Education and Examination Regulations

2008 – 2009

Master's Degree Programmes

Graduate School of Social and Behavioural Sciences

The Education and Examination Regulations 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.

Contents

SECTION 1 – GENERAL PROVISIONS

art. 1.1 – applicability of the Regulations

These Regulations apply to the education and examinations of the Master's Degree Programmes 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 & Health Psychology (SHP); Sociology and Social Research (SaSR), hereinafter referred to as: the Programmes and to all students who are registered for the Programmes[1].
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 art. 3.6 of these Regulations.
g. component: a unit of study (course) of the study programme, included in the University Course Catalogue;
h. course: the whole of education and testing of a component;
i. test: interim examination as referred to in art. 7.10 of the Act;
j. 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;
k. Educational Facilities Contract: the contract concluded by the education director (or another officer on behalf of the study programme) 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 marks obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4.

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

[1] The OER is reviewed annually and apply to all students registered in the course. If the OER 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:

- **MERM**: A Dutch academic bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Economics, Political Sciences/Public Administration, Geography, or Psychology or a foreign bachelor degree that equals the level of that Dutch university bachelor's degree, for the programme's admissions committee to decide;

- **SaSR**: A Dutch academic bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Economics, Political Sciences/Public Administration, Geography, or Psychology or a foreign bachelor degree that equals the level of that Dutch university 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;

- **DaSCA and SHP**: A Dutch academic bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Pedagogy, or Psychology or a foreign bachelor degree that equals the level of that Dutch university bachelor's degree, for the programme's admissions committee to decide;

- **EdSci:** A Dutch academic bachelor's degree (BA of BSc) in an area that is relevant for the programme such as education, educational or cognitive psychology, learning sciences, knowledge engineering, or in a specific discipline with interest in pedagogical content knowledge or pedagogy or a foreign bachelor degree that equals the level of that Dutch university bachelor's degree, for the programme's admissions committee to decide;

- **M&S:** A Dutch academic bachelors degree in Behavioural or Social Science or a foreign bachelor degree that equals the level of that Dutch university 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.

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

- a minimum GPA in undergraduate studies of 7.5 in the Dutch system (for international equivalent see art. 6.5). Candidates who do not meet this criterion, will be considered for admission in case they have at least a minimum GPA of 7.0 in the Dutch system (for international equivalant see art. 6.5) 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);
- For non-native English language speakers and students who have not followed at least two years of higher education in English proof of English language proficiency through:
  - a TOEFL result of at least 93 (internet-based) or 237 (computer-based);
  - or IELTS: 6.5 (and 6.0 for written part);
  - or APIEL: AP4;
  - or Cambridge EFL Advanced English: B;
  - or Cambridge EFL Proficiency in English: C;
  - a certificate issued by an acknowledged language institute of the successful completion of a course in 'Academic English' at a similar level. This is for the programme's admissions committee to decide;
  - a written statement, signed by the BA thesis supervisor that the candidate wrote a single author BA thesis in English, as part of the bachelor's programme at a Dutch university.
- a reference letter and a letter of motivation.

art. 2.2 – 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 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. 2.3 – numerical limitation

1. The maximum number of students who will be admitted to the degree programmes is: 15 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 study programmes

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 jn 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.

