

# **Education and Examination Regulations 2020 – 2021**

of the  
Master's Degree Programmes

## **Cultural Anthropology: Sociocultural Transformation**

## **Development and Socialisation in Childhood and Adolescence**

## **Educational Sciences: Learning in Interaction**

## **Methodology and Statistics for the Behavioural, Biomedical and Social Sciences**

## **Migration, Ethnic Relations and Multiculturalism**

## **Social and Health Psychology**

## **Sociology and Social Research**

within the  
Faculty of Social and Behavioural Sciences  
at  
Utrecht University

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

These regulations were adopted by the dean of the Faculty of Social and Behavioural Sciences on 25 May 2020 with the approval of the Educational Committee on 27 March 2020 and the Faculty Council on 25 May 2020.

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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 2020-2021 and apply to the education, the tests and the examination of the two-year Master's Degree Programmes provided by the Graduate School of Social and Behavioural Sciences within the Faculty of Social and Behavioural Sciences at Utrecht University (hereinafter referred to as: the programmes) and to all students who are registered for the Programmes as well as to all those who seek admission to the Programmes in the 2020-2021 academic year<sup>1</sup>. The two-year Master's Degree Programmes are:

	Referred to as:
Cultural Anthropology: Sociocultural Transformation	CASTOR
Development and Socialisation in Childhood and Adolescence	DaSCA
Educational Sciences: Learning in Interaction	EdSci
Methodology and Statistics for the Behavioural, Biomedical and Social Sciences	MSBBSS
Migration, Ethnic Relations and Multiculturalism	MERM
Social and Health Psychology	SHP
Sociology and Social Research	SaSR

### Art. 1.2 – definition of terms

In these regulations, the following terms mean:

- a. Act, the: the Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
- b. component: a unit of study (course, internship, thesis) of the study programme, included in the University Course Catalogue;
- c. contact hours: contact hours are taken to mean (1) hours spent in class where a lecturer is physically present, such as lectures and tutorials, student counselling, traineeship supervision, tests and examinations, as well as career support in so far as the degree programme schedules these for all students and (2) other structured hours scheduled by the degree programme and which are characterised by contact between the students themselves, either virtually or in real time and/or virtual contact with lecturers;
- d. credit: unit, also described as 'EC', whereby one credit is equal to 28 hours of study;
- e. dean: the dean of the Faculty of Social and Behavioural Sciences at Utrecht University;
- f. Educational Facilities Contract: the contract concluded by the study programme and the disabled or chronically ill student, which lays down the necessary and reasonable facilities to which the student is entitled;
- g. 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;
- h. Faculty, the: the Faculty of Social and Behavioural Sciences;
- i. 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;
- j. 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);
- k. 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;
- l. Master's Degree Programme: the Master's Degree Programme referred to in Art. 1.1 of these Regulations.
- m. Master's Programme Coordinator: the coordinator of the Master's programme;
- n. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
- 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.

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<sup>1</sup> The EER (Education and Examination Regulations) is reviewed annually and applies to all students registered in the course. If the EER is amended, the new regulations apply to everybody, unless a transitional arrangement applies to a particular group of students

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

## SECTION 2 – ADMISSION

### Art. 2.1 – requirements for admission to the programmes

#### 2.1.1 – Admissibility.

Requirements for consideration for admission are:

##### 2.1.1.1 - CASTOR:

- A Dutch academic bachelor's degree in the social or behavioural sciences, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide. Students with another academic bachelor degree but with above average interest in sociocultural transformation can also be admitted to CASTOR;
- or
- A Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster programme Cultural Anthropology: Sustainable Citizenship at Utrecht University.

##### 2.1.1.2 - DaSCA:

- A Dutch academic bachelor's degree in the social or behavioural sciences, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide.
- or
- A Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster programme Youth Studies at Utrecht University.

##### 2.1.1.3 - EdSci:

- A Dutch academic bachelor's degree in the social or behavioural sciences, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide. Students with another academic bachelor degree and above average interest in (research on) teaching and learning can also be admitted to EdSci;
- or
- A Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster programme Educational Sciences or Pedagogical Sciences: Clinical Child, Family and Educational Studies or a successfully completed premaster programme Pedagogical Sciences: Youth, Education and Society at Utrecht University.

##### 2.1.1.4 - MSBBSS:

- A Dutch academic bachelor's degree in the social, biomedical or behavioural sciences, or a foreign academic bachelor degree equivalent to the level of that Dutch academic bachelor's degree, which is for the programme's admissions committee to decide. Students with another academic bachelor's degree and a sufficient training in formal models and/or quantitative analysis such as students with an academic bachelor's degree in computer sciences, econometrics or mathematics can also be admitted to MSBBSS;
- Students with a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster programme at Utrecht University can also be considered.

##### 2.1.1.5 - MERM:

- A Dutch academic bachelor's degree in the social or behavioural sciences, economics, political sciences/international relations/public administration, geography, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide;
- Students with a Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster programme at Utrecht University can also be considered.

##### 2.1.1.6 - SHP:

- A Dutch academic bachelor's degree in the social or behavioural sciences, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide;

- Students with another academic bachelor's degree and a clear profile of empirical research in behavioural sciences such as students with an academic bachelor's degree in Economics, Health education and promotion, Biology, or Neurosciences, can also be considered.

#### **2.1.1.7 - SaSR:**

- A Dutch academic bachelor's degree in the social or behavioural sciences, economics, business and management programmes, political sciences/public administration, geography, or a foreign academic bachelor degree that equals the level of that Dutch academic bachelor's degree, for the programme's admissions committee to decide. Students with another academic bachelor's degree and a thorough training in formal models and/or quantitative analysis such as students with an academic bachelor's degree in computer sciences or mathematics can be admitted to SaSR;  
or
- A Dutch bachelor degree of a University of Applied Sciences (hbo) worth 240 credits and a successfully completed premaster course Sociology: Contemporary Social Problems at Utrecht University.

#### **2.1.2 – Additional admission requirements.**

In addition for all programmes requirements for consideration for admission are:

- average mark:
  - a minimum average mark in undergraduate studies of 7.5 in the Dutch system. Candidates who do not meet this criterion, will be considered for admission in case they have at least a minimum average mark of 7.0 in the Dutch system and can compensate for the insufficient average mark by other capacities they have, according to the programme's admissions committee;
  - students who attend one of the premaster courses referred to in the first paragraph must earn a minimum average mark of 7.5 in the Dutch system for the courses in that premaster course.
- undergraduate knowledge of methods and statistics (approximately 20 credits) which entails (i) a basic course in introductory statistics including topics such as: univariate descriptive statistics, correlation, univariate regression, one-way analysis of variance (both descriptive and inferential) and a basic course in the methodology of behavioural and/or social science research (experimentation, surveys, observational studies); (ii) knowledge of multivariate analysis tools such as factor analysis, reliability, multiple regression, analysis of variance, dummy variables; (iii) hands on experience with the tools just mentioned (for example, experience with SPSS) (this requirement is not applicable for CASTOR)<sup>2</sup>;
- for the MSBBSS programme, a different statistical entrance requirement applies, that entails the above mentioned undergraduate methods and statistics knowledge to be at least totalling 30 credits, and these courses to be completed with an average mark of at least 8.0. The programme's Board of Admissions also seriously considers applications when:
  - Candidates have good basic knowledge of methods and statistics (criteria, see the general requirement for methods and statistics above);
  - Courses in the field of methods and statistics are at least totalling 20 credits;
  - These courses are completed with an average mark of at least 7.5.

Candidates can compensate for the MSBBSS statistical requirement by other capacities they possess, especially prior experience with M&S research (e.g. in the Ba thesis) and/or a strong motivation letter, according to the programme's Board of Admissions. If students have a Bachelor's degree in Econometrics and/or (Applied) Mathematics, they may be able to compensate for M&S criteria i and ii with mathematical experience in their preliminary training, according to the programme's Board of Admissions.
- one letter of recommendation for candidates with a Dutch preliminary training; two letters of recommendation for candidates with a foreign preliminary training.

The admission requirements have been formulated clearly and transparently so that candidates are aware beforehand of the requirements they must meet to be admitted to the programme.

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<sup>2</sup> Should a candidate adhere to all requirements except part ii and/or iii of the statistical requirement, there is an option to follow a Summerschool course prior to the start of the programme to make up for the lack of knowledge in the field; and this is for the programme's admissions committee to decide.



### **2.1.3 – Selection.**

Students will be selected on the basis of objective standards concerning:

- a) previous academic performance in a relevant subject area or 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.

### **2.1.4 – Numerical limitation: aim.**

The programmes have no numerical limitation. The aim for the maximum number of students who will be admitted to the degree programmes is set for 20 students per programme.

## **Art. 2.2 – English language**

Registration for the programme is possible only after it has been demonstrated that the requirement of adequate command of the English language is fulfilled. Students with a secondary school diploma and/or Bachelor's degree in Australia, Canada, Ireland, New Zealand, Singapore, UK, USA or South Africa, students with an International Baccalaureate Diploma or European Baccalaureate Diploma (taught in English), and/or students that have completed a Bachelor's programme at a Dutch academic university and the student who completed the Pre-Master's programme referred to in Art. 2.1.1 fulfil the requirement of sufficient command of the English language.

