

Education and Examination Regulations

Part II – Master’s Degree Programme

Contents:

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article X	=	the Higher Education and Research Act (<i>WHW</i>) prescribes regulation of this matter and this article offers guidance on how this may be done
article X	=	the Higher Education and Research Act (<i>WHW</i>) prescribes regulation of this matter and the Guidelines on Implementation of the Bachelor’s and Master’s Degrees (<i>Richtlijn Uitvoering Bachelor-Master</i>) prescribe that this must be done in the following manner
* article X	=	the inclusion of a provision on this matter is entirely at your discretion

Section 1 – General Provisions

Art. 1.1 – Applicability of the rules

These rules apply to the research master's degree programmes

A) MSc Comparative Studies of Migration, Ethnic Relations and Multiculturalism (MERM);

B) MSc Sociology and Social Research (SaSR) and

C) MSc Development and Socialisation in Childhood and Adolescence (DaSCA).

Hereinafter referred to as 'the programmes'. The programmes are provided by the Utrecht School of Social and Behavioral Sciences within the Social Sciences Faculty, hereinafter referred to as 'the school'.

Art. 1.2 – Definition of terms

In these rules, the following terms have the following meanings:

- a. the Act: the Higher Education and Research Act WHW (*Wet op het hoger onderwijs en wetenschappelijk onderzoek*);
- b. student: anyone who is registered at the university to take courses and/or sit interim examinations and the final examinations of the programme;
- c. component: a unit of the programme of study, within the meaning of the Act;
- d. test: interim examination within the meaning of Art. 7.10 of the Act;
- e. practical work: participation in practical training or other learning activity aimed at acquiring certain skills, such as:
 - writing a thesis,
 - doing a project or creating a technological design,
 - carrying out a research assignment,
 - participating in fieldwork or in an excursion, or
 - completing a traineeship.
- f. examination: the master's examination of the programme;
- g. academic calendar: the structure of the academic year as set out by the board of the university;
- h. semester: part of the academic year, the starting and ending dates which are set within the academic calendar.

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

Art. 1.3 – Aim of the programmes

- **MERM:** The program Comparative Studies of Migration, Ethnic Relations and Multiculturalism aims at analysing the different phases and aspects of migration flows and of the integration of ethnic minorities in European countries. It starts with an inventory of the factors leading to migration, the characteristics of different migrant groups, and is continued with a comparative analysis of migration policies of European countries. The next step is the study of group identification processes among both immigrants and host populations, and of the attitudes in the host countries towards immigrants, immigration and cultural differences; this includes an analysis of the dynamics of prejudice, racism and nationalism. Subsequently, patterns of individual and collective mobility of immigrants are analysed, and the dynamics of their acculturation and integration; herein the role of education and labour will be analysed in detail. The last step is the analysis of the nature and consequences of ethnic/national heterogeneity of national states, especially with respect to the likelihood of ethnic mobilisation, ethnic conflict and separatism.
- At the end of the Master, students are expected to be able to: present a theoretical analysis of the issues, controversies, and theories in the field; show

that they possess adequate skills in research methodology; are able to elaborate and test new hypotheses; present intervention strategies to solve actual problems; and produce a Master's thesis that confirms their capacity to join a PhD program.

SaSR: At the completion of SaSR, alumni will have the following qualifications.

Theoretical attitudes and insights, research skills:

Alumni of the program have an overview of important issues in contemporary sociology and of theoretical models of human behavior ("micro models").

They have expertise and experience with 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 behavior.

They are able to choose and apply appropriate statistical models, with an emphasis on statistical models for the analysis of multi-actor, multi-level, and multi-event data sets. 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 a field of sociology and being well grounded in the literature in this field.

They have an overview of different research designs and methods of data collection as well as expertise and experience in the elaboration of research designs and methods of data collection that are adequate for answering an underlying research question.

Alumni of the program have expertise and experience with the integration of theory and (quantitative) empirical research ("theory-guided empirical research") and they have gained experience in the full process of social research and in reporting on the results of research in a special field of study. These qualifications are reflected in a master's thesis which may have the form of a publishable research paper.

General academic skills:

Alumni of the program are able to formulate policy implications of scientific research. They are trained in academic writing, in presenting for various audiences, and in data documentation and archiving.

General work orientation:

Alumni of the program have acquired a general work orientation that is required for membership in a research team, contributing to collective goods, time management, and participation in a research network in their own research domain.

The SaSR program is designed as preparing for PhD study. The program likewise provides training for students who do not wish to enter a PhD training program after completing the SaSR program but who wish to pursue their professional career as a researcher outside the university such as in a social science research institute.

DaSCA: The aim of the program is to provide the theoretical and methodological basis for the analysis of family socialization and parenting, cognitive and social development in childhood and adolescence, adjustment in childhood and adolescence, and for studying interventions in children's and adolescent's cognitive and social-emotional development.

