

# Education and Examination Regulations (EER) 2022-2023

**Master's** and pre-master programmes, Erasmus School of  
Social and Behavioural Sciences

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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 2022-2023 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, Pedagogy and Education, and Teaching in Primary 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.

Students of the Pre-Master's programmes that grant access to (specialisations of) the programmes (hereinafter: the Pre-Master's programmes) are referred to 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. Bachelor's programme: the programme as referred to in Article 7.3a, paragraph 1 under a, of the Act that is concluded with an exam, hereinafter referred to as the Bachelor's exam;
- b. Block: a time indication. An academic year is usually divided into four or eight blocks, where one block often consists of one or more courses or parts of a course;
- c. Exam component: A component of the programme as referred to in Article 7.3 of the Act. Each component is associated with a test or assessment;
- d. Course: an example of an exam component. An exam component can consist of one or more courses.;
- e. Course coordinator or practical coordinator: an examiner who is responsible for the content of a specific exam component;

- f. Course guide: the Faculty's online list of courses on offer;
- g. Course manual: the course-specific information, as provided in a separate document or in the online learning environment (Canvas) for the course;
- h. EC: European Credit. Credit expressed in the unit EC; where one EC equals 28 hours of study;
- i. Diploma supplement: the appendix to the Master's certificate in which an explanation is given of the nature and content of the programme;
- j. Education director: the vice-dean of education as referred to in the ESSB faculty regulations.
- k. 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;
- l. Examination: a test as referred to in Article 7.10 of the Act. In principle, all education units are concluded with a test (or 'examination'). The examination may consist of multiple tests ('partial tests') and can have different forms, such as an essay, a presentation or portfolio-assessment;
- m. 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 regards to the knowledge, insight and skills required to obtain a degree;
- n. Portfolio: an individual collection of (partly compulsory) data points that prove the student's achievements in intended learning outcomes.
- o. 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.
- p. 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;
- q. Programme: the Master's programmes referred to in Article 1.1 of these regulations;
- r. Rules & Regulations: 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. 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;
- t. The Act: the Higher Education and Research Act (WHW);
- u. Tutorial group: a form of education that involves a scheduled meeting for a group of students.

#### Article 1.3. Evaluation of education

1. The education director is responsible for the evaluation of education.
2. All exam components are systematically evaluated through student surveys and discussions with the programme committees.
3. The education director informs 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:
  - a. have a certificate of an admissible Bachelor's degree obtained from a university, such as described in the admission requirements as referred to in the second paragraph of this article;
  - b. 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 as described in the admission procedure as referred to in the third paragraph of this article.
2. The Psychology programme implements a maximum capacity of 650 new enrolments per year, as referred to in Article 7.53 of the Act. Students who want to start this program on 1 September 2023 must register before 1 April 2023. Per 1 October, the selection procedure will be described on the admissions pages of the specialisations:  
<https://www.eur.nl/en/essb/education/master/overview?f%5B0%5D=discipline%3A957>
3. The admission requirements are included in Appendix I.
4. Students cannot be admitted to a master's programme if that programme overlaps for 25% of the ECs or more with a programme that the student has already

- successfully completed or in which the student is enrolled.
5. 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. as satisfied all the requirements of the test 'Dutch as a second language, level two' (NT-2, Exam II).
  6. An English-language requirement applies to English-taught programmes and tracks within programmes. These language requirements are included in Appendix I.

#### Article 2.2. Hardship clause admission

1. In derogation from Article 2.1.1 and 2.1.2, under exceptional circumstances the admissions committee may deem an applicant eligible for provisional admission to the master's programme if the applicant is in the final phase of a bachelor's programme but has not yet obtained a bachelor's degree, as evidenced by having obtained at least 162 EC in the case of a WO-bachelor's programme or 216 EC in case of an HBO-bachelor's programme. Provisional admission takes place at the student's own risk.
2. For students who are provisionally admitted based on article 2.2.1, the following additional rules apply:
  - a. In all programmes, students are eligible for admission to the internship (if applicable) and thesis if they have successfully completed the bachelor's programme in full. For Pedagogical Sciences, the Examination Board may, on behalf of the dean, decide to deviate from this, upon having received a substantiated request that sufficiently details exceptional circumstances.
3. Once the student has obtained the bachelor's degree, provisional admission to the master's programme can be converted into a definitive admission,
4. If the student fails to obtain the bachelor's degree within the first academic year that follows the provisional admission, the student will be excluded from further participation in the master's programme, and cannot renew enrollment, until the bachelor's degree has been obtained. The academic year ends on August 31<sup>st</sup>.
5. If the student renews enrollment in the master's programme after having obtained the bachelor's degree, the results (ECs) obtained in the master's programme will be retained, notwithstanding the term of validity for (partial) assessments as stipulated in Article 5.6.
6. The student cannot obtain a master's degree until the bachelor's degree has been obtained, as stipulated in article 6.1.2.

### 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 & Public Policy, Psychology, Pedagogy & Education or Teaching in Primary 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

The programmes Public Administration, International Public Management and Public Policy, Psychology, Pedagogy and Education and Teaching in Primary Education are full-time programmes.



### 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 examinations are taken in the Dutch language, unless otherwise provided for in the course guide.
2. If exam components are taught in English, and these components encompass tutorial groups, there will be tutorial groups in which the language of instruction is English if international students are present.
3. If a Dutch test is available, all students in Dutch-taught Master's programmes or tracks must take the Dutch version of the test. They do not have the right to take an English version of the test.
4. In Dutch-taught programmes or tracks in Psychology and Pedagogy and Education, tests may be administered in English if stated in the course manual. In such cases any assignments may be completed in Dutch and any open questions may be answered in Dutch, except when English language skills are a learning objective of the component, that is being assessed.
5. In the English-taught programmes and tracks, 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), except for Teaching in Primary Education that has a study load of 120 credits (EC).
2. The study load is expressed in whole or half credits (EC).

### Article 3.5. The programme

1. The exam components of the programme which form part of the final master's exam are determined by the dean of the faculty. These components are listed in the course guide, and an overview is set out in Appendix IV.

## SECTION 4 – EDUCATION

### Article 4.1. Enrolling in courses

1. A student may only participate in a course if the student 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. The following students must enroll through the digital learning environment no later than one month before the start of the course.
  - a. Students who wish to participate in an elective
  - b. Students who wish to participate in courses in a different order
  - c. Students who will not be participating in a course for the first timeIf 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, possible administrative fees and associated tuition fees.
4. A student cannot enroll for a course if the associated credits are already obtained.

### Article 4.2. Entry requirements for exam components; prior knowledge

1. Entry requirements may apply to the thesis, internship or other exam components. and are stipulated in Appendix IV.
2. In addition to the entry requirements referred to in first paragraph, further entry requirements for components of the master exam structure apply to students who participate in the master's programme based on the provisional admission referred to

in article 2.2.1. These entry requirements are described in article 2.2.2.

#### Article 4.3. Attendance and best efforts obligation

1. Every student is expected to participate actively in the components for which the student is enrolled.
2. A 100% attendance obligation applies to practical training sessions in the master's programmes. The practical training sessions are deemed as practical exercises within the meaning of Article 7.13, second paragraph, under d and t, of the Act.
3. For tutorial groups in the master's programmes an attendance obligation of 100% may apply. In those cases the tutorial groups are deemed as practical exercises within the meaning of Article 7.13, second paragraph, under d and t of the Act.
4. Attendance also includes digital presence if education is (also) offered online.
5. Further provisions regarding the attendance obligation can be found in the Rules & Regulations of the Examination Board.
6. Any additional obligations are described per component in the course manual.

### SECTION 5 – TESTING

#### Article 5.1. General

1. Each exam component is associated with at least one examination. An examination consists of:
  - a. one or more compulsory examinations;
  - b. an individual collection of (partially compulsory) data points that are assessed within a (portfolio-)assessment; or
  - c. a combination of a and b
2. In case of more than one graded examination for a component, the final grade is determined by means of the weighted average of all examination grades associated to that component. For each examination within a component a minimum grade may be required, based on what is stipulated in the Rules & Regulations of the Examination Board.
3. Each test comprises an assessment of the knowledge, insight, and/or skills of the student.
4. An examiner designated by the Examination Board is responsible for administering the test and determining the result of the test.
5. The course manual describes the course learning goals that the student must satisfy to complete the course or the exam component that the course is part of.
6. If a student registers for an examination outside the regular registration period, an administration fee of € 20 will be charged for each examination.
7. The general procedure for examinations is described in the Examination Rules of the EUR. Rules specifically applicable to ESSB examinations are published in the Rules & Regulations of the Examination Board.
8. In accordance with the Act, the Examination Board takes measures to guarantee the quality of the examinations and the examination, as well as the quality of the organisation and the procedures surrounding the examinations and the final exam. The Examination Board can declare an examination of an individual student or a group of students ineligible or invalid if the examination or the organisation and procedures surrounding the examination do not meet the quality requirements.

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

1. Resit regulations are described in Appendix III.
2. Without prejudice to the resit regulations in Appendix III,
  - a. students are offered two opportunities each year to sit the tests for all exam components. 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.
- b. The exception to stipulations under paragraph a, are the theses in the master's programmes Public Administration, Psychology and Pedagogy & Education, and all components of Teaching in Primary Education. For these components, the second opportunity may be offered in the next academic year.
  - c. For Teaching in Primary education, the resit, or second opportunity, is in the form of a remediating assignment. The remediating assignment can be offered for one or more courses (of master-1 or master-2) combined. The outcome of the portfolio-assessment, conducted by a decision committee in line with the decision protocol, determines the content, form and size of the remediating assignment, as described in Appendix III.
3. If an exam component lapses, students who have fulfilled the attendance obligation and have passed a partial test for this component (if applicable), but who have not yet passed the course as a whole, have the choice between:
    - a. following the conversion course; or
    - b. using two test attempts for the lapsed component during the academic year in which the component is for the first time no longer offered. The student can apply for this option up until one month prior to the start of the conversion course.
  4. In exception to paragraph 3, for students from cohorts 2021-2022 and earlier who need to complete a exam component of Sociology, Public Administration and International Public Management & Policy, a conversion course will take shape via an individual scheme that includes two test opportunities for the lapsed component.
  5. In principle, the test moments of the lapsed component occur simultaneously with the test of the conversion course.
  6. Participation in both the test of the lapsed component and the (test of the) conversion course is not allowed. Students who have not yet fulfilled the attendance obligation (if applicable) and have not passed a partial test for the component of the curriculum that lapses only qualify for following the conversion course.
  7. A test can comprise partial tests.
  8. Written examinations 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.
  9. The times and locations of the examinations are announced via the programme's digital learning environment.
  10. Established examination times may only be changed in cases of force majeure. The education director decides whether there is a case of force majeure.
  11. 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 education director shall, on behalf of the dean, and after consulting the Student Administration (USC E&S), decide which of the written examinations scheduled for that period are to be cancelled. Any such cancellation will be announced immediately on the homepage of EUR, the programme's digital learning environment, and the Facebook page of ESSC.
  12. Following such a cancellation, the education director, on behalf of the dean, will set new dates for the cancelled examinations as soon as possible in consultation with the examiners concerned. These new dates should preferably be within 10 days of the original test dates. The new examination dates shall immediately be published on the programme's digital learning environment.
  13. 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. Established forms of testing may only be changed in cases of force majeure. The education director decides whether there is a case of force majeure
3. 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. For other examinations than oral tests, the examiner will assess the examination, within 15 working days of the day on which the examination in question was taken. The exceptions are examinations for which the following examination opportunity falls within this assessment term; then an assessment term of 10 working days applies. 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 (partly) consists of an assignment or if an assignment is part of the test, an assessment term (of the test and the assignment) of 21 working days from the final submission deadline of the assignment applies. The assessment term may be extended for an assignment, if one or more of staff members involved are expected to take holiday leave during the assessment term, due to their employment. Such an extension is decided on by the programme director in consultation with the educational office.
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 validity period of passed exam components – including components taken elsewhere that are approved as part of the examination programme – and granted exemptions is in principle unlimited. In principle, results (ECs) obtained will be valid for four years at least. When this period ends, the student must contact the Examination Board and validity can be extended, unless the Examination Board restricts the validity period following the programme director's proposal if, in the programme director's opinion, the knowledge, insight and skills assessed by the exam component in question have become obsolete.
2. Regarding an exam component of which the validity period has expired, the Examination Board can indicate a replacement exam component or require a student to take an additional or replacement test before allowing the student to sit the final exam.
3. If an exam component is tested using more than one test, the validity period of the partial grades for which no study points are awarded, is restricted to the academic year in which partial grades are obtained, plus one academic year, unless otherwise

determined pursuant to these regulations.

4. For Teaching in Primary education, the first paragraph of this article is also applicable to data points that form part of the portfolio assessment as described in Article 5.1, paragraph 1.

#### Article 5.7. Right of inspection

1. Within a period of 15 working days following the announcement of the result of a written or digital test, the student is allowed 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 or digital test may view the questions and assignments of the test in question, as well as the standards used for assessing the test. The procedure concerning test inspections is stipulated in the Rules & Regulations of the Examination Board.
3. If a student can demonstrate that the student 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 the student's request to the course coordinator. An alternative inspection opportunity is to be held within the period referred to in paragraph 1, if possible.

#### Article 5.8. Period of retention of tests and final assignments

1. The questions, answer sheets and the assessed work from written or digital 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. No exemptions are granted for exam components in the Master's and Pre-Master's programmes unless a double Master's programme is being completed and the exam components are identical.
2. At a student's request and having consulted the relevant examiner, the Examination Board, under the conditions set out in the Rules & Regulations, may grant the student exemption from an exam component, 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.
3. An exemption can only apply to an entire exam component and not to a part of an exam component.

