

# **Education and Examination Regulations**

**2010 – 2011**

## **Research Master's Degree Programmes**

**Cultural Anthropology: Sociocultural Transformations**

**Development and Socialisation in Childhood and Adolescence**

**Educational Sciences: Learning in Interaction**

**Methodology and Statistics of Behavioural and Social Sciences**

**Migration, Ethnic Relations and Multiculturalism**

**Social and Health Psychology**

**Sociology and Social Research**

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.



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**Part 1**

**RULES**



## SECTION 1 – GENERAL PROVISIONS

### art. 1.1 – applicability of the regulations

These Regulations apply to the education, the tests and the examination of the Master's Degree Programmes Cultural Anthropology: Sociocultural Transformations (CASTOR); Development and Socialisation in Childhood and Adolescence (DaSCA); Educational Sciences: Learning in Interaction (EdSci); Methodology and Statistics of Behavioural and Social Sciences (M&S); Migration, Ethnic Relations and Multiculturalism (MERM); Social and Health Psychology (SHP); Sociology and Social Research (SaSR), hereinafter referred to as: the Programmes and to all students who are registered for the Programmes<sup>1</sup>.

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

### art. 1.2 – definition of terms

In these regulations, the following terms mean:

- a. the Act: the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek);
- b. student: anyone who is registered at the university to take courses and/or to sit interim examinations and the examinations of the Programme;
- c. credit: unit, also described as 'ECTS' for European Credit Transfer System, whereby one credit is equal to 28 hours of study;
- d. the Faculty: the Faculty of Social and Behavioural Sciences;
- e. study programme: the Master's Degree Programme referred to in art. 1.1 of these Regulations. A study programme can consist of several Master's Degree Programmes.
- f. programme: a coherent whole of units of study within a study programme, as described in annex 1 of these Regulations.
- g. component: a unit of study (course) of the study programme, included in the University Course Catalogue;
- h. test: interim examination as referred to in art. 7.10 of the Act;
- i. 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;
- j. University Course Catalogue: the register of the courses given by the University which is kept on the responsibility of the Executive Board;
- k. Educational Facilities Contract: the contract concluded by the director of the Graduate School and the disabled student, which lays down the necessary and reasonable facilities to which the student is entitled;
- l. International Diploma Supplement: 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);
- m. Final Grade Point Average: the average of the grades obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4 with two decimals.

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

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

## SECTION 2 – ADMISSION

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

1. requirements for consideration for admission are:

- **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 transformations can also be admitted to CASTOR;
- **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;
- **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 pedagogical content knowledge or pedagogy can also be admitted to EdSci;
- **M&S:** 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 thorough training in formal models and/or quantitative analysis such as students with an academic bachelor's degree in computer sciences or mathematics can also be admitted to M&S;
- **MERM:** 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;
- **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;
- **SaSR:** A Dutch academic bachelor's degree in the social or behavioural sciences, economics, 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;

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

- a minimum GPA in undergraduate studies of 3.4 (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 GPA of 3.0 (7.0 in the Dutch system) and can compensate for the insufficient GPA by other capacities they have, according to the programme's admissions committee;
- knowledge of methods and statistics on the level of multivariate analysis methods (analysis of (co)variance and multiple regression analysis) (this requirement is not applicable for CASTOR);
- a reference letter and a letter of motivation.

## **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.

Non-native English language speakers and students who have not followed at least two years of higher education in English are required to provide proof of their English language proficiency through:

- 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.

## **art. 2.3 – admission procedure**

1. Admission decisions are made by the programme's admissions committee.
2. In order to determine eligibility for admission to the programmes, as referred to in art. 2.1, the admissions committee will carefully consider and evaluate the knowledge, insight and skills of the applicant. The committee may request experts within or outside of the university to assess the applicant's knowledge, insight and skills in particular areas, in addition to reviewing written documents of qualifications gained.
3. In order to determine eligibility for admission to the programmes the admissions committee will assess whether the applicant has fulfilled or will fulfil the requirements referred to in art. 2.1 before the established deadline date. In its evaluation, the committee will consider the applicant's motivation and ambition with respect to the study programme in question, as well as the applicant's command of the English language.
4. The admission assessment is administered once a year.
5. A request to be admitted to the degree programmes must be submitted before March 1 to the admissions committee.  
In special cases, the admissions committee may handle a request submitted after the closing date.
6. The admissions committee will make an admission decision before May 1. 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 study programme.
7. The applicant will receive written notification that he/she has or has not been admitted to the degree programmes and a particular study programme. The possibility to appeal to the Examinations Appeals Board is pointed out in this notification.

