

**Education and Examination
Regulations (EER)**

Master's and pre-master programmes

Erasmus School of Social and Behavioural Sciences
2018-2019

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Introduction

These Education and Examination Regulations (EER) include the programme-specific rights and obligations of students following the initial Master's programmes, and pre-master programmes of the Erasmus School of Social and Behavioural Sciences. The general university Student's Charter stipulates the rights and obligations applicable to all students.

These Education and Examination Regulations are drawn up as annual regulations. This means that the rights and obligations of students are described in the Education and Examination Regulations of the current academic year regardless of the cohort to which they belong. There are a number of cohort-specific provisions, however, such as the arrangements in place for resit examinations. These cohort-specific provisions are described in the appendices.

These regulations were adopted by the dean of the Erasmus School of Social and Behavioural Sciences with the consent of the Faculty Council and Programme Committees, and following the recommendations of the Examination Board.

SECTION 1 – GENERAL PROVISIONS

Article 1.1. Applicability of the regulations

These regulations apply to the 2018-2019 academic year and govern the teaching, tests and examination of the Master's programmes in Sociology, Public Administration, International Public Management and Public Policy, Psychology, and Pedagogy and Education, including the English-taught specialisations within these programmes (hereinafter: the programme), and apply to and govern all students who are enrolled in these programmes. Sections 1, 4, 5, 7 and 8 of these regulations also apply to the Pre-Masters that grant access to (specialisations of) the programmes referred to, with the exception of specific provisions for Pre-Masters that are included in Appendix V.

The programme is provided by the Erasmus School of Social and Behavioural Sciences, hereinafter referred to as: the faculty.

Article 1.2. Definitions

In these regulations the following definitions apply:

- a. the Act: the Higher Education and Research Act (WHW);
- b. student: a person enrolled at the university for the purpose of following an educational programme and/or sitting the programme's tests and exams in accordance with Article 7.34 of the Act;
- c. Examination Board: the committee as referred to in Article 7.12 of the Act that determines in an objective and expert manner whether a student meets the conditions set by the EER with regard to the knowledge, insight and skills required to obtain a degree;
- d. programme: the Master's programmes referred to in Article 1.1 of these regulations;
- e. Bachelor's programme: the programme as referred to in Article 7.3a, paragraph 1 under a, of the Act that is concluded with an examination, hereinafter referred to as the Bachelor's examination;
- f. Pre-Master: the programme organised by the faculty for students who, in the opinion of the Examination Board, do not have sufficient prior education, and which prepares such students for admission to the Master's programme;
- g. credit: a unit expressed in EC and equal to 28 hours of study;
- h. course coordinator or practical coordinator: an examiner who is responsible for the content of a specific course or practical;
- i. component: one education unit (course or practical) of the programme as referred to in Article 7.3 of the Act;
- j. course guide: the Faculty's online list of courses on offer;

- k. course manual: the document that provides course-specific information;
- l. course: an example of a component/education unit that is usually focused on the acquisition of knowledge;
- m. practical: practical exercise as referred to in Article 7.13, second paragraph under d, of the Act. Practical exercises are understood to include:
 - writing a thesis, assignment or paper;
 - undertaking research assignments;
 - following an internship;
 - taking part in any other educational activities deemed essential, the aim of these activities being to acquire the intended skills.
- n. block: a time indication. An academic year is usually divided into four or eight blocks. A block often consists of theoretical and practical components, but can also include other types of components;
- o. tutorial group: a scheduled and compulsory meeting for a group of students;
- p. exam: the concluding Master's exam of the programme; this is considered successfully completed if the student has met all the requirements of the entire Master's programme;
- q. test: a test as referred to in Article 7.10 of the Act. In principle, all education units are concluded with a test. The test may consist of multiple tests ('partial tests') in a number of forms, such as an essay or a presentation;
- r. Rules and Guidelines: the rules adopted by the Examination Board governing, among other things, the correct procedure during tests, the guidelines for assessing students who take tests, and the way of determining the results of tests and exams, as referred to in Article 7.12b of the Act;
- s. diploma supplement: the appendix to the Master's certificate in which an explanation is given of the nature and content of the programme;

Article 1.3. Evaluation of education

1. The educational directors are responsible for the evaluation of education.
2. All curriculum components are systematically evaluated through student surveys and discussions with the programme committees.
3. The educational directors inform the programme committees of the outcomes of the student surveys, proposed adjustments following the outcomes, and the results of adjustments that were implemented.

SECTION 2 – ADMISSION

Article 2.1. Admission

1. Students may be admitted to a Master's programme if they:
 - have a certificate of an admissible Bachelor's degree obtained from a university, such as described in the admission procedure as referred to in the second paragraph;
 - can demonstrate they possess sufficient knowledge, insight and skills, on the level of an admissible Bachelor's degree obtained from a university, e.g. through a completed Pre-Master (Appendix V), as described in the admission procedure.
2. The admission procedures are included in Appendix I.
3. A Dutch-language requirement applies to Dutch-taught programmes and tracks within programmes. This requirement will be deemed to have been met if the student:
 - a. has a pre-university education (VWO) diploma and Dutch was one of the subjects included in the assessment conferring that diploma; or
 - b. has satisfied all the requirements of the test 'Dutch as a second language, level two' (NT-2, Exam II).
4. An English-language requirement applies to English-taught programmes and tracks within programmes. This requirement will be deemed to have been met if the student:
 - a. Commands English as a native language (has a nationality of one of the following countries:

Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America) and holds a diploma of secondary education from a school in one of the above-mentioned countries where the language of instruction was English for at least 2.5 years. Possessing a passport from an English speaking country without attending school in one of the above-mentioned countries does not grant exemption; or

- b. Holds an International Baccalaureate diploma (valid for five years); or
- c. Holds a higher education diploma in English (the entire programme) from a university in one of the countries mentioned under a. Diplomas in English from universities in other countries might be deemed sufficient as well but do not automatically fulfil the English-language requirement; or
- d. Has taken one of the tests below:
 - Internet-based TOEFL with a score of at least 90 and a minimum score of 20 for each sub-element;
 - IELTS with a score of at least 6.50 and a minimum score of 6.0 for each sub-element;
 - Cambridge exam with the minimum level of CAE level B/CPE level C;
 - Minimum level of C1 for a test equivalent to CEF organised specifically by EUR for the master's programmes of the faculty.

SECTION 3 – CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1. Objective of the programme

The intention of the programme is to confer such knowledge, insight and skills in the field of Sociology, Public Administration, International Public Management and Public Policy, Psychology or Pedagogy and education that the graduate is able to fulfil a position at Master's level in the labour market and is eligible to enter a doctoral programme. The objective of the programme is specified in the intended learning outcomes. The intended learning outcomes per programme are specified in Appendix II.

Article 3.2. Structure of the programme

1. The programmes Public Administration, International Public Management and Public Policy, Psychology and Pedagogy and Education are full-time programmes.
2. The programme Sociology is formally provided both as a full-time and part-time programme. In practice, the programme only offers a full-time curriculum.

Article 3.3. Language in which the programme is taught

1. Taking due account of the Code of Conduct of the Executive Board of Erasmus University Rotterdam, with the exception of the tracks and programmes taught in English, the programme is taught and the tests are taken in the Dutch language, unless otherwise provided for in the course guide.
2. If subjects are taught in English, there will be tutorial groups in which the language of instruction is English if international students are present.
3. In case courses of the Master's programmes of Sociology, Public Administration and International Public Management and Public Policy are shared between Dutch and English language specialisations, a test prepared in Dutch will be available for the students in Dutch specialisations. These students do not have the right to choose an English version of the test.
4. If stated in the course manual, tests in Dutch specialisations of the Master's programmes in Psychology and Pedagogy and Education may be taken in English. In such cases any assignments may be completed in Dutch and any open questions may be answered in Dutch, except if English language skills are a course learning objective that is being assessed.
5. In the English-language programmes and English-language specialisations, the language of instruction is English and tests are taken in English.

Article 3.4. Study load

1. The programme has a study load of 60 credits (EC).
2. The study load is expressed in whole or half credits (EC).

Article 3.5. The programme

1. The components of the programme which form part of the final assessment for the Master's degree are determined by the dean of the faculty. These components are listed in the course guide.
2. Students can substitute the components separately specified in Appendix IV for one or more other components, subject to the faculty's Examination Board's approval, provided this does not result in the study load for the entire programme falling below 60 credits. A substantiated written request for a Master's programme that varies from the programme set out in Appendix IV must be submitted to the faculty's Examination Board before the commencement of the academic year.
3. The substitution of components as referred to under paragraph 2 may, for example, apply to the student who is pursuing one or more components at another Dutch or foreign university.

