Education and Examination Regulations

FASoS master's programmes

2017-2018

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 to be referred to as '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.

The regulations were adopted by the Faculty Board after advice of the programme committee and after consent from or in consultation with the Faculty Council. The regulations will take effect on 1 September 2017 for the 2017/18 academic year.

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.

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.   European Studies, track 'European Studies on Society, Science and Technology';
B.   European Public Affairs;
C.   European Studies;
D.   Arts & Culture, tracks 'Arts, Literature and Society', 'Politics and Society', 'Arts and Heritage: Policy, Management and Education';
E.   Media Studies, track 'Media Culture';
F.   Globalisation and Development Studies.

Dutch-language Master of Arts programme:
G.   Kunst- & Cultuurwetenschappen, tracks 'Kunst, Literatuur en Samenleving', 'Politiek en Samenleving', 'Kunst, Cultuur en Erfgoed';

English-language Master of Science programmes:
H.   Arts & Culture (research), track 'Cultures of Arts, Science and Technology';
I.   European Studies (research).

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 to take 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 - pending 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.   module: an educational component of the programme, such as a course, practical training, tutorial;
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. credit: a unit expressed in ECTS credits, with one credit equalling 28 hours of study;
m. UM: Maastricht University;
n. Faculty Board: the Faculty Board referred to in Article 9.12 of the Act;
o. Board of Admissions: the board responsible for judging the admissibility of a candidate to the programme;
p. Board of Examiners: the board of examiners referred to in Article 7.12 of the Act;
q. Examiner: the person designated by the Board of Examiners to administer exams and to determine the results of those exams;
r. Programme Committee: the representation and advisory body that carries out the duties described in Article 9.18 and 9.38c of the Act;
s. course guide: the programme guide with programme-specific provisions and further details is to be found in the web catalogue on MyUM.
t. Communication is made via email to the student account; regular mail is sent to the residential/ living address or, if that is not listed or has expired, to the standard address.
u. Information is provided via MyUM, FASoS Study Information, the Student Portal and students' UM email account.

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

SECTION 2   ADMISSION

Article 2.1   Admission

The person who meets the requirements referred to in Article 2.2 and Article 2.3 is eligible for admission to the programme.

Article 2.2   Admission requirements

1. The following persons are eligible for admission to the selective master's programme:
   - the applicants who has obtained an academic bachelor, or
   - the applicant who possesses the knowledge, understanding and skills at the level of the indicated academic bachelor.
2. In addition to the requirements mentioned in Article 1, other specific requirements set forth in A up to and including I (paragraph a) apply.
3. The maximum number of students who can be registered for the programme has not yet been exceeded (refer to Article 2.4).
4. Admission requirements for the follow-up master's programme are set forth below:
   - for the continuing Master European Studies: see C, sub c;
   - for the continuing tracks of the Master Arts & Culture: see D1, sub c;
   - for the continuing tracks of the Master Kunst- & Cultuurwetenschappen: see G1, sub c.
5. Admission requirements to the master's programme after a specific Pre-Master's programme are set forth in the below paragraphs A to G, sub b.

A   Specific requirements European Studies, track European Studies on Society, Science and Technology (ESST)

a   Admission by Board of Admissions
In order to be eligible for admission to the programme an applicant needs to fulfil the following requirements:
1. Bachelor's degree from a relevant academic field such as humanities, social sciences, economics, natural sciences, or applied science and technology.
2. Letter of motivation. This statement should be 400-500 words in length, written in English, and: a) explain why the candidate has chosen the ESST programme and b) convince the Board of Admissions that she/he has the intellectual capacities and personal skills to successfully complete this academic master's programme.
4. CV, which, along with the usual information, gives evidence of interdisciplinary interests.
5. A writing sample, i.e. an essay in English of at least 2000 words, written by the applicant, either for this application or for earlier studies or other occasions. This paper should display the level of argumentation of the candidate. It is preferable, but not absolutely necessary, that the topic is related to ESST.

b.   Admission (without selection) after Pre-master
Applicants who are accepted to the pre-master's programme 'European Studies on Society, Science and Technology' (see Article 2.7 paragraph 1), and who have completed their bachelor's degree and meet all the requirements of their pre-master's programme are directly admitted to the track 'European Studies on Society, Science and Technology' of the programme.

B   Specific requirements European Public Affairs (EPA)

Admission by Board of Admissions
In order to be eligible for admission to the programme an applicant needs to fulfil the following requirements:
1. Bachelor's degree from a relevant academic field such as political or social sciences, public administration, economics, law, history, humanities, or business administration.
2. Letter of motivation. This statement should be 400-500 words, written in English, and: a) explain why the candidate has chosen the EPA programme and b) convince the

Board of Admissions that s/he has the intellectual capacities and personal skills to successfully complete the master's programme.

C Specific requirements European Studies (ES)

a Admission by Board of Admissions
In order to be eligible for admission to the programme an applicant needs to fulfil the following requirements:
1.   Bachelor in European Studies or in a related and relevant field (e.g. political science, international relations, international law, international economics, contemporary history, or cultural sciences), which makes the candidate well acquainted with European history, the European integration process, the institutional structure of the European Union, and theories and methods of social and political science.
2.   Letter of motivation stating the candidate's objectives and indicating why the candidate wishes to study at the UM Faculty of Arts and Social Sciences.

b. Admission (without selection) after Pre-master
Applicants who are accepted to the pre-master's programme 'European Studies' (see Article 2.7 paragraph 3), and who have completed their bachelor's degree and meet all the requirements of their pre-master's programme are directly admitted to the programme.

c. Admission (without selection) after preparatory bachelor's programme
Applicants who have a bachelor's degree in European Studies from the faculty are directly admitted to the programme.

D Specific requirements Arts & Culture

The programme consists of three tracks: 'Art, Literature and Society', 'Politics and Society', and 'Arts and Heritage: Policy, Management and Education'. The first two tracks 'Art, Literature and Society' and 'Politics and Society' are continuing master's programmes; the third track 'Arts and Heritage: Policy, Management and Education' is a selective master's programme.

D1 Track 'Arts, Literature and Society' (ALS), and Track 'Politics and Society'(PSE)

a Admission by Board of Admissions
In order to be eligible for admission to the tracks ALS or PSE of the programme, an applicant needs to fulfil the following requirements:
1.   Bachelor's degree in Arts and Culture or in a related and relevant field (e.g. philosophy or sociology).
2.   Letter of motivation stating the candidate's objectives and indicating why the candidate wishes to study at the faculty.

b. Admission (without selection) after Pre-master
Applicants who are accepted to the pre-master's programme 'Art, Literature and Society' (see Article 2.7 paragraph 4), and who have completed their bachelor's degree and meet all the requirements of their pre-master's programme are directly admitted to the track 'Art, Literature and Society' of the programme.
Applicants who are accepted to the pre-master's programme 'Politics and Society' (see Article 2.7 paragraph 5), and who have completed their bachelor's degree and meet all the requirements of their pre-master's programme are directly admitted to the track 'Politics and Society' of the programme.

c. Admission (without selection) after Preparatory Bachelor programme
Applicants who have a bachelor's degree in Arts and Culture from the faculty are directly admitted to the programme.

D2 Track 'Arts and Heritage: Policy, Management and Education' (AHE)

a Admission by Board of Admissions

In order to be eligible for admission to the track AHE of the programme, an applicant needs to fulfil the following requirements:
1. Bachelor's degree in relevant academic field.
2. Letter of motivation, written in English, that: a) explains why the candidate has chosen the programme and b) convinces the Board of Admissions that the s/he has the intellectual capacities and personal skills to successfully complete the master's programme.

b. *Admission (without selection) after Pre-master*
Applicants who are accepted to the pre-master's programme Pre-master 'Arts and Heritage' (see Article 2.7 paragraph 6), and who have completed their bachelor's degree and meet all the requirements of their pre-master's programme are directly admitted to the track 'Arts and Heritage' of the programme.