DaSCA: Dasca offers a structured and systematic training in theoretically and methodologically advanced research in the field of development and socialization in childhood and adolescence. It focuses on general processes of socialization and child rearing and on normative developmental pathways. Considerable attention is also given to children and adolescents who are developmentally at risk. Understanding the precursors and determinants of these risks is essential for the treatment of individual children and adolescents as well as for the systematic intervention in their living conditions. DaSCA starts with the notion of developmental pathways: how do early developmental processes predict later ones, and how can growth curves be modelled? The program then moves to parenting, and other within family socialization processes. The program discusses the effects of family processes, especially those of the non-shared environment. The next step is to study peer socialization processes. Do peers have impact through processes of social influence or through processes of social selection? Finally, we move to children and adolescents who are developmentally at risk in today's societies to study individual characteristics and developmental contexts that determine maladaptive developmental trajectories. Additionally, we will focus on a whole array of programs aimed at prevention of or intervention in maladaptive development.
In the program, research methods and strategies are taught in connection with core theoretical issues in the field. Students are taught to apply (1) longitudinal observational and questionnaire studies in the domain of developmental trajectories and transitions in childhood and adolescence, (2) full family designs and genetic sensitive designs in studying the relationship between parenting and psychosocial problems in childhood and adolescence, and (3) quasi-experimental designs and intervention and evaluation research in studying interventions in the domain of children's and adolescent's cognitive, social-emotional and motor development.
DaSCA prepares the student for the PhD programme/for conducting research in the field of developmental psychology and socialisation *(for example. researcher in the research school ISED).*

EdSci: The master programme in the Educational Sciences focuses on how learning occurs in education by providing in-depth knowledge of learning theories and interaction processes: interaction between collaborating students, between students and teachers or students and more-knowledgeable peers, and between students and media (such as computers and the internet). In education, the media used, the teacher with her/his choice of pedagogy and the other students combine to form a learning environment that helps or hinders learning. The learning environment mediates between the student and the knowledge domain to be mastered. The purpose of the master programme is to learn (1) how to apply advanced knowledge and research methods to the study of learning in interaction in education, (2) how different approaches supplement each other, and (3) how these combine in an integrated explanation of learning processes in education.
EdSci prepares the student for the PhD programme/for conducting research in the field of educational sciences, and specifically Learning in Interaction *(example.g., researcher in the research school ICO: Interuniversity Centre for Educational Research).*

MERM: MERM introduces students to the analysis of the different phases and aspects of migration flows and of the integration of ethnic minorities in host countries. The factors leading to migration, the characteristics of different migrant groups are analysed, and a comparative analysis is made of the different migration and integration policies in countries. Group identification processes are examined among both immigrants and host populations, as well as attitudes within the host countries towards immigration and cultural differences. Individual and collective mobility of immigrants is analysed, as well as the dynamics of their acculturation and integration. Finally the nature and consequences of ethnic/national heterogeneity of national states are considered, especially with respect to the likelihood of ethnic conflict.
MERM prepares the student for the PhD programme/for conducting research in the field of migration and ethnic relations *(for example researcher in the research school CERES or ICS).*

M&S: The aim of the Methodology and Statistics of Behavioural and Social Sciences (M&S) Research Master is to prepare students to become (i) researchers involved in developing new methodologies and statistical methods for the social and the behavioural sciences, or for related areas, such as criminology, marketing and medical research. Thus the programme prepares students for an academic career, i.e. for a subsequent a Ph.D. programme. (ii) methodologists working as advisers or consultants at departments in universities and research institutions such as Statistics Netherlands and the CITO group
M&S prepares the student for the PhD programme/for conducting research in the field of methodology and statistics *(for example researcher in the research school IOPS).*

SHP: The master programme is based on the understanding that people are able to regulate their behavior, that is to predict, plan, control, and change their behavioral efforts in service of their short-term and long-term personal goals. As such, the programme highlights issues and questions relating to how and why people manage to regulate their behavior in the face of competing interests and distracting circumstances. The purpose of the master programme is to familiarize students with theories of behavioral regulation that focus on motivational, affective, and cognitive aspects of the regulation of behavior and their interaction, and to teach how students may apply basic knowledge and innovative research methods in addressing specific research questions relating to phenomena of behavioral regulation.
SHP prepares the student for the PhD programme/for conducting research in the field of behavioral regulation and related issues *(for example researcher in the research school P&H, ISED UU, Kurt Lewin).*

SaSR: 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 transitions. More specifically, they have expertise and experience in connecting sociological theories and research questions with theories of human behaviour. Theories are also tested using advanced statistical methods.
SaSR prepares the student for the PhD programme/for conducting research in the field of sociology *(for example researcher in the research school ICS)*.

