

**Education and examination regulations 2015-  
2016**

for the  
Master's degree programmes

**Humanities and social education and  
communication**

**Language education and communication**

**Art education and communication**

**Communication and education for the natural  
sciences**

of the Utrecht University

The training-specific rights and duties of students on the one hand and the Utrecht University on the other hand are set out in the Education and Examination Regulations. The rights and duties that apply to all students are set out in the (general university) Student Charter.

These regulations have been laid down by the Office of the Assistant Dean with the assent of the faculty councils for the Faculties of Science, Humanities, Geosciences, Social Sciences and Law, Economics, Management and Organisation.

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Part 1  
PROVISIONS

## PARAGRAPH 1 – GENERAL PROVISIONS

### Art. 1.1 – applicability of the regulations

These regulations apply to the 2015-2016 academic year and are applicable to the education, the testing and the examinations for the 2-year master's degree programmes of the Graduate School of Teaching of the Utrecht University (hereinafter referred to as: the training or alternatively programmes) and to all students who have registered for the programmes<sup>1</sup>. The master's training and corresponding programmes are:

|   | Master's degree programmes:                          | Programmes:   |
|---|--|---|
| 1 | Humanities and social education and communication    | a – Geography: education and communication<br>b – History: education and communication<br>c – Religious studies/philosophy<br>d – Social studies: education and communication<br>e – Philosophy: education and communication<br>f – Economics: education and communication  |
| 2 | Language education and communication                 | a – German language and culture: education and communication<br>b – English language and culture: education and communication<br>c – French language and culture: education and communication<br>d – Spanish language and culture: education and communication<br>e – Dutch language and culture: education and communication |
| 3 | Art education and communication                      | a – Art history: education and communication<br>b – Music science: education and communication  |
| 4 | Communication and Education for the Natural Sciences | Science Education and Communication   |

### Art. 1.2 – definitions

In these regulations the following concepts have the following definitions:

- a. educational facilities contract: the contract concluded between the director of education (or other training official) and a disabled student which stipulates the necessary and reasonable facilities to which the student is entitled;
- b. office of the Assistant Dean: the Deans of the faculties of Science, Humanities, Geosciences, Social Sciences and Law, Economics, Management and Organisation acting in a meeting.
- c. EC: European Credit. Unit defined in law as a study point, which is equivalent to 28 hours of study;
- d. exams: the final master's exams for the training that have been successfully passed once all obligations for the entire master's programme has been met;
- e. examination board: the board of examiners of the School;
- f. Final Grade Point Average: the average numeric grade of the results that are earned in the exam programme for the training, weighted as study points and expressed on the scale of 1 to 4 with two decimal places;
- g. code of conduct language: the code of conduct stipulated by the Executive Board in terms of Art. 7.2 (c) of the Act in respect of the provision of education and the exams in a language other than Dutch;

<sup>1</sup>The EER are updated annually and apply to all students who have registered for the training. If there is a change in the rules, the new rules apply to everyone, unless there is a transitional arrangements applicable to a specific group of students.

- h. International Diploma Supplement (IDS): the appendix to the master's certificate incorporating an explanation regarding the nature and content of the training (also in an international context);
- i. component: an educational unit (course) of the training, included in the University Course Catalogue;
- j. training: the master's programme mentioned in Art. 1.1 of these regulations. Training can consist of several master's programmes;
- k. training committee: training committee of the School as intended in Art. 9.18 of the Act;
- l. programme: a coherent set of educational units within a training course, as described in Art. 3.6 j° (2) of these regulations;
- m. student: a person who has enrolled with the University for purposes of following education and/or passing the preliminary examinations and the examinations of the training course;
- n. admissions committee: the admissions committee of the School;
- o. test: exams as intended in Art. 7.10 of the Act;
- p. University Course Catalogue: the register of courses provided by the University that is maintained by the Executive Board;
- q. Act, the: the Tertiary Education and Scientific Research Act.

The remaining concepts have the meaning assigned to them by the Act.

## PARAGRAPH 2 – ADMISSION

### Art. 2.1 – training admission requirements

1. A person in possession of a Dutch or foreign diploma in higher education, who demonstrates the possession of adequate knowledge, understanding and skills shall be eligible for the training:
  - discipline-specific competencies on a University bachelor level in a field of training relevant to the school subject, the content of which pertains fully or largely to the same scientific discipline as the school subject and the various educational domains therein, for which the corresponding programme provides training<sup>2</sup>;
  - research competencies: domain-specific research competencies on a university bachelor level;
  - academic competencies in the field of finding, selecting and processing of literature, critical reflection on knowledge databases, and verbal and written rendition of such reflection and being able to work independently and in a team on the level mentioned above;
  - social-communicative and pedagogic competencies that are necessary to develop as a lecturer in continuing education and being prepared to reflect on conduct as a means of managing communication, for example appearing from an orientation course in education that has been completed with a positive recommendation.
2. In addition to the training mentioned in the previous paragraph, the admission requirements and conditions mentioned in part 2 of these regulations are applicable to the various programmes of the training courses;
3. Selection of eligible students takes place on the basis of an assessment of the following core competencies of interested parties:
  - a. motivation and talent (also based on GPA and study progress);
  - b. level of the relevant knowledge and of the mastery of methods & techniques in the relevant subject area;
  - c. general academic level of thinking and work;
  - d. mastery of the language or languages used in the programme.

Based on the foregoing, a decision is made whether the person concerned is capable of completing the master's programme successfully within the nominal time.

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<sup>2</sup> See the VSNU brochure "Master's level subjects" for a description of each subject.

## **Art. 2.2 – language requirement for foreign preliminary training<sup>3</sup>**

A person in possession of a foreign diploma can only register:

- a. after there has been compliance with the requirement of adequate mastery of the Dutch language by successfully completing the Dutch as a second language national examination, programme 2 or alternatively the certificate Dutch as a Foreign Language, 'Academic Profile in Language Competency' (PAT) or "Higher Education Language Competency Profile" (PThO), and
- b. after a student who wishes to follow a Dutch-language programme has demonstrated a good command of an sufficient competency in Dutch by means of a test during the selection procedure (the required level is at least B2 according to the definitions of the joint European reference framework), and
- c. after it has been demonstrated that there has been compliance with the requirement of adequate mastery of the English language.

Deficiencies in preliminary English training can be supplemented prior to the training by completion of one of the following tests:

- o IELTS (International English Language Testing System), academic module. The minimum required IELTS score (overall) is: 6.5 with at least 6.0 for the writing section.
- o TOEFL (Test Of English as a Foreign Language). The minimum required TOEFL score is 93 (Internet-based test).
- o Cambridge EFL (English as a Foreign Language) Examinations, with one of the following certificates:
  - Cambridge Certificate in Advanced English; minimum score: B;
  - Cambridge Certificate of Proficiency in English; minimum score: C.

## **Art. 2.3 – pre-master's programme**

1. Upon written request from a person in possession of a Bachelor's diploma who does not comply with the admission requirements stipulated in Art. 2.1 of these regulations, the admissions committee of the master's training shall decide whether the admission requirements can be met with a pre-master's programme of the Utrecht University tailored for the master's programme, with a minimum of 15 EC and a maximum of 60 EC.
2. The pre-master's programme must be completed within 36 months. After expiry of this period or in the event of insufficient qualitative or quantitative participation, the Board of Studies of the Graduate School can exclude the student from further participation in the pre-master's programme.

## **Art. 2.4 – admission procedure**

1. Admission to the training and the various programmes is delegated to the admissions committee for the training.
2. With a view to admission to the training and the programme the admission committee investigates:
  - a. the knowledge, the understanding and the skills of the candidate mentioned in Art. 2.1 (1 j°) (2). In addition to written proof of the training course(s) followed, the committee can have specific knowledge, understanding and skills tested by experts internal or external to the University;
  - b. the core competencies of the candidate mentioned in Article 2.1 (3);
  - c. the candidate's knowledge of the language in which instruction will be provided in the programme;
  - d. whether the candidate meets the stipulated conditions or will be able to meet these in a timely manner.

Based on this, the admission committee makes a decision on the suitability of the candidate to accomplish the final qualifications of the master's programme with sufficient effort within the stipulated time.

3. The admission committee can impose a limited number of compulsory components on a bachelor's level on an individual student to compensate for deficiencies in the preliminary training. The study burden of these components shall constitute a maximum of 15 EC and this will restrict the range of choices. If a student is eligible for exemption from the professional preparatory section of the training, the admission committee can impose components on the student to compensate for deficiencies in the preliminary training. These components on a bachelor's and/or master's level

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<sup>3</sup> This Article does not apply to the Science Education and Communication programme of the Communication and education in natural sciences training.



may constitute a maximum of 30 EC and may be followed during the master's training. These components do not form part of the examinations. Application of these regulations may in any case not lead to less than 90 EC being earned as components on a master's level, or that the total extent of the programme exceeds 120 EC.

4. The admission examination takes place twice a year. If a master's programme only has one initial enrolment a year, the admission examination shall only be held once a year.
5. A request for admission to the training and a specific programme can be submitted to the admission committee before 1 April (for training courses that start on 1 September, respectively before 15 October (for training courses that start on 1 February)). The deadline of 1 April shall be extended to 1 June, if there is sufficient capacity within the master's programme. The Board of Studies shall make a decision in this regard. In special cases, the admission committee can entertain a request submitted after the closing date.
6. The admission committee shall make its decision within a period of 3 weeks from the time that the file is complete.
7. The candidate shall be given written proof of the admission and/or rejection decision to the training and a specific programme. This shall make reference to the possibility of appealing to the Examination Appeals Board.

#### **Art. 2.5 – defunct programmes**

1. The following programmes are being phased out:
  - Training in Humanities and social education and communication:
    - Programme c – Religious studies/philosophy: education and communication
    - Programme d – Social studies: education and communication
    - Programme e – Philosophy: education and communication
    - Programme f – Economics: education and communication
  - Training in Art education and communication:
    - Programme b – Music science: education and communicationNo new students will be admitted to these programmes;
2. With effect from 1 September 2016 the programmes listed in section 1 will be deleted from the University Training Register (UTR) of the Utrecht University;
3. Students who have already started the programmes mentioned in section 1 will be given the opportunity to complete the programme until and including 31 August 2016.

