Education- and examination regulations Master's programme Pedagogical Sciences 2016-2017

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This document is the translation of the OER master Pedagogische wetenschappen 2016-2017. Please note article 10.4.

EER M pedagogical sciences (MSc) 2016-2017, coming into effect Sept. 1, 2016, revised Oct. 28, 2016 1 / 16
Part 1 General provisions

Section 1 General provisions

Article 1.1 Applicability
1. The present regulations apply to the initial master’s programme Pedagogical Sciences (hereinafter, the programme), that is offered by the Faculty of Social Sciences (hereinafter, the faculty) and describe the present procedures, rights and obligations with respect to the instruction, interim examinations and final examinations. Part 2 of these regulations lists the provisions applicable to all master’s degree programmes. Part 3 specifies the provisions applicable to this particular degree programme.
2. The present regulations apply to all students enrolled in the programme in the academic year 2016-2017.
3. In order to prevent disadvantages to students as a result of regulatory alterations regarding the EER that was in place at the start of the programme, suitable arrangements are made. If no arrangements have been made students can apply for consideration of the hardship clause (article 10.1).

Article 1.2 Definitions
1. The terms used in these regulations, which are also used in the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter, ‘the Act’) will have the same meaning as these terms have in the Act.
2. Apart from the terms referred to in paragraph 1, the following terms will be understood to have the following meaning:
   - EC (European Credit): the course load entity in accordance with the European Credit Transfer System, in which 1 EC is equivalent to 28 hours of study.
   - Blackboard: the digital learning environment of the institution.
   - Interim examination: umbrella term for all examination methods, as described in article 4.2.1.
   - Fraud: any (deliberate) act or omission by a student that makes forming an accurate opinion of his or her knowledge, understanding and skills partially or entirely impossible.
   - Scientific integrity: regarding research and education within the faculty, regulations are in place as formulated by the ‘Notitie Wetenschappelijke integriteit’ at the KNAW and elaborated by the ‘Nederlandse Gedragscode Wetenschapsbeoefening’ by the VSNU.
   - Final project: final project for the programme, also known as dissertation or thesis.
   - Component: part of the degree programme as referred to in article 7.3 of the Act.
   - Extracurricular elective component: component to be determined by the student, which is not part of the examination programme.
   - Free elective component: component to be determined by the student, which is part of the examination programme.
Part 2 General part

Section 2 Admission to the programme

Article 2.1 Admission and admission requirements
1. De Examination Board decides on the admission to the programme.
2. The admission requirements are laid down in the programme-specific part of these regulations.

Article 2.2 Entry requirements
Students who are registered for the programme may attend all courses in that programme and may sit the relevant interim examinations, unless specific admission requirements apply as laid down in the programme-specific part of these regulations.

Section 3 Structure of the programme

Article 3.1 Final examination, degree and judicium
1. The programme will be concluded by the master’s final examination.
2. The student who has passed the examination of the master’s degree programme will be awarded the Master of Science (MSc) degree.
3. The Examination Board can award a distinction to a student who has successfully passed the final examination. The rules for awarding a distinction are to be found in appendix 1 of these regulations.

Article 3.2 General programme exit qualifications
The degree programme has the intention that students:

a. acquire knowledge, understanding and skills in the relevant area;

b. become qualified to degree level; and

c. prepare for a future (study) career.

Article 3.3 Curriculum
1. The programme comprises the components as described in the programme-specific part of these regulations, aimed at the realisation of well-defined objectives in the areas of the knowledge, insight and skills that those completing the course are deemed to possess.
2. The student may add extra-curricular components to the programme;
3. In the context of the programme the student is required to write a final paper as an individual proof of competence, unless The Examination Board should decide this requirement is to be replaced by participation in a research project or by an internship which is subject to a report in accordance with academic standards.

Article 3.4 Elective programme
1. The programme’s Examination Board decides on a request for permission to attend a elective programme as meant in article 7.3d of the Act. The Examination Board will verify whether the programme fits within the degree programme’s domain, whether it is sufficiently coherent and if the level is adequate in the context of the degree programme’s exit qualifications.
2. The request in question will have to be submitted at least two months prior to the start of the programme.