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

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

art. 3.6 – composition of the study programmes

1. The study programme encompasses the following required theoretical components, the credit load of which has been specified:

DaSCA: The programmes of study include theoretical components with a credit load of 90 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.
First year, first semester:
1. Human Development and Developmental Psychopathology
2. Context of Psychological Development in Childhood: Family Processes, Peer Relationships and Culture
3. Multivariate Analysis in Practice
4. Research Practical 1

First year, second semester:
5. Relationships, personality and adjustment in adolescence
6. Cognitive and motor (dis)abilities in childhood: a developmental-constructivist approach
7. Introduction in multilevel and structural equation modeling
8. Research Practical 2

Second year, first semester:
9. Research Seminar
10. Advanced topical seminar in developmental and socialisation research
11. Assessment, treatment and evaluation
12. Youth in a risk society.

In addition the programme of study encompasses a thesis with a credit load of 30 credits.

EdSci: The programmes of study include theoretical components with a credit load of 82.5 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.
First year, first semester:
1. Theories on learning
2. Theories on teaching and teachers
3. Multivariate analysis in practice
4. Integrative Practical I

First year, second semester:
5. Education: biological basis
6. Interaction in learning environments
7. Introduction in multilevel and structural equation modeling
8. Integrative practical II

Second year, first semester:

9. Learning problems
10. Domain-specific instruction theories

Second year, second semester:

11. Research seminar educational sciences.

In addition the programme of study encompasses a thesis with a credit load of 30 credits and a traineeship of 7.5 credits.

MERM: The programmes of study include theoretical components with a credit load of 97.5 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.

First year, first semester:

1. Cultural Diversity in Family Patterns: Ethnic Minorities in the Netherlands
2. International Migration and Immigrant Incorporation
3. Methods and statistics 1
4. Research Practical 1

First year, second semester:

5. Acculturation
6. Integration and (counter)participation
7. Methods and statistics 2
8. Research Practical 2

Second year, first semester:

9. Racism and Nationalism in Western, Central and Eastern Europe
10. Multiculturalism and Identity
11. Research Seminar 1: theory and hypotheses
12. Research Practical 3

Second year, second semester:

13. Research Seminar 2: analysis, results, report.

In addition the programme of study encompasses a thesis with a credit load of 22.5 credits.

M&S: The programmes of study include theoretical components with a credit load of 82.5 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.

First year, first semester:

1. Advanced survey methodology
2. Multivariate analysis in practice
3. Mathematical statistics
4. Statistical programming with 'R'

First year, second semester:

5. Categorical data analysis
6. Introduction in multilevel and structural equation modeling
7. Psychometrics
8. Advanced experimental and quasi-experimental designs in behavioural and social sciences

Second year, first semester:

9. Advanced topics
10. Research seminar 1

Second year, second semester:

11. Research seminar 2.

In addition the programme of study encompasses a thesis with a credit load of 22.5 credits and a traineeship with a credit load of 15 credits

SHP[2]**:** The programmes of study include theoretical components with a credit load of 97.5 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.

First year, first semester:

1. Behavioural Regulation I: Affect & Motivation
2. Behavioural Regulation II: Thought & Cognition
3. Multivariate Analysis in Practice
4. Integrative Practicum I

First year, second semester:

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

Second year, first semester:

9. Research Training II
10. Optional course
11. Thesis Proposal
12. Research Seminar 1: Theory and hypotheses

Second year, second semester:

13. Research Seminar 2: Data-analysis and writing up research

In addition the programme of study encompasses a thesis with a credit load of 22.5 credits.
In the programme of SHP an optional theoretical course is included (in the first semester of the second year), with a credit load of 7.5 credits. This course can be any of the courses offered by the Graduate School of Behavioural and Social Sciences.

SaSR: The programmes of study include theoretical components with a credit load of 82.5 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7.5 credits.