SECTION 4 – EDUCATION

Article 4.1. Enrolling in courses

1. A student may only participate in a course if he or she has enrolled in the course in good time, which is further defined in paragraphs 2 and 3.
2. Students who participate in courses in the regular order are enrolled for the mandatory courses within the curriculum by the Educational Office.
3. In case of elective courses, students must enrol through the digital learning environment no later than one month before the start of the course. This also applies if a student wishes to participate in courses in a different order or if it is not the first time that a student will be participating in a course. If the deadline for enrolment is not met, it will not be possible to place the student. Students are responsible for any possible consequences of a too late enrolment, such as possible study delay and associated tuition fees.
4. A student cannot enrol for a course if the associated credits are already obtained.

Article 4.2. Entry requirements for courses; prior knowledge

Admission requirements may apply to the thesis, internship or certain courses (see Appendix IV).

Article 4.3. Attendance and best efforts obligation

1. Every student is expected to participate actively in the courses for which the student is enrolled.
2. A 100% attendance obligation applies to every practical training session and every tutorial group. The practical training sessions and tutorial groups are deemed as practical exercises within the meaning of Article 7.13, second paragraph, under d and t, of the Act. If a student does not meet the attendance obligation, the student will be given an alternative assignment.
3. Further provisions regarding the attendance obligation can be found in the Rules and Guidelines of the Examination Board.
4. Any additional obligations are described per component in the course manual.

SECTION 5 – TESTING

Article 5.1. General

1. Each component of the programme is associated with at least one test. In case of more than one test for a component, the final grade is determined by means of the weighted average of all tests associated to that component. For each test within a component a minimum grade may be required.
2. Each test comprises an assessment of the knowledge, insight, and/or skills of the student, as well as a grading of the results of that assessment.

3. The examiner designated by the Examination Board is responsible for administering the test and determining the result of the test.
4. The course manual describes the requirements that the student must satisfy to complete the test successfully as well as the criteria on which the student is assessed.
5. If a student registers for a test outside the regular registration period, an administration fee of € 20 will be charged for each test.
6. The procedure concerning assessment is described in the Examination Board's Rules and Guidelines.

Article 5.2. The number of test opportunities and the times of the tests

1. Students are offered two opportunities each year to sit the tests for all components of the Master's exam. The first opportunity is the regular test, while the second is the resit. The second opportunity is still considered a resit in case a student did not attend the first test opportunity.
2. If a component of the curriculum lapses, students who have already followed this component, but who have not yet passed it, have the choice between:
 - a. using two tests attempts for the lapsed component during the academic year in which the component is no longer offered; or
 - b. following the conversion course.

In principle, the test moments of the lapsed component occur simultaneously with the test of the conversion course. Participation in both the test of the lapsed component and the (test of the) conversion course is not allowed. Students who have not yet followed the component of the curriculum that lapses only qualify for following the conversion course.

3. A test can comprise partial tests.
4. The resit regulations are specified in Appendix III.
5. Written tests will take place at a time and location determined by or on behalf of the dean at least 30 working days before the start of the relevant block.
6. The times and locations of the tests are announced via the programme's digital learning environment.
7. Set test times may only be changed in cases of force majeure.
8. If, for a specific period, the Royal Netherlands Meteorological Institute (KNMI) issues a weather warning (code red) for the whole country or specifically for the Rijnmond region due to extreme weather conditions, the dean shall, after consulting the Student Administration (USC E&S), decide which of the written tests scheduled for that period are to be cancelled. Any such cancellation will be announced immediately on the homepage of EUR, SIN Online, and the Facebook page of ESSC.
9. Following such a cancellation, the dean will set new dates for the cancelled tests as soon as possible in consultation with the examiners concerned, which new dates should preferably be within 10 days of the original test dates. The new test dates shall immediately be published on SIN Online.
10. Oral tests will be administered by the examiner(s) at a time to be arranged with the student if possible.

Article 5.3. Form of testing

1. Testing will be administered in the way stipulated in the course guide.
2. At the request of the student, the Examination Board may decide that a test is to be administered in a way other than that provided for in the first paragraph.

Article 5.4. Oral tests

1. If an oral test is to serve as a test, the following rules will be observed:
 - a. Students only take oral tests individually, i.e. they will never have an oral test with another student, unless the Examination Board decides otherwise;
 - b. Oral tests are open to the public unless, for an exceptional reason, the Examination Board

- decides otherwise;
- c. If no second assessor is present during the oral test, an audio recording will be made of the test.

Article 5.5. Assessment term

1. Immediately after the oral test, the examiner makes an assessment of the test and gives the student the relevant written statement.
2. The examiner will assess a test, with the exception of oral tests as referred to in paragraph 1, within 15 working days of the day on which the test in question was taken, unless the following test opportunity falls within this marking period. In the latter case, a marking period of 10 working days will apply. Within the set period, the examiner will provide the educational office with the details necessary for providing the student a written or electronic proof of the assessment.
3. If a test consists of an assignment or if an assignment is part of the test, the marking period will be extended to 21 working days from the final submission deadline of the assignment.
4. The written statement of the assessment of a test will inform the students of their right of inspection, as referred to in Article 5.7, and the possibilities of appealing to the Board of Appeal for Examinations.

Article 5.6. Term of validity

1. The final grades of successfully completed courses are valid for four years. After this period ends, the validity of these grades will be extended unless the successfully completed courses are considered outdated by the Examination Board.

Article 5.7. Right of inspection

1. Within a period of 20 working days following the announcement of the result of a written test (*per 2019-2020*: 15 working days), the students will be permitted to inspect their assessed work during an inspection opportunity to be arranged by the examiner.
2. During the inspection referred to in paragraph 1, any student who took part in the written test may view the questions and assignments of the test in question, as well as the standards used for assessing the test.
3. If a student can demonstrate that he or she was unable to be present at the place and time of the inspection opportunity referred to in the first paragraph for reasons beyond their control, an alternative inspection opportunity will be offered to the student at his or her request to the course coordinator. An alternative inspection opportunity is to be held within the period referred to in paragraph 1, if possible.
4. The Examination Board's Rules and Guidelines provide a description of the procedure in respect of test inspections.

Article 5.8. Period of retention of tests and final assignments

1. The questions, answer sheets and the assessed work from written tests will be retained (in paper or digital form) for two years after the assessment.
2. The thesis, internship report, portfolio, as well as its assessment, will in case they are considered final assignments be retained (in paper or digital form) for seven years after the assessment.

Article 5.9. Exemption

1. At a student's request and having consulted the relevant examiner, the Examination Board, under the conditions set out in the Rules and Guidelines, may grant the student exemption from a component of the programme, provided that the student has completed a component which is of equivalent content and level as part of a university or completed professional higher education programme prior to commencing the component for which exemption is to be granted. In principle, no exemptions are granted for components in the Master's and Pre-Master's

programmes unless a double Master's programme is being completed and the components are identical.

2. An exemption can only apply to an entire course and not to a part of a course.

SECTION 6 – EXAM

Article 6.1. Exam

1. The Examination Board establishes the results of the exam and awards the certificate as referred to in Article 6.3 as soon as the student has satisfied the requirements of the exam programme.
2. Before establishing the results of the exam, the Examination Board may itself instigate an assessment of the student's knowledge, insight and skills in respect of one or more components of the programme.
3. The date of the exam is the day on which the Examination Board establishes that the student has successfully passed the exam.
4. To be able to pass the exam and be awarded a certificate, the student must have been enrolled for the programme in the period the tests were taken.
5. Students who have fulfilled all obligations with regard to the programme will be invited to collect the certificate.
6. Any student who has successfully passed the exam and is entitled to be awarded a certificate, may ask the Examination Board to delay awarding the certificate. This request to delay the award of the certificate must be submitted within 10 working days of the student being told of the results of the exam. At the time of submitting the request, the student should indicate when they wish to receive the certificate.

Article 6.2. Degree

1. A student who has successfully satisfied the exam will be conferred the degree "Master of Science".
2. The degree conferred will be detailed on the certificate.

Article 6.3. Certificate

1. As proof that the student has successfully satisfied all the requirements of the exam, a certificate will be awarded by the Examination Board. One certificate will be awarded for each programme, even if a student completes several specialisations within a programme.
2. The Examination Board will attach the list of grades and the Diploma Supplement to the certificate; the Diploma Supplement provides (international) insight into the nature and content of the completed programme.

SECTION 7 – STUDENT COUNSELLING

Article 7.1. Student progress administration

1. The faculty registers a student's individual study results and makes these accessible to the student via Osiris.
2. The student can obtain a certified study progress file from the Department for Exam Administration (USC E&S).
3. The programme is responsible for maintaining a register of the study results, so that any student can view their results in Osiris.