E   Specific requirements Media Studies, track Media Culture (MC)

a   Admission by Board of Admissions
In order to be eligible for admission to the programme, an applicant needs to fulfil the following requirements:
1. Bachelor's degree in relevant academic field such as the humanities or social sciences.
2. Letter of motivation. This statement should be 400-500 words, written in English, and: a) explain why the candidate has chosen the programme and b) convince the Board of Admissions that s/he has the intellectual capacities and personal skills to successfully complete the master's programme.
3. A personal interview may be held and/or an essay may be required on an assigned topic.

b.   Admission (without selection) after Pre-Master
Applicants who are selected for the pre-master's programme 'Media Culture' (see Article 2.7 paragraph 7), and who have completed a bachelor's degree and met all the requirements of their pre-master's programme are directly admitted to the track 'Media Culture' of the programme.

NB: The track Media Culture of the master Media Studies will be transferred to the track Digitial Cultures. Admission to the Media Culture track is no longer possible as of academic year 2018/19. Students who will start this programme before 2018/19 can complete their master until 31 August 2021. After that date graduation in the Media Culture track is no longer possible. The student can then enroll in the new track Digital Cultures; exemptions for similar modules in Digital Cultures will be granted.

F   Specific requirements Globalisation and Development Studies (GDS)

a   Admission by Board of Admissions
In order to be eligible for admission to the programme, an applicant needs to fulfil the following requirements:
1. Bachelor's degree in one of the social sciences (anthropology, sociology, geography, economics, political science, international relations, development studies, European studies, or liberal arts and sciences) or humanities (history, philosophy, or arts and culture).
2. A high quality of performance in prior education as attested by a grade point average of at least a B (US system) or 7.0 (Dutch system).
3. A basic background in globalisation and development studies (e.g. Minor in Globalisation & Development from UM FASoS, or similar undergraduate courses).
4. A basic background in social science research methods, preferably covering both qualitative and quantitative methods.
5. A keen motivation for studying issues of globalisation and development as reflected in a letter of motivation stating the student's objectives and reasons why s/he wishes to study Globalisation and Development Studies at the faculty.

6. Submit a sample of academic writing in English (1000 to 2000 words) from his/her prior undergraduate studies. If not satisfactory, the Board of Admissions may ask the applicant for an additional writing assignment.

b. Admission (without selection) after Pre-Master
Applicants who are selected for the pre-master's programme 'Globalisation and Development Studies' (see Article 2.7 paragraph 8), and who have completed a bachelor's degree and met all the requirements of their pre-master's programme are directly admitted to the programme.

G   Specific requirements Kunst- & Cultuurwetenschappen

De opleiding Kunst- & Cultuurwetenschappen bestaat uit drie tracks: 'Kunst, Literatuur en Samenleving' en 'Politiek en Samenleving', en 'Kunst, Cultuur en Erfgoed'. De eerste twee tracks 'Kunst, Literatuur en Samenleving' en 'Politiek en Samenleving' van deze master zijn een doorstroommaster; de derde track 'Kunst, Cultuur en Erfgoed' is een selectieve masteropleiding.

G1   Track 'Kunst, Literatuur en Samenleving' (KLS) en Track 'Politiek en Samenleving' (PSN)

a   Toelating door Board of Admissions
Om in aanmerking te komen voor toelating tot de tracks KLS of PSN van het programma, dient een aanmelder te voldoen aan de volgende vereisten:
1. Bachelordiploma in Cultuurwetenschappen of een verwant en relevant gebied (bijv. in filosofie, letteren of sociale wetenschappen).
2. Motivatiebrief waarin de kandidaat de keuze voor de opleiding nader motiveert.

b.   Toelating (zonder selectie) na Schakelprogramma
Kandidaten die zijn geselecteerd voor het schakelprogramma 'Kunst, Literatuur en Samenleving' (zie artikel 2.7, paragraaf 9) en die hun bachelor en alle vereisten van het schakelprogramma met goed gevolg hebben afgelegd, worden rechtstreeks tot de track 'Kunst, Cultuur en Samenleving' van de opleiding toegelaten.
Kandidaten die zijn geselecteerd voor het schakelprogramma 'Politiek en Samenleving' (zie artikel 2.7, paragraaf 10) en die hun bachelor en alle vereisten van het schakelprogramma met goed gevolg hebben afgelegd, worden rechtstreeks tot de track Politiek en Samenleving' van de opleiding toegelaten.

c.   Toelating (zonder selectie) na Voorbereidend Bachelor programma
Kandidaten die in het bezit zijn van het Bachelordiploma in Cultuurwetenschappen van de faculteit worden rechtstreeks tot de opleiding toegelaten.

G2   Track 'Kunst, Cultuur en Erfgoed' (KCE)

a   Toelating door Board of Admissions
Om in aanmerking te komen voor toelating tot de track KCE van het programma, dient een aanmelder te voldoen aan de volgende vereisten:
1. Bachelordiploma in een relevant academisch gebied.
2. Motivatiebrief waarin de kandidaat de volgende zaken uitwerkt: a) uitlegt waarom hij/zij deze opleiding kiest; b) de toelatingscommissie overtuigt van het feit dat hij/zij over de intellectuele capaciteiten en persoonlijke vaardigheden beschikt om de masteropleiding succesvol af te ronden.

b.   Toelating (zonder selectie) na Schakelprogramma
Kandidaten die zijn geselecteerd voor het schakelprogramma 'Kunst, Cultuur en Erfgoed' (zie artikel 2.7, paragraaf 11) en die hun bachelor en alle vereisten van het schakelprogramma met goed gevolg hebben afgelegd, worden rechtstreeks tot de track Kunst, Cultuur en Erfgoed' van de opleiding toegelaten.

H   Specific requirements Arts & Culture (research), track Cultures of Arts, Science and Technology (CAST)

a   *Admission by Board of Admissions*
In order to be eligible for admission to the programme, an applicant needs to fulfil the following requirements:
1. Bachelor's degree, with sufficient attention to issues of science, technology and the arts, as well as society and culture.
2. CV, including a description of the bachelor's curriculum and brief course summaries.
3. Two specimens of writing done in the bachelor's programme.
4. A personal letter (800-1200 words) describing student's motivation to join the CAST programme.
5. A personal interview may be held and/or an essay may be required on an assigned topic.

Half-way entry of students
The Board of Admissions may decide to admit an applicant to the one-year version of CAST if s/he meets the following criteria:
1. A relevant master's degree, completed at honours level.
2. The level of knowledge and research skills is equal to or higher than the course work and associated skills trainings offered in the first year, and covers the whole range of the fields of expertise included in the first year. The student may be required to take additional exams before starting the second-year programme.

I   Specific requirements European Studies (research) (RM-ES)

Admission by Board of Admissions
In order to be eligible for admission to the programme, an applicant needs to fulfil the following requirements:
1. Bachelor's degree in European Studies, or a bachelor's degree in Social or Political Science, History, Economics, International Relations, Law, or a similar field, provided that the bachelor's programme included sufficient Europe-oriented components.
2. Letter of motivation. In this letter the applicant should explain why s/he thinks s/he can successfully finish the master's programme, for example, by describing the relevant courses from his/her bachelor's programme.

Article 2.3   Language requirements

2.3.1   For Dutch-language selective master's programmes

Degene die voldoet aan de toelatingseisen van artikel 2.2 kan zich enkel inschrijven voor de programma's als vermeld in G (KLS/PSN/KCE) indien:
a.   hij/zij voor aanvang van het programma heeft voldaan aan de eis van voldoende beheersing van het Nederlands door de toets Nederlands als tweede taal (NT2) te hebben behaald;
b.   hij/zij is vrijgesteld van de taaltoets zoals vermeld onder a.
c.   De vrijstelling zoals vermeld onder b wordt verleend aan kandidaten die een van de volgende diploma's hebben behaald:
- en Nederlandstalige bacherloropleiding;
- een Nederlandstalige HBO of WO propedeuse of hoger;
- Nederlands als moedertaal hebben.