### 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. The Examination Board will not establish the results of the exam for students who are provisionally admitted to the programme based on article 2.2 and have not yet successfully completed the prior education that grants provisional admission to the master's programme, as referred to in article 2.2.
3. Before establishing the results of the exam, the Examination Board may by itself instigate an assessment of the student's knowledge, insight and skills in respect of one or more components of the programme.

4. The date of the exam is the day on which the Examination Board establishes that the student has successfully passed the exam.
5. 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.
6. Students who have fulfilled all obligations regarding the programme will be invited to collect the certificate as referred to in Article 6.3.
7. 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", and (additionally) for Teaching in Primary Education, the teaching qualification in primary education.
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 (if applicable) and the Diploma Supplement to the certificate; the Diploma Supplement provides (international) insight into the nature and content of the completed programme.

#### Article 6.5 Iudicium Abeundi

Pursuant to Article 7.42a of the Act, the executive board of the institution may terminate or refuse a student's enrolment for a programme in special cases on the recommendation of the Examination Board, the dean or a body comparable to the dean at the institution and after carefully weighing up the relevant interests, if the student's conduct or utterances demonstrate the student's unsuitability for practising one or more professions for which the attended programme constitutes a training, or for practical preparation for such professional practice.

### SECTION 7 – STUDENT COUNSELLING

#### Article 7.1. Student progress administration

1. The faculty registers a student's individual study results (ECs obtained) 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:

- a. an introduction course in the first week (or the week before) of the first year of study;
- b. 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;
- c. group and individual advice about study skills, study plans and choosing a subsequent course of action;
- d. the offer of help and referrals regarding difficulties experienced by students during their studies.

### Article 7.3. Studying with a functional impairment

1. Students with a functional impairment or chronic illness 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 or chronic illness 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.
3. For statements of dyslexia, learning disorders, chronic illnesses or functional impairments, relevant EUR protocols for the check of these statements apply.

## 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 the dean has consulted the Examination Board.
3. If nationally binding measures, relating to but not limited to public health, have an effect on what is laid down in these Education & Examination Regulations, appropriate changes can be made by the education director on behalf of the dean. Changes will be made in the light and spirit of the provisions already laid down in these Education & Examination Regulations.

### 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 2022.

These regulations have been set out in Dutch and English. In the event of contrariety between the English and Dutch versions, the Dutch version prevails.



## APPENDIX I – ADMISSION TO THE **MASTER'S** PROGRAMME

### 1. Admission to Dutch-language programmes (only available in Dutch)

#### A. 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 de inhoud van je vooropleiding.

##### **Direct toelaatbaar**

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.

##### **Toelaatbaarheid ter beoordeling van Toelatingscommissie**

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 in elk geval bekijken of er minimaal 7,5 EC in sociaalwetenschappelijke methoden en technieken zijn behaald als onderdeel van de opleiding:

- Bachelor Algemene Sociale Wetenschappen;
- Bachelor Psychologie;
- Bachelor Politicologie.
- Bachelor Media- & Cultuurwetenschappen;
- Bachelor Bestuurskunde;
- Bachelor Communicatiewetenschappen;
- Bachelor Science & Technology Studies;
- Bachelor Economie;
- Bachelor Pedagogiek;
- Bachelor Gezondheidswetenschappen, Beleid & Management Gezondheidszorg;
- Bachelor Filosofie;
- Bachelor Antropologie.

Indien je een andere bachelor in de sociale wetenschappen hebt behaald (of bijvoorbeeld de bachelor Liberal Arts & Sciences met een major in de sociale wetenschappen), 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 (minimaal 7,5 EC) in sociaalwetenschappelijke methoden en technieken als onderdeel van je opleiding. Voldoe je aan de minimumeis, dan kun je je aanmelden voor de master en zal de Toelatingscommissie bekijken of je direct toelaatbaar bent tot de masteropleiding.

##### **Geen directe toelating**

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

- HBO-bachelor en/of HBO-master
- Andere universitaire bachelor dan bovengenoemde.

## B. Master Bestuurskunde

### 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 (dagvariant) 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 specialisatie "Governance en Management van Complexe Systemen").

### Toelaatbaarheid ter beoordeling van Toelatingscommissie

Indien je een van onderstaande opleidingen succesvol hebt afgerond, bestaat de kans dat je eveneens direct toelaatbaar bent tot de master Bestuurskunde. Dit is mede afhankelijk van je behaalde resultaten voor WO-vakken<sup>1</sup> (minimaal 7,5 EC) in sociaalwetenschappelijke methoden en technieken als onderdeel van je opleiding. Voldoe je aan de minimumeis, dan kun je je aanmelden voor de master en zal de Toelatingscommissie bekijken of je direct toelaatbaar bent tot de masteropleiding.

- Andere bachelor in combinatie met de EUR minor Beleid & Management in de Publieke Sector of een vergelijkbare minor van een andere universiteit
- Andere bachelor in Sociale Wetenschappen of Managementwetenschappen (of bijvoorbeeld een bachelor in Liberal Arts & Sciences met een major in Sociale Wetenschappen) afhankelijk van het vakkenpakket.

### Geen directe toelating

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

- HBO-bachelor en/of HBO-master;
- Andere bachelor dan bovengenoemde.

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<sup>1</sup> 'Wetenschappelijk Onderwijs'

## C. Master Psychologie

### Vooropleiding

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

NB: de master Psychologie implementeert per 2022-2023 een capaciteitsbeperking (zie artikel 2.2), op basis waarvan onder toelaatbare studenten selectie zal plaatsvinden, indien dit aantal studenten de gestelde capaciteit overschrijdt.

| <u>Specialisations</u>  | <u>Admission requirements for these specialisations</u>   |
|---|---|
| <ul style="list-style-type: none"><li>• Arbeids- en Organisatiepsychologie</li><li>• Onderwijspsychologie: Leren en Presteren</li><li>• Brein en Cognitie</li><li>• Health Psychology &amp; Digital Interventions</li><li>• Psychology of the Digital Media (online track)</li><li>• Organisational Dynamics in the Digital Society (per 2023-2024: Digitalisation of Work and Society)</li></ul> | <p><b>Directe toelating</b></p> <p>Je bent direct toelaatbaar tot deze specialisaties indien je een van onderstaande opleidingen succesvol hebt afgerond:</p> <ul style="list-style-type: none"><li>• Bachelor Psychologie aan de EUR</li><li>• Pre-master Psychologie aan de Open Universiteit in de richting van de masterspecialisatie aan de EUR (alleen van toepassing voor de specialisaties Arbeids- en Organisatiepsychologie, Onderwijspsychologie: Leren en Presteren, Brein en Cognitie, Psychology of the Digital Media en Health Psychology &amp; Digital Interventions)</li><li>• Bachelor Psychologie aan een universiteit elders in Nederland</li></ul> |

### Toelaatbaarheid ter beoordeling van de Toelatingscommissie

Indien je een vergelijkbare opleiding met bovengenoemde bachelors succesvol hebt afgerond, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot de deze specialisaties in de master Psychologie. Dit is mede afhankelijk van de inhoudelijke invulling van jouw vooropleiding en van je behaalde resultaten voor WO-vakken in statistiek als onderdeel van je opleiding. Voorbeelden van enkele bacheloropleidingen waarmee je mogelijk direct toelaatbaar bent, zijn Cognition, Language and Communication, Liberal Arts & Sciences, Pedagogische Wetenschappen, Psychobiologie en Gezondheidswetenschappen. Wanneer je je aanmeldt voor de masterspecialisatie, zal de Toelatingscommissie bekijken of je direct toelaatbaar bent tot die specialisatie.

Er wordt verwacht dat je ten minste aan de volgende voorwaarden hebt voldaan:

- 25 EC relevante vakken, waarvan minimaal 15 EC op het gebied van de Psychologie; en

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daarnaast

- 15 EC statistiekvakken en basisvaardigheden in SPSS, JASP, Jamovi of R. Je wordt geacht bekend te zijn met de volgende statistische technieken (en deze te kunnen toepassen in statistische pakketten zoals SPSS, JASP of R): descriptive statistics, correlation, confidence intervals, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures ANOVA, GLM, psychometrics, non-parametric testing.

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### Specialisations

- Clinical Psychology
- Clinical Child & Youth Psychology
- Forensic & Legal Psychology

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### Admission requirements for these specialisations

#### Directe toelating

Je bent direct toelaatbaar tot deze specialisaties indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Psychologie aan de Erasmus Universiteit Rotterdam, met een specialisatie in Klinische Psychologie; of
- Bachelor Psychologie aan een universiteit elders in Nederland met een specialisatie in Klinische Psychologie; of
- Bachelor Psychologie aan een universiteit elders in Nederland met ten minste 18 EC in gevorderde (bachelor-3 niveau) vakken in klinische psychologie onderwerpen.

#### Toelaatbaarheid ter beoordeling van de Toelatingscommissie

Indien je een vergelijkbare opleiding met bovengenoemde bachelors succesvol hebt afgerond, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot deze specialisaties van de master Psychologie. Een voorbeeld van zo'n opleiding is Liberal Arts & Sciences. Of je toelaatbaar bent tot de specialisatie, is mede afhankelijk van de inhoudelijke invulling van jouw vooropleiding en van je behaalde resultaten voor WO-vakken in statistiek als onderdeel van je opleiding. Wanneer je je aanmeldt voor de masterspecialisatie, zal de Toelatingscommissie bekijken of je direct toelaatbaar bent tot die specialisatie.

Er wordt verwacht dat je ten minste aan de volgende voorwaarden hebt voldaan:

- 45 EC relevante vakken, waarvan minimaal 18 EC in gevorderde (bachelor-3 niveau) vakken in klinische psychologie onderwerpen; en

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daarnaast

- 20 EC statistiekvakken en basisvaardigheden in SPSS, JASP, Jamovi of R, waarvan minimaal 5 EC in Psychometrie. Je wordt geacht bekend te zijn met de volgende statistische technieken (en deze te kunnen toepassen in statistische pakketten zoals SPSS, JASP of R): descriptive statistics, correlation, confidence intervals, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures ANOVA, GLM, psychometrics, non-parametric testing.

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 webpagina Toelating van de Faculteit hebben we lijsten met aanbevolen literatuur geplaatst.

Voor sommige postacademische opleidingen (bijvoorbeeld de opleiding GZ-psycholoog BIG) of lidmaatschappen van beroepsverenigingen kunnen aanvullende eisen worden gesteld naast het masterdiploma. Het is je eigen verantwoordelijkheid om je op de hoogte te stellen van deze eisen indien je dergelijke opties overweegt.

### **Toelaatbaar na succesvol afronden pre-master**

Indien je niet direct toelaatbaar bent zal je eerst de pre-master moeten volgen alvorens je toelaatbaar bent tot de master. Indien je een van onderstaande opleidingen succesvol hebt afgerond, kom je mogelijk in aanmerking voor toelating tot de pre-master.

Let op: de Open Universiteit (OU) stelt de toelatingseisen van deze pre-master vast. Voor complete en actuele informatie voor verdere informatie verwijzen we je naar de OU. Hieronder geven we een zo compleet mogelijk beeld, waar geen rechten aan kunnen worden ontleend.

Je bent toelaatbaar tot de pre-master met:

1. een hbo-bachelor in Toegepaste Psychologie (niet voor de pre-master Brein & Cognitie); of
2. Human Resource Management (alleen voor A&O premaster); of
3. een van de wo-bachelors die hierboven zijn vermeld onder "Toelaatbaarheid ter beoordeling van de Toelatingscommissie" indien de toelatingscommissie van oordeel is dat gevolgde vakken en behaalde resultaten niet voldoende zijn om directe toelating tot de masterspecialisatie te verlenen; of
4. een van de volgende wo-bachelors:
  - a. Algemene Sociale Wetenschappen;
  - b. Biologie;
  - c. Communicatiewetenschappen;
  - d. Criminologie;
  - e. Economie;
  - f. Gedrag & Samenleving;
  - g. Geneeskunde;
  - h. Onderwijswetenschappen;
  - i. Pedagogische Wetenschappen;
  - j. Personeelwetenschappen;

- k. Sociologie;
- l. Bedrijfskunde;
- m. Bestuurs- en organisatiewetenschappen afgerond aan de Universiteit Utrecht.

**Niet toelaatbaar**

Met een diploma van een HBO-bachelor of WO-bachelor anders dan bovengenoemde, ben je waarschijnlijk niet toelaatbaar tot de pre-master en zal je moeten starten met de bachelor Psychologie.

## D. Master Pedagogy & Education

### Vooropleiding

Voor toelating tot de master Pedagogy & 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 Opvoedvraagstukken in een Diverse Samenleving en Onderwijswetenschappen.

