

**Teaching and Examination
Regulations**

Research Master's Degree Programmes

2006-2007

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);
- E) MSc Educational Sciences: learning in interaction (EdSci);
- F) MSc Methodology and Statistics of Behavioural and Social Sciences (M&S).

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. Assessment/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
 - working in 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 should have the form of a publishable research paper.
- Alumni of the programme are capable, based upon a research proposal, of independently carrying out research towards acquiring a PhD.

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. 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. 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.

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.

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.

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 (developmental psychology, abnormal psychology; health 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.

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 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.

M&S: The aim of the Methodology and Statistics of Social and Behavioural 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

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 (*for example 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 (*for example 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 (*for example. 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 (*for example researcher in the research school P&H, Helmholtz, ISED UU, Kurt Lewin*).
- e) Programme (E) Educational Sciences which prepares the student for the PhD programme/for conducting research in the field of educational sciences, and specifically Learning in Interaction (*for example researcher in the research school ICO: Interuniversity Centre for Educational Research*).
- f) Programme (F) Methodology and Statistics which 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*)

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

Second year, second semester:

12. 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

EdSci: 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. Theories on learning
2. Theories on teaching and teachers
3. Advanced Statistics I: Multivariate Statistics in Practice
4. Integrative Practicum I

First year, second semester:

5. Education: biological basis
6. Interaction in learning environments
7. Advanced Statistics II: Introduction in multilevel and structural equation modeling
8. Integrative practicum II

Second year, first semester:

9. Learning problems
10. Learning & instruction in school subjects (maths, history)
11. Research Training II: Apprenticeship in Research
12. Research Training II: Apprenticeship in Research

Second year, second semester:

13. Research seminar

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 ECTS:

First year, first semester:

1. Survey methodology & experimental design
2. Advanced Statistics I: Multivariate Statistics in Practice
3. Perspectives on psychological health research 1
4. Integrative Practicum I

First year, second semester:

5. Mathematics for the social sciences
6. Advanced Statistics II: Introduction in multilevel and structural equation modeling
7. Applications of sociological theory: networks and social capital
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

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 / electives with a credit load of 15 credits;
- (DaSCA): - a research assignment with a credit load of 30 credits;
- (PHR) – a research assignment or traineeship with a credit load of 22.5 credits
- (EdSci) – a research assignment with a credit load of 22.5 credits
- (M&S) - a research assignment with a credit load of 22,5 credits and a traineeship with a credit load of 15 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. Assessments receive a grade of either satisfactory or unsatisfactory, expressed in numbers: 6 or higher and 5 or lower, respectively. Unsatisfactory grades are expressed only in whole numbers, satisfactory grades in whole or half numbers.
3. In case a final grade 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.  The student has made every effort to successfully complete a component, but has not received a satisfactory grade, he/she will be given the opportunity to take part in an additional assessment.
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 participate in an additional assessment, 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 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 assessments of students with functional disabilities to their individual disabilities. If necessary, the board of studies will obtain expert advice before taking their decision.
3. At a student's request, the board of examiners may give permission for an assessment to be administered otherwise than as stipulated in the first paragraph.

Art. 3.4 – Oral assessment

1. Only one person at a time may be orally assessed, unless the board of examiners decides otherwise.
2. Oral assessments will be carried out in public, unless the board of examiners or the examiner in question decide otherwise in a special case, or if the student objects to public assessment.

Art. 3.5 – Time limit for grading assessments

1. The examiner must determine the grade immediately after administering the oral assessment, and provide the student with a written statement of the grade achieved.
2. The examiner must grade a (written) assessment 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 grade.
3. The written statement of the grade achieved must inform the student of the right of inspection referred to in Art. 3.8.

Art. 3.6 – Period of validity

Results for specific assessments of not completed components 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 assessment in respect of a component, which was passed more than six years earlier.

Art. 3.7 – Right of inspection

1. For at least thirty days after the announcement of the result (i.e., the grade) of a written assessment, the student will be allowed to inspect his/her graded 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 assessment concerned, as well as, if possible, the standards on which the grade was based.

Art. 3.8 – Exemptions

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 assessments carried out.
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 assessments give them reason to do so.

Article 3.10 - Awarding distinctions

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

- a. A weighted average of 8.0 for all elements of the Master degree programme. This weighting is based on the credits of the European Credit Transfer System (ECTS)
- b. Not any part of the degree programme can be assessed with a grade less than a 7.0 in OSIRIS
- c. At the first assessment the grade for the master thesis 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 studies prior to the start of the courses.

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

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

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: knowledge of Methods and Statistics on the level of multivariate analysis methods (variation analysis - (M)ANOVA, (M)ANCOVA - and multiple regression analysis).
2. 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
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 and PHR: A bachelor's degree in Social Science/ Interdisciplinary Social Sciences, Sociology, Cultural Anthropology, Pedagogy, or Psychology.

EdSci To be admitted to the programme you must have a bachelor's diploma (BA or BSc) in an area that is relevant for the MSc EdSci programme such as education, educational or cognitive psychology, learning sciences, knowledge engineering, or a bachelor's diploma in a specific discipline with interest in pedagogical content knowledge or pedagogy,

M&S A bachelors degree in Behavioural or social science. 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 also be admitted

Art. 4.2 – Admissions committee

1. Admission decisions are made by the board of studies.
2. A Faculty officer is appointed advisory member and secretary for the board of studies.
3. The board of studies is appointed by the dean.

Art. 4.3 – Admission review: criteria

1. In order to determine eligibility for admission to the programme, as referred to in Art. 4.1, §1, 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 Art. 4.4, §2.
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, §2, the dean of the Faculty of Social and Behavioural Sciences must submit a well-reasoned proposal regarding the maximum number of students to be admitted to the degree programme. Prior to submitting his proposal, the dean consults the board of studies of the school. The Faculty Council of the Faculty of Social and Behavioural Sciences 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 and Behavioural Sciences records individual student results.
2. The Faculty of Social and Behavioural 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.

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 2006.