Article 7.2. Student counselling

1. The faculty is responsible for the introduction of external students and the student counselling of students enrolled in its programmes; the aim is, in part, to help students familiarise themselves with the potential study routes both within and outside the programme.
2. Student counselling consists of:
 - an introduction course in the first week (or the week before) of the first year of study;

- group and individual advice about possible study routes within and outside the programme, partially with a view to the career opportunities after the Master's programme and the possibilities of entering the labour market immediately after gaining a Bachelor's degree;
- group and individual advice about study skills, study plans and choosing a subsequent course of action;
- the offer of help and referrals with regard to difficulties experienced by students during their studies;

Article 7.3. Studying with a functional impairment

1. Students with a functional impairment will be offered the opportunity to adapt their education to their impairments as far as this is reasonably possible. Adaptations are closely matched to the individual impairment of the student, but cannot affect the quality or degree of difficulty of a course or test.
2. Students with functional impairments should submit a request to the student advisor which includes a statement from an agency competent in the matter. The student advisor will advise the Examination Board, which will subsequently decide on a possible adaptation of a student's education.

SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

Article 8.1. Hardship clause

1. In individual cases and at the request of the student, the dean is entitled to derogate from the provisions of the regulations if a strict application of the rules would result in extreme unreasonableness or unfairness. In arriving at an assessment of individual cases, the dean, or the Examination Board operating under the dean's authority, will act in accordance with the general legal principle of equal treatment of equal cases and unequal treatment of unequal cases. The dean will abide by the principle of force majeure as the admissibility criteria.
2. In any situations not provided for in these regulations, or not provided for unambiguously or which manifestly have an unreasonable outcome, a decision will be taken by or on behalf of the dean, after he/she has consulted the Examination Board.

Article 8.2. Amendments

1. Amendments to these regulations will be adopted in a separate decision by the dean, after having taken note of the recommendations of the Examination Board and after having obtained the consent and/or advice of the programme committees and Faculty Council.
2. Amendments to these regulations have no effect in the current academic year. The foregoing provision may only be derogated from if such will not unreasonably prejudice the interests of the students.
3. Furthermore, no amendment may disadvantage a student by influencing a decision with respect to a student taken by the Examination Board, pursuant to these regulations.

Article 8.3. Publication

The dean is responsible for the publication (via Internet) of these regulations, as well as for any amendments.

Article 8.4. Entry into force

These regulations will come into effect on 1 September 2018.

Appendix I – ADMISSION TO THE MASTER’S PROGRAMME

1. Admissions to Dutch language master programmes (information only available in Dutch)

A. Master Bestuurskunde - dagvariant

Vooropleiding

Voor toelating tot de Nederlandstalige master moet je een relevante universitaire/ wo-bachelor- en/ of masteropleiding succesvol hebben afgerond. Of je (direct) toelaatbaar bent tot de master is afhankelijk van de inhoud van je vooropleiding.

Directe toelating

Indien je een van onderstaande opleidingen succesvol hebt afgerond, ben je direct toelaatbaar tot deze masteropleiding:

- Bachelor Bestuurskunde aan de EUR (Erasmus Universiteit Rotterdam) of een andere Nederlandse universiteit;
- Pre-master Bestuurskunde aan de EUR;
- Bachelor Sociologie aan de EUR;
- Bachelor Politicologie/ Europese studies/ Internationale betrekkingen;
- Bachelor Bestuurs- en Organisationswetenschappen;
- Bachelor Gezondheidswetenschappen, Beleid & Management Gezondheidszorg;
- Bachelor Beleidssociologie aan Universiteit Utrecht;
- Bachelor Ruimtelijke Wetenschappen (alleen voor track “Governance en Management van Complexe Systemen”).

Toelaatbaar na beoordeling van Toelatingscommissie

Andere bachelor in combinatie met de Bestuurskunde minor.

Onderzoeksmethoden en technieken

Met een andere bachelor als achtergrond is toelating enkel mogelijk, mits je enige kennis hebt van sociaal wetenschappelijk onderzoek.

Geen directe toelating

Indien je een van onderstaande opleidingen hebt afgerond, moet je eerst de pre-master volgen alvorens je toelaatbaar bent:

- hbo-bachelor;
- Andere bachelor zonder minor en keuzevakken van Bestuurskunde aan de EUR.

B. Master Bestuurskunde - avondvariant

Vooropleiding

Voor toelating tot de Nederlandstalige master moet je een relevante universitaire/ wo-bachelor- en/ of masteropleiding succesvol hebben afgerond. Of je (direct) toelaatbaar bent tot de master is afhankelijk van de inhoud van je vooropleiding.

Directe toelating

Indien je de pre-master Bestuurskunde (avondvariant) aan de EUR succesvol hebt afgerond en minimaal twee jaar werkzaam in een beleids- of managementfunctie in het publieke domein bent geweest, ben je direct toelaatbaar tot deze masteropleiding.

C. Master Sociologie

Vooropleiding

Voor toelating tot de Nederlandstalige master in Sociologie moet je een relevante universitaire bachelor- of masteropleiding succesvol hebben afgerond. Of je (direct) toelaatbaar bent tot de master in Sociologie, is afhankelijk van jouw vooropleiding.

Directe toelating

Indien je een van onderstaande opleidingen succesvol hebt afgerond, ben je direct toelaatbaar tot de master Sociologie:

- Bachelor Sociologie aan de EUR;
- Pre-master Sociologie aan de EUR;
- Bachelor Sociologie aan een andere universiteit.

Studenten met een van onderstaande universitaire vooropleidingen, zijn **over het algemeen** direct toelaatbaar tot de master Sociologie. De aanmelding moet echter nog wel beoordeeld worden door de Toelatingscommissie. Deze zal bekijken of er minimaal 10 studiepunten in sociaalwetenschappelijke methoden en technieken zijn behaald als onderdeel van de opleiding:

- Bachelor Antropologie;
- Bachelor Bestuurskunde;
- Bachelor Communicatiewetenschappen;
- Bachelor Science & Technology Studies;
- Bachelor Economie;
- Bachelor Pedagogiek;
- Bachelor Psychologie;
- Bachelor Media- en Cultuurwetenschappen;
- Bachelor Algemene sociale wetenschappen;
- Bachelor Gezondheidswetenschappen, Beleid & Management Gezondheidszorg;
- Bachelor Politicologie.

Indien je een andere bachelor in de sociale wetenschappen hebt behaald, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot de master Sociologie. Dit is mede afhankelijk van je behaalde resultaten voor wo-vakken in sociaalwetenschappelijke methoden en technieken. Indien je deze vakken hebt afgerond, zal de Toelatingscommissie bekijken of je direct toelaatbaar bent tot het masterprogramma.

Geen directe toelating

Indien je een van onderstaande opleidingen hebt afgerond, moet je eerst de pre-master volgen alvorens je toelaatbaar bent:

- Hbo-bachelor
- Andere universitaire bachelor dan bovengenoemde.

D. Master Pedagogy and Education

Vooropleiding

Voor toelating tot de Nederlandstalige master in Pedagogy and Education moet je een relevante universitaire bachelor- of masteropleiding succesvol hebben afgerond. Of je (direct) toelaatbaar bent tot de master, is afhankelijk van jouw vooropleiding.

Let op: de toelatingseisen voor de specialisatie Orthopedagogiek wijken af van de toelatingseisen voor de specialisaties Gezinspedagogiek en Onderwijswetenschappen.

Toelating tot Gezinspedagogiek en Onderwijswetenschappen

Directe toelating

Je bent direct toelaatbaar tot Gezinspedagogiek of Onderwijswetenschappen indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Pedagogische Wetenschappen aan de EUR
- Pre-master in de richting van de masterspecialisatie aan de EUR
- Bachelor Pedagogische Wetenschappen aan een universiteit elders in Nederland
- Bachelor van aanverwante universitaire studie in de Sociale Wetenschappen.*

Let op: met deze bachelor als achtergrond is toelating tot de specialisaties Gezinspedagogiek of Onderwijswetenschappen enkel mogelijk na toestemming van de Toelatingscommissie, mits je de volgende vakken hebt behaald:

- 10 ECTS in Methoden & Technieken en SPSS
- 15 ECTS in Pedagogiek (voor Gezinspedagogiek) of 15 ECTS in Onderwijskunde/ Onderwijswetenschappen (voor Onderwijswetenschappen)

* Welke studies precies onder de Sociale Wetenschappen vallen (aanverwant zijn), is ter beoordeling aan de Toelatingscommissie. Meld je aan voor de master, dan wordt bekeken of je toelaatbaar bent. Als je aanmelding wordt goedgekeurd, ontvang je via email een bevestiging van toelating.