## PARAGRAPH 3 – CONTENT AND STRUCTURE OF THE TRAINING

### **Art. 3.1 – objective of the training**

The objectives of the training courses are described in section 2 of these regulations.

### **Art. 3.2 – form of the training**

The training courses are provided on a full-time basis.

### **Art. 3.3 – language in which the training is provided**

1. The training courses for Humanities and social education and communication, Language education and communication and Art education and communication are provided in Dutch.
2. The training course for Communication and education for the natural sciences is provided in English;
3. In derogation from the provisions of sections one and two:
  - a. parts of the training courses can be provided in English;
  - b. the language-specific components of the training for Language education and communication will be provided in the language for the programme;
  - c. the professional preparatory part of the training courses will be provided in both Dutch and English (U-TEAch);
4. The Language of Utrecht University code of conduct is applicable to the components that are provided in a language other than Dutch.

### **Art. 3.4 – study workload**

The training courses have a workload of 120 study points.

### **Art. 3.5 – starting times of the programmes**

All programmes start twice a year: on 1 September and on 1 February.

### **Art. 3.6 – programme composition**

1. The various programmes incorporate the components mentioned in part 2 together with the specified study workload;
2. The content and the form of education of the components of the various programmes are described in more detail in the University Course Catalogue, with citation of the prior knowledge that is desirable to successfully participate in the corresponding component.

### **Art. 3.7 – components elsewhere**

1. A prerequisite for obtaining the master's examination certificate for the training is that at least half of the educational programme must be earned by components provided by Utrecht University.
2. Components that are earned elsewhere during the training, can only be applied to the examination programme of the student with prior permission from the examination board.
3. Exemption can only be granted for components that were earned at an institution of higher learning prior to the start of the master's training on the basis of Art. 5.13.
4. In derogation from Article 3.7 (3), components that were earned in a master's course at the UU prior to the start of the master's training, but that have not been earned for a diploma, can be included in the student's examination programme with the result earned.

### **Art. 3.8 – Utrecht Teacher Education Academy (U-TEAch) option**

1. A student selected for the training who completes the corresponding complete components, which are provided under the designation Utrecht Teacher Education Academy (U-TEAch), is eligible for an Honour's certificate, from which it appears that he has specialised in the field of bilingual and international education.
2. The selection criteria for admission to the Honour's programme U-TEAch option and the contents of the programme option are set out in Appendix 1. The U-TEAch option starts only in September and applies to a limited number of training courses.

### **Art. 3.9 – actual educational design**

1. The number of contact hours for the training (number of scheduled contact hours for the various courses and in addition to that the scheduled or standard tutoring time) is: an average of 8 to 18 hours/week.
2. In the University Course Catalogue, or where the Course Catalogue does not provide this information the study guide or on Blackboard, the following is given for each course:
  - a. the programme schedule for the educational activities
  - b. the timetable and programme schedule of hours
  - c. the scheduled contact time per course
  - d. the other structured contact hours for the general mentoring of students (training and thesis supervision, tutorship, tutoring, etc.) where a lecturer/staff member is available to the student for that hour
  - e. where and when the examinations or additional tests for the courses take place.
3. The student can also see the timetables for the programme for which he is registered on Osiris Student.

## PARAGRAPH 4 – EDUCATION

### **Art. 4.1 – course**

All courses that can form part of the education are included in the University Course Catalogue.

### **Art. 4.2 – preliminary course criteria**

The University Course Catalogue indicates the prior knowledge that is required to successfully participate in each course.

### **Art. 4.3 – course entry requirements**

Participation in components of the programme to which entry requirements apply is only possible if the courses stipulated as prior knowledge in the University Course Catalogue have been satisfactorily passed.

### **Art. 4.4 – registration for courses**

Participation in a course for the first year of the training is only possible after the student has registered for this in good time, see: [www.uu.nl/inschrijfperiodes](http://www.uu.nl/inschrijfperiodes).

### **Art. 4.5 – attendance and effort obligation**

1. Active participation in the course for which he is registered is obligatory for every student.
2. In addition to the general requirement that the student actively participate in the education, additional requirements are prescribed in the University Course Catalogue per component. In the course guide and/or well before the start of the block it can be specified which requirements are set in respect of qualitative and quantitative participation and what the consequences will be if a student does not comply with this.
3. For inadequate quantitative or qualitative participation the course coordinator can exclude the student from further participation in the course or part thereof.

### **Art. 4.6 – participation in courses**

A component for which an adequate mark has been earned, may not be taken again.

## PARAGRAPH 5 – TESTING

### Art. 5.1 – general

1. During the course the student is tested for academic performance and whether the student has adequately achieved the stipulated learning objectives. The testing of the student is finalised at the end of the course.
2. The University Course Catalogue describes the level of performance with which the student must comply to successfully complete the course and what the criteria are on which the student will be assessed. These criteria can be stipulated in more detail in the course handbook.
3. The 'Board of Examiners Regulations' set out how tests are conducted.

### Art. 5.2 – board of examiners

1. The office of the assistant Dean appoints a board of examiners and ensures that the independent and expert functioning of the board of examiners is sufficiently guaranteed.
2. The office of the assistant Dean appoints the chairperson and the members of the board of examiners for a term of three years on the basis of expertise in the field of the corresponding training course(s) or the field of testing, where:
  - At least one member is external to the corresponding (group of) training course(s).  
and
  - At least one member is a lecturer in the corresponding (group of) training course(s).Reappointment is possible. Before proceeding with appointments, the office of the assistant Dean affords the members of the corresponding board of examiners a hearing.
3. If a member or the chairperson of the board of examiners cannot be appointed a person in a management position with financial responsibility or someone who is (partly) responsible for an educational programme. This, in any event includes: the Dean, the Vice Dean, a director/head/manager of a department, a member of departmental management, management team, director/head/manager of a department, member of a department management/management team, member/chairperson of the board of studies of the Graduate School or Undergraduate School and the educational director.
4. Membership of the board of examiners ends upon expiry of the appointment term. Furthermore, discharge shall be granted to the chairperson and the members by the assistant Dean upon own request. The chairperson and the members shall be dismissed by the office of the assistant Dean, if they no longer meet the requirements stipulated in section (2) or (3) of this Article. Furthermore, the assistant Dean can dismiss the chairperson and the members if it appears that they are not carrying out their lawful tasks adequately.
5. The assistant Dean shall inform the students and lecturers of the composition of the board of examiners.

### Art. 5.3 – testing of trainee or research assignment and master's thesis

The designated assignment(s) for the training is/are assessed by an examiner of the training and one or more other internal and/or external experts.

### Art. 5.4 – grades and alphanumerical results

1. Grades are awarded on the scale of 1 to and including 10. The final assessment of the course is a pass or fail, expressed in grades: 6 or higher, or 5 or lower. The figure 5 does not have decimals appended.
2. Alphanumerical results can be awarded in the following cases:
  - a student who is enrolled for a course and who has not participated in any testable section, or who is not participated in any testable sections, receives a NC (Not Completed);
  - if the student has complied with a section, but does not receive a grade for this, the student can be awarded a C (Complete) as a result;
  - if the student has not complied with a section, but does not receive a grade for this, the student can be awarded a I (Incomplete) as a result

- a student who has been granted an exemption by the board of examiners receives an EX (Exemption);
- if fraud is discovered by the board of examiners, a student can be awarded an FR (Fraud) as a result.

#### **Art. 5.5 – reparation: supplementary or substitute test <sup>4</sup>**

1. If a student has complied with all effort obligations during the course but fails the final assessment with a score of at least four, he shall only be afforded one opportunity to write a supplementary or substitute test.
2. For courses that are not assessed with a numeric score, a fail will result in the same rights being granted as for an assessment with the grade 4.0.

#### **Art. 5.6 – form of test**

1. Testing takes place in the manner stipulated in the University Course Catalogue. This can be set out in more detail in the course handbook.
2. On request, the board of examiners can permit a test to be taken in a manner other than that stipulated in the first section.

#### **Art. 5.7 – oral testing**

1. No more than one person shall be tested orally at a time, unless the board of examiners has determined otherwise.
2. An oral test shall be taken in public, unless the board of examiners or the examiner concerned has determined otherwise in a specific case, or the student objects to this.

#### **Art. 5.8 – special cases testing facilities**

1. If the non-provision of an individual test facility would lead to ‘an exceptional case of unfairness of a substantial nature’ the board of examiners can decide to allocate a test facility.
2. Requests for a special test facility with documentary evidence must be submitted to the board of examiners no later than 10 days before the meeting of the board of examiners.

#### **Art. 5.9 – term assessment**

1. The examiner shall, within 24 hours of an oral test are being taken, make an assessment and issued the student with a corresponding written declaration.
2. For a written test or a test taken in another manner, the examiner shall make an assessment within 10 working days of the day on which the test was taken, and provide the administration of the faculty with the necessary information in respect of the issuing of written or electronic proof of assessment to the student.
3. In this regard the student is referred to the right of access intended in Art. 5.11 and to the possibility of appealing to the Examination Appeals Board.

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<sup>4</sup> If, after re-examination, a pass is not awarded, the course must be taken again.

#### **Art. 5.10 – duration of validity**

1. The duration of validity of passed sections is eight years. In derogation from this, the board of examiners can in a case of exceptional circumstances, at the request of the student, grant an extended period of validity for a section.
2. Partial test and assignments that have been passed within a section that has not been passed, laps after the year of study in which these were earned.

#### **Art. 5.11 – right of access<sup>5</sup>**

1. For at least thirty days after the publication of the result of a written test a student shall be given access to his assessed work upon request.  
He shall also be provided with a copy of that work at nominal cost upon request.
2. For the period stipulated in the first section any interested party can take cognizance of questions and assignments for the test concerned, as well as the standards that form the basis for the assessment.

#### **Art. 5.12 – retention term of tests**

1. The exercises, calculations and the assessed work of a written test shall be retained in paper or digital form for a period of two years.
2. Graduation work and the assessment thereof shall be retained in paper or digital form for a period of seven years after the assessment.