Article 3.5 Teaching periods
1. The degree programmes will be offered in an annual schedule consisting of two semesters.
2. In derogation of the provision in paragraph 1 of this article, the master degree programmes can adjust the semester schedule to fit educational needs.

Article 3.6 Form of education
1. The programme-specific part of these regulations establishes the form of education for each examination component.
2. The language in which the components of the programme are taught is specified in the programme-specific part of these regulations.

Article 3.7 Incorporation of components obtained outside the programme
1. At the request of the student the Examination Board will incorporate elective components from outside the course.

This document is the translation of the OER master Pedagogische wetenschappen 2016-2017. Please note article 10.4.
2. The incorporation of components as meant in clause 1 is only allowed before the start of that component.
3. If the components to be incorporated been accorded no EC as meant in this regulation, the Examination Board decides how many ECs shall be allotted.
4. The Examination Board decides how many ECs should be allotted for components obtained at a foreign university and if necessary is responsible for the conversion of the results obtained.

**Article 3.8 Course replacements**

In special cases a student may, with the permission of the Examination Board, replace an obligatory course of the programme by a course of another programme.

**Article 3.9 Exemptions**

1. The Examination Board at the request of a student and having heard the examiner involved, may exempt the student either partially or fully, from sitting an interim examination if this student:
   a. has either completed a relevant component of a university or higher professional programme that is similar both regarding contents and level; or
   b. demonstrates having adequate knowledge and skills regarding the component in question as a result of relevant work experience or professional experience.
2. Exemptions must be requested before the start of the course.
3. The percentage of exemptions will never be more than 50% of the programme.
4. No exemption as referred to in paragraph 1 will be granted for the final paper.
5. In so far as the programme has generic exemptions, these are listed in the programme-specific part of these regulations.

**Section 4 Final examinations and interim examinations**

More detailed provisions regarding the assessment of the programme examination components are outlined in the Rules and Regulations of the Examination Board (see: R&R Pedagogische wetenschappen [NL] / www.ru.nl/fsw/onderwijs/oer-eer-rr-2016-2017/). These Rules and Regulations are in Dutch.

**Article 4.1 Structure and requirements of the interim examinations**

1. Each component of the degree programme will be completed by an interim examination. Interim examinations may comprise more than one modular interim examination and can be taken either in writing or orally. Apart from written or oral examinations, practical or computer assignments, take home examinations, theses, assignments, reports, internships, presentations or a combination of any of these is possible.
2. In addition to the provisions set forth in section 1 of this article for components that also comprise a practical and/or tutorial, attendance levels and levels of active participation may be included in final grading.
3. In principle, oral interim examinations are administered in public and these examinations consist of an individual test in which, in principle, not more than one person is tested at the same time.
4. Oral interim examinations are administered in the presence of at least a second examiner or an observer appointed by the Examination Board. Otherwise the interim examination is to be recorded. In the case that a presentation is part of the examination, the same rules apply. The same applies to presentations that count for more than 40% of the final grade. This provision does not refer to practical assignments.
5. The Examination Board may allow students with an impairment to take the interim examinations in a form adapted to their individual impairment. Prior to taking a decision in this matter, the Examination Board may seek expert advice.
6. Prior to the commencement of an academic year information will be provided for each individual component on the way in which the interim examinations will be administered.
7. Representative sample questions will be made available to the students at least one week prior to the examination.
8. The course manual must be published at Blackboard at least one week in advance of the interim examination. The course manual includes materials for the interim examination preparation, dates, examination methods and weighting of various interim examination parts, as well as other interim examination requirements.
9. Exam dates must be announced no later than one month before the start of a semester.

10. If an interim examination is spread over more than one exam sitting, at least one working day must be scheduled between the last class session covering relevant new materials for the interim examination and the interim examination. If there is only one exam sitting, at least three working days must be scheduled between the last class session and the interim examination.

11. If a study component starts on the first day of an academic period no requirements may be imposed on students regarding literature having been studied or assignments having been completed for that study component on that day. Necessary preparatory actions - such as reading course manuals or looking for an internship - are permitted.

12. If there are legitimate grounds, the Examination Board may decide that an interim examination is taken in another form than described in the study guide.