Geen directe toelating

Je bent niet direct toelaatbaar tot Gezinspedagogiek of Onderwijswetenschappen indien je een van onderstaande opleidingen hebt afgerond. Je dient eerst de pre-master te volgen voordat je kunt starten aan de master:

- Hbo-bachelor van aanverwante studie in de Sociale Wetenschappen;
- Wo-bachelor van niet-aanverwante universitaire studie.

Niet toelaatbaar

Als je een hbo-bachelor hebt afgerond van een niet-aanverwante studie in de Sociale Wetenschappen, ben je helaas ook niet toelaatbaar tot de pre-master. Start dan met de bacheloropleiding Pedagogische Wetenschappen.

Toelating tot Orthopedagogiek

Orthopedagogiek is een beroepsopleiding. Voor studenten Orthopedagogiek is registratie als basis-orthopedagoog bij de beroepsvereniging NVO essentieel. Hierdoor heeft deze specialisatie aparte toelatingseisen.

Directe toelating

Je bent direct toelaatbaar tot de specialisatie orthopedagogiek indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Pedagogische Wetenschappen aan de EUR
- Pre-master in de richting van Orthopedagogiek aan de EUR
- Bachelor Pedagogische Wetenschappen in de richting van Orthopedagogiek aan een universiteit elders in Nederland.
- Bachelor Pedagogische Wetenschappen in een andere richting dan Orthopedagogiek aan een universiteit elders in Nederland*
- Bachelor van aanverwante universitaire studie in de Sociale Wetenschappen*

* Toelating tot de specialisatie Orthopedagogiek is enkel mogelijk na toestemming van de Toelatingscommissie, mits je de volgende vakken hebt behaald:

- 40 ECTS Orthopedagogiek (Algemene Orthopedagogiek (min. 6 ECTS), Persoonlijheidsleer, Ontwikkelingspsychologie, Psychopathologie en Neuropsychologie);
- 5 ECTS Jeugdzorg en Juridische en Ethische aspecten;
- 20 ECTS Methoden & Technieken en SPSS.

Of jouw curriculum voldoende wordt geacht en welke studies aanverwant zijn aan de Sociale Wetenschappen zijn ter beoordeling aan de Toelatingscommissie. Meld je aan voor de master, dan wordt bekeken of je toelaatbaar bent. Als je aanmelding wordt goedgekeurd, ontvang je via email een bevestiging van toelating.

Geen directe toelating

Indien je een van onderstaande opleidingen hebt afgerond dien je eerst de pre-master te volgen voordat je kunt starten aan de master:

- Hbo-bachelor in SPH, Pedagogiek, MWD of CMV mits je voldoet aan de extra voorwaarden.
- Lees meer over een special traject voor PABO-studenten.

Niet toelaatbaar

Als je een hbo- of wo-bachelor hebt afgerond van een niet-aanverwante studie, ben je helaas ook niet toelaatbaar tot de pre-master in de richting van Orthopedagogiek. Start dan met de bacheloropleiding Pedagogische Wetenschappen.

E. Master Psychologie

Vooropleiding

Voor toelating tot de master Psychologie moet je een relevante universitaire bachelor, master of pre-master succesvol hebben afgerond. Of je (direct) toelaatbaar bent tot de master is afhankelijk van jouw vooropleiding.

Directe toelating

Je bent direct toelaatbaar tot de master indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Psychologie aan de EUR
- Pre-master in de richting van de masterspecialisatie aan de EUR (alleen van toepassing voor de specialisaties Positieve Organisationspsychologie, Psychologie van Leren en Presteren, en Brein en Cognitie)
- Bachelor Psychologie aan een universiteit elders in Nederland

Let op: indien je instroomt vanuit een andere universiteit, of vanuit de EUR maar met een specialisatie in de bachelor die niet aansluit op de specialisatie in de master, ben je zelf verantwoordelijk voor het bijspijkeren van eventuele lacunes in kennis en vaardigheden op het gebied van statistiek en de gekozen specialisatie. Op de toelatingspagina hebben we lijsten met aanbevolen literatuur geplaatst. Wees er bij het instromen vanuit een andere universiteit of andere specialisatie tevens van bewust dat voor sommige postacademische opleidingen (bijvoorbeeld de opleiding GZ-psycholoog BIG) en sommige lidmaatschappen van beroepsverenigingen aanvullende eisen kunnen worden gesteld bovenop het masterdiploma. Het is je eigen verantwoordelijkheid om je op de hoogte te stellen van deze eisen indien je een postacademische opleiding en/of lidmaatschap van een beroepsvereniging overweegt.

Geen directe toelating

Indien je een van onderstaande opleidingen hebt afgerond, zal je eerst de pre-master moeten volgen alvorens je toelaatbaar bent.

Je bent toelaatbaar tot de pre-master met een hbo-bachelor Psychologie of met een van de volgende universitaire bachelors:

- Bachelor Algemene Gezondheidswetenschappen;
- Bachelor Algemene Sociale Wetenschappen;
- Bachelor Gedrag & Samenleving;
- Bachelor Geneeskunde;
- Bachelor Pedagogische Wetenschappen;
- Bachelor Sociologie.

Niet toelaatbaar

Met een diploma van een hbo-bachelor of universitaire bachelor anders dan bovengenoemde, ben je helaas niet toelaatbaar en zal je moeten starten met de bachelor Psychologie.

2. Admissions to English language master programmes

A. Master Sociology

Prior education

Depending on the specialisation you wish to apply for, you are eligible for admission to the programme if you have obtained a relevant Bachelor's or undergraduate degree from a research university in the following fields of studies:

Admission to	Prior education in
All specialisations	Social Sciences /Sociology / Public Administration
Governance of Migration and Diversity	Political Science / European Studies / International Relations / Social Geography/ Liberal Arts
Politics & Society*	<p>Political Sciences / European Studies / International Relations / Communication Science</p> <p>Apart from a relevant degree you are expected to have:</p> <ul style="list-style-type: none"> familiarity with sociological theory and social science methodology; had courses related to the chosen specialisation and affinity with global/ international contemporary social problems (e.g., by having had courses in the bachelor curriculum).

Proof of proficiency in the English language

Please note that the test may not be older than two years at the time of application.

Language Test	Minimum Score	Minimum Sub-scores
TOEFL (our TOEFL ID Code 5971)*	90 (internet based)	20
IELTS	6.5	6.0
CEF (Common European Framework)	C1-level	
Cambridge EFL (English as a Foreign Language) Examinations	CAE level B CPE level C	

* Please note that Institutional TOEFL tests are not accepted.

Exemptions

You might be exempted from presenting the proof of English proficiency if:

- You are a native speaker of English (i.e. a national of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom and the United States of America) **and** you have obtained a diploma of secondary education in English for at least 2.5 years in one of the above countries and/or
- You have obtained a diploma of International Baccalaureate (valid for 5 years) and/or

- You have obtained your diploma of higher education in English (the entire programme) in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America.
 - We usually deem the level of English Bachelor programmes at West European or Scandinavian universities sufficient for exemption as well.
 - Please mind that in case you believe that you qualify for exemption you need to present a proof thereof. If you have obtained your diploma of higher education in English we need to see a written proof of it in the form of either a passage in the diploma, grade list, or a letter from the university stating that the language of instruction was English for the entire programme.

Academic performance

In addition to the credentials mentioned above, the Admissions Board will also take into account your academic performance, i.e. your grades. Please note that there is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

Contributing aspects

You may choose to provide the Admissions Board with additional information about yourself by uploading additional documents that you think might contribute to your profile. An example of such documents could be motivation and/ or reference letter.

B. Master Public Administration

Prior education

Depending on the specialisation you wish to apply for, you are eligible for admission to the programme if you have obtained a relevant Bachelor's or undergraduate degree from a research university in the following fields of studies:

Admission to	Prior education in
All specialisations	Public Administration / Sociology / Political Science / a Bachelor's or undergraduate degree in other disciplines related to public administration and societal processes
Governance of Migration and Diversity	European Studies / International Relations / Social Geography / Liberal Arts
Management of Governance Networks	Spatial Planning (<i>per 2019-2020</i> : with courses related to public policy / governance and social science research methods)
Urban Governance	<i>Per 2019-2020</i> : Urban Management / Urban Planning / Urban Studies / Environmental Sciences / Economics (with courses related to public policy / governance and social science research methods)

Proof of proficiency in the English language

Please note that the test may not be older than two years at the time of application.