2.3.2   For English-language selective master's programmes

The applicant who meets the admission requirements of Article 2.2 may only register for the programmes mentioned in A (ESST), B (EPA), C (ES), D (ALS/PSE/AHE), E (MC) and F (GDS) if:
a.   s/he has met the requirement concerning a sufficient command of English by passing one of the following language proficiency tests before the programme begins:
- IELTS (International English Language Testing System) with an overall score of at least 6.5 and a writing score of at least 6.5; or
- TOEFL (Test of English as a Foreign Language) with an overall score of at least 90 (TOEFL internet), and a writing score of at least 25; or an overall score of 575 (TOEFL paper) or 232 (TOEFL computer) with an equivalent minimum writing score; or
- A Cambridge certificate: C or higher for the CAE (Certificate in Advanced English).

b.   s/he has been exempted from the language proficiency test referred to under a.
c.   The exemption as mentioned under b is granted to applicants who are native English speakers and/or have obtained an English-taught bachelor's degree.

2.3.3   For the English-language selective research master's programmes

The applicant who meets the admission requirements of Article 2.2 may only register for the programmes mentioned in H (CAST) and I (RM-ES) if:
a.   s/he has met the requirement concerning a sufficient command of English by passing one of the following language proficiency tests before the programme begins:
  - IELTS (International English Language Testing System) with an overall score of at least 7.0 and a writing score of at least 6.5, or
  - TOEFL (Test of English as a Foreign Language) with an overall score of at least 100 (TOEFL internet), and a writing score of at least 25; or with an overall score of at least 600 (TOEFL paper) or 250 (TOEFL computer) with an equivalent minimum writing score; or
  - A Cambridge certificate: C or higher for the CAE (Certificate in Advanced English).
b.   s/he has been exempted from the language proficiency test referred to under a.
c.   The exemption as mentioned under b is granted to applicants who are native English speakers and/or have obtained an English-taught bachelor's degree.

Article 2.4   Limited capacity

1.   At least two months before the closing date referred to in Article 2.6, the Dean will make a proposal to the Executive Board concerning the maximum number of students to be admitted to the programme.
2.   The Board of Admissions will rank the requests submitted by the candidates eligible for admission as referred to in Article 2.1, on the basis of the admission and language requirements mentioned in articles 2.2 and 2.3, taking into account the relevance of and grades earned in the previous bachelor's degree. Applicants therefore need to submit a certified copy of the diploma and a transcript of academic records (with certified translation for languages other than English, Dutch, German and French). An applicant who has not yet completed the programme will have to send a copy of the most recent grades list with the application.
3.   The Board of Admissions will grant the requests for admission in accordance with the ranking established by the board.

Article 2.5   Board of Admissions

1.   The programme's Board of Admissions is responsible for assessing eligibility for admission and issuing the certificate of admission to the programme and to the pre-master's programme. 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;
2.   The Board of Admissions is supported by an Admission Officer; in the case of appeals the Office Manager of the Education Institute may support the Board of Admissions.
3.   The Dean appoints the members of the Board.

Article 2.6   Admissions test dates

1.   The admissions test takes place once a year, in accordance with the below paragraphs.
2.   A request for admission to a programme must be submitted to the Board of Admissions before the applicable deadlines:
  - for non-EU/EEA students from countries where a visa or residence permit is required, the deadline is set for 1 May;
  - for EU/EEA students and for non-EU/EEA students who do not require a visa or residence permit, the deadline is set for 1 June.
3.   In special cases, the Board of Admissions can take up a request submitted after the closing date referred to in paragraph 2.

4. The Board of Admissions will decide on the request before 15 May (for applicants for the 1 May deadline) or 15 June (for applications for the 1 June deadline).
5. The selected candidate will be admitted on the condition that s/he meets the requirements stated in articles 2.2 and 2.3 regarding knowledge, understanding and skills by the start date of the programme, as evidenced by certified copies of the certificates for the programmes and language tests s/he has successfully completed.

Article 2.7   Pre-Master's Programme

1. The applicant who does not meet the requirements for the Master European Studies, track 'European Studies on Society, Science and Technology' (ESST) as referred to in Article 2.2 paragraph A has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'European Studies on Society, Science and Technology'. The requirements for this Pre-Master's programme are included in article 2.8.
2. The applicant who does not meet the requirements for the Master European Studies (ES) as referred to in Article 2.2 paragraph C has the possibility to meet those requirements by successfully completing a one-year Pre-Master's programme 'European Studies'. The requirements for and content of this Pre-Master's programme are included in article 2.8.
3. The applicant who does not meet the requirements for the track 'Arts, Literature and Society' (ALS) of the Master Arts & Culture as referred to in Article 2.2 paragraph D1 has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'Arts, Literature and Society'. The requirements for and content of this Pre-Master's programme are included in article 2.8.
4. The applicant who does not meet the requirements for the track 'Politics and Society' (PSE) of the Master Arts & Culture as referred to in Article 2.2 paragraph D1 has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'Politics and Society'. The requirements for and content of this Pre-Master's programme are included in in article 2.8.
5. The applicant who does not meet the requirements for the tracks 'Arts and Heritage: Policy, Management and Education' (AHE) of the Master Arts & Culture as referred to in Article 2.2 paragraph D2 has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'Arts and Heritage'. The requirements for and content of this Pre-Master's programme are included in article 2.8.
6. The applicant who does not meet the requirements of the track 'Media Culture' (MC) of the Master Media Studies as referred to in Article 2.2 paragraph E has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'Media Culture'. The requirements for and content of this Pre-Master's programme are included in article 2.8.
7. The applicant who does not meet the requirements of the Master Globalisation and Development Studies (GDS) as referred to in Article 2.2 paragraph E has the possibility to meet those requirements by successfully completing the one-year Pre-Master's programme 'Globalisation and Development Studies'. The requirements for and content of this Pre-Master's programme are included in article 2.8.
8. De aanmelder die niet voldoet aan de vereisten van de track 'Kunst, Literatuur en Samenleving' (KLS) van de Master Kunst- & Cultuurwetenschappen, zoals genoemd in article 2.2 paragraaf G1, heeft de mogelijkheid aan de vereisten te voldoen door het succesvol afronden van de 1-jarige Pre-Master (schakelprogramma) 'Kunst, Literatuur en Samenleving'. In article 2.8 zijn de vereisten voor en inhoud van dit Pre-Master programma uitgewerkt.
9. De aanmelder die niet voldoet aan de vereisten van de track 'Politiek en Samenleving' (PSN) van de Master Kunst- & Cultuurwetenschappen, zoals genoemd in article 2.2 paragraaf G1, heeft de mogelijkheid aan de vereisten te voldoen door het succesvol afronden van de 1-jarige Pre-Master (schakelprogramma) 'Politiek en Samenleving'. In article 2.8 zijn de vereisten voor en inhoud van dit Pre-Master programma uitgewerkt.
10. De aanmelder die niet voldoet aan de vereisten van de track 'Kunst, Cultuur en Erfgoed' (KCE) van de Master Kunst- & Cultuurwetenschappen, zoals genoemd in article 2.2 paragraaf G2, heeft de mogelijkheid aan de vereisten te voldoen door het succesvol afronden van de 1-jarige Pre-Master (schakelprogramma) 'Kunst, Cultuur en Erfgoed'. In article 2.8 zijn de vereisten voor en inhoud van dit Pre-Master programma uitgewerkt.