Article 4.2 Frequency of interim examinations
1. Students are allowed to participate in interim examinations twice per course in an academic year.
2. Contrary to the stipulation in the first paragraph, there will be only one opportunity to take an interim examination for a course that was not taught in that particular academic year.

Article 4.3 Registration for interim exams
1. Students who register through OSIRIS for courses in the programme for which they have registered are also registered for the first following interim examination in the relevant academic year.
2. If a student should not want to sit the interim examination, he or she will have to deregister through OSIRIS, no later than five working days before the interim examination date. If the student fails to deregister in due time, non-appearance will be considered as a used opportunity to sit the interim examination. This might have consequences for granting a judicium.
3. In the case of force majeure students are allowed to deregister later. The Examination Board will decide whether this is the case.

Article 4.4 Re-sit of interim examinations
1. Interim examinations may be retaken once within the same academic year, even when the result is a pass.
2. Students will have to register for a re-sit no later than five working days before the interim examination date in conformity with the provisions laid down to that purpose by or on behalf of the Examination Board.
3. Given that feedback has been provided within a reasonable time period, successfully passed examinations (essays, assignments, report etc.) cannot be retaken, unless stated otherwise in the course manual. A final paper for a programme that receives a passing grade may only be redone in the sense that an entirely new project be written.
4. If a student re-sits an interim examination, in all cases the most recent mark will determine the final result.
5. The course manual contains provisions on retaking modular interim examinations for the different programme components.
6. Each interim examination must be passed within the academic year that students take the relevant course. If students do not pass the interim examination within academic year they must retake the entire course the following academic year, unless the examiner decides otherwise.

Article 4.5 Validity term of interim examinations
1. The validity term of any interim examination that has been passed will in principle be indefinite.
2. In the programme-specific part of these regulations is indicated which components in the degree programme will have a restricted validity term.
3. Insofar paragraph 2 has been applied, the Examination Board may extend the validity term of specific interim examinations that have been passed.

Article 4.6 Determination of results and caesura
1. Unless provided otherwise in the programme-specific part of these regulations, the result of an interim examination will be expressed in full or half points.
2. Contrary to the provisions of the first paragraph, the results of an interim examination will not be set at 5.5. For arithmetical scores between 5 and 6, a score lower than 5.50 will be rounded to 5 and a score
equal to or higher than 5.50 will be rounded to 6. The degree programme’s study guide contains provisions on rounding scores of modular interim examinations for the different programme components.

3. If the result of an interim examination equals or is greater than 6.0 points, the interim examination is deemed to have been passed. If the result of the interim examination equals or is less than 5.0 points, the student will be deemed to have failed the interim examination.

Article 4.7 Publication of results
1. The examiner will determine the results of a written interim examination as soon as possible and will provide the student administration office with the data required for the publication of the results.
2. In case of an oral interim examination the examiner will determine the result immediately or within five days after the interim examination was administered. In case of written interim examinations the grading period is no longer than fifteen working days after the day the examination was administered. The last regulation also applies to written examinations divided into parts. For open question examinations with more than 100 participants a grading period of twenty working days applies. With respect to written assignments/papers the rule of assessment within fifteen working days applies. If there are more than 100 papers to be marked a period of twenty working days applies.
3. The grading period is mentioned at the examination form.
4. A minimum period of ten working days must be maintained between the date of the announcement of the result and the date of the re-sit.
5. The Examination Board may - in consultation with the examiner - extend the period referred to in the sixth paragraph of the present article or, as the case may be, reduce this period.
6. When the results are published, the student will be informed about the right to inspect his or her marked work as referred to in article 4.8 and about the possibility of appealing at the Examinations Appeals Board as well as of the option of reassessment within the period for appeal applicable. A request for reassessment shall not defer the submission term for lodging an appeal.
7. During completion of the programme’s final project an independent second reader will be consulted as well as a thesis supervisor.
8. In the case of suspected fraud or plagiarism, the provisions contained in the Rules and Guidelines of the Examination Board must be followed.

