Education and Examination Regulations

FASoS Master's programmes

2025-2026

CONTENTS

SECTION 1   GENERAL PROVISIONS

Article 1.1   Applicability of the regulations

These regulations apply to the education and exams and examinations of the below-listed Master's programmes (hereinafter 'the programme') and to all students who are registered for the programme.

The programme is provided by Maastricht University's Faculty of Arts and Social Sciences, hereinafter to be referred to as 'the faculty' or FASoS.

These regulations also apply to students from other programmes, faculties or institutions of higher education, insofar as they follow components of the programme to which these Education and Examination Regulations apply.

The regulations were adopted by the Faculty Board after advice and/or consent from the Master educational programme committees and the Faculty Council. The regulations will take effect on 1 September 2025 for the academic year 2025/26.
The regulations in Section 2, Admission, apply to admissions for the academic year 2026/27.

For components of the programme that students follow at another degree programme, faculty or institution of higher education, the Education and Examination Regulations for the other programme, faculty or institution apply to the component in question.

English-language Master of Arts programmes:
- A.   Arts and Culture, specialisations: 'Arts and Heritage: Policy, Management and Education', 'Contemporary Literature and Arts: Cultural Interventions and Social Justice', and 'Modern Political Culture: Ideas and Discourse in Context'.
- B.   European Public Affairs;
- C.   European Studies, specialisations: 'European Public Policy, Institutions and Governance','International Relations', and 'Global Policy and Governance Challenges';
- D.   European Studies on Society, Science and Technology;
- E.   Globalisation and Development Studies.
- F.   Media Studies, specialisation: 'Digital Cultures;

Dutch-language Master of Arts programme:
- G.   Kunst- & cultuurwetenschappen, specialisatie: 'Kunst en Erfgoed: Beleid, Management en Educatie';

English-language Master of Science programmes:
- H.   Arts and Culture (research), specialisation 'Cultures of Arts, Science and Technology';
- I.   European Studies (research), specialisations 'Histories of European Integration: Historical/Qualitative Approach', 'Democracy and Representation in Europe: Quantitative Approach, 'Europe and the World: 'Qualitative Approach', and 'Europe and the World: Quantitative Approach'.

Article 1.2   Definitions

In these regulations, the following definitions apply:
- a.   the Act: the Higher Education and Scientific Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
- b.   student: a person who is enrolled at the university for education and/or for taking exams and the examination for the programme;
- c.   programme: the Master's programme referred to in Article 1.1 of these regulations, consisting of a coherent group of study units;
- d.   academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- e.   course year: year 1 or 2 of the programme;
- f.   semester: a portion of the academic year, starting 1 September and - depending on the exact start date of the academic year - ending approximately 31 January, or starting approximately 1 February and ending 31 August;
- g.   examination: the final examination for the Master's programme;
- h.   exam: a component of the examination referred to in Article 7.10 of the Act (i.e. the

final module exam, resulting in the grade for the module);

i.   module: an educational component of the programme, such as a course or skills/practical training;

j.   course: a programme study unit within the meaning of the Act;

k.   practical training: practical training as referred to in Article 7.13(2)(d) of the Act, in one of the following forms:
- writing a thesis;
- writing a paper, creating a technological design or performing another written assignment;
- performing a research assignment;
- participating in field work or a field trip;
- completing an internship;
- participating in an activity intended to develop certain skills;

l.   course book: specification of intended learning outcomes, teaching and learning activities, and assessment activities per course.

m.   credit: a unit expressed in ECTS credits, with one credit equaling 28 hours of study;

n.   UM: Maastricht University;

o.   Faculty Board: the Faculty Board referred to in Article 9.12 of the Act;

p.   Board of Admissions: the board responsible for judging the admissibility of a candidate to the programme;

q.   Board of Examiners: the Board of Examiners referred to in Article 7.12 of the Act;

r.   examiner: the person designated by the Board of Examiners to administer exams and to determine the results of those exams, the primary responsible for the design, conduct and grading of the exams within the course, who ensures and monitors the overall consistency in the work of the different tutors;

s.   Educational Programme Committee: the representation and advisory body that carries out the duties described in Article 9.18 and 9.38c of the Act;

t.   Student Portal: https://studentportal.maastrichtuniversity.nl

u.   Disability Support (DS): the central point at UM where students with a disability and/or chronic illness can apply for facilities or support.

The other terms have the meaning given to them by the Act.

SECTION 2   ADMISSION

Article 2.1   Admission to selective Master's programme

1. Persons who meet the requirements referred to in admission requirements from Article 2.2 and the language requirements from Article 2.3 are eligible for admission to the selective Master's programme.
2. The Board of Admission decides on the requests for admission, according to the procedures as set forth in article 2.5 (Admission dates).

2.1.1   Admission (without selection) after preparatory Bachelor's programme
1. Applicants who have a Bachelor's degree in Arts and Culture from the faculty are directly admitted to the Master Arts and Culture (article 1.1 under A).
2. Applicants who have a Bachelor's degree in Digital Society from the faculty are directly admitted to the Master Media Studies: Digital Cultures (article 1.1 under F).
3. Applicants who have a Bachelor's degree in European Studies from the faculty are directly admitted to the Master European Studies (article 1.1 under C).
4. Applicants who have a Bachelor's degree in Global Studies from the faculty are directly admitted to the Master Globalisation and Development students (article 1.1 under E).

2.1.2   Admission (without selection) after Pre-master's programme
Applicants who are accepted to the Pre-master's programme (article 2.6), and who have completed their Bachelor's degree and meet all the requireifs of their Pre-master's programme (article 2.6) are directly admitted to the related Master's programme.

Article 2.2   Admission requirements

In order to be eligible for admission to the programme an applicant needs to fulfil the following requirements:
1. Provide proof of having obtained a Bachelor's degree in a relevant academic field with a good overall result, by submitting a certified copy of the certificate and official transcript of records. If the original documents are not in Dutch, English, French or German, these must be translated in English. The field of the requested preceding Bachelor is indicated on the Faculty website.
2. Submit a letter of motivation, written in the language of the chosen programme, that: a) explains why the candidate has chosen the programme and b) convinces the Board of Admissions that the candidate has the intellectual capacities and personal skills to successfully complete the Master's programme.
3. Provide proof of sufficient academic writing/research skills. The Admission Board asks the applicant to submit:
    a. an academic paper, and/or;
    b. a thesis from a Bachelor's programme (written by applicant in the language of the chosen programme), and/or;
    c. an essay on a topic specified by the Admission Board (written by applicant in the language of the chosen programme).
4. In order to further assess the eligibility for admission of the applicant the Board of Admission may invite the student for a (online) interview to triangulate points 2 and 3.

Article 2.3   Language requirements

2.3.1   For the Dutch-language Master's programme
De bezitter van een buitenlands diploma die voldoet aan de toelatingseisen van artikel 2.2 kan zich enkel inschrijven voor de Nederlandstalige Master of Arts opleiding (zoals vermeld in article 1.1 G) indien:
a. hij/zij vóór aanvang van het programma heeft voldaan aan de eis inzake voldoende beheersing van het Nederlands met een minimum niveau gelijk aan NT2-II (Nederlands als tweede taal).
b. Aan de onder a. genoemde eis is voldaan als betrokkene in het bezit is van een van de volgende diploma's of certificaten:
    a. België, Vlaanderen: Diploma van Secundair Onderwijs;
    b. België, Wallonië: Diploma van Secundair Onderwijs met Nederlands als examenvak;
    c. Duitsland: Zeugnis der allgemeinen Hochschulreife met Niederländisch als "Prüfungsfach"of "Leistungsfach";

d. Suriname: vwo-diploma of hbo(P)-Diploma;
e. Verenigd Koninkrijk: GCE A-level of GCE AS-level in Dutch;
f. Frankrijk: Diplôme du Baccalauréat Général: Nederlands als eerste, tweede of derde taal;
g. European Baccalaureate: Dutch as first or second language;
h. International Baccalaureate: Dutch A at Standard Level or Higher Level, Dutch B at Higher Level;
i. Certificaat Nederlands als Vreemde Taal (CNaVT): Educatief Startbekwaam (STRT) en Educatief Professioneel (EDUP) (voorheen Profiel Academische Taalvaardigheid (PAT) ofProfiel Taalvaardigheid Hoger Onderwijs (PTHO), of
j. Op andere wijze kan aantonen te voldoen aan de Nederlandse taaleis, bijvoorbeeld door middel van een Certificaat Staatsexamen Nederlands als tweede taal, minimaal niveau II(NT-2) of een daaraan gelijkwaardige certificering zoals certificering via de CNaVT.

2.3.2 For English-language selective Master's programmes
The holder of a non-Dutch diploma who meets the admission requirements of article 2.2 may only register for the English language Master of Arts programmes (mentioned in article 1.1 A to F), if:
a. the applicant has met the minimum English language requirement corresponding to IELTS (International English Language Testing System) with a score of at least 6.5.
b. The requirement referred to under a) is met if the applicant:
  1. holds a diploma/certificate of a Bachelor's or Master's programme of which the language of instruction is English;
  2. holds the diploma/certificate of an International or European Baccalaureate, a US high school or UK GCE A-levels;
  3. can demonstrate sufficient proficiency in English, e.g. by English taught courses, internships or work experience in an English environment;
  4. can submit one of the following language test certificates:
      a. IELTS with a score of at least 6.5;
      b. TOEFL with a score of at least 575 (paper-based), or 90 (internet-based);
      c. TOEIC listening and reading (720) and speaking and writing (310);
      d. Cambridge [Advanced CAE) Grade C (scale 180-184), First Certificate in English (FCE) Grade A (scale 180-184), First Certificate in English (FCE) Grade B (scale 176-179);
      e. similar accredited certification.

2.3.3 For the English-language selective Research Master's programmes
The holder of a non-Dutch diploma who meets the admission requirements of article 2.2 may only register for the English language research Master programmes (mentioned in article 1.1 H and I), if:
a. the applicant has met the minimum English language requirement corresponding to IELTS (International English Language Testing System) with an overall score of at least 7.0 and a writing score of at least 6.5.
b. The requirement referred to under a) is met if the applicant:
  1. holds a diploma/certificate of a Bachelor's or Master's programme of which the language of instruction is English;
  2. holds the diploma/certificate of an International or European Baccalaureate, a US high school or UK GCE A-levels;
  3. is able to demonstrate sufficient proficiency in English, e.g. by English taught courses, internships or work experience in an English environment;
  4. can submit one of the following language test certificates:
      a. IELTS with a score of at least 7.0 (minimum writing score 6.5);
      b. TOEFL with a score of at least 600 (paper-based), or 100 (internet-based);
      c. TOEIC with a minimum score for: listening and reading 780; and speaking andwriting 310 (writing minimum score 165);
      d. Cambridge Advanced (CAE) Grade C (scale 180-184); Cambridge First Certificate inEnglish (FCE) Grade A (scale 180-184), First Certificate in English (FCE) Grade B (scale 176-179);
      e. Or, similar accredited certification.

Article 2.4   Board of Admissions

1. The programme's Board of Admissions is responsible for assessing eligibility for admission and issuing the letter of admission to the Master's programme or to the related Pre-master's programme (see article 2.6).
2. The Board of Admissions consists of:
    *   the Chair, i.e. the Programme Director;
    *   at least one member appointed from the academic staff who teaches in the programme.
3. The Dean appoints the members of the Board of Admissions.

Article 2.5   Admissions dates

1. A request for admission to a programme must be submitted to the Board of Admissions before the applicable deadlines, as indicated on the UM Faculty website;
2. In special cases, the Board of Admissions can take up a request submitted after the closing date referred to in paragraph 1.
3. The Board of Admissions aims to decide on (complete) application requests within 4 weeks;
4. The selected candidate will be admitted on the condition that the requirements stated in articles 2.2 and 2.3 regarding knowledge, understanding and (language) skills are met by the start date of the programme, as evidenced by certified copies of the certificates for the programme.

Article 2.6   Pre-master's programme

The faculty offers the following one-year English Pre-master programmes for the English Master programmes mentioned in article 1.1 A and C to F:
  ➢ Pre-master's programme 'Arts and Culture' *
  ➢ Pre-master's programme 'Digital Cultures'
  ➢ Pre-master's programme 'European Studies'
  ➢ Pre-master's programme 'European Studies on Society, Science and Technology'
  ➢ Pre-master's programme 'Globalisation and Development Studies'

* Dutch speaking students in the Pre-master 'Arts and Culture' may indicate per course whether they opt for Dutch or English as examination language; they have to indicate their preference in the first week of the related course period. If they fail to communicate their preference in time, the exam will be taken in English.

2.6.1 Admission and language requirements for the Pre-master's programme
In order to be eligible for admission to the pre-master programme an applicant needs to meet the admission requirements as mentioned in article 2.2.
Applicants for the Dutch language Pre-master's programmes as mentioned in article 2.6, must meet the language requirements of article 2.3.1.
Applicants for the English language Pre-master's programmes as mentioned in article 2.6, must meet the language requirements of article 2.3.2.

2.6.2 Regulations and content Pre-master's programmes
The Pre-master's programme must be successfully completed within 12 months. After this term expired or if the student has not participated to a satisfactory level in either a qualitative or quantitative way, the programme director may decide to debar the student from further participation in the Pre-master's programme.

Since the FASoS's Pre-master's programmes consist of modules from the FASoS's Bachelor's programmes, more specific regulations for the different Pre-master's programmes as well as their content are listed in the Bachelor's Education and Examination Regulations: in section 9 and in appendix 3.

SECTION 3   CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1   The programme

A   Arts and Culture – AC

The programme comprises three specialisations:
- Arts and Heritage: Policy, Management and Education (AHE).
- Contemporary Literature and Arts: Cultural Interventions and Social Justice (CLA).
- Modern Political Culture: Ideas and Discourses in Context (MPC).

Specialisation 'Arts and Heritage: Policy, Management and Education' (AHE)

Semester 1:

Period	Code	Title	ECTS	Assessment
1	Course AHE4035	Entering the Field: Valuation and Evaluation	11	grade
	Skill MAC4501	Research and Writing I	1	E-P-F
2	Course AHE4036	Researching the Field: Practice and Power	11	grade
	Skill MAC4502	Research and Writing II	1	E-P-F
3*	Course AHE4037	Participation and Polyvocality in Cultural Institutions: From Theory to Practice	5	grade
	Course AHE4030	Heritage and Society		
	Course AHE4038	Cultural Industries of Tomorrow: Towards Postgrowth Prosperity and Sustainability		
	Course CLA4002	"What If…?" Speculative Fiction in Search of More Just Futures		
	Course MPC4002	The Politics of National Identity		
3	Skill MAC4505	Research and Writing III: Thesis Proposal Presentation	1	E-P-F

* choose 1 of the 5 offered electives (AHE4505, AHE4030, AHE4038, CLA4002 or MPC4002). The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.