11.   The Pre-Master's programme as mentioned in the previous paragraphs 1 to 10 must be successfully completed within 12 months. After this term has expired or if the student has not participated to a satisfactory level in either a qualitative or quantitative way, the student may be debarred from further participation in the pre-Master's programme.

Article 2.8   Requirements Pre-Master's Programme

Applicants who successfully completed a relevant bachelor's degree at a university of applied sciences or applicants with BA or BSc in a discipline outside the field of studies and/or who have no previous experience in studying subjects of the specific FASoS master's programme may be encouraged to apply for or may request admission to its pre-master's programme of 60 credits (ECTS).

The pre-master's programme is composed of key courses taken from the bachelor's programmes and allows its students to gain essential foundations in the field to prepare them for the master's programme. The students in the pre-master's programme will be granted admission to the FASoS master's programme after completion of its pre-master's programme.

The Admission Board of the master's programme decides if an applicant can be admitted to its pre-master's programme. The criteria for the selection are the relevance of the completed bachelor's degree, the applicant's language proficiency and the motivation of the applicant.

Applicants for an English language programme (see Article 1.1 A, C to F) must either be native English speakers, have obtained an English-taught bachelor's diploma or submit proof of proficiency in the English language: an IELTS score of 6.5, a TOEFL score of 575 (paper-based), 232 (computer-based) or 90 (internet-based), a Cambridge Proficiency Certificate (grade A, B, C) or a Cambridge Advanced Certificate (grade A, B, C+).

Applicants for a Dutch language programme (see Article 1.1 G) must either be native Dutch speakers, have obtained a Dutch-taught bachelor's diploma or submit proof of proficiency in the Dutch language: by passing the state examination for Dutch as a second language (NT2).

Applicants should apply before 1 June 2017 but NOT via Studielink!!
Applications need to be sent to:
    Jenny Camps
    Fasos-masteroffice@maastrichtuniversity.nl

The application should include a motivation letter, curriculum vitae, a copy of their IELTS/TOEFL/Cambridge results (if applicable) or of the NT2 exam, and certified copies of their bachelor's degree (diploma and list of grades; if the diploma has not yet been obtained, a list of grades will suffice) to the Admissions Officer for the Faculty of Arts and Social Sciences.

After the Admissions Board has decided on the application, the applicant will receive a letter of acceptance or rejection to the pre-master's programme. An applicant who has been accepted can then register as a 'contract student' for the academic year 2017/18, during which time s/he has to pass the 60 ECTS for the pre-master's programme. The university will inform the applicant of the fees for the academic year 2017/18. A contract is made for a complete academic year. Students in the pre-master's programmes are not entitled to a Dutch student grant.

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 and their content are listed in the bachelor's Education and Examination Regulations; in section 11 of these bachelor's Education and Examination Regulations is also indicated which parts of the regulation apply to students in the pre-master's programmes.

SECTION 3   CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1   Aim of the programme

The final qualifications of the master's programmes are set forth in appendices A to I.
If the programmes offer a specialisation, this is indicated in Article 3.6.

Article 3.2   Form of the programme

The programme is a full-time programme that begins once a year, in September.

Article 3.3   Language of instruction

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

The Dutch-language programme Kunst & Cultuurwetenschappen, including the tracks 'Kunst, Literatuur en Samenleving', 'Politiek en Samenleving', and 'Kunst, Cultuur en Erfgoed', is generally given 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 tracks KLS or PSN or KCE, they can be mixed with the ALS/PSE/AHE students from the English track, 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 will answer the exam questions (and write the papers and thesis) in Dutch.

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

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

Article 3.4   Communications and announcement of decisions

1.   The Faculty Board, the Board of Examiners and the examiners may use MyUM (including FASoS Study Information and the Student Portal) and email via the UM account for communications relating to the education and exams.
2.   The Faculty Board, the Board of Examiners and the examiners may use MyUM (including FASoS Study Information and the Student Portal) and email via the UM account to announce decisions.
3.   The student must regularly check his/her university e-mail address, the Faculty website and the digital learning environment. Information disseminated via e-mail, the digital learning environment or the website will be assumed to be known.

Article 3.5   Study load

1.   Each course year has a study load of 60 ECTS. The education includes 40 weeks per year. The programmes are full-time programmes; on average this involves 40 hours of study per week.
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.
4.   The research master's programme mentioned in Article 1.1 H (Arts & Culture (research), and its only track, Cultures of Arts, Science and Technology) is also offered as a one-year programme. The study load of this one-year programme is 60 credits.

Article 3.6   Content of the programme

A   European Studies, track European Studies on Society, Science and Technology - ESST

The programme runs over two semesters:
1.   the first semester programme is divided into five modules of 6 credits offered by the faculty;
2.   the second semester consists of an introductory specialisation module of 8 credits and the research and writing of a thesis (22 credits).
      The student selects the specialisation of his/her choice, offered at the faculty or at one of the partner universities of the European Inter-University Association (see www.ESST.EU for a description of the specialisations). Maastricht University does not have the obligation to offer the first choice of specialisation to a student; however Maastricht University has the obligation to register a student at one of the partner universities or at Maastricht University.

The final work of the programme is the thesis.

The detailed programme overview is listed in Appendix A: Programme overview Master ESST.
The course descriptions are published in the web catalogue on the internet.

B   European Public Affairs - EPA

The programme runs over two semesters and consists of four modules (three of 11 credits and 8 weeks and one of 5 credits and four weeks), an Integrated Skills Track (of 4 credits and running parallel to modules 1-4), and an academic internship (consisting of the internship work, the internship report and the internship thesis; total of 18 credits and 12 weeks).

A debating series will be held throughout the duration of the master's programme. The grades given for the debates will contribute to the final master's grade. The students will be informed about the precise number of debates and the weight assigned to the debating grade (in relation to the final grade).

The final work of the programme is the academic internship.

The detailed programme overview is listed in Appendix B: Programme overview Master EPA.
The course descriptions are published in the web catalogue on the internet.

C   European Studies - ES

The students can choose between one of the following specialisations:
- European Politics and International Relations;
- European Public Policy and Administration;
- Europe in a Globalising World.

The programme consists of three specialisations with two common modules, compulsory for each specialisation (one course in semester 1 and the thesis,) and runs over two semesters:
1.   the first semester consists of three modules, starting with a common module of 12 credits, followed by two specialisation modules of 12 credits and 6 credits respectively;
2.   the second semester consists of two specialisation modules of 12 credits and 6 credits respectively, plus the research and writing of a thesis (12 credits).

The final work of the programme is the thesis.

The detailed programme overview is listed in Appendix C: Programme overview Master ES.
The course descriptions are published in the web catalogue on the internet.

D   Arts & Culture: three tracks

The programme consists of three tracks:
- the two continuing tracks 'Arts, Literature and Society' (ALS) and 'Politics and Society' (PSE);
- the selective track 'Arts and Heritage: Policy, Management and Education'.

D1 Track Arts, Literature and Society - ALS

The programme runs over two semesters:
1.   the first semester consists of three courses (of 12, 12 and 6 credits);
2.   the second semester offers two graduation options:
   - the student takes a skills training (6 credits) that prepares for the final work; the final work is the research and writing of a thesis (24 credits); or
   - the student takes a skills training (6 credits) that prepares for the final work; the final work is the academic internship, consisting of internship, internship report and internship thesis (total of 24 credits).

The final work of the programme is the thesis or the academic internship.

The detailed programme overview is listed in Appendix D1: Programme overview Master ALS.
The course descriptions are published in the web catalogue on the internet.

D2   Track Politics and Society – PSE

The programme runs over two semesters:
1.   the first semester consists of three courses (of 12, 12 and 6 credits);
2.   the second semester offers two graduation options:
   - the student takes a skills training (6 credits) that prepares for the final work; the final work is the research and writing of a thesis (24 credits); or
   - the student takes a skills training (6 credits) that prepares for the final work; the final work is the academic internship, consisting of internship, internship report and internship thesis (total of 24 credits).