Article 4.8 The right to inspect the interim examinations
1. For a period of a maximum of twenty working days following the publication of the results of a written interim examination the student will be allowed to inspect the questions and the work marked, as well as receive an explanation of the formal assessment criteria.
2. The inspection will take place under supervision of at least an examiner and/or another person with substantive knowledge regarding the course.
3. Contrary to the first and second paragraph of the present article, the examiner may decide that inspection will take place for all students at the same time, on a date and at a time and place set in advance.
4. Time, date and - preferably - place of the inspection referred to in paragraph 2 will be announced at least five working days in advance.
5. If a student is unable to attend the inspection referred to in paragraph 2 due to demonstrable circumstances beyond his or her control a separate inspection can be arranged, upon his or her request, preferably within the period of time referred to in the first paragraph of the present article.
6. In all events, inspection will take place no later than five working days before the re-sit of the interim examination in question is administered.

Article 4.9 Determination of final examination results
1. When students have completed all interim examinations successfully, they must apply for the final exam themselves.
2. The Examination Board will determine the results of the final examination as soon as the student has passed the interim examinations forming part of either the components of the degree programme in question or of the phase of the degree programme in question and has submitted proof thereof. In this case the dating of the final examination is that on which the last interim examination was taken.
3. Prior to determining the results of the final examination, the Examination Board itself may conduct an inquiry into the student’s knowledge with respect to one or more components or aspects of the degree programme.

Section 5 Study progress, student counselling and course advice

Article 5.1 Study progress and student counselling
1. The dean is responsible for the registration of the study results in such a way that every student can obtain an overview of the results registered in the system OSIRIS at that moment.
2. The dean is responsible for providing adequate student counselling.

Section 6 Miscellaneous stipulations

Article 6.1 Communication with students
Notices that are intended for all or a large number of students of the programme are placed on Blackboard. Notices that are intended for students enrolled in a specific course are placed on the Blackboard community of the relevant course. Notices that are intended for individual students are sent to the email addresses that the university has assigned to each student (studentname@student.ru.nl). In special cases communication will take place by regular mail. Letters sent by regular mail will be sent to the address the student has supplied as mail address.

Article 6.2 Code of conduct
The faculty has instituted a Code of Conduct that both students and employees are expected to follow. This Code of Conduct can be found in appendix 3 of these regulations.
Part 3  Program specific regulations

Section 7  Access to the degree programme and education

Article 7.1  Entering the programme
1. The programme has the following entering moments. Interim registration is not possible.
   a. September 1;
   b. February 1.
2. Enrolment for the programme is only possible if the graduation date for the prior education degree on which the enrolment is based precedes the enrolment date.

Article 7.2  Admission requirements
1. Admission to the programme will be granted to those who have passed the Bachelor’s examination in Pedagogical Sciences at the Radboud University Nijmegen. The Examination Board may require supplementary conditions to be met if the Bachelor’s examination took place more than six years previously and there are substantive and valid educational reasons for doing so.
2. Those who have obtained a Bachelor’s degree in one of the Pedagogical Sciences programmes from a Dutch university will be admitted to the programme, subject to the approval of the Examination Board.
3. Admission will also be granted to a student who has completed at least a Bachelor’s programme and in the opinion of the Examination Board has given sufficient proof of suitability to follow the course.

Article 7.3  Pre-master
1. In the event that not all admission criteria have been met but the Examination Board is of the opinion that the deficiencies can be remedied within a reasonable period of time, the scope and the content of a pre-master programme will be determined upon request.
2. The student will only be admitted to the programme if the pre-master programme has been completed and all admission requirements have been met.
3. The premaster regulations can be found in appendix 5.

Article 7.4  Programme- specific entry requirements
1. Students are admitted to the interim examinations of the specialisation components 2 provided they have participated the interim examination of the specialisation component 1.
2. Contrary to the provisions in the general part of these regulations students may not participate in the courses of the components Internship Orthopedagogics and Diagnostics before they have completed the following components of the Bachelor’s programme:
   - Beroepsvaardigheden 3: Orthopedagogiek;
   - Methodiek van de psychodiagnostiek;
   - Behandelingsmethodiek.