Semester 2:

Period	Code	Title	ECTS	Assessment
4*	Course AHE4045	Audience Engagement in Arts and Culture	11	grade
	Course AHE4043	Decolonising Heritage and Memories		
	Course CLA4003	Time to Act: Cultural Interventions and Artivism		
	Course MPC4003	A Dark Century: Political Violence and its Legacies		
	Internship MAC4992	Internship		
4	Skill MAC4500	Research and Writing IV: Thesis proposal	1	E-P-F
4-6	Thesis MAC4800	Thesis	18	grade

* choose 1 of the 4 offered electives (AHE4045, AHE4043, CLA4003, MPC4003) or internship (MAC4992). The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.
This rule does not apply to the internship; there is no limitation to the number of students doing an internship.

NB: MA AHE students are required to do 3 AHE content courses during the year. In order to meet this requirement, students have to choose 1 of the AHE electives in period 3 or 4, **or** the MAC internship. (The MAC internship counts as a AHE content course)

Specialisation 'Contemporary Literature and Arts: Cultural Interventions and Social Justice' (CLA)

Semester 1:

Period	Code	Title	ECTS	Assessment
1	Course CLA4000	Entering the Field: Social Justice in Contemporary Literature and Arts	11	grade
	Skill MAC4501	Research and Writing I	1	E-P-F
2	Course CLA4001	Researching the Field: Positionality in Relation to Cultural Objects, Theories and Methods	11	grade
	Skill MAC4502	Research and Writing II	1	E-P-F
3*	Course AHE4037	Participation and Polyvocality in Cultural Institutions: From Theory to Practice	5	grade
	Course AHE4030	Heritage and Society		
	Course AHE4038	Cultural Industries of Tomorrow: Towards Postgrowth Prosperity and Sustainability		
	Course CLA4002	"What If…?" Speculative Fiction in Search of More Just Futures		
	Course MPC4002	The Politics of National Identity		
3	Skill MAC4505	Research and Writing III: Thesis Proposal Presentation	1	E-P-F

* choose 1 of the 5 offered electives (AHE4037, AHE4030, AHE4038, CLA4002 or MPC4002 The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.

Semester 2:

Period	Code	Title	ECTS	Assessment
4 *	Course AHE4045	Audience Engagement in Arts and Culture	11	grade
	Course AHE4043	Decolonising Heritage and Memories		
	Course CLA4003	Time to Act: Cultural Interventions and Artivism		

	Course MPC4003	A Dark Century: Political Violence and its Legacies		
	Internship MAC4992	Internship	1	E-P-F
5-6	Skill MAC4500	Research and Writing IV: Thesis proposal	18	Grade
4-6	Thesis MAC4800	Thesis	18	grade

* choose 1 of the 4 offered electives (AHE4045, AHE4043, CLA4003, MPC4003) or internship (MAC4992). The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.
This rule does not apply to the internship; there is no limitation to the number of students doing an internship.

NB: MA CLA students are required to do 3 CLA content courses during the year. In order to meet this requirement, students have to choose 1 of the CLA electives in period 3 or 4, **or** the MAC internship (the MAC internship counts as a CLA content course).

Specialisation 'Modern Political Culture: Ideas and Discourses in Context' (MPC)

Semester 1:

Period	Code	Title	ECTS	Assessment
1	Course MPC4000	Entering the Field: Political Culture	11	grade
	Skill MAC4501	Research and Writing I	1	E-P-F
2	Course MPC4001	Researching the Field: Democracy, Identity, and Communication	11	grade
	Skill MAC4502	Research and Writing II	1	E-P-F
3*	Course AHE4037	Participation and Polyvocality in Cultural Institutions: From Theory to Practice	5	grade
	Course AHE4030	Heritage and Society		
	Course AHE4038	Cultural Industries of Tomorrow: Towards Postgrowth Prosperity and Sustainability		
	Course CLA4002	"What If…?" Speculative Fiction in Search of More Just Futures		
	Course MPC4002	The Politics of National Identity		
3	Skill MAC4505	Research and Writing III: Thesis Proposal Presentation	1	E-P-F

* choose 1 of the 5 offered electives (AHE4037, AHE4030, AHE4038, CLA4002 or MPC4002). The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.

Semester 2:

Period	Code	Title	ECTS	Assessment
4 *	Course AHE4045	Audience Engagement in Arts and Culture	11	grade
	Course AHE4043	Decolonising Heritage and Memories		
	Course CLA4003	Time to Act: Cultural Interventions and Artivism		
	Course MPC4003	A Dark Century: Political Violence and its Legacies		
	Internship MAC4992	Internship	1	E-P-F
5-6	Skill MAC4500	Research and Writing IV: Thesis proposal	18	Grade
4-6	Thesis MAC4800	Thesis	18	grade

* choose 1 of the 4 offered electives (AHE4045, AHE4043, CLA4003, MPC4003) or internship (MAC4992). The electives have limited capacity. If more than 20 students sign up, the students will have to submit a motivation letter (300 to 400 words), specifying their motivation for enrolling in the course; the criteria: (1) Relationship between the student's thesis project and the course; (2) Relationship between the student's professional objectives and the course; (3) Academic interest in the subjects covered in the course. The letters will be assessed by the course coordinator and their teaching team. Students who do not get their first choice will get their second choice.
This rule does not apply to the internship; there is no limitation to the number of students doing an internship.

NB: MA MPC students are required to do 3 MPC content courses during the year. In order to meet this requirement, students therefore have to choose 1 of the MPC electives in period 3 or 4, **or** the MAC internship (the MAC internship counts as a MPC content course).

Contact hours (all three Master AC specialisations)

Course year   1
Contact hours   9,5 (excluding exam hours)

B   European Public Affairs – EPA

Content of the programme

Semester 1

Period	Code	Title	ECTS	Assessment
1	Course EPA4006	Perspectives on European Public Affairs	12	grade
2	Course EPA4008	Lobbying in the EU	12	grade
1-3	Skill EPA4510	Mastering Academic Research Skills and Methods	3	E-P-F

Semester 2: Thesis Track

Period	Code	Title	ECTS	Assessment
4	Course EPA4010	Governing EU Policies and Contemporary Challenges	12	grade
4-6	Thesis EPA4891	Researching and Writing the MA EPA Thesis	15	grade
5	Course EPA4012	Policy performance in the EU	6	grade

Semester 2: Internship Track

Period	Code	Title	ECTS	Assessment
4	Course EPA4010	Governing EU Policies and Contemporary Challenges	12	grade
4-6	Course EPA4014	Researching and Writing the MA EPA Research Report	9	grade
5-6	Course EPA4996	Internship Work and Report	12	E-P-F

Contact hours

Course year   1
Contact hours   10 (excluding exam hours)

C   European Studies – ES

Semester 1

Period	Code	Title	ECTS	Assessment
1	Course EUS4024	Key Challenges for Europe: Historical and Contemporary Perspectives	9	grade
	Skill EUS4502	Critical Source Analysis	3	grade
2	Course EUS4026	International Relations and Global Governance	9	grade
	Skill EUS4504	Briefing Notes	3	Grade
1-3	Skill EUS4500	Mastering Academic Research Skills and Methods	3	E-P-F

Semester 2

Period		Code	Title	ECTS	Assessment
4	Choose 1 elective	Course EUS4034	The EU as a Security and Market Power	9	grade
		Course EUS4028	Europe and International Migration	9	grade
		Skill EUS4506	Automated Text Analysis	3	grade
5	Choose 1 elective	Course EUS4030	EU Enlargement and Neighbourhood Policy	4	grade
		Course EUS4032	Europe, Global Power Shifts and the Future of Multilateralism	4	grade
		Skill EUS4508	Communication Skills	2	grade
4-6		Thesis EUS4801	Researching and Writing the MA ES Thesis	15	grade

Contact hours

Course year   1
Contact hours   10 (excluding exam hours)

D   European Studies on Society, Science and Technology – ESST

Content of the programme

Semester 1

Period	Code	Title	ECTS	Assessment
1	Course EST4000	Introduction in Society, Science and Technology Studies	6	grade
	Course EST4001	Science and Technology in the Making: Entering the World of the Laboratory	6	grade
2	Course EST4002	Interpreting the History of Science and Technology	6	grade
	Course EST4003	Science and Technology Dynamics	6	grade
3	Course EST4004	Politics of Knowledge	6	grade

Semester 2

Period	Code	Title	ECTS	Assessment
4*	Course EST4008	Science and Public Policy	8	grade
	Study abroad EST4901	Study abroad	8	P-F
4-6	Thesis EST4800	Thesis	22	grade

* Students doing their second semester at the faculty take EST4008, students studying abroad in their second semester take EST4091. In case students do their second semester at a partner university, the result(s) for the introductory module(s) are not converted into Dutch grades but listed as P-F with the name of the partner university.

Contact hours

Course year   1
Contact hours   12 (excluding exam hours)

E Globalisation and Development Studies – GDS

Content of the programme

Semester 1

Period	Code	Title	ECTS	Assessment
1	Course GDS4000	Theories and Histories of Globalisation and Development	6	grade
	Course GDS4002	Research Methods in Globalisation and Development	6	grade
2*	Course GDS4001	Contemporary Debates in Globalisation and Development	2*6	grade
	Course GDS4003	Transnational Migrant Networks and Flows		
	Course GDS4004	Science and Technology Studies (STS) for Development in a Global Context		
1-3	Course GDS4005	Research in Practice	6	E-P-F

* choose GDS4001 plus either GDS4003 or GDS4004 in period 2

Semester 2
Exam option 1 Internship: choose 1 of the offered electives from period 4

Period	Code	Title	ECTS	Assessment
4	Course GDS4006	Brokers and Translators in Development: a Focus on Civil Society	6	grade
	Course GDS4008	Global Connections: non-Eurocentric Historical Narratives		
	Non-GDS elective **	Max one non-GDS elective from below list (number of ECTS pending on choice)		
4-5	Course GDS4902	Thesis Writing and Presenting	1	E-P-F
4-6	Thesis GDS4890	Internship Thesis	21	grade
	Paper GDS4991	Internship Evaluation Report	2	E-P-F

Exam option 2 Desk Study: choose 2 of the offered electives from period 4

Period	Code	Title	ECTS	Assessment
4	Course GDS4006	Brokers and Translators in Development: a Focus on Civil Society	2*6	grade
	Course GDS4008	Global Connections: non-Eurocentric Historical Narratives		
	Non-GDS elective **	Max one non-GDS elective from below list (number of ECTS pending on choice)		
4-5	Course GDS4902	Thesis Writing and Presenting	1	E-P-F
5-6	Thesis GDS4802	Desk Study Thesis	17	grade

Exam option 3: Fieldwork

Period	Code	Title	ECTS	Assessment
4-5	Course GDS4902	Thesis Writing and Presenting	1	E-P-F
4-6	Thesis GDS4801	Fieldwork Thesis	29	grade

** List of offered non-GDS electives:

Period	MA	Code	Title	ECTS
FASoS electives				
4	ES	EUS4028	Europe and the Global South: Migration, Development and Beyond	6 [c]
Non FASoS electives				
4	GH	MGH4011	Health in Times of Crisis	4 [d]
4	IB	EBC4212	Sustainable and Responsible Investments	6.5

[c] *The Master ES course is 9 ECTS, GDS students can only do this course in a 6 ECTS version*
[d] *Only acceptable with extra assignment of 2 ECTS (code GDS9010)*

NB: the other Master programmes may set a maximum to the number of students that can enrol in these courses, so places in these non-GDS electives can be limited.

Contact hours

Course year   1
Contact hours   12 (excluding exam hours)

F   Media Studies, specialisation 'Digital Cultures' – DC

Content of the programme

Semester 1

Period	Code	Title	ECTS	Assessment
1	Skill DCU4500	Mentor Meetings *	0	N/A
	Course DCU4000	Transformations in Digital Cultures	6	grade
	Course DCU4001	Real Virtualities	6	grade
2	Course DCU4007	Design Thinking and Maker Culture	6	grade
	Course DCU4008	Machines of Knowledge	6	grade
3	Course DCU4005	Research Design	6	E-P-F

Semester 2: option Thesis

Period	Code	Title	ECTS	Assessment
4	Course DCU4012	Creating Digital Collections	8	grade
5-6	Skill DCU4700	Workshops Supporting Thesis and Internship	0	N/A
	Thesis DCU4800	Thesis	22	grade

Semester 2: option Internship

Period	Code	Title	ECTS	Assessment
4	Course DCU4012	Creating Digital Collections	8	grade
5-6	Skill DCU4700	Workshops Supporting Thesis and Internship *	0	N/A
	Internship DCU4990	Internship	8	E-P-F
	Paper DCU4991	Internship Report	2	grade
	Thesis DCU4890	Internship Thesis	12	grade

* The offered modules "Mentor Meetings" and "Workshops Supporting Thesis and Internship" will not show on the student's transcript (no credits are granted / no result is registered).

Contact hours

Course year   1
Contact hours   8 (excluding exam hours)

G   Kunst- & cultuurwetenschappen, specialisatie Kunst en Erfgoed: Beleid, Management en Educatie' – KE

Semester 1

Period	Code	Title	ECTS	Assessment
1	Course KER4000	Kennismaking met het Veld: Waarderen en Evalueren	11	grade
	Skill MAC4501	Research and Writing I	1	E-P-F
2	Course KER4001	Kunst en Erfgoed Onderzoek: Praktijk en Macht	11	grade
	Skill MAC4502	Research and Writing II	1	E-P-F
3*	Course AHE4037	Participation and Polyvocality in Cultural Institutions: From Theory to Practice	5	grade
	Course AHE4030	Heritage and Society		
	Course AHE4038	Cultural Industries of Tomorrow: Towards Postgrowth Prosperity and Sustainability		
	Course CLA4002	"What If…?" Speculative Fiction in Search of More Just Futures		
	Course MPC4002	The Politics of National Identity		
3	Skill MAC4505	Research and Writing III: Thesis Proposal Presentation	1	E-P-F

* kies 1 van de 5 keuzevakken (AHE4037, AHE4030, AHE4038, CLA4002 of MPC4002). The electives have limited capacity. De keuzevakken hebben een beperkte capaciteit. Als meer dan 20 studenten zich aanmelden, moeten de studenten een motivatiebrief (300 tot 400 woorden) indienen, waarin ze hun motivatie om zich voor de cursus in te schrijven aangeven; de criteria: (1) Relatie tussen het afstudeerproject van de student en de cursus; (2) Relatie tussen de professionele doelstellingen van de student en de cursus; (3) Academische interesse in de onderwerpen die in de cursus aan bod komen. De brieven worden beoordeeld door de cursuscoördinator en het docententeam. Studenten die hun eerste keuze niet krijgen, krijgen hun tweede keuze.