Others are required to provide proof of their English language proficiency by sitting one of the following tests:

- IELTS (International English Language Testing System), academic module. The minimum required IELTS score (overall band) must be: 6.5 with at least 6.0 for the component 'writing';
- TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score is 93 for the internet-based test;
- Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
  - Cambridge Certificate in Advanced English; minimum score: B;
  - Cambridge Certificate of Proficiency in English; minimum score: C.
  - Cambridge English Advanced (CAE). Minimum score: 176 total, 169 writing;
  - Cambridge English Proficiency (CPE). Minimum score: 180 total, 169 writing.

## **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 programme, the admissions committee examines:
  - the requirements for consideration for admission given in Article 2.1.1 and 2.1.2. 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 2.1.3;
  - 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 Master's Degree Programme with sufficient diligence and within the allotted time.
3. A request to be admitted to the Master's Degree Programme must be submitted at the latest before 1 April to the admissions committee. For students that are planning to apply for a scholarship, or would like to know early on in the process whether they are admitted or not, there is an option to apply before February 1. Provided the Master's Degree Programme has sufficient capacity, the 1 April deadline will be extended to 1 June. This will be determined by the Master's Programme Coordinator. Requests submitted after the 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 the applicant will have satisfied the knowledge and skills requirements referred to in Art. 2.1, as evidenced by qualifications obtained by the starting date of the programme.

5. The applicant will receive written notification of the admission or rejection to the Master's Degree Programme. The possibility to appeal to the Examinations Appeals Board is pointed out in this notification.
6. The candidate accepts proof of admission within ten working days following receipt. The proof of admission lapses if it is not received within ten working days.

## SECTION 3 – CONTENTS AND STRUCTURE OF THE STUDY PROGRAMMES

### **Art. 3.1 – aim of the degree programmes**

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

### **Art. 3.2 – attendance mode**

All programmes are full-time programmes.

### **Art. 3.3 – language in which the programmes are taught**

The programmes are taught in English. This is governed by the Utrecht University Language Code of Conduct. The reason behind the language policy chosen for the degree programme is given in Annex 3.

### **Art. 3.4 – credit load**

The credit load for the programmes is 120 credits.

### **Art. 3.5 – starting times of the programmes**

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

### **Art. 3.6 – composition of the study programmes**

1. The programme of study is listed in Annex 1.
2. 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 – elective courses**

1. From the following can be chosen as elective courses:
  - components from Research Master's programmes that are included in the University Course Catalogue;
  - components from Research Master's programmes taught at another Dutch university;
2. All choices need approval of the programme coordinator. The programme coordinator will not approve the component if the content of the component is evaluated as too similar to other components in the programme, not fitting the level of a research master programme, or for other reasons as not suitable within the programme.

### **Art. 3.8 – courses taken at a foreign university**

1. Courses offered by a foreign university are (also) eligible for an elective with the approval of the programme coordinator. The programme coordinator will decide whether these courses are at a sufficient academic level. The programme coordinator will withhold approval if 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 programme coordinator 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 programme coordinator as regards their content and level. Contrary to this, the programme coordinator 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 programme coordinator as regards their content and level, in accordance with the university-wide conversion table See [www.uu.nl/credit-omrekentabel](http://www.uu.nl/credit-omrekentabel). The programme coordinator 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 (<https://www.nuffic.nl/onderwerpen/onderwijssystemen>)
  - b. the foreign university will determine where the cut-off score lies for a pass, and records in the transcript whether the student has passed.
  - c. the foreign results will not count towards the student's average final mark.
  - d. the foreign results will not count towards determining whether the student has passes with distinction (*cum laude*).

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

1. The University Course Catalogue or, where the Course Catalogue does not provide this information, the course manual or Blackboard gives the following details relating to each course:
  - a. the learning objectives
  - b. the timetables
  - c. the scheduling of the contact hours
  - d. other structured contact hours for general student supervision (work placement and thesis supervision, personal tutor time, study supervision, etc.) during which a lecturer/assistant is available to the student in that period
  - e. when and where the course tests and additional or substitute tests take place.
2. Students can see the timetables for the courses for which they are registered in MyTimetable. Students can also look in MyTimetable to see when and where the tests and additional or substitute tests will take place for the courses for which they are registered.

## 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 – entry requirements of courses

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

<b>Course:</b>	<b>After passing:</b>
<b>CASTOR</b>	
Ethnographic Fieldwork (CASTOR09)	Ethnographic Methods and Research Design (CASTOR05) and Advanced Area Studies (CASTOR07)
Thesis (CASTOR12)	Ethnographic Fieldwork (CASTOR09)
<b>DaSCA</b>	
Relationships, Personality and Adjustments in Adolescence (DaSCA05)	Context of Psychosocial Development (DaSCA02)
Social and Cultural Dynamics of Development and Socialisation (DaSCA06)	Human Development and Developmental Psychopathology (DaSCA01)
Introduction in Multilevel and Structural Equation Modelling (DaSCA07)	Multivariate Statistics in Practice (DaSCA03)
Research Practicum II (DaSCA08)	Research Practicum I (DaSCA04)
Research Seminar I (DaSCA09A)	Introduction in Multilevel and Structural Equation Modelling (DaSCA07), Research Practicum II (DaSCA08)
Research Seminar II (DaSCA09B)	Research Seminar I (DaSCA 09A)
Assessment, Treatment and Evaluation (DaSCA11)	Human Development and Developmental Psychopathology (DaSCA01)
Thesis (DaSCA13)	Research Seminar I (DaSCA09A)
<b>EdSci</b>	
Individual Differences in Learning, Educational Outcomes, and Special Needs Education (EdSci06)	Introduction to Educational Neuroscience (EdSci02)
Advanced Statistics II: Introduction MLM and SEM (EdSci07)	Advanced Statistics I (EdSci03)
Integrative Practical II (EdSci08)	Theories in Learning (EdSci01), Integrative Practical I (EdSci04), Advanced Statistics II: Introduction MLM and SEM (EdSci07, <i>needs to be completed simultaneously or before</i> )
Research Seminar II (EdSci12B)	Research Seminar I (EdSci12A)
Thesis (EdSci13)	Integrative Practical I (EdSci04), Integrative Practical II (EdSci08), Research Seminar I (EdSci12A)
<b>MSBBSS</b>	
Psychometrics (MSBBSS05)	Fundamentals of Statistics (MSBBSS03), Computational Inference with R (MSBBSS04)
Introduction in Multilevel and Structural Equation Modelling (MSBBSS06)	Multivariate Statistics (MSBBSS02)
Bayesian Statistics (MSBBSS07)	Fundamentals of Statistics (MSBBSS03), Computational Inference with R (MSBBSS04)
Preparation Research Master's Thesis (MSBBSS12)	Survey Data Analysis (MSBBSS01), Multivariate Statistics (MSBBSS02), Fundamentals of Statistics (MSBBSS03), Computational Inference with R (MSBBSS04)
Thesis (MSBBSS13)	Survey Data Analysis (MSBBSS01), Multivariate Statistics (MSBBSS02), Fundamentals of Statistics (MSBBSS03), Computational Inference with R (MSBBSS04)
<b>MERM</b>	
Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis (MERM07)	Multivariate Statistics in Practice for MERM (MERM03)
Research Seminar 2 (MERM13)	Research Seminar 1 (MERM11)
Thesis (MERM14)	Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis (MERM07), Research Seminar 1 (MERM 11)

<b>SHP</b>	
Thesis (SHP13)	Multivariate Statistics in Practice (SHP03), Advances in Research in Behavioural Regulation I (SHP05), Advances in Research in Behavioural Regulation II (SHP06), Integrative Practicum II (SHP07), Research Training I (SHP08), Research Seminar I (SHP11)
<b>SaSR</b>	
Starting your Thesis: Literature Review (SaSR06)	Family and Social Inequality (SaSR02)
Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis (SaSR07)	Methods and Statistics 1: Regression Analysis and its Generalizations (SaSR03)
Electives and Research Experience (SaSR09)	Starting with your Thesis: Literature Review (SaSR06)
Research Seminar 1: Building a theory(SaSR10)	Starting with your Thesis: Literature Review (SaSR06)
Research Seminar 2: Analyzing, Reporting and Discussing your Findings (SaSR11)	Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis (SaSR07), Research Seminar 1: Building a Theory (SaSR10)
Master's Thesis: a Publishable Article (SaSR12)	Starting with your Thesis: Literature Review (SaSR06)

#### **Art. 4.3 – registration for courses**

Participation in a course is possible only if the student has registered for it on time <sup>3</sup>.

#### **Art. 4.4 – course participation**

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

#### **Art. 4.5 – 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 Board of Graduate Studies 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. 4.6 – 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 component are listed in the University Course Catalogue.
3. In the event of qualitatively or quantitatively inadequate participation, the course coordinator and/or the Board of Graduate Studies may exclude students from further participation in the course or part of it.

#### **Art. 4.7 – 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.

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<sup>3</sup> This only applies if the student is not automatically registered for the course.