## **art. 2.4 – numerical limitation**

1. The maximum number of students who will be admitted to the degree programmes is: 20 per programme.
2. The admissions committee will rank the requests submitted according to the knowledge and skills of the applicants.
3. The admissions committee will admit applicants on the basis of the rank order it has established.

## 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.

### **art. 3.4 – credit load**

The credit load for the programmes is 120 credits.

### **art. 3.5 – study programmes; starting times**

1. The degree programmes encompass one study programme.
2. 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 the annex under 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.

## 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 Graduate School decides which motivated claims for dispensation of entry requirement will be awarded.

- Thesis (CASTOR12): after passing Ethnographic fieldwork and research design (CASTOR05), Advanced area studies: Africa, Asia, Latin America and the Caribbean (CASTOR06), Political conflict and social suffering (CASTOR07), Ethnicity and religion under globalization (CASTOR08);
- Relationships, personality and adjustments in adolescence (DaSCA05): after passing Context of psychological development in childhood (DaSCA02);
- Cognitive and motor (dis)abilities in childhood (DaSCA06): after passing Human development and developmental psychopathology (DaSCA01);
- Introduction in multilevel and structural equation modelling (DaSCA07): after passing Multivariate statistics in practice (DaSCA03);
- Research practical II (DaSCA08): after passing Research practical I (DaSCA 04);
- Research seminar I (DaSCA09A): after passing Introduction in multilevel and structural equation modelling (DaSCA07);
- Research seminar II (DaSCA09B): after passing Research seminar I (DaSCA 09A);
- Advanced topical seminar (DaASCA10): after passing Human development and developmental psychopathology (DaSCA01);
- Assessment, treatment and evaluation (DaSCA11): after passing Human development and developmental psychopathology (DaSCA01);
- Thesis (DaSCA13): after passing Research seminar I (DaSCA 09A);
- Advanced statistics II (EdSci07): after passing Advanced statistics I (EdSci03);
- Research seminar II (EdSci12B): after passing Research seminar I (EdSci12A);
- Thesis (EdSci13): after passing Educational neuroscience (EdSci05), Interaction in learning environments (EdSci06), Advanced statistics II (EdSci07), Integrative practical II (EdSci 08), Research seminar I (EdSci12A);
- Categorical data analysis and psychometrics (MS05): after passing Fundamentals of statistics (MS03), Statistical programming with R (MS04);
- Thesis (MS13): after passing Categorical data analysis and psychometrics (MS05), Introduction to multilevel and equation modelling (MS06), Advanced designs and statistical consultation in behavioural and social sciences (MS07), Bayesian statistics and imputation techniques (MS08), Research seminar 1 (MS11);
- Acculturation: Conditions and consequences (MERM05): after passing Ethnic identity and multiculturalism (MERM02);
- Immigrant integration (MERM06): after passing International migration (MERM01);
- Methods and statistics 2 (MERM07): after passing Methods and statistics 1 (MERM03);
- Racism and nationalism (MERM09): after passing Immigrant integration (MERM06);
- Research seminar 2 (MERM13): after passing Research seminar 1 (MERM11);
- Thesis (MERM14): after passing Methods and statistics 2 (MERM07), Research seminar 1 (MERM 11);
- Thesis (SHP14): after passing Advances in research in behavioural regulation I (SHP05) Advances in research in behavioural regulation II (SHP06), Integrative practicum II (SHP07), Research training I (SHP08), Thesis proposal (SHP11).
- Field orientation and skills (SaSR06): after passing Stratification and households (SaSR02);
- Methods and statistics 2 (SaSR07): after passing Methods and statistics 1 (SaSR03);
- Electives (SaSR09) : after passing Field orientation and skills (SaSR06);
- Research seminar 1 (SaSR10) : after passing Field orientation and skills (SaSR06);
- Research seminar 2 (SaSR11): after passing Methods and statistics 2 (SaSR07) and Research seminar 1 (SaSR10);
- Master thesis proposal (SaSR12A): after passing Field orientation and skills (SaSR06);
- Thesis (SaSR12B): after passing Master thesis proposal (SaSR 12A).

**art. 4.3 – registration for courses**

Participation in a course is possible only if the student has registered for it on time<sup>2</sup>.