Semester 2

Period	Code	Title	ECTS	Assessment
4 *	Course AHE4045	Audience Engagement in Arts and Culture	11	grade
	Course AHE4043	Decolonising Heritage and Memories		
	Course CLA4003	Time to Act: Cultural Interventions and Artivism		
	Course MPC4003	A Dark Century: Political Violence and its Legacies		
	Internship MAC4992	Internship		
4	Skill MAC4500	Research and Writing IV: Thesis proposal	1	E-P-F
4-6	Thesis MAC4800	Thesis	18	grade

* kies 1 van de 4 aangeboden keuzevakken (AHE4045, AHE4043, CLA4003, MPC4003) of internship (MAC4992). De keuzevakken hebben een beperkte capaciteit. Als meer dan 20 studenten zich aanmelden, moeten de studenten een motivatiebrief (300 tot 400 woorden) indienen, waarin ze hun motivatie om zich voor de cursus in te schrijven aangeven; de criteria: (1) Relatie tussen het afstudeerproject van de student en de cursus; (2) Relatie tussen de professionele doelstellingen van de student en de cursus; (3) Academische interesse in de

onderwerpen die in de cursus aan bod komen. De brieven worden beoordeeld door de cursuscoördinator en het docententeam. Studenten die hun eerste keuze niet krijgen, krijgen hun tweede keuze.

Deze regel is niet van toepassing op de stage; er is geen beperking op het aantal studenten dat stage loopt.

NB: MA KER studenten moeten minimaal 3 AHE/KER content courses gedurende het jaar doen. Om aan deze voorwaarde te voldoen, moeten studenten ofwel 1 van de AHE keuzevakken uit periode 3 of 4 kiezen, of de MAC internship (de AHE electives en de internship tellen in dit geval mee als KER content course).

Contacturen

Studiejaar   1
Contacturen   9,5 (exclusief examineringsuren)

H   Arts and Culture (research), specialisation 'Cultures of Arts, Science and Technology' – RM CAST

Year 1

Period	Code	Title	ECTS	Assessment
1-6	Project RCA5961	Research colloquia STS and AMC	3	E-P-F
1	Course RCA5000	Entering the Field	12	grade
2	Course RCA5001	The Rules of the Game	12	grade
3	Course RCA5007	Intervening in Innovation	6	grade
4-6	Course RCA5006	Preparation Research Internship	3	P-F
4	Course RCA5008	Researching the Cultures of Arts, Science and Technology	12	grade
5	Project RCA5960	Joint Research Project	12	grade

Year 2

Period	Code	Title	ECTS	Assessment
1-2	Internship RCA6990	Research internship	24	P-F
3-6	Course RCA6000	Thesis Seminar and Research Colloquia and Master Classes	6	E-P-F
4-6	Thesis RCA6800	Master Thesis CAST	30	grade

Contact hours

Course year	1	2
Contact hours	8 (excl. exam hours)	*

* year 2: due to the individual study programme that students follow in course year 2, an indication of contact hours cannot be given.

I   European Studies (research) – RM ES

The students opt for one of the following specialisations:
1   Histories of European Integration: Historical/Qualitative Approach;
2a   Democracy and Representation in Europe: Qualitative Approach;
2b   Democracy and Representation in Europe: Quantitative Approach;
3a   Europe and the World: Qualitative Approach;
3b   Europe and the World: Quantitative Approach.

The programme also offers a double degree track together with the Faculty of Management, Economics and Social Sciences of the University of Cologne. Students in this programme will follow the first year of the Research Master at UM and also opt for one of the above specialisations; in year 2 they follow modules in the Political Science Master's programme at the University of Cologne, and write the Master's under joint supervision by professors from both institutions.

Year 1

Semester 1

Period	Spec	Code	Title	ECTS	Assessment
1	All	Seminar RES5013	European Integration: State of the Art	5	grade
	All	Method Course RES5032	Introduction to Research Methods of European Studies	6	grade
	All	Skill RES5509	Writing and Presenting a Research Paper	2	E-P-F
2	1	Seminar RES5015	Historicising European Union	8	grade
	2a/2b	Seminar RES5030	Democratic Governance and Representation in Europe		
	3a/3b	Seminar RES5019	European Foreign Policy		
	1	Method Course RES5023	Methods and Sources in Historical Analysis	5	grade
	2a/3a	Method Course RES5022	Case Study Methods and Process-Tracing		
	2b/3b	Method Course RES5024	Linear and Generalised Linear Regression		
3	all	Skill RES5510	Research Design	4	E-P-F
	1/2a/3a	Method Course RES5025	Qualitative Interviewing	3	grade
	2b/3b	Method Course RES5026	Survey Data Methodology		

Semester 2

Period	Spec	Code	Title	ECTS	Assessment
4	1	Seminar RES5010	The Symbolic Construction of European Community	8	grade
	2a/2b	Seminar RES5006	Lobbying and Expertise in the European Policy Process		
	3a/3b	Seminar RES5020	The EU, The U.S., Russia and China: Competing Approaches to Global Governance		
	1/2a/3a	Method Course RES5028	Qualitative Content Analysis	5	grade
	2b/3b	Method Course RES5029	Multilevel and Longitudinal Modelling		
5-6	all	Skills RES5522	Extended Thesis Proposal	14	grade

Year 2

Option Internship

Period	Code	Title	ECTS	Assessment
1-4	Internship RES6990	Research Internship (individual research project)	24	E-P-F
5	Skill RES6504	Academic Publishing and Grant Acquisition	2	E-P-F
4-6	Thesis RES6800	MSc Thesis	34	grade

Option Study Abroad

Period	Code	Title	ECTS	Assessment
1-3	Abroad RES6910	Study abroad (individual study track at selected partner institution)	24	P-F
5	Skill RES6504	Academic Publishing and Grant Acquisition	2	E-P-F
4-6	Thesis RES6800	MSc Thesis	34	grade

Option Double Degree programme

Period	Code	Title	ECTS	Assessment
1-6	Abroad RES6920	Study at Double Degree Partner University	26	P-F
4-6	Thesis RES6800	MSc Thesis	34	Grade

Contact hours

Course year	1	2
Contact hours	13.3 (excl. exam hours)	1.6 (excl. exam hours)

Article 3.2   Final qualifications of the programme

The final qualifications of the Master's programmes are set forth in appendix 2 (A to I).

Article 3.3   Form of the programme

All Master's programmes are full-time programmes that begin once a year in September.

Article 3.4   Language of instruction

The choice of the language of instruction is made for each individual programme. In Appendix 3, the reasons for this choice are explicated.

3.4.1   Language of instruction Dutch programme (article 1.1 sub G)

The Dutch-language programme Kunst- & cultuurwetenschappen, specialisation'Kunst en Erfgoed: Beleid, Management en Educatie', is generally delivered in Dutch. The following applies:
1.   The language of instruction and exams is Dutch. If there are fewer than 15 students in the modules of the specialisation KE, they can be mixed with the students from the corresponding English specialisation AHE, and the education will be offered entirely in English.
2.   In the case the education and exams are offered in English, the student in the Dutch language programme must answer the exam questions (and write the papers and thesis) in Dutch.

3.4.2   Language of instruction English programmes (article 1.1 sub A, B, C, D, E, F, H and I)

The English-language programmes are delivered in English. The language of instruction and exams is English. The student must answer the exam questions (and write the papers and thesis) in English.

Article 3.5   Communication and announcement of decisions

1.   Both for communication related to the education and exams, as well as to announce decisions, the Faculty Board, the Board of Examiners and the examiners may at their discretion use either FASoS Student Intranet, the Student Portal, digital learning environment, a letter, or e-mail via a student's UM account.
2.   Students are expected to regularly check these information channels. Information disseminated via these channels will be assumed to be known.

Article 3.6   Study load

1.   Each course year has a study load of 60 credits. The education includes 40 weeks per year. On average the programme involves 40 hours of study perweek.
2.   The one-year Master's programmes mentioned in Article 1.1 A, B, C, D, E, F and G, are Master of Arts programmes and have a study load of 60 credits.
3.   The two-year Research Master's programmes mentioned in Article 1.1 H and I, are Master of Science programmes and have a study load of 120 credits.

Article 3.7   Components elsewhere (electives outside the faculty)
(further details in Rules & Regulations: Implementation regulations for non-FASoS electives)

1.   In principle, the Board of Examiners does not allow programme components other than those listed in Article 3.1. However, in exceptional cases such as in the framework of a flexible Master's programme (article 3.8), the student may – subject to prior approval by the Board of Examiners of the student's own Master's programme and of (the Board of Examiners of) the host institution – choose to take components given by another UM faculties, a different Dutch university or a foreign university.
2.   The results of approved components completed at foreign universities as mentioned in paragraph 1 must be provided to the Board of Examiners through clear and original written notices by the university concerned. The faculty registers the approved and passed credits, indicating the university where they were obtained; course names and results for individual

courses are not registered.

Article 3.8   Flexible Master's programme

1.   A student registered for the Master's programmes may, under certain conditions, formulate an educational programme that deviates from the educational programme stated in Article 3.1 (from A to I inclusive). The composition of such a flexible Master's programme must be approved beforehand by the Board of Examiners.
2.   The flexible Master's programme must have a study load of 60 credits for the one-year Masterof Arts programmes and of 120 credits for the two-year Research Master programmes.
3.   The Board of Examiners will decide in close consultation with the programme director whetherto grant permission for the student's proposal. The Board of Examiners will normally decide within four weeks after receiving the proposal. The timespan for approval depends on staff availability.
4.   In granting the permission, the Board of Examiners will indicate which programme offered by the faculty will include the programme formulated by the student for purposes of the Education and Examination Regulations.

Article 3.9   UM honours programme: PREMIUM

PREMIUM is a selective UM honours programme for high-performing, motivated Master's students. PREMIUM is not part of the Master's programme; it is an extra-curricular programme.

The programme offers students the opportunity to work together with a UM partner (e.g. a large company, NGO or educational institution). It offers students the possibility to test their knowledge and skills in a real-life working environment; students work on a team assignment in an interdisciplinary team. PREMIUM is designed to take approximately 250 hours.

Information on PREMIUM is published on the Maastricht University website (EDLAB).

Article 3.10   Examination of the programme

1.   The student follows the programme as referred to in article 3.1 of the academic year in which the student starts the programme.
2.   If the programme of the two-year Master's programmes changes in a later academic year, the student follows the programme of course year 2 according to the academic year in which the student started course year 2.
3.   Special transition rules for the student with a study delay, who are confronted with changes in the programme, are listed in Appendix 1.

A   Arts and Culture

Specialisation 'Arts and Heritage: Policy, Management and Education' – AHE

The programme's examination consists of:
1.   passing the exams of the two compulsory and one elective courses of semester 1 (total of 27 credits);
2.   passing the exams of the three skills trainings of semester 1 (1 credit each);
3.   passing the exams of semester 2:
    a.   the elective course or the internship of period 4 (11 credits); and
    b.   the Thesis Proposal (1 credit); and
    c.   the Thesis (18 credits).

Specialisation 'Contemporary Literature and Arts: Cultural Interventions and Social Justice' – CLA

The programme's examination consists of:
1.   passing the exams of the two compulsory and one elective courses of semester 1 (total of 27 credits);
2.   passing the exams of the three skills trainings of semester 1 (1 credit each);
3.   passing the exams of semester 2:
    a.   the elective course or the internship of period 4 (11 credits); and
    b.   the Thesis Proposal (1 credit); and

c. the Thesis (18 credits).

Specialisation 'Modern Political Culture: Ideas and Discourses in Context' – MPC

The programme's examination consists of:
1. passing the exams of the two compulsory and one elective courses of semester 1 (total of 27 credits);
2. passing the exams of the three skills trainings of semester 1 (1 credit each);
3. passing the exams of semester 2:
   a. the elective course or the internship of period 4 (11 credits); and
   b. the Thesis (18 credits).

B   European Public Affairs – EPA

The programme's examination consists of:
1. passing the exams of the two courses of semester 1 (total of 24 credits);
2. passing the exam of the skills training (3 credits);
3. passing the exams of semester 2:
   a. For the thesis Track: passing the exams of two courses (18 credits), and the Thesis (15 credits);
   b. For the Internship Track: passing the exams of one course (12 credits), the Internship Work and Report (12 credits) and the Research Report (9 credits).

C   European Studies – ES

The programme's examination consists of:
1. passing the two compulsory courses of semester 1 (18 credits);
2. passing the two elective courses of semester 2 (13 credits);
3. passing the five skills trainings of semester 1 and 2 (14 credits);
4. passing the Thesis (15 credits).

D   European Studies on Society, Science and Technology – ESST

The programme's examination consists of:
1. passing the exams of the five courses of semester 1 (total of 30 credits);
2. passing the exams of semester 2: the specialisation course(s) and the Thesis (total of 30 credits).

E   Globalisation and Development Studies – GDS

The programme's examination consists of:
1. passing the exams of semester 1 (total of 30 credits):
   a. the three compulsory and one elective courses (24 credits);
   b. the research course exam of period 3 (6 credits);
2. passing the exams of semester 2 (total of 30 credits):
   a. for option Internship: one of the elective courses of period 4 (6 credits), the course Thesis and Writing and Presenting (1 credit), an academic internship (resulting in an Internship Evaluation Report (2 credits) and an Internship Thesis (21 credits)).
   b. for option Desk Study: two of the elective courses of period 4 (12 credits), the course Thesis and Writing and Presenting (1 credits), and the Desk Study Thesis (17 credits);
   c. for option Fieldwork: the course Thesis and Writing and Presenting (1 credits), and the Fieldwork Thesis (29 credits).

F   Media Studies, specialisation 'Digital Cultures' – DC

The programme's examination consists of:
1. passing the exams of the five courses of semester 1 (total of 30 credits);
2. passing the exams of semester 2 (total of 30 credits):
   a. for option Thesis: the course of period 4 (8 credits) and the Thesis (22 credits);
   b. for option Internship: the course of period 4 (8 credits) and the academic internship, consisting of Internship (8 credits), Internship Report (2 credits) and Internship Thesis (12 credits).

G Kunst- & cultuurwetenschappen, specialisatie 'Kunst en Erfgoed: Beleid, Management en Educatie' – KE

Het afsluitend examen van de opleiding bestaat uit:
1. het behalen van de tentamens van de twee verplichte blokken en het keuzeblok van semester 1 (in totaal 27 credits);
2. het behalen van het tentamen van de drie skills trainingen van semester 1 (3 credits);
3. het behalen van de tentamens van semester 2:
   a. het keuzeblok of de stage van periode 4 (11 credits);
   b. het Scriptievoorstel van periode 4 (1 credits); en
   c. de Thesis (18 credits).