#### **Art. 4.8 – evaluation of quality of the education**

1. The director of the GSSBS is responsible for monitoring the quality of the education. To this end the education director will ensure that an evaluation of the courses is made, as well as an evaluation at curriculum level. In this quality control of the courses the education director will draw on the advice and suggestions for improvement of the education committee on promoting and safeguarding the quality of the course.
2. The education in the study programmes will be evaluated in the following manner:
  - a. interim evaluation in the course: during the course the students can provide feedback on aspects that could possibly be different or better. Interim evaluation is not compulsory;
  - b. course evaluation: at the end of the courses, the participating students are asked for their opinion on the quality of the contents, educational structure, study materials, testing and lecturer(s) based on standard evaluation forms, whereby several questions, at own discretion, can be complemented by the study programme;
  - c. evaluation at curriculum level based on standard evaluation forms, whereby several questions, at own discretion, can be complemented by the study programme;
  - d. by means of the National Student Survey (*Nationale Studenten Enquete – NSE*) the students will be asked for their opinion on all aspects of the education and the facilities.
3. Students who have participated in the course will be informed of the results of the course evaluation.
4. The changes made and measures taken in response to the course evaluation will be explained in the course of the academic year 2021-2022.

## SECTION 5 – TESTING

### **Art. 5.1 – general**

1. During the course, the student will be tested for academic schooling and the extent to which the student has sufficiently achieved the learning objectives set. The testing of the student will be concluded at the end of the course/component.
2. The University Course Catalogue describes the achievements the student must make in order to pass the course and the criteria on which the student is assessed. These criteria can be made more explicit in the course manual.
3. The testing procedure is described in 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 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 inadequately.
5. The dean will make the composition of the Board(s) of Examiners known to the students and teaching staff.

### **Art. 5.3 – assessment: internship or 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 (at least) 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

If the next decimal ends up at a 5 or more, the mark is rounded up; if the next decimal is a 4 or lower the mark is rounded down.

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

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

1. If 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 sit an additional or substitute test.
2. Students do not qualify for an additional or substitute test if they have been awarded a pass.

**Art. 5.6 – type of test**

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

**Art. 5.7 – oral testing**

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

#### **Art. 5.8 – extra test**

1. The director of GSSBS may decide to grant an extra test if not providing for an extra test would result in a 'special case of manifest unfairness'.
2. Requests for an extra test must be submitted to the director of the GSSBS before the start of the regular or additional/substitute test.
3. Article 5.5 shall correspondingly apply to the extra test referred to in the first paragraph. This means that the student who misses the regular exam of the course due to force majeure and sits the exam by means of an extra test will be able to take a supplementary or replacement exam if the student fails the final assessment with a score of at least an unrounded 4.0.

#### **Art. 5.9 – time limit for grading tests**

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

#### **Art. 5.10 – period of validity**

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

#### **Art. 5.11 – right of inspection <sup>4</sup>**

1. For at least 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. At request, a copy of that work will be provided at the student's own expense <sup>5</sup>.
2. During 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.

#### **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, the assessment of this and the research data will be kept in paper or digital form for a period of seven years after this assessment.

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<sup>4</sup> Article 3.3 of the Regulations of the Board of Examiners provides for the right to subsequent discussion.

<sup>5</sup> The questions and assignments are copyrighted.

### **Art. 5.13 – exemption**

1. At the student's request, the Board of Examiners may, after consulting the examiner in question, grant the student exemption from a programme component if the student:
  - a. has completed an equivalent component of a university or higher professional study programme prior to the start of the Master's Degree Programme;
  - b. has demonstrated to have sufficient knowledge and skills in relation to that component 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 failure to act on the part of students, whereby a correct assessment of their knowledge, insight and skills is made impossible, in full or in part.

Fraud includes:

- cheating during testing. The person offering the opportunity to cheat is an accessory to fraud;
- 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;
- 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;
- making up survey or interview answers or research data;
- wrongly signing or having another sign the attendance lists.

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

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

its decision in writing of the sanctions in accordance with the stipulations of the fourth paragraph, stating the possibility of appeal to the Examination Appeals Board.

4. Fraud and plagiarism or being an accessory to either fraud or plagiarism will be punished by the Board of Examiners as follows:
  - a. In any event:
    - invalidation of the paper or test;
    - a reprimand, a note of which will be made in the student's file;
    - no longer being eligible for a positive degree classification (cum laude) as referred to in Art. 6.2.
  - b. In addition to – depending on the nature and scale of the fraud or plagiarism, and on the student's phase of study – one or more of the following sanctions:
    - removal from the course;
    - exclusion from participation in tests belonging to the educational component concerned for the current academic year, or for a period of 12 months;
    - complete exclusion from participation in all tests for a period of 12 months.
  - c. In the event that the student has already received a reprimand:
    - complete exclusion from participation in all tests for a period of 12 months and a recommendation to leave the programme.
  - d. In the case of extremely serious and/or repeated fraud or plagiarism, the Board of Examiners may recommend that the Executive Board permanently terminate the programme registration of the student concerned.
5. If the Board of Examiners establishes that large-scale or organised fraud is involved such that the test results as a whole will be affected, the Board of Examiners will declare without delay that the relevant test is invalid and that all participants must resit the entire test in the short term. At that time, the Board of Examiners will set the date on which the test must be resat. This date will be a maximum of ten working days after the fraud was established, allowing participants to benefit by preparing for the examination.

#### **Art. 5.15 – 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, if and in so far as the results of the relevant tests give them reason to do so.
3. The defence of the thesis constitutes part of the final examination. Immediately following the defence of the thesis, the Board of Examiners will determine the results of the examinations and announce these to the student. The date of examination will be the date on which the Board of Examiners determines that the student has completed the examination with a satisfactory result. The student must be registered for the study programme on the date on which the examination is held.
4. The examination will be passed on condition that all components have been passed.
5. A further condition for passing the examination and receiving the certificate is that the student was registered for the course during the period in which the tests 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 in the academic year 2020-2021 if the student:
  - plans to fulfil a management position for which Utrecht University has provided a board activities grant;
  - plans to do an internship <sup>6</sup>, or take a component of a study programme abroad.The examination date may be postponed once only, for the duration of a maximum of thirteen months.

### Art. 6.2 – cum laude judicium

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

- a weighted average of at least an 8.0, without rounding up, for all components of the Master's degree programme. This weighting is based on the credits;
- the weighted average mark is calculated using the final marks for the components of the degree programme;
- the OSIRIS database may not include a component with a final mark lower than 7.0;
- at the first assessment the mark for the Master thesis (Master's project) <sup>7</sup> must be 8.0 or higher;
- the final examination of the Master's Degree Programme has been passed within two and a half years.

Exemptions and courses passed abroad that are recorded in OSIRIS with an alphanumerical result in accordance with Art. 3.8, do not count towards a degree with distinction.

Students, of whom the Board of Examiners has concluded that they have perpetrated fraud, shall not be awarded with distinction (*cum laude*).

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

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<sup>6</sup> The internship must be an official education component, completed as part of the Master's examination.

<sup>7</sup> If the Master thesis (Master's project) consists of more than one component, the weighted average of all of the components must be at least 8.0 without rounding up. Marks are weighted based on the number of credits.

### **Art. 6.3 – degree**

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

### **Art. 6.4 – degree certificate**

1. The Board of Examiners will award a certificate as proof that the examination was passed. One certificate will be issued for each 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, and each programme must provide a student tutor.
2. Student counselling, by way of the student tutor and/or broader within the programme/Faculty, encompasses:
  - assignment of a tutor who is tasked with;
    - a. promoting students’ sense of community;
    - b. assisting with programme choices;
    - c. assisting with exploration of the labour market.
  - referring and assisting students who encounter difficulties during their studies.

### **Art. 7.3 – disability and chronic illness**

Disabled or chronically ill students will be offered the possibility to take courses and sit tests in the manner as laid down in their Education Facilities Contract. Requests to conclude a contract must be submitted to the Study Advisor.

## SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

### **Art. 8.1 – safety-net scheme**

In cases for which these Education and Examination Regulations do not provide, do not clearly provide, or lead to obviously unreasonable outcomes, a decision will be taken by or on behalf of the dean, after having heard the Board of Examiners. If the decision is part of the legal competences of the Board of Examiners, the dean will send the request to the Board of Examiners to deal with.

### **Art. 8.2 – transitional provisions**

The transitional provisions are listed in Annex 2.

### **Art. 8.3 – 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. 8.4 – publication**

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

### **Art. 8.5 – effective date**

These Regulations take effect on 1 September 2020.



## Part 2

### AIM OF THE DEGREE PROGRAMMES

**Aim of all programmes:**

The programmes are designed as preparation for a PhD study. The programmes similarly provide training for students who do not wish to enter a PhD training program after graduation, but who wish to pursue their professional career as a researcher outside of the university.

*Theoretical attitudes and insights, research skills*

Graduates of the programme:

- have an overview of important theoretical and methodological issues in their field of study. They have expertise and experience in the elaboration of a research project with a clearly formulated research problem that is innovative while building on the state of the art in the field and being well grounded in the literature in this field;
- have an understanding of different research designs and methods of data collection, have acquired the expertise and experience in the elaboration of research designs and methods of data collection that are adequate for answering an underlying research question and are capable of choosing and applying them in their research;
- are able to choose and apply appropriate statistical models (not applicable to CASTOR);
- have expertise and experience in the integration of theory and (quantitative and/or qualitative) empirical research (“theory-guided empirical research”) and they have gained experience in the full process of social or behavioural research and in reporting the results of research in a specific field of study. These qualifications are reflected in a master’s thesis, which should have the form of a publishable research paper;
- are capable, based upon a research proposal, of independently carrying out research towards acquiring a PhD.

*General academic skills:*

Graduates of the programmes are trained in academic writing, in presenting for various audiences, and in data analysing, documentation and archiving.