#### **Art. 5.13 – exemption**

1. Having heard the examiner concerned, the board of examiners can grant a student exemption from a part of the programme at the request of the latter, if the student:
  - a. has completed the corresponding section with the same content and on the same level at a university or institute of higher learning prior to the start of the master's programme;
  - b. can demonstrate through work and/or professional experience that he possesses adequate knowledge and skills in respect of the section concerned.
2. Exemptions in the professional preparatory section of the training are determined and granted in accordance with the national EVC procedure<sup>6</sup>.

#### **Art. 5.14 – fraud and plagiarism**

1. Fraud and plagiarism are defined as the actions or omissions of a student that make the correct assessment of his knowledge, understanding and skills entirely or partially impossible.  
Among other things, fraud is:
  - cheating during examinations. Persons who facilitate the opportunity to cheat are complicit in fraud;
  - being in possession of (i.e. having/wearing) assistive devices (pre-programmed calculators, mobile telephones, smart watches, smart glasses, books, syllabi, notes etc.) during exams, the consultation of which is not expressly permitted;
  - permitting others to perform (part of) a study assignment and presenting this as own work;
  - being placed in possession of the questions, statement or answers of examinations prior to the date or the time on which the examinations will take place;
  - simulation of survey or interview contents or research data;Plagiarism is defined as including data or sections of text (of others) in a thesis or other piece of work, without citing the source. Among other things, plagiarism is:
  - the cutting and pasting of text from digital sources such as encyclopedias and digital journals without quotation marks and references;
  - the cutting and pasting of text from the Internet without quotation marks and references;
  - the inclusion of printed materials such as books, journals and encyclopedias without quotation marks and references;

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<sup>5</sup> The right of review is regulated by the board of examiners' regulations.

<sup>6</sup> See EVC procedure at <http://www.universitairelerarenopleidingen.nl/>

- the inclusion of a translation of the sources mentioned above without quotation marks and references;
  - the paraphrasing of the texts mentioned above without (proper) references: paraphrasing must be marked as such (by expressly linking the text to the original author in text or note form), so the impression is not induced that these are the own thoughts of the student;
  - the inclusion of image, audio or test material of others without references, thus passing these off as own work;
  - the resubmission of own work created by the student without source citation and passing this off as original work in the context of the course, unless this is expressly permitted in the course or by the lecturer.
  - taking over work from other students and passing this off as own work. If this happens with permission from the other student, the latter is complicit in plagiarism;
  - when plagiarism is committed by one of the authors of a joint piece of work, the other authors shall be complicit in plagiarism, if they could have or should have known that the other party had committed plagiarism;
  - the submission of work items that are acquired from a commercial institution (such as an Internet site with excerpts or papers) or that are written by someone else for payment.
2. a. If fraud or plagiarism is discovered or suspected, the examiner shall inform the student and the board of examiners of this in writing.
    - b. The board of examiners shall afford the student the opportunity:
      - to respond to this in writing;
      - to be heard.
  3. The board of examiners shall determine whether this concerns fraud or plagiarism and shall inform the student of its decision and the sanctions in the writing in accordance with the fourth paragraph, citing the possibility of appealing to the board of appeal for exams.
  4. Fraud and plagiarism are punished by the board of examiners as follows:
    - a. In any case:
      - o declaring the submitted work item or exams void;
      - o a reprimand, which is registered in OSIRIS;
      - o no longer being eligible for a positive result (cum laude) as intended in Art. 6.2.
    - b. And possibly, depending on the nature and extent of the fraud or plagiarism, and on the phase of study of the examinee, one or more of the following sanctions:
      - o removal from the course;
      - o exclusion from participation in exams or other forms of testing pertaining to the corresponding pedagogic section for the current academic year, or alternatively for a period of 12 months;
      - o complete exclusion from participation in all examinations or other forms of testing for a period of 12 months.
    - c. If the student has already been reprimanded:
      - o complete exclusion from participation in all examinations or other forms of testing for a period of 12 months.
    - d. For very serious and/or repeated fraud the board of examiners can recommend to the executive board that enrolment for the training of the person concerned be finally terminated.
  5. If the board of examiners determines large-scale or organised fraud, which is of an extent that could influence the examination results in their entirety, the board of examiners shall without delay declare the corresponding examinations invalid and that all participants shall have to retake the examinations in the near future. In so doing, the board of examiners shall determine the date on which the examinations have to be retaken. The state shall be no later than two weeks after the detection of fraud, so that participants still benefit from their preparation for the examinations.



## PARAGRAPH 6 – EXAMINATIONS

### Art. 6.1 – examinations

1. The board of examiners shall determine the results of the examinations and issue a certificate as intended in Art. 6.4, as soon as a student has complied with the requirements of the examination programme.
2. Before determining the results of the examinations, the board of examiners can itself initiate an investigation into the knowledge of the student with regard to one or more sections or aspects of the training, if and insofar as the results of the corresponding tests warrant such action.
3. Assessment of the examination file forms part of the final examinations. The date for the examinations shall be the last working day of the month in which the board of examiners determines that the student complies with the requirements of the examination programme.
4. A precondition to passing the examinations is that an adequate pass has been earned for all sections.
5. For the passing of examinations and issuing of the certificate it is also a precondition that the student was enrolled for the training in the period in which the tests were taken. If a student does not comply with this condition, the executive board can issue a declaration of non-objection with regard to the passing of the examinations and issuing of a certificate after the student has paid the due college fees and administration costs for the 'missing' periods.
6. Those who have successfully passed the examinations and are entitled to have a certificate issued, can request the board of examiners not to proceed with this as yet. This request must be submitted within two weeks after the student has been informed of the result of the examinations. When this request is submitted the student must indicate when he wishes to receive the certificate. The board of examiners shall in a case comply with the request in the 2015-2016 academic year if the student:
  - o is going to take up a directorship for which a scholarship is available from the Utrecht University;
  - o is going to follow training or a component abroad.

The board of examiners can also entertain the request if a refusal of the request will result in substantial unfairness due to the circumstance that the party concerned could not take account of automatic graduation in study planning.

### Art. 6.2 – graduation cum laude

Graduation 'cum laude' is awarded for the results of the master's examinations, if each of the following conditions have been met:

- a weighted, unrounded average of at least 8.0 is earned for the components of the programme, where weighting is done on the basis of study points;
- no component is assessed at less than 7.0;
- the grade for the final project is 8.0 or higher;
- master's internship 2 is assessed as very good on the basis of rubrics;
- non-qualifying exemptions are obtained for a maximum of 30 EC;
- there is no decision by the board of examiners (as intended in Art. 5.14 (4) (a)) to the effect that the student is not eligible to graduate cum laude due to fraud/plagiarism;
- the master's examinations have been accomplished within three years;
- the board of examiners can, whether or not upon proposal by lecturer, deviate from this regulation for the benefit of the student in individual cases.

### Art. 6.3 – degree

1. The degree "Master of Arts" is conferred on those who have passed the examinations for the training Humanities and social education and communication or alternatively Language education and communication or alternatively Art education and communication with successful results. The degree "Master of Science" is conferred on those who have passed examinations for the training Communication and education in the Natural Sciences with successful results.
2. The degree conferred shall be recorded on the examination certificate.

### Art. 6.4 – certificate

1. As proof of having passed the examinations a certificate is issued by the board of examiners. One certificate is issued for each training, even if a student has completed multiple programmes.
2. The board of examiners attaches the International Diploma Supplement to this certificate, where (international) recognition is given for the nature and content of the completed training.
3. If the final qualifications for the training (option) constitute grounds for the conferring of junior lecturer status, this competence must be reflected on the diploma, specifying the relevant subject. Competence to lecture in multiple subjects can be confirmed, if the board of examiners has established that the successful party has complied with all applicable terms.
4. A party who has completed the U-TEAch option shall also be issued a certificate from which it appears that he has specialised in the area of bilingual and international education.

#### **Art. 6.5 – final Grade Point Average (GPA)**

1. The final Grade Point Average (GPA) shall appear on the International Diploma Supplement to reflect the academic performance of a student.
2. The final GPA is the average grade of the results that are earned in the exam programme for the training, weighted as study points and expressed on the scale of 1 to 4 with two decimal places;
3. Calculating the final GPA proceeds as follows:
  - all applicable examination results earned in the examination programme for the master's training are converted to quality points;
  - quality points are the applicable examination result x the number of EC for the component concerned;
  - the total number of quality points earned divided by the total number of EC earned gives the average examination result;
  - the average examination result is converted into the final GPA.

## PARAGRAPH 7 – TUTORING

### **Art. 7.1 – study progress administration**

1. The School records the individual study results of the students and make these available via OSIRIS Student.
2. A certified study progress file can be obtained from the Student Desk.

### **Art. 7.2 – tutoring**

1. The School is responsible for the tutoring of the students, who are registered for the training.
2. The tutoring includes:
  - allocation of a lecturer as a tutor<sup>7</sup> for the student. The tutor is responsible for:
    - promoting the community spirit of students;
    - guidance on choices in the programme;
    - guidance on orientation in the labour market.
  - the provision of help and guidance for students experiencing difficulties during study;
  - informing about possible changes in the interests of facilitating the chosen programme for possible research training or entering the profession outside university;

### **Art. 7.3 – disability**

A student with a functional impairment will be afforded the opportunity of receiving education and taking the tests in the manner set out in his Educational Facilities Contract. Requests for the conclusion of a study contract must be submitted to the academic adviser.

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<sup>7</sup> In other documents often referred to as 'tutor' or 'mentor'.

## PARAGRAPH 8 – TRANSITIONAL AND FINAL PROVISIONS

### **Art. 8.1 – safety mechanism**

In cases not provided for or not apparently provided for by these regulations or that lead to manifestly unreasonable outcomes, a decision will be made by or on behalf of the office of the assistant Dean, after hearing the board of examiners. If, based on law, the decision falls within the ambit of the board of examiners, the office of the assistant Dean must forward the request to the board of examiners.

### **Art. 8.2 – transitional arrangements**

Transitional arrangements are, if applicable, included in Appendix 3.