H Arts and Culture (research), specialisation 'Cultures of Arts, Sciences and Technology' – RM CAST

The programme's examination consists of:
1. passing the exams of course year 1 (total of 60 credits):
   a. the four core modules in periods 1, 2, 3 and 4 (42 credits);
   b. reflection activities starting in periods 1 and 4 (6 credits) and the Joint Research Project in period 5 (12 credits);
2. passing the exams of course year 2 (total of 60 credits):
   a. the Research internship(s) of semester 1 (24 credits);
   b. the reflection activities starting in period 3 (6 credits);
   c. the Thesis in semester 2 (30 credits).

I European Studies (research) – RM ES

The programme's examination of the programme consists of:
1. passing the exams of course year 1 (total of 60 credits):
   a. the two courses of period 1 (11 credits);
   b. the two courses of the specialisation of period 2 (13 credits);
   c. the course of the specialisation of period 3 (3 credits);
   d. the two course exams of the specialisation courses of period 4 (13 credits);
   e. the three skills courses running in periods 1, 3 and 5-6 (20 credits)
2. passing the exams of course year 2 (total of 60 credits):
   a. option 1 Internship: the individual research internship (24 credits), the skills training (2 credits) and the Thesis (34 credits);
   b. option 2 Study Abroad: the individual study track at a selected partner institution (24 credits), the skills training (2 credits) and the Thesis (34 credits);
   c. option Double Degree: the selected modules of the Master's programme in Political Science at the University of Cologne, Faculty of Management, Economics and Social Sciences (26 credits); and the Thesis (34 credits).

SECTION 4   EDUCATION

Article 4.1   Courses, composition and actual design

1. For the programme components, modules are given with the study load stated in article 3.1.
2. The education is given in forms such as classes, study groups, practical training, lectures and individual supervision.
3. The programme includes courses and practical training (skills and research trainings) in accordance with the given specifications regarding the nature and scope of the student's activities.
4. Article 3.1 (A to I) gives an indication of the number of face-to-face hours per week, but this can differ by period. In semester 2 of many of the one-year programmes or in year 2 of the two-year programmes, giving an indication of the contact hours per week is difficult due to the individual study programme students follow in that semester/year.
5. The Student Portal and the electronic learning environment show the details of the assessment for the courses the student is registered for.
6. The timetable shows the details (time and location) of the education and collective (MECC) exams the student is registered for. Some educational components may not be visible in the timetable for technical reasons.

Article 4.2   Prior knowledge and entrance requirements

Students are allowed to follow the education of the programme they are admitted to. Sequence rules may apply for the exams of the programme (article 5.3).

Article 4.3   Course registration

*   The student may participate in the programme modules.
*   The faculty will register and schedule the Master's student for the programme modules (including the first exam sitting, and if needed the resit exam of the modules).
*   In the case of elective modules or specialisations, the programme director will provide the information on the modules or specialisation for the individual students, so they are registered and scheduled for these.

Article 4.4   Attendance and active participation

1. Students are expected to attend 100% of, and actively participate in, all meetings organised in a module.
2. Some meetings (e.g. presentations) may be marked as compulsory; more information will be provided via Canvas for the modules to which this applies.
3. The assessment of participation is explained in the Rules and Regulations.

SECTION 5   ASSESSMENT

Article 5.1   General

1. During the module, the extent to which students have successfully achieved the stated learning objectives, will be formally assessed.
2. The course book in Canvas describes the requirements a student must meet to pass the module and the criteria on which the student is assessed.

Article 5.2   Assessment

1. The exam is evaluated by means of a grade or by an excellent/pass/fail or a pass/fail mark.
2. Numeric grades are awarded with full and half marks, on a scale of 1 to 10. An explanation of the Dutch grading scale is set forth in the Rules and Regulations.
3. The student passes the module if their final mark is 6.0 or higher or at least a pass.

5.2.1 Calculation of the final mark and No Grade

1. If a module exam consists of several assessments, the final mark will be the average of the marks of the separate assessments. This can be a weighted or unweighted average.
2. If the calculation of the final grade leads to a grade that is not a whole (x.0) or half mark (x.5) as defined in paragraph 2 of article 5.2, the final grade is calculated by rounding up or down arithmetically:
       a. marks from x.25 to x.74 are rounded to the half mark x.5;
       b. marks from x.75 to (x+1).24 are rounded to the whole mark (x+1).0.
3. In case the student was registered for a module exam but did not take all required parts of the exam, a 'No Grade' will be registered for the module.
4. If the calculation of the exam grade is the (weighted) average of partial exam results, this calculation could lead to a pass or passing grade even though not all requirements for passing the module (as set forth in article 5.1 paragraph 2) are met. In this case a 'No Grade' will be registered for the module.
5. If different or additional regulations apply, the course book will specify this regulation.

Article 5.3   Sequence of exams

No sequence rules for the order of exams apply to the exams of the following programmes:

A. Arts and Culture, all specialisations
E. Globalisation and Development Studies – GDS
G. Kunst- & cultuurwetenschappen, specialisatie 'Kunst en Erfgoed: Beleid, Management en Educatie' – KE

Sequence rules for the order of exams apply to the exams of the following programmes:

B. For European Public Affairs – EPA:
Thesis Track:
If the student hasn't passed the extended thesis proposal (MARSAM EPA4510) in first sit and resit, they may start/continue the thesis (EPA4891 'Researching and Writing the MA EPA thesis') in the same academic year. If they manage to pass the thesis in that academic year, then they automatically pass EPA4510 MARSAM. Students who passed EPA4510 MARSAM but failed the thesis EPA4891, will need to re-register in the following year according to the MA final work procedure and EPA4891 'Research and Writing the MA EPA thesis'.
Internship Track:
If the student hasn't passed the extended thesis proposal (MARSAM EPA4510) in first sit and resit, they may start/continue the Research Report (EPA4014 'Researching and Writing the MA EPA Research Report'). If they manage to pass the Research Report in that academic year, then they automatically pass EPA4510 MARSAM. Students who passed EPA4510 MARSAM but failed the Research Report EPA4014, will need to re-register in the following year according to the MA final work procedure and to retake EPA4014 'Researching and Writing the MA EPA Research Report'.

C. For European Studies – ES:
If the student fails the resit of the extended thesis proposal (MARSAM EUS4500), they may no longer continue with thesis supervision in April-June or submit a thesis in the same academic year.

The student will need to re-register in the following year according to the MA final work procedure to submit an extended thesis proposal for EUS4500 and thereafter, on passing, to continue with the 'Research and Writing of the MA ES Thesis (EUS4801) with supervision (EUS4801).

D. For European Studies on Society, Science and Technology – ESST: The student may not take the exams of the second semester until the student has gathered 24ECTS of the first semester..

F. For Media Studies, specialisation 'Digital Cultures':
The student may not take the exams of the final work (Thesis or academic internship (Internship, Internship Report and Internship Thesis) until all exams of the first semester are passed. If only one exam has not been passed, the student may ask the programme director to make an exception and allow the student to take in the exams of the final work in the second semester.
If the student fails more exams and has already started the internship, or the request for an exception is denied, the internship has to be redone the next academic year as the internship has to be used for data collection and/or as case study for the Internship Thesis.

H. For Arts and Culture (research), specialisation 'Cultures of Arts, Science and Technology' – CAST:
The student may not take the exams of the second year until the student has passed the following exams of the first year: RCA5000 'Entering the Field' and RCA5001 'The Rules of the Game'. Additionally, students must pass at least one of the modules RCA5007 'Intervening in Innovation', RCA 5008 'Researching the Cultures of Arts, Science and Technology', and RCA5960 'Joint Research Project'.

I. For European Studies (research):
The student may not take the exams of the second year until the student has passed the first-year exams.

Article 5.4   Scheduling and frequency of exams

1.   The student can take exams twice per academic year on dates and times to be determined by the Faculty Board: once during or directly after the course period (first exam sitting) and once during the course of the academic year (resit option).
2.   A student can only retake an exam insofar as is needed to pass the examination (article 6.1), with the understanding that a module that is passed (marked 6 or higher, or assessed with at least a pass) cannot be retaken.
3.   Exam dates are published in the Exam Schedules on FASoS Student Intranet. In case of collective (MECC/Testvision) exams, further details - time and location - will be listed in the Time Table. Further details of partial exams are listed on the Canvas course page.
4.   In exceptional cases, the Board of Examiners can decide that an exam may be taken at a different date and time than determined in accordance with the first paragraph.
5.   Modification of exam dates does not take place in the last eight weeks prior to the initial exam date. In case of modifications in collective (MECC) exams, the Time Table will show the updated exam details.

Article 5.5   Registration for exams: first sitting and resit

1.   The faculty registers the Master's student for the modules; this registration includes registration for the first sitting of the module exam.
2.   A student who is entitled to take a module's exam, but who did not pass the exam in the first sit will be registered for the resit exam by the faculty.

Article 5.6   Exam format

1.   In principle, module exams are written.
2.   Written exams include exams at an allocated exam location, take-home exams and exams in the form of papers/essays, exams taken on a computer and a portfolio. The following applies:
     a.   For written exams at an allocated exam location, the Rules of Procedure for Examinations apply. They have been adopted to provide students with equal opportunities and proper conditions for taking exams.
     b.   All written assignments, take home exams and papers, including the programme's final

work, must be submitted electronically before the set deadline. Assignments and papers that are submitted too late will not be accepted.

    c. The guidelines for written assignments and papers that are included in the course book are part of these regulations.

    d. If an assignment is written by multiple students, each student can be evaluated individually based on their explicit individual contribution.

    e. The final work of the programme (see Article 3.1 for the programme details) will be evaluated by, at least, two graders (the supervisor and a second grader). The requirements for the final work of the Master's programme are set forth in the respective Canvas course.

3. Oral exams are taken only by one person at a time, unless the Board of Examiners decides otherwise. The following applies:

    a. An examiner shall give an oral exam in the presence of a teaching staff member (second grader), unless the Board of Examiners has decided otherwise.

    b. Oral exams shall take place in public, unless the Board of Examiners decides otherwise in a special case or unless the student objects to this.

4. An examiner can decide that attendance will be part of the assessment of participation as stated in article 4.4.

5. If the number of students is small, the examiner can decide that an exam will have a different form than indicated in the course book. The examiner will announce any such decision no later than two weeks before the scheduled exam date.

6. If different or additional regulations apply, the course book will specify this regulation.

7. Upon request, students with a disability and/or chronic illness are offered the opportunity to take exams and assessments or teaching and learning activities in a manner adapted as optimal as possible to their disability and/or chronic illness. These adjustments shall be reasonably tailored to the student's disability and/or chronic illness but may not alter the quality or difficulty of an educational component or assessment programme. All intended learning outcomes must be covered by the adapted (assessment) provision. Based on the advice of Disability Support (DS) and, if applicable, any additional information, the Board of Examiners decides on adaptations in assessment. Based on the advice of DS and the subsequent binding advice of the programme director/ the head of the Education Office, the Board of Examiners decides on adjustments in education. If the Board of Examiners deviates from the advice of DS, this deviation is motivated.

Article 5.7   Determination and announcement of exam result

1. The Board of Examiners determines the standards for assessing each exam format. The standards are included in the Rules and Regulations.

2. The examiner will determine the result of a module exam and provide the Exam Administration with the necessary information to apprise the student of the result within 13 working days of the date on which it was taken, not counting that day.

3. The Exam Administration will publish the results of the module exam on the Student Portal within 15 working days of the date on which it was taken, not counting that day.

4. The examiner will determine the result of the final work and provide the Exam Administration with the necessary information to apprise the student of the result within 16 working days of the submission deadline, not counting that day.

5. The Exam Administration will publish the result of the final work on the Student Portal within 18 working days of the submission deadline, not counting that day.

6. The examiner will determine the result of an oral exam and inform the student and the Exam Administration five working days. The Exam Administration will publish the result of the oral exam on the Student Portal within two working days after receipt of the result.

Article 5.8   Right of inspection

1. Within 10 working days of the date on which the result of a written exam (including a computer-based exam) is announced, not counting that day, the student may, upon request, inspect their evaluated work.

2. The examiner is responsible for the inspection. The manner in which the examiner organises this inspection is indicated in the course pages on Canvas.

3. A student may ask the examiner to explain the result. Such a request will not suspend the period for lodging an appeal, referred to in article 8.5.

4. Within the period referred to in paragraph 1, any interested party may, upon request, inspect the questions and assignments for the written exam and, if possible, the standards

on which its assessment was based.

Article 5.9   Period of validity

1. Exams which have been passed are valid for an unlimited period.
2. Contrary to the above, the Board of Examiners may require the student to pass an additional or replacement exam in place of an exam which was passed more than three years ago (in case of a one-year Master's programme), or more than four years ago (in case of a two-year Master's programme), if the student's knowledge or insight that was examined is demonstrably outdated or the skills that were examined are demonstrably outdated.
3. Partial results or sub-tests and assignments that were passed within a module that was not completed successfully (e.g. assignments, presentations, papers, exams) remain valid for one academic year after the year in which they were passed, unless stated otherwise in the course book.

Article 5.10   Retention period for exams

1. The exercises, answers and the evaluated work of the written exams will be retained in paper or digital form for two years after the exam result is determined.
2. The final work and its assessment form(s) will be kept for at least seven years after the evaluation.

Article 5.11   Exemption

1. The Board of Examiners may, at a student's request and having heard the relevant examiner, grant the student an exemption from taking an exam if the student demonstrates in writing to their satisfaction that the student has previously:
   a. either passed an exam at a university or university of applied sciences that was similar in terms of content and level, or
   b. gained sufficient knowledge and skills relevant to the exam concerned, either through work or professional experience.
2. An exemption may only pertain to an entire module and not to a component thereof.
3. At most, 20 credits for the one-year programmes and at most 40 credits for the two-year programmes may be earned based on the exemptions granted.
4. The final work for the Master's programme is excluded from this exemption option.
5. The Board of Examiners will not grant an exemption based on any exam a student passed outside the programme during any period in which the student was barred by the Board of Examiners from taking exams for the programme because of fraud and/or plagiarism.
6. The same period of validity applies to exemptions as to exam results.

Article 5.12   Fraud

1. 'Fraud', including plagiarism, means actions or omissions by a student that make it impossible in whole or in part to properly evaluate the student's knowledge, understanding and skills.
2. 'Plagiarism' means the presentation of ideas or words from one's own or someone else's sources without proper acknowledgment of the sources.
3. If the Board of Examiners determines that a student has engaged in fraud with respect to an exam or exam component, the Board can take appropriate measures.
4. In serious cases of fraud, the Board of Examiners can propose to UM's Executive Board that the student(s) concerned be permanently deregistered from the programme and/or to revoke a FASoS Bachelor's or Master's degree that was already granted, and/or to exclude the student from further admission to one of the FASoS Bachelor's or Master's programmes.
5. Further provisions about what constitutes fraud and which disciplinary measures the Board of Examiners can impose are set forth in the FASoS Rules and Regulations.

Article 5.13   Invalid exam

If an exam involves irregularities that make it impossible to accurately assess the candidate's knowledge, insight and skills, the board of examiners can declare the exam invalid for both the examinee and a group of examinees.

