

Education and Examination Regulations

Research Master's Degree Programmes 2005-2006

Section 1 – General Provisions

Art. 1.1 – Applicability of the rules

These rules apply to the research master's degree programmes

- A) MSc Migration, Ethnic Relations and Multiculturalism (MERM);
- B) MSc Sociology and Social Research (SaSR);
- C) MSc Development and Socialisation in Childhood and Adolescence (DaSCA);
- D) MSc Psychological Health Research (PHR).

Hereinafter referred to as 'the programmes'. The programmes are provided by the Utrecht School of Social and Behavioural 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. Board of Studies: Board of the School and Programme's Admissions Committee for all the research master's degree programmes of the School;
- d. Component: a unit of the programme of study, within the meaning of the Act;
- e. Test: interim examination within the meaning of Art. 7.10 of the Act;
- f. 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.
- g. Examination: the master's examination of the programme;
- h. Academic calendar: the structure of the academic year as set out by the board of the university;
- i. 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

All programmes:

The programmes are designed as preparing for PhD study. The programmes likewise 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 the university.

Theoretical attitudes and insights, research skills:

- Alumni have an overview of important theoretical and methodological issues in their field of study. Alumni 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.
- Alumni 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 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.
- Alumni of the program have expertise and experience in the integration of theory and (quantitative) empirical research ("theory-guided empirical research") and they have gained experience in the full process of social or behavioural 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 programmes 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 programmes have acquired a general work orientation that is required for membership in a research team, in a research network in their own research domain.

MERM: MERM aims to introduce students to the analysis of the different phases and aspects of migration flows and of the integration of ethnic minorities in European countries. Firstly, the factors leading to migration, the characteristics of different migrant groups are analysed, and a comparative analysis is made of migration policies of European countries. Subsequently, group identification processes are examined among both immigrants and host populations, as well as attitudes within the host countries towards immigration and cultural differences. The next step is to analyse patterns of individual and collective mobility of immigrants, as well as the dynamics of their acculturation and integration. For the final stage the focus is on the nature and consequences of ethnic/national heterogeneity of national states, especially with respect to the likelihood of ethnic conflict.

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.

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.

PHR: The master program is based on the understanding that the explanation of health and health behaviour requires in-depth knowledge ranging from biological psychology to social psychology that is applied to health and health related phenomena in a comparative, cumulative and integrated way. The purpose of the master program is to teach how to apply basic knowledge and concurrent specific research methods from four different psychological fields (abnormal psychology; health psychology; biological psychology; social psychology) to the study of health and health behaviour, how different approaches supplement each other and combine to offer an integrated explanation of health related behaviours and phenomena.

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) 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 and socialisation (*c.q. researcher in the research school ISED*);
- d) Programme (D) Psychological Health Research which prepares the student for the PhD programme/for conducting research in the field of psychological health and related issues (*c.q. researcher in de research school P&H, Helmholtz, ISED UU, Kurt Lewin*).

Art. 2.3 – Composition of the programmes of study

For a detailed descriptions is referred to the course catalogue and the course manuals.

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:

First year, first semester:

1. International Migration: Theories, Types, Trends and Policies
2. Ethnic Identification and Categorization: The Question of Identity
3. Methods and statistics 1
4. Research Practical 1

First year, second semester:

5. Acculturation, Ethnic Mobility and Ethnic Mobilization: The Dynamics of Integration
6. Multiculturalism and Theories of Pluralism
7. Methods and statistics 2
8. Research Practical 2

Second year, first semester:

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 Practical 3

Second year, second semester:

13. Research Seminar 2: Analysis, Results

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:

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 Practicum 1

First year, second semester:

5. Applications of social theory; networks and social capital
6. Field orientation and skills
7. Methods and statistics 2
8. Research Practicum 2

Second year, first semester:

9. Research Seminar 1

Second year, second semester:

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:

First year, first semester:

1. Human Development and Developmental Psychopathology
2. Context of Psychological Development
3. Multivariate Statistics 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
7. Introduction in multilevel and structural equation modelling
8. Research Practical 2

Second year, first semester:

9. Assessment, intervention and evaluation
10. Advanced topical seminar in developmental and socialisation research

Second year, second semester:

11. Research seminar

PHR: 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:

First year, first semester:

1. Perspectives on Psychological Health Research I
2. Perspectives on Psychological Health Research II
3. Advanced Statistics I: Multivariate Statistics in Practice
4. Integrative Practicum I

First year, second semester:

5. Research Training 1
6. Ethics and Communication
7. Advanced Statistics II: Introduction in multilevel and structural equation modeling
8. Integrative practicum II

Second year, first semester:

9. Research Training II
10. Research seminar I: Theory and hypotheses

Second year, second semester:

11. Research seminar II: Analysis and interpretation

Second year, first and second semester:

12. Optional theoretical course
13. Optional statistics or methods course

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 credits;
- (DaSCA): a research assignment with a credit load of 22,5 credits and a traineeship with a credit load of 15 credits;
- (PHR): a research assignment with a credit load of 22.5 credits.

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

Art. 2.4 – 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.

In the programme of PHR an optional theoretical course and an optional statistics or methods course are included (in the first semester of the second year), both with a credit load of 7.5 ECTS.

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.
3. In case a final mark 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

4. 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. Every effort is defined as follows: 1) the student fulfilled the obligatory attendance requirement; and 2) the student submitted the assignments on time and completed the, if applicable, required presentations.
5. Contrary to the rule set in article 3.1, paragraph 4, a student who has not complied with the terms of that particular paragraph shall be given the opportunity to take an additional or substitute test, in case of one of the following circumstances, determined by the board of studies of the school:
 - A. Circumstances beyond one's control caused by illness, exceptional family-circumstances, pregnancy, disability or chronic illness.
 - B. Other circumstances beyond one's control.

Art. 3.2 – Assessment: traineeship or research assignment

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

The 'Final Grade' for the Master's Thesis is determined by the Board of Studies after the 'mini-graduation' at the end of the second year.

Art. 3.3 – 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. 3.4 – 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 decide otherwise in a special case, or if the student objects to this.

Art. 3.5 – 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. 3.6 – 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. 3.7 – 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. 3.8 – 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. 3.9 – 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. 3.10 – 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: knowledge of Methods and Statistics on the level of multivariate analysis methods (variation analysis and multiple regression analysis).
2. **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 and **PHR**: A bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Pedagogy, or Psychology.

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. A Faculty officer is appointed advisory member and secretary for the programme.
3. 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. 4.1 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. 4.3 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 1 March for foreign students and 15 April for Dutch students.
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 1 June. 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. 4.3., 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. 4.4, 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.

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 article 4.1, 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) 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, 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 2005.

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