Upon completing the program students are expected to meet these requirements: (a) they are able to present theoretical analyses of the relevant issues and debates in the field; (b) they possess the adequate skills in doing theory driven empirical research, (c) they have acquired the basic knowledge for assessment of cognitive and psychosocial problems in childhood and adolescence and have knowledge of intervention programs.

Students with the DaSCA MSc diploma should be qualified to start PhD research in the field of development and socialization.

Art. 1.4 – Attendance mode

These are full-time programmes.

Art. 1.5 – Language

The programmes are taught in English.

Section 2 – Programme Structure

Art. 2.1 – Credit load

1. The credit load for the programme is 120 credits, whereby one credit is equivalent to 28 hours of study.

Art. 2.2 – Programmes of study

The degree programme encompasses the following programmes of study:

- a) programme (A) Comparative Studies of Migration, Ethnic Relations and Multiculturalism, which prepares the student for the PhD programme/for conducting research in the field of migration and ethnic relations (*c.q. researcher in the research school CERES or ICS*);
- b) programme (B) Sociology and Social Research which prepares the student for the PhD programme/for conducting research in the field of sociology (*c.q. researcher in the research school ICS*);
- c) programme (C) Development and Socialisation in Childhood and Adolescence which prepares the student for the PhD programme/for conducting research in the field of developmental psychology socialisation (*c.q. researcher in the research school ISED*).

Art. 2.3 – Composition of the programmes of study

1.

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 ECTS:

1. International Migration: Theories, Types, Trends, and Policies
2. Ethnic Identification and Categorization: the Question of Identity
3. Comparative Methods
4. Research Practicum
5. Acculturation, Ethnic Mobility and Ethnic Mobilization: the Dynamics of Integration
6. Multiculturalism and Theories of Pluralism
7. Comparative Methods
8. Research Practicum 2
9. Cultural Diversity in Family Patterns: Ethnic Minorities in the Netherlands
10. Racism and Nationalism in Western, Central and Eastern Europe
11. Research Seminar 1: Theory and Hypotheses
12. Research Practicum 3
13. Research Seminar 2: Analysis, Results

← Met opmaak: opsommingstekens en nummering

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SaSR: The programmes of study include theoretical components with a credit load of 75 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7,5 ECTS:

1. Theory construction and model building
2. Applications of social theory; stratification and households
3. Methods and statistics 1
4. Research Practicum 1
5. Applications of social theory; networks and social capital
6. Field orientation and skills
7. Methods and statistics 2
8. Research Practicum 2
9. Research Seminar 1
10. Research Seminar 2

DaSCA: The programmes of study include theoretical components with a credit load of 75 credits. It concerns the following courses in the first and second year of the MSc programme, each with a credit load of 7,5 ECTS:

1. Human development and developmental psychopathology
2. Family socialisation, social development and adjustment in childhood
3. Multivariate analysis in context
4. Research Practicum 1
5. Relationships, personality and adjustment in adolescence
6. Cognitive and motor disabilities in childhood
7. Introduction in multilevel and structural equation modelling
8. Research Practicum 2
9. Assessment, intervention and evaluation
10. Advanced topical seminar in developmental and socialisation research

2. In addition, the programmes of study encompass the following required components, the credit load of which has been specified:

(MERM): - a research assignment or traineeship with a credit load of 22,5 credits;

(SaSR): - a research assignment (incl. research proposal) with a credit load of 30 credits, and a traineeship with a credit load of 15 ECTS;

(DaSCA): - a research assignment with a credit load of 30 credits and a traineeship with a credit load of 15 ECTS;

3. The contents and teaching methods of all courses are described in the course manuals.

Art. 2.4 – Optional components

There are no optional components. 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.

← Met opmaak:
opsommingstekens en
nummering

Section 3 – Assessment

Art. 3.1 – General

1. Assessment tells the student if he/she will achieve or has achieved the component's exit qualifications. On the basis of his/her results, the school will provide advice on the continuation of studies.
2. Tests are marked either as satisfactory or unsatisfactory, expressed in numbers: 6 or higher and 5 or lower, respectively. Unsatisfactory marks are expressed only in whole numbers, satisfactory marks in whole or half numbers.

In case a final marks consists of decimals, the following applies:

Unsatisfactory	Satisfactory
0,00 - 0,49 = 0	5,50 - 6,24 = 6
0,50 - 1,49 = 1	6,25 - 6,74 = 6½
1,50 - 2,49 = 2	6,75 - 7,24 = 7
2,50 - 3,49 = 3	7,25 - 7,74 = 7½
3,50 - 4,49 = 4	7,75 - 8,24 = 8
4,50 - 5,49 = 5	8,25 - 8,74 = 8½
	8,75 - 9,24 = 9
	9,25 - 9,74 = 9½
	9,75 - 10 = 10

3. If the student has made every effort to successfully complete a component, but has not received a satisfactory mark, he/she will be given the opportunity to take an additional or substitute test.