### **Art. 8.3 – amendment**

1. Amendments to these regulations shall be decided by the office of the Assistant Dean in a separate decision, after having heard the Board of Education and after consulting the Faculty Council.
2. An amendment to these regulations shall not apply to the current year of study, unless the interests of the students are not reasonably harmed thereby.
3. Furthermore, an amendment cannot be to the detriment of students or affect any other decision that has been taken in terms of these regulations in respect of a student.

### **Art. 8.4 – publication**

The office of the assistant Dean is responsible for the publication of these regulations, as well as any amendment thereto.

### **Art. 8.5 – entry into force**

These regulations shall enter into force on 1 September 2015.

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## Part 2

### Educational-specific provisions

## Part 2 A - Humanities and social education and communication

### Part 2 A.1 – Humanities and social education and communication: training objective (Art. 3.1)

#### The following is intended with the training:

- o to impart specialised knowledge, skill and understanding in the field of education in one of the school subjects geography, history, social science, economics, philosophy, religious studies/philosophy, as well as deepening and broadening knowledge of the discipline;
- o preparation for entering the profession as a junior lecturer in one of the aforementioned school subjects;
- o preparation for entering the profession in the field of information, education and communication of the discipline, about scientific subjects and their social context, in the educational sector, such as with educational services and teaching centres, in publishing houses, in discipline-specific research, information and journalism;
- o to prepare for the role of researcher in the field of the teaching methodology in (one of the disciplines of) Humanities and Social Sciences;
- o Moreover, for participants in the U-TEAch option, the imparting of specialised knowledge, skill and understanding in the field of bilingual and international education.

#### Translation of goals into final objectives:

A graduate of the master's degree programme in Humanities and Social Education and Communication:

- demonstrably possesses subject-specific and (subject) didactic knowledge, insight and experience in the field of one of the aforementioned school subjects, that exceeds or is deeper than a bachelor level; makes use thereof in educational practice, and does so – whether or not in a research context – in a research-oriented manner, so that he contributes to the creation of new knowledge on the school subject and educational development.
- demonstrably possesses an adequate theoretical knowledge in the field of communication, pedagogy and teaching to be able to contribute to defining, analysing and resolving of problems in secondary education in a scientifically responsible manner.
- is capable of applying knowledge, insights and problem-solving capabilities in new or unknown circumstances and broader contexts, to integrate new knowledge and to deal with complex matters and processes.
- is capable of formulating judgements, also on the basis of incomplete or limited information; to act on the basis of these judgements and in so doing to take into account social and ethical responsibilities pertaining to the subject and the profession.
- is capable of imparting knowledge, motives, reasons and conclusions based on these clearly and unambiguously to various target groups (pupils, colleagues, parents/caregivers, specialist/laypeople, inside/outside school).
- possesses skills that allow him to engage in follow-up study of a largely self-directed autonomous nature.

With these final objectives the training give substance to the skill requirements for a first-grade VHO lecturer as described in the Act on professions in education (BIO Act, 2006), and to the derived competencies as these are described in the national graduation profile for the education of university lecturers<sup>8</sup>.

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<sup>8</sup> See the brochure 'Competency profile of lecturers who are trained as a ULO' of the VSNU-ICL. Download: <http://www.universitairelerarenopleidingen.nl/publicaties.html>

## Part 2 A.2 – Humanities and social education and communication: Admissibility (Art. 2.1)

In addition to the provisions of Art. 2.1, the following admission requirements and conditions apply to the training programme Humanities and social education and communication:

- programme a – Geography: education and communication<sup>9</sup>:
  - a bachelor's diploma in Social Geography and Spatial Planning with at least 7.5 EC in social geographic courses;
  - a bachelor's diploma in Earth Sciences with at least 7.5 EC in social geographic courses;
  - a diploma in a Social Geography and Spatial Planning/Earth Sciences related to a Bachelor's programme (for example, Socio-environmental sciences or Environmental sciences) with at least 30 EC in physical and social geographical courses.
- programme b – History: education and communication
  - a Bachelor's diploma in History, basic experience methods in literary arts and humanities, skills and information processing, reading ability in English and German, writing ability in Dutch.

The programmes Religious studies/philosophy: education and communication, Social science: education and communication, Philosophy: education and communication and Economics: education and communication are being phased out: no new students are being enrolled.

For the admission of candidates with other preliminary training than that set for the programme, specific conditions might be attached in connection with remedying deficiencies. These will be established on the basis of the requirements that are set for the 'Professional master's level', as agreed nationally in the context of VSNU<sup>10</sup>.

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<sup>9</sup> To attain the competency of lecturer a total of 22.5 EC in the following subject is required upon completion of the training (earned during Bachelor and/or Master).

<sup>10</sup>See the brochure 'Professional master's level' of the VSNU-ICL. Download from:  
<http://www.universitairerarenopleidingen.nl/publicaties.html>

**Part 2 A.3 – Humanities and social education and communication: Composition of the programmes (Art. 3.6)**

All programmes have a requirement of 120 EC.

All programmes include the following mandatory components.

| <i>Compulsory courses:</i>  | <i>Study workload:</i> |
|---|------------------------|
| Didactics 1   | 7.5 EC                 |
| Didactics 2   | 7.5 EC                 |
| Master internship 1   | 15 EC                  |
| Master internship 2   | 15 EC                  |
| Programme a – Geography: education and communication:<br><ul style="list-style-type: none"> <li>• Extra optional course (free choice: C&amp;E or Geo)<br/>or extend master's thesis with extra 7.5 EC to 22.5 EC</li> </ul> |                        |
| Other programmes:<br><ul style="list-style-type: none"> <li>• Research in Education</li> <li>• Practice-oriented research</li> </ul>  | 3.75 EC<br>3.75 EC     |
| <i>Optional courses:</i>  | <i>Study workload:</i> |
| 7.5 EC from the optional courses offered for lecturer education (This offering is published on the website for the training)  | 7.5 EC                 |

Furthermore, the individual programmes include the following programme-specific parts.

**programme a – Geography: education and communication.**

| <i>Compulsory courses:</i>   | <i>Study workload:</i>               |
|--|--------------------------------------|
| <ul style="list-style-type: none"> <li>• Imaging: geography &amp; society</li> <li>• Educational designs workshop</li> <li>• Trends &amp; Topics in research and field of work</li> <li>• Research methods (7.5 EC) consisting of:<br/> <ul style="list-style-type: none"> <li>-PGO1 / Research in education (3.75 EC) plus Geography Research Methods: Education and communication (3.75 EC)</li> <li>-or: Research and research methods (7.5 EC)</li> <li>-or: Advanced M&amp;T Geography and Spatial Planning (7.5 EC)</li> </ul> </li> </ul> | 7.5 EC<br>7.5 EC<br>7.5 EC<br>7.5 EC |

| <i>Elective courses:</i>   | <i>Study workload:</i> |
|--|------------------------|
| Geographical elective courses  | 15 EC                  |
| 1. Geographical elective courses may be supplemented to 15 EC with relevant Bachelor's courses at level 3 (in consultation with master's coordinator).   |                        |
| 2. If specific courses at level 1 and 2 are designated deficient (in the corresponding field) at the time of admission, and these can also be followed within the programme to a maximum of 15 EC. |                        |
| 3. If a student has exemptions, taking courses on a bachelor's level is only permitted if the total programme contains a minimum of 90 EC on the master's level.                                   |                        |

| <i>Research:</i>                                       | <i>Study workload:</i> |
|--|------------------------|
| Master's thesis Geography: Education and Communication | 15-22.5 EC             |

**programme b – History: education and communication.**

The student chooses Track I or Track II.



**Track I: Cultural history**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• <i>Required:</i> <ul style="list-style-type: none"> <li>• Modernity: Concepts &amp; Perspectives</li> <li>• Theoretical Foundations 1</li> <li>• Cultural history tutorial</li> <li>• The Welfare State</li> </ul> </li> <li>• <i>Mandatory choice, the student chooses one of the following two courses:</i> <ul style="list-style-type: none"> <li>• (Im)material culture</li> <li>• Historical Developments</li> </ul> </li> </ul> | 30 EC                  |
| <ul style="list-style-type: none"> <li>• <i>Mandatory choice, the student chooses one of the following two courses: *</i> <ul style="list-style-type: none"> <li>• Cultural traces of the colonial experience</li> <li>• Cultural Memory</li> </ul> </li> </ul>  | 7.5 EC                 |
| Thesis   | 15 EC                  |

**Track II: Politics and society**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• <i>Required:</i> <ul style="list-style-type: none"> <li>• Modernity: Concepts &amp; Perspectives</li> <li>• Politics and society seminar</li> <li>• (Im)material culture</li> </ul> </li> <li>• <i>Mandatory choice, the student chooses one of the following three courses: *</i> <ul style="list-style-type: none"> <li>• Cultural traces of the colonial experience</li> <li>• Cultural Memory</li> <li>• The Welfare State</li> </ul> </li> </ul> | 30 EC                  |
| <ul style="list-style-type: none"> <li>• Thesis</li> </ul>   | 22.5 EC                |

\*Students who take the second substantive part (the graduation path) in block 1 and 2, cannot take these courses in 2015-2016. They must arrange the finalisation of the graduation path with the programme coordinator, after which formal permission will be requested from the board of examiners.