*General work orientation:*

Graduates of the programmes have acquired a general work orientation that is required for membership in a research team and in a research network in their own research domain.

## **Cultural Anthropology: Sociocultural Transformation (CASTOR):**

The intended final qualifications and competencies of the MSc. degree in *Cultural Anthropology: Sociocultural Transformation* are based on requirements made by the academic discipline, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives.

### **Knowledge and comprehension**

1. Being able to think and act within the discipline of cultural anthropology beyond the BA level, and in particular being proficient in the relevant literature on sociocultural transformation and current trends in anthropological theory.

At the end of the master phase, students are capable of:

- following recent discussions in anthropological theory, and contributing to international discipline-specific discussions in their area of specialization;
- producing publications up to the standards of international peer-reviewed journals;
- positioning themselves within international anthropological academia;
- critically appraising an academic argument;
- responding to academic critique in a scholarly way;
- demonstrating the specific academic attitude that one is expected and required to have within the domain of cultural anthropology.

2. Being capable of independently formulating and designing an empirical research project from an anthropological perspective.

At the end of the master phase, students are capable of:

- applying anthropological theories to international discussions in the discipline to concrete empirical research questions;
- independently identifying a coherent research problem, and formulating it according to international standards of the discipline;
- identifying and elaborating on aspects of the research problem of particular interest to an international discipline-specific audience;
- selecting and incorporating the appropriate empirical methods into the research design, and justifying the choices made.

### **Implementing knowledge and comprehension**

1. Formulating research questions about new areas of study from multiple theoretical perspectives, and contributing innovative ideas to current scientific and societal debates.

At the end of the master phase, students are capable of:

- formulating a clear research question with sub-questions about a complex phenomenon, problem or issue;
- addressing a central theoretical and/or societal debate;
- generating new knowledge about sociocultural transformations through anthropological research;
- relating new insights to concurrent scientific developments into anthropology.

2. Being able to carry out empirical field research according to anthropological methods, with a particular emphasis on qualitative empirical methods.

At the end of the master phase, students are capable of:

- defining and delimiting the research population;
- determining the most effective research methods to answer the central research question;
- discerning the principal levels of social complexity to an anthropological research question at the empirical research site;
- applying a multi-level perspective to the relation between cultural diversity and power amid the forces of globalization;
- mastering the principles of participant observation, the key anthropological research method;

- skillfully employing qualitative empirical methods to generate data suitable to the examination of research questions.

## **Judgement**

1. Reflecting critically on scientific and public debates related to sociocultural transformations on the basis of theoretical and methodological knowledge.

At the end of the master phase, students are capable of:

- identifying the principal anthropological debates in the study of sociocultural transformations in general, and cultural diversity, power, and globalization in particular;
- evaluating the epistemological consequences of different theoretical perspectives in the study of sociocultural transformations;
- understanding the epistemological limitations of scientific research in general, and cultural anthropology in particular.

2. Reflecting critically on data collected about core themes in the anthropological study of sociocultural transformations on the basis of theoretical, methodological and societal considerations.

At the end of the master phase, students are capable of:

- assessing the scientific limitations of their research findings in light of ongoing disciplinary developments;
- distinguishing between valid and invalid research findings;
- ascertaining whether research outcomes are based on sufficient or insufficient data;
- understanding the societal implications of research findings and their responsibility as informed scholars.

3. Being aware of the professional ethics of cultural anthropologists in a societal, academic and empirical context.

At the end of the master phase, students are capable of:

- assessing the ethical implications of anthropological research methods, and in particular of participant observation;
- understanding the ethical obligations to research subjects, and avoid any harm or wrong in the pursuit of knowledge;
- carrying the responsibility for the integrity and reputation of cultural anthropology as a field of science;
- understanding the responsibility to the public, and the social and political implications of the dissemination of research results.

## **Communication**

1. Working with other researchers at an up-to-date academic level in the disciplinary context in international scholarly exchanges and collaborations.

At the end of the master phase, students are capable of:

- working with fellow scholars within an area that exceeds their immediate sub-disciplinary background;
- sharing their knowledge and experience within an international team of cultural anthropologists, and applying relevant knowledge and experience to their own ongoing research;
- applying relevant knowledge and experience shared in such international collaboration to the development of joint projects;
- generating innovative anthropological knowledge within the team.

2. Communicating in English at an academic level.

At the end of the master phase, students are capable of:

- debating with fellow anthropologists and other scholars in related fields on theory and research in English;
- writing a master thesis and publishable paper in English;
- giving an oral presentation in English on research findings and insights to audiences of specialists and non-specialists.

3. Translating research findings and scientific debates for a non-scholarly audience.

At the end of the master phase, students are capable of:

- explaining research findings and anthropological insights in a non-specialist vocabulary;
- contributing an anthropological perspective to current affairs in an oral public discussion;
- writing an argumentative text for a newspaper or magazine.

### **Learning ability**

1. In possession of the disciplinary knowledge and academic skills to pursue a PhD or a nonacademic research position.

At the end of the master phase, students are capable of:

- understanding current anthropological theories;
- applying an anthropological perspective to social and cultural phenomena;
- employing advanced anthropological research methods;
- completing the empirical cycle from formulating research questions, making a research design, gathering and analyzing data, drawing research conclusions, and communicating the findings to scholarly colleagues and a general public.

2. Being capable of autonomous scholarly self-development.

At the end of the master phase, students are capable of:

- independently keeping track of international academic developments in the field of cultural anthropology;
- critically reassessing their own views in light of the latest developments in the field;
- giving proof of being a responsible and scholarly professional; independently taking action within the scope of career development.

## **Development and Socialisation in Childhood and Adolescence (DaSCA):**

The intended final qualifications and competencies of the MSc. degree in *Development and Socialisation in Childhood and Adolescence* are based on requirements made by the academic discipline, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate, understand and develop knowledge on child and adolescent development and socialisation in original ways, and in particular being proficient in the relevant literature and current trends in theory beyond the competence associated with the undergraduate level.
2. Being capable of formulating and designing an original empirical research project from the perspective of theories of child and adolescent development and socialisation.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- presenting theoretical analyses of relevant issues in the field, understanding recent discussions, and formulating new interpretations of key insights
- identifying the relevant debates in the field in general, and developmental trajectories in context, and interventions in these, in particular
- critically appraising an academic argument.

##### *Ad 2*

At the end of the master programme, students are capable of:

- identifying a coherent research problem, and formulating it in relation to a current debate on child and adolescent development and socialisation
- discerning the principal levels of complexity of social contexts involved in the empirical study of research problems
- determining the most effective research methods to gather data necessary to address a research problem, and justifying the choices made
- mastering the principles of multi-actor and multi-method longitudinal studies and experimental and quasi-experimental studies in the field of child and adolescent development and socialisation.

### **Applying knowledge and understanding**

#### *Qualifications*

1. Formulating research questions about new and unfamiliar areas of study from multiple theoretical perspectives, and contributing innovative ideas to current scientific and societal debates.
2. Being able to carry out empirical research on child and adolescent development and socialisation, with a particular emphasis on quantitative empirical methods.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- generating new knowledge on child and adolescent development and socialisation through longitudinal, experimental and quasi-experimental designs
- applying recent theories to international discussions in the discipline to concrete empirical research questions
- applying a multi-level perspective to the relation between general societal trends and child and adolescent development and socialisation.

#### *Ad 2*

At the end of the master programme, students are capable of:

- operationalising a research problem into a hypothesis or clearly defined research questions
- defining and delimiting the research population
- skilfully employing quantitative empirical methods to generate data necessary to examine research questions
- using state of the art statistical techniques to analyse the data.

### **Making judgements**

#### *Qualifications*

1. Using scientific judgments to address public debates on issues of child and adolescent development and socialisation on the basis of theoretical and methodological knowledge.
2. Reflecting critically on and formulating judgments with incomplete data collected about, core themes in the study of child and adolescent development and socialisation on the basis of theoretical, methodological and societal considerations.
3. Being aware of the professional ethics of behavioural and social scientists in a societal, academic and empirical context.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- making scientifically informed judgments about complex issues of child and adolescent development and socialisation in context
- assessing the scientific limitations of research findings in light of ongoing disciplinary and societal developments
- understanding the societal implications of research findings.

##### *Ad 2*

At the end of the master programme, students are capable of:

- distinguishing between valid and invalid research findings
- ascertaining whether research outcomes are based on sufficient or insufficient data, and adequate and inadequate methodologies
- evaluating the epistemological consequences of different theoretical perspectives in the study of issues of child and adolescent development and socialisation in context
- understanding the epistemological limitations of scientific research in general, and the study of child and adolescent development and socialisation in context in particular
- critically appraising an academic argument.

##### *Ad 3*

At the end of the master programme, students are capable of:

- assessing the ethical implications of relevant research methods, and in particular of longitudinal, experimental and quasi-experimental designs
- understanding the ethical implications on research subjects, and the ethical obligation to avoid any harm or wrong in the pursuit of knowledge
- carrying the responsibility for the integrity and reputation of the study of child and adolescent development and socialisation as a field of science
- understanding the responsibility to the public, and the social and political implications of the dissemination of research results.