First year, first semester:

1. Theory construction and model building
2. Applications of social theory; stratification and households
3. Methods and statistics 1
4. Research Practical 1: integration of theory and methods in the field of stratification and households

First year, second semester:

5. Applications of sociological theory; networks and social capital
6. Field orientation and skills
7. Methods and statistics 2
8. Research Practical 2: integration of social network theory and advanced statistical methods

Second year, first semester:

9. Electives
10. Research Seminar 1: focus on theory and hypothesis

Second year, second semester:

11. Research Seminar 2: focus on analysis, results, report.

In addition the programme of study encompasses a thesis (incl. research proposal) with a credit load of 22.5 credits and a traineeship/electives with a credit load of 15 credits.

2. 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.
3. In the University Course Catalogue/course manual the contents and type of courses of the components of the different programmes are described in more detail, stating the previous education required to pass the relevant component.

[2] The students who began this programme in 2007-2008 or in earlier academic years – when it was called Psychological Health Research – will follow the programme as set out in Art. 3.6 of the OER (Education and Examination Regulations) for the 2007-2008 academic year.

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:

- Introduction in multilevel and structural equation modeling (DaSCA , EdSci, M&S): after passing Multivariate Analysis in practice (DaSCA , EdSci, M&S);
- Methods and Statistics 2 (MERM and SaSR): after passing Methods and Statistics 1 (MERM and SaSR);
- Research seminar 2 (MERM and SaSR): after passing Research seminar 1 (MERM and SaSR).

art. 4.3 – registration for courses

Participation in a course is possible only if the student has registered for it on time[3].

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 course catalogue and in the University's prospectus 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.

[3] See: 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 Regulations[4] of the board of examiners.
4. There is no testing in the month of August.

art. 5.2 – assessment: traineeship or research assignment

A traineeship or research assignment is assessed by the supervisor in question and one or more other internal and/or external experts.

art. 5.3 – marks

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

The rounding up and down is down 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 mark is rounded up; if the next decimal is a 4 lower the mark 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 mark, but the final mark is at least a 4.0, he or she will be given a once-only possibility to sit an additional or substitute test.

[4] Also sometimes called 'Rules and Guidelines'.

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, or the student objects to this.

art. 5.7 – provision for testing in special cases

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

art. 5.8 – time limit for marking tests

1. The result of an oral test must be determined and communicated to the student within 24 hours.
2. The examiner must mark 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 mark. The administration will register the result in OSIRIS within 15 working days after the test was taken.
3. The written statement of the mark 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

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 marked 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 mark was based.

art. 5.11 – 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. 5.12 – 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.
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:
      - he or she will inform the student of this in writing or by e-mail;
      - he or she will give the student a possibility to respond to this in writing;
      - he or she 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.
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 examination result as soon as the student has submitted sufficient proof of the tests taken.
2. Prior to determining the examination result, the board of examiners may examine the student's knowledge of one or more components or aspects of the study programme, if and in so far as the results of the relevant tests give them reason to do so.
3. The examination will be passed on condition that all components have been passed.

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 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.
2. The board of examiners will add the International Diploma Supplement to this certificate, which provides (international) insight 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 marks obtained over the course of a degree programme, weighted according to credits and expressed on a scale of 1 to 4.
3. The final GPA is calculated as follows:
   - All applicable marks obtained for each component of the Master's degree course are converted into quality points.
   - A quality point is the applicable mark 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 mark.
   - The average mark is converted into the final GPA in accordance with the following table.

Average mark		**Final GPA**
From 8.60	up to and including 10	4
8.00	8.59	4
7.70	7.99	3.7
7.40	7.69	3.3
7.00	7.39	3
6.70	6.99	2.7
6.40	6.69	2.3
6.00	6.39	2
5.60	5.99	1.7
5.40	5.59	1.3
4.50	5.39	1
0	4.49	0

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/ student counsellor;
   - 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 – TRANSITIONAL AND 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 2008.

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