



Universiteit Leiden

## COURSE AND EXAMINATION REGULATIONS MASTER'S PROGRAMME EDUCATION AND CHILD STUDIES

Valid from 1 September 2019

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration;
- the Regulations for Admission to Master's Programmes.

Pursuant to Article 7.14 of the Act, the Faculty Board regularly evaluates the OER and considers, for the purpose of monitoring and adjusting the study load, how much time it takes students to comply. In accordance with Article 9.18 of the Act, the Programme committee is assigned the task of annually assessing the implementation of the OER

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## **Chapter 1      General Provisions**

### **Article 1.1      Scope of the regulations**

These regulations apply to the teaching and examinations of the Master's programme Education and Child Studies, henceforth referred to as the programme.

The programme is instituted in the Faculty of Social and Behavioural Sciences of Leiden University, hereinafter referred to as: the Faculty, and is taught in Leiden by the institute of Education and Child Studies.

### **Article 1.2      Definitions**

In these regulations the following definitions apply:

- a. Board of Admissions:            the Board established by the Faculty Board that has the duty of determining, with the application of the entry requirements referred to in Article 7.30b, (1) and (3) of the Act and the University Regulations for Admission to Master's Programmes, which applicants can be admitted to this Master's programme;
- b. Board of Examiners:            the Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act;
- c. component:                        a unit of study in the programme, as defined in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is associated with an examination;
- d. credit:                                the unit in EC that expresses the study load of a component as referred to in the Act. According to the ECTS, one credit equals 28 hours of study;
- e. degree classification:            further degree classification by the Board of Examiners;
- f. ECTS:                                 European Credit (Transfer System);
- g. Prospectus:                         the electronic prospectus containing specific and binding information about the programme. The Prospectus is included as an attachment to these regulations;
- h. examination:                        an inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). An examination may consist of several constituent examinations. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examination;

- i. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- j. final examination: the examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 of the Act;
- k. first/second reader the first or second examiner to read and assess the thesis/final paper/final report. The first reader/reviewer is also the supervisor;
- l. Leiden Register of Study Programmes register of the programmes offered by Leiden University, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Executive and Management Regulations;
- m. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document<sup>1</sup>;
- n. nominal duration of study the study load in years of study as established in the Central Register of Higher Education Programmes;
- o. portfolio: a monitoring and assessment file with which students (1) demonstrate that they have achieved a sufficient level of academic education to be awarded the degree; (2) record their personal process of academic learning during the programme; and (3) receive appropriate supervision and study advice;
- p. practical: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d) of the Act, that takes one of the following forms:
- writing a thesis/final paper/final report,
  - writing a paper or creating an artistic work,
  - carrying out a research assignment,
  - participating in fieldwork or an excursion,
  - completing an internship, or
  - participating in another educational activity aimed at acquiring particular skills;
- q. programme: the programme to which the OER relates: a coherent set of components, aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is associated with a final examination;
- r. student: a person enrolled at Leiden University in order to follow the courses,

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<sup>1</sup> [Leiden Register of Study Programmes Framework Document](#)

- and/or sit the examinations and final examinations associated with the programme;
- s. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW];
- t. working day: Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;

The other definitions have the meaning that the Act ascribes them.

### Article 1.3 **Codes of conduct**

1.3.1 The Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students is applicable.<sup>2</sup> The aim of this code is to create a framework for a good, safe and stimulating work and study environment within Leiden University, in which teachers and students respect each other and in which mutual acceptance and trust are important values.

1.3.2. The Leiden University Regulations on ICT and Internet Use are also applicable.<sup>3</sup> These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and the consequences that apply.

## **Chapter 2 Description of the Programme**

### Article 2.1 **Objectives of the programme**

The programme has the following objectives:

The Master's Programme Education and Child Studies is an academic programme in one of the specialisations of Education and Child Studies. Advancing the scientific training of the students is of central importance. The instruction focuses on:

- Substantial knowledge of and insight in domain-relevant content, knowledge and strategies;
- The motivation for, and active performance of scientific research to obtain new knowledge, skills and insights into a specific sub-discipline of Education and Child Studies;
- Scientifically grounded reflection or actions, applying:
  - general/specific scientific methods or techniques;
  - scientific argumentation, i.e., well thought-out sharpening or updating of professional practice on the basis of the results of scientific research.