### **Communication**

#### *Qualifications*

1. Working with other researchers at an up-to-date academic level in the disciplinary context in international scholarly exchanges and collaborations.
2. Communicating in English at an academic level.
3. Translating research findings and scientific debates for a non-scholarly audience.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- working with fellow scholars within an area that exceeds their immediate sub-disciplinary background
- sharing their knowledge and experience within an international team of researchers of child and adolescent development and socialisation, and applying relevant knowledge and experience to their own ongoing research
- applying relevant knowledge and experience shared in such international collaboration to the development of joint projects.

#### *Ad 2*

At the end of the master programme, students are capable of:

- Debating with fellow researchers of child and adolescent development and socialisation, and other scholars in related fields on theory and research in English
- writing a MSc. thesis in English
- producing publications up to the standards of international peer-reviewed journals
- giving an oral presentation in English on research findings and insights to audiences of specialists and non-specialists.

#### *Ad 3*

At the end of the master programme, students are capable of:

- explaining research findings and insights with regard to child and adolescent development and socialisation in a non-specialist vocabulary
- contributing a development and socialisation perspective to current affairs in an oral public discussion.

### **Learning skills**

#### *Qualifications*

1. In possession of the disciplinary knowledge and academic skills to pursue a PhD.
2. Being capable of autonomous scholarly self-development.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- understanding current theories and debates with regard to research into child and adolescent development and socialisation
- applying a development and socialisation perspective to the study of development in social context
- employing advanced methods of research into child and adolescent development and socialisation
- completing the empirical cycle from formulating research questions, making a research design, gathering and analyzing data, drawing research conclusions, and communicating the findings to scholarly colleagues and a general public
- contributing to international discipline-specific discussions in their area of specialization.

#### *Ad 2*

At the end of the master programme, students are capable of:

- independently keeping track of international academic developments in the field of child and adolescent development and socialisation
- critically reassessing their own views in light of the latest developments in the field of child and adolescent development and socialisation
- reflecting on and independently taking action within the scope of career development.



## **Educational Sciences: Learning in Interaction (EdSci):**

The intended final qualifications and competencies of the MSc. degree in *Educational Sciences: Learning in Interaction* are based on requirements made by the academic discipline, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate, understand and develop knowledge about education and learning in original ways, and in particular being proficient in the relevant literature on learning, teaching, instructional design, and the individual and social regulation of interactivity in educational learning processes beyond the competence associated with the undergraduate level.
2. Being capable to formulate and design an original empirical research project into an educational issue.
3. Students who choose the clinical track are, in addition to 1 and 2, also proficient in the relevant literature on diagnostic evaluation and intervention in special educational needs.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- understanding educational and learning sciences as an international, multidisciplinary area of study with branches and specialisations relating to cognitive and affective neuroscience, psychology, pedagogical sciences, sociology biology, policy, computer sciences, and specific school subject related domains.
- understanding the role of interactivity in educational learning processes building from different complementary theoretical perspectives, specifically cognitive and social psychological theories
- understanding the multilevel complexity (learners nested within learning environments) involved in the empirical study of educational research problems
- understanding the nature and role of individual differences and special educational needs (disabilities, giftedness) in education and learning
- following and understanding recent discussions in educational and learning sciences, and formulating new and fruitful interpretations of key insights
- identifying the principal educational debates in the study of learning, teaching, instructional design and special educational needs, specifically the individual and social regulation of learning processes
- critically appraising an academic argument

##### *Ad 2*

At the end of the master programme, students are capable of:

- identifying a coherent research problem, and formulating it in relation to a current scholarly educational debate
- determining the most effective research methods to gather data necessary to address a research problem, choosing and developing adequate instruments, and justifying the choices made
- mastering the principles of advanced quantitative methods (multilevel analysis and structural equation modelling) and qualitative methods

### **Applying knowledge and understanding**

#### *Qualifications*

1. Being able to analyse complex educational problems both at the level of the individual learner with specific needs and possibilities and at the level of the classroom, to integrate educationally relevant knowledge from different sources and of different quality and to contribute innovative ideas to current scientific and societal debates
2. Being able to formulate research questions at the aforementioned levels about new and unfamiliar areas of study from multiple theoretical perspectives and to carry out empirical research according to quantitative, qualitative as well as mixed methods

3. Optional (i.e. only for students who choose a special educational needs specialization): being able to analyze the educational problems of special needs students and to apply multiple disciplinary perspectives and diagnostic assessment tools in order to reach grounded conclusions.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- applying educational theories on learning, teaching and instructional design and specifically on the individual and social regulation of learning processes to analyse complex educational problems at the individual and classroom level,
- relating new insights to current developments in educational and learning sciences
- generating new knowledge about learning, teaching and instruction, and specifically the individual and social regulation of learning processes
- applying different theoretical perspectives which contribute to international discipline-specific discussions in their area of specialization
- addressing a central theoretical and/or societal debate using different theoretical, empirical and analytical arguments

##### *Ad 2*

At the end of the master programme, students are capable of:

- operationalizing a research problem into hypotheses and/or clearly defined research questions and sub-questions with regard to complex educational problems at the individual and classroom level.
- defining and delimiting the research population of interest and the research sample
- controlling for the quality of measurement instruments, procedures and data
- skilfully employing quantitative, qualitative as well as mixed methods to generate data necessary to examine and evaluate the hypotheses or to answer the research questions
- completing the empirical cycle from formulating research questions, making a research design, collecting and analysing data, drawing conclusions, and communicating the findings to scholarly colleagues and a general public

##### *Ad3 – optional (i.e. only for students who choose a special educational needs specialization)*

At the end of the master programme students are capable of:

- applying multiple disciplinary perspectives to intellectual and learning disabilities
- independently performing diagnostic assessments
- reaching scientifically grounded conclusions in complex and/or uncertain situations
- communicating these conclusions, as well as the knowledge, decisions, and considerations that inform them, to professional and non-professional stakeholders.

### **Making judgements**

#### *Qualifications*

1. Have the ability, also in cases of limited and missing information, to reflect critically on and formulate judgments about core questions in learning, teaching and instruction at the individual, classroom and school level on the basis of theoretical, empirical, methodological and societal considerations.

2. Being able to use scientific judgments to address questions of professional and non-professional stakeholders and public debates related to learning, teaching and instruction on the basis of theoretical, empirical and methodological knowledge.

3. Being aware of the professional ethics of educational researchers in a societal, academic and empirical context.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- evaluating the validity of research findings in terms of measurement, sampling and design regarding both (diagnostic) research with individual learners and classroom and school level research
- ascertaining whether research outcomes are based on sufficient or insufficient data, and adequate or inadequate methodologies
- evaluating the epistemological consequences of different theoretical perspectives in the study of learning, teaching and instruction
- understanding the epistemological limitations and possibilities of scientific research in general, and educational sciences in particular

### *Ad2*

At the end of the master programme, students are capable of:

- making scientifically informed judgments about complex educational problems at the individual, classroom and school level
- assessing the scientific limitations of research findings in light of ongoing disciplinary and societal developments
- understanding the societal implications of research findings and their own responsibility as informed scholars
- responding to academic and public critique in a scholarly way

### *Ad 3*

At the end of the master programme, students are capable of:

- assessing the ethical implications of educational research methods, tools and procedures
- understanding the ethical implications for research subjects, and the ethical obligation to avoid any harm or wrong in the pursuit of knowledge
- carrying the responsibility for the integrity, reputation and relevance of education as a field of science
- understanding the responsibility to important stakeholders and the public, and the social and political implications of the dissemination of research results

## **Communication**

### *Qualifications*

1. Being able to work with other researchers at an up-to-date academic level in the disciplinary context in international scholarly exchanges and collaborations.
2. Being able to communicate in English at an academic level.
3. Having the ability to communicate research findings to professional and non-professional stakeholders, and to translate and clarify research findings and scientific debates, including their underpinning knowledge and arguments, for a non-scholarly audience.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- working with fellow scholars within a context that exceeds their immediate (sub-) disciplinary background
- sharing their knowledge and experience within an international team of educational scientists, and applying relevant knowledge and experience to their own ongoing research
- applying relevant knowledge and experience shared in such international collaboration to the development of joint projects
- generating innovative educational knowledge within the team

#### *Ad 2*

At the end of the master programme, students are capable of:

- writing an MSc. thesis in English
- producing publications up to the standards of international peer-reviewed journals
- debating with fellow educational scientists and other scholars in related fields on theory and research in English
- giving an oral presentation in English on research findings and insights to audiences of specialists
- contributing to international discipline-specific discussions in the area of specialization

#### *Ad 3*

At the end of the master programme, students are capable of:

- communicating their conclusions and the knowledge and rationale underpinning to non-specialist stakeholders and audiences clearly and unambiguously
- writing an argumentative text for a newspaper or magazine
- contributing an educational scientific perspective to current affairs in an oral public discussion

## **Learning skills**

### *Qualifications*

1. In possession of the disciplinary knowledge and academic skills to pursue a PhD.
2. Being capable of autonomous scholarly self-development.

### *Academic objectives*

#### *Ad1*

At the end of the master programme, students are capable of:

- understanding current theories and debates in the educational and learning sciences
- applying multiple disciplinary perspectives to education and learning at the levels of the individual learner, student-teacher relationship, classroom, school, and wider community
- employing advanced methods of research into education and learning, including experimental, longitudinal, observational and qualitative methods
- completing the empirical cycle from formulating research questions, making a research design, collecting and analyzing data, drawing research conclusions, and communicating the findings to scholarly colleagues, professionals, and a general public.