**art. 4.4 – attendance obligation and obligation to perform to the best of one's ability**

1. Each student is expected to participate actively in the course for which he or she is registered.
2. Besides the general requirement for the student to participate actively in the course, the additional requirements for each component are listed in the University Course Catalogue.
3. In the event of qualitatively or quantitatively inadequate participation, the course coordinator may exclude the student from further participation in the course or part of it.

**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 Graduate School Board 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.

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<sup>2</sup> See: [www.uu.nl/inschrijfperiodes](http://www.uu.nl/inschrijfperiodes)

## SECTION 5 – TESTING

### art. 5.1 – general

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

### art. 5.2 – assessment: traineeship or research assignment

1. A traineeship is assessed by the supervisor in question and one or more other internal and/or external experts.
2. Master's thesis will be assessed by the Board of Studies.

### art. 5.3 – grades

Grades are given on a scale from 1 to 10. A grade 6 and up means you have passed the course, a grade 5 or lower means you have failed it.

- fails up to a 4.99 are not rounded up
- 5.00 to 5.49 = 5
- passes are rendered in whole grades or in .5 grades.

The rounding up and down is as follows.

#### Fail:

0.00 – 4.99 are not rounded up

5.00 – 5.49 = 5

#### Pass:

5.50 – 6.24 = 6

6.25 - 6.74 = 6½

6.75 - 7.24 = 7

7.25 - 7.74 = 7½

7.75 - 8.24 = 8

8.25 - 8.74 = 8½

8.75 - 9.24 = 9

9.25 - 9.74 = 9½

9.75 - 10 = 10

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

### art. 5.4 – make-up: additional or substitute test

If the student has fulfilled all obligations to perform to the best of his or her ability during the course, and he or she is nonetheless awarded a failing grade, but the final grade is at least a 4.0, he or she will be given a once-only possibility to sit an additional or substitute test.

#### **art. 5.5 – type of test**

1. Testing within a course is done in the manner stated in the University Course Catalogue.
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. 5.6 – 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. 5.7 – provision for testing in special cases**

1. The Director of the Graduate School may decide to grant an individual testing opportunity if not providing for an individual testing opportunity would result in a 'special case of manifest unfairness'.
2. Requests for a special possibility to sit a test must be submitted to the Director of the Graduate School as soon as possible, with evidence.

#### **art. 5.8 – 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 grade a (written) test within 10 working days of the date on which it was administered, and supply the administration of the Faculty with the information necessary to issue the student written or electronic proof of his or her grade. The administration will register the result in OSIRIS within 15 working days after the test was taken.
3. The written statement of the grade achieved must inform the student of the right of inspection referred to in art. 5.10 and of the possibility to appeal to the Examinations Appeals Board.

#### **art. 5.9 – period of validity**

1. Components which have been passed have unlimited validity. In departure from this provision, the board of examiners may impose an additional or substitute test in respect of a component which was passed more than three years ago.
2. Partial tests and assignments which were passed within a component which was not passed will lose their validity after the academic year in which they were passed.

#### **art. 5.10 – right of inspection<sup>3</sup>**

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

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<sup>3</sup> Article 10 of the Examination Rules and Guidelines provides for the right to subsequent discussion.

### **Art. 5.11 – storage time tests**

The assignments, their completion and the work assessed in the written tests will be kept for a period of one year following the assessment.

### **art. 5.12 – exemption**

At the student's request, the board of examiners may, after consulting the examiner in question, grant the student exemption from a programme component if he/she:

- a. has completed an equivalent component of a university or higher professional study programme prior to the start of the Master's Degree Programme;
- b. has demonstrated through work or professional experience that he or she has sufficient knowledge and skills in relation to that component.

### **art. 5.13 – fraud and plagiarism**

1. Fraud and plagiarism are defined as an action or failure to act on the part of a student, whereby a correct assessment of his or her knowledge, insight and skills is made impossible, in full or in part.

The faculty will ensure that students will be informed of the principles of academic practice and what is considered to be fraud and plagiarism.