### Toelating tot specialisaties Opvoedvraagstukken in een Diverse Samenleving en Onderwijswetenschappen

#### Directe toelating

Je bent direct toelaatbaar tot de masterspecialisaties Opvoedvraagstukken in een Diverse Samenleving of Onderwijswetenschappen indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Pedagogische Wetenschappen aan de EUR
- Pre-master aan de EUR in de richting van de masterspecialisatie
- Bachelor Pedagogische Wetenschappen aan een universiteit elders in Nederland

#### Toelaatbaarheid ter beoordeling van de Toelatingscommissie

Indien je een aanverwante WO-bachelor in Sociale Wetenschappen hebt behaald, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot de masterspecialisaties Opvoedvraagstukken in een Diverse Samenleving en Onderwijswetenschappen. Dit is mede afhankelijk van je behaalde resultaten voor WO-vakken. We vragen minimaal:

- 10 EC in Methoden & Technieken en SPSS; en
- Voor Opvoedvraagstukken in een Diverse Samenleving: 15 EC in Pedagogiek; of
- Voor Onderwijswetenschappen: 15 EC in Onderwijskunde/Onderwijswetenschappen

Wanneer je je aanmeldt voor de masterspecialisatie, zal de Toelatingscommissie beoordelen of je direct toelaatbaar bent tot de specialisatie.

#### Toelaatbaar na pre-masterprogramma

Je bent niet direct toelaatbaar tot Opvoedvraagstukken in een Diverse Samenleving 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 en/of HBO-master 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 ook niet toelaatbaar tot de pre-master en zal je moeten starten met de bachelor Pedagogische Wetenschappen.

### Toelating tot specialisatie Orthopedagogiek

#### Directe toelating

Je bent direct toelaatbaar tot de specialisatie Orthopedagogiek en komt in aanmerking voor een NVO-registratie indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Bachelor Pedagogische Wetenschappen aan de EUR

- Pre-master aan de EUR in de richting van Orthopedagogiek
- Bachelor Pedagogische Wetenschappen in de richting van Orthopedagogiek aan een universiteit elders in Nederland.

### **Toelaatbaarheid ter beoordeling van de Toelatingscommissie**

Indien je een van de volgende opleidingen succesvol hebt afgerond, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot de specialisatie Orthopedagogiek:

- Bachelor Pedagogische Wetenschappen in een andere richting dan Orthopedagogiek aan een universiteit elders in Nederland
- Bachelor Klinische (Kinder- en Jeugd-) Psychologie aan de EUR of aan een universiteit elders in Nederland.

Dit is mede afhankelijk van je behaalde resultaten voor WO-vakken. We vragen minimaal:

- 40 EC Orthopedagogiek, met daarin vertegenwoordigd: a- Algemene Orthopedagogiek (min. 6 EC), b- Persoonlijheidsleer, c- Ontwikkelingspsychologie, d- Psychopathologie en e- Neuropsychologie;
- 5 EC met daarin vertegenwoordigd: a- Jeugdzorg, b- Juridische aspecten en c- Ethische aspecten;
- 20 EC Methoden & Technieken en SPSS.

Wanneer je je aanmeldt voor de master, zal de Toelatingscommissie beoordelen of je direct toelaatbaar bent tot de specialisatie.

Voor sommige postacademische opleidingen (bijvoorbeeld de opleiding NVO Orthopedagoog –generalist of GZ-psycholoog BIG) of lidmaatschappen van beroepsverenigingen kunnen aanvullende eisen worden gesteld naast het masterdiploma. Het is je eigen verantwoordelijkheid om je op de hoogte te stellen van deze eisen indien je dergelijke opties overweegt.

### **Toelaatbaar na succesvol afronden pre-masterprogramma**

Je bent niet direct toelaatbaar tot Orthopedagogiek 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.
- Lees [hier](#) meer over specifieke vooropleidingen die toegang bieden tot de pre-master Orthopedagogiek.

### **Niet toelaatbaar**

Als je een HBO- of WO-bachelor hebt afgerond van een niet-aanverwante studie, ben je ook niet toelaatbaar tot de pre-master in de richting van Orthopedagogiek en zal je moeten starten met de bachelor Pedagogische Wetenschappen. Admissions to English-language master programmes



## F. Educational Master Primary Education (in Dutch)

### Vooropleiding

Voor toelating tot de Nederlandstalige master in Educatieve Master Primair Onderwijs moet je een relevante universitaire bachelor- of masteropleiding 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 Educatieve Master Primair Onderwijs indien je een van onderstaande opleidingen succesvol hebt afgerond:

- Pre-master Sociale Wetenschappen (Bestuurskunde, Sociologie of Pedagogische Wetenschappen) aan de EUR;
- Bachelor Bestuurskunde
- Bachelor Sociologie
- Bachelor Pedagogische Wetenschappen
- Bachelor Psychologie
- Bachelor Onderwijswetenschappen
- Bachelor Culturele Antropologie en Ontwikkelingssociologie
- Bachelor Algemene Sociale Wetenschappen
- Bachelor Bestuurs- en Organisationswetenschap
- Bachelor Organisationswetenschappen
- Bachelor Politicologie
- Bachelor Criminologie
- Bachelor Personeelwetenschappen
- Bachelor Europese studies
- Bachelor European Public Administration
- Bachelor Communicatiewetenschappen
- Bachelor Technische Planologie
- Bachelor Sociale Geografie en Planologie
- Bachelor Milieu- en Maatschappijwetenschappen
- Bachelor Geografie
- Bachelor Planologie en Milieu
- International Bachelors Programme in Communication and Media

### Toelaatbaarheid ter beoordeling van de Toelatingscommissie

Indien je een andere WO-bachelor hebt behaald, dan bestaat de kans dat je eveneens direct toelaatbaar bent tot de master. Dit is mede afhankelijk van je behaalde resultaten voor WO-vakken. We vragen minimaal:

- 10 EC in Sociaal-wetenschappelijke Methoden & Technieken en SPSS
- 15 EC in Pedagogiek of 15 EC in Onderwijskunde/ Onderwijswetenschappen

Wanneer je je aanmeldt voor de master, zal de Toelatingscommissie beoordelen of je direct toelaatbaar bent tot de master.

### Toelaatbaar na volgen pre-master

Je bent niet direct toelaatbaar tot Educatieve Master Primair Onderwijs 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 en/of HBO-master;

- WO-bachelor die niet voldoet aan de minimale eisen hierboven.

**Niet toelaatbaar**

Als je een HBO-bachelor hebt afgerond van een niet-aanverwante studie in de Sociale Wetenschappen, ben je ook niet toelaatbaar tot de pre-master en zal je moeten starten met een bacheloropleiding in de sociale of gedragswetenschappen.

## 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 master's programme Sociology if you have obtained a relevant Bachelor's or undergraduate degree\* from a research university that includes at least 7.5 EC in social science research methods and techniques, in the following fields of study:

- Bachelor Algemene Sociale Wetenschappen;
- Bachelor Psychologie;
- Bachelor Politicologie.
- Bachelor Media- & Cultuurwetenschappen;
- Bachelor Bestuurskunde;
- Bachelor Communicatiewetenschappen;
- Bachelor Science & Technology Studies;
- Bachelor Economie;
- Bachelor Pedagogiek;
- Bachelor Gezondheidswetenschappen, Beleid & Management Gezondheidszorg;
- Bachelor Filosofie;
- Bachelor Antropologie.

If you have successfully completed a comparable bachelor's or undergraduate degree\* in disciplines related to sociology, and that includes at least 7.5 EC in social science research methods and techniques, you may also be eligible for admission to the master's programme Sociology. This depends on the contents of your prior education. Examples of some bachelor's degrees with which you may be eligible for admission are: European Studies, International Relations, Political Sciences, Liberal Arts & Sciences. When you apply to the master's specialisation of your preference, the Admissions Committee will assess whether you are eligible for direct admission to that master's specialisation.

We expect a comparable degree in disciplines related to sociology to include courses in sociology and courses related to the specialisation of your preference.

#### English language requirements

A good command of English is essential. Therefore, you will have to submit proof of English proficiency in your application. You meet the English language requirements if:

- You have obtained a bachelor diploma from a university in the Netherlands; or
- You have obtained a pre-university education (VWO) diploma and English was one of the subjects included in the assessment conferring that diploma and graded a 7.0 or higher; or
- You have obtained a diploma of International Baccalaureate (valid for 5 years); or
- 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; 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 meeting the language requirement as well.

In case you believe that you meet one or more of the abovementioned English language requirements you need to present a proof thereof. For example, 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 program

### Proof of proficiency in the English language

If you do not meet one or more of the abovementioned English language requirements, you can demonstrate your proficiency in English with a language test, based on the Common European Framework (CEF, minimum score is C1-level), offered by the faculty in cooperation with the Language & training Centre of the EUR, specifically for the faculty's applicants. Please note that the test may not be older than two years at the time of application.

If you wish to offer proof of your proficiency in the English language based on a different test, the following minimum scores apply:

| 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<br>CPE level C |                    |

\* Please note that Institutional (ITP) TOEFL tests are not accepted

### Motivation

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, to assess whether you are eligible for admission. There is no minimum score or average grade mentioned; your application will be assessed against the pool of applicants of the given year.

Please note that based on experience, for the specialisation Governance of Migration and Diversity the guideline is a minimum average grade of at least 7.0 out of 10.0 (based on a Dutch grading system), but slightly lower average grades can be compensated through excellence in other credentials, for example relevant working experience (CV) or an excellent motivation (motivation letter)."

### 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 a reference letter.

## B. Master Public Administration

Please note that the admissions criteria for the Master in International Public Management and Public Policy are described under C.

### Prior education

You are eligible for admission to the master's programme Public Administration if you have obtained a relevant Bachelor's or undergraduate degree\* from a research university that includes at least 7.5 EC in social science research methods and techniques, in the following fields of studies:

- Public Administration
- Sociology
- Political Science

If you have successfully completed a comparable bachelor's or undergraduate degree\* in disciplines related to public administration and societal processes, you may also be eligible for admission to the master's programme Public Administration. This depends on the contents of your prior education and results obtained in courses in social-scientific methods at a bachelor's or undergraduate level as part of your prior education. Examples of some bachelor's degrees with which you may be eligible for admission are: European Studies, International Relations, Social Geography, Spatial/Urban Planning, Urban Management/Studies, Environmental Sciences, Economics. When you apply to the master's specialisation of your preference, the Admissions Committee will assess whether you are eligible for direct admission to that master's specialisation.

\* Comparable to the Dutch academic level according to the standards of the Dutch Organisation for Internationalisation in Education (Nuffic).

### English language requirements

A good command of English is essential. Therefore, you will have to submit proof of English proficiency in your application. You meet the English language requirements if:

1. you have obtained a bachelor diploma from a university in the Netherlands; or
2. you have obtained a pre-university education (VWO) diploma and English was one of the subjects included in the assessment conferring that diploma and graded a 7.0 or higher; or
3. you have obtained a diploma of International Baccalaureate (valid for 5 years); or
4. 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; or
5. 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 meeting the language requirement as well.

In case you believe that you meet one or more of the abovementioned English language requirements you need to present a proof thereof. For example, 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 program.

### Proof of proficiency in the English language

If you do not meet one or more of the abovementioned English language requirements, you can demonstrate your proficiency in English with a language test, based on the Common European Framework (CEF, minimum score is C1-level), offered by the faculty in cooperation with the Language & training Centre of the EUR, specifically for the faculty's applicants.

Please note that the test may not be older than two years at the time of application. If you wish to offer proof of your proficiency in the English language based on a different test, the following minimum scores apply:

| 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<br>CPE level C |                    |

\* Please note that Institutional (ITP) TOEFL tests are not accepted.

### Motivation

(Relevant for all English-language master's specialisations in Public Administration)

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 to assess whether you are eligible for admission. The general guideline is often a minimum average grade of 7.0 out of 10.0 (based on a Dutch grading system), but slightly lower average grades can be compensated through excellence in other credentials, for example relevant working experience (CV) or an excellent motivation (motivation letter).

### 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 that includes at least 7.5 EC in social science research methods and techniques, 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 demonstrate that they are familiar with social science methodology.

\* Comparable to the Dutch academic level according to the standards of the Dutch Organisation for Internationalisation in Education (Nuffic).

### English language requirements

A good command of English is essential. Therefore, you will have to submit proof of English proficiency in your application. You meet the English language requirements if:

1. you have obtained a bachelor diploma from a university in the Netherlands; or
2. you have obtained a pre-university education (VWO) diploma and English was one of the subjects included in the assessment conferring that diploma and graded a 7.0 or higher; or
3. you have obtained a diploma of International Baccalaureate (valid for 5 years); or
4. 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; or
5. 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 meeting the language requirement as well.

In case you believe that you meet one or more of the abovementioned English language requirements you need to present a proof thereof. For example, 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 program.

### Proof of proficiency in the English language

If you do not meet one or more of the abovementioned English language requirements, you can demonstrate your proficiency in English with a language test, based on the Common European Framework (CEF, minimum score is C1-level), offered by the faculty in cooperation with the Language & training Centre of the EUR, specifically for the faculty's applicants.

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

If you wish to offer proof of your proficiency in the English language based on a different test, the following minimum scores apply:

| 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<br>CPE level C |                    |

\* Please note that Institutional (ITP) TOEFL tests are not accepted.

### **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. The general guideline is a minimum average grade of 7.0 out of 10.0 (based on a Dutch grading system), but slightly lower average grades can in exceptional cases be compensated through excellence in other credentials, for example relevant working experience (CV) or an excellent motivation (motivation letter).



## D. Master Psychology

### Prior education

You are eligible for admission to a specialisation in the Master programme if you have successfully completed a Bachelor's or undergraduate degree\* from a research university. Whether you are eligible for admission to the specialisation of your choice, depends on the specific degree you have obtained.

Please note: the master Psychology implements a capacity limitation per 2022-2023 (please refer to article 2.2), meaning that a selection procedure will take place when the number of students who are deemed eligible for admission exceed the set capacity.