### Article 2.2 **Specialisations**

The programme has the following specialisations:

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<sup>2</sup>[Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students](#)

<sup>3</sup>[Leiden University Regulations on ICT and Internet Use](#)

- Applied Neuroscience in Human Development
- Child and Family Science
- Educational Science
- Digital Media in Human Development
- Learning Problems and Impairments (international track)
- Orthopedagogiek
- Forensische Gezinspedagogiek
- Leerproblemen
- Kinderen met Leer- en Gedragsproblemen in het Onderwijs

Students choose **one** specialisation upon entering the programme (please refer to Appendix B).

### Article 2.3 **Learning outcomes**

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

#### **1. Knowledge and understanding**

A graduate of the Master's programme:

##### *Substantive knowledge*

- 1.1. has profound knowledge of the various theories and methodological approaches common within the domain of one of the specialisations offered by the Master's programme;
- 1.2. has knowledge of models and methods of prevention and intervention relevant for one of the specialisations offered by the Master's programme;

##### *Research methods and statistics*

- 1.3. is competent in methodological and technical research skills that are current in Education and Child Studies in general, and in the Master's specialisation in particular;

##### *Professional field*

- 1.4. is acquainted with the professional field of the Master's specialisation.

#### **2. Applying knowledge and understanding**

A graduate of the Master's programme has developed and is able to independently apply the following academic skills:

- 2.1. formulating a consistent line of reasoning, based on scientific arguments;
- 2.2. independently designing, organising, and conducting research in one of the specialisations of the Masters' programme;
- 2.3. connecting scientific knowledge and insights to practical issues in human development;
- 2.4. establishing appropriate professional strategies for child-raising and/or educational issues.

#### **3. Judgement**

A graduate of the Master's programme has the capacity to:

- 3.1. analyse and describe practical and theoretical issues in one of the specialisations offered by the Master's programme from both a scientific and an ethical point of view;
- 3.2. identify a theoretical framework suitable for addressing problems and issues relevant for one of the specialisations offered by the Master's programme;
- 3.3. critically evaluate aspects of study design and methodology in empirical research;
- 3.4. analyse and evaluate scientific literature critically to establish its practical or theoretical relevance.
- 3.5. A graduate of the Master's programme is trained in professional conduct according to the NVO (Association of Educationalists in the Netherlands) professional code.

#### **4. Communication**

A graduate of the Master's programme has the capacity to:

- 4.1. report orally and in writing on issues in human development both in an academic and in other professional contexts;
- 4.2. collaborate with others and take responsibility in a professional team.

#### **5. Learning Skills**

A graduate of the Master's programme has the capacity to:

- 5.1. independently acquire new knowledge and skills relevant in a professional context;
- 5.2. reflect on his/her own learning process.

#### **Article 2.4 Structure of the programme**

The programme offers full-time and part-time tuition.

The part-time programme is offered as a daytime programme.

The nominal duration of the part-time programme is two years.

#### **Article 2.5 Study load**

The programme has a study load of 60 ECTS credits.

#### **Article 2.6 Start of the programme; uniform structure of the academic year**

The programme starts on 1 September and on 1 February of each year. In terms of regular courses, the programme is based on the university semester system and comprises 42 teaching weeks.

#### **Article 2.7 Final examinations of the programme**

The programme is associated with a final examination.