Article 5.14   Unsuitability (*Iudicium Abeundi*)

1. In exceptional cases and after careful consideration of the interests involved, the Board of Examiners or the Faculty Board may ask the Executive Board to terminate or, as the case may be, refuse the enrolment of a student in a programme, if that student, through his behavior or opinions ventured, has demonstrated his unsuitability for the practice of one or more professions for which he is trained by the programme he follows, or, as the case may be,for the practical preparation for the practice of the profession. The Faculty Board, the Board of Examiners and the Executive Board will reach a decision in accordance with the Iudicium Abeundi Protocol adopted by the Dutch Federation ofUniversity Medical Centres on 1 November 2010.
2. The relevant clauses of Maastricht University's Enrolment Provisions apply.

SECTION 6   FINAL EXAMINATION

Article 6.1   Final examination

1. The Board of Examiners determines the result and date of the examination and issues the certificate referred to in Article 6.3 as soon as a student has satisfied the requirements for the examination programme.
2. Prior to determining the result of the examination, the Board of Examiners may conduct their own investigation of the student's knowledge regarding one or more components or aspects of the programme.
3. To pass the examination, a student must have passed all components.
4. To pass the examination and receive the certificate, a student must also have been registered for the programme during the period in which the exams were taken.
5. A certificate may only be issued after it has been shown that a student has satisfied all the obligations, including paying the tuition fees.
6. The last day of the month in which a student satisfied all the examination obligations will be considered the examination date (graduation date).
7. A student who is close to passing the examination may, stating reasons, ask the Board of Examiners not to determine the result of the examination yet. This request must be submitted at least one month before the final assignment is turned in or the final exam is taken. The Board of Examiners will always grant the request if:
    - the student is selected by the faculty for a double degree, an extra-curricular internship (refer to the concerning procedure as published on FASoS Study Information) or an extra-curricular exchange, or
    - the student holds or will hold a board position for which at least nine months of financial support is awarded from the profiling fund or holds or will hold an 'INKOM' board position.

Article 6.2   Degree

1. The student who has passed the examination of a one-year Master's programme will be awarded the degree 'Master of Arts'. This concerns the programmes listed as A-G in article 1.1.
2. The student who has passed the examination of a two-year Master's programme will be awarded the degree 'Master of Science'. This concerns the programmes listed as H and I in article 1.1.

Article 6.3   Certificate and statements

1. As proof that the examination was passed, the Board of Examiners will issue a certificate after it has been stated by or on behalf of UM's Executive Board that the procedural requirements for presenting the certificate have been met. The certificate is based on the model adopted by UM's Executive Board. One certificate will be issued per programme, even if the student completes several programmes.
2. The certificate that the examination has been passed also indicates:
    a. the name of the institution;
    b. the name of the programme;
    c. the examination components;
    d. the degree awarded;
    e. the date on which the programme was most recently accredited or was subjected to the new programme test.
3. Students who are entitled to be issued a certificate may, stating reasons, ask the Board of Examiners not to do this yet (pursuant to Article 6.1, paragraph 7).
4. The certificate is signed by Dean and by the chair of the Board of Examiners.
5. The certificate is awarded in public, unless the Board of Examiners decides otherwise in exceptional cases.
6. The certificate includes a list of the examination components, the 'List of Exam Subjects'.
7. The Board of Examiners includes a 'Diploma Supplement' as referred to in Article 7.11(4) of the Act with the certificate. This diploma supplement is based on the model adopted by UM's Executive Board, which is in compliance with the agreed European standard format.
8. The Board of Examiners may award the 'Cum Laude'. The criteria for graduating with the designation Cum Laude are listed in the Rules and Regulations.
9. Students who have passed more than one exam and who cannot be issued a certificate will,

upon request, receive a statement issued by the Board of Examiners that at least indicates the exams that they passed.

Article 6.4   Grade point average (GPA)

A student can ask the Office of Student Affairs to provide a transcript that includes the GPA earned in the programme; this GPA provides a reflection of the student's academic performance. The GPA is not listed on the certificate, the attached diploma supplement or the List of Exam Subjects. The criteria for the calculation of the GPA are listed in the Rules and Regulations.

Article 6.5   Certificate UM honours programme

As proof that a student has successfully completed the UM honours programme PREMIUM referred to in Article 3.9, the UM Executive Board issues a certificate in addition to the one referred to in Article 6.3.

SECTION 7   STUDY GUIDANCE

Article 7.1   Study progress administration

The faculty will record the students' individual study results and make them available through the Student Portal. A student can ask the Office of Student Affairs for a certified printed copy of results.

Article 7.2   Study guidance

Study guidance is offered in various ways, by the faculty (e.g. student advisers) and by the university (e.g. student deans, psychologists). The faculty guidance is set forth in this article.

1.   The faculty will provide an introduction and study guidance for the student registered for the programme, which also includes orientating them about possible study paths within and outside the study programme.
2.   The study guidance includes:
    a.   an introduction preceding semester 1 of the first academic year;
    b.   group and individual advice on possible study paths in and outside the programme, partly with a view to informing the student about the professional options after completing the programme and opportunities for immediately entering the labour market after obtaining the Master's degree;
    c.   group and individual advice on study skills, study planning and choices for continuing study paths;
    d.   offering referrals and help if a student experiences problems during the studies.

SECTION 8   TRANSITIONAL AND FINAL PROVISIONS

Article 8.1   Amendments

1.   Amendments to these regulations may be adopted in a separate decision by the Faculty Board, after advice and/or consent from the educational programme committee and the Faculty Council.
2.   An amendment to these regulations will not pertain to the current academic year, unless the interests of the students will not be reasonably harmed as a result.
3.   In addition, amendments may not affect, to a student's detriment, a decision regarding a student which has been taken by the Board of Examiners pursuant to these regulations.

Article 8.2   Notice

1.   The Faculty Board ensures that proper notice will be given of these regulations, to the FASoS Rules and Regulations adopted by the Board of Examiners and any changes to these regulations by, for example, placing such notice on FASoS Student Intranet.
2.   Any interested party may obtain a copy of the documents referred to in paragraph 1 from the Faculty Office.

Article 8.3   Evaluation

The Faculty Board will ensure that the education and student workload of the programmes are regularly evaluated on course and programme level. Evaluation of education will be performed in qualitative and/or quantitative ways, in order to fulfill both a signaling function and to gain deeper insight in all aspects of educational quality. The manner and frequency in which the data is collected and evaluated depends on the design and type of teaching activities, as well as the number of students, in order to maintain the quality and reliability of the evaluation.

Article 8.4   Unforeseen cases/Hardship clause

1.   In cases not covered or not clearly covered by these regulations, decisions are taken by or on behalf of the Faculty Board, after it has consulted with the Board of Examiners.
2.   In individual cases in which application of the Education and Examination Regulations would lead to manifestly unreasonable results, the Board of Examiners can deviate from the stated regulations in the student's favour.

Article 8.5   Right of appeal

1.   Within six weeks after a decision by the examiner and the Board of Examiners is announced, the party concerned may appeal this decision to UM's Complaints Service Point.
2.   The appeal must be signed, must include a date and the name and address of the party lodging the appeal, must indicate the grounds for the appeal and, if possible, must include a copy of the decision being appealed.
3.   In the FASoS Rules and Regulations the procedures for inspection, explanation and appeal of exams are explained. An elaborate explanation of these procedures can also be found on FASoS Student Intranet.

Article 8.6   Effective date

This set of regulations will come into force on 1 September 2025 and will apply to academic year 2025/2026.

Adopted by the Faculty Board on 26 March 2025.

APPENDIX 1 Transition rules for students with study delay

The transition rules for students who started the Master's programmes in or before the 2024/2025 academic year will be updated before 1 September 2025.

APPENDIX 2 Final Qualifications Master's programmes

A   Arts and Culture

The Degree of Master of Arts (MA) in Arts and Culture is awarded to students who:

For the specialisations jointly:

A. Knowledge and insight (Dublin Descriptor I)
A1. demonstrate knowledge and understanding of modern and contemporary culture(s) within their specific social and historical contexts;
A2. produce final works that are both scientifically relevant and contribute to wider public and intellectual debate;
A3. demonstrate insight into interdisciplinary theoretical and methodological approaches that are used to study modern and contemporary culture(s).

B. Applying knowledge and insight (Dublin Descriptor II)
B1. apply appropriate theories, methods and conceptual tools to analyse modern and contemporary culture(s), on both local, national and global levels and their interconnections;
B2. apply their knowledge and understanding of the topics offered in the respective specialisations (arts and heritage/kunst en erfgoed; contemporary literature and arts; modern political culture) in both academic and professional contexts;
B3. select and use appropriate theories, interpretative models and conceptual tools in order to provide deeper insight into complex modern and contemporary cultural issues and developments;
B4. design a relevant research question and conduct research, both independently as well as in teams;
B5. link theory to practice by placing complex modern and contemporary cultural issues and developments in a wider theoretical and intellectual perspective;
B6. handle the complexity and specificities of modern and contemporary cultural issues and developments resulting from differences in academic disciplines, as well as professional and national contexts.

C. Formation of a judgement (Dublin descriptor III)
C1. formulate critical judgements while taking academic, social and ethical responsibilities into account;
C2. consider their ethical position, and social and academic responsibilities in various professional and academic contexts;
C3. identify, understand and assess implicit political, ideological and ethical assumptions on topics related to their specialisation.

D. Communication (Dublin Descriptor IV)
D1. clearly communicate their conclusions, insights, motives and considerations orally and in writing to both specialist and non-specialist audiences;
D2. select and make use of the appropriate communication tools, including oral, visual, auditory (including digital) techniques.

E. Learning skills (Dublin Descriptor V)
E1. reflect on their own learning process and continuously develop themselves individually as well as with peers;
E2. provide informed feedback and respond to feedback in a meaningful and responsible way;
E3. actively and constructively work in international, multidisciplinary or interdisciplinary teams.

For the specialisation Arts and Heritage: Policy, Management and Education

A. Knowledge and insight (Dublin Descriptor I)
A1. demonstrate advanced knowledge and understanding of topical issues and current challenges in the fields of arts and heritage;
A2. identify and describe different definitions, values, and functions of arts and heritage, and understand how these are contingent on time, place and social groups;
A3. differentiate between the relevant actors and interests involved in arts and heritage practices;
A4. demonstrate insight into interdisciplinary methodological and analytical approaches from relevant fields and disciplines that are used in the field of arts and heritage;

A5. demonstrate advanced knowledge of theoretical frameworks from relevant fields and disciplines (e.g.(art) history, museum studies, memory studies, heritage studies, cultural economics, and sociology of the arts) that are used to explain topical issues and current challenges in arts and heritage practices.

B. Applying knowledge and insight (Dublin Descriptor II)

B1. find, select and apply relevant (digital) sources and distinguish between different types of sources;

B2. identify and analyse research problems and formulate research questions, both independently as well as in teams;

B3. select and use appropriate theories, interpretative models, conceptual tools, and research methods to analyse contemporary arts and heritage practice on both local, (eu)regional, national and global levels, as well as their interconnections;

B4. analyse academic and professional texts, build a theoretically informed argument in a logical and convincing manner and substantiate it with relevant empirical evidence or examples from the field of arts and heritage;

B5. contribute (via e.g. presentation, paper) to interdisciplinary research on topical developments in the field of arts and heritage;

B6. critically reflect on, position themselves in, and participate in current academic, professional and societal debates on topical issues and current challenges in the field of arts and heritage, with a focus on policy, management and education.

C. Formation of a judgement (Dublin descriptor III)

C1. produce an independent critical judgement in academic and societal debates on the issues and perspectives mentioned under Dublin Descriptor 1;

C2. consider their ethical position, and social and academic responsibilities in various professional and academic contexts;

C3. identify, understand and asses implicit and explicit political, ideological, moral assumptions and value judgements on arts and heritage;

C4. critically assess their own research while taking into account its academic and societal relevance.

D. Communication (Dublin Descriptor IV)

D1. express themselves orally and in writing at an advanced academic level;

D2. communicate their and/or others' findings, positions, insights, motives, considerations, and conclusions to specialist and non-specialist audiences;

D3. select and make use of appropriate means for communicating with diverse audiences in different environments (e.g. academic publications, reports, business plans, social media, oral presentations, newspapers, radio, podcasts).

E. Learning skills (Dublin Descriptor V)

E1. critically and effectively reflect on their own work and on that of others in academic and professional contexts and effectively process criticism and feedback that they receive from others about their work;

E2. practice learning that is collaborative, constructive, contextual, and self-directed;

E3. reflect on their learning process in order to develop skills needed for reflective practice and lifelong learning, such as a responsible and professional attitude, a critical and enquiring mind, and the capacity for self-reflection;

E4. actively and constructively work in international, multi-, trans, or interdisciplinary teams.

For the specialisation Contemporary Literature and Arts: Cultural Interventions and Social Justice

A. Knowledge and insight (Dublin Descriptor I)

A1. show advanced understanding of how contemporary literature and arts reflect on and/or represent issues of social justice;

A2. show advanced understanding of how literature and arts can actively intervene in the spheres of politics and society at large;

A3. identify relevant stakeholders and interests involved in issues of social justice;

A4. demonstrate advanced knowledge about the theoretical frameworks from relevant fields and disciplines (e.g. postcolonial studies, gender and sexuality studies, environmental and health humanities, critical age and disability studies, and science and technology studies) that explain

topical issues and current challenges in arts and literature in relation to issues of social justice;
A5. demonstrate insight into interdisciplinary methodological and analytical approaches from relevant fields and disciplines (e.g. literary and cultural studies, art history, musicology, history, philosophy, and from the humanities' various intersections with the social sciences).

B. Applying knowledge and insight (Dublin Descriptor II)
B1. find, select, and apply relevant and appropriate (digital) sources and distinguish between different types of sources;
B2. identify and analyse research problems and formulate research questions, individually and in groups;
B3. select appropriate theories, interpretive models, conceptual tools, and research methods and apply them to the analysis of contemporary literature and arts;
B4. contribute (via e.g. presentation, paper) to interdisciplinary research on topical developments with a focus on arts and literature;
B5. critically reflect on, position themselves in, and participate in current academic and societal debates on contemporary literature and art in relation to issues of social justice;
B6. apply acquired academic knowledge (specified under Dublin Descriptor 1) in a range of different environments (academic, activist, artistic, etc.) and in various professional contexts (e.g. NGOs, creative industries, policymaking, education, media, journalism).

C. Formation of a judgement (Dublin Descriptor III)
C1. develop critically informed arguments on the topics mentioned under Dublin Descriptor I;
C2. critically reflect on their own positionality vis-à-vis issues of social justice;
C3. critically assess their own research while taking into account its academic and societal relevance;
C4. identify, understand, and assess implicit and explicit political, ideological, moral assumptions and value judgements on literature and art in relation to issues of social justice.