Section 8  Programme structure and design

Article 8.1  Specific learning outcomes
1. In addition to the general learning outcomes in the general part of these regulations, this programme also aims to:
   a. bring students to an advanced level of knowledge, skills and insights in the field of Pedagogical Sciences;
   b. give students an advanced academic training;
   c. bring students to such a level, mentioned in paragraph 1, that this accords with the Bachelor’s programme in Pedagogical Sciences;
   d. train students in such a way that after the completion of the programme they are capable of independent academic research in the field of Pedagogical Sciences, and to follow a subsequent study that is mainly self-directed or autonomous in nature;
   e. train students in such a way that they are capable of applying knowledge, insights and problem-solving abilities in new or unknown situations within a broader (or multi-disciplinary) context that is related to the field of Pedagogical Sciences;
   f. train students to be capable of integrating knowledge and to work with complex matters;
g. train students to be capable of making an expert judgement, even when the information available is limited, and in so doing take into consideration the social and ethical responsibilities that are involved in applying one’s own knowledge and judgment;

h. train students to be capable of communicating their conclusions, along with the knowledge, motivation and considerations on which these are based, to a public of specialists and non-specialists.

2. Students who have satisfactorily completed the course will have:
   a. advanced knowledge, insights and skills in the field of Pedagogical Sciences;
   b. the skills to carry out independent research in the field of Pedagogical Sciences;
   c. sufficient knowledge to follow a subsequent study in the field of Pedagogical Sciences that is mainly self-directed or autonomous in nature.

3. The further elaboration of paragraph 1 and 2 is included in these regulations as appendix 4.

**Article 8.2 Study load**
The programme will have a study load of 120 EC.

**Article 8.3 Structure of the programme**
The programme will be offered exclusively as a full-time programme.

**Article 8.4 Language of instruction**
1. The programme will be conducted in the Dutch language.
2. Contrary to the provision in paragraph 1 course components (partially) may be conducted in English and interim examinations may be taken in English. It concerns the following components:
   - Complex Systems;
   - Diversities in Care;
   - Educating the Gifted;
   - Juvenile Law, Policy and Ethics;
   - Love: Beyond Science and Healthcare;
   - The Good Life.

**Article 8.5 Composition of the programme**
1. The programme has eight graduation specialisations:
   a. Angst- en stemmingsstoornissen;
   b. Beperkingen en handicaps;
   c. Diversities in Youth Care;
   d. Forensische pedagogiek;
   e. Gifted Education;
   f. Pedagogische ethiek;
   g. Risicogedrag;
   h. Speciale leerbehoeften.
2. Composition of the Dutch taught graduation specialisations Angst- en stemmingsstoornissen, Beperkingen en handicaps, Diversities in Youth Care, Forensische pedagogiek, Gifted Education, Risicogedrag en Speciale leerbehoeften:
   a. Master’s thesis................................ ................................ ................................ ............................ 15
   b. Juvenile Law, Policy and Ethics ................................ ................................ ......................... 4
   c. Complex Systems Theory ................................ ................................ ............................. 4
   d. Coaching in de praktijk ................................ ................................ ......................................... 4
   e. Specialisation components (two per specialisation, see 3) ................................ ........................... 8
   f. Internship, choice of :
      - Orthopedagogy..................................................................................................................20
      - Pedagogy ..........................................................................................................................20
   g. Choice of*:
      - Diagnostiek .................................................................................................................5
      - Policy Cycle ..................................................................................................................4 of 6**

* Choice of the component Diagnostiek or Policy Cycle depends on choice of the internship. Students who choose an internship Orthopedagogy take the component Diagnostiek. Students are not allowed to
combine an internship Pedagogy with a component Diagnostiek. They always combine this internship with the component Policy Cycle.

** In case the course is taken for 4 EC students have to accomplish an additional assignment of 1 EC.

3. Overview of specialisation components (Dutch programme)* ..........................................................

   ** Angst- en stemmingsstoornissen:
   1. Achtergrond van angst- en stemmingsstoornissen ................................................................. 4
   2. Klinische vaardigheden voor angst en stemmingsstoornissen ............................................. 4

   ** Beperkingen en handicaps:
   1. Interventies bij mensen met functiebeperkingen ............................................................... 4
   2. Participatie: opvoeden en begeleiden van mensen met een beperking ............................... 4

   ** Forensische pedagogiek:
   1. Dwang en drang .......................................................................................................................... 4
   2. Gen en omgeving ......................................................................................................................... 4

   ** Gifted Education:
   1. Educating the Gifted .................................................................................................................. 4
   2. Course Abroad ............................................................................................................................ 4

   ** Risicogedrag:
   1. Recente ontwikkelingen in risicogedrag .................................................................................. 4
   2. Risicogedrag: onderzoek en klinische praktijk ....................................................................... 4

   ** Speciale leerbehoeften:
   1. Theoretische verklaringsmodellen van het speciaal leren ..................................................... 4
   2. De scientist-practioner binnen het speciaal leren ................................................................... 4

* The English taught graduation specialisations Diversities in Youth Care and Gifted Education will be published in the prospectus.