Language Test	Minimum Score	Minimum Sub-scores
TOEFL (<i>our TOEFL ID Code 5971</i>)*	90 (internet based)	20
IELTS	6.5	6.0
CEF (Common European Framework)	C1-level	
Cambridge EFL (English as a Foreign Language) Examinations	CAE level B CPE level C	

* Please note that Institutional TOEFL tests are not accepted.

Exemptions

You might be exempted from presenting the proof of English proficiency if:

- You are a native speaker of English (i.e. a national of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom and the United States of America) **and** you have obtained a diploma of secondary education in English for at least 2.5 years in one of the above countries and/or
- You have obtained a diploma of International Baccalaureate (valid for 5 years) and/or
- You have obtained your diploma of higher education in English (the entire programme) in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America.
 - We usually deem the level of English Bachelor programmes at West European or Scandinavian universities sufficient for exemption as well.

- Please mind that in case you believe that you qualify for exemption you need to present a proof thereof. If you have obtained your diploma of higher education in English we need to see a written proof of it in the form of either a passage in the diploma, grade list, or a letter from the university stating that the language of instruction was English for the entire programme.

Motivation

(Only relevant for Management of Governance Networks)

In a reasonable amount of detail (1 A4) explain your motivation by

- Providing reasons for applying to the programme;
- Demonstrating relevant knowledge, experience and affinity with the field of studies (also supported by means of your resume);
- Telling us about your plans for the future.

Academic performance

In addition to the credentials mentioned above, the Admissions Board will also take into account your academic performance, i.e. your grades. Please note that there is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

Contributing aspects

You may choose to provide the Admissions Board with additional information about yourself by uploading additional documents that you think might contribute to your profile. An example of such documents could be motivation and/ or reference letter.

C. Master International Public Management and Policy

Prior education

You are eligible for admission to the programme if you have obtained a relevant Bachelor's or undergraduate degree from a research university in the following fields of studies:

- Public Administration;
- Political Science;
- European Studies;
- International Relations.

Applicants with a Bachelor's in **Economics, Business Administration, Sociology** or other social sciences, as well as **Law** or **History**, may also be eligible to apply if they have an international orientation and affinity with the public sector, e.g., by having had courses in the bachelor curriculum related to public sector, international relations and/or European governance. Applicants who do not have sufficient knowledge of the mentioned topics might need to do a pre-module before entering the programme.

Please note that applicants with a Bachelor's in **Law** or **History**, however, also need to provide evidence that they are familiar with social science methodology.

Proof of proficiency in the English language

The test score report should be taken no longer than **2 years** before the application.

Language Test	Minimum Score	Minimum Sub-scores
<u>TOEFL</u> (our TOEFL ID Code 5971)*	90 (internet based)	20
<u>IELTS</u>	6.5	6.0
CEF (Common European Framework)	C1-level	
Cambridge EFL (English as a Foreign Language) Examinations	<u>CAE</u> level B <u>CPE</u> level C	

* Please note that Institutional TOEFL tests are not accepted.

Exemptions

You might be exempted from presenting English language proficiency proof if:

- You are a native English speaker (i.e., a national of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom **and** the United States of America) and you have obtained a diploma of secondary education in English for at least 2.5 years in one of the above countries and/or
- You have obtained a diploma of International Baccalaureate (valid for 5 years) and/or
- You have obtained your diploma of higher education in English (the entire programme) in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America.
 - We usually deem the level of English Bachelor programmes at West European or Scandinavian universities sufficient for exemption as well.
 - Please mind that in case you believe that you qualify for exemption you need to present a proof thereof. If you have obtained your diploma of higher education in English we need to see a written proof of it in the form of either a passage in the diploma, grade list, or a letter

from the university stating that the language of instruction was English for the entire programme.

Motivation and international orientation

In a reasonable amount of detail (1 A4) explain your motivation by

- Providing reasons for applying to the programme;
- Demonstrating relevant knowledge, experience and affinity with the field of studies (also supported by means of your resume);
- Telling us about your plans for the future.

Academic performance

In addition to the credentials mentioned above, the Admission Board will also take into account your academic performance, i.e., your grades. Please note that there is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

D. Master Psychology

Prior education

You are eligible for admission to the Master programme if you have obtained a Bachelor's or undergraduate degree in Psychology from a research university. You are also expected to have obtained at least:

- 15 ECTS in courses related to the preferred field of your specialisation;
- At least 15 ECTS in statistics courses and at least basic SPSS (Statistical Package for the Social Sciences) skills. You are expected to have been taught the following statistical techniques (and be able to apply them in SPSS): descriptive statistics, correlation, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures-ANOVA, MANOVA, GLM, psychometrics, non-parametric testing (Chi-square, Mann-Whitney U, Wilcoxon, Kruskal-Wallis, Friedman).

Proof of proficiency in the English language

Please note that the test may not be older than two years at the time of application.

Language Test	Minimum Score	Minimum Sub-scores
TOEFL (<i>our TOEFL ID Code 5971</i>)*	90 (internet based)	20
IELTS	6.5	6.0
CEF (Common European Framework)	C1-level	
Cambridge EFL (English as a Foreign Language) Examinations	CAE level B CPE level C	

**Please note that Institutional TOEFL tests are not accepted.*

Exemptions

You might be exempted from presenting the proof of English proficiency if:

- You are a native speaker of English (i.e. a national of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom and the United States of America) **and** you have obtained a diploma of secondary education in English for at least 2.5 years in one of the above countries and/or
- You have obtained a diploma of International Baccalaureate (valid for 5 years) and/or
- You have obtained your diploma of higher education in English (the entire programme) in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America.
 - We usually deem the level of English Bachelor programmes at West European or Scandinavian universities sufficient for exemption as well.
 - Please mind that in case you believe that you qualify for exemption you need to present a proof thereof. If you have obtained your diploma of higher education in English we need to see a written proof of it in the form of either a passage in the diploma, grade list, or a letter from the university stating that the language of instruction was English for the entire programme.

Academic performance

In addition to the credentials mentioned above, the Admissions Board will also take into account your academic performance, i.e. your grades. Please note that there is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

E. Master Pedagogy and Education

Prior education

You are eligible for admission to the programme if you have obtained a relevant Bachelor's or undergraduate degree from a research university in the following fields of studies:

- Child development;
- Education;
- Pedagogy;
- Psychology.
- Students with a Bachelor's in other related fields of social and/or behavioural sciences may also be eligible to apply if they have a well-balanced combination of various credentials.

Considering the different understanding and treatment of pedagogy-related concepts and in attempt to provide an indication of the required background, a potential candidate is expected to have obtained:

- At least 10 ECTS in courses in statistics / advanced research methodology and at least basic SPSS (Statistical Package for the Social Sciences) skills. You are expected to be familiar with the following statistical techniques (and be able to apply them in SPSS): descriptive statistics, correlation, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures-ANOVA, MANOVA, GLM, psychometrics, non-parametric testing.
- at least 15 ECTS in courses related to education, pedagogy or child development – depending on your choice of specialisation/ track;
- ethical and professional knowledge and skills.

Proof of proficiency in the English language

Please note that the test may not be older than two years at the time of application.

Language Test	Minimum Score	Minimum Sub-scores
<u>TOEFL</u> (our TOEFL ID Code 5971)*	90 (internet based)	20
<u>IELTS</u>	6.5	6.0
CEF (Common European Framework)	C1-level	
Cambridge EFL (English as a Foreign Language) Examinations	<u>CAE</u> level B <u>CPE</u> level C	

* Please note that Institutional TOEFL tests are not accepted.

Exemptions

You might be exempted from presenting the proof of English proficiency if:

- You are a native speaker of English (i.e. a national of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom and the United States of America) **and** you have obtained a diploma of secondary education in English for at least 2.5 years in one of the above countries and/or
- You have obtained a diploma of International Baccalaureate (valid for 5 years) and/or

- You have obtained your diploma of higher education in English (the entire programme) in one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America.
 - We usually deem the level of English Bachelor programmes at West European or Scandinavian universities sufficient for exemption as well.
 - Please mind that in case you believe that you qualify for exemption you need to present a proof thereof. If you have obtained your diploma of higher education in English we need to see a written proof of it in the form of either a passage in the diploma, grade list, or a letter from the university stating that the language of instruction was English for the entire programme.

Academic performance

In addition to the credentials mentioned above, the Admissions Board will also take into account your academic performance, i.e. your grades. Please note that there is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

Appendix II – INTENDED LEARNING OUTCOMES OF THE PROGRAMMES

A. Sociology

For the Sociology master programme, the following intended learning outcomes apply:

Knowledge and insight

- Profound knowledge of and insight into the sociological theories in at least one or several of the sub-areas of the discipline, including the most recent sociological debates and development of theories in this area or sub-areas;
- Profound knowledge of and insight into sociological research methods.