#### *Ad2*

At the end of the master programme students are capable of:

- critically reassessing their own views in light of the latest developments in the field
- finding and selecting relevant scientific sources in libraries and on the internet
- using ICT technologies, such as computers, text processing programmes, and search machines
- reflecting on and independently taking action within the scope of career development
- giving proof of being a responsible and scholarly professional.

## **Methodology and Statistics for the Behavioural, Biomedical and Social Sciences (MSBSS):**

The intended final qualifications and competencies of the MSc. degree in *Methodology and Statistics in the Behavioural, Biomedical and Social Sciences* are based on requirements made by behavioural, biomedical and social science, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives in the following paragraphs.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate, understand and develop methodological and statistical scientific knowledge in original ways, and in particular being proficient in the relevant scientific literature on methodology and statistics beyond the competence associated with the undergraduate level.
2. Being capable of formulating and designing an original methodological and/or statistical research project from a biomedical, behavioural and/or social scientific perspective.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- following and understanding recent theoretical discussions in the field of methodology and statistics
- identifying the principal scientific debates in the study of methodology and statistics
- critically appraising an academic argument

##### *Ad 2*

At the end of the master programme, students are capable of:

- identifying a coherent research problem, and formulating it in relation to a current methodological and/or statistical debate
- determining the most effective research methods to gather and analyse data necessary to address a research problem, and justifying the choices made
- mastering the principles and practicalities of quantitative analyses

### **Applying knowledge and understanding**

#### *Qualifications*

1. Being able to design studies and analyse data in the area of the biomedical, behavioural and social sciences.
2. Being able to use and develop new software that can be used for data collection and statistical analysis
3. Formulating research questions about new and unfamiliar areas of methodology and statistics in the social, biomedical and behavioural sciences.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- operationalizing a research problem into a research question
- skilfully employing quantitative empirical methods to generate and analyse data necessary to examine and answer the hypothesis or research questions

##### *ad 2*

At the end of the master programme, students are capable of:

- using a variety of existing software for data collection and statistical analysis of data
- writing new software for data collection and statistical analysis of data

##### *Ad 3*

At the end of the master programme, students are capable of:

- contributing to international discussions in their area of specialization
- generating new knowledge about methodology and statistics in the social, behavioural and biomedical sciences

## **Making judgements**

### *Qualifications*

1. Using sound scientific judgements to address questions on methodology and statistics in the social, behavioural and biomedical sciences.
2. Being aware of and incorporating the professional ethics of a methodologist/statistician in a societal, academic and empirical context

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- making scientifically informed judgements about the methodology and statistics in the social, behavioural and biomedical sciences employed in research
- responding to academic and public critique in a scholarly way

#### *Ad 2*

At the end of the master programme, students are capable of:

- assessing the ethical implications of social, biomedical and/or behavioural scientific research and research methods
- understanding the ethical implications on research subjects, and the ethical obligation to avoid any harm or wrong in the pursuit of knowledge
- carrying the responsibility for the integrity and reputation of the social, behavioural and biomedical sciences
- understanding the responsibility to the public, and the social and political implications of the dissemination of research results

## **Communication**

### *Qualifications*

1. Working with other researchers in methodology and statistics in the biomedical, social and behavioural sciences, as well as with researchers in substantive fields of the biomedical, social and behavioural sciences, at an up-to-date academic level,
2. Communicating in English at an academic level.
3. Translating research findings and methodological and statistical findings for a non-scholarly audience.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- working with fellow scholars within methodology and statistics in the biomedical, social and behavioural sciences, as well as in other fields of the biomedical, social and behavioural sciences
- sharing their knowledge and experience within an international team of methodologists and/or statisticians in the social, behavioural and biomedical sciences, as well as other biomedical, behavioural and social scientists, and applying relevant knowledge and experience to their own ongoing research
- applying relevant methodological and statistical knowledge and experience shared in such international collaboration to the development of joint projects

#### *Ad 2*

At the end of the master programme, students are capable of:

- Debating with fellow methodologists and/or fellow statisticians, as well as with behavioural, biomedical and social scientists, on methodology and statistics in English
- writing a MSc. thesis in English
- producing publications up to the standards of international peer-reviewed journals in their field
- giving a presentation in English on research findings and insights to audiences of specialists and non-specialists

#### *Ad 3*

At the end of the master programme, students are capable of:

- explaining research findings and theoretical insights on methodology and statistics in a non-specialist vocabulary
- contributing a methodological/statistical perspective to current affairs in a public discussion

## **Learning skills**

### *Qualifications*

1. In possession of the methodological/statistical skills necessary to successfully pursue a PhD or a non-academic career.
2. Being capable of autonomous scholarly and non-scholarly self-development.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- understanding current theories and debates in methodology and statistics in the biomedical, social and behavioural sciences
- employing advanced research methods

#### *Ad 2*

At the end of the master programme, students are capable of:

- independently keeping track of international academic developments in their field of study
- critically reassessing their own views in light of the latest developments in the field
- finding and selecting relevant scientific sources in libraries and on the internet
- giving proof of being a responsible professional
- reflecting on and independently taking action within the scope of career development.

## **Migration, Ethnic Relations and Multiculturalism (MERM):**

The intended final qualifications and competencies of the MSc. degree in *Migration, Ethnic Relations and Multiculturalism* are based on requirements made by interdisciplinary social science, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate, understand and develop social scientific knowledge in innovative and interdisciplinary ways, and in particular being proficient in the relevant social scientific literature on Migration, Ethnic Relations and Multiculturalism beyond the competence associated with the undergraduate level.
2. Being capable of formulating and designing an original empirical research project from a social scientific perspective.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- following and understanding recent theoretical discussions, and formulating new interpretations of key insights
- identifying the principal scientific debates in the study on the conditions and processes of migration, ethnic relations and multiculturalism.
- critically appraising an academic argument

##### *Ad 2*

At the end of the master programme, students are capable of:

- identifying a coherent research problem, and formulating it in relation to a current social scientific debate
- discerning the principal levels of social complexity involved in the empirical study of research problems
- determining the most effective research methods to gather and analyse data necessary to address a research problem, and justifying the choices made
- mastering the principles and practicalities of quantitative analyses

### **Applying knowledge and understanding**

#### *Qualifications*

1. Formulating research questions about new and unfamiliar areas of study from multiple theoretical perspectives, and contributing innovative ideas to current scientific and societal debates.
2. Being able to carry out empirical research according to social scientific methods, with a particular emphasis on using quantitative empirical methods.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- contributing to international discussions in their area of specialization
- addressing a central theoretical and/or societal debate
- generating new knowledge about migration, ethnic relations and multiculturalism through social scientific research
- relating new insights to concurrent theoretical developments, particularly in interdisciplinary social science
- applying theories to international discussions in the discipline to concrete empirical research questions



#### *Ad 2*

At the end of the master programme, students are capable of:

- operationalizing a research problem into a hypothesis or clearly defined research questions and sub-questions
- defining and delimiting the research population
- skilfully employing quantitative empirical methods to generate and analyse data necessary to examine and answer the hypothesis or research questions
- identifying and elaborating on aspects of the research problem of particular interest to an international scientific audience

### **Making judgements**

#### *Qualifications*

1. Using scientific judgements to address public debates related to question on migration, ethnic relations and multiculturalism on the basis of theoretical and methodological knowledge
2. Ability to integrate knowledge and handle complexity, also in situations with incomplete information, and formulating judgments with employ existing information as good as possible.
3. Being aware of the professional ethics of a social scientist in a societal, academic and empirical context

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- making scientifically informed judgements about complex theoretical and societal problems
- assessing the contributions and limitations of interdisciplinary theories and perspectives
- understanding the societal implications of research findings and their responsibility as informed scholars
- responding to academic and public critique in a scholarly way

##### *Ad 2*

At the end of the master programme, students are capable of:

- distinguishing between valid and invalid research findings
- ascertaining whether research outcomes are based on sufficient or insufficient data, and adequate and inadequate methodologies
- understandings and evaluating the epistemological limitations and consequences of different theoretical perspectives in the study of migration, ethnic relations and multiculturalism

##### *Ad 3*

At the end of the master programme, students are capable of:

- assessing the ethical implications of social scientific research and research methods
- understanding the ethical implications on research subjects, and the ethical obligation to avoid any harm or wrong in the pursuit of knowledge
- carrying the responsibility for the integrity and reputation of the social sciences
- understanding the responsibility to the public, and the social and political implications of the dissemination of research results

### **Communication**

#### *Qualifications*

1. Working with other researchers at an up-to-date academic level in the disciplinary context in international scholarly exchanges and collaborations.
2. Communicating in English at an academic level.
3. Translating research findings and scientific debates for a non-scholarly audience

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- working with fellow scholars within an interdisciplinary area
- sharing their knowledge and experience within an international team of social scientists, and applying relevant knowledge and experience to their own ongoing research
- applying relevant knowledge and experience shared in such international collaboration to the development of joint projects
- generating innovative theoretical knowledge within the team

#### *Ad 2*

At the end of the master programme, students are capable of:

- Debating with fellow social scientists in related fields on theory and research in English
- writing a MSc-thesis in English
- producing publications up to the standards of international peer-reviewed journals
- giving an oral presentation in English on research findings and insights to audiences of specialists and non-specialists

#### *Ad 3*

At the end of the master programme, students are capable of:

- explaining research findings and theoretical insights in a non-specialist vocabulary
- contributing an interdisciplinary perspective to current affairs in an oral public discussion
- writing an argumentative text for a newspaper or magazine

### **Learning skills**

#### *Qualifications*

1. In possession of the interdisciplinary knowledge and academic skills to pursue a PhD.
2. Being capable of autonomous scholarly self-development.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- understanding current social scientific theories and debates
- applying an interdisciplinary perspective to the study of migration, ethnic relations and multiculturalism
- employing advanced research methods
- completing the empirical cycle from formulating research questions, making a research design, gathering and analysing data, drawing research conclusions, and communicating the findings to scholarly colleagues and a general public

#### *Ad 2*

At the end of the master programme, students are capable of:

- independently keeping track of international academic developments in their field of study
- critically reassessing their own views in light of the latest developments in the field
- finding and selecting relevant scientific sources in libraries and on the internet
- using ICT technologies, such as computers, text processing programs, and search machines
- giving proof of being a responsible and scholarly professional
- reflecting on and independently taking action within the scope of career development.