D. Communication (Dublin Descriptor IV)
D1. express themselves orally and in writing at an advanced academic level;
D2. select and use appropriate means to communicate results (e.g. academic publications, reports, social media, oral presentations, newspapers, radio, podcasts, creative practices and cultural interventions);
D3. communicate their and/or others' findings, positions, motives, and conclusions to specialist and non-specialist audiences.

E. Learning skills (Dublin Descriptor V)
E1. critically and effectively reflect on their own work and on that of others in academic and professional contexts, and effectively process criticism and feedback that they receive from others about their work;
E2. practice learning that is collaborative, constructive, contextual, and self-directed;
E3. reflect on their learning process in order to develop the skills needed for lifelong learning, such as a responsible and professional attitude, a critical and enquiring mind, and the capacity for self-reflection;
E4. effectively communicate and collaborate in an international environment, which includes the ability to promote a culture of inclusion and respect that is welcoming to all people, regardless of their background and differences.

For the specialisation Modern Political Culture: Ideas and Discourses in Context

A. Knowledge and insight (Dublin Descriptor I)
A1. identify and describe topical developments in political culture from the late 18th century until today by analysing political ideas, discourses, and symbolic practices;
A2. demonstrate advanced knowledge of theoretical frameworks from relevant fields and disciplines (e.g. history, philosophy, literature and the arts) that are used for an exploration of the changing forms and expressions of political culture;
A3. demonstrate insight into interdisciplinary methodological approaches that are used in the field of political culture;
A4. situate topical developments in political culture within their relevant cultural and historical contexts and interpret them in a manner sensitive to different local, national, and global realities;
A5. differentiate between the relevant actors and interests in political culture.

B. Applying knowledge and insight (Dublin Descriptor II)
B1. find, select and apply relevant and appropriate (digital) sources and distinguish between different types of sources;
B2. critically reflect on, position themselves in, and participate in current academic and societal debates on political culture;
B3. analyse academic and professional texts, build a theoretically informed argument in a logical and convincing manner and substantiate it with relevant empirical evidence or examples from the field of political culture;
B4. identify and analyse research problems and formulate research questions, individually and in groups;
B5. develop appropriate research designs, interpretative models and conceptual tools to analyse modern political culture;
B6. contribute (via e.g. presentation, paper) to interdisciplinary research on topical socio-political developments with a focus on modern political culture;
B7. apply acquired academic knowledge (specified under Dublin descriptor 1) to non-academic professional contexts (e.g. NGOs, policymaking, education, media, journalism).

C. Formation of a judgement (Dublin descriptor III)
C1. produce an independent critical judgement in academic and societal debates on the issues and perspectives mentioned under Dublin Descriptor I;
C2. consider their ethical position, and social and academic responsibilities in various professional and academic contexts;
C3. identify, understand and asses implicit and explicit political, ideological, moral assumptions and value judgements on political culture;
C4. critically assess their own research while taking into account its academic and societal relevance.

D. Communication (Dublin Descriptor IV)
D1. express themselves orally and in writing at an advanced academic level;
D2. communicate their and/or others' findings, positions, motives, and conclusions to specialist and non-specialist audiences;
D3. select and make use of appropriate means for communicating with diverse audiences in different environments (e.g. academic publications, reports, social media, oral presentations, newspapers, radio).

E. Learning skills (Dublin Descriptor V)
E1. critically and effectively reflect on their own work and on that of others in academic and professional contexts and effectively process criticism and feedback that they receive from others about their work;
E2. develop the responsible and professional attitude needed for independent learning, researching, and writing;
E3. to practice learning that is collaborative, constructive, contextual, and self-directed.

B European Public Affairs

The Degree of Master of Arts (MA) of European Public Affairs, is awarded to students who are able to:

A. Knowledge and insight (Dublin Descriptor I)
Knowledge and understanding: Graduates should possess knowledge and understanding in their field of study, including both the foundational and specialized knowledge relevant to their discipline.
A1. Students will be able to define and explain relevant theoretical frameworks and concepts in European public affairs across the realms of the European Union's politics, policy, and polity.
A2. Students will be able to identify and describe the fundamental principles, functions, and organizational structure of the European Union institutions and some of its specialized bodies.
A3. Students will be able to describe and analyse the various stages in EU policymaking and EU policy processes taking into account the, dynamics of multi-level governance, the decision-making procedures, and the various mechanisms that facilitate coordination among EU institutions.
A4. Students will be able to explain the significance of state-society relations, encompassing the impact of civil society dynamics, social movements, various lobby groups, top-down stakeholder engagement in the EU.
A5. Students will be able to identify and describe the ethical guidelines and regulations that govern the conduct of public affairs within the EU, highlighting the importance of transparency, accountability, and responsible decision-making.

B. Applying knowledge and insight (Dublin Descriptor II)
Application of knowledge and understanding: Graduates should be able to apply their knowledge and understanding to solve problems, both familiar and unfamiliar, within their field of study.
B1. Students will be able to demonstrate a comprehensive understanding of one or more key policy areas within the EU while recognizing the economic dimensions of European public policies.
B2. Students will be able to analyse and explain the interplay and interdependence among EU institutions, as well as the pivotal role of interinstitutional dialogues in shaping and influencing EU policies.
B3. Students will demonstrate the ability to research a specific EU-related polity, policies and politics issues, by retrieving the appropriate primary and secondary sources, applying the relevant academic theories and methods, analysing the collected data, formulating feasible solutions and accurately reporting on the above process.
B4. Students will be able to effectively monitor and evaluate EU public policy by utilizing knowledge of the EU institutional framework, EU policy documents, key actors, processes, and information sources.

C. Formation of a judgement (Dublin descriptor III)
Judgment and decision-making: Graduates should be capable of exercising critical thinking, judgment, and decision-making skills, considering ethical and societal implications.
C1. Students will be able to develop and implement policy advocacy and effective lobbying strategies specific to the European Union, recognizing the diverse interests and perspectives that influence decision-making processes.
C2. Students will be able to use policy evaluation, impact assessment and policy performance methodologies to assess the effectiveness of EU policies and to identify areas for improvement.
C3. Students will be able to formulate specific courses of action and policy recommendations, while being aware of their impact.

D. Communication (Dublin Descriptor IV)
Communication: Graduates should be able to effectively communicate their ideas, knowledge, and findings to both specialist and non-specialist audiences, using appropriate methods and tools.
D1. Students will be able to synthesize and clearly and concisely present complex information and policy recommendations to diverse stakeholders, including policymakers, NGOs, and the general public while tailoring the message to the specific needs of their audience.
D2. Students acquire professional communication skills in European public affairs, including:
a) Policy writing skills: Students will be able to write speaking and briefing notes, position papers, policy briefs, and research reports that are clear, concise, and persuasive.
b) Persuasive communication skills: Students will be able to debate, negotiate, and persuade

others to adopt their point of view.
c) Teamwork skills: Students will be able to work effectively with others to plan and manage group projects.
d) Presentation and pitching skills: Students will be able to give clear and concise presentations that engage their audience.
e) Media and communication skills: Students will be able to effectively navigate the Brussels bubble media and public relations landscape and will be able to develop and implement effective (social) media campaigns.
D3. Students will be able to communicate, network, and cooperate in a multicultural environment taking into account diversity in European public affairs.

E. Learning skills (Dublin Descriptor V)
Learning skills: Graduates should have developed the necessary skills for lifelong learning, including the ability to engage in independent and self-directed learning, adapt to new situations, and continue professional development.
E1. Students will acquire self-leadership and ethical decision-making skills, as well as effective CV writing, cover letter writing, and job interview skills to assume professional roles in public affairs and public policy, aiming to make a positive impact on society.
E2. Students will acquire teamwork skills and project management skills by managing and planning (group) projects within a strict time frame.
E3. Students will be able to identify gaps in their current knowledge and organize their learning process according to the principles of problem-based learning (PBL), fostering close contact and cooperation among students, lecturers and tutors.
E4. Students will be able to apply critical thinking and problem-solving skills to analyze and address emerging challenges, crises, trends, and differences among member states in the field of EU public affairs and beyond.
E5. Students will demonstrate proficiency in digital skills, including the effective use of social media, blogs and digital data sources for both communicative and research purposes. They may choose to integrate AI tools to enhance the quality and impact of their work, ensuring authenticity and compliance with faculty policies and coursebook guidelines.

C   European Studies

The Degree of Master of Arts (MA) in European Studies is awarded to students who:

Have demonstrated knowledge and understanding of the field of European Studies that is founded upon and extends and enhances their BA level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.

A. Knowledge and insight (Dublin Descriptor I)
Demonstrate advanced knowledge and understanding of:
A1. the historical, political, societal, and international context of the process of European integration since 1945
A2. the multi-level system of actors, institutions, norms and practices that make up European governance and policymaking, and the relations between the EU, European states and other international bodies
A3. the establishment of the EU as an international actor as a result of its various external relations policies
A4. the changing global environment and its impact on relations between Europe and the rest of the world, including the challenges resulting from an increasingly complex and interconnected world
A5. a broad range of academic concepts and frameworks from contemporary European history, International Relations theory, foreign policy analysis, and international political economy and related academic disciplines aimed at understanding Europe's place in the wider world
A6. qualitative and quantitative research methods appropriate for answering advanced academic questions about Europe's place in the wider world
A7. how to design, plan and implement an independent research project in the field of European Studies

B.   Applying knowledge and insight (Dublin Descriptor II)
Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to European Studies. MA ES graduates have the ability to:
B1. apply knowledge and understanding of the process of European integration, within its historical, political, societal, and international contexts, to academic questions
B2. apply specialist knowledge and understanding of EU policies, the establishment of the EU as an international actor, and the changing global environment and the relations between Europe and the rest of the world to advanced academic questions and policy-relevant cases
B3. compare, select, and apply the appropriate academic concepts, frameworks and theories for answering advanced academic questions in the field of European Studies
B4. compare, select, and apply the appropriate qualitative or quantitative research methods for answering advanced academic questions in the field of European Studies
B5. critically appraise the quality of various source materials
B6. design, plan and implement an independent research project, which has the potential to make an original contribution to the state of the art research in the field of European Studies
B7. integrate and apply substantive knowledge, theories and methods in the field of European Studies to new research puzzles in order to facilitate substantive, theoretical or methodological innovation
B8. use ethical rules related to scholarly work, including styles of acknowledgement, use of other persons' sources, and referencing

C.   Formation of a judgement (Dublin descriptor III)
Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments. MA ES graduates have the ability to:
C1. appraise, contextualise and judge past and ongoing developments in the process of European integration, including its historical, political, societal, and international context
C2. evaluate, compare and develop scholarly arguments in the field of European Studies in view of forming a judgement on the state of the art of research in the field and its original contribution
C3. identify, retrieve, and evaluate sources and data to build evidence-based arguments to explain past and ongoing developments related to Europe's place in the world
C4. reach well-reasoned conclusions about Europe's place in the world through integrating and combining substantive knowledge, theories and methods from the diverse field of European Studies

C5. evaluate and reflect on the societal and ethical implications of conclusions, with awareness to the inter-cultural context, drawn on the basis of academic and policy research

D.   Communication (Dublin Descriptor IV)
Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist European and international audiences clearly and unambiguously. MA ES graduates have the ability to:
D1. participate in scholarly and policy debates on Europe's place in the world with an awareness to the sensitivities of inter-cultural communication
D2. present ideas and research findings in spoken English to specialist and non-specialist European and international audiences using an appropriate register, vocabulary and tone
D3. express ideas and research findings in written academic English through the medium of academic papers
D4. express ideas and research findings to European and international policy audiences and the general public in written English using different formats

E.   Learning skills (Dublin Descriptor V)
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. MA ES graduates have the ability to:
E1. critically reflect upon one's own work and performance in an international professional environment, display an openness to feedback, and adapt their work accordingly
E2. autonomously generate new ideas, identify new academic questions and policy problems, and stay up-to-date with the academic and policy literature in the field of European Studies
E3. autonomously make substantive choices when analysing academic questions and policy problems
E4. autonomously set and implement objectives, priorities and work plans
E5. function in a group setting and work in an international professional environment.

D   European Studies on Society, Science and Technology

The Degree of Master of Arts (MA) in European Studies on Society, Science and Technology, is awarded to students who are able to:

A. Knowledge and insight (Dublin Descriptor I)

A1. Explain the main concepts and theoretical models developed to analyse the implications of scientific and technological change (in sociological, anthropological, historical, economic and political/policy terms).
A2. Understand and explain the interrelations between science, technology and society, and the role of government, industry and other institutions in the production of scientific knowledge and technological expertise.
A3. Understand how institutional patterns and mechanisms structure the interaction and power relations involved in the construction of facts, artefacts and public policy.
A4. Understand and interpret past developments in science and technology from different historiographical angles and explain the social and cultural complexities of science and technology in the making.

B. Applying knowledge and insight (Dublin Descriptor II)

B1. Apply (social-) constructivist approaches (STS approaches) as an analytical lens in an academicpaper or public debate.
B2. Explain and analyse the contemporary challenges and dynamics of scientific and technological change on a macro-, meso- and micro-level.
B3. Deconstruct policy makers' discourses (verbal and written) on the governance of science and technology by applying concepts and analytical tools from STS, economics and political sciences.
B4. Apply STS insights to specific fields, in which science and technology are politically contested and/or mobilised for the purpose of governance.
B5. Make effective use of historical and qualitative research methods to study scientific and technological change and their societal implications.

C. Formation of a judgement (Dublin descriptor III)

C1. Formulate a clear, focused and relevant research question in the STS domain of study.
C2. Critically reflect on, analyse and articulate their own and others' positions in ethical debates about research integrity and (new and emerging) science and technology.
C3. Assess the social, economic and governance implications of scientific and technological change.
C4. Engage in an informed way in debates about the governance and democratization of science and technology in modern societies.

D. Communication (Dublin Descriptor IV)

D1. Act as constructive team members.
D2. Communicate their academic findings to professional, academic and lay audiences.
D3. Write a research proposal on an ESST-related topic.
D4. Communicate their research findings in a debate or academic paper.

E. Learning skills (Dublin Descriptor V)

E1. Find relevant literature in the library system, and apply the APA referencing system in a correctand consistent way.
E2. Gather fieldwork data by conducting an interview.
E3. Conduct a historical analysis and work with historical sources as their main or auxiliary research method.
E4. Develop an attitude toward economics as primarily a social – not a natural – science and incorporate social, political and historical influences in the analysis of policymaking.
E5. Develop research designs to study scientific and technological change in modern societies.