\* Comparable to the Dutch academic level according to the standards of the Dutch Organisation for Internationalisation in Education (Nuffic).

| <b>Specialisations</b>   | <b>Admission requirements for these specialisations</b>  |
|--|--|
| <ul style="list-style-type: none"><li>• Work &amp; Organisational Psychology</li><li>• Educational Psychology: Learning &amp; Performance</li><li>• Brain &amp; Cognition</li><li>• Health Psychology &amp; Digital Interventions</li><li>• Psychology of the Digital Media</li><li>• Organisational Dynamics in the Digital Society (per 2023-2024: Digitalisation of Work and Society)</li></ul> | <p><b>Direct admission</b></p> <p>You will be admitted to these specialisations within the master's programme Psychology if you have successfully completed one of the following programmes:</p> <ul style="list-style-type: none"><li>• Bachelor Psychology at Erasmus University Rotterdam</li><li>• Bachelor Psychology at a Dutch research university (i.e., you will not be admitted with a degree from a University of Applied Sciences)</li></ul> <p><b>Admission to be decided upon by the Admissions Committee</b></p> <p>If you have successfully completed a programme in Psychology at a foreign university, you may also be eligible for admission to these specialisations within the master's programme Psychology. Likewise, you may be eligible for admission to these specialisations within the master's programme Psychology, if you have successfully completed a programme that is comparable to the bachelor Psychology (from a Dutch or foreign research university). Examples of such programmes include Cognition, Language &amp; Communication, Liberal Arts &amp; Sciences, Pedagogical Sciences, Psychobiology and Health Sciences. Whether you are eligible for admission to the master's specialisation of your preference, depends on the curriculum of your prior education and your results in statistics courses as part of this education. When you apply for the master's specialisation of your preference, the Admissions Committee will assess whether you are eligible for direct admission to the master's specialisation.</p> <p>We expect you to have obtained at least:</p> <ul style="list-style-type: none"><li>• 25 EC in relevant courses, of which at least 15 EC in the field of Psychology; and</li><li>• 15 EC in statistics courses and basic skills in SPSS, JASP or R. You are expected to be familiar with the following statistical techniques (and able to apply them in statistical packages such as SPSS, JASP,</li></ul> |

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Jamovi or R): descriptive statistics, correlation, confidence intervals, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures ANOVA, GLM, psychometrics, non-parametric testing.

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### Specialisations

- Clinical Psychology
- Clinical Child & Youth Psychology
- Forensic & Legal Psychology

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### Admission requirements for these specialisations

#### Direct admission

You will be admitted to these specialisations within the master's programme Psychology if you have successfully completed one of the following programmes:

- Bachelor Psychology at Erasmus University Rotterdam, with a specialisation in Clinical Psychology; or
- Bachelor Psychology at a Dutch research university (i.e., you will not be admitted with a degree from a University of Applied Sciences) with a specialisation in Clinical Psychology; or
- Bachelor Psychology at a Dutch research university (i.e., you will not be admitted with a degree from a University of Applied Sciences) with at least 18 EC of advanced courses (bachelor-3 level) on topics pertaining to clinical psychology.

#### Admission to be decided upon by the Admissions Committee

If you have successfully completed a programme in Psychology at a foreign university, you may also be eligible for admission to these specialisations within the master's programme Psychology. Likewise, you may be eligible for admission to these specialisations within the master's programme Psychology, if you have successfully completed a programme that is comparable to the programmes listed above. An example of such a programme is Liberal Arts & Sciences. Whether you are eligible for admission to the master's specialisation of your preference, depends on the curriculum of your prior education and your results in statistics courses as part of this education. When you apply for the master's specialisation of your preference, the Admissions Committee will assess whether you are eligible for direct admission to the master's specialisation.

We expect you to have obtained at least:

- 45 EC in relevant courses, of which at least 18 EC of advanced courses (bachelor-3 level) on topics pertaining to clinical psychology; and
- 20 EC in statistics courses and basic skills in SPSS, JASP, Jamovi or R, of which at least 5 EC should be in Psychometrics. You are expected to be familiar with the following statistical techniques (and able to

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apply them in statistical packages such SPSS, JASP or R): descriptive statistics, correlation, confidence intervals, hypothesis testing, between-subjects versus within-subjects designs, multiple regression, 1-factor and 2-factor ANOVA, repeated measures ANOVA, GLM, psychometrics non-parametric testing.

Please note that if you are eligible for admission to a specialisation, based on another prior education than the bachelor's degree Psychology at EUR (or: with the EUR bachelor's degree in Psychology but with a specialisation that does not align with the master's programme specialisation of your preference, there is no guarantee that you can directly obtain your degree. You are responsible for filling the gaps in your knowledge and skills of statistics and/or the specialisation that you have chosen. On the webpage "Admission" of the faculty you will find a list with recommended literature that can help you overcome knowledge deficiencies.

There may be additional requirements, next to a master's degree, if you want to enroll in certain post-academic vocational training or become a member of a specific professional association. It is your own responsibility to acquire information related to these requirements in case you are considering such options.

### English language requirements

A good command of English is essential. Therefore, you will have to submit proof of English proficiency in your application. You meet the English language requirements if:

- you have obtained a bachelor diploma from a university in the Netherlands; or
- you have obtained a pre-university education (VWO) diploma and English was one of the subjects included in the assessment conferring that diploma and graded a 7.0 or higher; or
- you have obtained a diploma of International Baccalaureate (valid for 5 years); or
- 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; 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 meeting the language requirement as well.

In case you believe that you meet one or more of the abovementioned English language requirements you need to present a proof thereof. For example, 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 program.

### Proof of proficiency in the English language

If you do not meet one or more of the abovementioned English language requirements, you can demonstrate your proficiency in English with a language test, based on the Common European Framework (CEF, minimum score is C1-level), offered by the faculty in cooperation with the Language & training Centre of the EUR, specifically for the faculty's applicants.

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

If you wish to offer proof of your proficiency in the English language based on a different test, the following minimum scores apply:

| Language Test  | Minimum Score              | Minimum Sub-scores |
|--|----------------------------|--------------------|
| TOEFL (our TOEFL ID Code 5971)*                            | 100 (internet based)       | 20                 |
| IELTS  | 7.0                        | 6.0                |
| CEF (Common European Framework)                            | C1-level                   |                    |
| Cambridge EFL (English as a Foreign Language) Examinations | CAE level B<br>CPE level C |                    |

\*Please note that Institutional (ITP) TOEFL tests are not accepted.



## APPENDIX II – INTENDED LEARNING OUTCOMES OF THE PROGRAMMES

### A. Sociology

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

#### Knowledge and insight

1. 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;
2. Profound knowledge of and insight into sociological research methods.

#### Applying knowledge and insight

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

#### Making judgments

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

#### Communication

9. 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.
10. Being able to constructively criticise and comment on the work of (fellow) students, peers, colleagues and/or clients.

#### Learning skills

11. 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.
12. Able to critically monitor, evaluate and apply relevant national and international developments in the discipline as a professional.

## B. Public Administration

The master's programme Public Administration has formulated the following mission: "We educate and train public administrators who can identify and analyse social and governance issues, advise on solutions and organise the requisite processes in a professional, independent, and advanced way."

For this programme, the following intended learning outcomes apply:

The graduate:

### Knowledge and understanding

1. Can elaborately describe the nature, causes, and consequences of social and governance issues, and relate them to one another
2. Can describe advanced public administration concepts and theories and relate them to one another

### Applying knowledge and understanding

3. Can identify and apply relevant advanced knowledge and insights from other scientific fields, such as sociology, economics, law, political science, to analyse and solve social and governance issues
4. Can integrate and apply public administration concepts and theories that are relevant for analysing and solving complex social and governance issues
5. Can design and conduct advanced qualitative and quantitative social science research
6. Can professionally handle relevant social, ethical, academic, and practical issues

### Making judgements

7. Can distinguish normative statements and empirical analyses, and is able to formulate a reasoned assessment of their mutual relationship
8. Can independently assess, on the basis of research, complex social and governance issues, taking into account relevant professional, ethical and academic interests
9. Can critically and extensively assess public administration research

### Communication

10. Can independently and critically communicate social and governance issues and research to various target groups in accordance with academic standards.
11. Can independently provide substantiated, research-based advice, taking into account divergent interests, and can communicate about this with different target groups.
12. Can work in diverse (e.g. multicultural and interdisciplinary) teams in various roles in an advanced way

### Learning Skills

13. Can identify and apply the professional competences required in the field of public administration
14. Can elaborately reflect on their own conceptual, methodological, and professional skills and behaviour
15. Can reflect on their own learning process and is able to (continue to) learn independently at an advanced level

### C. International Public Management and Public Policy

The EUR Master's programme International Public Management and Public Policy has formulated the following mission: "We educate and train future professionals in public management and public policy in an increasingly international environment, giving them both advanced scientific concepts, theories and tools to analyse the multi-level governance space, as well as skills and experiences relevant to their careers."

For this programme, the following intended learning outcomes apply:

The graduate:

#### Knowledge and understanding

1. Can elaborately describe the nature, causes, and consequences of issues in international public management and policy, and relate them to one another
2. Can describe advanced international public management and policy concepts and theories, and relate them to one another

#### Applying knowledge and understanding

3. Can identify and apply relevant advanced knowledge and insights from other scientific fields, such as sociology, economics, law, political science, and international relations, to analyse and solve social and governance problems in the area of international public management and policy
4. Can integrate and apply various concepts (from the academic study of international public management and policy) for analysing and solving complex social and governance issues
5. Can design and conduct advanced qualitative, quantitative, and/or mixed methods social science research
6. Can professionally handle relevant social, ethical, academic, and practical issues

#### Making judgements

7. Can distinguish normative statements and empirical analyses, and is able to formulate a reasoned assessment of their mutual relationship
8. Can independently assess, on the basis of research, complex issues in the field of international public management and policy, taking into account relevant professional, ethical and academic interests
9. Can critically and extensively assess research in the field of international public management and policy

#### Communication

10. Can independently and critically communicate international social and governance issues and research to various target groups in accordance with academic standards.
11. Can independently provide substantiated, research-based international public management and policy advice, taking into account divergent interests, and can communicate about this with different target groups.
12. Can work in diverse (e.g. multicultural and interdisciplinary) teams in various roles in an advanced way

#### Learning Skills

13. Can identify and apply for possible career paths and reflect on demands for individual careers in the field of international public management and policy.
14. Can elaborately reflect on their own conceptual, methodological, and professional skills and behaviour
15. Can reflect on their own learning process and is able to learn independently at an



advanced level

16. Has skills and expertise to make a reasoned decision about future career choices

## 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.

Graduates 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 (CP/CC&YP/FLP/WOP/EP:LP): 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

Please note that the Intended Learning Outcomes are listed in Dutch, as this programme is only offered in Dutch

Met de opleiding wordt beoogd zodanige kennis, inzichten en vaardigheden bij te brengen op het gebied van de pedagogiek en onderwijswetenschappen, dat de afgestudeerde in staat is tot het vervullen van een functie op de arbeidsmarkt op masterniveau, ten minste op het gebied van pedagogische wetenschappen, onderwijswetenschappen of een gerelateerde discipline. Deze doelstelling is als volgt gespecificeerd in eindtermen.

Afgestudeerde studenten hebben kennis over:

1. De huidige inzichten, voornaamste theorieën, empirische bevindingen en nationale en internationale ontwikkelingen, binnen de gekozen specialisatie Orthopedagogiek, Opvoedvraagstukken in een diverse samenleving en Onderwijswetenschappen;
2. Etnisch-culturele, ethische, juridische, economische, sociale en/of politieke ontwikkelingen binnen de gekozen specialisatie en daarmee samenhangende vraagstukken, uitdagingen en bevindingen (met inbegrip van empirische bevindingen);
3. Geavanceerde methoden en modellen die worden gebruikt voor het signaleren en identificeren van complexe pedagogische vraagstukken en kunnen daarbij de gepaste en afgestemde begeleiding en ondersteuning bieden, zowel op het niveau van het individu en de opvoeders als op het niveau van het gezin en andere systemen rondom het opgroeiende kind;
4. Advies of interventiemodellen voor complexe, meervoudige pedagogische uitdagingen, inclusief de effectiviteit en toepassing daarvan in diverse contexten (bijvoorbeeld verschillende in sociaaleconomische contexten);
5. Geavanceerde opzetten en methoden voor sociaalwetenschappelijk onderzoek.

Afgestudeerden zijn in staat:

6. Complexe pedagogische vraagstukken te identificeren en te vertalen naar interventies, programma's en/of beleidlijnen en deze te evalueren en analyseren;
7. Als pedagogische en/of onderwijswetenschappers conform professionele, ethische en juridische gedragsregels binnen het betreffende vakgebied te werk te gaan;
8. Diagnostisch en/of wetenschappelijk onderzoek uit te voeren binnen de gekozen specialisatie en op het raakvlak met andere gerelateerde subdisciplines van de pedagogische wetenschappen;
9. Complexe vraagstukken en ontwikkelingen op het gebied van opvoeding, ontwikkeling en onderwijs te analyseren en een wetenschappelijk onderbouwde visie te formuleren;
10. Zich in het handelen bewust te zijn van de diversiteit van kinderen, jongeren, gezinnen, opvoeders en samenwerkingspartners;
11. Binnen een pedagogische of onderwijswetenschappelijke context in een multidisciplinair team te kunnen werken in verschillende rollen;
12. Op een heldere en toegankelijke manier complexe thema's mondeling of schriftelijk over te brengen en daarbij onderscheid kunnen maken tussen verschillende doelgroepen (bijvoorbeeld kinderen, jongeren, opvoeders, docenten, professionals beleidsmakers en wetenschappers);
13. Gelijke tred te houden met ontwikkelingen binnen het vakgebied en binnen de maatschappij om bij te kunnen dragen aan veranderingsprocessen binnen de pedagogische en onderwijspraktijk en aan innovatie;

14. Te reflecteren op de grenzen van eigen kennis, expertise en de invloed van eigen normen en waarden en blijvend te werken aan hun professionele ontwikkeling.