*Art. 3.2 – Required sequence of components

These prerequisite components must be completed successfully before the tests of subsequent components may be taken:

To be admissible to the tests of the second year students should have completed all courses of the first year

Art. 3.3. – Assessment: traineeship or research assignment

A Traineeship or research assignment is assessed by the supervisor in question and another expert.

Art. 3.4 – Modes of assessment

1. The final assessment of a component will take place in the manner stated in *Course Format*, *Term Papers* and *Course Contents* of the annex.
2. Every effort will be made to adapt the course work and tests of students with functional disabilities to their individual disabilities. If necessary, the board of examiners will obtain expert advice before taking their decision.
3. At a student's request, the board of examiners may give permission for a test to be administered otherwise than as stipulated in the first paragraph.

Art. 3.5 – 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 if the student objects to this.

Art. 3.6 – Time limit for marking tests

1. The examiner must determine the mark immediately after administering the oral test, and provide the student with a written statement of the mark achieved.
2. The examiner must mark a (written) test within 10 working days of the date on which it was administered, and supply the Faculty administration with the information necessary to issue the student written or electronic proof of his/her mark.
3. The written statement of the mark achieved must inform the student of the right of inspection referred to in Art. 3.8.

*Art. 3.7 – Period of validity

Results for interim examinations are valid for a limited period only and expire at the end of the academic year. 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 six years ago.

Art. 3.8 – 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/her marked work upon request. At his/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. 3.9 – 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 programme of study; or
- b. has demonstrated through work or professional experience that he/she has sufficient knowledge and skills in relation to that component.

Art. 3.10 – 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 programme of study, if and in so far as the results of the relevant tests give them reason to do so.

Art. 3.11 – 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.

Section 4 – Admission

Art. 4.1 – Requirements for admission to the degree programme

1. The holder of a Dutch or foreign higher education degree who demonstrates knowledge, insights and skills in the following fields will be admitted to the programme:
2. Knowledge of Methods and Statistics on the level of multivariate analysis methods (variation analysis and multiple regression analysis).
3. **MERM and SaSR:** A bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Economics, Political Sciences/Public Administration, Geography, or Psychology. Students with another bachelor's degree and a thorough training in formal models and/or quantitative analysis such as students with a bachelor's degree in computer sciences or mathematics can be admitted to SaSR.

DaSCA: A bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Pedagogy, or Psychology.

4. Non-native 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:
 - a) a TOEFL result of at least 580 (paper-based) or at least 237 (computer-based) or,
 - b) IELTS: 6.5 (and 6.0 for written part), or
 - c) APIEL: AP4, or
 - d) Cambridge EFL Advanced English: B, or
 - e) Cambridge EFL Proficiency in English: C

Art. 4.2 – Admissions committee

1. Admission decisions are made by the programme's admissions committee. The committee is comprised of:
 - a member, who is also the chair, appointed from among university professors engaged in teaching within at least one of the programmes, and who is also member of the Board of Studies of the Utrecht School of Social and Behavioural Sciences;
 - two members appointed from among the other academic staff, each of them engaged in teaching within at least one of the programmes, they are as well members of the Board of Studies of the Utrecht School of Social and Behavioural Sciences.
2. The committee members are appointed by the dean upon recommendation by the school board.

Art. 4.3 – Admission review: criteria

1. In order to determine eligibility for admission to the programme, as referred to in Art. 4.1, first paragraph, the admissions committee will carefully consider and evaluate the knowledge, insights and skills of the applicant. The committee may request experts within or outside the university to assess the applicant's knowledge, insights and skills in particular areas, in addition to a review of the written documents of prior qualifications.

2. In order to determine eligibility for admission to a programme of study within the programme, the admissions committee will check if the applicant fulfils or will fulfil the requirements referred to in Art. 4.2 before the established deadline date. In its evaluation the committee will consider the applicant's motivation and ambition with respect to the programme of study in question, as well as the applicant's command of the language in which the programme is given.

Art. 4.4: Admission review: deadline dates, admission notice

1. The admission review referred to in Art. 4.4 is conducted once a year as set out in the academic calendar.
2. A request for admission to the programme and a particular programme of study must be submitted to the admissions committee before April 15.
3. In special cases, the admissions committee may consider requests submitted after the deadline dates referred to in the second paragraph.
4. The admissions committee will make an admission decision before May 15. Admission will be granted on the condition that the applicant will have satisfied, by the starting date of the study programme, the knowledge and skills requirements referred to in Art. 4.4., as evidenced by qualifications obtained.
5. The applicant will receive written notification that he/she has been admitted or rejected to the degree programme as well as a particular programme of study.