E.   Globalisation and Development Studies

Graduates of the Globalisation and Development Studies programme are able to:

A. Knowledge and insight (Dublin Descriptor I)
A1 identify and correctly employ main concepts of the field of Globalisation and Development Studies from various disciplinary viewpoints, including past and contemporary theories of Globalisation and Development;
A2 demonstrate an in-depth understanding of the theories and concepts pertaining to at least one of two important sub-fields of Globalisation and Development Studies: transnational migration or science and technology studies;
A3 distinguish the commonly used qualitative and quantitative social science methodologies in the field of Globalisation & Development Studies.

B. Applying knowledge and insight (Dublin Descriptor II)
B1 synthesise past and contemporary theories of Globalisation and Development and demonstrate an understanding of how these have contributed to major debates in this academic and professional field;
B2 relate multi- and inter-disciplinary Globalisation & Development concepts and theories to 'real life', problem-oriented situations;
B3 design and perform research in the field of Globalisation and Development using qualitative and/or quantitative methods.

C. Formation of a judgement (Dublin descriptor III)
C1 weigh arguments, formulate an opinion and position themselves in academic debates in the field of Globalisation and Development;
C2 evaluate how global activities and actors – like institutions, organizations, policies, projects, and people – participate in locally grounded development and connect places across the Global North and Global South;
C3 construct an original research problem with societal and theoretical relevance in the field of Globalisation and Development and justify their methodological choices to analyse it;
C4 reflect ethically on their positioning as an actor in Globalisation and Development, and develop a socially responsible attitude about generating and applying knowledge in the academic and professional field.

D. Communication (Dublin Descriptor IV)
D1 communicate research orally and in written form in proper academic English to academics and professionals within and outside the field of Globalisation and Development;
D2 display a professional working attitude by leading and constructively participating in diverse and multidisciplinary teams;
D3 use information and communication technologies (Internet, PowerPoint, social networking tools) to share knowledge globally.

E. Learning skills (Dublin Descriptor V)
E1 develop a comprehensive literature search and bibliographic analysis using classic library resources as well as internet sources;
E2 practice time management and work under pressure within a professional environment;
E3 critically reassess their own views in light of recent academic and professional developments in the field of Globalisation and Development.

F   Media Studies, specialisation 'Digital Cultures'

The Degree of Master of Arts (MA) in Media Studies: Digital Cultures is awarded to students who:

A. Knowledge and insight (Dublin Descriptor I)
Our students can demonstrate advance knowledge of:
A1. theories, concepts, and methods concerning digital cultures and their social, cultural, and political implications
A2. the interplay between media technologies, cultural meaning-making, and (moral) value creation, with an emphasis on social dynamics in digital cultures
A3. contemporary events, developments, and debates in digital cultures, in their respective historical context/s
A4. processes of (digital) media transformations with a focus on sociotechnical practices, both on an individual and societal level
A5. methods for digital cultures research, including awareness of their (inter-disciplinary) relevance for a research problem and their limitations, with a focus on approaches from the (digital) humanities and qualitative social sciences

B. Applying knowledge and insight (Dublin Descriptor II)
Students can apply knowledge and understanding by:
B1. analysing, discussing, and contributing to debates on emerging digital technologies from interdisciplinary perspectives
B2. selecting an appropriate research design and method(s) to address a research question, including collecting and analysing mostly qualitative and to some extent quantitative data
B3. cooperating in international, multidisciplinary teams and collectively applying relevant academic theories and research methods
B4. identifying and analysing the complex interplay between media technological developments, social dynamics and practices in digital cultures
B5. creatively engaging with digital media and technologically facilitated approaches in digital cultures research

C. Formation of a judgement (Dublin descriptor III)
Students can form a judgement in:
C1. identifying and analysing social and ethical consequences of developments in digital media technologies and digital cultures
C2. evaluating the implications of digital media for cultural developments and related sociotechnical practices
C3. assessing the relevance of (research) methods and tools, in relation to the problem to be investigated

D. Communication (Dublin Descriptor IV)
Students can communicate effectively by:
D1. building a coherent argumentation and engaging critically in debates
D2. attuning their written and oral presentations to diverse audiences
D3. using diverse (digital) formats for describing and presenting their arguments and research findings
D4. learning and collaborating in intercultural teams

E. Learning skills (Dublin Descriptor V)
Students can transfer and apply their knowledge in:
E1. addressing emerging issues relevant to digital media developments and cultures as well as related sociotechnical practices
E2. engaging in life-long learning independently by applying transferable skills such as critical analytical thinking, creativity, capacity for teamwork, and problem solving skills
E3. reflecting upon their own learning process and utilizing these reflections to further develop their (a) academic and (b) professional skills
E4. continuously updating their media technological skills and use a variety of digital tools as well as creative approaches

G   Kunst- & cultuurwetenschappen, specialisatie 'Kunst en Erfgoed: Beleid, Management en Educatie'

De graad Master of Arts (MA) in Kunst- & cultuurwetenschappen wordt toegekend aan studenten die kennis en inzicht hebben getoond van de Dublin Descriptors van de specialisaties gezamenlijk (als aangeduid in Appendix 2A).

Daarnaast zijn afgestudeerden in de specialisatie 'Kunst en Erfgoed: Beleid, Management en Educatie', in staat om:

A. Kennis en inzicht (Dublin Descriptor I)
A1. blijk te geven van gevorderde kennis van – en inzicht in – actuele kwesties en ontwikkelingen op het gebied van kunst en erfgoed;
A2. blijk te geven van inzicht in de Nederlandse en Belgische cultuurpolitieke context;
A3. verschillende definities, waarden en functies van kunst en erfgoed te identificeren en te beschrijven, en te begrijpen hoe deze afhankelijk zijn van tijd, plaats en sociale groepen;
A4. onderscheid te maken tussen de relevante actoren en verschillende belangen in kunst- en erfgoedpraktijken;
A5. blijk te geven van inzicht in interdisciplinaire methodologische en analytische benaderingen uit relevante vakgebieden en disciplines binnen het kunst- en erfgoedveld;
A6. blijk te geven van gevorderde kennis van theoretische kaders behorende bij relevante vakgebieden en disciplines (bijv. (kunst)geschiedenis, museumstudies, memory studies, erfgoedstudies, culturele economie, en kunstsociologie) die worden gebruikt om actuele vraagstukken en uitdagingen in kunst- en erfgoedpraktijken te begrijpen.

B. Toepassen van kennis en inzicht (Dublin Descriptor II)
B1. relevante (digitale) bronnen te vinden, selecteren en toe te passen en onderscheid te maken tussen verschillende soorten bronnen;
B2. onderzoeksvraagstukken te identificeren en te analyseren en onderzoeksvragen te formuleren, individueel en in groepen;
B3. relevante theorieën, interpretatieve modellen, conceptuele instrumenten en onderzoeksmethoden te selecteren en te gebruiken om hedendaagse kunst- en erfgoedpraktijken op zowel lokaal, (eu)regionaal, nationaal als mondiaal niveau, alsook de onderlinge verbanden daartussen, te analyseren;
B4. academische en professionele teksten te analyseren, een theoretisch geïnformeerd betoog op een logische en overtuigende manier op te bouwen en deze te onderbouwen met relevant empirisch bewijsmateriaal of voorbeelden uit het kunst- en erfgoedveld;
B5. een bijdrage te leveren aan interdisciplinair onderzoek naar actuele ontwikkelingen op het gebied van kunst en erfgoed(bijv. in de vorm van een presentatie of een paper);
B6. kritisch na te denken over, zich positioneren in, en deelnemen aan actuele academische, professionele en maatschappelijke debatten over actuele kwesties en uitdagingen op het gebied van kunst en erfgoed, met een focus op beleid, management en onderwijs.

C. Oordeelsvorming (Dublin descriptor III)
C1. een onafhankelijk, kritisch oordeel te vellen in academische en maatschappelijke debatten over de onder Dublin-descriptor 1 genoemde vraagstukken;
C2. hun ethische positie en sociale en academische verantwoordelijkheden in verschillende professionele en academische contexten te overwegen;
C3. impliciete en expliciete politieke, ideologische en morele vooronderstellingen en waardeoordelen over kunst en erfgoed te identificeren, te begrijpen en te evalueren;
C4. hun eigen onderzoek kritisch te evalueren en daarbij rekening te houden met de academische en maatschappelijke relevantie ervan.

D. Communicatie (Dublin Descriptor IV)
D1. zich mondeling en schriftelijk in de Nederlandse taal en op een gevorderd academisch niveau uit te drukken;
D2. hun bevindingen, standpunten, inzichten, motieven, overwegingen en conclusies en/of die van anderen mondeling en schriftelijk in de Nederlandse en Engelse taal te communiceren aan een gespecialiseerd en niet-gespecialiseerd publiek;
D3. relevante middelen te selecteren en te gebruiken om met een divers publiek te communiceren (bv. academische publicaties, verslagen, bedrijfsplannen, sociale media, mondelinge presentaties, kranten, radio, podcasts).

E. Leervaardigheden (Dublin Descriptor V)
E1. kritisch en effectief te reflecteren op hun eigen werk en dat van anderen in academische en professionele contexten alsmede effectief kritiek en feedback te verwerken die zij van anderen over hun werk ontvangen;
E2. in samenwerkingsverband, constructief, contextueel en zelfsturend te leren;
E3. te reflecteren op hun leerproces en de vaardigheden te ontwikkelen die nodig zijn voor reflectief en 'lifelong' leren, zoals een verantwoordelijke en professionele houding, een kritische en onderzoekende geest, en het vermogen tot zelfreflectie;
E4. actief en constructief samen te werken in internationale, multi-, trans-, of interdisciplinaire teams.

H   Research Master (MSc) of Arts and Culture, specialisation 'Cultures of Arts, Science and Technology'

The Degree of Master of Science (MSc) in Arts and Culture, specialisation 'Cultures of Arts, Science and Technology' is awarded to students who:

A. Substantive competencies
Have demonstrated knowledge and understanding of theories and approaches relevant for studying the cultures of arts, science and technology, and have the ability to make original links between the domains of arts, science and technology. Graduates are able to:
A1. Gain insight in the structure of and knowledge production in the academic fields relevant for studying the cultures of arts, science, and technology (journals, handbooks, academic societies, conferences).
A2. Acquire an overview of theories and approaches relevant to studying the cultures of arts, science and technology (especially from history, philosophy, the qualitative social sciences and arts studies).
A3. Compare concepts, models and theories from different sub-disciplines and levels of analysis.
A4. Develop interactional expertise* in art, science and technology.
A5. Identify and formulate new topics and questions relevant for studying the cultures of arts, science and technology.

B. Research competencies
Have research competencies that enable them to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader contexts related to studying the cultures of arts, science and technology. Graduates are able to:
B1. Do a comprehensive literature search and bibliographical analysis, using classic library resources as well as internet sources.
B2. Critically appraise the quality of various source materials.
B3. Use relevant methodologies from the humanities and qualitative social sciences, notably qualitative interviewing, conceptual analysis, archival research, ethnography and virtual ethnography, discourse analysis, visual analysis, arts-based methods and digital methods.
B4. Select the appropriate research methodology for a particular research question.
B5. Identify new events, relations, and patterns in seemingly trivial data.
B6. Critically reflect upon the relation between methodology, theoretical framework, and empirical research site.
B7. Transfer and apply concepts, theories and methods from an established field of study to a new research domain so as to facilitate substantive, theoretical and methodological innovation.

C. Integrative competencies
Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information. This includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments. Graduates are able to:
C1. Evaluate a scholarly argument in the academic fields relevant for studying the cultures of arts, science and technology.
C2. Evaluate and handle complex situations with incomplete information.
C3. Critically appraise standard concepts, theories and methods in the academic fields relevant for studying the cultures of arts, science and technology.
C4. Combine concepts, theories and methods from diverse disciplines in a well-reasoned manner, and without falling into the trap of eclectic superficiality.
C5. Discuss recent developments in the cultures of science, technology and the arts and their implications for society.
C6. Acquire knowledge of and the ability to use ethical rules related to scholarly work (including styles of acknowledgement, use of other persons' sources, referencing, peer review, anonymity).
C7. Contribute in an original and sound scholarly way to the body of knowledge production, as certified by the 'master piece' of a final thesis, as stepping stone for peer-reviewed international journal article.

D. Professional competencies
Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. Graduates are able to:
D1. Contribute to the various forms of knowledge output used in the academic fields studying the cultures of arts, science, and technology (e.g. review article, research paper, conference presentation, research proposal, edited volume, poster, or exhibition catalogue).

D2. Participate in scholarly discussions.
D3. Contribute to outreach activities and societal debates.
D4. Communicate research results to other researchers within and outside the field of cultural studies of arts, science, and technology.
D5. Relate one's research project to other disciplinary frameworks.
D6. Work in a multi-disciplinary research team.
D7. Do adequate time management.
D8. Acquire practical knowledge concerning national and international research funding possibilities, and the ability to apply to such funds.

E. Learning competencies
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. Graduates are able to:
E1. Critically reflect upon one's own work and performance, and to accordingly adapt that work.
E2. Make one's own substantive choices related to research topic, questions, and approach; also in relation to societal circumstances.
E3. Acquire an attitude of life-long learning.
E4. Acquire an original and critical style of analysis.

I   Research Master (MSc) of European Studies

The Degree of Master of Science (MSc) in European Studies is awarded to students who:

A. Knowledge and insight (Dublin Descriptor I)
Have demonstrated systematic knowledge and understanding of the multi- and interdisciplinary field of European Studies that is founded upon and extends and enhances their BA level, and state-of-the art methods of research, and that provides a basis for originality in developing ideas in a research context. Students acquire in-depth and specialist knowledge and understanding of:
A1. The European integration process in its historical, cultural, political, institutional, economic, legal and international dimensions as well as state of the art scientific research in the multi- and interdisciplinary field of European Studies;
A2. The historical evolution of the European Union (EU) in a global context and in comparison to other forms of international cooperation, and the history and social construction of European community, identity and culture (specialisation 1);
A3. EU multi-level governance, the EU's institutional and legal architecture and organisational culture, EU policies and policy-making, including the role of lobbying and expertise; and wider debates about democracy and the legitimacy of EU governance from a local, regional and international perspective (specialisation 2a/b);
A4. The EU as an international actor in a changing global environment, the institutional architecture of EU external relations, and the EU's bilateral political and trade relations with major partners, as well as national, regional and international challenges facing the EU (specialisation 3a/b);
A5. A broad range of theories, concepts and scientific research methods from history, political science, international relations, sociology and related academic disciplines aimed at understanding the process of European integration, EU politics and the EU as an international actor in a changing global environment;
A6. Historical research methods and their application to scientific research in the field of European Studies (specialisation 1);
A7. Qualitative research methods and their application to scientific research in the field of European Studies (specialisation 2a/3a);
A8. Quantitative research methods and their application to scientific research in the field of European Studies (specialisation 2b/3b);
A9. How to design, plan and implement an independent research project in the field of European Studies;
A10. How to integrate substantive, theoretical and methodological knowledge;
A11. National and international research funding possibilities.