2. a. In all cases in which fraud is found or suspected, the examiner will inform the board of examiners of this in writing or by e-mail.  
b. In all cases in which the examiner finds or suspects fraud or plagiarism, the examiner:
  - will inform the student of this in writing or by e-mail;
  - will give the student a possibility to respond to this in writing;
  - will then send the written documents and findings to the board of examiners.c. The board of examiners will allow the examinee a possibility to speak up.
3. The board of examiners will determine whether fraud or plagiarism has occurred and will inform the examinee of its decision in writing and of the sanctions in accordance with the stipulations of the fourth paragraph, stating the possibility of appeal to the Examination Appeals Board.
4. Fraud and plagiarism will be punished by the board of examiners as follows:
  - a. In any event:
    - invalidation of the paper or examination submitted;
    - a reprimand, a note of which will be made in the student's file.
  - b. In addition to – depending on the nature and scale of the fraud or plagiarism, and on the examinee's phase of study – one or more of the following sanctions:
    - removal from the course;
    - no longer being eligible for a positive degree classification (cum laude) as referred to in art. 6.2;
    - exclusion from participation in examinations or other forms of testing belonging to the educational component concerned for the current academic year, or for a period of 12 months;
    - complete exclusion from participation in all examinations or other forms of testing for a period of 12 months.
  - c. In the event that the student has already received a reprimand:
    - complete exclusion from participation in all examinations or other forms of testing for a period of 12 months and a recommendation to leave the course.

## SECTION 6 – EXAMINATION

### **art. 6.1 – examination**

1. The board of examiners will determine the result of the examination at the student's request. This request must be submitted in accordance with the rules published.
2. Prior to determining the examination result, the board of examiners may examine the student's knowledge of one or more components or aspects of the study programme, if and in so far as the results of the relevant tests give them reason to do so.
3. Assessment of the examinations file constitutes part of the final examination. The date of examination will be the last working day of the month in which the application was submitted, if the application is complete and contains sufficient evidence of the tests passed by the student and the academic training thereby received.
4. The examination will be passed on condition that all components have been passed.
5. A further condition for passing the examination and receiving the certificate is that the student was registered for the course during the period in which the tests were taken. If the student does not fulfil this condition, the Executive Board may issue a statement of no objection in relation to the passing of the examination and the issue of the certificate, after the student has paid the tuition fees and administration charges owing for the 'missing' periods.

### **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 8.0 for all elements of the Master degree programme. This weighting is based on the credits;
- not any part of the degree programme can be assessed with a grade less than a 7.0 in OSIRIS;
- at the first assessment the thesis proposal must be passed;
- at the first assessment the grade for the master thesis (Master's project) must be 8.0 or higher.

Exemptions do not count towards a degree with distinction

Grades given for courses of other degree programmes, including those at foreign universities, only count if permission is sought from the Board of Examiners prior to the start of the courses.

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

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

### **art. 6.3 – degree**

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

### **art. 6.4 – degree certificate**

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

**art. 6.5 – final Grade Point Average (GPA)**

1. For students who began their Master's programme in September 2007 or afterwards, the final GPA listed on the International Diploma Supplement reflects their academic performance.
2. The final GPA is the average of the grades obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4 with two decimals.
3. The final GPA is calculated as follows:
  - All applicable grades obtained for each component of the Master's degree course are converted into quality points.
  - A quality point is the applicable grade multiplied by the number of credits of the component in question.
  - The cumulative number of quality points is then divided by the total number of credits obtained to give the average grade.
  - The average grade is converted into the final GPA.

## 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 Studiepunt of the Faculty.

### **art. 7.2 – student counselling**

1. The faculty must provide for counselling of the students who are registered for the study programme.
2. Student counselling encompasses:
  - assignment of a tutor;
  - referring and assisting students who encounter difficulties during their studies.

### **art. 7.3 – disability**

Disabled or chronically ill students will be offered the possibility to take courses and sit examinations in the manner as laid down in his or her Education Facilities Contract. Requests to conclude a study contract must be submitted to the student counsellor.

## SECTION 8 – FINAL PROVISIONS

### **art. 8.1 – safety-net scheme**

In cases for which these 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.

### **art. 8.2 – amendments**

1. Amendments to these rules will be laid down by the dean after consulting the board of the school and after they have been approved by the Faculty council or programme 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. 8.3 – publication**

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

### **art. 8.4 – effective date**

These Regulations take effect on 1 September 2010.



## **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 overview 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;
- 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 special 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 able to formulate policy implications of scientific research in their own research field.

They are trained in academic writing, in presenting for various audiences, and in data 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 Transformations (CASTOR):**

The intended final qualifications and competencies of the M.Sc. degree in *Cultural Anthropology: Sociocultural Transformations* 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 anthropological knowledge in original ways, and in particular being proficient in the relevant literature on sociocultural transformations and current trends in anthropological theory beyond the competence associated with the undergraduate level.
2. Being capable of formulating and designing an original empirical research project from an anthropological perspective.