#### **Article 2.8 Language of instruction**

2.8.1 In accordance with the Code of Conduct on the Language of Instruction and Examination<sup>4</sup> the language(s) of instruction and examination in the programme are: *Dutch* (for the specialisations Orthopedagogiek; Forensische Gezinspedagogiek; Leerproblemen en Kinderen met Leer- en Gedragsproblemen in het Onderwijs) and *English* (for the specialisations Applied Neuroscience in Human Development; Child and Family Science; Educational Science; Digital Media in Human Development and Learning Problems and Impairments (international track)). Students are expected to have an adequate command of the language(s) of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.3. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.8.2 Contrary to Article 2.8.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.<sup>5</sup>

## Article 2.9 **Quality**

The programme is accredited by NVAO<sup>6</sup> and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

## Chapter 3 **Curriculum**

### Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 60ECTS credits. These compulsory components include the set components from which students are obliged to choose.

3.1.2 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level,<sup>7</sup> contents and structure of the components on the curriculum.

### Article 3.2 **Optional components**

3.2.1 Not applicable.

3.2.2 Not applicable.

3.2.3 Not applicable.

3.2.4 Students who are enrolled in the programme may assemble their own programme of components that are taught by an institution, as long as a final examination is associated with these. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the programme is

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<sup>4</sup> [Code of Conduct on Language of Instruction](#)

<sup>5</sup> Guideline on Language Policy [\[insert hyperlink\]](#)

<sup>6</sup> The Accreditation Organisation of the Netherlands and Flanders.

<sup>7</sup> In accordance with the 'abstract structure', as described in the Framework Document of the Leiden University Register of Study Programmes.

considered to belong.<sup>8</sup> If necessary, the Executive Board appoints a Board of Examiners to take this decision.

### **Article 3.3      Practicals**

3.3.1 For each component, the Prospectus specifies which practicals are included, the nature and scope of the student's workload for these practicals and whether participation in these is a condition of entry to the examination for the component. The Board of Examiners may exempt students from a practical, in which case the Board choose to apply alternative conditions.

3.3.2 The Prospectus specifies the scope and study load of the Master's project, including the requirements that the Master's project must meet.

### **Article 3.4      Sitting examinations and taking part in programme components**

3.4.1 Students who wish to sit an examination must register no later than ten days before the date of the examination, in line with the applicable procedure.

3.4.2 Students are allocated to components in order of registration, on the provision that, provided they register in good time, students who are enrolled in a programme are guaranteed access to the components that are obligatory to the programme. Students may only take certain components once they have passed the examination of a preceding component. The Prospectus specifies the components to which this condition applies.

### **Article 3.5      Distribution of study materials**

3.5.1 Students are not permitted to make audio or video recordings of lectures or education-related meetings without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the recording for their own use; all forms of distribution or publication of the recordings are prohibited.

3.5.2 Students are prohibited from all forms of distribution or publication of study materials. The materials are for students' own use only.

3.5.3 Students are not allowed to disseminate or publish exams or grading keys in any shape or form.

## **Chapter 4      Examinations, Final Examination and Further Education**

### **Article 4.1      Frequency of examinations**

4.1.1 Examinations are held twice during the academic year for each component offered in that year. The Board of Examiners determines the manner of resit for practicals.

4.1.2 If a component comprises a practical, students may only sit the examination as referred to in 4.1.1 if they have passed the practical, unless the Board of Examiners decides otherwise.

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<sup>8</sup> In accordance with Article 7.3h of the WHW ('free curriculum in higher education').

4.1.3 If the mark for a component results from several constituent examinations, it is possible to depart from the number of examinations and resits as referred to in 4.1.1, on the understanding that students are given the opportunity to resit and pass the component by taking an examination that is representative for the component. If applicable, this is specified in the Prospectus.

4.1.4 In accordance with Article 7.13 (2) (h) of the Act, the Prospectus specifies the dates of the examinations.

4.1.5 The Board of Examiners may set certain rules for taking the resit. These rules are specified in the Rules and Regulations of the Board of Examiners.

4.1.6 Contrary to the provisions of Article 4.1 and at a student's request, the Board of Examiners may in exceptional circumstances allow an additional resit.