The final work of the programme is the thesis or the academic internship.

The detailed programme overview is listed in Appendix D2: Programme overview Master PSE.
The course descriptions are published in the web catalogue on internet.

D3   Track Arts and Heritage: Policy, Management and Education - AHE

The programme runs over two semesters:
1.   the first semester consists of three courses (two seminars of 12 credits each and one of three elective courses of 5 credits) and one skills training (1 credit);
2.   the second semester offers two graduation options:
   - the student takes one of three elective courses (12 credits) and concludes the programme with the research and writing of a thesis (18 credits); or
   - the student takes a course as preparation for the academic internship (6 credits) and concludes the programme with the academic internship, consisting of internship, internship report and internship thesis (total of 24 credits).

The final work of the programme is the thesis or the academic internship.

The detailed programme overview is listed in Appendix D3: Programme overview Master AHE
The course descriptions are published in the web catalogue on the internet.

E   Media Studies, track Media Culture - MC

The programme runs over two semesters:
1.   the first semester consists of five courses (total of 30 credits);
2.   the second semester offers one course on interdisciplinary research (6 credits), workshops supporting thesis and internship (0 credits) and two graduation options:
   - the research and writing of a thesis (24 credits);
   - the academic internship, consisting of internship, internship report and internship thesis (total of 24 credits).

The final work of the programme is the thesis or the academic internship.

The detailed programme overview is listed in Appendix E: Programme overview Master MC.
The course descriptions are published in the web catalogue on the internet.

F   Globalisation and Development Studies – GDS

The programme runs over two semesters:
1.   the first semester consists of three courses, one core elective course and the first seminar (total of 30 credits);
2.   in the second semester, students choose one of the graduation options:
   - option 1 internship: consists of two programme electives or of one programme elective and one non-GDS elective (total of 12 credits), an academic internship (resulting in an internship thesis, 15 credits, and an internship evaluation report, 2 credits) and the second seminar (1 credit);
   - option 2 desk study: consists of three programme electives or of two programme electives and one non-GDS elective (total of 18 credits), a desk study (including desk study thesis, 11 credits) and the second seminar (1 credit);
   - option 3 fieldwork: consists of fieldwork (including fieldwork thesis, 29 credits) and the second seminar (1 credit).

   The number of non-GDS elective courses students may choose is limited to one. The non-GDS elective can be chosen from a limited list to be published at the beginning of the academic year.

The final work of the programme is the academic internship of graduation option 1, the desk study thesis of option 2, or the fieldwork thesis of option 3.

The detailed programme overview is listed in Appendix F: Programme overview Master GDS.
The course descriptions are published in the web catalogue on the internet.

G   Kunst- & Cultuurwetenschappen: drie tracks

Het programma bestaat uit drie tracks: 'Kunst, Literatuur en Samenleving', 'Politiek en Samenleving', en 'Kunst, Cultuur en Erfgoed';

G1 Track Kunst, Literatuur en Samenleving - KLS

Het programma loopt over twee semesters:
1.   het eerste semester omvat drie blokken (resp. 12, 12 and 6 credits);
2.   het tweede semester biedt twee afstudeeropties:
   - de student volgt een skills training (van 6 credits) als voorbereiding op de scriptie en sluit het programma af met het onderzoek voor en schrijven van een scriptie (24 credits); of
   - de student volgt een skills training (van 6 credits) als voorbereiding op de academische stage en sluit het programma af met een academische stage, bestaande uit stage, stageverslag en stagescriptie (totaal van 24 credits).

Het eindwerk (final work) van het programma wordt gevormd door de scriptie, danwel door de academische stage.

Het gedetailleerde programmaoverzicht is opgenomen in Appendix G1: Programme overview Master KLS.
De vakbeschrijvingen zijn gepubliceerd op webcatalogus op internet.

G2   Track Politiek en Samenleving - PSN

Het programma loopt over twee semesters:
1.   het eerste semester omvat drie blokken (resp. 12, 12 and 6 credits);
2.   het tweede semester biedt twee afstudeeropties:

- de student volgt een skills training (van 6 credits) als voorbereiding op de scriptie en sluit het programma af met het onderzoek voor en schrijven van een scriptie (24 credits); of
- de student volgt een skills training (van 6 credits) als voorbereiding op de academische stage en sluit het programma af met de academische stage, bestaande uit stage, stageverslag en stagescriptie (totaal van 24 credits).

Het eindwerk (final work) van het programma wordt gevormd door de scriptie, danwel door de academische stage.

Het gedetailleerde programmaoverzicht is opgenomen in Appendix G2: Programme overview Master PSN.
De vakbeschrijvingen zijn gepubliceerd op webcatalogus op internet.

G3   Track Kunst, Cultuur en Erfgoed - KCE
Het programma loopt over twee semesters:
1.   het eerste semester omvat drie modules (twee seminars van elk 12 credits en een van de drie keuzeblokken van 5 credits) en een skills training (1 credit);
2.   het tweede semester biedt twee afstudeeropties:
- de student volgt een van de drie keuzeblokken (12 credits) en sluit het programma af met het onderzoek voor en schrijven van een scriptie (18 credits); of
- de student volgt een module als voorbereiding op de academische stage (6 credits) en sluit het programma af met een academische stage, bestaande uit de stage, het stageverslag en de stagescriptie (in totaal 24 credits).

Het eindwerk (final work) van het programma wordt gevormd door de scriptie, danwel door de academische stage.

Het gedetailleerde programmaoverzicht is opgenomen in Appendix G3: Programme overview Master KCE.
De vakbeschrijvingen zijn gepubliceerd op webcatalogus op internet.

H   Arts & Culture (research), track Cultures of Arts, Science and Technology – RM CAST

- The programme runs over two years (4 semesters):
  1.   the first year consists of four core modules (42 credits), a joint research project (12 credits) and two modules reflection activities (6 credits).
  2.   the second year comprises a research internship (24 credits), reflection activities (6 credits) and the research and writing of a thesis (30 credits).

- The one-year version runs over two semesters:
  1.   the first semester consists of the first two core modules from course year 1 (24 credits).
  2.   the second semester comprises the second-year reflection activities (6 credits) and the research and writing of a thesis (30 credits).

The final work of the programme is the thesis.

The detailed programme overview is listed in Appendix H: Programme overview Research Master CAST.
The course descriptions are published in the web catalogue on the internet.

I   European Studies (research) – RM ES

The students can choose between one of the following specialisations:
1   Historicising European Union: Historical/Qualitative Approach;
2a   Governance and Representation in Europe: Qualitative Approach;
2b   Governance and Representation in Europe: Quantitative Approach;
3a   Europe and the World: Qualitative Approach;
3b   Europe and the World: Quantitative Approach.

- The programme runs over two years (four semesters).
    1. The first year consists of:
        - three out of seven seminars: the obligatory seminar (in period 1) and the two seminars of his/her specialisation in period 2 and 4 (total of 21 credits),
        - six out of ten method courses: the three obligatory method courses (two in period 1 and one in period 5) and the three method courses of his/her specialisation in period 2, 3 and 4 (in total 29 credits),
        - three obligatory skills courses in period 1-2, 3 and 5 (in total 10 credits);
    2. the second year offers three graduation options:
        - option 1 regular programme: consists of two advanced research seminars (24 credits), a skills course (2 credits) and the research and writing of a thesis (34 credits);
        - option 2 internship: consists of an individual research internship (24 credits), a skills course (2 credits) and the research and writing of a thesis (34 credits);
        - option 3 study abroad: consist of an individual study track at a selected partner institution (24 credits), a skills course (2 credits) and the research and writing of a thesis (34 credits).