#### *Academic objectives*

##### *Ad 1*

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

- following and understanding recent discussions in anthropological theory, and formulating new interpretations of key insights
- identifying the principal anthropological debates in the study of sociocultural transformations in general, and cultural diversity, power, and globalization in particular
- critically appraising an academic argument

##### *Ad 2*

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

- identifying a coherent research problem, and formulating it in relation to a current anthropological debate
- discerning the principal levels of social 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 participant observation, the foremost anthropological research method, as well as conducting open interviews

### **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 anthropological methods, with a particular emphasis on qualitative empirical methods.

#### *Academic objectives*

##### *Ad 1*

At the end of the master phase, 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 sociocultural transformations through anthropological research
- relating new insights to concurrent scientific developments in anthropology
- applying anthropological theories to international discussions in the discipline to concrete empirical research questions
- applying a multi-level perspective to the relation between cultural diversity and power amidst the forces of globalization

#### *Ad 2*

At the end of the master phase, 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 qualitative 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 judgements to address public debates related to complex sociocultural transformations on the basis of theoretical and methodological knowledge.

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

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

#### *Academic objectives*

##### *Ad 1*

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

- making scientifically informed judgements about complex anthropological and societal problems
- assessing the scientific limitations of research findings in light of ongoing disciplinary and societal 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 phase, 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 sociocultural transformations
- understanding the epistemological limitations of scientific research in general, and cultural anthropology in particular
- Identifying a coherent research question and investigating it through qualitative social sciences methodologies, with a focus on anthropological fieldwork

##### *Ad 3*

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 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 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**

### *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 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

#### *Ad 2*

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 M.Sc. 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 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 skills**

### *Qualifications*

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

### *Academic objectives*

#### *Ad 1*

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

- understanding current anthropological theories and debates
- applying an anthropological perspective to the study of 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

#### *Ad 2*

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
- 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.

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

The intended final qualifications and competencies of the M.Sc. degree in *Development and Socialization 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 socialization 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 socialization.

#### *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 socialization
- 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 socialization

### **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 socialization, 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 on child and adolescent development and socialization through longitudinal, experimental and quasi-experimental designs
- relating new insights to concurrent scientific developments in the field of child and adolescent development and socialization
- 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 socialization

#### *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 hypotheses 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 on issues of child and adolescent development and socialization 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 socialization 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 socialization in context
- assessing the scientific limitations of research findings in light of ongoing disciplinary and societal 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 issues of child and adolescent development and socialization in context
- understanding the epistemological limitations of scientific research in general, and the study of child and adolescent development and socialization in context in particular

##### *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 socialization 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 socialization, 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 knowledge within the team

#### *Ad 2*

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

- Debating with fellow researchers of child and adolescent development and socialization, and other scholars in related fields on theory and research in English
- writing a M.Sc. 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 socialization in a non-specialist vocabulary
- contributing a development and socialization 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 Ph.D.
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 socialization
- applying a development and socialization perspective to the study of development in social context
- employing advanced methods of research into child and adolescent development and socialization
- 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

#### *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 socialization
- critically reassessing their own views in light of the latest developments in the field of child and adolescent development and socialization
- 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.

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

The intended final qualifications and competencies of the M.Sc. 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 in original ways, and in particular being proficient in the relevant literature on learning, teaching and instructional design, and specifically the individual and social regulation of interactivity in educational learning processes beyond the competence associated with the undergraduate level.
2. Being able to formulate and design an original empirical research project into an educational issue.

#### *Objectives*

##### *Ad 1*

Students are capable of:

- understanding educational sciences as an international, multidisciplinary area of study with branches and specialisations relating to psychology, pedagogical sciences, sociology and economy.
- 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 within learning environments) involved in the empirical study of educational research problems
- following and understanding recent discussions in educational sciences, and formulating new and fruitful interpretations of key insights
- identifying the principal educational debates in the study of learning, teaching and instructional design, specifically the individual and social regulation of learning processes
- critically appraising an academic argument

##### *Ad 2*

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, qualitative as well as mixed methods

### **Applying knowledge and understanding**

#### *Qualifications*

1. Being able to analyze complex educational problems, 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 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

### *Objectives*

#### *Ad 1*

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 analyze complex educational problems,
- relating new insights to current developments in educational 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*

Students are capable of:

- operationalizing a research problem into hypotheses and/or clearly defined research questions and sub-questions
- 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, gathering and analyzing data, drawing conclusions, and communicating the findings to scholarly colleagues and a general public

### **Making judgments**

#### *Qualifications*

1. Have the ability, also in cases of limited and missing information, to reflect critically on and formulate judgments about core themes in learning, teaching and instruction on the basis of theoretical, empirical, methodological and societal considerations.
2. Being able to use scientific judgments to address 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.