*Art. 4.5 – Limitations to enrolments¹

1. At least two months before the deadline date referred to in Art. 4.5, second paragraph, the dean must submit a well-reasoned proposal regarding the maximum number of students to be admitted to the degree programme and its programmes of study. Prior to submitting his proposal, the dean consults the board of the school. The Faculty Council will be informed about the proposal of the dean.
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.

¹ A limited enrolment programme admits students periodically (annually or per semester).

Section 5 – Student Progress and Counselling

Art. 5.1 – Student academic records

1. The Faculty of Social Sciences records individual student results.
2. The Faculty of Social Sciences provides each student at least once a year with a certified copy of the results achieved. Through OSIRIS students can assess all relevant officially registered information about their progress.

Art. 5.2 – Student counselling

1. Within the context of the admissions procedure, the school's board of studies will complete with the student an individual study plan.
2. The board of studies of the school is responsible for providing an orientation programme for the student at the commencement of his/her studies.
3. The board of studies of the school is responsible for providing adequate counselling to the student during his/her studies, particularly when the chosen programme of study needs adjustment in order to meet the entry requirements for a PhD programme or for a non-academic career.
4. At the end of the first year of study, the student will be given –non-binding – advice regarding admission to a PhD programme.

Verwijderd:

Section 6 – Transitional and Final Provisions

Art. 6.1 – Transition from 'old style' to 'new style'

1. In addition to departure from the provisions of articles 4.1 and 4.2, the student who has successfully completed the requirements of the foundation year ('propedeutisch examen') and the components of the 'doctoraal' (initial degree) programme with a credit load of 120 ECTS (84 credits) as referred to in paragraph 3 may request admission to a programme of study.
2. If the admissions committee grants the request, it may decide to exempt the student from certain components.

Art. 6.2 - 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. Furthermore, with respect to the students, an amendment may not have an adverse effect on:
 - approval granted pursuant to Art. 2.3;
 - any other decision taken pursuant to these rules by the board of examiners in relation to a student.

Art. 6.3 – Publication

1. The dean is responsible for proper publication of these rules, the rules and guidelines established by the board of examiners and each amendment to these documents, for instance by including them in the Programme Statute.
2. Any interested party may obtain from the Faculty office a copy of the documents referred to in the first paragraph.

Art. 6.4 – Effective date

These regulations take effect on 1 September 2004.

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Explanatory notes to the Education and Examination Regulations

Part II: Master's degree programme

1. General

Pursuant to Art. 7.13 of the Higher Education and Research Act (*WHW*), the Faculties are required to establish education and examination regulations (EER) for each programme or group of programmes. These rules contain essential information on matters of teaching and assessment, thus forming the core document for the student and the lecturer. The second paragraph of Art. 7.13 sets out numerous matters which are to be laid down in the EER as well as matters which may be included 'where necessary'.

2. Bachelor – Master

The introduction of the bachelor – master structure entails a number of substantive and formal alterations to the academic curriculum. Of special importance to the master's degree programmes are:

- a 'mixed' admissions regimen (see section four)
- a limited credit load: a minimum of 60 and a maximum of 120 credit points.

3. Establishment of the EER

In accordance with the Act, the EER are established by the dean. In this, he is guided by the board of the programme or the board of the school. The board enlists the programme committee and consults the board of examiners. The dean discusses the draft EER model with the Faculty council, which has the right of assent regarding the majority of matters laid down in the EER (Art. 9.38 *WHW*). The board of examiners is responsible for conducting educational assessment.

4. Guidelines

For the introduction of the bachelor-master structure the board of the university has established guidelines pursuant to Art. 9.5 *WHW*. These guidelines, amended on 22 January 2002, contain some provisions which directly affect the education and examination regulations for the master's degree programmes.

In the EER model, article numbers have been printed in bold type to indicate that the guidelines apply to the relevant text. It is not possible to deviate from these guidelines without the explicit permission from the board of the university.

The other parts of the model aim to offer guidance on the establishment of the education and examination regulations. An * preceding an article number indicates that the Act does not prescribe regulation of this matter.

Explanatory notes to individual articles

Art. 1.1

The definition of the programme determines the area to be covered by the EER (cf. registration in *CROHO*). Thus, the decision to introduce a 'broad' degree programme, encompassing a range of programmes of study, means that admission and assessment with regard to the different programmes of study are covered by one regulation.

The reference in the text to the Faculty concerned is based on the legal principle that teaching and research are conducted 'within the Faculty' (Art. 9.12 *WHW*) and that

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programmes are established within a Faculty (Arts. 9.11 and 9.17 *WHW*). For the master's degree programmes this reference is further specified through the designation of the 'school' in question (educational institute or similar faculty or inter-faculty unit).