**programme c – Religious studies/philosophy: education and communication.**

| <i>Component:</i>                                      | <i>Study workload:</i> |
|--|------------------------|
| Religion in contemporary societies                     | 5 EC                   |
| Religion and the public domain                         | 5 EC                   |
| Religious education and formation                      | 5 EC                   |
| Choice of the option 'Religious pluralism' (see below) | 30 EC                  |
| Subject-specific part of the master's thesis           | 15 EC                  |

*30 EC from the option Religious pluralism:*

| <i>Component:</i>                   | <i>Study workload:</i> |
|-------------------------------------|------------------------|
| Sources of Islam                    | 5 EC                   |
| New forms of religiosity            | 5 EC                   |
| Religion and gender                 | 5 EC                   |
| Islam in Western Europe             | 10 EC                  |
| Interfaith relationships            | 5 EC                   |
| Christianity in a changing Europe   | 5 EC                   |
| Sharia and modernity                | 5 EC                   |
| Religious fundamentalism            | 5 EC                   |
| Philosophy, organization and policy | 5 EC                   |

**programme d – Social studies: education and communication.**

*General social sciences option: Labour, care and welfare: policy and intervention:*

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| From protection to social investment                                | 7.5 EC                 |
| Research strategies for social policy                               | 7.5 EC                 |
| New social risks in Europe  | 7.5 EC                 |
| Evaluation of social policy   | 7.5 EC                 |
| Master's Thesis Design  | 5 EC                   |
| Master's thesis - Labour, care and welfare: policy and intervention | 25 EC                  |

*General social sciences option: Multiculturalism in comparative perspective:*

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| Modernization and globalization in historical perspective                                 | 7.5 EC                 |
| Politics of Multiculturalism: citizenship, state and pluralism in comparative perspective | 7.5 EC                 |
| Ethnocultural diversity in Western societies  | 7.5 EC                 |
| Methodology and research design   | 7.5 EC                 |
| Master's project - Multiculturalism in comparative perspective                            | 30 EC                  |

*General social sciences option: Youth studies:*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Youth in a changing youth world  | 7.5 EC                 |
| Methodological and statistical aspects of social science research  | 7.5 EC                 |
| Practice orientation Youth studies   | 7.5 EC                 |
| Master Internship Youth studies  | 15 EC                  |
| Master's thesis - Youth studies consisting of: <ul style="list-style-type: none"> <li>• writing a research plan</li> <li>• data analysis and publication of results</li> <li>• writing a scientific article</li> </ul> | 22.5 EC                |

*Cultural anthropology option: Multiculturalism in comparative perspective:*

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| Modernization and globalization in historical perspective | 7.5 EC                 |
| Politics of Multiculturalism                              | 7.5 EC                 |
| Multiculturalism and the 'new world order'                | 7.5 EC                 |
| Master's thesis: methodology and research design          | 7.5 EC                 |
| Master's research   | 22.5 EC                |
| Master thesis: reporting                                  | 7.5 EC                 |

*Sociology option: issues of policy and organisation:*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Policy: from problem to research                                   | 7.5 EC                 |
| Policy and organizations in health care                            | 3.75 EC                |
| Social inequality and policy: intended and unintended consequences | 3.75 EC                |
| Organizations: theory and research                                 | 7.5 EC                 |
| Integration of ethnic minorities: between research and policy      | 3.75 EC                |
| Neighbourhoods: problems and approaches                            | 3.75 EC                |
| Master's internship and labour market orientation                  | 7.5 EC                 |
| Master's thesis  | 22.5 EC                |

**programme e – Philosophy: education and communication.**

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| Philosophy, science and opinion   | 7.5 EC                 |
| Politics and morality   | 7.5 EC                 |
| Knowledge and science III   | 7.5 EC                 |
| Choice of courses from the discipline clusters philosophical anthropology, ethics, epistemology, philosophy of science, social/political philosophy: <ul style="list-style-type: none"> <li>• Law, Morality and Policy</li> <li>• CS Philosophy of Mind</li> <li>• CS Ethics IIB: Human Dignity and Human Rights</li> <li>• Spinoza's God</li> <li>• CS Moral Psychology</li> <li>• AMP Text: Plato's Republic</li> </ul> | 22.5 EC                |
| Philosophy master's thesis  | 15 EC                  |

**programme f – Economics: education and communication.**

*International Economics and Business option: International Management:*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Empirical Economics  | 7.5 EC                 |
| International Corporate Strategy   | 7.5 EC                 |
| Entrepreneurship and Innovation  | 7.5 EC                 |
| Financial Architecture of the Firm   | 7.5 EC                 |
| Choice of two courses from: <ul style="list-style-type: none"> <li>• Multinational Firms</li> <li>• Mergers, Acquisitions and Restructuring</li> <li>• International Banking</li> <li>• Social and Sustainable Entrepreneurship</li> </ul> | 15 EC                  |
| Thesis   | 15 EC                  |

*International Economics and Business option: International Financial Economics:*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Empirical Economics  | 7.5 EC                 |
| International Finance and Growth   | 7.5 EC                 |
| Financial Management   | 7.5 EC                 |
| Risk Management in the Financial Industry  | 7.5 EC                 |
| Choice of two courses from: <ul style="list-style-type: none"> <li>• International Banking</li> <li>• Financial Regulation</li> <li>• Mergers, Acquisitions &amp; Restructuring</li> </ul> | 15 EC                  |
| Thesis   | 15 EC                  |

*International Economics and Business option: Globalisation and Development:*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Empirical Economics  | 7.5 EC                 |
| International Finance and Growth   | 7.5 EC                 |
| Urban Development  | 7.5 EC                 |
| Institutions, Growth and Development   | 7.5 EC                 |
| Choice of two courses from: <ul style="list-style-type: none"> <li>• Multinational Firms</li> <li>• Empirics of Globalisation</li> <li>• Energy and Environmental Economics</li> </ul> | 15 EC                  |
| Thesis   | 15 EC                  |

*Economics and Law option*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Public Law and Economics: Core Issues and Case Study   | 7.5 EC                 |
| Corporate Governance   | 7.5 EC                 |
| European Competition Law   | 7.5 EC                 |
| Economics of Competition Law and Policy  | 7.5 EC                 |
| Choice of two courses from: <ul style="list-style-type: none"><li>• Financial Regulation</li><li>• Mergers, Acquisition and Restructuring</li><li>• Tax Policy</li></ul> | 15 EC                  |
| Thesis   | 15 EC                  |

*Economics of Public Policy and Management option*

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| Empirical Economics  | 7.5 EC                 |
| Public Economics and Policy  | 7.5 EC                 |
| Policy Competition in an International World   | 7.5 EC                 |
| Public Risk Management   | 7.5 EC                 |
| Choice of two courses from: <ul style="list-style-type: none"><li>• Tax Policy</li><li>• Economics of Labour Markets and Institutions</li><li>• Energy and Environmental Economics</li></ul> | 15 EC                  |
| Thesis   | 15 EC                  |

## Part 2 B - Language education and communications

### Part 2 B.1 – Language education and communication: training objective (Art. 3.1)

#### The following is intended with the training:

- o to impart specialised knowledge, skill and understanding in the field of education in one of the school subjects German, English, French, Spanish or Dutch, as well as deepening and broadening knowledge of the discipline;
- o preparation for entering the profession as a junior lecturer in one of the aforementioned school subjects;
- o preparation for entering the profession in the field of information, education and communication of the discipline, about scientific subjects and their social context, in the educational sector, such as with educational services and teaching centres, in publishing houses, in discipline-specific research, information and journalism;
- o to prepare for the role of researcher in the field of the humanities in (one of the disciplines of) Modern Language Education;
- o Moreover, for participants in the U-TEAch option, the imparting of specialised knowledge, skill and understanding in the field of bilingual and international education.

#### Translation of goals into final objectives:

A graduate of the master's degree programme in Language Education and Communication:

- demonstrably possesses subject-specific and (subject) didactic knowledge, insight and experience in the field of one of the aforementioned school subjects, that exceeds or is deeper than on a bachelor level; makes use thereof in educational practice, and does so – whether or not in a research context – in a research-oriented manner, so that he contributes to the creation of new knowledge on the school subject and educational development.
- demonstrably possesses an adequate theoretical knowledge in the field of communication, pedagogy and teaching to be able to contribute to defining, analysing and resolving of problems in secondary education in a scientifically responsible manner.
- is capable of applying knowledge, insights and problem-solving capabilities in new or unknown circumstances and broader contexts, to integrate new knowledge and to deal with complex matters and processes.
- is capable of formulating judgements, also on the basis of incomplete or limited information; to act on the basis of these judgements and in so doing to take into account social and ethical responsibilities pertaining to the subject and the profession.
- is capable of imparting knowledge, motives, reasons and conclusions based on these clearly and unambiguously to various target groups (pupils, colleagues, parents/caregivers, specialist/laypeople, inside/outside school).
- possesses skills that allow him to engage in follow-up study of a largely self-directed autonomous nature.

With these final objectives the training give substance to the skill requirements for a first-grade VHO lecturer as described in the Act on professions in education (BIO Act, 2006), and to the derived competencies as these are described in the national graduation profile for the education of university lecturers<sup>11</sup>.

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11 See the brochure 'Competency profile of lecturers who are trained as a ULO' of the VSNU-ICL. Download: <http://www.universitairelerarenopleidingen.nl/publicaties.html>

## **Part 2 B.2 - Language education and communication: Admissibility (Art. 2.1)**

In addition to the provisions of Art. 2.1, the following admission requirements and conditions apply to the training programme Humanities and social education and communication:

- programme a – German language and culture: education and communication:
  - Bachelor's diploma in German language and culture with courses in language acquisition (minimum level C1, C2)
- programme b – English language and culture: education and communication
  - Bachelor's diploma in English language and culture with courses in language acquisition (minimum level C1, C2)
- programme c – French language and culture: education and communication
  - Bachelor's diploma in French language and culture with courses in language acquisition (minimum level B2)
- programme d – Spanish language and culture: education and communication
  - Bachelor's diploma in Spanish language and culture with courses in language acquisition (minimum level B2)
- programme e – Dutch language and culture: education and communication
  - Bachelor's diploma in Dutch-language and culture.

For the admission of candidates with other preliminary training than that set for the programme, specific conditions might be attached in connection with remedying deficiencies. These will be established on the basis of the requirements that are set for the 'Professional master's level', as agreed nationally in the context of VSNU<sup>12</sup>.

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<sup>12</sup> See the brochure 'Professional master's level' of the VSNU-ICL. Download from: <http://www.universitairelerarenopleidingen.nl/publicaties.html>

**Part 2 B.3 - Language education and communication: Composition of the programmes (Art. 3.6)**

All programmes have a requirement of 120 EC.

All programmes include the following mandatory components.

| <i>Compulsory courses:</i>   | <i>Study workload:</i> |
|--|------------------------|
| Didactics 1  | 7.5 EC                 |
| Didactics 2  | 7.5 EC                 |
| Master internship 1  | 15 EC                  |
| Master internship 2  | 15 EC                  |
| Research in Education  | 3.75 EC                |
| Practice-oriented research   | 3.75 EC                |
| <i>Elective courses:</i>   | <i>Study workload:</i> |
| 7.5 EC from the optional courses offered for lecturer education (This offering is published on the website for the training) | 7.5 EC                 |

Furthermore, the individual programmes include the following programme-specific parts.