4.1.7 If a student has passed an examination linked to a given component but nevertheless resits this examination without the permission of the Board of Examiners after the academic year in which the student passed this examination, the result of the last sitting will not be assessed

#### Article 4.2 **Obligatory sequence**

4.2.1 The Prospectus specifies the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

4.2.2 For the components and their attendant examinations which must be completed in a given sequence, the Board of Examiners may in special cases, and following a substantiated written request by the student, agree to an alternative sequence.

#### Article 4.3 **Form of examination**

4.3.1 The Prospectus states whether an examination or constituent examination for a component will take the form of a written, oral or other test.

4.3.2 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,<sup>9</sup> before reaching a decision.

4.3.3 In special cases, the Board of Examiners may, at the request of the student and within the scope of the OER, permit a student to sit an examination in another manner than specified in the Prospectus.

4.3.4 Examinations are held in the language(s) of instruction for this programme that are specified in the OER. At the request of the student, the Board of Examiners may permit him or her to sit an examination in another language.

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<sup>9</sup> [Protocol on Studying with a Disability](#)

4.3.5 The Master's project is presented in the obligatory Master's project presentation.

#### Article 4.4 **Oral examinations**

4.1.1 Students take oral examinations individually, unless the Board of Examiners decides otherwise.

4.4.2 Oral examinations are public, unless the Board of Examiners or the examiner concerned decides otherwise owing to special circumstances, or unless the student objects.

#### Article 4.5 **Rules and regulations set by the Board of Examiners**

4.5.1 In accordance with Article 7.12b (3) of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in the event of fraud.

4.5.2 The Board of Examiners must guarantee that students are entitled to appeal against decisions of the Board of Examiners or the examiners.

#### Article 4.6 **Assessment**

4.6.1 The examiner determines the mark immediately after an oral examination has been conducted. The student is informed of this through the University study progress system.

4.6.2 The examiner marks any written examination or other form of examination or constituent examination within 15 working days of the day on which the examination or constituent examination was taken, and informs the departmental office of the result by entering this into the University study progress system. The student is informed of this through the University study progress system. The student will be informed of the result at least five working days before the next resit of the examination. If this deadline is not met, the resit can be postponed.

4.6.3 If the examiner is unable to comply with the period of 15 working days specified in Article 4.6.2, the student is notified accordingly through Blackboard or Brightspace and in a personal e-mail to the student's u-mail address before this term expires. This notification includes the latest date by which the student will be informed of the result.

4.6.4 The examination result is expressed as a whole number or a number to a maximum of one decimal place up to and including 1.0 and 10.0. The result is not be expressed as a number between 5.0 and 6.0.

4.6.5 The result of the examination is considered to be a pass if the result is 6.0 or higher.

4.6.6 If students must complete a practical to be permitted to sit an examination, the Board of Examiners may decide that students have passed the examination once they have passed the practical.

4.6.7 Together with the written or electronic notification of examination results, students are also informed of their right to inspect their marked examination papers, as referred to in Article 4.8, as well as of the appeals procedure.

4.6.8 The Board of Examiners may draw up rules that specify under which conditions it may exercise its power as specified in Article 7.12b (3) of the Act to determine that students do not have to pass every examination and/or under which conditions the results of constituent examinations can compensate for each other. These rules are specified in the Rules and Regulations of the Board of Examiners.

#### Article 4.7 **Validity of examinations**

4.7.1 The Faculty Board may limit the validity of an examination pass, subject to the authority of the Board of Examiners to extend the period of validity in individual cases. The period of validity of an examination pass may only be limited if the examined knowledge, understanding or skills are demonstrably outdated.

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself. In the event of special circumstances in the sense of article 7.51, second clause, of the law, the Board of Examiners will act in accordance with the pertinent provisions in article 7.10, fourth clause of the law.

4.7.3 The validity period referred to 4.7.1 starts on 1 September of the academic year following that in which the mark was obtained or the exemption granted.

#### Article 4.8 **Inspection and feedback session**

4.8.1 Students are entitled to view their marked examination for a period of 30 days following the publication of the results of a written examination.