Art. 1.2.

(b) Pursuant to the decision by the board of the university, it is not possible to enrol as an external student in bachelor's and master's degree programmes. This is due to the inextricable links between teaching and assessment.

(c) The concept of 'component' is intended to be a linguistic simplification, in accordance with general usage.

(d) The term 'test' has been selected as the most general reference to student assessment. The advantage of this term over the legal term 'interim examination' is that it reflects actual practice, in which teaching and assessment are increasingly interrelated.

(e) The definition of practical work does not only refer to the traditional 'practical' in a laboratory but also to other learning activities which aim to teach the student specific skills. If such practical work is assessed, this is considered to be an 'interim examination' ('test' in this model) in accordance with the general definition in Art. 7.11, first paragraph, *WHW*: "an examination of the knowledge, insights and skills of the examinee, as well as the results of that examination".

(f) This model assumes a six-month cycle for admission to the master's degree programme and for the provision of the joint, required programme components.

Art. 1.3

Part b. of Art. 7.13.2 *WHW* reads:

"the qualities in respect of the knowledge, insights and skills which a student must have acquired upon completion of the master's degree programme".

This definition of exit qualifications serves multiple purposes: both future researchers and future practitioners will find a suitable course of study within the (broad) master's degree programme; see also art. 2.3. Such purposes also pertain to art. 7.3.2, which defines a master's degree programme as:

"an interconnected whole of educational units aimed at achieving well-defined objectives in respect of the knowledge, insights and skills which the person who completes the programme must possess."

Art. 1.4

Part i. of Art. 7.13.2 *WHW* reads:

"the programme's full-time, part-time or dual mode of study".

In spite of what this formulation suggests, the full-time, part-time and dual attendance modes of the same master's degree programme may be laid down in one document. Where one EER (Art. 7.13.1) suffices for a group of master's degree programmes, this holds even more so for the different attendance modes of one master's degree programme. There are good arguments for regulating these masters in one document, because the provisions of the EER (programme composition, assessment, admission requirements) are equally true for the various programmes of study. It is only the study mode of the master's degree programme which is different. The mode of attendance is to be decided by the programme board or the educational institute and the discipline groups, and as such is not covered by the EER.

Section 2

Specially important for the structure of the master's degree programme is whether one opts for a 'broad' master's degree encompassing a range of programmes of study aimed at the different 'exits' to scholarly work or the application of scholarly work, or for one master's degree programme with one programme of study aimed at a single 'exit'.

Art. 2.1

Part e. of Art. 7.13.2 *WHW* reads:

“the credit load of the master’s degree programme and of each of the educational units which it comprises”.

The guideline fits in with the international European Credit Transfer System (ECTS), which is also in the interest of international exchangeability. The central ECTS-key (one credit equals approx. 28 hours of study) has been incorporated into the bill on the bachelor–master structure. It will replace the current key in the *WHW*: one credit equals 42 hours of study.

In general, the credit point load for a master’s degree programme is 60 credits. For some programmes the credit point requirements are higher:

- the science programmes: 120 credits (if the previous 'doctoraal' programme was a five-year course of study);
- the pharmacy, veterinary medicine and (basic) medicine programmes: 180 credits;
- the teacher education programme: 60 to 120 credits.

Art. 2.2

This article links the various master’s degree programme 'exits' to the individual programmes of study (main subjects). This fits in with the exit qualifications referred to in Art. 1.3.

NB. The credit load for all programmes of study within a master’s degree programme is the same, namely the number of credits for the master’s degree programme as established in Art. 2.1. If one wishes to differentiate between credit loads, for example for a PhD programme and for a professionally-oriented programme, this must be done at the level of the master’s degree programme, which thus implies the establishment of two master’s degree programmes.

Art. 2.3

This article is based on part e. of Art. 7.13.2 *WHW* as referred to in Art. 2.1. For the organization of the respective programmes of study, please consult the letter of 21 February 2002 by the University Bachelor-Master Committee. In addition, the launching points for the 'graduate phase' referred to in the University Framework of 15 February 2001 are relevant here: at least 25% of the credit load must relate to theoretically deepening subjects, and at least 25% of the credit load must pertain to an independent research assignment and/or traineeship. The requirement regarding the theoretical subjects relates to the programme of study as a whole, thus including the components which the student has selected (Art. 2.4).

The reference in the third paragraph to the school’s study guide reflects actual practice: the information to be conveyed is usually detailed and subject to frequent change. This is why it is advisable to include this information in the annual study guide rather than in the EER.