**Programme a – German language and culture: education and communication**

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| <p><i>Mandatory language-transcendent courses:</i></p> <ul style="list-style-type: none"> <li>• Language acquisition (5 EC)</li> <li>• Literature education (5 EC)</li> <li>• Language education (5 EC)</li> <li>• Language and literature in educational practice (5 EC)</li> </ul>  | 20 EC                  |
| <p><i>Mandatory language-specific elective courses, to be chosen from:</i></p> <ul style="list-style-type: none"> <li>• Kultur und Vermittlung (5 EC) (linguistics)</li> <li>• Literatur in der Schule (5 EC) (literature)</li> <li>• Contemporary German literature (5 EC) (literature)</li> <li>• Repertoire knowledge (5 EC) (literature)</li> <li>• Mehrsprachigkeit (5 EC) (linguistics)</li> <li>• Master's language course (10 EC) (literature/linguistics)</li> </ul>   | 15-20 EC               |
| <p>Language education and communication thesis</p>  | 20-25 EC               |
| <p>The following applies to the category language-specific mandatory elective courses:</p> <ul style="list-style-type: none"> <li>- at least one course with a minimum of 5 EC in the field of literature and one course with a minimum of 5 EC in the field of linguistics must be chosen.</li> <li>- a choice can be made from the German offering within Master language. Formal permission for this must be requested from the board of examiners. In addition, the field (linguistics, literature or other) is determined per course.</li> </ul> |                        |

**programme b – English language and culture: education and communication.**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| <p><i>Mandatory language-transcendent courses:</i></p> <ul style="list-style-type: none"> <li>• Language acquisition (5 EC)</li> <li>• Literature education (5 EC)</li> <li>• Language education (5 EC)</li> <li>• Language and literature in educational practice (5 EC)</li> </ul> | 20 EC                  |
| <p><i>Mandatory language-specific elective courses, to be chosen from:</i></p> <ul style="list-style-type: none"> <li>• Shakespeare's History Plays (5 EC) (literature)</li> <li>• English and Cultural Diversity (5 EC) (other)</li> </ul>  | 15-20 EC               |

|   |          |
|---|----------|
| <ul style="list-style-type: none"> <li>• English and Cultural Identity (5 EC) (other)</li> <li>• Perception and Production in L2A (5 EC) (linguistics)</li> <li>• Contemporary English literature (5 EC) (literature)</li> <li>• Repertoire knowledge (5 EC) (literature)</li> <li>• Language Typology (5 EC) (linguistics)</li> <li>• Master's language course (10 EC) (literature/linguistics)</li> </ul> <p>Language education and communication thesis</p> <p>The following applies to the category language-specific mandatory elective courses:</p> <ul style="list-style-type: none"> <li>- at least one course with a minimum of 5 EC in the field of literature and one course with a minimum of 5 EC in the field of linguistics must be chosen.</li> <li>- a choice can be made from the English offering within Master language. Formal permission for this must be requested from the board of examiners. In addition, the field (linguistics, literature or other) is determined per course.</li> </ul> | 20-25 EC |
|---|----------|

**programme c – French language and culture: education and communication.**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| <p><i>Mandatory language-transcendent courses:</i></p> <ul style="list-style-type: none"> <li>• Language acquisition (5 EC)</li> <li>• Literature education (5 EC)</li> <li>• Language education (5 EC)</li> <li>• Language and literature in educational practice (5 EC)</li> </ul>   | 20 EC                  |
| <p><i>Mandatory language-specific elective courses, to be chosen from:</i></p> <ul style="list-style-type: none"> <li>• Acquisition/memorisation (5 EC) (linguistics)</li> <li>• Langues, cultures et identités I (5 EC) (other)</li> <li>• Renart, les fabliaux et les farces (5 EC) (literature)</li> <li>• Langues, cultures et identités II (5 EC) (other)</li> <li>• Language acquisition and interpretation (De l'acquisition à l'interprétation (5 EC)(linguistics)</li> <li>• Contemporary French literature (5 EC) (literature)</li> <li>• Repertoire knowledge (5 EC) (literature)</li> <li>• Topic/Focus (5 EC) (linguistics)</li> <li>• Master's language course (10 EC) (literature/linguistics)</li> </ul> | 15-20 EC               |
| <p>Language education and communication thesis</p> <p>The following applies to the category language-specific mandatory elective courses:</p> <ul style="list-style-type: none"> <li>- at least one course with a minimum of 5 EC in the field of literature and one course with a minimum of 5 EC in the field of linguistics must be chosen.</li> <li>- a choice can be made from the French offering within Master language. Formal permission for this must be requested from the board of examiners. In addition, the field (linguistics, literature or other) is determined per course.</li> </ul>   | 20-25 EC               |

**programme d – Spanish language and culture: education and communication.**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| <p><i>Mandatory language-transcendent courses:</i></p> <ul style="list-style-type: none"> <li>• Language acquisition (5 EC)</li> <li>• Literature education (5 EC)</li> <li>• Language education (5 EC)</li> <li>• Language and literature in educational practice (5 EC)</li> </ul> | 20 EC                  |



|   |          |
|---|----------|
| <p><i>Mandatory language-specific elective courses, to be chosen from:</i></p> <ul style="list-style-type: none"> <li>• Pragmática (5 EC) (linguistics)</li> <li>• Encuentros lingüísticos (5 EC) (other)</li> <li>• Encuentros culturales (5 EC) (other)</li> <li>• Contemporary Spanish literature (5 EC) (literature)</li> <li>• Repertoire knowledge (5 EC) (literature)</li> <li>• La adquisición del español (5 EC) (linguistics)</li> </ul>  | 15-20 EC |
| <p>Language education and communication thesis</p> <p>The following applies to the category language-specific mandatory elective courses:</p> <ul style="list-style-type: none"> <li>- at least one course with a minimum of 5 EC in the field of literature and one course with a minimum of 5 EC in the field of linguistics must be chosen.</li> <li>- a choice can be made from the English offering within Master language. Formal permission for this must be requested from the board of examiners. In addition, the field (linguistics, literature or other) is determined per course.</li> </ul> | 20-25 EC |

**programme e – Dutch language and culture: education and communication.**

| <i>Component:</i>   | <i>Study workload:</i> |
|---|------------------------|
| <p><i>Mandatory language-transcendent courses:</i></p> <ul style="list-style-type: none"> <li>• Language acquisition (5 EC)</li> <li>• Literature education (5 EC)</li> <li>• Language education (5 EC)</li> <li>• Language and literature in educational practice (5 EC)</li> </ul>  | 20 EC                  |
| <p><i>Mandatory language-specific elective courses, to be chosen from:</i></p> <ul style="list-style-type: none"> <li>• Complexity of educational texts (5 EC)</li> <li>• Historical literature in school (5 EC)</li> <li>• Contemporary Dutch literature (5 EC)</li> <li>• Dutch as a second language (5 EC)</li> <li>• Individual self-study Dutch literature (7.5 EC), block 1, 2</li> <li>• Individual self-study Education (5-7.5 EC), block 1, 2</li> <li>• Master's language course (10 EC)</li> </ul> | 15-20 EC               |
| <p>Language education and communication thesis</p> <p>The following applies to the category <i>language-specific mandatory elective courses</i>: a choice can be made from the Dutch offering within Master language. Formal permission for this must be requested from the board of examiners.</p>   | 20-25 EC               |

## Part 2 C - Art Education and communications

### Part 2 C.1 – Language education and communication: training objective (Art. 3.1)

#### The following is intended with the training:

- o to impart specialised knowledge, skill and understanding in the field of education in one of the school subjects art history or music, as well as deepening and broadening knowledge of the discipline;
- o preparation for entering the profession as a junior lecturer in one of the aforementioned school subjects;
- o preparation for entering the profession in the field of information, education and communication of the discipline, about scientific subjects and their social context, in the educational sector, such as with educational services and teaching centres, in publishing houses, in discipline-specific research, information and journalism;
- o to prepare for the role of researcher in the field of the humanities in (one of the disciplines of) Modern Language Education;
- o Moreover, for participants in the U-TEAch option, the imparting of specialised knowledge, skill and understanding in the field of bilingual and international education.

#### Translation of goals into final objectives:

A graduate of the master's degree programme in Art Education and communication:

- demonstrably possesses subject-specific and (subject) didactic knowledge, insight and experience in the field of one of the aforementioned school subjects, that exceeds or is deeper than on a bachelor level; makes use thereof in educational practice, and does so – whether or not in a research context – in a research-oriented manner, so that he contributes to the creation of new knowledge on the school subject and educational development.
- demonstrably possesses an adequate theoretical knowledge in the field of communication, pedagogy and teaching to be able to contribute to defining, analysing and resolving of problems in secondary education in a scientifically responsible manner.
- is capable of applying knowledge, insights and problem-solving capabilities in new or unknown circumstances and broader contexts, to integrate new knowledge and to deal with complex matters and processes.
- is capable of formulating judgements, also on the basis of incomplete or limited information; to act on the basis of these judgements and in so doing to take into account social and ethical responsibilities pertaining to the subject and the profession.
- is capable of imparting knowledge, motives, reasons and conclusions based on these clearly and unambiguously to various target groups (pupils, colleagues, parents/caregivers, specialist/laypeople, inside/outside school).
- possesses skills that allow him to engage in follow-up study of a largely self-directed autonomous nature.

With these final objectives the training give substance to the skill requirements for a first-grade VHO lecturer as described in the Act on professions in education (BIO Act, 2006), and to the derived competencies as these are described in the national graduation profile for the education of university lecturers<sup>13</sup>.

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13 See the brochure 'Competency profile of lecturers who are trained as a ULO' of the VSNU-ICL. Download: <http://www.universitairelerarenopleidingen.nl/publicaties.html>

## **Part 2 C.2 – Art Education and communications: Admissibility (Art. 2.1)**

In addition to the provisions of Art. 2.1, the following admission requirements and conditions apply to the training programme Humanities and social education and communication:

- programme a – Art history: education and communication:
  - Bachelor's diploma in Art history or bachelor's diploma in Literature with basic academic knowledge of art history and art historiography

The programme, Music science: education and communication, is being phased out; no new students are being enrolled.