4.8.2 During the period referred to in 4.8.1, students may inspect the examination questions and assignments, as well as the marking schemes used to mark the examination.

4.8.3 The time and manner of the inspection and feedback session on the examination is specified in the Prospectus.

4.8.4 The Board of Examiners is authorised to decide whether the viewing of the examination paper and the feedback session are to be collective or individual.

4.8.5 The examiner determines where and when the viewing of the examination paper and the feedback session will take place.

4.8.6 Students who are unable to attend the feedback session due to demonstrable circumstances beyond their control are granted another opportunity, if possible within the period referred to in 4.8.1.

#### Article 4.9 **Exemption from examinations and/or practicals**

At the student's request and after consultation with the examiner in question, the Board of Examiners may grant the student exemption from one or more examinations or practicals if the student:

- has completed a component at a research university or university of applied sciences that is similar in content and level to the component for which the student is requesting exemption, or
- has demonstrated, through relevant work or professional experience, that he or she has acquired sufficient skills and knowledge in relation to the component in question.

#### Article 4.10 **Final examination**

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed.

4.10.2 As part of the final examination, the Board of Examiners is entitled to conduct its own evaluation of the knowledge, understanding and skills of the examination candidate and assess the results.

4.10.3 The degree is only conferred once the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One degree certificate is awarded for each programme. The degree certificate states that the programme or specialisation was delivered by Leiden University.

4.10.4 Pursuant to the regulations referred to in Article 7.11 (3) of the Act, a student who is entitled to graduate may ask the Board of Examiners to postpone graduation, as long as the student has not exceeded the maximum period of enrolment of two years for the programme in question.

4.10.5 This request must be submitted within five working days of the student receiving notification of his or her final examination results. In the request the student must indicate when he or she wishes to receive the degree certificate.

4.10.6 The Board of Examiners may also approve the request if refusing it would result in a considerable injustice.

4.10.7 A supplement in Dutch or in English that conforms to the standard European Diploma Supplement format, including the grading table applicable for the degree programme, is attached to the degree certificate. In addition to the degree certificate, students are issued with a translation of the degree certificate and a certificate in Latin.

#### Article 4.11 **The degree**

4.11.1 The degree of Master of Science is awarded to those who have passed the final examination of the programme.

4.11.2 The degree certificate specifies which degree has been awarded.

#### Article 4.12 **Degree classification**

4.12.1 The student is awarded a mark for the final examination.

4.12.2 The final mark is based on the weighted average of the marks obtained for all examinations that form part of the final examination, with the exception of the examinations for which an exemption was granted or examinations for which the student only obtained a proof of attendance. Components completed from other programmes, including components followed abroad, must be approved by the Board of Examiners.

4.12.3 The weighted average of all marks is determined by multiplying the number of ECTS credits for each component by the mark awarded for this component, adding these together and then dividing the result by the number of credits earned.

4.12.4 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and diploma supplement include the 'cum laude' classification if the following conditions are met for the full-time programmes:

- the weighted average for all components is 8.0 or higher;
- the mark for the Master's thesis is 8.0 or higher;
- the examination was passed within the nominal duration of study + 1 year.

The Board of Examiners sets corresponding conditions for part-time programmes.

4.12.5 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and the diploma supplement include the 'summa cum laude' classification if the following conditions are met for the full-time programmes:

- the weighted average for all components is 9.0 or higher;
- the mark for the Master's thesis is 9.0 or higher;
- the examination has been passed within the nominal duration of study.

The Board of Examiners sets corresponding conditions for part-time programmes.

4.12.6 The Board of Examiners may also decide to award a distinction in other, exceptional cases, on the condition that the weighted average mark does not differ by more than 0.5 from the marks stipulated in the fourth and fifth paragraphs above. This may involve such considerations as the student's development throughout his or her study programme, any exceptional performances on the part of the student in completing the final paper or thesis and any other relevant exceptional circumstances.

4.12.7 If a student has been subject to disciplinary measures as a result of irregularity, fraud or plagiarism, he or she is not awarded a distinction.