Art. 2.4

Unlike a bachelor’s degree programme, the Faculty or the 'school' bear co-responsibility for the composition of a master’s degree programme. The school is responsible for the content and the 'face' of the master’s degree. This is why the student’s selection of components outside the 'required segment' (cf. Art. 2.3) is to be subject to the approval of the board in charge of the master’s degree programme.

Section 3

The guidelines do not contain any specific provisions on assessment within the master’s degree programmes. Apart from that, the general requirements of Art. 7.13.2 *WHW* apply.

Art. 3.1

This article is the same as Art. 4.1 of the EER model for the bachelor's degree programme, but without the course as 'core element'. Such a fixed structural element ill fits the master's degree programme, the content and structure of which are largely determined by the Faculty or school. Unlike bachelor's degree programmes, the exchangeability of components is not required for master's degree programmes.

Art. 3.2

Part s. of Art. 7.13.2 *WHW* reads:

"where necessary, that the passing of interim examinations is a prerequisite for sitting other interim examinations".

Art. 3.2 provides a sanction for this sequence where this is required for the continuity of instruction (optimum student participation) and/or for the resources used. Student safety may also be a reason for requiring such a sequence.

Art. 3.3

This article is based on part B.7 of the guidelines.

Art. 3.4

Part l. of Art. 7.13.2 *WHW* reads:

"whether the interim examinations are administered orally, in writing or in other ways, notwithstanding the board of examiners' power to decide otherwise in special cases".

The annex outlines how the respective components are to be completed: a written or oral test, or another form of final assessment (for example, thesis assessment). The study guide usually provides more detailed information.

The second paragraph is based on part m of Art. 7.13.2 *WHW*, which reads:

"the manner in which students with physical or sensory disabilities are given the opportunity to sit the interim examinations".

The underlying idea is that in general disabled students will benefit from 'tailored solutions' only. This is why a physician or other expert may be consulted. Please consult the report 'Dubbel werk' (February 2001), which sets out the University's policies with regard to disabled students.

The third paragraph addresses, inter alia, situations in which a student objects on ethical grounds to certain learning activities (for instance, animal tests), which may also be assessed. The board of examiners authorizes the lecturer/examiner to offer the student a substitute activity and test. This provision may also be invoked to administer an oral test to a student who due to personal circumstances has not been able to participate in a (written) test session.

Art. 3.5

The first paragraph does not have a distinct legal basis; it may be incorporated into the EER as an 'unwritten rule' – originating from the former Academic Statute.

Important as regards the second paragraph, part n. of Art. 7.13.2 *WHW* is:

"the public nature of oral examinations, notwithstanding the board of examiners' power to decide otherwise in special cases".

Art. 3.6

Part o. of Art. 7.13.2 *WHW* reads:

"the period of time within which the result of an interim examination must be published as well as whether and in which manner this period of time may be altered".

Test results must be communicated to students in a timely manner. This is why this model-article distinguishes between oral and other tests. Written interim examinations,

the assessment of theses and other student assignments fall in the latter category. The period referred to in the second paragraph (10 working days maximum) derives from what the guidelines stipulate for the bachelor's degree programme. The guidelines do not contain a similar stipulation for the master's degree programme.

Individual student results may be published electronically. Pursuant to Art. 3.45 of the General Administrative Law Act (*Algemene wet bestuursrecht*), the (written or electronic) 'result sheet' must mention the possibility of appeal to the Examination Appeals Board (within 4 weeks of releasing the results).

Art. 3.7

Part k. of Art. 7.13.2 *WHW* reads:

"where necessary, the validity period of interim examinations passed, notwithstanding the board of examiners' power to extend this period".

The legal history of this provision suggests that:

- as a rule, results obtained will remain valid;
- for qualitative reasons, i.e. reasons deriving from the contents of the assessment and from the quality of the certificate to be awarded, a limited validity period may be imposed on certain results;
- limitations of the validity period which are solely intended as an incentive for the student (for instance, a general 'expiry term' of x year(s)) are not permitted.

The model-article allows the board of examiners to organize, by way of exception, resits for (parts of) tests if the subject matter has become outdated. In practice the six-year term referred to here has proved to be acceptable.

Art. 3.8

The first paragraph is based on part p. of Art. 7.13.2 *WHW*, which reads:

"the manner in which and the period during which the person who has completed a written interim examination is entitled to inspect his/her marked work".

The student is entitled to a photocopy of his/her work, for example because he/she may wish to appeal to the Examination Appeals Board. The photocopied work will be supplied to the student at cost.

The second paragraph is based on part q. of Art. 7.13.2 *WHW*, which reads:

"the manner in which and the period during which the questions and tasks set within the framework of a written interim examination may be inspected, as well as the marking standards".

Art. 3.9

Part r. of Art. 7.13.2 *WHW* reads:

"the grounds on which the board of examiners may grant exemption from sitting one or more interim examinations on the basis of previously passed higher education interim or final examinations, or in view of knowledge or skills acquired outside the higher education sector".