## **Social and Health Psychology (SHP):**

The intended final qualifications and competencies of the MSc. degree in *Social & Health Psychology: Research in Behavioural Regulation* are based on requirements made by the academic discipline, follow international academic standards, and are relevant to the professional practices in this field. They are comparable to the requirements made by colleagues in the Netherlands and abroad, and correspond to the internationally accepted Dublin descriptors. The qualifications of each of the following five Dublin descriptors will be related to clear academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate, understand and develop psychological knowledge in original ways, and in particular being proficient in the relevant literature on behavioural regulation and current trends in social and health psychological theory beyond the competence associated with the undergraduate level.
2. Being capable of formulating and designing an original empirical research project from a psychological perspective with an emphasis on approaches that relate to social and health psychology and focus on issues that are central in health behaviour and social behaviour.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- following and understanding recent discussions in psychological theory, and formulating new interpretations of key insights
- identifying the principal psychological debates in the study of behavioural regulation in general, and health behaviour and social behaviour in particular
- critically appraising an academic argument

##### *Ad 2*

At the end of the master programme, students are capable of:

- identifying a coherent research problem, and formulating it in relation to a current psychological debate
- discerning the principal levels of complexity involved in the empirical study of research problems
- determining the most effective research methods to gather data necessary to address a research problem, and justifying the choices made
- mastering the principles of empirical research, including both experimental and survey approaches

### **Applying knowledge and understanding**

#### *Qualifications*

1. Formulating research questions about new and unfamiliar areas of study from multiple theoretical perspectives, and contributing innovative ideas to current scientific and societal debates.
2. Being able to carry out empirical field research according to psychological methods, with a particular emphasis on quantitative empirical methods.

#### *Academic objectives*

##### *Ad 1*

At the end of the master programme, students are capable of:

- contributing to international discipline-specific discussions in their area of specialization
- addressing a central theoretical and/or societal debate
- generating new knowledge about behavioural regulation through psychological research
- relating new insights to concurrent scientific developments in psychology
- applying psychological theories to international discussions in the discipline to concrete empirical research questions

### *Ad 2*

At the end of the master programme, students are capable of:

- operationalizing a research problem into a hypothesis or clearly defined research questions and sub-questions
- defining and delimiting the research population
- skilfully employing quantitative empirical methods to generate data necessary to examine and answer the hypothesis or research questions
- identifying and elaborating on aspects of the research problem of particular interest to an international discipline-specific audience

## **Making judgements**

### *Qualifications*

1. Using scientific judgments to address public debates related to disturbed behavioural regulation on the basis of theoretical and methodological knowledge.
2. Reflecting critically on and formulating judgments with incomplete data collected about core themes in the psychological study of behavioural regulation on the basis of theoretical, methodological and societal considerations.
3. Being aware of the professional ethics of psychologists in a societal, academic and empirical context

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- making scientifically informed judgments about complex psychological problems related to behavioural regulation
- assessing the scientific limitations of research findings in light of ongoing disciplinary and scientific developments
- understanding the societal implications of research findings and their responsibility as informed scholars
- responding to academic and public critique in a scholarly way

#### *Ad 2*

At the end of the master programme, students are capable of:

- distinguishing between valid and invalid research findings
- ascertaining whether research outcomes are based on sufficient or insufficient data, and adequate and inadequate methodologies
- evaluating the epistemological consequences of different theoretical perspectives in the study of behavioural regulation
- understanding the epistemological limitations of scientific research in general, and psychology in particular

#### *Ad 3*

At the end of the master programme, students are capable of:

- assessing the ethical implications of psychological research methods, and in particular of experimental procedures
- understanding the ethical implications on research subjects, and the ethical obligation to avoid any harm or wrong in the pursuit of knowledge
- carrying the responsibility for the integrity and reputation of psychology as a field of science
- understanding the responsibility to the public, and the social and political implications of the dissemination of research results

## **Communication**

### *Qualifications*

1. Working with other researchers at an up-to-date academic level in the disciplinary context in international scholarly exchanges and collaborations.
2. Communicating in English at an academic level.
3. Translating research findings and scientific debates for a non-scholarly audience

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- working with fellow scholars within an area that exceeds their immediate sub-disciplinary background
- sharing their knowledge and experience within an (inter)national group of psychologists, and applying relevant knowledge and experience to their own ongoing research
- applying relevant knowledge and experience shared in such (inter)national collaboration to the development of joint projects
- generating innovative psychological knowledge in collaboration with fellow psychologists

#### *Ad 2*

At the end of the master programme, students are capable of:

- Debating with fellow psychologists and other scholars in related fields on theory and research in English
- writing a MSc. thesis in English
- producing publications up to the standards of international peer-reviewed journals
- giving an oral presentation in English on research findings and insights to audiences of specialists and non-specialists

#### *Ad 3*

At the end of the master programme, students are capable of:

- explaining research findings and psychological insights in a non-specialist vocabulary
- explaining a psychological perspective to current affairs in an oral public discussion
- writing an argumentative text for a newspaper or magazine

### **Learning skills**

#### *Qualifications*

1. In possession of the disciplinary knowledge and academic skills to pursue a PhD.
2. Being capable of autonomous scholarly self-development.

### *Academic objectives*

#### *Ad 1*

At the end of the master programme, students are capable of:

- understanding current psychological theories and debates
- applying a psychological perspective to the study of behavioural regulation
- employing advanced psychological research methods
- completing the empirical cycle from formulating research questions, making a research design, gathering and analysing data, drawing research conclusions, and communicating the findings to scholarly colleagues and a general public

#### *Ad 2*

At the end of the master programme, students are capable of:

- independently keeping track of international academic developments in the field of behavioural regulation
- critically reassessing their own views in light of the latest developments in the field
- finding and selecting relevant scientific sources in libraries and on the internet
- using ICT technologies, such as computers, text processing programs, and search machines
- giving proof of being a responsible and scholarly professional
- reflecting on and independently taking action within the scope of career development.

## **Sociology and Social Research (SaSR):**

The final qualifications and competencies of the MSc. degree in Sociology and Social Research are based on the international standards of the discipline and correspond to the internationally accepted Dublin descriptors. Alumni of SaSR have expertise and experience in problem-guided and systematic (deductive) sociological theory building (including, but not exclusively formal theoretical models), with an emphasis on how individuals' behaviours shape collective and societal outcomes and how social contexts affect individuals' behaviours. More specifically, they have expertise and experience in connecting sociological theories and research questions with other theories of social behaviour. Theories are empirically tested using advanced statistical methods. Alumni of the program can apply their problem-solving skills, their theoretical knowledge as well as their capabilities to empirically analyse complex data also within broader or multidisciplinary research and policy settings. SaSR prepares students for conducting research in the field of sociology or any other social science in an academic environment (e.g., as part of a PhD program), but also for conducting such research outside of a University (e.g., at a research institute). In the following, the five Dublin descriptors are related to academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

Being able to demonstrate knowledge and understanding of important issues in contemporary sociology, theoretical models of social behaviour, and statistics, that is founded upon but considerably extends a Bachelor's level.

#### *Academic objectives*

At the end of the master programme, students are capable of:

- following and understanding recent discussions as well as key insights in sociology in particular and in social sciences in general
- reconstructing and constructing sociological theories, in particular using micro-macro models
- understanding the statistical theory behind advanced statistical models
- making sound decisions on causality.

### **Applying knowledge and understanding**

#### *Qualifications*

Being able to apply theoretical and statistical knowledge in a new research project, also in an unfamiliar environment and in other scientific fields than sociology.

#### *Academic objectives*

At the end of the master programme, students are capable of:

- generating answers to sociological research questions through empirical research
- applying theories to international discussions in the social sciences and to concrete empirical research questions
- skilfully employing adequate quantitative methods
- relating new insights to concurrent scientific developments in the social sciences
- formulating new research on the basis of new insights.

### **Making judgements**

#### *Qualifications*

Being able to evaluate empirical research with respect to contribution to existing knowledge, strength of the research design, societal relevance, and ethical questions.

#### *Academic objectives*

At the end of the master programme, students are capable of:

- evaluating the strengths of theoretical arguments as such, and in the light of empirical results
- evaluating the strength and weaknesses of empirical research
- peer reviewing and responding to academic and public critique in a scholarly way

- applying the ethical standards of the profession.