#### Article 4.13 **Further education**

The degree awarded grants the holder access to a PhD programme.

## Chapter 5 Admission to the Programme

### Article 5.1 Confirmation of admission

5.1.1 The Faculty Board provides confirmation of admission if the student meets the entry requirements specified in Articles 5.2 and 5.3, as long as the maximum number of students that the Executive Board has determined may be enrolled in the programme has not been exceeded. If admission is on the basis of Article 5.2.1, the proof of registration is also confirmation of admission.

5.1.2 Confirmation of admission must be applied for according to the rules set out in the Regulations for Admission to Master's Programmes.<sup>10</sup>

### Article 5.2 Admission to the programme

5.2.1 Pursuant to Article 7.30b (1) of the Act holders of one of the following degrees may be admitted to the programme and one of its specialisations, **or who have successfully completed the following prescribed pre-master's programme:**

- a. a Bachelor's degree Pedagogische Wetenschappen from Leiden University;
- b. a research (i.e. not a professional) Bachelor's degree programme in the field of Education and Child Studies, provided this programme contains (1) at least 20 ec in research methods and statistics of social and behavioral sciences and the use of data analyse software, and (2) at least 60 ec in Education and Child or Education and Child Studies relevant subjects;
- c. the Pre-master's programme Pedagogische Wetenschappen (taught in Dutch) from Leiden University pursuant to article 5.4.1

5.2.2 The Board of Admissions may, on request, admit persons to the programme who do not meet the requirements specified in 5.2.1, but who can demonstrate to the satisfaction of the Board of Admissions that they possess the same level of knowledge, understanding and skills as holders of a degree specified in 5.2.1, and possibly under further conditions, without prejudice to the conditions specified in 5.2.4.

#### Article 5.2.3 Dutch and English languages<sup>11</sup>

5.2.3.1 As further clarification of Article 2.8 concerning command of the language of instruction, a student who wishes to be admitted to the English-taught specialisations of the Master's programme Education and Child Studies (i.e. *Applied Neuroscience in Human Development, Child and Family Science, Digital Media in Human Development, Educational Science and Learning Problems and Impairments: international track*) must have one of the following diplomas **or must meet the criteria of:**

- An International Baccalaureate diploma (or other with English A);
- A diploma of secondary or higher education completed in the US, the United Kingdom, Ireland, New Zealand, Australia or Canada (with the exception of French-taught education in Canada);

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<sup>10</sup>[Regulations for Admission to Master's Programmes](#)

<sup>11</sup> Letter of the Minister of Education, Culture and Science of 11 July 2018.

- A diploma of an English-taught university degree programme completed at a Dutch research university;
- A pre-university education (VWO) diploma.
- A high school (or higher) diploma determined by SEA (Admissions Office) in an EER country, where English has been studied up to and including the final year of the programme, and where the level of English can be considered comparable to Dutch VWO (pre-university education).

5.2.3.2 If a student who wishes to be admitted does not meet the requirements in 5.2.3.1, at least one of the following language requirements can be set:

- IELTS 7.0;
- TOEFL (Internet-based) 100/CPE or CAE 185.

5.2.3.3 As further clarification of Article 2.8 concerning command of the language of instruction, a student who is not a native Dutch speaker and who wishes to be admitted to the Dutch-taught specialisations of the Master's programme Education and Child Studies (i.e. *(Forensische Gezinspedagogiek, Kinderen met Leer- en Gedragsproblemen in het Onderwijs, Leerproblemen en Orthopedagogiek)*) must have passed *TUL-halfgevorderd* (equivalent to state examination NT2-II) or *TUL-gevorderd*.

5.2.3.4 If so wished, the language requirements specified in this article can be included as one of the qualitative admission requirements referred to in Article 5.2.4.

#### Article 5.2.4 **Qualitative admission requirements**

Not applicable.

#### Article 5.2.5 **Capacity limitation**

Not applicable.