- The programme also offers a double degree track together with the Faculty of Management, Economics and Social Sciences of the University of Cologne. This double degree agreement makes it possible for students to obtain two separate master's degrees in European Studies from each of the two universities. The student in the double degree programme chooses one of the specialisations 2a, 2b, 3a or 3b, but cannot take specialisation 1 Historicising European Union: Historical/Qualitative Approach.
    1. Students admitted to the double degree track will follow the first year of the Research Master in European Studies at UM, consisting of:
        - three out of seven seminars: the obligatory seminar (in period 1) and the two seminars of his/her specialisation in periods 2 and 4 (total of 21 credits),
        - six out of ten method courses: the obligatory method courses (two in period 1 and one in period 5) and the three method courses of his/her specialisation in periods 2, 3 and 4 (in total 29 credits),
        - three obligatory skills courses in periods 1/2, 3 and 5 (in total 10 credits);
    2. In the second year, they will complete modules in the Political Science master's programme at the Faculty of Management, Economics and Social Sciences at the University of Cologne (26 credits), and write the master's thesis (34 credits) under joint supervision by professors from both institutions. Although students may have courses in Cologne until 30 September, they are still required to submit their master's thesis by 31 August.

The final work of the programme for all three graduation options of the programme and for the double degree track is the thesis.

The detailed programme overview is listed in Appendix I: Programme overview Research Master ES.
The course descriptions are published in the web catalogue on the internet.

Article 3.7   Components elsewhere (electives outside the faculty)
            (further details in Appendix 3: Implementing regulations for non-FASoS electives)

1. In principle the student follows the programme as set forth in Article 3.6 and in appendices A to I.
2. As part of the Master ESST (Article 3.6 A and Appendix A) the student takes one or more courses at one of the partner universities. These courses are automatically accepted in the programme (refer to Appendix 3a).
3. The Master GDS (Article 3.6 F and Appendix F) offers some non-GDS courses, partly from other FASoS master's programmes, but the list may also include electives from master's programmes at other UM faculties. These elective courses are automatically approved within the programme (refer to Appendix 3b).
4. As part of the study abroad graduation option of the RM-ES and the RM-ES Double Degree programme of the RM ES (Article 3.6 I and Appendix I), the student takes courses at one of

the partner universities with a minimum study load of 26 credits. These courses are automatically accepted in the programme (refer to Appendix 3a).

5. The results of approved components from other UM faculties as mentioned in paragraph 2 will be transferred to the student's master's programme.
6. The results of approved components completed at foreign universities as mentioned in paragraphs 2 and 4 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.
7. In principle, the Board of Examiners does not allow programme components other than those listed in Article 3.6. However, in exceptional cases such as in the framework of a flexible master's programme, 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.

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 3.6 (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 Master of 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 whether to grant permission for the student's proposal within four weeks after receiving the proposal.
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.

The UM Executive Board decides before the start of the academic year whether or not PREMIUM will be offered in the academic year 2017/18. Information on PREMIUM is published on the UM website.

Article 3.10   Examination of the programme

1. The student follows the programme as referred to in Article 3.6 of the academic year in which s/he 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 s/he 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 4.

A   European Studies, track European Studies on Society, Science and Technology - ESST

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

B   European Public Affairs - EPA

The programme's examination consists of:
1.   passing the four course exams in periods 1 to 4 (total of 38 credits);
2.   passing the exam for the Integrated Skills Track that runs parallel to the courses in periods 1 to 4 (4 credits);
3.   passing the Internship work, the Internship report and the Internship thesis (total of 18 credits).

C   European Studies - ES

For all three specialisations, the programme's examination consists of:
1.   passing the five course exams of periods 1 to 5 (total of 48 credits);
2.   passing the thesis (12 credits).

D1   Arts & Culture, Track 'Arts, Literature and Society' - ALS

The programme's examination consists of:
- passing the three course exams of semester 1 (total of 30 credits);
- passing the exams of semester 2:
  o   the skills training related to the graduation option (period 4, 6 credits); and
  o   the thesis (24 credits); or
  o   the internship thesis, the internship and the internship report (total of 24 credits).

D2   Arts & Culture, Track 'Politics and Society' – PSE

The programme's examination consists of:
- passing the three course exams of semester 1 (total of 30 credits);
- passing the exams of semester 2:
  o   the skills training related to the graduation option (period 4, 6 credits); and
  o   the thesis (24 credits); or
  o   the internship thesis, the internship and the internship report (total of 24 credits).

D3   Arts & Culture, Track 'Arts and Heritage: Policy, Management and Education' - AHE

The programme's examination consists of:
- passing the three course exams of the two compulsory and one elective courses of semester 1 (total of 29 credits);
- passing the exam of the skills training of semester 1 (1 credit);
- passing the exams of either:
  o   the elective course of period 4 (12 credits) and the thesis (18 credits); or
  o   the course related to the academic internship of period 4 (6 credits) and the internship, internship report and internship thesis (total of 24 credits).

E   Media Studies, track Media Culture - MC

The programme's examination consists of:
- passing the five exams of semester 1 (total of 30 credits);
- passing the research course in period 4 (6 credits);
- passing the workshops supporting thesis and internship (0 credits);
- passing the exams of either:
  o   the thesis (24 credits); or
  o   the internship, internship report and internship thesis (total of 24 credits).

F   Globalisation and Development Studies - GDS

The programme's examination consists of:
- passing the exams of semester 1 (total of 30 credits):
  o   the three courses in periods 1 and 2 (total of 18 credits);
  o   the core elective course in period 2 (6 credits);

- seminar I (6 credits);
- passing the exams of semester 2 (total of 30 credits):
  - for option internship: the two programme electives or the programme elective and the non-GDS elective of period 4 (total of 12 credits), an academic internship (resulting in an internship thesis, 15 credits, and an internship evaluation report, 2 credits) and seminar II (1 credit);
  - for option desk study: the three programme electives, or the two programme electives and one non-GDS elective (total of 18 credits), a desk study (including desk study thesis, 11 credits) and seminar II (1 credit);
  - for option fieldwork: the fieldwork (including fieldwork thesis, 29 credits) and seminar II (1 credit).

G1 Kunst- en Cultuurwetenschappen, Track 'Kunst, Literatuur en Samenleving' - KLS

Het afsluitend examen van de opleiding bestaat uit:
- het behalen van de drie (blok)tentamens van semester 1 (in totaal 30 credits);
- het behalen van het tentamen van semester 2:
  - de skills training gerelateerd aan de afstudeeroptie (periode 4 6 credits); en
  - de scriptie (24 credits); ofwel
  - de stagescriptie, de stage en het stageverslag (in totaal 24 credits).

G2 Kunst- en Cultuurwetenschappen, Track 'Politiek en Samenleving' - PSN

Het afsluitend examen van de opleiding bestaat uit:
- het behalen van de drie (blok)tentamens van semester 1 (in totaal 30 credits);
- het behalen van de tentames van semester 2:
  - de skills training gerelateerd aan de afstudeeroptie (periode 4, 6 credits); en
  - de scriptie (24 credits); ofwel
  - de stagescriptie, de stage en het stageverslag (in totaal 24 credits).

G3 Kunst- en Cultuurwetenschappen, Track 'Kunst, Cultuur en Erfgoed' - KCE

Het afsluitend examen van de opleiding bestaat uit:
- het behalen van de drie (blok)tentamens voor de twee verplichte blokken en het keuzeblok van semester 1 (in totaal 29 credits);
- het behalen van het tentamen van de skills training van semester 1 (1 credit);
- het behalen van de tentamens van ofwel:
  - het keuzeblok van periode 4 (12 credits), en de scriptie (18 credits); of
  - het blok gerelateerd aan de academische stage van periode 4 (6 credits), en de stage, het stageverslag en de stagescriptie (in totaal 24 credits).

H Arts & Culture (research) – RM CAST

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

The examination of the one-year programme consists of passing the exams of:
- the first two core modules in periods 1 and 2 of course year 1 (24 credits);
- the second-year reflection activities starting in period 3 (6 credits); and
- the thesis in semester 2 (30 credits).

