replace by in 2026-2027:
Advanced Research and Trends in Instructional Science and Technology (ARTIST) (7,5 credits)	Leren en ontwikkelen van individuen, groepen en organisaties (6 credits) + Skills Academy: onderzoeksvaardigheden (1,5 credits) or an extra assignment (1,5 credits) upon approval of the master coordinator.
Co-creating organisational learning: navigating complex change dynamics (COOL) (7,5 credits)	SHIFT: Societal and Human Innovation for Transformative Organizations (6 credits)

	+ Skills Academy: Ontwerpen (1,5 credits) or an extra assignment (1,5 credits) upon approval of the master coordinator.
Educational Design and Consultancy (5 credits)	Skills Academy: consultancy (2,5 credits) + extra assignment (2,5 credits)
Elective (5 credits)	Elective course at Master's level (5 credits)
Research plan Master's thesis (5 credits) and/or Master's thesis (15 credits)	- If both courses have not been passed: Master thesis (17,5 credits) + Skills Academy: consultancy* (2,5 credits) or extra assignment (2,5 credits) or upon approval of the master coordinator: both old courses (5 + 15 credits, *signed off in OSIRIS under the old course codes).* - If only the thesis has not been passed: Masterthesis (15 credits within the course of 17,5 credits, upon approval of the Master coordinator). *signed off in OSIRIS under the old course code.* * this is only possible if the course Educational Design and Consultancy has been passed.
Internship (10 credits) and /or Academic Professional (5 credits)	- If both courses have not been passed: Stage (12,5 EC) + skills Academy afsluiting (2,5 EC). Or A combination of the options below, for each individual course upon approval of the Master coordinator. - If only the internship has not been passed: Stage (10 credits within the course of 12,5 credits, upon approval of the Master coordinator) *signed off in OSIRIS under the old course codes.* - If only academic professional has not been passed: Individual arrangement (5 credits) upon approval of the master coordinator. *signed off in OSIRIS under the old course code.*
MA: Thesis Educational Sciences (15 credits)	Master Thesis Onderwijswetenschappen (15 credits)

Annex 4. Language policy chosen for the degree programmes

In accordance with the Executive Board of Utrecht University, the Faculty considers it important that students have skills to function in a globalised labour market. Consequently, English is the default language of instruction in the Master's programmes of the Faculty of Social and Behavioural Sciences.

English is increasingly becoming the lingua franca of international research and education. Moreover, renowned research is carried out in an international context and good international reputation attracts talent and builds strategic collaborations. At our faculty, we seek to emphatically link internationalisation with quality. We believe that internationalisation helps raise the quality of our education, research and social impact. This includes the education of the academic professionals and scientists of the future. Specifically, we wish to align with international academic standards and to broaden our horizon in the area of academic education and research.

However, provided it is well-substantiated, programmes can choose Dutch as the language of instruction. For instance if this is a better fit with their labour market or student population, or if it benefits the quality of education for their programme.

In accordance with language policy of Utrecht University, programmes can therefore apply to use one of the language paths below:

- N = 100% of the programmes compulsory components is in Dutch
- N(+E) = At least 66.6% but less than 100% of the programmes compulsory components are provided in Dutch, up to 33.3% of the compulsory components are provided in English.
- E(+N) = At least 66.6% but less than 100% of the programmes compulsory components are provided in English, a maximum of 33.3% of the compulsory components are provided in Dutch
- E = 100% of the education of the programme is in English

All Master's programmes of the Faculty of Social and Behavioural Sciences apply language path E and are fully taught in English, with the exception for the programmes Orthopedagogiek (language path N) and Onderwijswetenschappen: Leren in onderwijs en organisaties (language path N(+E)).

Double language track

In addition to the above principle regarding the language policy, a number of programmes offer the possibility to complete parts of the program in Dutch, (double language track).

The following programmes have a double language track;
- Youth, Education and Society [20]

In this track, programmes provide student the opportunity to choose [21] to do components within their program in Dutch. The following components apply to this arrangement;
- Internship
- Thesis

The following components can be taken in Dutch if authorized by the examiner. The component can only be taken in Dutch if this provision is included in the course manual and the examiner is able to complete the assessment of the product. In addition, providing the provision should not conflict with achieving a learning objective in the course.
- tests

[20] This does not apply to students in the Pedagogy and International Development track.