#### Article 5.3 **Deficiencies**

5.3.1 Holders of a bachelor's degree from a research university, a related university bachelor's diploma as referred to in 5.2.1, point b or an equivalent diploma with 15 ECTS of deficiencies, may be admitted to the programme, as long as it may reasonably be expected that they will meet the entry requirements within a reasonable period of time.

5.3.2 Students who still have the deficiencies referred to in 5.3.1 when admitted to the programme may participate in the programme but may not sit any final examinations or examinations that the Faculty Board has specified in its decision to grant admission.

5.3.3 For the admission referred to in 5.3.1 the Board of Admissions assembles a catch-up programme with examination opportunities.

5.3.4 If students are admitted to the programme on the basis of 5.3.1 and must sit examinations to meet the entry requirements, these are not considered part of the curriculum of the Master's programme.

#### Article 5.4 **Bridging programmes (Pre-master's)**

5.4.1 The department has developed the following bridging programmes (for the following target groups) in order to remove deficiencies:

- Bachelors and Masters with a degree obtained at a Dutch university for professional education;
- Bachelors and Masters with a degree obtained at an international university, who are deficient in research methods and statistics but otherwise meet the entry requirements.

5.4.2 Information about the bridging programmes can be requested from the Institute of Education and Child Studies.

### **Chapter 6 Student Counselling and Study Advice**

#### Article 6.1 **Student progress report**

6.1.1 The Faculty Board keeps records of the results achieved by individual students.

6.1.2 Students may inspect their results in the student progress system at any time.

#### Article 6.2 **Introduction and student counselling**

The department is responsible for the introduction and student counselling.

#### Article 6.3 **Supervision of the Master's project**

6.3.1 The student draws up a plan for the Master's project together with the first reader, as referred to in 3.3.2. This plan is based on the study load for this component, as specified in the Prospectus.

6.3.2 The plan referred to in 6.3.1 also specifies the frequency and manner of supervision.

#### Article 6.4 **Professional sports**

Students who engage in sports at a professional level are given the opportunity to adjust their study programme to their sporting activities wherever possible. The department determines who falls within this category in line with the guidelines drawn up by the Executive Board.

#### Article 6.5 **Disability or chronic medical condition**

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition. The programme can be adjusted to the individual disability or chronic medical condition of

the student in question, but this must not affect the quality or level of difficulty of the components or the programme itself.<sup>12</sup>

#### **Article 6.7 Study and internships abroad**

Special measures will be taken for students who suffer from a demonstrable delay in their studies as a result of study or an internship abroad that has been approved by the Board of Examiners, in order to limit the delay.

#### **Chapter 7 Evaluation of the Programme**

##### **Article 7.1 Evaluation of the programme**

The programme is evaluated as follows:

- course evaluations
- programme evaluation

The Programme Board will inform the Programme Committee about the outcomes of the evaluation.

#### **Chapter 8 Final Provisions**

##### **Article 8.1 Amendments**

8.1.1 Amendments to these regulations are implemented by a separate order of the Faculty Board or the programme committee, depending on the topics concerned, with the prior consent of the Faculty Council.

8.1.2 Amendments to these regulations which apply to a particular academic year must be implemented before the start of that year and published in the prescribed manner, unless earlier implementation of an amendment to the regulations is strictly necessary and in all reasonableness does not harm the students' interests.

8.1.3 Amendments to these regulations may not adversely affect any prior decision pertaining to students taken by the Board of Examiners on the basis of these regulations.

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<sup>12</sup>[Protocol on studying with a disability](#)

Article 8.2      **Publication**

The department is responsible for publishing these regulations, the rules and guidelines set by the Board of Examiners, and any amendment to these articles via the University website.

Article 8.3      **Term of application**

The OER apply for the duration of one academic year.

Article 8.4      **Entry into force**

These regulations enter into force on 1 September 2019.