## F. Education Master Primary Education

Please note that the Intended Learning Outcomes are listed in Dutch, as this programme will be offered only in Dutch.

De master EMPO heeft de volgende beroepsrollen en bijhorende indicatoren (beoogde leerresultaten) geformuleerd:

### I. Pedagoog

“Een leraar heeft een pedagogische opdracht en is daarmee allereerst een pedagoog. Als pedagoog is de leraar zich bewust van het relationele karakter van het beroep, van de relatieve onvoorspelbaarheid van leren en ontwikkeling en van het sociale karakter hiervan. Dat vraagt om pedagogische tact, dat wil zeggen: een sensitieve en responsieve houding ten opzichte van leerlingen, kunnen handelen vanuit inzicht in de verschillende contexten waarin de leerling zich beweegt en de achtergronden en motieven van gedrag en onderwijsresultaten.”

De afgestudeerde:

1. Bevordert een veilig en uitdagend leerklimaat: Bevordert een leerklimaat dat veilig is en gebaseerd op wederzijds vertrouwen en respect, waarin leerlingen worden gezien als kennisbron en subject en uitgedaagd worden tot ontwikkeling.
2. Handelt met pedagogische tact: Toont zich sensitief en responsief naar wat leerlingen nodig hebben aan uitdaging en ondersteuning in pedagogische en didactische zin en is tactvol in gedrag naar leerlingen.
3. Neemt de leefwerelden van de leerlingen mee in het pedagogisch handelen: Kent de relevantie van de verschillende leefwerelden (de multidimensionaliteit en interactie van die systemen in de superdiverse, grootstedelijke context), heeft daarmee verbinding (kent de ouders en kent de buurt) en kan bruggen bouwen.
4. Fungeert als rolmodel voor de leerlingen: Fungeert als rolmodel en inspiratiebron voor leerlingen, met oog voor hun context, en voelt zich verantwoordelijk voor het bieden van een persoonlijk en maatschappelijk hoopvol perspectief.
5. Baseert het handelen op een pedagogische opdracht: Formuleert voor zichzelf een pedagogische opdracht die verbonden is met de visie van de school en de superdiverse schoolomgeving, deze opdracht dient als kompas bij het komen tot oordeelsvorming en komt tot stand via kritisch inzicht in de eigen normatieve en morele kaders van de pedagogische opdracht.

### II. Onderwijskundige en didacticus

“Een leraar is een didacticus en onderwijskundig ontwerper, de leraar voelt zich verantwoordelijk voor, en kan een pedagogisch wenselijk, passend en uitdagend onderwijsaanbod qua inhoud en vorm bieden, en zorgt middels klassenmanagement voor een hoge effectieve leertijd”.

De afgestudeerde:

1. Zorgt voor aansluiting behoeftes van de leerling en onderwijs: Weet, afhankelijk van doel en inhoud, een functionele verhouding te creëren tussen onderwijs en de individuele behoeftes en interesses van leerlingen in een superdiverse context, waaruit hoge verwachtingen van het leerpotentieel van leerlingen spreken.
2. Beschouwt methoden kritisch en kan (her)ontwerpen: Beschouwt op grond van (wetenschappelijke) inzichten, bestaande methoden kritisch en (her)ontwerpt leerwegen die passen bij de behoeftes en interesses van de leerlingen en de kenmerken van de actuele situatie.
3. Begeleidt de groepsdynamiek: Houdt overzicht over de groepsdynamiek, toont adequaat klassenmanagement, maakt gemeenschappelijke kwesties bespreekbaar en komt tot door leerlingen gedragen oplossingen.
4. Biedt pedagogisch wenselijk, passend en uitdagend onderwijs: Stelt op basis van de behoeftes en interesses van leerlingen, kennis van de doelen en inhoud van de kerndomeinen, relevante wetenschappelijke inzichten en de pedagogische opdracht leerdoelen op, ontwerpt en begeleidt leeractiviteiten en leermaterialen, en evalueert het bereiken van de leerdoelen middels assessments en feedback. Weet deze onderdelen van het curriculum functioneel aan te laten sluiten op elkaar.

### III. Strategisch Partner

"Strategisch partnerschap betekent samenwerken met collega's in ontwerp, uitvoering en evaluatie van onderwijs vanuit wetenschappelijke kennis en inzichten en vanuit de gedeelde pedagogische opdracht. Het betekent ook samenwerken met de partners van het onderwijs: ouders en stakeholders in de omgeving van de school. De leraar hanteert daarbij een systeem perspectief; de kwaliteit van het onderwijs en schoolontwikkeling komt tot stand in de context van de schoolorganisatie en de schoolcultuur en in de bredere maatschappelijke grootstedelijke context."

De afgestudeerde:

1. Neemt verantwoordelijkheid, ook voor de school: Toont zich medeverantwoordelijk voor de school als (leer)gemeenschap, voor de missie van de school, het schoolethos en voor de onderwijsresultaten en hanteert daarbij een systeem perspectief.
2. Werkt constructief samen met collega's: Werkt samen in ontwerp, uitvoering en evaluatie van onderwijs waarbij wetenschappelijke kennis en inzichten de gezamenlijke pedagogische opdracht voeden.
3. Toont leiderschap: Toont leiderschap vanuit een gefundeerde visie op ontwikkelingen in de school, al dan niet met partners van de school, evalueert deze en blijft daarbij leren o.a. door vanuit een positief-kritische grondhouding, open blik (ook door buiten bestaande systemen te denken) en kennis, denkwijzen of methoden vanuit verschillende wetenschappelijke disciplines te integreren.

4. Werkt samen met ouders en andere partners: Werkt samen met partners (ouders en professionals) om tot een doelmatige pedagogische onderwijsomgeving en/of tot passende aanpak van ondersteuningsbehoeftes te komen.

#### IV. Onderzoeker

“Goed leraarschap betekent tot slot reflectief en lerend leraarschap. Eigen opvattingen en eigen handelen kunnen kritisch bevraagd worden op hun bedoeling en hun doelmatigheid. Voorwaarde hiervoor is dat situaties kritisch kunnen worden onderzocht en geanalyseerd, bij voorkeur collegiaal, en dat de leraar op grond van nieuwe inzichten kan handelen of interventies bij kan stellen of perspectief kan wijzigen. Hiertoe beschikt de leraar over wetenschappelijke instrumenten om onderzoek naar de eigen praktijk te doen, evenals wetenschappelijke kennis over relevante vraagstukken voor de eigen praktijk en de praktijk van de school en is de leraar in staat om deze kennis in de school te ontsluiten.”

De afgestudeerde:

1. Reflecteert en leert op basis van wetenschappelijke inzichten: Heeft een open, onderzoekende houding, reflecteert voortdurend kritisch op de intentie en het resultaat van handelen, door toetsing aan i) wetenschappelijke theorie, ii) resultaten van praktijkonderzoek, iii) de eigen pedagogische opdracht en die van collega's, en past het handelen aan op basis van deze reflectie.
2. Onderzoekt en innoveert: Past relevante wetenschappelijke theorieën en methoden voor praktijkonderzoek in eigen groep en eigen school kritisch toe en benut en ontsluit bestaande en nieuwe data en inzichten op adequate wijze ten behoeve van optimalisering van onderwijsprocessen, innovatie en schoolontwikkeling, gerekend de superdiverse omgeving van de school.

## APPENDIX III – RESIT REGULATIONS

1. For the programmes Sociology, Public Administration and International Public Management and Public Policy, and the specialisation Organisational Dynamics in a Digital Society in the Psychology programme, the following resit opportunities apply for the Master's programme:
  - a. Students may resit any exam component once. If a student resits a test, the higher grade will apply;
  - b. If the resit relates to an assignment, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the resit assignment, counting from the moment the student receives the resit assignment;
  - c. In principle, test resits will be held during the academic year, after a block has ended.
2. For the programmes Psychology and Pedagogy and Education, except for the specialisation Organisational Dynamics in a Digital Society in the Psychology programme, the following resit opportunities apply for the Master's programme:
  - a. Students may 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 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.
  - 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 during the academic year, after a block has ended.
3. For the Teaching in Primary Education, the following resit opportunities apply:
  - a. Students must make a remediating assignment if such an assignment is given by the decision committee based on the decision protocol and the outcome of the portfolio-assessment. The remediating assignment must give the student a second opportunity to demonstrate those intended learning outcomes, which the student was unable to demonstrate at the first opportunity (the portfolio assessment). If the decision committee is unable to design an assignment that would cover the missing learning outcomes, the student must repeat master-1 in full.
  - b. The student will be granted a minimum of 21 working days to submit the remediating assignment, counting from the moment the student receives the remediating assignment. The examiner will determine a deadline per remediating assignment, taking the minimum into account.



## APPENDIX IV – MASTER EXAM STRUCTURE

### A. Sociology

#### Arbeid, Organisatie & Management (AOM)

| Exam component  | Credits   |
|---|-----------|
| 1.1 Besturen van Organisaties   | 7.5       |
| 1.1 Sociale risico's en instituties van beheersing  | 7.5       |
| 1.2 Sturing in de hedendaagse samenleving (per 2022-2023: Sturing van economische activiteit) | 7.5       |
| 1.2 Keuzevak/Elective*  | 7.5       |
| 1.3 Research Design and Methods   | 7.5       |
| 1.3-1.4 Thesis  | 22.5      |
| <b>Totaal</b>   | <b>60</b> |

*\*This Master's programme features the electives: 'Stad, economie en samenleving', 'Political Attitudes and Behaviour in Context', 'Infrastructures of Power', HRMPS: Capita Selecta (5 EC, there is the opportunity to do one or more extra assignments for 7.5 EC), 'Artificial Intelligence: The Present and Future of Work', and 'Families and Inequalities'. Furthermore, electives may be selected from other EUR Master specialisations of Sociology, except for courses that are already part of this programme's curriculum.*

#### Arbeid, Organisatie & Management conversion courses (for cohorts who commenced with the Master before 2022-2023)

| Course  | Conversion course   |
|---|---|
| Sociaal-wetenschappelijk onderzoek in de praktijk / Social Science Research in Practice | Individual scheme: students can: <ul style="list-style-type: none"> <li>- Access the lapsed course in Canvas</li> <li>- Ask questions via Canvas if necessary</li> <li>- Use two test opportunities for the lapsed component</li> </ul> |

#### Grootstedelijke Vraagstukken en Beleid (GVB)

| Exam component                    | Credits   |
|-----------------------------------|-----------|
| 1.1 Stad, economie en samenleving | 7.5       |
| 1.1 De stad als woonmilieu        | 7.5       |
| 1.2 De stad als politieke arena   | 7.5       |
| 1.2 Keuzevak/Elective*            | 7.5       |
| 1.3 Research Design and Methods   | 7.5       |
| 1.3-1.4 Thesis                    | 22.5      |
| <b>Totaal</b>                     | <b>60</b> |

*\*This Master's programme features the electives 'Sturing van economische activiteit', 'Political Attitudes and Behaviour in Context', 'Artificial Intelligence: The Present and Future of Work', 'Infrastructures of Power', and 'Families and Inequalities'. Furthermore, electives may be selected from other EUR Master specialisations of Sociology, except for courses that are already part of this programme's curriculum.*

#### Grootstedelijke Vraagstukken en Beleid conversion courses (for cohorts who commenced with the Master before 2022-2023): see table for Arbeid, Organisatie & Management

#### Politics and Society

| Exam component                   | Credits |
|----------------------------------|---------|
| 1.1 The Social Bases of Politics | 7.5     |

|  |           |
|--|-----------|
| 1.2 Political Attitudes and Behaviour in Context | 7.5       |
| 1.2 Parties and Governments in Global Times      | 7.5       |
| 1.2 Elective*                                    | 7.5       |
| 1.3 Research Design and Methods                  | 7.5       |
| 1.3-1.4 Thesis                                   | 22.5      |
| <b>Totaal</b>                                    | <b>60</b> |

*\*This Master's programme features the electives: 'Infrastructures of Power', 'Artificial Intelligence: The Present and Future of Work', and 'Families and Inequalities'. Furthermore, electives may be selected from other EUR Master specialisations of Sociology, except for courses that are already part of this programme's curriculum.*

Politics and Society conversion courses (for cohorts who commenced with the Master before 2022-2023): see table for Arbeid, Organisatie & Management

#### Engaging Public Issues (EPI)

| Exam component                       | Credits   |
|--------------------------------------|-----------|
| 1.1 Public Knowledge                 | 7.5       |
| 1.1 Publics and Issues: Introduction | 7.5       |
| 1.2 Infrastructures of Power         | 7.5       |
| 1.2 Elective*                        | 7.5       |
| 1.3 Research Design and Methods      | 7.5       |
| 1.3-1.4 Thesis                       | 22.5      |
| <b>Totaal</b>                        | <b>60</b> |

*\* This Master's programme features the electives: 'Political Attitudes and Behaviour in Context', 'Artificial Intelligence: The Present and Future of Work', and 'Families and Inequalities'. Furthermore, electives may be selected from other EUR Master specialisations of Sociology, except for courses that are already part of this programme's curriculum*

Engaging Public Issues conversion courses (for cohorts who commenced with the Master before 2022-2023): see table for Arbeid, Organisatie & Management

#### Social Inequalities (SI)

| Exam component                           | Credits   |
|--|-----------|
| 1.1 Families and Inequalities            | 7.5       |
| 1.1 Social Inequalities: An Introduction | 7.5       |
| 1.2 Governing Social Inequalities        | 7.5       |
| 1.2 Elective*                            | 7.5       |
| 1.3 Research Design and Methods          | 7.5       |
| 1.3-1.4 Thesis                           | 22.5      |
| <b>Totaal</b>                            | <b>60</b> |

*\*This Master's programme features the electives: 'Political Attitudes and Behaviour in Context', 'Artificial Intelligence: The Present and Future of Work', and 'Infrastructures of Power'. Furthermore, electives may be selected from other EUR Master specialisations of Sociology, except for courses that are already part of this programme's curriculum*

Social Inequalities conversion courses (for cohorts who commenced with the Master before 2022-2023): see table for Arbeid, Organisatie & Management

## Governance of Migration and Diversity (GMD)

| Exam component                            | Credit    |
|---|-----------|
| 1.1 Governance of Migration and Diversity | 5         |
| 1.1 History of Migration and Diversity    | 5         |
| 1.2 Politics of Migration and Diversity   | 5         |
| 1.1 Sociology of Migration and Diversity  | 5         |
| 1.3 Research Design and Methods           | 7.5       |
| 1.2 Migration in a Globalized World       | 5         |
| Elective*                                 | 5         |
| Thesis                                    | 22.5      |
| <b>Total</b>                              | <b>60</b> |

\*Electives available are: 'Migration and Development (EUR, ISS)', 'Artificial Intelligence: The Present and Future of Work' (7,5 EC), 'Media and Governance, 'Governing Social Inequalities', and 'Social Inequalities in the City' (TU Delft).