### *Objectives*

#### *Ad 1*

Students are capable of:

- evaluating the validity of research findings in terms of measurement, sampling and design
- 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*

Students are capable of:

- making scientifically informed judgments about complex educational problems
- 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*

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 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 translate and clarify research findings and scientific debates, including their underpinning knowledge and arguments, for a non-scholarly audience.

*Objectives*

*Ad 1*

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*

Students are capable of:

- writing an M.Sc. 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*

Students are capable of:

- communicating their conclusions and the knowledge and rationale underpinning these, to non-specialist 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. Being capable of autonomous scholarly self-development.

*Objectives*

*Ad 1*

Students are capable of:

- independently keeping track of international academic developments in the field of educational sciences
- 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
- reflecting on and independently taking action within the scope of career development
- giving proof of being a responsible and scholarly professional.

## **Methodology and Statistics of Behavioural and Social Sciences (M&S):**

The intended final qualifications and competencies of the M.Sc. degree in *Methodology and Statistics in the Behavioural and Social Sciences* are based on requirements made by behavioural 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.

### **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 social 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 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
- 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 analyze 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 methodology and statistics in the social and behavioural sciences.
2. Being able to design studies and analyze data in the area of the behavioural and social sciences.
3. Being able to use and develop new software that can be used for data collection and statistical analysis

#### *Academic objectives*

##### *Ad 1*

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 and behavioural sciences

##### *Ad 2*

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

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

##### *ad 3*

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

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

## **Making judgements**

### *Qualifications*

1. Using scientific judgements to address questions on methodology and statistics in the social and behavioural sciences.
2. Being aware of 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 and behavioural 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 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 in methodology and statistics in the social and behavioural sciences, as well as with researchers in substantive fields of the 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 social and behavioural sciences, as well as in other fields of the social and behavioural sciences
- sharing their knowledge and experience within an international team of methodologists/statisticians in the social and behavioural sciences, as well as other 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/statisticians, as well as with behavioural and social scientists, on methodology and statistics in English
- writing a M.Sc. thesis in English
- producing publications up to the standards of international peer-reviewed journals in their field
- 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 on methodology and statistics in a non-specialist vocabulary
- contributing a methodological/statistical 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 methodological/statistical skills to pursue a Ph.D.
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 in methodology and statistics in the 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
- 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.

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

The intended final qualifications and competencies of the M.Sc. 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 original 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 analyze 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 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 analyze 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. Reflecting critically on and formulating judgements with incomplete data collected about core themes in study of migration, ethnic relations and multiculturalism on the basis of theoretical, methodological and societal considerations.
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 M.Sc. 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 Ph.D.
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 analyzing 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 M.Sc. 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 M.Sc. 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 Ph.D.
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 analyzing 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 M.Sc 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 macro-micro-macro relations and transitions. 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 a PhD programme, i.e. for conducting research in the field of sociology or any other social science. In the following, the five Dublin descriptors are related to academic objectives.

### **Knowledge and understanding**

#### *Qualifications*

1. Being able to demonstrate knowledge and understanding that is founded upon but considerably extends a Bachelor's level and that provides the basis for developing and applying new ideas usually within a research context.
2. Being able to formulate a new research problem and designing an original empirical research project from a sociological perspective

#### *Academic objectives*

##### *Ad 1*

Alumni of the program are capable of:

- following and understanding recent discussions as well as key insights in sociological theory in particular and in social sciences in general
- identifying sociological problems and distinguish them from social problems
- formulate and critically appraise and evaluate an (academic) arguments

##### *Ad 2*

Alumni of the program are capable of:

- formulating a new and relevant research problem which builds upon existing sociological research questions and findings
- applying and contributing to relevant social theories as potential answers to research problems
- determining the most effective research methods to arrive at answers to the given research problem
- applying and testing implications of sociological theories

### **Applying knowledge and understanding**

#### *Qualifications*

1. Applying theoretical and empirical knowledge and problem solving abilities in new and unfamiliar environments and in other scientific fields than sociology.
2. Being able to carry out empirical research using advanced social science theories and research methods

#### *Academic objectives*

##### *Ad 1*

Alumni of the program are capable of:

- contributing to international discipline-specific discussions in their area of specialization
- addressing a central theoretical or empirical issue
- generating answers to sociological research questions through empirical research
- relating new insights to concurrent scientific developments in sociology
- applying sociological theories to international discussions in the discipline and to concrete empirical research questions
- applying a multi-level perspective to the relation between macro conditions and micro consequences (and vice versa)

#### *Ad 2*

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

- translating and operationalizing a research problem into clearly defined research questions and sub-questions,
- defining and drawing the research sample,
- skilfully employing adequate quantitative methods and measurements as well as being able to develop new scales/methods measuring key variables of the research
- drawing conclusions from results of the analyses, and formulate new research on the basis of these conclusions
- presenting research results to an international discipline-specific audience as well as to an audience from other disciplines

Making judgements

#### *Qualifications*

1. Using scientific judgments to address social and sociological issues related to complex developments and transformations 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 which employ existing information as good as possible.
3. Being aware of the professional standards of sociology and sociologists 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 sociological and social problems
- assessing the scientific limitations of research findings in the light of ongoing disciplinary and social developments
- understanding the social implications of research findings, i.e. translating findings to a social macro level and being aware of macro-micro-macro links
- 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 information, and judge about the adequacy of methods used
- being able to evaluate the strength and weaknesses of research and make a difference between significance and social and practical relevance of findings

##### *Ad 3*

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

- assessing the social implications of sociological research
- being aware of the ethical standards of the profession
- being able to carry responsibility for the integrity and reputation of sociology 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. Cooperating 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 issues 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 sociologists, 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 new and innovative sociological knowledge within the team

#### *Ad 2*

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

- Debating with fellow sociologists and other scholars in related fields on theory and research in English
- writing a M.Sc. 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 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 skills**

#### *Qualifications*

1. In possession of the disciplinary knowledge and academic skills to pursue a Ph.D.
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 sociological research questions, theories and research methods
- applying a sociological perspective to the study of social phenomena
- employing advanced sociological 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

#### *Ad 2*

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

- independently keeping track of international academic developments in the field of sociology and social sciences
- 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 advanced technologies to search, analyze and present material
- giving proof of being a responsible and scholarly professional
- reflecting on and independently taking action within the scope of career development.

## **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:*

1. Contemporary approaches in anthropological theory (7.5 credits)
2. Qualitative research methods (7.5 credits)
3. Power, politics and the state: Anthropological perspectives (7.5 credits)
4. Social justice and reconstruction (7.5 credits)

*First year, second semester:*

5. Ethnographic fieldwork and research design (7.5 credits)
6. Advanced area studies: Africa, Asia, Latin America and the Caribbean (7.5 credits)
7. Political conflict and social suffering (7.5 credits)
8. Ethnicity and religion under globalization (7.5 credits)

*Second year, first semester:*

9. Ethnographic fieldwork (30 credits)

*Second year, second semester:*

10. Integration of theory and data analysis (7.5 credits)
11. MSc. thesis writing seminar (7.5 credits)
12. Master's thesis (15 credits)

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

*First year, first semester:*

1. Human development and developmental psychopathology (7.5 credits)
2. Context of psychological development in childhood: Family processes, peer relationships and culture (7.5 credits)
3. Multivariate statistics in practice (7.5 credits)
4. Research practical I (7.5 credits)

*First year, second semester:*

5. Relationships, personality and adjustment in adolescence (7.5 credits)
6. Cognitive and motor (dis)abilities in childhood: A developmental-constructivist approach (7.5 credits)
7. Introduction in multilevel and structural equation modelling (7.5 credits)
8. Research practical II (7.5 credits)

*Second year, first semester:*

- 9A. Research seminar I (2.5 credits)
10. Advanced topical seminar in development and socialisation research (7.5 credits)
11. Assessment, treatment and evaluation (7.5 credits)
12. Internship (7.5 credits).