This formula does not give the board of examiners free rein (the so-called 'blank sub-delegation'). This is why this model-article specifies the legal norm without necessitating the inclusion of specific equivalencies. If such specific equivalencies are included in the EER, then the general norm fulfils a supplementary function. The following text may be used for this purpose:

1. *[cf. model text]*
2. *As referred to in the first paragraph, the student is granted exemption from the following components if he/she has completed the programme specified below:*

.....

Art. 3.10

Art. 7.10.2 *WHW* reads:

"If the interim examinations of the units of study in a degree programme [...] have been passed, the examination has been completed, in so far as the board of examiners has not decided that the examination will include an examination to be conducted by the board itself, as referred to in the first paragraph".

(The first paragraph reads: *"Each interim examination involves an examination of the knowledge, insights and skills of the examinee, as well as an assessment of the outcomes of that examination."*)

Determining the examination result may also involve the award of an academic honour designation (for example, 'with distinction' or 'cum laude').

Art. 3.11

The bill on the bachelor – master structure will add the following provision to the *WHW*:

Art. 7.10a, paragraph 1 – *The board of the institution confers the Bachelor's degree on the person who has passed the final examination of a university-level bachelor's degree programme, and the Master's degree on the person who has passed the final examination of a university-level master's degree programme. Dependent on the subject area in which the final bachelor's examination or master's examination was administered, the degree title will either be followed by 'of arts' or 'of science'.*

In addition, Art. 7.11, first paragraph *WHW* is supplemented to the extent that the following information is to be included on the degree certificate :

- the master's degree programme (cf. registration in CROHO)
- the examination components
- any professional qualification gained as a result of the programme (if applicable)
- the degree²
- and the date of the most recent accreditation (or evaluation of the new master's degree programme)³.

Recommended: include the programme title (or main subject), for example in combination with the programme components.

NB. The degrees awarded are not to be confused with the academic titles ('doctorandus', 'ingenieur', 'meester'). The academic titles have been maintained. However, the graduate is required to choose between the title ('drs.', 'ir.', 'mr.') before his/her name and the degree (MA, MSc, LLM) behind his/her name, but may not use both at the same time.

Section 4

The following main rules apply to admission to the master's degree programmes:

- the prospective student must possess the required 'knowledge, insights and skills' (as described in the EER);
- the intake of students on a master's degree programme may be restricted;
- anyone who has completed the related bachelor's degree programme (the so-called 'transfer bachelor student') will be admitted automatically.

² Although not provided for by the text of the law, the degree 'Master of Laws' (LLM) will be awarded to the student who has completed a master's degree in law offered by Utrecht University.

³ The master's degree programmes which have resulted from the conversion of an undivided programme (the 'doctoraal opleiding') will be legally accredited until 1 January 2006. If the most recent visitation took place after 31 December 1999, the programmes will be accredited for a six-year period starting on the visitation date.

A variant of this last rule is that the 'right of transfer' may be linked to a specific main subject ('study path') within the bachelor's degree programme.

Art. 4.1

In general, the description of the required knowledge and skills may be linked to the prescribed exit qualifications of existing bachelor's degree programmes and/or specific main subjects within these programmes. For a so-called 'transfer bachelor's degree student' (or 'transfer graduation path') this link is mandatory (Art. 7.30a, third paragraph, *WHW*). As a rule, a Utrecht bachelor's degree programme will be the standard preparation for the master's degree programme. However, in the future it will be possible to designate as standard preparation a bachelor's degree obtained elsewhere. This will have to be laid down in an agreement with the university which provides the bachelor's degree programme (Art. 7.13, paragraph 4, *WHW*).

Art. 4.2

Admission to the individual programmes of study is somewhat different from admission to the master's degree programme as a whole. It involves orientation and referral rather than selection and rejection. The admissions interview which is held with each applicant aims to explore which combination of (programme) requirements and talents demonstrated by the applicant offers the best prospects. For this reason, the list of 'required subjects' and the possible requirements in respect of insights and skills in this article aim to make clear to the applicant which requirements he/she needs to fulfil in order to be able to successfully complete the chosen programme of study. If the programmes of study aim to link up with main subjects in the ('transfer') bachelor's degree programme, the optional subjects within the major should be designated as 'required subjects'. In addition to the admissions procedure, a selective test of the core subjects of the programme of study may be administered early on in the master's degree programme. This test will predict the likelihood of success in the admissions procedure and provide information on the programme of study.

Art. 4.3

Responsible for the admissions procedure is a committee from within the master's degree programme, with an 'official gateway'. Such a composition guarantees involvement and know-how. As the committee covers the entire master's degree programme (including all the programmes of study), it is in a position to use persuasive arguments in pointing out alternatives to applicants and thus to have the best possible influence their choice of programme.