See http://www.studiegids.science.ru.nl/2016/socsci/prospectus/pwo_ma/

4. Composition of the Dutch taught graduation specialisation Pedagogische ethiek:
   a. Scriptie .......................................................................................................................................... 15
   b. Stage Pedagogiek ........................................................................................................................ 20
   c. Coaching in de praktijk .............................................................................................................. 4
   d. Jeugdrecht, beleid en ethiek ...................................................................................................... 4
   e. Belang van het kind .................................................................................................................... 4
   f. The Good Life ............................................................................................................................ 4
   g. Love, Beyond Science and Healthcare ....................................................................................... 4

5. A description of the components outlined in paragraph 1 to 4, including contact hours, (a summary of) learning objectives and instructional and examination methods included, is provided in the programme's prospectus.

N.B.: Specialisation and component titles in article 8.5 may be amended.

** Article 8.6 Participation in education**

1. In principal - regarding participation in education components - the following rules apply:
   a. participation in lectures and question & answer lectures is optional;
   b. participation in work groups is optional. An exemption applies to practical training. Participation in these work groups is mandatory.

2. Mandatory participation and possible penalties for not participating must be stated in the course manual for the course concerned.

3. If the provisions stipulated in the previous paragraph are not fulfilled, mandatory participation may not be imposed.

** Article 8.7 General exemptions**
The Examination Board does not grant any standard exemptions based on previously-taken educational programmes.
Paragraaf 9 Examinations

Article 9.1 Restricted period of validity of credits earned
With regard to examination components for which the exam was passed more than six years ago, notwithstanding the provisions in article 4.5, the Examination Board may, for valid content-related or educational reasons, decide that the student must take a supplementary or replacement exam before being allowed to take the final Master’s examination. A supplementary or replacement interim examination of this sort does not yield extra EC.

Article 9.2 Participation in interim examinations
In derogation from what was established in article 4.4.1, paragraph 2 of these regulations an internship in both Orthopedagogy and Pedagogy will be offered no more than twice during the programme, with the understanding that if the student fails to meet the required standard during the internship or the internship is terminated before the agreed period, another chance will be offered in a different place in order to obtain the marks required for the internship.
Part 4  Transitional and final provisions

Section 10  Final provisions

Article 10.1  Safety net scheme and hardship clause
1. The dean will make decisions in individual cases not covered or insufficiently covered by these regulations.
2. In individual cases of extreme unfairness, the Examination Board or the dean is authorised to make an exception to the provisions of these regulations in favour of a student.

Article 10.2  Adoption and amendments
1. Notwithstanding the provisions in article 7 of the Structure Regulations, these regulations are drawn up or amended by the dean after receiving advice from the programme committees and after having obtained the approval of the faculties’ general assembly (facultaire gezamenlijke vergadering).
2. In special cases, an amendment made to these regulations can take effect in the present academic year, only if this does not disproportionally compromise the interests of the students.

Article 10.3  Publication
1. The dean will be responsible for suitable publication of these regulations and of possible amendments to these.
2. Any interested party may consult the EER on the faculty’s website.

Article 10.4  Entry into force
These regulations will enter into effect on September 1, 2016.
Any Education and Examination Regulations laid down previously for the programme will cease to apply from that date onwards.
As established by the dean on July 7, 2016.

These Education and Examination Regulations are a translation of the original Dutch version (Onderwijs- en examenregeling masteropleiding Pedagogische wetenschappen 2016-2017) as drawn up by the dean, July 7, 2016, which, should any doubts arise concerning the interpretation of the English version, is the legally binding text.
Appendices

Appendix 1  Distinctions

1. With due observance of the provisions set out in this article, the Examination Board will determine whether a distinction will be awarded and, if so, which distinction will be awarded.