Applying knowledge and insight

- Able to make an independent contribution to the discipline's development of knowledge in at least one or several sub-areas;
- Able to conduct independent and scientifically sound research using specialist knowledge of methods and the field;
- Able to interpret social science insights in a manner that is scientifically sound and apply them in professional practice;
- Able to reflect on social issues from a sociological perspective.

Making judgments

- Able to take a scientific standpoint as well as critically estimate the value of any such standpoint.
- Able to develop and apply an independent scientific perspective to problems facing the scientific field and professional practice.

Communication

- Being able to effectively and clearly report and present, both in written and oral form, complex findings of sociological research to academic and professional target groups.
- Being able to constructively criticise and comment on the work of (fellow) students, peers, colleagues and/or clients.

Learning skills

- Able to apply knowledge, insight and problem-solving skills in new or unknown circumstances within the discipline of sociology or of an organisation or policy area.
- Able to critically monitor, evaluate and apply relevant national and international developments in the discipline as a professional.

B. Public Administration

EUR's Public Administration programme has formulated its mission as follows:

"We train public administrators who can identify and analyse social issues, are able to advise on policy-relevant solutions and organise the requisite processes."

In terms of the Master's programme, this general mission is expressed in the following intended learning outcomes: A MSc graduate in Public Administration:

1. Has profound insights into the dynamic processes at play in society and government and the manner in which these influence one another;
2. Has profound knowledge of and insight into the sub-areas or aspects of public administration and the associated paradigms and theories;
3. Is able to select, identify and analyse theoretical frameworks in approaching complex public administration issues;
4. Is able to independently deploy methods and techniques in combination with theory in order to analyse, assess and report on public administration problems with a view to contributing to possible solutions;
5. Has insight into normative aspects of policy and management issues in the public domain, in particular the ethics of public governance;
6. Is able to independently advise on organisation, management and policy issues;
7. Is able to function as a broker between values and interests such as those existing within heterogeneous environments in order to resolve so-called *wicked problems*;
8. Is able to apply acquired theories and concepts in practice to one or several relevant areas of public administration, such as management, organisation and policy;
9. Has argumentative and communicative skills for reporting independently and critically on complex issues in the public domain;
10. Has developed learning skills that enable him or her to commence a new programme of study in an independent and autonomous manner or to operate on an academic level in the public sector or its immediate surroundings.

C. International Public Management and Public Policy

The EUR Department of Public Administration has defined the aim of the Master of International Public Management and Policy as follows:

We deliver professionals in public administration who are aware of the increasingly multinational and international nature of public management and public policy making; have the capacity to use theories, concepts, and tools to analyse this international multi-level space, and have the knowledge and skills relevant to public careers with international dimensions.

With this aim in mind, the following intended learning outcomes have been formulated for the graduates of the programme, in other words stating that the graduate:

1. Has profound knowledge and understanding of international public management and policy and the corresponding disciplines and theories;
2. Has a profound understanding of the causes and consequences of the process of internationalisation of public management and policy;
3. Has the capacity to identify and apply relevant concepts and theories to describe, explain, evaluate and remedy new problems of international public management and policy;
4. Is able to apply social science research methods to reliably and validly describe and explain international public management and policy problems;
5. Is able to make evidence-based recommendations about problems of international public management and policy in a self-directed way;
6. Has the ability to distinguish normative preferences and empirical analysis and can formulate reasoned assessment about their mutual relationship;
7. Possesses elaborate argumentative, communication and reporting skills to report clearly, independently and critically about problems of international public management and policy.

D. Psychology

The aim of the programme is to impart such knowledge, insights and skills in the field of psychology that the graduate is able to practise independently or take up a position on the labour market as a university graduate with a master degree and be eligible to enter a follow-up postgraduate programme (for example BIG Healthcare psychologist) or perform scientific research (e.g. as a PhD student). This objective is specified as follows in the intended learning outcomes.

Graduate students have knowledge of:

1. The current insights, most important theories, empirical findings and international developments within the chosen specialisation at an advanced level.
2. Advanced scientific research methods and statistics relevant to the discipline.
3. For the specialisations focused on practical application (K/KKJ/POP/HLP): Methods for diagnostics and intervention within the chosen specialisation domain, including the effectiveness and application thereof, up to a level that meets the requirements for obtaining Basic Psychodiagnostics Certification (*Basisaantekening*) from the Dutch Association of Psychologists (NIP) and the admission qualification for postgraduate programmes to become a health care psychologist, psychotherapist or school psychologist (which only applies if the student has completed a practical internship that satisfies specific requirements).

Graduates are able to:

4. Assess psychological issues and formulate them as research questions, interventions and/or policy trends and evaluate and analyse them.
5. Design and conduct a scientific study and report the outcome according to the most commonly used conventions in that specialist field, with a large degree of independence and with due observance of the ethical and legal codes of conduct.
6. Work competently according to professional, ethical and legal codes of conduct in the specialist field.
7. Analyse complex issues, problems and developments related to the chosen specialisation and form an empirically substantiated opinion by combining existing knowledge with their own insights, whilst reflecting on the limits of their own knowledge and the influence of their own values and standards and those of others.
8. Communicate, clearly and understandably, complex information orally or in writing (in Dutch and/or English), whilst distinguishing between different target groups (scientists, fellow psychologists, clients).
9. Perform psychological and scientific work and oversee the consequences of their professional actions.
10. Work in a multidisciplinary group within a psychological context and competently assume a leading role or play a part in a team.
11. Keep up with the empirical developments in the specialist field so that they can contribute to the developments in the specialist field and the application of new scientific insights.
12. Independently participate in an advanced specialist study programme and work continually on their professional development.

E. Pedagogy and Education

The aim of the programme is to confer such knowledge, insight and skills in the field of Pedagogics and Educational Sciences that the graduate is able to fulfil a position at Master's level in the labour market, at least in the area of pedagogics, educational sciences or a related discipline. This objective is specified as follows in the intended learning outcomes.

Graduates have knowledge of:

1. Current insights, key theories, empirical findings, and national and international developments, within the chosen specialisation (i.e. orthopedagogics, child & family studies and educational sciences);
2. Cultural (i.e. ethnic-cultural, ethical and/or legal), economic, social and/or political developments within the chosen specialisation, and related issues, problems and findings (including empirical findings);
3. Advanced methods and models used in the process of signalling and identifying complex, multiproblem pedagogical situations and providing appropriate guidance and support, both at the level of the individual and at the level of systems and institutions;
4. Intervention (or treatment) models of complex, multiple pedagogical problems, including their effectiveness and their application in a diverse context (i.e. diversity in ethnic-culture, social-economic status, legislation, language, gender);
5. Advanced designs and methods for social sciences research.

Graduates are able to:

6. Assess and translate complex pedagogical problems into interventions, programmes and/or policy, and evaluate and analyse them;
7. Practice competently as pedagogues in accordance with professional, ethical and legal codes of conduct in the relevant field;
8. Carry out research (i.e. diagnostic and/or scientific research) within the chosen specialisation and at the interface with other related sub-disciplines of the pedagogical sciences;
9. Analyse complex questions, issues and developments in the field of upbringing and education and form a well-reasoned opinion by integrating existing knowledge and their own understanding with the ability to reflect on the limitations of their knowledge and on the influence of their own and other people's culture-based norms and values;
10. Carry out their pedagogic and scientific work with an awareness of ethical and culture-related aspects, in respect of clients as well as test subjects, and to oversee the consequences of their own professional actions;
11. Work in a multidisciplinary group in a pedagogical context, and competently take on either a leading role or a team role;
12. Communicate complex themes, either orally or in writing, in a clear and comprehensible way, with the ability to differentiate between different target groups (e.g. children, parents, teachers, policymakers, scientists and other professionals) and accounting for diversity;
13. Keep up with subject-related developments and developments in society in order to contribute to change processes in pedagogic practice and to innovation in the field of pedagogy;
14. Independently engage in a further specialist study programme and continue working on their professional development.

Appendix III – RESIT REGULATIONS

1. For the programmes Sociology, Public Administration and International Public Management and Public Policy, the following resit opportunities apply for the Master's programme:
 - a. The Master's programme allows students to resit any exam component once. If a student resits a test, the higher grade will apply;
 - b. If the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the new (version of the) assignment or practical, counting from the moment the student receives the resit assignment;
 - c. In principle, test resits will be held after regular classes have ended.
2. For the programmes Psychology and Pedagogy and Education, the following resit opportunities apply for the Master's programme:
 - a. The Master's programme allows students to resit any exam component once, if that component is concluded with a grade lower than 5.5. If a student resits a test, the higher grade will apply;
 - b. If a grade for a course test is 5.5 or higher, the student may nevertheless submit a substantiated request to the Examination Board to be allowed to take a resit. The granting of such a request is on the condition that the request is submitted well in advance of the scheduled resit, and is based on a grade for a course test that varies strongly from the course test average for the student in question owing to circumstances. Such a request may only be submitted once per academic year. The procedure including deadlines is further described in the Rules and Guidelines of the Examination Board;
 - c. If the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the new (version of the) assignment or practical, counting from the moment the student receives the resit assignment;
 - d. In principle, test resits will be held after regular classes have ended.