I European Studies (research) – RM ES

The programme's examination of the programme consists of:
- passing the exams of course year 1 (total of 60 credits):
  - the one obligatory and the two seminars of the chosen specialisation (total of 21 credits);
  - the three obligatory method courses and the three method courses of the chosen specialisation (total of 29 credits);
  - the three obligatory skills courses (total of 10 credits);
- passing the exams of course year 2 (total of 60 credits):
  - option 1 regular programme: the two advanced research seminars (24 credits), the skills course (2 credits) and the thesis (34 credits);
  - option 2 internship: the individual research internship (24 credits), the skills course (2 credits) and the thesis (34 credits);
  - option 3 study abroad: the individual study track at a selected partner institution (24 credits), the skills course (2 credits) and the thesis (34 credits).

The programme's examination of the Double Degree programme consists of:
- passing the exams of course year 1 at the UM Faculty of Arts and Social Sciences (total of 60 credits):
  - the one obligatory seminar and the two seminars of the chosen specialisation (total of 21 credits);
  - the three obligatory method courses and the three method courses of the chosen specialisation (total of 29 credits);
  - the three obligatory skills courses (total of 10 credits);
- passing the exams of course year 2 at the Faculty of Management, Economics and Social Sciences of the University of Cologne (total of 60 credits):
  - passing the selected modules of the master's programme in Political Science at the University of Cologne (26 credits); and
  - the thesis (34 credits) under joint supervision by professors from both institutions.

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 3.6.
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. The 'final qualifications of the programme' in Appendices 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, no indication can be given of the contact hours per week due to the individual study programme students follow in that semester/year.

Article 4.2   Prior knowledge and entrance requirements

The student is allowed to follow the education of the programme s/he is admitted to.
Sequence rules may apply for the exams of the programme (see Article 5.3).

Article 4.3   Course registration

1. The student may participate in the programme modules.
2. The faculty will schedule the master's student for the programme modules (including the first exam sitting of the module). In the case of elective modules or specialisations, the programme director will provide the information on the modules or specialisation for the individual students.

Article 4.4   Attendance and active participation

The Board of Examiners may decide to make active participation in the educational activities that prepare for the exams part of the assessment criteria of the grades for the module exams. A sufficient active participation assessment is given to a student for a module if s/he has participated adequately in the educational activities preparing for the exams. This assessment includes several aspects that are considered relevant for an effective tutorial group meeting (e.g. participating in discussions and asking explanatory questions) as specified at the beginning of the course.

SECTION 5   ASSESSMENT

Article 5.1   General

1.   During a module, the student will be tested for academic training and the extent to which s/he has sufficiently achieved the stated learning objectives.
2.   The course book describes the requirements a student must meet to pass the module and the criteria on which the student is assessed.
3.   If the course book lists specific criteria for participation in the module exam, the student may only participate in the module exam if s/he meets these criteria.

Article 5.2   Assessment and marks

1.   The exam is evaluated by means of a grade or by an excellent/pass/fail or a pass/fail score.
2.   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 Chapter VI of the FASoS Rules and Regulations, attached to these regulations.
3.   The student passes the module if his/her final mark is 6.0 or higher or at least a pass.
4.   Any exam taken by a student who does not meet the criteria as set forth in paragraph 3 of Article 5.1 but who nonetheless takes the exam will be declared invalid and a 'No Grade' will be registered for the module.
5.   In case the student was registered for a module exam but did not take the all required parts of the exam, a 'No Grade' will be registered for the module.
6.   If the calculation of the final grade is the (weighted) average of partial results, this calculation could lead to a pass or passing grade while not all requirements for passing the module (as set forth in article 5.1 paragraph 2) are met. In that case a 'No Grade' will be registered for the module.

Article 5.3   Order of exams

No sequence rules for the order of exams apply to the exams of the following programmes:
B. European Public Affairs – EPA
C. European Studies - ES
D. Arts & Culture: track 'Arts and Heritage: Policy, Management and Education' – AHE
F. Globalisation and Development Studies – GDS
G. Kunst- & Cultuurwetenschappen: track 'Kunst, Cultuur en Erfgoed' - KCE

Sequence rules for the order of exams apply to the exams of the following programmes:
A. For European Studies, track 'European Studies on Society, Science and Technology' – ESST:
      The student may not take the exams of the second semester until s/he passed the exams of the first semester.
D. For Arts & Culture: tracks 'Arts, Literature and Society' – ALS and 'Politics and Society' – PSE, and for
G. Kunst- & Cultuurwetenschappen: tracks 'Kunst, Literatuur en Samenleving' – KLS and 'Politiek en Samenleving' – PSN:
      The student may not take the exams of module D or E (of semester 2), until s/he passes the exams of modules A and B (of semester 1).
E. For Media Studies, track Media Culture:
      The student may not take the exams of the final work (Thesis or Internship Thesis/internship report/and the practical part of the internship) until s/he passed all exams of the first semester. If the student started the internship already but failed to pass all exams of the first semester, the internship has to be redone the coming study year as the internship has to be used for data collection and/or as case study for the internship thesis.
H. For Arts & Culture (research), track 'Cultures of Arts, Science and Technology'- CAST:
      The student may not take the exams of the second year until s/he passes the first-year exams.
J. For European Studies (research):
      The student may not take the exams of the second year until s/he passes 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 (see 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 and times are published in the Academic Calendar. The Academic Calendar and further details about the exam (exam registration terms, location, format) are published on FASoS Study Information.
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.

Article 5.5   Registration for exams: first sitting and resit

1. The student may only participate in the module's exam if he meets the criteria for this (see Article 5.1, paragraph 3).
2. In exceptional cases, the Board of Examiners may, at a student's request, apply the hardship clause and exempt the student from the criteria in paragraph 1, with or without alternative or additional requirements being imposed. The student may then participate in the module's exam.

5.5.1   Module exam: first sitting

1. The faculty registers the master's student for the modules; this registration includes registration for the first sitting of the module exam.
2. In the case of non-participation in the exam a result will nonetheless be registered (see Article 5.2, paragraph 5).

5.5.2   Module exam: resit

1. The student who is entitled to take a module's exam, but who failed or did not participate in the module exam will be registered for the resit exam by the faculty.
2. In the case of non-participation in the resit exam a result will nonetheless be registered (see Article 5.2, paragraph 5).

Article 5.6   Exam format

1. In principle, module exams are written. Written exams can include exams taken on a computer, take-home exams and exams in the form of papers/essays.
2. An examiner may decide that, because of the nature and content of a module or because the number of students is small, an exam will have a different form: for instance, it could be an oral exam or could include one or more written essays, which may or may not have to be explained orally. The examiner will announce any such decision no later than two weeks before the scheduled exam date.
3. Upon request, the student with a disability may take exams in a manner which accommodates their specific disability as much as possible. If necessary, the Board of Examiners will obtain expert advice where necessary from the faculty's student advisor and/or the student dean at the Student Service Centre (SSC) before taking a decision in such matters. The Board of Examiners ensures that the allowed adaptations of the exam format are in line with the generic requirements to pass the modules and to graduate.

Article 5.7   Supplementary provisions about exams

1. If a module exam consists of several questions, the final mark will be the average of the marks of the separate questions. This can be a weighted or unweighted average.

2. If a student answers more questions than required, the final mark will be calculated by taking the average of the required number of questions, selecting those with the lowest marks.
3. If different or additional regulations apply, they will be indicated in the module's course book.

Article 5.8   Oral exams

1. Oral exams are taken only by one person at a time, unless the Board of Examiners decides otherwise.
2. An examiner shall give an oral exam in the presence of a teaching staff member (second examiner), unless the Board of Examiners has decided otherwise.
3. Oral exams shall take place in public, unless the Board of Examiners or the relevant examiner decides otherwise in a special case or unless the student objects to this.