B. Applying knowledge and insight (Dublin Descriptor II)
Can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments, and have the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity within broader multi- and interdisciplinary contexts related to European Studies. Students have the ability to:
B1. Identify and formulate new topics and questions relevant to state of the art research in the field of European Studies;
B2. Apply specialist knowledge of the European integration process in its historical, cultural, political, institutional, economic, legal and international dimensions to examine new research puzzles and questions in the field of European Studies;
B3. Apply, depending on the study track, the specialist knowledge of processes of European integration, EU politics and policies, as well as the EU as an international actor to examine new research puzzles and questions in the field of European Studies;
B4. Compare, select, integrate and apply the appropriate theories, concepts and scientific research methods from history, political science, international relations, sociology and related academic disciplines to analyse new research puzzles and questions related to the process of European integration (specialisation 1), EU politics (specialisation 2a/b) and the EU as an international actor in a changing global environment (specialisation 3a/b);
B5. Select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the field of European Studies;
B6. Critically appraise the quality of various source materials;
B7. Design, plan and implement an independent research project in the field of European Studies, which has the potential to make an original contribution to the state of the art scientific research in the field of European Studies;

B8. Integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
B9. Use ethical rules related to scholarly work (including styles of acknowledgement, use of other persons' sources, referencing, peer review, anonymity);
B10. Write applications for the acquisition of national and international research funds.

C. Formation of a judgement (Dublin descriptor III)
Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, as well as the ability to conduct critical analysis, evaluation and synthesis of complex ideas, including the ability to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments. These competences include the ability to:
C1. Integrate substantive and methodological knowledge as a basis to develop evidence-based arguments;
C2. Appraise, contextualise and judge past and on-going developments in the process of European integration, including its historical, cultural, political, institutional, economic, legal and international dimensions;
C3. Grasp and handle the multiplicity and complexity of data and data sources in the field of European Studies (information literacy);
C4. Critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;
C5. Integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner;
C6. Manage datasets to build evidence-based arguments to understand and explain processes of European integration, EU politics and policies, as well as the EU as an international actor in a changing global environment;
C7. Develop a level of abstraction that allows seeing beyond the data gathered in independently managed research projects and interpreting the theoretical, as well as the societal relevance of the key findings of such projects;
C8. Evaluate, compare and develop scholarly arguments in the field of European Studies in view of forming a judgement on the state of the art of research in the field, its original contribution and on future research agendas;
C9. Contribute in an original and sound scholarly way to the body of knowledge production, as certified by the 'master piece' of a final thesis, as stepping stone towards a peer-reviewed international journalarticle.

D. Communication (Dublin Descriptor IV)
Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialists and non-specialist audiences clearly and unambiguously, and exchange ideas with their peers and the larger scholarly community about their areas of expertise. These competences include the ability to:
D1. Contribute to the various forms of knowledge output and dissemination commonly used in the academic field of European Studies (e.g. research paper, conference presentation, research proposal, peer-review);
D2. Participate in scholarly discussions and be able to provide and handle feedback from peers and the broader scholarly community;
D3. Communicate research results to other researchers within the multi- and interdisciplinary field of European Studies;
D4. Communicate research results to non-academic stakeholders (e.g. policy brief or report) (graduation package 'Internship');
D5. Communicate research results in an international context (graduation packages 'Double Degree' and 'Study Abroad').

E. Learning skills (Dublin Descriptor V)
Have the learning skills to continue to study and conduct research in a self-directed and autonomous manner. These competences include the ability to:
E1. Critically reflect upon one's own work and performance in an international and multicultural working environment, and to accordingly adapt that work (constructive learning);
E2. Make one's own substantive choices related to research topic, questions, and approach; also in relation to societal circumstances and global challenges (contextual learning);
E3. Set one's own objectives, priorities and develop feasible work and research plans (self-directed learning);

E4. Function in multi-disciplinary, international and multi-cultural research teams (collaborative learning);
E5. Do adequate time management;
E6. Develop international networks (graduation package Internship);
E7. Acquire an original and critical style of analysis.

APPENDIX 3 Choice of language Master's programmes

A&G   Arts and Culture; Kunst- en cultuurwetenschappen

1. The choice for the language of instruction of the programme is in line with the UM Code of Conducton language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master Arts and Culture/Kunst- & cultuurwetenschappen, teaching is conducted in English and Dutch. The language of examination is English for the Master Arts and Culture, and Dutch for the Master Kunst- & cultuurwetenschappen.

3. The content of the programme has a national as well as an international orientation and focus. Tutorials, workshops and examinations in English or Dutch allow for a national specialization while keeping an international outlook and profile. Joint English lectures and tutorials provide an international common ground, a common international language and comparison point. This allows the student to experience the international classroom while allowing them to specialise for the Dutch-speaking market.

4. The academic community (including the programme's teaching staff) is internationally oriented. The Master Arts and & Culture is taught by a dedicated, international group of academics, with differing disciplinary backgrounds. The various international and interdisciplinary experiences of the staff is an asset to the quality of the programme, giving the students an international outlook, a global understanding of the arts and culture world and the opportunity to participate in international collaborations (particularly through a very international internship programme).

5. The programme prepares students for the Dutch and international labour market. Alumni can be found in a wide range of high level institutions like education, research and cultural institutions in the Netherlands (e.g. Dutch municipalities and national arts institutions) as well as abroad like the UNESCO World Heritage Centre in Paris, the Kulturprojekte Berlin and Save the Children UK. All these positions require adequate functioning in multidisciplinary, international and intercultural teams. To do so our graduates need a number of international and inter-cultural competences, including communicating, learning and development, and working with others.

6. The student intake and current population is internationally diverse and Dutch and English are the common languages. (30% Dutch; 70% non-Dutch).

B   Master European Public Affairs

1. The choice for the language of instruction of the programme is in line with the UM Code of Conducton language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master European Public Affairs teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus. The courses in the programme focus on actors, institutions and decision-making processes on the European Unionlevel, as well as lobbying and implementation and evaluation of European policies on the level of the member states. The unifying theme across all courses is the professional practice of public affairs in the European Union.

4. The academic community is internationally oriented and the staff is international. The Master EPA is taught by a dedicated, international group of academics, with differing disciplinary backgrounds. Staff originate from several countries, including Austria, Bulgaria, France, Ireland, the Netherlands, Poland, the UK and the US.

5. The labour market demand is internationally oriented (English speaking). Our graduates pursue a career in European or EU-related public affairs and public service. Therefore, our graduates require the ability to deal with multi-dimensional issues and problems in an

international setting. The European Personnel Service Office (EPSO), the body that principally deals with the selection of staff for EU institutions, states that applicants will be tested on skills and knowledge. It also assesses them on a number of competences, including communicating, learning and development, and working with others. Many of the alumni find work at European institutions such as the European Parliament or the European Commission. Or many of the alumni work for public affairs consultancies such as Grayling or Fleishman-Hillard.

6. The student intake and current population is internationally diverse and English is the common language. Out of thirty students each year in the programme, there are approximately 3-4 Dutch students. For the remaining students there are about 10 different nationalities.

C   Master European Studies

1. The choice for the language of instruction of the programme is in line with the UM Code of Conduct on language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master European Studies teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus because it addressed the process of European integration, including EU public policy, the EU and international politics, and Europe's relations with the rest of the world.

4. The academic community is internationally oriented and the staff is international. The Master Eureopan Studies is taught by a dedicated, international group of academics, with differingdisciplinary backgrounds. Staff originate from several countries, including Austria, Belgium,Bulgaria, Germany, Israel, Spain, The Netherlands, and the United Kingdom.

5. The labour market demand is internationally oriented (English speaking). Alumni pursue a career in the EU institutions, international organizations, national governments and companies in Belgium, The Netherlands, and beyond. Therefore, our graduates require the ability to deal with multi-dimensional issues and problems in an international setting. For entry-level positions in the EU institutions, graduates need to have thorough knowledge of one of the official EU languages and satisfactory knowledge of a second official EU language.

6. The student intake and current population is internationally divers and English is the common language. The MA European Studies on average has an intake each year of more than 10 different nationalities, and about 80 % of the students are non-Dutch.

D   Master European Studies on Society, Science and Technology

1. The choice for the language of instruction of the programme is in line with the UM Code of Conducton language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master EuropeanStudies on Society, Science and Technology (ESST) teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus because it is part of a European joint degree programme and offered together with 15 partner universities in Europe. Moreover, the ESST focus on governance, sustainability and cultures of innovation in today's society implies the inclusion of the dynamics of globalisation.

4. The academic community is internationally-oriented and the staff is international. The Master ESST is taught by a dedicated, international group of academics, with differing disciplinary backgrounds. The student population is highly international and students are expected to spend their second semester at one of the international partner universities for their specialisation trajectory. To enable international exchange within the network, all

second-semester specializations of the ESST network are offered in English. The Master ESST has an international classroom, and thus requires a common language. In addition, ESST is part of a European network which facilitates student exchanges during the second semester, as well as occasional staff exchanges. This, too, requires a common language.

5. The labour market demand is internationally oriented (English speaking) because ESST graduates are expected to pursue a career in international institutes and corporations in the Netherlands, Europe and beyond that deal with techno-social challenges that transgress national boundaries. The international setting of their domain of attention requires a number of international and inter-cultural competences, including communicating, learning and development, and working with others.

6. The student intake and current population is internationally diverse and English is the commonlanguage. On average, the recent cohorts contain 30% Dutch students and 70% EU and non-EU students.

E   MA Globalisation and Development Studies

1. The choice for the language of instruction of the programme is in line with the UM Code of Conducton language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master Globalisation and Development Studies teaching and examinations are conducted in English. This guarantees the quality of education, because:

    a. The content of the programme has an international orientation and focus because the Master GDS focuses on how globalisation affects and interconnects different areas of the globe and how these trends produce diverse 'local' responses, particularly in the Global South. All courses are taught in English and the literature used is in English. Typical courses are: *Theories and Histories of Globalisation and Development*; *Globalisation and Poverty: a Connected World*; *Transnational Migrant Networks and Flows*; and *Science and Technology Studies (STS) for Development in a Global Context*.

    b. The academic community is internationally oriented and the staff is international. The Master GDS is a member of the European Association of Development Research and Training Institutes (EADI) and has adopted its Domain Specific Framework of Reference. The programme is taught by a dedicated, international group of academics, with differing disciplinary backgrounds. Likewise, the student body is highly international.

3. The labour market demand is internationally oriented (English speaking) because GDS alumni will work as researchers and/or practitioners in the field of Globalisation and Development, perform in international teams and must be able to operate intelligently in situations of incomplete, scarce or inaccurate data and information. In other words, alumni of this programme are expected to pursue a career in international organizations, NGOs, government institutions and corporations in The Netherlands, Europe and beyond that deal with globalisation and development challenges. The global dimensions of the issues at stake, focusing on transnational links between the Global South and Global North in particular, requires international and inter-cultural competences, including communicating, researching, presenting and working with others in international teams.

4. The student intake and current population is internationally divers and English is the common language. On average the recent cohorts contain 15% Dutch students and 85% EU and non-EU students.

F   MA Media Studies, specialisation 'Digital Cultures'

1. The choice for the language of instruction of the programme is in line with the UM Code of Conduct on language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Master Media Studies: Digital Cultures teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus because at the heart of the curriculum are multi-faceted, internationally recognized issues in digitalization, requiring investigation from various disciplinary and cultural perspectives.

4. The academic community is internationally oriented and the staff is international. The Master Media Studies: Digital Cultures is taught by a dedicated, international group of academics, with differing disciplinary backgrounds. The academic staff originates from several countries, including Belgium, Germany, the Netherlands, the U.K., Canada, Norway and Israel. Teaching takes place in an international classroom, where the language of instruction is English.

5. The labour market demand is internationally oriented (English speaking). Alumni of this programme are expected to function in multidisciplinary, international and intercultural research teams in order to pursue a career in international institutes and corporations in the Netherlands, Europe and beyond that deal with digital challenges which transgress national boundaries. The international setting of their domain of attention requires a number of international and inter-cultural competences, including communicating, learning and development, and working with others.

6. The student intake and current population is internationally diverse, with about 80% of the student population coming from outside of the Netherlands. Due to this international environment, English serves as the common language for our students.

H   Arts and Culture (research), specialisation 'Cultures of Arts, Science and Technology'

1. The choice for the language of instruction of the programme is in line with the UM Code of Conduct on language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Research Master's programme Arts and Culture: Cultures of Arts, Science and Technology (CAST) teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus; CAST has a strong interest in skills and tacit knowledge within science, technology and the arts, for understanding their contributions to modern culture – which is increasingly a global culture. The appropriation of genetically modified food in developing countries or the vulnerability of globally-networked high technological societies are therefore also typical CAST research topics.

4. The academic community is internationally-oriented and the staff is international. The Research Master's programme CAST is taught by a dedicated, international group of academics (including US, Germany, Canada) with differing disciplinary backgrounds and excellent research profiles. It is a targeted and dedicated 2-year program to prepare students for the international research field of art, science and technology. The student group is international and work intensively with peer-feedback and joint projects. In their third semester they spend a research internship abroad, in the EU, US or elsewhere.

5. The labour market demand is internationally oriented (English speaking) because CAST graduates are expected to pursue a career in universities international research institutes and corporations in the Netherlands, Europe and beyond that deal with techno-social challenges that transgress national boundaries. The international setting of their domain of attention requires a number of international and inter-cultural competences, including communicating, learning and development, and working with others.

6. The student intake and current population is internationally diverse and English is the common language. The student population typically is one third from NL, one third from other EU countries and one third from elsewhere (US or Asia). Their common language is English.

I   European Studies (research)

1. The choice for the language of instruction of the programme is in line with the UM Code of Conducton language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

2. Because of the specific educational nature and profile of the Research Master's programme European Studies teaching and examinations are conducted in English.

3. The content of the programme has an international orientation and focus because it covers the international developments both in the European Union and in a wider, global context.

4. The academic community is internationally oriented and academic staff is international (e.g. from Austria, Bulgaria, France, the Netherlands, Poland, the UK or the US). The Research Master ES is a high quality programme focused on teaching the state of the art in the field of European Studies, drawing on advanced research methodology. All academics teaching in the programme are leading scholars in the field of European Studies, who have been recruited internationally.

5. The labour market demand is internationally oriented (English speaking). The overall objective of this programme is to equip graduates for high-level research careers in and outside academia. Alumni pursue a career in academia or international research institutes like EU institutions and member state administrations, Brussels-based interest groups, think tanks and other international institutions. Therefore, our graduates require excellent communication skills in English. The European Personnel Service Office (EPSO), the body that principally deals with the selection of staff for EU institutions, states that applicants will be tested on skills and knowledge. It also assesses them on a number of competences, including communicating, learning and development, and working with others.

6. The student intake and current population is international and English is the common language (90% of the student population is international).