Appendix IV – MASTER EXAM STRUCTURE

A. Sociology

Management & Organisatie

Exam component	Credits
Besturen van organisaties	7.5
Sociaalwetenschappelijk onderzoek in de praktijk	7.5
Sturing in de hedendaagse samenleving	7.5
Management van maatschappelijke risico's	7.5
Keuzevak/elective*	7.5
Scriptie/thesis	22.5
Total	60

Grootstedelijke Vraagstukken en Beleid

Exam component	Credits
De stad als woonmilieu	7.5
Sociaalwetenschappelijk onderzoek in de praktijk	7.5
Stad, economie en samenleving	7.5
Urban Governance and Politics: The City as a Political Arena	7.5
Keuzevak/elective*	7.5
Scriptie/thesis	22.5
Total	60

Politics and Society

Exam component	Credits
The Social Bases of Politics	7.5
Political attitudes and Behaviour in Context	7.5
Parties and Governments in Global Times	7.5
Social Science Research in Practice	7.5
Elective*	7.5
Thesis	22.5
Total	60

Governance of Migration and Diversity

Exam component	Credits
Governance of Migration and Diversity (EUR, BSK)	5
History of Migration and Diversity (Universiteit Leiden)	5
Politics of Migration and Diversity (EUR, BSK)	5
Social Science Research in Practice (EUR, SOC)	7.5
Sociology of Migration and Diversity (EUR, SOC)	5
Urban Governance and Politics (EUR, SOC)	5
Elective**	5
Thesis	22.5
Total	60

Conversion courses

Redistribution, participation and care	Public issues of Modern families
Organisation	Governing organisations
Public service explained	Governance in contemporary society
Production	Governing social risks
Science in Practice	Individual scheme
Cities in a time of globalisation	Cities in a globalised world
The city as living environment	The City as Habitat
The divided city	Individual scheme
City and state	Urban governance and politics

*The Master's programmes feature electives such as 'Sturing in de hedendaagse samenleving', 'Stad, economie en samenleving', 'Political Attitudes and Behaviour in Context', 'Public issues', and 'Modern families', but electives may also be selected from other EUR Master specialisations of Sociology.

**Electives available for students in Governance of Migration and Diversity are: 'Migration and Development (EUR, ISS)' and 'Social Inequalities in the City (TU Delft)'.

B. Public Administration

Beleid en Politiek

The Master's programme Beleid en Politiek (offered for the first time in 2004-2005; offered for the first time in this form in 2015-2016) comprises the following components with the associated study load in credits as indicated:

Exam component	Credits
Beleidsinnovatie in complexe systemen	5
Beleidsdynamiek en issue management	5
Beleid, kennis en onzekerheid	5
Publieke managers en leiderschap	5
Media, Governance and Politics	5
Elective*	5
Atelier BP	5
Stage	10
Scriptie/thesis	15
Total	60

Beleid en Politiek Conversion (commenced with the Master before 2017–2018)

Course	Conversion course
Ontwerpen en evalueren van beleid	Beleid, kennis en onzekerheid

Publiek Management

The Master's programme Publiek Management (offered for the first time in 2004-2005; offered for the first time in this form in 2015-2016) comprises the following components with the associated study load in credits as indicated:

Exam component	Credits
Beleidsinnovatie in complexe systemen	5
Strategisch publiek management	5
Financieel management	5
Publieke managers en leiderschap	5
Professioneel adviseren	5
Elective*	5
Atelier PM	5
Stage	10
Scriptie/thesis	15
Total	60

Governance en Management van complexe systemen

The Master's programme Governance en Management van complexe systemen (offered for the first time in 2004-2005; offered for the first time in this form in 2015-2016) comprises the following components with the associated study load in credits as indicated:

Exam component	Credits
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Beleidsinnovatie in complexe systemen	5
Beleidsdynamiek en issue management	5
Dynamiek in complexe systemen	5
Publieke managers en leiderschap	5
Managing interactive governance	5
Elective*	5
Praktijkonderzoek	5
Stage	10
Scriptie/thesis	15
Total	60

Management van HR en verandering

The Master's programme Management van HR en verandering (offered for the first time in 2004-2005; offered for the first time in this form in 2015-2016) comprises the following components with the associated study load in credits as indicated:

Exam component	Credits
Beleidsinnovatie in complexe systemen	5
Strategisch HRM	5
Verandermanagement	5
Publieke managers en leiderschap	5
HRM in de publieke sector: capita selecta	5
Elective*	5
Atelier MHR&V	5
Stage	10
Scriptie/thesis	15
Total	60

Management of Governance Networks

The Master's programme in Management of Governance Networks (offered for the first time in 2015-2016, at that time under the name Governance of Complex Networks) comprises the following components with the associated study load in credits as indicated:

Exam component	Credits
Dilemmas of Modern Governance	5
Policy Innovation in Complex Systems	5
Designing Effective Governance Institutions	5
Managing Interactive Governance	5
Media, Governance and Politics	5
International Public Management	5
Governance Lab	3
Research Design	2
Elective	5
Thesis	20
Total	60

Evening programme

Exam component	Credits
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Sturing in de publieke sector	10
Publiek management en organisatieverandering	10
Maatschappij en beleid	10
De bestuurskundige professional	10
Wetenschapspracticum II	5
Scriptie/thesis	15
Total	60

Governance of Migration and Diversity

Exam component	Credits
Governance of Migration and Diversity (EUR, BSK)	5
History of Migration and Diversity (Universiteit Leiden)	5
Migration and Development (EUR, ISS)	5
Sociology of Migration and Diversity (EUR, SOC)	5
Politics of Migration and Diversity (EUR, BSK)	5
Social Inequality in the City, Diversity and Design (TUDelft)	5
Comparative Public Policy (EUR, BSK)	5
Media, Governance and Politics (EUR, BSK)	5
Designing Migration Policy Research (EUR, BSK)	5
Thesis	15
Total	60

Governance of Migration and Diversity Conversion (commenced with the Master before 2017–2018)

Course	Conversion course
Urban studies, Diversity and Design	Social Inequality in the City, Diversity and design
Governing Organizations	Designing Migration Policy Research

* Elective courses are all courses offered in Master's programmes Public Administration and IMP (Master International Public Management and Policy).

C. International Public Management and Public Policy

The curriculum of the Master's programme in International Public Management and Policy consists of the following components, involving the study load specified (in ECTS):

Exam component	Credits
Comparative Public Policy	5
Global Governance	5
European Union Policy-making	5
International Public Management	5
Europe in the World	5
International Organisations and Development	5
Elective*	5
Professional development/Atelier Master I	2.5
Professional development/Atelier Master II	2.5
Thesis	20
Total	60

*If the elective of the student's choice is offered by a department other than the Department of Public Administration and Sociology, a prior approval of the Examination Board is required, as well as approval by the Faculty delivering the elective. There is a set of criteria and a list of pre-approved courses.

D. Psychology

The entry requirement for the Master's thesis for all specialisations is a passing grade on one of the following courses: 4.1, 4.2, or 4.3.

Specialisation Clinical Psychology

Exam component		Credits
Summative tests		20
Addiction		5
Personality Disorders		5
Forensic Psychology		5
Applied Multivariate Data Analysis		5
Practical track: Clinical Skills	Practical track: Research Skills*	8
Couple therapy and sexuality	Neuroimaging	2
CBT I: Assessment	Electrophysiology	2
CBT II: Therapy Techniques	Programming Experiments	2
Applied Multivariate Data Analysis using SPSS	Applied Multivariate Data Analysis using SPSS	2
Research proposal		2
Internship/Master's thesis		30
Total		60

* The research track is a research-oriented clinical Master's programme. A student is not trained for clinical practice and he or she will not meet the admission requirements for postgraduate training to become a healthcare psychologist under the Individual Healthcare Professions Act (BIG).