Governance of Migration and Diversity conversion courses (for cohorts who commenced with the Master before 2022-2023): see table for Arbeid, Organisatie & Management

## Organisational Dynamics in the Digital Society (per 2023-2024: Digitalisation of Work and Society)

Please refer to the master exam structure of this specialisation as mentioned under C. Psychology

## 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   |
|---|-----------|
| 1.1 Beleidsinnovatie in Complexe Systemen | 5         |
| 1.1 Beleidsdynamiek en Issuemanagement    | 5         |
| 1.1 Beleid, kennis en onzekerheid         | 5         |
| 1.1 Atelier/Professional Development B&P  | 5         |
| 1.2 Publieke Managers en Leiderschap      | 5         |
| 1.2 Politiek en Media                     | 5         |
| 1.2 Keuzevak/Elective*                    | Optional  |
| 1.3 Stage**                               | 10        |
| 1.3 Onderzoeksontwerp en methoden         | 5         |
| 1.4 Scriptie/Thesis                       | 15        |
| <b>Totaal</b>                             | <b>60</b> |

\*An elective is per 2022-2023 no longer a compulsory part of the curriculum, but optional. Students who opt to take an optional elective, will see the ECs obtained for that elective (5 ECs) on their final *grade list under the heading 'other', meaning that these are in addition to the 60 EC curriculum.* Electives may be *selected from other EUR Master's programmes* Public Administration and IMP (Master International Public Management and Policy), except for the courses 'Media and Governance', 'Sturing van complexe vraagstukken', 'Artificial Intelligence: The Present and Future of Work' (7,5 EC), 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. The following elective is also *available to students of this programme*: 'Governing just sustainability transitions'. Please note that there may be a maximum number of spots available in an elective.

\*\* *Students are eligible for admission to the internship in the master's programme in Public Administration, if they have obtained a minimum of 5 EC in this master's programme.*

### 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   |
|---|-----------|
| 1.1 Beleidsinnovatie in Complexe Systemen | 5         |
| 1.1 Publiek Management                    | 5         |
| 1.1 Financieel Management                 | 5         |
| 1.1 Atelier PM                            | 5         |
| 1.2 Publieke Managers en Leiderschap      | 5         |
| 1.2 Behavioural Public Administration     | 5         |
| 1.2 Keuzevak/Elective*                    | Optional  |
| 1.3 Stage/Internship**                    | 10        |
| 1.3 Onderzoeksontwerp en methoden         | 5         |
| 1.4 Scriptie/Thesis                       | 15        |
| <b>Totaal</b>                             | <b>60</b> |

\* An elective is per 2022-2023 no longer a compulsory part of the curriculum, but optional. Students who opt to take an optional elective, will see the ECs obtained for that elective (5 ECs) on their final *grade list under the heading 'other', meaning that these are in addition to the 60 EC curriculum.* Electives may be *selected from other EUR Master's programmes* Public Administration and IMP (Master

International Public Management and Policy), except for *the courses* 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. The following electives are also available to students of *this programme*: 'Governing just sustainability transitions', 'Artificial Intelligence: The Present and Future of Work' (7,5 EC). Please note that there may be a maximum number of spots available in an elective.

\*\* *Students are eligible for admission to the internship in the master's programme in Public Administration, if they have obtained a minimum of 5 EC in this master's programme.*

#### Publiek Management conversion courses (commenced with the Master before 2021-2022)

| Course                  | Conversion course                 |
|-------------------------|-----------------------------------|
| Professioneel adviseren | Behavioural Public Administration |

#### 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   |
|---|-----------|
| 1.1 Beleidsinnovatie in Complexe Systemen         | 5         |
| 1.1 Sturing van Complexe Vraagstukken             | 5         |
| 1.1 Dynamiek in Complexe Systemen                 | 5         |
| 1.1 Atelier GMCS                                  | 5         |
| 1.2 Publieke Managers en Leiderschap              | 5         |
| 1.2 Verbindend Management van Interactief Bestuur | 5         |
| 1.2 Keuzevak/Elective*                            | Optional  |
| 1.3 Stage/Internship**                            | 10        |
| 1.3 Onderzoeksontwerp en methoden                 | 5         |
| 1.4 Scriptie/Thesis                               | 15        |
| <b>Totaal</b>                                     | <b>60</b> |

\* An elective is per 2022-2023 no longer a compulsory part of the curriculum, but optional. Students who opt to take an optional elective, will see the ECs obtained for that elective (5 ECs) on their final *grade list under the heading 'other', meaning that these are in addition to the 60 EC curriculum*. Electives may be selected from other EUR *Master's programmes Public Administration and IMP (Master International Public Management and Policy)*, except for the courses 'Beleidsdynamiek en issue management' 'Managing Interactive Governance', 'Artificial Intelligence: The Present and Future of Work' (7,5 EC), 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. The following elective is also *available to students of this programme* 'Governing just sustainability transitions'. Please note that there may be a maximum number of spots available in an elective.

\*\* *Students are eligible for admission to the internship in the master's programme in Public Administration, if they have obtained a minimum of 5 EC in this master's programme.*

#### Governance en Management van Complexe Systemen conversion courses (for cohorts who commenced with the Master before 2022-2023)

| Course            | Conversion course                |
|-------------------|----------------------------------|
| Praktijkonderzoek | Atelier GMCS plus 4 M&T seminars |

#### Management van HR & Verandering

The Master's programme Management van HR & 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   |
|---|-----------|
| 1.1 Beleidsinnovatie in Complexe Systemen                           | 5         |
| 1.1 Strategisch Human Resource Management                           | 5         |
| 1.1 Verandermanagement  | 5         |
| 1.1 Atelier MHRV  | 5         |
| 1.2 Publieke Managers en Leiderschap                                | 5         |
| 1.2 Human Resource Management in de publieke sector: capita selecta | 5         |
| 1.2 Keuzevak/Elective*  | Optional  |
| 1.3 Stage/Internship**  | 10        |
| 1.3 Onderzoeksontwerp en methoden                                   | 5         |
| 1.4 Scriptie/Thesis   | 15        |
| <b>Totaal</b>   | <b>60</b> |

\* An elective is per 2022-2023 no longer a compulsory part of the curriculum, but optional. Students who opt to take an optional elective, will see the ECs obtained for that elective (5 ECs) on their final *grade list under the heading 'other', meaning that these are in addition to the 60 EC curriculum. Electives may be selected from other EUR Master's programmes Public Administration and IMP (Master International Public Management and Policy), except for the courses 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. The following electives are also available to students of this programme: 'Governing just sustainability transitions', 'Sturing van economische activiteit (7,5 EC), 'Artificial Intelligence: The Present and Future of Work' (7,5 EC). Please note that there may be a maximum number of spots available in an elective.*

\*\* Students are eligible for admission to the *internship in the master's programme in Public Administration, if they have obtained a minimum of 5 EC in this master's programme.*

### Urban Governance

| Exam component                                     | Credits   |
|--|-----------|
| 1.1 Urban Governance                               | 5         |
| 1.1 Policy Innovations in Complex Systems          | 5         |
| 1.1 Governing Urban Economic Growth and Innovation | 5         |
| 1.1 Urban Governance Lab                           | 5         |
| 1.2 Managing Interactive Governance                | 5         |
| 1.2 Strategic Public Management                    | 5         |
| 1.2 Spatiality and Justice in Urban Governance     | 5         |
| 1.3 Elective*                                      | 5         |
| 1.3 Research Design and Methods                    | 5         |
| 1.4 Master's Thesis                                | 15        |
| <b>Totaal</b>                                      | <b>60</b> |

\* *Electives may be selected from other EUR Master's programmes Sociology, Public Administration, and IMP (Master International Public Management and Policy), except for the courses 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. 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. Please note that one ESSB courses is especially designed as elective for GMPS and UG; 'Governing just sustainability transitions'. Please note that there may be a maximum number of spots available in an elective.*

### Urban Governance conversion courses (for cohorts who commenced with the Master before 2022-2023)

| Course                 | Conversion course   |
|------------------------|---|
| Research Design (2 EC) | Individual scheme: students can:<br>- Access the lapsed course in Canvas<br>- Ask questions via Canvas if necessary |

|                             |   |
|-----------------------------|---|
|                             | - Use two test opportunities for the lapsed component   |
| Urban Governance Lab (3 EC) | Individual scheme: students can:<br>- Access the lapsed course in Canvas<br>- Ask questions via Canvas if necessary<br>- Use two (adjusted) test opportunities for the lapsed component |
| Master's thesis (20 EC)     | Individual scheme; students complete 20 EC thesis.  |

### Governance of Migration and Diversity

| Exam component  | Credits   |
|---|-----------|
| 1.1 Comparative Public Policy   | 5         |
| 1.1 Governance of Migration and Diversity                               | 5         |
| 1.1 History of Migration and Diversity                                  | 5         |
| 1.1 Sociology of Migration and Diversity                                | 5         |
| 1.2 Media and Governance  | 5         |
| 1.2 Politics of Migration and Diversity                                 | 5         |
| 1.3 Designing Migration Policy Research                                 | 5         |
| 1.3 Migration and Development: Globalisation, livelihoods and conflicts | 5         |
| 1.3 Legal Perspectives on Migration and Diversity                       | 5         |
| 1.4 Thesis  | 15        |
| <b>Total</b>  | <b>60</b> |

### Organisational Dynamics in the Digital Society (per 2023-2024: Digitalisation of Work and Society)

Please refer to the master exam structure of this specialisation as mentioned under C. Psychology

### 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   |
|---|-----------|
| 1.1 Global Governance                                   | 5         |
| 1.1 Comparative Public Policy                           | 5         |
| 1.1 EU Policy Making                                    | 5         |
| 1.2 International Organisations and Development         | 5         |
| 1.2 EU in the World                                     | 5         |
| 1.2 International Public Management                     | 5         |
| 1.3 Research Design and Methods                         | 5         |
| 1.3 Elective*   | 5         |
| 1.3 Professional Development: Preparation Labour Market | 5         |
| 1.4 Master's Thesis                                     | 15        |
| <b>Totaal</b>   | <b>60</b> |

\* Electives may be selected from other EUR Master's programmes Sociology and, Public Administration, except for the courses 'Governance of Migration and Diversity' and 'Politics of Migration and Diversity'. 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. The course 'Strategic Public Management' is not available to students of this programme as an elective. Please note that there may be a maximum number of spots available in an elective.

### International Public Management and Public Policy conversion courses (for cohorts who commenced with the Master before 2022-2023)

| Course   | Conversion course   |
|--|---|
| Professional Development Part II: Preparation Labour Market (2.5 EC) | Individual scheme; students can:<br>- Access the lapsed course in Canvas<br>- Ask questions via Canvas if necessary<br>- Use two (adjusted) test opportunities for the lapsed component |
| Professional Development Part I: Research design (2.5 EC)            | Individual scheme; students can:<br>- Access the lapsed course in Canvas<br>- Ask questions via Canvas if necessary<br>- Use two test opportunities for the lapsed component            |
| Master's thesis (20 EC)  | Individual scheme: students complete 20 EC thesis   |



D. Psychology  
Specialisation Clinical Psychology

| Exam component   |   | Credits   |
|--|---|-----------|
| <b>Courses</b>   |   | <b>20</b> |
| Block 1 Addiction  |   | 5         |
| Block 2 Personality Disorders  |   | 5         |
| Block 3 Severe Mental Illness in Urban Context (per 2022-2023: Severe Mental Illness and Recovery) |   | 5         |
| Block 4 Applied Multivariate Data Analysis   |   | 5         |
| <b>Practical track: Clinical Skills</b>  | <b>Practical track: Research Skills*</b>      | <b>8</b>  |
| Block 1 Couple therapy and sexuality   | Electrophysiology                             | 2         |
| Block 2 CBT 1: Assessment  | Data Processing & Analysis in R               | 2         |
| Block 3 CBT 2: Therapeutic techniques  | Programming Experiments                       | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS  | Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Research proposal  |   | 2         |
| Block 5-8 Internship/Master's thesis**   |   | 30        |
| <b>Total</b>   |   | <b>60</b> |

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

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C within the same specialisation as the student wishes to write the thesis on.