For the admission of candidates with other preliminary training than that set for the programme, specific conditions might be attached in connection with remedying deficiencies. These will be established on the basis of the requirements that are set for the 'Professional master's level', as agreed nationally in the context of VSNU<sup>14</sup>.

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<sup>14</sup> See the brochure 'Professional master's level' of the VSNU-ICL. Download from: <http://www.universitairelerarenopleidingen.nl/publicaties.html>

**Part 2 C.3 – Art Education and communications: Composition of the programmes (Art. 3.6)**

All programmes have a requirement of 120 EC.

The programmes include the following mandatory components.

| <i>Compulsory courses:</i>   | <i>Study workload:</i> |
|--|------------------------|
| Didactics 1  | 7.5 EC                 |
| Didactics 2  | 7.5 EC                 |
| Master internship 1  | 15 EC                  |
| Master internship 2  | 15 EC                  |
| Research in Education  | 3.75 EC                |
| Practice-oriented research   | 3.75 EC                |
| <i>Elective courses:</i>   | <i>Study workload:</i> |
| 7.5 EC from the optional courses offered for lecturer education (This offering is published on the website for the training) | 7.5 EC                 |

Furthermore, the individual programmes include the following programme-specific parts.

**programme a – Art history: education and communication.**

| <i>Component:</i>  | <i>Study workload:</i> |
|--|------------------------|
| The student chooses one of the following three courses: <ul style="list-style-type: none"> <li>• Historiography of visual arts (7.5 EC)</li> <li>• Historiography of modern and contemporary art (7.5 EC)</li> <li>• Historiography of architectural history (7.5 EC)</li> </ul>   | 7.5 EC                 |
| The student chooses one of the following three courses: <ul style="list-style-type: none"> <li>• Current events and criticism (7.5 EC)</li> <li>• Art criticism: practice and theory (7.5 EC)</li> <li>• Architecture and city (7.5 EC)</li> </ul>   | 7.5 EC                 |
| The student chooses one of the following (combination of) courses: <ul style="list-style-type: none"> <li>• Art research and practice (7.5 EC) + Individual tutorial (7.5 EC)</li> <li>• Modern and contemporary art exhibition (7.5 EC) + Art education and public mediation (7.5 EC)</li> <li>• Architecture and monument (15 EC)</li> </ul> | 15 EC                  |
| The student chooses one of the following internships: <ul style="list-style-type: none"> <li>• Internship MA Fine art to 1850</li> <li>• Internship MA Modern &amp; contemporary art</li> <li>• Internship MA Architecture</li> </ul>  | 15 EC                  |
| Thesis   | 15 EC                  |

**programme b – Music science: education and communication.**

| <i>Component:</i>                            | <i>Study workload:</i> |
|--|------------------------|
| Current Musicology                           | 7.5 EC                 |
| Musical Encounters                           | 7.5 EC                 |
| Digital Music Cultures                       | 7.5 EC                 |
| Singing of Heaven and Earth                  | 7.5 EC                 |
| Music and the Moving Image                   | 7.5 EC                 |
| Music science tutorial                       | 7.5 EC                 |
| Subject-specific part of the master's thesis | 15 EC                  |

## Part 2 D – Communication and education in the Natural Sciences

The training has one programme: Science Education and Communication. The official language within the programme is English. The following program-specification is therefore (partially) in English.

### Part 2 D.1 – Aims of the programme (Art. 3.1)

#### The following is intended with the training:

- o to impart specialised knowledge, skill and understanding in the field of education in one of the science-related school subject disciplines, as well as deepening and broadening knowledge of the discipline;
- o in addition, for participants in the 'teacher training' option the intention is preparation for entering the profession as a junior lecturer in one of the school subjects Biology, Computer Science, Physics, Chemistry or Mathematics;
- o preparation for entering the profession in the field of information, education and communication of the discipline, about scientific subjects and their social context, in the educational sector, such as with educational services and teaching centres, in publishing houses, in discipline-specific research, information and journalism;
- o to prepare for the role of researcher in the field of the teaching methodology in (one of the disciplines of) the sciences;
- o Moreover, for participants in the U-TEAch option, the imparting of specialised knowledge, skill and understanding in the field of bilingual and international education.

#### Learning outcomes:

Graduates of this programme have knowledge of:

- a broad range of science subjects, with an in-depth knowledge of at least one subject in the natural sciences or in the life sciences, at a level that extends and or enhances the bachelor level;
- the learning, teaching and communication processes that play a role in formal and informal science education and communication, and the factors that influence those processes, at such a level that this knowledge can inform their teaching and design activities;
- the current state of scientific research and development in Science Education and Communication, at such a level that they can understand the international research literature.

Graduates have the skills to:

- identify, formulate, analyse and solve problems independently in the field of Science Education and Communication at a level that enables them to function in a professional practice context;
- conduct research in the field of Science Education and Communication under supervision of a scientific staff member, at a level that enables them to enter a PhD programme.

Graduates are able to:

- form well-founded judgement, also if only limited information is available, and to act in accordance with these judgements, taking into account the ethical and societal responsibilities associated with Science Education and Communication practices and professions.

Graduates have the skills to:

- communicate conclusions both orally and written, as well as the underlying knowledge, grounds and considerations, to various audiences, both specialist and non-specialist in English (and for Dutch natives also in Dutch);
- be able to work together in a (possibly interdisciplinary) team of experts with different nationalities and backgrounds.

Graduates are able to:

- acquire and integrate new knowledge and competencies in science education and communication and in their disciplinary field.

Graduates display attitudes that enable them to:

- provide constructive feedback towards own and other one's plans, visions and research results;
- work independently and take initiatives where necessary;
- apply knowledge and insight in a way that demonstrates a professional approach to his or her work or profession.

The degree Science Education and Communication provides the opportunity to qualify for a teacher degree in biology, chemistry, physics, mathematics, or computer science as part of the programme. In order to qualify for a teacher degree within this programme, students will acquire

additional qualifications, according to the specifications determined by the Interdisciplinary Committee on Teacher Education of the VSNU.<sup>15</sup>

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<sup>15</sup> See the brochure 'Competency profile of lecturers who are trained as a ULO' at [www.universitairelerarenopleidingen.nl](http://www.universitairelerarenopleidingen.nl)

## Part 2 D.2 – Communication and education for the Natural Sciences: Admissions (Art. 2.1)

In addition to the requirements as defined in art. 2.1 applicants who are eligible for admission to the programme Science Education and Communication have demonstrated:

1. solid knowledge of one of the natural or life sciences at the level of a Dutch university Bachelor of science degree;
2. academic skills at the level of a Dutch university Bachelor of Science degree;
3. social and communicative competencies at a sufficient level to grow into a Science Education and Communication professional;

Bachelor degrees that satisfy the first two requirements are:

- Bachelor of Science (BSc) degree in one of the natural sciences;
- Bachelor of Science (BSc) degree in one of the life sciences.

HBO graduates with a diploma in a relevant science or mathematics subject generally need to complete a pre-Master's programme of 30 EC in order to get admitted. A second degree teacher education (HBO tweedegraads lerarenopleiding) does not provide access to the programme.

Admission to the Science Education and Communication Programme does not automatically imply admission to the teacher education components of the programme. If the applicant indicated he would like to qualify for a teacher degree, additional requirements apply to determine eligibility for the teacher education components of the programme, both upon the content of student's prior education and upon social and communicative competencies:

- With regard to the content requirements (criteria 1 and 2), bachelor degrees that satisfy the content requirements are:
  - BSc degree in Biology (to qualify for a teacher certificate biology);
  - BSc degree in Chemistry (to qualify for a teacher certificate chemistry);
  - BSc degree in Physics (to qualify for a teacher certificate physics);
  - BSc degree in Mathematics (to qualify for a teacher certificate mathematics);
  - BSc degree in Computer Science or Information Science (to qualify for a teacher certificate computer science).

Students who get admitted on different, but related, degrees may have to take prescribed courses within and beyond the programme in order to qualify for a teacher degree. These prescribed courses will be determined by the Board of Admissions upon recommendation by the programme coordinator such that the specifications determined by the Interdisciplinary Committee on Teacher Education of the VSNU (see brochure *Universitaire lerarenopleidingen Vakinhoudelijk masterniveau*) will be met at the end of the master's programme. Prescribed courses that are specific to the aim of obtaining a teacher degree will only be regarded as 'deficiencies' according to EER 3.6.3, as long as the student pursues a teacher degree within the programme. If a student, who initially did not pursue a teaching degree, switches to pursue a teacher degree within the programme, the Letter of Acceptance will be revised if necessary.

- With regard to the third admissions criterion, in order to qualify for the teacher education components of the programme, applicants will have demonstrated social and communicative competencies at a sufficient level to grow into teacher in secondary education. An orientation course into educational practice (OCEP) with a positive recommendation will be regarded as evidence towards this criterion.
- Finally, for applicants who get admitted on the basis of a non-Dutch prior education, and who want to take the Dutch language version of the teacher education programme: fluency in Dutch at the level C1, according to the definitions of the Common European Framework.

For admission to the biology teacher education components of the programme, a numerical limitation applies because of limited placement opportunities for internships. Per starting moment (February, September) five positions for internships will be available. Upon admission to the programme, the admissions committee will rank the admissions requests for the biology teacher education components of the programme according to the knowledge and skills of the applicants, and the admissions committee will admit applicants to those components of the programme on the basis of the rank order it has established (further information on the selection procedure can be found in the programme annex for 'Leraar Voorbereidend Hoger Onderwijs in [schoolvak]'). The admissions decision will specify a starting date for the teacher education programme. Any changes in that starting date require approval by the programme coordinator. For the agreed starting date, the availability of an internship position will be guaranteed. If the student would like to start at a different date, or does not meet the entrance requirements at the preferred moment, the programme will try to accommodate this, but placement cannot be guaranteed at the preferred moment.

The regular version of the teacher education components is in Dutch. Students may opt for the English language track of the teacher education (U-TEAch) instead, but U-TEAch will have its own, competitive, application procedure. Admission to the programme Science Education and Communication does not imply admission to the U-TEAch track.