*Second year, second semester:*

- 9B. Research seminar II (5 credits)
13. Master's thesis (30 credits)

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

*First year, first semester:*

1. Theories in learning (7.5 credits)
2. Theories on teaching and teachers (7.5 credits)
3. Advanced statistics I: Multivariate statistics in practice (7.5 credits)
4. Integrative practical I (7.5 credits)

*First year, second semester:*

5. Educational neuroscience (7.5 credits)
6. Interaction in learning environments (7.5 credits)
7. Advanced statistics II: Introduction in multilevel and structural equation modelling (7.5 credits)
8. Integrative practical II (7.5 credits)

*Second year, first semester:*

9. Domain-specific instruction theories (7.5 credits)
10. Learning problems (7.5 credits)
11. Elective course (7.5 credits)
- 12A. Research seminar I (3.75 credits)

*Second year, second semester:*

- 12B. Research seminar II (3.75 credits)
13. Master's thesis (30 credits)

**M&S<sup>4</sup>:** The programme of study encompasses the following components:

*First year, first semester:*

1. Advanced survey methodology (7.5 credits)
2. Multivariate statistics (7.5 credits)
3. Fundamentals of statistics (7.5 credits)
4. Statistical programming with 'R' (7.5 credits)

*First year, second semester:*

5. Categorical data analysis and psychometrics (7.5 credits)
6. Introduction in multilevel and structural equation modelling (7.5 credits)
7. Advanced designs and statistical consultation in behavioural and social sciences (7.5 credits)
8. Bayesian statistics and imputation techniques (7.5 credits)

*Second year, first semester:*

9. Electives (7.5 credits)
10. Traineeship (15 credits)
11. Research seminar I (7.5 credits)

*Second year, second semester:*

12. Research seminar II (7.5 credits)
13. Master's thesis (22.5 credits)

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

*First year, first semester:*

1. International migration: Theories, types, trends and policies (7.5 credits)
2. Ethnic identity and multiculturalism (7.5 credits)
3. Methods and statistics 1 (7.5 credits)
4. Research practical 1 (7.5 credits)

*First year, second semester:*

5. Acculturation: Conditions and consequences (7.5 credits)
6. Immigrant integration: Inequality and cohesion (7.5 credits)
7. Methods and statistics 2 (7.5 credits)
8. Research practical 2 (7.5 credits)

*Second year, first semester:*

9. Racism and nationalism (7.5 credits)
10. Electives (any of the courses offered by the Graduate School of Behavioural and Social Sciences, 7.5 credits)
11. Research seminar 1: Theory and hypotheses (7.5 credits)
12. Research practical 3 (7.5 credits)

*Second year, second semester:*

13. Research seminar 2: Analysis, results, report (7.5 credits)
14. Master's thesis (22.5 credits)

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<sup>4</sup> The students who began the programme M&S in 2009-2010 or in an earlier academic year will follow the programme as set out in art. 3.6 of the Education and Examination Regulations for the 2009-2010 academic year

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

*First year, first semester:*

1. Behavioural regulation I: Affect and motivation (7.5 credits)
2. Behavioural regulation II: Thought and cognition (7.5 credits)
3. Multivariate statistics in practice (7.5 credits)
4. Integrative practicum I: Research skills (7.5 credits)

*First year, second semester:*

5. Advances in research in behavioural regulation I: Interpersonal behaviour (7.5 credits)
6. Advances in research in behavioural regulation II: Health behaviour (7.5 credits)
7. Integrative practicum II: Research methods (7.5 credits)
8. Research training I (7.5 credits)

*Second year, first semester:*

9. Research training II (7.5 credits)
10. Electives (any of the courses offered by the Graduate School of Behavioural and Social Sciences, 7.5 credits)
11. Thesis proposal (7.5 credits)
12. Research seminar I: Theory and hypotheses (7.5 credits)

*Second year, second semester:*

13. Research seminar II: Data-analysis and writing up research (7.5 credits)
14. Master's thesis (22.5 credits)

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

*First year, first semester:*

1. Theory construction and model building (7.5 credits)
2. Applications of social theory: Stratification and households (7.5 credits)
3. Methods and statistics 1 (7.5 credits)
4. Research practical 1 (7.5 credits)

*First year, second semester:*

5. Applications of sociological theory: Networks and social capital (7.5 credits)
6. Field orientation and skills (7.5 credits)
7. Methods and statistics 2 (7.5 credits)
8. Research practical 2: Integration of social network theory and advanced statistical methods (7.5 credits)

*Second year, first semester:*

9. Electives (15 credits)
10. Research seminar 1: Focus on theory (7.5 credits)
- 12A. Master's thesis proposal (7.5 credits)

*Second year, second semester:*

11. Research seminar 2: Focus on analysis, results, report (7.5 credits)
- 12B. Master's thesis (22.5 credits)

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 Arrangements:**

### **M&S:**

The students who began the programme M&S in 2009-2010 or in an earlier academic year will follow the programme as set out in art. 3.6 of the Education and Examination Regulations for the 2009-2010 academic year.