Specialisation Clinical Child & Youth Psychology

| Exam component   |  | Credits   |
|--|--|-----------|
| <b>Courses</b>   |  | <b>20</b> |
| Block 1 Psychopathology in Middle Childhood and Adolescence                  |  | 5         |
| Block 2 Developmental Challenges and Deviations in Early Childhood           |  | 5         |
| Block 3 Science-based Practice in the Field of Child and Adolescent          |  | 5         |
| Block 4 Applied Multivariate Data Analysis                                   |  | 5         |
| <b>Practicals</b>  |  | <b>8</b>  |
| Block 1 Psycho-diagnostics in children and young people in clinical practice |  | 2         |
| Block 2 Behaviour therapy interventions                                      |  | 2         |
| Block 3 Cognitive therapy  |  | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS                        |  | 2         |
| Block 5-8 Research Proposal  |  | 2         |
| Block 5-8 Internship/Master's thesis**                                       |  | 30        |
| <b>Totaal</b>  |  | <b>60</b> |

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

Specialisation Work & Organisational Psychology

| Exam component                                  |  | Credits   |
|---|--|-----------|
| <b>Courses</b>                                  |  | <b>20</b> |
| Block 1 Attitudes and Emotions in Organisations |  | 5         |
| Block 2 Groups at Work                          |  | 5         |
| Block 3 Personnel selection                     |  | 5         |

|   |           |
|---|-----------|
| Block 4 Applied Multivariate Data Analysis            | 5         |
| <b>Practicals</b>                                     | <b>8</b>  |
| Block 1 Conducting research in organisations          | 2         |
| Block 2 Conflict Management and Mediation             | 2         |
| Block 3 Selection and Assessment                      | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Research Proposal                           | 2         |
| Block 5-8 Internship/Master's thesis**                | 30        |
| <b>Totaal</b>   | <b>60</b> |

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

### Specialisation Educational Psychology: Learning and Performance

| Exam component  | Credits   |
|---|-----------|
| <b>Courses</b>  | <b>20</b> |
| Block 1 Innovation in Education and Training          | 5         |
| Block 2 Assessment in Education and Training          | 5         |
| Block 3 Elective*                                     | 5         |
| Block 4 Applied Multivariate Data Analysis            | 5         |
| <b>Practicals</b>                                     | <b>8</b>  |
| Block 1 Investigating Educational Innovations         | 2         |
| Block 2 Assessment in Education and Training          | 2         |
| Block 3 Elective*                                     | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Research Proposal                           | 2         |
| Block 5-8 Internship/Master's thesis**                | 30        |
| <b>Totaal</b>   | <b>60</b> |

\* In block 3, students of Educational Psychology: Learning & Performance may choose to follow: the course and practical 'Diversity Education & Training' and 'Sensitivity and Competence in the Diverse Educational Context', or the course and practical of block 3 of the specialisation Psychology of Digital Media; 'Online Learning' and 'Learning Analytics & the Design of Online Learning'.

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

### Specialisation Brain & Cognition

| Exam component  | Credits   |
|---|-----------|
| <b>Courses</b>  | <b>20</b> |
| Block 1 Cognitive and Affective Neuroscience          | 5         |
| Block 2 Cognition in the Digital Age                  | 5         |
| Block 3 Concepts and Categories                       | 5         |
| Block 4 Applied Multivariate Data Analysis            | 5         |
| <b>Practicals</b>                                     | <b>8</b>  |
| Block 2 Data Processing & Analysis in R               | 2         |
| Block 1 Electrophysiology                             | 2         |
| Block 3 Programming Experiments                       | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Research Proposal                           | 2         |
| Block 5-8 Internship/Master's thesis**                | 30        |

|               |           |
|---------------|-----------|
| <b>Totaal</b> | <b>60</b> |
|---------------|-----------|

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

### Specialisation Health Psychology & Digital Interventions

| Exam component  | Credits   |
|---|-----------|
| <b>Courses</b>  | <b>19</b> |
| Block 1-2 Health Psychology and Behaviour Change      | 8         |
| Block 3 Design of Digital Interventions               | 6         |
| Block 4 Applied Multivariate Data Analysis            | 5         |
| <b>Practicals</b>                                     | <b>9</b>  |
| Block 1-2 Professional Skills                         | 3         |
| Block 3 Research Methods in Behaviour Change          | 4         |
| Block 4 Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Research Proposal                           | 2         |
| Block 5-8 Internship/Master's thesis**                | 30        |
| <b>Totaal</b>   | <b>60</b> |

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

### Specialisation Psychology of the Digital Media

| Exam component   | Credits   |
|--|-----------|
| <b>Courses</b>   | <b>20</b> |
| Block 1 Digital Media @ Work                                 | 5         |
| Block 2 Cognition in the Digital Age                         | 5         |
| Block 3 Online learning                                      | 5         |
| Block 4 Applied Multivariate Data Analysis                   | 5         |
| <b>Practicals</b>  | <b>8</b>  |
| Block 1 Research Practical                                   | 2         |
| Block 2 Text Mining of Digital Media                         | 2         |
| Block 3 Learning Analytics and the Design of Online Learning | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS        | 2         |
| Block 5-8 Research Proposal                                  | 2         |
| Block 5-8 Internship/Master's thesis**                       | 30        |
| <b>Totaal</b>  | <b>60</b> |

\*\* The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.

### Specialisation Forensic and Legal Psychology

| Exam component   | Credits   |
|--|-----------|
| <b>Courses</b>   | <b>20</b> |
| Block 1 Introduction to Forensic and Legal Psychology        | 5         |
| Block 2 Etiology of Offender Types and Forensic Neuroscience | 5         |
| Block 3 Forensic Diagnostics and Treatment                   | 5         |
| Block 4 Applied Multivariate Data Analysis                   | 5         |
| <b>Practicals</b>  | <b>8</b>  |
| Block 1 Forensic Psychological Assessment in Criminal Law    | 2         |
| Block 2 Techniques in Forensic Neuroscience                  | 2         |
| Block 3 Treatment Interventions in Forensic Populations      | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS        | 2         |

|  |           |
|--|-----------|
| Block 5 Moot Court Legal Psychology*   | 12        |
| Block 5-8 Research Proposal            | 2         |
| Block 5-8 Internship/Master's thesis** | 30        |
| <b>Totaal</b>                          | <b>60</b> |

\* The Moot Court Legal Psychology is optional; if a student chooses to follow this component, the thesis will amount to 18 EC.

\*\* *The entry requirement for the Master's thesis is a passing grade on one of the following courses: 4.1C, 4.2C, or 4.3C, within the same specialisation as the student wishes to write the thesis on.*

### Specialisation Organisational Dynamics in the Digital Society (per 2023-2024: Digitalisation of Work and Society)

| Exam component   | Credits   |
|--|-----------|
| 1.1 Digitalisation: Work, Organisation, Politics                 | 7.5       |
| 1.1 Introduction: Organisational Dynamics in the Digital Society | 7.5       |
| 1.2 Artificial Intelligence: the present and future of work      | 7.5       |
| 1.2 Work Behaviour in the Digital Age                            | 7.5       |
| 1.3 Research Design and Methods                                  | 7.5       |
| 1.3-1.4 Master's Thesis**  | 22.5      |
| <b>Totaal</b>  | <b>60</b> |

\* Electives available are: all electives offered in block 2 within the master Sociology; the following course and practicum (combined) offered within the master Psychology '*Personnel selection*' and *Selection and Assessment*'.

\*\* *The entry requirement for the Master's thesis is a passing grade on one of the following courses: 1.1, 1.2, or 1.3.*

### Organisational Dynamics in the Digital Society conversion courses (for cohorts who commenced with the Master before 2022-2023)

| Course  | Conversion course   |
|---|---|
| Sociaal-wetenschappelijk onderzoek in de praktijk / Social Science Research in Practice | Individual scheme: students can: <ul style="list-style-type: none"> <li>- Access the lapsed course in Canvas</li> <li>- Ask questions via Canvas if necessary</li> <li>- Use two test opportunities for the lapsed component</li> </ul> |

E. Pedagogy and Education  
**Specialisatie Orthopedagogiek**

| Exam component  | Credits   |
|---|-----------|
| <b>Courses</b>  | <b>20</b> |
| Block 1 Diagnostiek                                   | 5         |
| Block 2 Behandeling                                   | 5         |
| Block 3 Forensische Orthopedagogiek                   | 5         |
| Block 4 Applied Multivariate Data Analysis            | 5         |
| <b>Practicals</b>                                     | <b>8</b>  |
| Block 1 Diagnostische vaardigheden                    | 2         |
| Block 2 Interventies in de complexe werkelijkheid     | 2         |
| Block 3 Methoden van Forensische Handelen             | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS | 2         |
| Block 5-8 Stage/Internship                            | 20        |
| Block 5-8 Scriptie/Master's thesis*                   | 12        |
| <b>Totaal</b>   | <b>60</b> |

\* The entry requirement for the Master's thesis is having followed the education of block 4.

**Specialisatie Opvoedvraagstukken in een Diverse Samenleving**

| Exam component  | Credits   |
|---|-----------|
| <b>Courses and Practical</b>                                | <b>28</b> |
| Block 1 Opgroeien binnen het gezin                          | 7         |
| Block 2 Opgroeien met leeftijdgenoten en sociale media      | 7         |
| Block 3 Opgroeien in een diverse en grootstedelijke context | 7         |
| Block 4 Applied Multivariate Data Analysis                  | 5         |
| Block 4 Applied Multivariate Data Analysis using SPSS       | 2         |
| Block 5-8 Stage   | 20        |
| Block 5-8 Scriptie  | 12        |
| <b>Totaal</b>   | <b>60</b> |

\* The entry requirement for the Master's thesis is a having followed the education of block 4

**Specialisation Onderwijswetenschappen**

| Exam component   | Credits   |
|--|-----------|
| <b>Courses</b>   | <b>20</b> |
| Block 1 Innovation in Education and Training   | 5         |
| Block 2 Assessment in Education and Training   | 5         |
| Block 3 Diversity in Education and Training  | 5         |
| Block 4 Applied Multivariate Data Analysis   | 5         |
| <b>Practical</b>   | <b>8</b>  |
| Block 1 Investigating Educational Innovations  | 2         |
| Block 2 Assessment in Education and Training   | 2         |
| Block 3 Intercultural Sensitivity and Intercultural Competences (per 2022-2023: Sensitivity and Competence in the Diverse Educational Context) | 2         |
| Block 4 Applied Multivariate Data Analysis using SPSS  | 2         |
| Block 5-8 Stage/Internship   | 20        |
| Block 5-8 Scriptie/Master's thesis*  | 12        |
| <b>Totaal</b>  | <b>60</b> |

\* The entry requirement for the Master's thesis is having followed the education of block 4

## F. Teaching in Primary Education

Please note that this programme is (only) offered in Dutch, therefore the exam structure is described in Dutch.

| Examenonderdeel   | EC |
|---|----|
| Master-1  | 60 |
| Blok 1.1 Kennisonderdeel: Leefwerelden<br>Blok 1.1 Onderzoeksonderdeel: Narratief-biografisch onderzoek<br>Blok 1.1 Pedagogisch handelen onderdeel: Leefwerelden en biografie<br><br>Blok 1.2 Kennisonderdeel: Leren en interactie in de superdiverse klas<br>Blok 1.2 Onderzoeksonderdeel: Casestudy onderzoek<br>Blok 1.2 Pedagogisch handelen onderdeel: Eigen opvattingen en impliciete bias<br><br>Blok 1.3 Kennisonderdeel: Inclusief curriculum<br>Blok 1.3 Onderzoeksonderdeel: Fenomenologie en actieonderzoek<br>Blok 1.3 Pedagogisch handelen onderdeel: Creëren van een inclusief pedagogisch klimaat<br><br>Blok 1.4 Kennisonderdeel: Taal en geletterdheid<br>Blok 1.4 Onderzoeksonderdeel: Data en evaluatie<br>Blok 1.4 Pedagogisch handelen onderdeel: Pedagogische Taal<br><br>Blok 1.1-1.4 Praktijkonderdeel: master-1 stage |    |

| Examenonderdeel  | EC |
|--|----|
| Master-2   | 60 |
| Blok 2.1 Kennisonderdeel: Rekenen en gecijferdheid in de grootstedelijke context<br>Blok 2.1 Onderzoeksonderdeel<br>Blok 2.1 Pedagogisch handelen onderdeel<br><br>Blok 2.2 Kennisonderdeel: Mens en wereld<br>Blok 2.2 Onderzoeksonderdeel<br>Blok 2.2 Pedagogisch handelen onderdeel<br><br>Blok 2.3 Pedagogisch handelen onderdeel<br><br>Blok 2.4 Kennisonderdeel: Onderwijsinnovatie in de grote stad<br>Blok 2.4 Pedagogisch handelen onderdeel<br><br>Blok 2.1-2.4 Praktijklijn (master-2 stage)*<br>Blok 2.3-2.4 Scriptie* |    |

\* Studenten komen voor toegang tot de scriptie en stage in aanmerking, wanneer zij master-1 succesvol behaald hebben. Indien master-1 niet succesvol behaald is, kan de besliscommissie van oordeel zijn dat de student alleen voor de klas kan staan en dat de student op basis van dit oordeel mag beginnen aan de master-2 stage waarvoor dit vereist is.