**Part 2 D.3 – Communication and education for the Natural Sciences: programme structure (Art. 3.6)**

The programme consists of a common part followed by one of two specialization tracks: Teacher degree, or Research and Development. The Teacher Degree track leads to a teaching qualification in one of the following subjects: Biology, Physics, Chemistry, Mathematics and Computer Science.

The following table presents the curriculum requirements for each track<sup>16</sup>:

| <b>Common part</b>   |        |                                       |          |
|--|--------|---------------------------------------|----------|
| <b>All of the following courses</b>                              |        |                                       |          |
| AS-SEC410 – Introduction to Science Education and Communication  |        |                                       | 3.75 EC  |
| AS-SEC411 – Public Science Communication with Multi Media        |        |                                       | 3.75 EC  |
| AS-SEC412 – Designing Science Education and Communication        |        |                                       | 3.75 EC  |
| AS-SEC414 – Research Methods Science Education and Communication |        |                                       | 3.75 EC  |
| AS-SEC430 – Research Methods 2                                   |        |                                       | 3.75 EC  |
| <b>Plus three out of the following courses</b>                   |        |                                       |          |
| GSTSEC501 – History and Philosophy of Science for Education      |        |                                       | 3.75 EC  |
| GSTKO07 – Sustainability Education                               |        |                                       | 3.75 EC  |
| GSTKO08 – Heritage Education                                     |        |                                       | 3.75 EC  |
| GSTKO09 – Cross-Disciplinary Science and Mathematics Education   |        |                                       | 3.75 EC  |
| GSTKO10 – Computers in Science and Mathematics Education         |        |                                       | 3.75 EC  |
| GSTKO11 – Talent Development in secondary education              |        |                                       | 3.75 EC  |
| AS-SEC413 – Innovation and Dissemination in SEC                  |        |                                       | 3.75 EC  |
| <b>Track Teacher Degree</b>                                      |        | <b>Track Research and Development</b> |          |
| <b>Courses</b>   |        | <b>Courses</b>                        |          |
| GSTMS1 Internship 1  | 15 EC  | GSTSEC431 - School Internship         | 11.25 EC |
| GSTMS2 Internship 2  | 15 EC  | GSTSEC432 – Informal Education        | 11.25 EC |
| GSTDID1 Didactics 1  | 7.5 EC | Internship                            |          |
| GSTDID2 Didactics 2  | 7.5 EC |                                       |          |
| <b>Research Project</b>  |        | <b>Research Project</b>               |          |
| AS-SEC421 Research Project                                       | 30 EC  | AS-SEC423 Research Project            | 45 EC    |
| <b>Secondary Electives</b>                                       |        | <b>Secondary Electives</b>            |          |
|  | 15 EC  |                                       | 22.5 EC  |

**Secondary Electives**

The room for secondary electives will be filled with a coherent set of master's courses offered by the UU Graduate School of Teaching or by the Faculty of Science. The choice of electives is always subject to approval by the examination committee.

Permission will be automatically granted for all elective courses from the Graduate School of Teaching (course codes beginning with GSTKO, GSTSEC, or AS-SEC), insofar as they are accessible to students from the SEC-programme. Moreover, the programme will publish a list of recommended electives offered by other schools. Permission for these courses will also be granted, but the Graduate School of Teaching cannot guarantee that the student will get admitted to such courses. Students may also apply for permission to take other courses, provided that either:

- the course is directly relevant to the student's research project, or
- the course is relevant to a teacher's professional practice, or
- the course is relevant to enhance the teacher's school subject knowledge (see brochure *Universitaire lerarenopleidingen Vakinhoudelijk masterniveau*).

<sup>16</sup> For students who started on the programme before September 2013, the curriculum requirements according to the EER 2012-2013 apply, provided that they graduate before 1 Oct. 2016. For students who started on the programme before September 2014, the curriculum Requirements according to the EER 2013-2014 apply, provided that they graduate before Oct. 2017. For students who started on the programme before September 2015, the curriculum Requirements according to the EER 2014-2015 apply, provided that they graduate before Oct. 2018.

*Level of the courses.*

As a default, elective courses should be at the master's level. However, up to 15 EC can be taken at Bachelor level 3. If specific level 1 or 2 courses have been prescribed upon the student's admission in accordance with EER art. 3.6.3, these courses can also be taken here, but the total of i and ii will not exceed 15 EC. Moreover, if the student has got exemptions, bachelor's level course will only be accepted insofar as the remaining amount of master's level course work does not fall below 90 EC.

## APPENDICES

## Appendix 1 - Utrecht Teacher Education Academy (U-TEAch) option (art. 3.8)

### Goal

In most programmes the possibility exists of following the U-TEAch option of the teacher programme. U-TEAch is an honour's programme for outstanding students, that is provided by Utrecht University Teacher Training in cooperation with the European Platform and the various faculties of the Utrecht University and bilingual and international schools in the Netherlands. In the last 10 years, the number of secondary schools in the Netherlands that offer English-language education has increased considerably. The option prepares for instruction in bilingual education in the Netherlands and in international education. The student earns his regular Dutch first-grade teaching qualification and receives the U-TEAch Honour certificate in addition.

### Selection

1. In addition to the admission requirements for the training the following admission requirements also apply to the U-TEAch option:
  - an international orientation;
  - a high motivation level;
  - excellent command of English. This is determined by means of a test during the selection procedure. The required level is CEFR level C1;
  - orientation course must preferably be completed with a final grade of 8, or the candidate must demonstrate that he has sufficient educational experience.
2. A limited number of students are admitted to the U-TEAch option per year<sup>17</sup>. The aim is to accept around 20 students annually. This number is determined on an annual basis by the BoS of the Graduate School of Teaching.
3. The U-TEAch selection committee determines the suitability of the candidate on the basis of the criteria set out under 1. above. Final admission takes place on the basis of these criteria, distribution over the courses and available internship placement abroad.

### Programme

The U-TEAch option starts once a year, in the autumn. This programme option is offered in the second academic year. The student attends meetings at the Utrecht University Teacher Training Department and completes two internships, one of which is abroad. To broaden the range of choices the student follows integrated modules "Content and Language Integrated Learning (CLIL)" and "International Crosscultural Education (ICE)". The 'extended' Practice-oriented Research focuses on a topic related to CLIL or ICE.

The programme includes the following components with a total of 60 EC.

| <i>Component:</i>                        | <i>Study workload:</i> |
|--|------------------------|
| Master internship 1                      | 15 EC                  |
| Master internship 2                      | 15 EC                  |
| Didactics 1                              | 7.5 EC                 |
| Didactics 2                              | 7.5 EC                 |
| Content and Language Integrated Learning | 3.75 EC                |
| International Crosscultural education    | 3.75 EC                |
| Research in Education                    | 3.75 EC                |
| Practice-oriented Research               | 3.75 EC                |

<sup>17</sup> For the c programmes Religious studies/philosophy: education and communication and e programmes Philosophy: education and communication are the admission possibilities limited to the U-TEAch option.

## Appendix 2 – Transitional arrangements (Art. 8.2)

### Curriculum.

Unless switching to the new curriculum, the 'old' curriculum applies to students who have enrolled in a previous curriculum, with the following transitional arrangements.

### Appendix 2.1 – Professional preparation programme component

#### **Old programme, with new components (current students until 01/02/2016)**

Students still under the old programme who started teacher training and who are delayed and/or part-time students will be afforded the opportunity to complete the old curriculum until 1 February 2016. Components that have not yet been passed, which still need to be taken, must be supplemented according to the following correspondence table.

#### **New programme, exemption from old components (Re-enrollers and from 01/02/2016 all cohorts from February 2014 and older and the 2<sup>nd</sup> grade group cohort August 2014)**

From 01/02/2016 all students from cohorts February 2014 and older and the cohort 2<sup>nd</sup> grade August 2014 will be enrolled in the new curriculum 2014-2015. Based on the following table, they can request exemptions on the basis of previously completed teaching components from the old curriculum.

#### **Correspondence table**

| Old programme                  | ECTS | Substitute/Exemption in programme 2015-2016      | ECTS |
|--------------------------------|------|--|------|
| Introductory general didactics | 4    | -  |      |
| General didactics 1            | 5    | Didactics 1                                      | 7.5  |
| Teaching methodology 1         | 4    |  |      |
| General didactics 2            | 5    | Didactics 2                                      | 7.5  |
| Teaching methodology 2         | 4.5  |  |      |
| Master internship 1            | 9    | Master internship 1                              | 15   |
| V-internship 1                 | 4    |  |      |
| Master internship 2            | 8    | Master internship 2                              | 15   |
| V-internship 2                 | 5    |  |      |
| Theoretical Expansion          | 4    | Elective course(s)                               | 3.75 |
| Practice-oriented Research 1   | 5    | Research in Education Practice-oriented research | 3.75 |
| Practice-oriented Research 2   | 2.5  |  | 3.75 |

### Appendix 2.2 – Humanities and social education and communication

If you have not accomplished one or more elective courses, you must make a choice from the new offering. Note that you may not choose a component that overlaps substantially with components already completed.

#### **programme a – Geography: education and communication:**

| <b><i>If not accomplished:</i></b> | <b><i>Then complete:</i></b> |
|------------------------------------|------------------------------|
| Research Methods SEC               | Research in Education        |

#### **programme c – Religious studies/philosophy: education and communication:**

| <b><i>If not accomplished:</i></b>   | <b><i>Then complete:</i></b> |
|--------------------------------------|------------------------------|
| Islam and the Challenge of Modernity | Sharia and modernity         |

**programme e – Philosophy: education and communication (being phased out):**

| <b><i>If not accomplished:</i></b> | <b><i>Then complete:</i></b>  |
|------------------------------------|-------------------------------|
| German Idealism                    | Spinoza's God                 |
| CS Emotions                        | CS AMP Text: Plato's Republic |

**Appendix 2.3 – Communication and education in the natural sciences**

| <b><i>If not accomplished:</i></b> | <b><i>Then complete:</i></b>                       |
|------------------------------------|--|
| Professional Practice Internship   | School Internship<br>Informal Education Internship |