Conversion courses Clinical Practicals

Course	Conversion course
Behaviour therapy interventions	CBT 1
Cognitive therapy	CBT 2

Specialisation Clinical Child & Youth Psychology

Exam component	Credits
Summative tests	20
Psychopathology in Middle Childhood and Adolescence	5
Developmental Challenges and Deviations in Early Childhood	5
Science-based Practice in the Field of Child and Adolescent Psychopathology	5
Applied Multivariate Data Analysis	5
Practical	8
Psycho-diagnostics in children and young people in clinical practice	2
Behaviour therapy interventions	2
Cognitive therapy	2
Applied Multivariate Data Analysis using SPSS	2
Research proposal	2
Internship/Master's thesis	30
Total	60

Specialisation Positive Organisational Psychology

Exam component	Credits
Summative tests	20
Attitudes and Emotions in Organisations	5
Groups at Work	5
Personnel selection	5
Applied Multivariate Data Analysis	5
Practical	8
Attitudes and Emotions in Organisations	2
Conflict Management and Mediation	2
Selection and Assessment	2
Applied Multivariate Data Analysis using SPSS	2
Research proposal	2
Internship/Master's	30
Total	60

Specialisation Psychology of Learning and Performance

Exam component	Credits
Summative tests	20
Innovation in Education and Training	5
Assessment in Education and Training	5
Diversity in Education and training	5
Applied Multivariate Data Analysis	5
Practical	8
Investigating Educational Innovations	2
Assessment in Education and Training	2
Intercultural Sensitivity and Intercultural Competences	2
Applied Multivariate Data Analysis using SPSS	2
Research proposal	2
Internship/Master's	30
Total	60

Conversion practicals Psychology of Learning and Performance

Course	Conversion course
Evidence-based Coaching	Intercultural Sensitivity and Intercultural Competences

Specialisation Brain & Cognition

Exam component	Credits
Summative tests	20
Cognitive and Affective Neuroscience	5
Cognition in the Digital Age	5
Concepts & Categories (<i>per 2019-2020: Social Cognition</i>)	5
Applied Multivariate Data Analysis	5
Practical	8

Neuroimaging	2
Electrophysiology	2
Programming Experiments	2
Applied Multivariate Data Analysis using SPSS	2
Research proposal	2
Internship/Master's	30
Total	60

E. Pedagogy and Education

The Master's exam comprises the following compulsory components (the associated study load is expressed in ECTS):

Specialisatie Orthopedagogiek

Exam component	Credits
Tests	20
Diagnostiek	5
Behandeling & Diversiteit	5
Forensische orthopedagogiek	5
Applied Multivariate Data Analysis	5
Practical	8
Diagnostische vaardigheden	2
Interventies in de complexe werkelijkheid	2
Methoden van forensisch handelen	2
Applied Multivariate Data Analysis using SPSS	2
Stage	20
Scriptie	12
Total	60

Specialisatie Gezinspedagogiek

Exam component	Credits
Tests	20
Advies aan ouders	5
Opvoeders binnen en buiten het gezin	5
Kind en media	5
Applied Multivariate Data Analysis	5
Practical	8
Adviesbrochure voor opvoeders	2
Ontwerpen van een preventie-/interventieprogramma	2
Voorlichting voor ouders en professionals	2
Applied Multivariate Data Analysis using SPSS	2
Stage	20
Scriptie	12
Total	60

Specialisation in Educational Sciences

Exam component	Credits
Tests	20
Innovation in Education and Training	5
Assessment in Education and Training	5
Diversity in Education and Training	5
Applied Multivariate Data Analysis	5
Practical	8

Investigating Educational Innovations	2
Assessment in Education and Training	2
Intercultural Sensitivity and Intercultural Competences	2
Applied Multivariate Data Analysis using SPSS	2
Internship	20
Thesis	12
Total	60

Appendix V - PRE-MASTERS

A student holding a Dutch HBO (higher professional education) or university Bachelor's certificate that does not grant them access to the Master's programme of their choice can acquire the requisite knowledge, skills and insights for the Master via a Pre-Master. The students will already hold a portion of the required qualifications by virtue of their completed HBO/university Bachelor's programme. The Pre-Master makes up for any deficiencies.

The faculty offers the following Pre-Master's programmes:

- Pre-Master's programme in Public Administration (day variant, 60 credits)
- Pre-Master's programme in Public Administration (day variant, 50 credits)
- Pre-Master's programme in Public Administration (evening variant)
- Pre-Master's programme in Pedagogical Sciences (day variant)
- Pre-Master's programme in Pedagogical Sciences (evening variant)
- Pre-Master's programme in Sociology (day variant)

In addition, the Open University, in partnership with the faculty, offers a Pre-Master's programme in Psychology.

The following provisions apply to all Pre-Master's programmes offered by the faculty. For the Pre-Master's programme in Psychology, the provisions as adopted by the Open University apply.

Article 1. Admission, Structure, Study Load and Exemption

1. The testing, structure and study load of the Pre-Master's programme depend on the student's prior education, the Master's programme the student wishes to eventually pursue and the variant (day or evening) of the Pre-Master's programme.
2. The conditions for admission to the Pre-Master's programme and the subsequent Master's programme are determined by the dean of the Faculty.
3. The components of the curriculum which form part of the Pre-Master's programme are determined by the dean of the faculty.
4. The conditions for admission and structure of the Pre-Master's programme and the study load are provided on the website.
5. No exemptions will be granted once a Pre-Master's programme has been determined.
6. A student in a Pre-Master's programme is not permitted to follow part of the study programme at another Dutch or foreign university.

Article 2. Admission to the subsequent Master's programme

1. The student who fully completes the Pre-Master in time will receive an Admission Statement from the Examination Board for the Master's programme that follows on from the Pre-Master. The Admission Statement remains valid for one year, during which period the student is entitled to commence the Master's programme. After this year, the Admission Statement lapses and the student will no longer be permitted to commence the Master's programme unless he or she once again fulfils the conditions. Pre-Master students do not receive a degree or certificate.
2. Admission to the components of the Master's programme is only possible once the Pre-Master has been fully completed.

Article 3. Standards for completing the Pre-Master

1. The Pre-Master's programme in Public Administration (day variant, 60 credits) is deemed to be fully completed in time, if the following conditions have been satisfied:
 - a. A grade of at least 5.5 has been obtained for all courses.
 - b. At the end of the first year, a minimum of 52.5 credits have been obtained for the Pre-Master's programme.
 - c. The programme must be completed in no more than two years.

2. The Pre-Master's programme in Public Administration (day variant, 50 credits) is deemed to be fully completed in time, if the following conditions have been satisfied:
 - a. A grade of at least 5.5 has been obtained for all courses.
 - b. At the end of the first year, a minimum of 42.5 credits have been obtained for the Pre-Master's programme.
 - c. The programme must be completed in no more than two years.
3. The Pre-Master's programme in Public Administration (evening variant) is deemed to be fully completed in time, if the following conditions have been satisfied:
 - a. A grade of at least 5.5 has been obtained for all courses, or
 - b. An unsatisfactory grade, but one that is no lower than 5.0, has been obtained for no more than two courses, and a grade of at least 5.5 has been obtained for all other courses. A grade of at least 7.0 must have been obtained to compensate each grade of 5.0. The courses 'Policy', 'Organisation and Conduct in the Public Sector', and 'Scientific Practical I' must always be concluded with a grade of at least 5.5.
 - c. At the end of the first year, a minimum of 40 credits of the Pre-Master must be obtained.
 - d. The programme must be completed in no more than two years.
4. The Pre-Master's programme in Sociology (day variant) is deemed to be fully completed in time if the following conditions have been satisfied:
 - a. A grade of at least 5.5 has been obtained for all courses.
 - b. At the end of the first year, a minimum of 52.5 credits have been obtained for the Pre-Master's programme.
 - c. The programme must be completed in no more than two years.
5. The Pre-Master's programme in Pedagogical Sciences (day and evening variant) is deemed to be fully completed in time if the following conditions have been satisfied:
 - a. A grade of at least 5.5 has been obtained for all courses.
 - b. The programme must be completed in no more than two years.
6. If a Pre-Master's programme is not completed in time, all results obtained will become void and enrolling in this Pre-Master's programme will no longer be possible.

Article 4. The number of test opportunities and the times of the tests

1. Participants are offered two opportunities each year to sit the tests for all components of the Pre-Master's programme. The first opportunity is the regular test, while the second is the resit.
2. Resits taken in a Pre-Master's programme may be subject to further conditions, such as participants only being permitted to resit tests for which they obtained an unsatisfactory grade.
3. The resits for the Pre-Master's programme in Public Administration (day variant), the Pre-Master's programme in Pedagogical Sciences (day and evening variant) and the Pre-Master's programme in Sociology (day variant) often take place in the summer. Exceptions to this rule will be announced well in advance.
4. The resits of the Pre-Master's programme in Public Administration (evening variant) will be held at a time to be determined in the academic year in which the course is given.