## APPENDIX V - PRE-MASTERS

Sections 1, 4, 5, 7 and 8 of these Education and Examination Regulations, and this Appendix apply to the 2022-2023 academic year and govern the teaching, tests and examination of the Pre-Master's programmes, and apply to and govern all students who are enrolled in these Pre-Master's programmes.

A student holding a Dutch HBO (higher professional education) or research university (WO) Bachelor's degree 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/WO-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 Sociology (day variant, 60 EC)
- Pre-Master's programme in Public Administration (day variant, 60 EC)
- Pre-Master's programme in Public Administration (day variant, 50 EC)
- Pre-Master's programme in Public Administration (evening variant)\*
- Pre-Master's programme in Pedagogy & Education (day variant, 60 EC)
- Pre-Master's programme in Pedagogy & Education (evening variant, 60 EC)\*\*

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.

\* Please note that this programme is no longer open for new enrolments.

\*\* Please note that the evening variant for the specialisation Opvoedvraagstukken in een diverse samenleving is no longer open for new enrolments. The evening variant for other specialisations in Pedagogy & Education will close for new enrolments per 1 September 2022.

### 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. When these components are part of the bachelor's programmes of the faculty, in any case the attendance obligation is applicable, as stipulated in the ESSB bachelor Education & Examination Regulations 2022-2023.
4. The conditions for admission and components and structure of the Pre-Master's programme and the study load are provided on the website.
5. Once a Pre-Master's programme has been determined, there are no exemptions possible, except for those cases where the Examination Board deems article 8.1 applicable.
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 the student once again fulfils the conditions. Pre-Master students do not receive a degree. They can receive a certificate after requesting one at the EUR-Exam administration team.
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 EC) 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 EC have been obtained for the Pre-Master's programme. For students who have started the programme in 2019-2020, 2020-2021 or 2021-2022 this minimum is temporarily adjusted to 30 EC in response to exceptional circumstances.
  - c. The programme must be completed in no more than two years.
2. The Pre-Master's programme in Public Administration (day variant, 50 EC) 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 EC have been obtained for the Pre-Master's programme. For students who have started the programme in 2019-2020, 2020-2021 or 2021-2022 this minimum is temporarily adjusted to 30 EC in response to exceptional circumstances
  - c. The programme must be completed in no more than two years.
3. The Pre-Master's programme in Public Administration (evening variant<sup>2</sup>) 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 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 EC have been obtained for the Pre-Master's programme. For students who have started the programme in 2019-2020, 2020-2021 or 2021-2022 this minimum is temporarily adjusted to 30 EC in response to exceptional circumstances
  - c. The programme must be completed in no more than two years.
5. The Pre-Master's programme in Pedagogy & Education (day and evening variant) is

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<sup>2</sup> Please note that this master's track is no longer be open to new enrolments.



- 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. In the Pre-Master's programmes Sociology and Public administration, students are allowed to resit all components once. If a student takes part in a resit, the highest grade applies;
3. In exception to the provisions of paragraph 2, Pre-Master's students in Sociology and Public Administration may only resit a practical if they failed to meet the minimum requirement of a 5.5 for the practical. For the Pre-Master's programme Public Administration, the 'Bestuurskundig Practicum' is considered a practical;
4. In the Pre-Master's programme Pedagogy & Education, students may only resit a component if they failed to meet the minimum requirement of a 5.5;
5. When resits for the Pre-Master's programme in Sociology (day variant), the Pre-Master's programme in Public Administration (day variant) and the Pre-Master's programme in Pedagogy & Education (day and evening variant) take place depends on whether the course is part of bachelor-1, -2 or -3 of the corresponding bachelor's programme.
6. 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.

## APPENDIX VI – DECISION PROTOCOL TEACHING PRIMARY EDUCATION, MASTER-1

Please note that this Decision Protocol is in Dutch, as this programme will be offered only in Dutch.

De besliscommissie besluit aan het eind van het eerste studiejaar of de student heeft voldaan aan de gespecificeerde eisen van examenonderdeel Master-1 en de 60 EC van dit examenonderdeel aan de student worden toegekend.

De besliscommissie baseert dit besluit op de toetsing, bestaande uit een portfolio-beoordeling van de feedback op een individuele collectie van (gedeeltelijk verplichte) datapunten (zie artikel 5.1, sub 1 van deze OER), te weten het geheel van feedback in het portfolio die per indicator verzameld is. De besluitvormingsprocedure is in het eerste deel van deze bijlage uiteengezet.

De eisen van examenonderdeel Master-1 houden in dat de student alle leerdoelen (hierna: indicatoren) aantoonbaar heeft behaald op het niveau van jaar 1. Deze eisen zijn eveneens gespecificeerd in het tweede deel van deze bijlage.

### A. Beslisprotocol

De procedure op basis waarvan de besliscommissie besluit of de student heeft voldaan aan de eisen van Master-1 is als volgt:

1. Per student bekijkt een besliscommissie bestaande uit twee examinatoren<sup>3</sup> onafhankelijk van elkaar het portfolio van de student, en komen ieder afzonderlijk tot een conceptbeoordeling per gespecificeerde leerdoel (hierna te noemen: indicator) over of deze aantoonbaar op niveau jaar 1 is behaald. Beoordelingscriteria zijn:
  - a. De inhoud van datapunten: Welke datapunten zijn aanwezig en zijn dit in ieder geval de verplichte datapunten?
  - b. De kwaliteit van de datapunten: Welke feedback is er gegeven?
  - c. Adequaat gebruik van feedback: Verbeterd de student het handelen en de verantwoording daarvan, op basis van de gegeven feedback?
2. De besliscommissie komt vervolgens bijeen en vergelijkt de onafhankelijke conceptbeoordelingen per indicator van de student.
3. De besliscommissie nodigt hierna de student uit voor een gesprek. In dit gesprek bespreekt de commissie met de student wat de conceptbeoordelingen zijn van of indicatoren al of niet aantoonbaar zijn behaald. Het gesprek heeft als doel de gelegenheid te geven:
  - a. aan de commissie om verhelderende vragen te stellen over het portfolio; en
  - b. aan de student om diens perspectief op het portfolio te verduidelijken.Ter voorbereiding op dit gesprek reflecteert de student per indicator of de student deze op niveau jaar 1 heeft behaald, op basis van de criteria genoemd bij lid 1. Als de

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<sup>3</sup> Ieder lid van de besliscommissie is examiner, heeft kennis van de inhoud van het examenonderdeel Master-1 en is geschoold in het nemen van beslissingen op basis van portfolio's. De leden van de besliscommissie hebben tevens kennis van de beroepspraktijk, in elke besliscommissie zit daarom minimaal één lid die studenten in de praktijk begeleidt.

- student de uitnodiging voor een gesprek niet aanneemt, dan wordt lid 4 van deze regeling overgeslagen.
4. Na het gesprek met de student bepalen de commissieleden ieder afzonderlijk of dat gesprek aanleiding geeft tot aanpassingen van de conceptbeoordeling per indicator van de student.
  5. De besliscommissie komt vervolgens bij elkaar en vergelijkt nogmaals de onafhankelijke (eventueel aangepaste) beoordelingen per indicator van de student.
    - a. Als de beoordelingen of een indicator al of niet aantoonbaar is behaald overeenkomen, dan is deze indicator beoordeling definitief.
    - b. Als de beoordelingen of een indicator al of niet aantoonbaar is behaald niet overeenkomen, dan gaan de commissieleden hierover met elkaar in gesprek om te zien of ze overeenstemming kunnen bereiken. Als zij geen overeenstemming bereiken, dan wordt de beoordelaarsexpertise voor deze indicator vergroot door de commissie uit te breiden met een derde lid, die deze indicator onafhankelijk beoordeelt. Hierna bespreken de drie commissieleden de indicator(en) met elkaar. Wanneer zij consensus bereiken, dan is de indicator beoordeling definitief.
  6. Acht de besliscommissie, op basis van de definitieve beoordelingen per indicator, de gespecificeerde indicatoren van examenonderdeel Master-1 voldoende aangetoond door de student, dan worden de 60 EC van dit onderdeel toegekend aan de student.
  7. Acht de besliscommissie op basis van de verzameling van definitieve beoordelingen per indicator, de gespecificeerde indicatoren van examenonderdeel Master-1 niet voldoende aangetoond door de student, dan worden de 60 EC niet toegekend aan de student. In dat geval besluit de besliscommissie of een remediërende opdracht mogelijk is conform Bijlage III van deze OER. De besliscommissie neemt dit besluit op basis van de volgende beoordelingscriteria:
    - a. het aantal indicatoren dat niet is aangetoond;
    - b. de kwaliteit van de datapunten binnen die indicatoren, op basis van gegeven feedback, en de aanwezigheid van verplichte datapunten;
    - c. De mate waarin feedback adequaat gebruikt is binnen die indicatorenDe besliscommissie is bevoegd tot het vaststellen van een passende remediërende opdracht, waar mogelijk en passend in afstemming met de student. Een remediërende opdracht kan (ook) bestaan uit het opnieuw moeten volgen van een of meer vakken uit master-1.
  8. Als de besliscommissie besluit dat een remediërende opdracht niet mogelijk is, dan dient de student Master-1 in het daaropvolgende collegejaar te herhalen. Het staat de student in dat geval vrij om de bestaande datapunten en bijhorende feedback in het portfolio te behouden en dus aan te vullen met nieuwe datapunten, of volledig te vervangen door nieuwe datapunten.
  9. Als aan de student de 60 EC van master-1 niet zijn toegekend, dan is deelname aan de Master-2 stage in beginsel niet mogelijk conform bijlage IV van deze OER. De besliscommissie kan bepalen dat een uitzondering mogelijk is, wanneer zij meent dat op basis van het portfolio is aangetoond dat de student alleen voor de klas kan staan en dus wel startbekwaam is voor de master-2 stage.
  10. De student verneemt de beslissing van de besliscommissie ten aanzien van het al of niet voldoen aan de gespecificeerde indicatoren van examenonderdeel master-1, het

al of niet ontvangen van een remediërende opdracht inclusief een nadere toelichting op de procedure. De commissie wijst de student tevens op (de consequenties voor) de ingangseis voor de Master-2 stage.

## B. Gespecificeerde leerdoelen (indicatoren) master-1.

Per rol van de EMPO-student en afgestudeerde (zie ook bijlage II van deze OER) zijn de gespecificeerde indicatoren als volgt:

1. Pedagoog
  - 1.1 Gaat een (diepe) relatie met leerlingen aan en kan vertrouwen wekken door zich op te stellen als toegankelijk en betrouwbaar om zo bij te dragen aan een veilig pedagogisch klimaat.
  - 1.2 Toont zich sensitief en responsief ten aanzien van de basisbehoeften van leerlingen in de groep.
  - 1.3 Kent de verschillende leefwerelden (de multidimensionaliteit en interactie van die systemen in de superdiverse, grootstedelijke context) en maakt daarmee verbinding (spreekt o.a. de ouders en kent de buurt)
  - 1.4 Kent de eigen kwaliteiten, valkuilen en talenten en fungeert daarmee als rolmodel en inspiratiebron voor leerlingen
  - 1.5 Formuleert voor zichzelf een pedagogische opdracht en deze opdracht dient als kompas bij het komen tot oordeelsvorming en komt tot stand via kritisch inzicht in de eigen normatieve en morele kaders van de pedagogische opdracht'
  
2. Onderwijskundige en didacticus
  - 2.1 Kan de verschillende behoeftes van de leerlingen vaststellen en houdt hier rekening mee in de voorbereiding van leeractiviteiten, waaruit hoge verwachtingen van het leerpotentieel van leerlingen spreken.
  - 2.2 Beschouwt op grond van (wetenschappelijke) inzichten, bestaande methoden kritisch en (her)ontwerpt lesactiviteiten voor de leerlingen. Reflecteert bewust op hoe die passen bij de behoeften en interesses en de kenmerken van de actuele situatie.
  - 2.3 Is zich bewust van de groepsdynamiek en toont een adequate voorbereiding van en reflectie op klassenmanagement.
  - 2.4 Stelt op basis van de behoeftes en interesses van leerlingen, kennis van de doelen, relevante wetenschappelijke inzichten en de pedagogische opdracht, leerdoelen op en ontwerpt en begeleidt leeractiviteiten die hierop aansluiten en evalueert ze.
  
3. Strategisch partner
  - 3.1 Verdiept zich in de missie van de school, het schoolethos en de onderwijsresultaten en relateert deze aan de eigen pedagogische opdracht.
  - 3.2 Werkt samen met de mentor en medestudenten in ontwerp, uitvoering en evaluatie van onderwijs.
  - 3.3 Toont persoonlijk leiderschap, evalueert zichzelf en blijft daarbij leren vanuit een positief-kritische grondhouding en open blik.

3.4 Gaat op onderzoekende wijze het gesprek aan met partners (ouders en professionals).

4. Onderzoeker

4.1 Heeft een open, onderzoekende houding, reflecteert regelmatig kritisch op de intentie en het resultaat van handelen en maakt daarbij gebruik van wetenschappelijke theorie.

4.2 Past relevante wetenschappelijke theorieën en methoden voor praktijkonderzoek in eigen groep kritisch toe, en benut bestaande en nieuwe data en inzichten bij de voorbereiding van en reflectie op onderwijsprocessen.