**Appendix A: Compulsory components of the Master's programme Education and Child Studies  
– including course load and level (article 3.1.1)**

<b>Component/Vak</b>	<b>EC</b>	<b>Level/Niveau</b>	<b>Specialisation/ Specialisatie *</b>	<b>Language of instruction/Voertaal</b>
Attachment, parenting and development: research and clinical implications	5	600	CFS	English
Child care, experts, and parents: historical trends	5	500	CFS	English
Internship Child and family science	15	400	CFS	English
Practice of empirical research/Praktijk van het empirisch onderzoek	5	400	All specialisations	Dutch or English
Prevention and intervention programmes in families: development and implementation	5	500	CFS	English
Child abuse and neglect: neurobiological consequences and intervention	5	500	ANHD, FG	English
Preventie, family mediation en behandeling in de forensische context	5	500	FG	Dutch
Forensische gezinspedagogiek: ontwikkelingspsychopathologie en diagnostiek	5	500	FG	Dutch
Stage forensische gezinspedagogiek	20	400	FG	Dutch
Masterproject	20	500	All specialisations	Dutch or English
Diagnostiek en behandeling: theorie in praktijk	5	500	ORT, LP, KLGO	Dutch
Klinische vaardigheden (Diagnostiek en behandeling)	5	500	ORT, LP	Dutch
Neuroscience (Clinical assessment and treatment)	5	500	ORT, ANHD	English
Mensen met een verstandelijke beperking (Diagnostiek en behandeling)	5	500	ORT	Dutch

Autismespectrumstoornissen (Diagnostiek en behandeling)	5	500	ORT	Dutch
Jeugdhulpverlening (Diagnostiek en behandeling)	5	500	ORT	Dutch
Methods and instruments in cognitive and affective neuroscience	5	500	ANHD	English
Developmental clinical neuroscience	5	600	ANHD	English
Research internship applied neuroscience in human development	10	400	ANHD	English
Stage orthopedagogiek	20	400	ORT	Dutch
Learning problems and impairments: research and practice	5	500	LP, LPI (international track)	English
Internship learning problems and impairments (international track)	15	400	LPI (international track)	English
Stage Leerproblemen	20	400	LP	Dutch
Learning, cognition and the brain	5	500	ES, ANHD, LPI (international track)	English
Learning and instruction	5	500	ES, LPI (international track)	English
Educational innovations	5	500	ES	English
Internship educational science	15	400	ES	English
Kinderen met speciale onderwijsbehoeften	5	500	KLGO	Dutch
Learning and ongoing evaluation of learning	5	500	KLGO, ES, LPI (international track)	English
Stage kinderen met leer- en gedragsproblemen in het onderwijs	15	400	KLGO	Dutch
Digital environments in education	5	500	DMHD, ES	English
The learning child in a digital world	5	500	DMHD	English

Digital media in the family: opportunities and challenges	5	500	DMHD, CFS	English
Digital applications in mental health care	5	500	DMHD	English
Internship digital media in human development	15	400	DMHD	English

- \* ANHD = Applied Neuroscience in Human Development  
 ORT = Orthopedagogiek  
 KLGO = Kinderen met Leer- en Gedragsproblemen in het Onderwijs  
 CFS = Child and Family Science  
 ES = Educational Science  
 LPI = Learning Problems and Impairments (international track)  
 FG = Forensische Gezinspedagogiek  
 LP = Leerproblemen  
 DMHD = Digital Media in Human Development

## **Appendix B: Regulations regarding the choice of specialisation (article 2.2)**

### *1 Choice of Specialisation*

All specialisations are part of the Master's programme Education and Child Studies. Upon entering the programme students are obliged to choose **one** specialisation and prohibited to choose more than one specialisation. They are also prohibited to write more than one thesis or to do more than one internship.

### *2 Courses from other Specialisations*

Students are allowed to attend additional obligatory courses (with the exception of the thesis and internship) from other specialisations than the specialisation they chose upon entering the programme.

Upon graduation a student, who has taken obligatory courses from another specialisation, will receive a diploma on which only the chosen specialisation is officially mentioned. The additional courses from other specialisation(s) will be added to the supplement as extra curricular courses.