## **Communication**

### *Qualifications*

Being able to communicate with other researchers and a non-specialist audience about all aspects of a sociological research project.

### *Academic objectives*

At the end of the master programme, students are capable of:

- sharing their knowledge and experience within an international team of sociologists and scholars from related disciplines
- debating with fellow sociologists and other scholars in related fields on theory and research
- producing publications up to the standards of international peer-reviewed journals
- giving an oral presentation in English on research findings and insights to audiences of specialists and non-specialists.

## **Learning skills**

### *Qualifications*

Having acquired skills to perform sociological research and continue studying autonomously.

### *Academic objectives*

At the end of the master programme, students are capable of:

- completing the empirical cycle from formulating research questions, making a research design, gathering and analysing data, drawing research conclusions, and communicating the findings to scholarly colleagues and a general public
- independently keeping track of international academic developments in the field of sociology and other social sciences
- quickly learning new statistical software
- work independently, work towards tight deadlines, make work plans and prioritize tasks in a goal oriented way.

## ANNEX



## Annex 1 - Programme of study (Art. 3.6)

The credit load for the programmes is 120 credits.

**CASTOR:** The programme of study encompasses the following components:

*First year, first semester:*

	<b>Component</b>	<b>Credits</b>
1	Key Concepts in Anthropology	7.5
2	Exploring Ethnography	7.5
3	Power, Politics and the State: Anthropological Perspectives	7.5
4	Gender and Sexual Politics	7.5

*First year, second semester:*

5	Ethnographic Methods and Research Design	7.5
6	Globalization and Violence	7.5
7	Advanced Area Studies: Africa, Asia, Latin America and the Caribbean	7.5
8	Ethnicity and Religion under Globalization	7.5

*Second year, first semester:*

9	Ethnographic Fieldwork	30
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*Second year, second semester:*

10	Integration of Theory and Data Analysis	7.5
11	MSc. Thesis Writing Seminar	7.5
12	Master's Thesis Cultural Anthropology: Sociocultural Transformation	15

**DaSCA:** The programme of study encompasses the following components <sup>8</sup>:

*First year, first semester:*

1	Human Development and Developmental Psychopathology	7.5
2	Context of Psychosocial Development, Family Processes, Peer Relationships and Culture	7.5
3	Multivariate Statistics in Practice for DaSCA	7.5
4	Research Practicum I	7.5

*First year, second semester:*

5	Relationships, Personality and Adjustment in Adolescence	7.5
6	Social and Cultural Dynamics of Development and Socialisation	7.5
7	Introduction in Multilevel and Structural Equation Modelling for DaSCA	7.5
8	Research Practicum II	7.5

*Second year, first semester:*

9A	Research Seminar I	2.5
10	Elective Course	7.5
11	Assessment, Treatment and Evaluation	7.5
12	Internship	7.5

*Second year, second semester:*

<sup>8</sup> For students that follow the clinical track within DaSCA, the course Assessment, treatment and evaluation is reduced to 2.5 EC (DaSCA15), and instead of the remaining 5 EC of this course, plus the course Internship (7.5 EC) and the course Elective course (7.5 EC), these students follow a Clinical traineeship (DaSCA14, 20 EC). These students receive their DaSCA diploma and a clinical qualification after the successful completion of their programme.

9B	Research Seminar II	5
13	Master's Thesis	30

**EdSci:** The programme of study encompasses the following components:

*First year, first semester:*

1	Theories in Learning	7.5
2	Introduction to Educational Neuroscience	7.5
3	Advanced Statistics I: Multivariate Statistics in Practice for EdSci	7.5
4	Integrative Practical I	7.5

*First year, second semester:*

5	Teaching and Teachers	7.5
6	Individual Differences in Learning, Educational Outcomes and Special Needs Education	7.5
7	Advanced Statistics II: Introduction in Multilevel and Structural Equation Modelling for EdSci	7.5
8	Integrative Practical II	7.5

*Second year, first semester:*

9	Interaction in Blended and Online Learning Environments	7.5
10	Elective Course I – Clinical or Research Specialization	7.5
11	Elective Course II - Clinical or Research Specialization	7.5
12A	Research Seminar I	3.75

*Second year, second semester:*

12B	Research Seminar II	3.75
13	Master's Thesis	30

**MSBBSS:** The programme of study encompasses the following components:

*First year, first semester:*

1	Survey Data Analysis	7.5
2	Multivariate Statistics for MSBBSS	7.5
3	Fundamentals of Statistics	7.5
4	Computational Inference with R	7.5

*First year, second semester:*

5	Psychometrics	7.5
6	Introduction in Multilevel and Structural Equation Modelling for MSBBSS	7.5
7	Bayesian Statistics	7.5
8	Introduction to Biomedical Statistics	7.5

*Second year<sup>9</sup>, both semesters:*

9	Electives and Research Experience	15
10	Markup Languages and Reproducible Programming	2.5
11	Research Seminar	5

*Second year, first semester:*

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<sup>9</sup> In the second year students can choose to follow the European Master in Official Statistics (EMOS) track. They will prepare and write their thesis at Statistics Netherlands, and will follow the 'EMOS core module', which comprises 15 EC, instead of the course Electives and Research Experience.

12	Preparation Research Master's Thesis	15
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*Second year, second semester:*

13	Master's Thesis	22.5
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**MERM:** The programme of study encompasses the following components:

*First year, first semester:*

1	International Migration: Theories, Types, Trends and Policies	7.5
2	Identity and Cultural Diversity	7.5
3	Multivariate Statistics in Practice for MERM	7.5
4	Research Practicum 1	7.5

*First year, second semester:*

5	Acculturation and Cultural Comparison	7.5
6	Immigrant Integration: Inequality and Cohesion	7.5
7	Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis	7.5
8	Research Practicum 2	7.5

*Second year, first semester:*

9	Ethnic Prejudice, Racism and Nationalism	7.5
10	Elective Course	7.5
11	Research Seminar 1: Theory and Hypotheses	7.5
12	Research Practicum 3	7.5

*Second year, second semester:*

13	Research Seminar 2: Analysis, Results, Report	7.5
14	Master's Thesis	22.5

**SHP:** The programme of study encompasses the following components:

*First year, first semester:*

1	Behavioural Regulation I: Affect and Motivation	7.5
2	Behavioural Regulation II: Thought and Cognition	7.5
3	Multivariate Statistics in Practice	7.5
4	Integrative Practicum I: Research Skills	7.5

*First year, second semester:*

5	Advances in Research in Behavioural Regulation I: Interpersonal Behaviour	7.5
6	Advances in Research in Behavioural Regulation II: Health Behaviour	7.5
7	Integrative Practicum II: Research Methods	7.5
8	Research Training I	7.5

*Second year, first semester:*

9	Research Training II	15
10	Elective Course (any of the courses offered by the GSSBS)	7.5
11	Research Seminar I: Theory and Hypotheses	7.5

*Second year, second semester:*

12	Research Seminar II: Data-Analysis and Writing up Research	7.5
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13	Master's Thesis	22.5
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**SaSR:** The programme of study encompasses the following components:

*First year, first semester:*

1	Sociological Theory Construction and Model Building	7.5
2	Family and Social Inequality	7.5
3	Methods and Statistics 1: Regression Analysis and its Generalizations	7.5
4	Research Practicum 1: Work-Family Issues, Organizations and Inequality	7.5

*First year, second semester:*

5	Social Networks – Theory and Empirics	7.5
6	Starting with your Thesis – Literature Review	7.5
7	Methods and Statistics 2: Structural Equation Modelling and Multilevel Analysis	7.5
8	Research Practicum 2: Social Network Analysis	7.5

*Second year, first semester:*

9	Electives and Research Experience	22.5
10	Research Seminar 1: Building a Theory	7.5

*Second year, second semester:*

11	Research Seminar 2: Analyzing, Reporting and Discussing your Findings	7.5
12	Master's Thesis: A Publishable Article	22.5

In special cases, the board of studies of the school may allow the student to take one or more components of other university master's degree programmes.

## Annex 2 - Transitional provisions (Art. 8.2)

Students of the 2019-2020 programme (or earlier) may complete their programme by completing the following components.

### CASTOR:

<b>If not passed:</b>	<b>Replace by in 2020-2021:</b>
Contemporary Approaches in Anthropological Theory (7.5 credits)	Key Concepts in Anthropology (7.5 credits)
Qualitative Research Methodology (7.5 credits)	Exploring Ethnography (7.5 credits)
Armed Conflict, Collective Violence and Conflict Transformation (7.5 credits)	Gender and Sexual Politics (7.5 credits)
Political Conflict and Social Trauma (7.5 credits)	Globalization and Violence (7.5 credits)

### MSBBSS:

<b>If not passed:</b>	<b>Replace by in 2020-2021:</b>
Research Seminar (7.5 credits)	Markup Languages and Reproducible Programming (2.5 credits) * and Research Seminar (5 credits)

\* If the course Markup Languages and Reproducible Programming has already been followed as part of the Electives and research Experience, another elective course needs to be chosen

### MERM:

<b>If not passed:</b>	<b>Replace by in 2020-2021:</b>
Methods and Statistics 1: Regression Analysis and its Generalizations (7.5 credits)	Multivariate Statistics in Practice for MERM (7.5 credits)

### **Annex 3. Language policy chosen for the degree programmes**

All programmes are taught in English.

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 language of instruction in all 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.