2. The distinction:
   a. ‘cum laude’ will be awarded if the weighted average result of the final assessment of the examination components referred to in paragraph 3 equals or is higher than 8.0; or
   b. ‘summa cum laude’ will be awarded if the weighted average result of the final assessment of the examination components referred to in paragraph 3 equals or is higher than 9.0.

3. The distinction will be calculated on the basis of all components of the examination programme for which a mark has been awarded on a scale of 1 to 10, except for extra-curricular components.

4. The number of EC of the components referred to in paragraph 3 will serve as the weighting ratio for the calculation of the weighted average result, unless provided otherwise in the programme-specific part of these regulations.

5. The distinction will not be awarded if more than 10 percent of the total study load of the examination programme (being one or more components) has been resat or if interim examinations have been resat more than once, notwithstanding the authority of the Examination Board to decide otherwise, stating reasons therefor.

6. The distinction will not be awarded if fraud was established in one of the examination programme’s components.

Appendix 2  Fraud and plagiarism

1. Notwithstanding the provisions in article1.2, paragraph 2 of the EER, fraud during a written examination/resit with multiple-choice and/or open-ended questions may consist of:
   a. copying from others or a cheat sheet;
   b. using study aids (e.g. dictionaries, calculators, mobile telephone, cameras, etc.) during an interim examination/resit without permission;
   c. exchanging information inside or outside the examination room during the interim examination/resit;
   d. impersonating someone else during an interim examination/resit or allowing someone else to represent oneself during an interim examination/resit;
   e. being in possession of the assignments for an interim examination/resit before it is held;
   f. taking a copy of the exam or duplicating it, and/or distributing it without authorisation from the examiner, either during or after the interim examination/resit, or during the inspection.

The above list is not exhaustive.

2. Fraud during other exam formats may consist of the fabrication of data and/or falsifying of data and/or plagiarism. Fabrication is defined as inventing or otherwise fabricating research data. Falsification is defined as manipulating or falsely presenting research data and results. Plagiarism is defined as the following and comparable behaviour:
   a. copying texts, thoughts and/or reasoning of others and presenting these as one’s own;
   b. submitting previously submitted or similar texts for assignments from other programme components without acknowledging the source;
   c. submitting papers obtained from a commercial organisation or written by someone else - whether in return for payment or not.

The above list is not exhaustive.

3. In addition to the perpetrator, accomplices may also be punished in cases of fraud and plagiarism. If the work copied from a fellow student was copied with the permission and/or assistance of that fellow student, he or she will in any case be considered an accomplice as defined in the previous sentence.

4. Suspicions of fraud or plagiarism may be determined before, during or after an interim examination/resit.

5. If the proctor believes he or she has discovered a student committing fraud during a written interim examination/resit, he or she will immediately make note of this on the exam protocol. The proctor will
also make note of this on the answer sheet of the participant suspected of fraud, either at the time the fraud is discovered or when the participant submits the examination papers. After the interim examination, the proctor will make a written report of the detected fraud. The examinee will be given the opportunity to add a written comment to the report. The written report and any comments will be handed to the relevant examiner, who is then required to contact the Examination Board for further handling.

6. An examiner may use a plagiarism detection program to investigate plagiarism.

7. If the examiner or any other party involved thinks they may have discovered fraud or plagiarism before, during, or after the assessment of other exam formats, he or she must report this to the Examination Board and submit a file with evidence to prove the fraud or plagiarism.

8. The Examination Board will determine whether fraud has been committed after investigating the matter.

9. If an examinee is found guilty of fraud, the Examination Board may exclude him or her from further participation in the interim examination/resit in question, as well as from participation in other interim examinations/resits for up to one year after the fraud is discovered.

10. In the event of serious fraud, the Examination Board may recommend that the student's enrolment for the degree programme be terminated.

Appendix 3  Faculty of Social Sciences code of conduct
The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct within the faculty. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to follow them.