Art. 4.4

The review referred to in the first paragraph does not pertain to the 'transfer bachelor students'. They are to be admitted automatically to a master's degree programme but must participate in the procedure for admission to the individual programmes of study (second paragraph).

This procedure takes explicit account of the possibility that, at the time of the admissions procedure, an applicant has not yet gained his/her bachelor's degree or equivalent. See also Art. 4.5.

In addition, the applicant's motivation and ambition may play an important part in this admissions procedure. In this respect, certain programmes of study may establish more stringent requirements than others.

Also, it goes without saying that the applicant must have an adequate command of the language in which the programme of study is taught. A programme's choice of language may be determined by the following circumstances:

- the programme is a master's degree in that particular language
- a non-Dutch lecturer gives one or more guest lectures

- the language backgrounds of the students
- the specific nature, structure and quality of the programme.

Art. 4.5

Preferably, the admissions procedure is structured in such a manner that students may enter their chosen master's degree programme twice a year. These entry points are established on the basis of the Academic Calendar.

The deadlines for the submission of a request and for the admission decision have been set with a view to the recruitment of applicants within and outside the Netherlands.

If an applicant has not yet obtained his/her bachelor's degree or equivalent - which will occur frequently as a result of the deadlines in the admissions procedure - but it is likely that he/she will receive his/her degree before the established deadline date, the admissions committee will grant him/her conditional admission (to both the master's degree programme and the programme of study). However, upon enrolment in the master's degree programme the applicant will have to show the relevant degree certificate.

Art. 4.6

This article is based on the first paragraph of Art. 7.30a *WHW*, which authorizes the board of examiners to grant students in the 'transfer bachelor's degree programme' permission to start the master's degree programme before 'graduating' from the bachelor's degree programme. This stipulation is the companion piece to the former rule on participation in the programme's 'doctoraal' phase before completion of the foundation phase ('propedeuse').

It goes without saying that the applicant must be nearing the completion of the bachelor's degree programme and that there should be no substantive obstacles to successful participation in the master's degree programme. To ensure a coherent admissions procedure, the model-article prescribes that in this instance as well the decision is to be taken by the admissions committee rather than by the board of examiners.

The second paragraph must ensure that participation in the master's degree programme does not have an adverse effect on graduation from the bachelor's degree programme. It implies that the applicant who fails to gain his/her bachelor's degree before the established deadline date will be denied admission to the master's degree programme. A new application for provisional admission will only be considered if there are new, relevant facts pointing, for example, to circumstances beyond the applicant's control that justify extension of the provisional admission status.

Art. 4.7

Pursuant to Art. 7.30a, third paragraph *WHW*, the board of the university may restrict the intake of students into a master's degree programme. This restriction does not apply to 'transfer bachelor students'. The automatic right of admission granted to Utrecht students is guaranteed by the fact that it is almost always a Utrecht bachelor's degree programme which is designated as a transfer programme within the meaning of Art. 730a first paragraph *WHW*.

Section 5

The Faculty's general responsibility for ensuring student progress applies to both the master's and the bachelor's degree programmes. However, within the master's degree programme the area of responsibility is somewhat different. For instance, the provision of formalized, periodic advice on the continuation of studies is not required.

Also, the introductory phase of the master's degree programme will be different from the bachelor programme's introductory phase. During the admissions procedure, the school and the student together plan and decide on the best or most attractive learning route. They make agreements on the student's programme of study and the efforts he/she will make.

The orientation to a PhD programme merits special consideration. The research programmes within a master's degree programme will need to provide clarity on this in a timely manner. The fourth paragraph of Art. 5.2 offers a helping hand.

Section 6

In the EER model for the bachelor's degree programme, a phase-out rule has been included for the undivided ('doctoraal') programme, which makes such a rule for the EER of the master's degree programme superfluous. However, the possibility of transfer from the undivided ('doctoraal') programme to the master's degree programme should be regulated, so as to promote and support the introduction of the bachelor-master structure. Thus, Art. 6.1 must specify which 'doctoraal' examination components must be passed in order to be admitted to the master's degree programme. If a 'kandidaats' examination is part of the 'doctoraal' programme, this may be a suitable moment to transfer into the master's degree programme.

The second paragraph of Art. 6.1 may be useful in view of differences between the old and the new programmes of study. The decision to appoint the admissions committee as the body in charge was made on practical grounds, as was also done in Art. 4.6.

Art. 6.2 refers to the faculty council – and for inter-faculty programmes: the programme committee – as the body which is to consent to the establishment and amendment of the EER. Pursuant to Art. 9.38 *WHW*, this right to consent does not pertain to the provisions of Articles 1.3 and 2.1 to 2.4.