Points of reference
The faculty seeks to provide an atmosphere characterised by:
- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that
- everyone should be treated with respect, without being offensive or hurtful;
- you should treat others as you wish to be treated. This goes for all forms of all contact on campus that occurs between staff and students and for all forms of communication, including verbal, written, e-mail, Blackboard, chat rooms, and course evaluations;
- everyone makes sure to familiarise themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, the terms of use for the RU-network and SURFnet) as well as the agreements made with respect to attendance, deadlines, review periods, completing assignments, among others;
- one sticks to the rules and agreements once made;
- students and lecturers are jointly responsible for the successful functioning of the educational process. They can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and recent changes in the educational organisation and content;
- everyone respects each other's property and takes good care of spaces and materials used.

Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

Appendix 4  Further elaboration on the objectives and learning outcomes of the Master’s programme
The Master’s graduate in Pedagogical Sciences is capable of studying critically the pedagogical relationship, to research this and to optimalise this by:

1. the application of and contributions to current and specialist academic knowledge in the field of development, learning or behaviour;
2. making use of and contributing to deepening the knowledge of methodology, methods and dilemmas in the (ortho) pedagogical practice;
3. approaching the pedagogical relationship in its context, as a complex system that is continuously changing;
4. formulating critically founded judgments and advice in the field of pedagogy and education, bearing in mind the social and ethical framework;
5. noting and analysing complex (ortho) pedagogical problem situations and advising a suitable approach, and supporting, implementing and evaluating this;
6. setting up independent research to answer a question of additional value for the discipline;
7. working systematically in collecting and processing relevant and usable information and relating this to existing and current academic knowledge;
8. reporting in a responsible academic manner, both orally and in writing, on complex questions to both specialists and non-specialists;
9. acting professionally in conducting research and practice, bearing in mind the normative nature and ethics of the discipline.

Appendix 5 Pre-masterprogramme Pedagogical Sciences
After completing an admission programme HBO-Bachelors will be considered for a pre-master programme. Students who can demonstrate that in respect of content and level they have completed equivalent components of a university or higher professional degree programme can also make use of an individual exemption regulation. Applications will only be accepted if the academic level of the components completed elsewhere can be demonstrated. Students with a MO-B/HKP/HBO-Master’s degree in Pedagogy are eligible for further exemptions.
The pre-master programme should be completed fully in order to be admitted to the Master’s Programme Pedagogical Sciences. This is obtained by means of a certificate of admittance issued by the Examination Board. Information about the application can be found on the website www.ru.nl/pwo.

Composition admission programme and pre-master programme Pedagogical sciences
Admission programme Pedagogy, Orthopedagogy (25 EC):
- Inleiding wetenschappelijk onderzoek (4 EC);
- Beschrijvende statistiek (4 EC);
- Academische vaardigheden pre-master (5 EC);
- Ontwikkelingspsychologie pre-master (4 EC);
- Wetenschapsfilosofie (4 EC);
- Inleiding pedagogiek (4 EC).

Pre-masterprogramme Pedagogy February 2017 - January 2018 (34 EC):
- Toetsende statistiek 4 EC;
- Psychometrie Pre-master 4 EC;
- Data-analyse 4 EC;
- Beroepsvaardigheden 3: Pedagogiek 8 EC;
- Sociaal-culturele contexten 4 EC;
- Bachelorscriptie 10 EC.

Pre-masterprogramme Orthopedagogiek February 2017 – July 2018 (59 EC)*:
- Toetsende statistiek 4 EC;
- Neuropsychologie 4 EC;
- Beroepsvaardigheden 2 Pre-master 5 EC;
- Inleiding Orthopedagogiek 4 EC;
- Psychometrie Pre-master 4 EC;
- Data-analyse 4 EC;
- Beroepsvaardigheden 3: Orthopedagogiek 8 EC;
- Behandelingsmethodiek 4 EC;
- Methodiek van de diagnostiek 4 EC;
- Ontwikkelingsstoornissen of Leerproblemen 4 EC;

This document is the translation of the OER master Pedagogische wetenschappen 2016-2017. Please note article 10.4.
- Gedragsproblemen 4 EC;
- Bachelorscriptie 10 EC.

* The pre-master programme Orthopedagogy satisfies the requirements of the NVO in the Netherlands and after the completion of the Master’s programme, including Clinical Master Internship and Diagnostics, gives the right to be registered as a certified clinician with a certificate of Psychodiagnostics (in Dutch ‘NVO Basis-orthopedagoog and ‘Basisaantekening voor psychodiagnostiek’ Not applicable for non-Dutch speaking students).