Article 5.9   Regulations about written assignments (including papers, reports and theses)

1. All written assignments and papers, including the programme's final work, must be submitted electronically before the set deadline.
2. Assignments and papers that are submitted too late will not be accepted.
3. The guidelines for written assignments and papers will be included in the course book.
4. If an assignment is written by multiple students, each student may be evaluated individually based on the contribution explicitly made by him/her.
5. The final work of the programme (see Article 3.6 for the programme details) will be evaluated by at least two examiners (the supervisor and a second examiner). The requirements for the final work of the master's programme are set forth in Appendix 1.

Article 5.10   Regulations for collective written exams

The Rules of Procedure for Examinations describe the rules of conduct during exams and are published in FASoS Study Information. They apply to all written exams given at locations designated by or on behalf of the Board of Examiners, and have been adopted to provide students with equal opportunities and proper conditions for taking exams.

Article 5.11   Determination and announcement of exam result

1. The Board of Examiners determines the standards for exams.
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 MyUM 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 MyUM 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 within 24 hours after it is taken. If more than one student takes the same exam, one after the other, this period may be extended by up to five working days. The Exam Administration will publish the result of the oral exam on MyUM within two working days after receipt of the result.

Article 5.12   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 coordinator is responsible for the inspection. S/he may organise an open office hour or make individual arrangements with students who ask to inspect their exams. The manner in which s/he organises this inspection is indicated in the course pages on the Student Portal.
3. A student may ask the examiner to explain and/or reconsider the result. Such a request will not suspend the period for lodging an appeal, referred to in Article 6.7.
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 5.13   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 5.14   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 5.15   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 s/he demonstrates in writing to their satisfaction that s/he 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 exemptions based on exams a student passed outside the programme during the period in which the student was barred by the board from taking exams for the programme because of fraud.
6. The same period of validity applies to exemptions as to exam results.

Article 5.16   Fraud

1. 'Fraud', including plagiarism, means actions or omissions by a student that make it impossible in whole or in part to properly evaluate his/her 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, they 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.
5. Further provisions about what constitutes fraud and which disciplinary measures the Board of Examiners can impose are set forth in Chapter VII of the FASoS Rules and Regulations.

Article 5.16a 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 5.17   Unsuitability (*Iudicium Abeundi*)

1. In exceptional cases and after careful consideration of the interests involved, the Board of Examiners or the dean/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 dean/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 of University Medical Centres on 1 November 2010.
2. The relevant clauses of Maastricht University's Enrolment Provisions apply.

SECTION 6   EXAMINATION

Article 6.1   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.

   The Board of Examiners may also grant a request if refusal would result in an exceptional case of extreme unfairness because the student concerned could not have taken the automatic graduation into account when s/he was planning his/her studies.

Article 6.2   Degree

6.2.1   One-year master's programmes: Master of Arts

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:

A. European Studies, track 'European Studies on Society, Science and Technology' – ESST
B. European Public Affairs – EPA
C. European Studies - ES
D. Arts & Culture: tracks
   'Arts, Literature and Society' – ALS
   'Politics and Society' – PSE
   'Arts and Heritage: Policy, Management and Education' – AHE
E. Media Studies, track 'Media Culture' - MC
F. Globalisation and Development Studies – GDS
G. Kunst- & Cultuurwetenschappen: tracks
   'Kunst, Literatuur en Samenleving' – KLS
   'Politiek en Samenleving' – PSN
   'Kunst, Cultuur en Erfgoed' - KCE

6.2.2   Two-year master's programmes: Master of Science

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:

H. Arts & Culture (research), track 'Cultures of Arts, Science and Technology'. A student who has been admitted to the one-year version of this master's programme and who has passed the examination of this one-year programme will also be awarded the degree 'Master of Science'.
I. European Studies (research)

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 the chair of the Board of Examiners and the faculty Dean.
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' designation in accordance with the provisions in Article 6.4.
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   Cum Laude

1. A master's examination is awarded the designation 'Cum Laude' if the student has given evidence of exceptional skills during exams of the programme.
2. By exceptional skills (as referred to in paragraph 1) is meant that:
   • all exams are passed without any resit, and
   • the unrounded and weighted average mark achieved is eight or higher, in addition to which no mark is lower than six and
   • the final work of the programme is graded with eight or higher. In addition to that the internship work has to be graded excellent for the Master EPA.
3. If a student does not pass every module exam (including the final work) in the first sitting, the passing result will be registered as a resit, which makes a Cum Laude graduation impossible.

Article 6.5   Grade point average (GPA)

A student can ask the Office of Student Affairs to provide him/her with a transcript that includes the GPA earned in the programme, thus providing a reflection of the student's academic performance. This GPA is not listed on the certificate, the attached diploma supplement or List of Exam Subjects.

Starting points:
1. the weighted average score (GPA) is calculated over all modules that are listed as part of the programme and are marked with a Dutch grade;
2. a module of the programme for which a failing grade is obtained (so for which no credits are listed in MyUM) is included in the GPA;

3. if more than one grade is listed for a programme module, the highest grade is taken into account for the calculation;
4. modules that are not marked with a Dutch grade are not included in the GPA calculation.

Calculation of the GPA:
Σ (Grade * number of credits for the programme modules in which the student participated) / Total number of credits for the programme modules in which the student participated.

Explanation:
- Results for modules that are not graded with a Dutch grade, also including modules taken outside UM, are not included in the GPA.
- Results for modules that are not listed under the degree programme are not included in the GPA. Therefore, results from other programmes, as well as results listed under the programme 'extra-curricular courses' are excluded.
- If a student takes UM subjects that are not part of the programme (e.g. a voluntary course at the UM language centre or extra courses outside the programme) the results for these subjects will be listed under the programme 'extracurricular courses'; these results are not included in the programme GPA.
- If a student wishes to include such modules in the programme, s/he should file a request with the Board of Examiners before taking the last exam of the programme. The module will only be included in the degree programme if the board grants the request to acknowledge the module in the degree programme; the grade and credits will then be included in the programme GPA.

Article 6.6   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.

Article 6.7   Right of appeal

Within six weeks after the decision by the examiner and the Board of Examiners is announced, the student may appeal this decision to UM's Complaints Service Point.

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.

Chapter VIII of the FASoS Rules and Regulations, which is attached to these regulations, explains the procedures for inspection, explanation and appeal of exams. An elaborate explanation of these procedures can also be found in FASoS Study Information.

SECTION 7   STUDY GUIDANCE

Article 7.1   Study progress administration

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

Article 7.2   Study guidance

Study guidance is offered in various ways, both 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 in and outside the study programme.
2.   The study guidance includes:
       a.   an introduction in the week 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 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 his/her 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 a recommendation is received from the programme committee and after consent from or consultation with 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 the students' 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, the rules and regulations adopted by the Board of Examiners, and any changes to these regulations regulation by, for example, placing such notice on FASoS Study Information.
2. Any interested party may obtain a copy of the documents referred to in paragraph 1 from the Faculty Office.

Article 8.2a   Evaluation

The Faculty Board will ensure that the education of the programme is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary adapting the student workload – the amount of time students need to complete their duties as set out therein.

Article 8.3   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 8.4   Effective date

This set of regulations will come into force on 1 September 2017 and will apply to the 2017/18 academic year.

Adopted by the Faculty Board on 8 March 2017.

Appendix A Overview Master European Studies
Track European Studies on Society, Science and Technology (ESST)

Semester 1

04-09/29-09-17 4 weeks	Form / Code	Title	ECTS	Course period	Resit period	Assess-ment
Module 1	Course EST4000	Introduction in society, science and technology studies	6	1	2	grade
02-10/27-10-17 4 weeks						
Module 2	Course EST4001	Science and Technology in the Making: Entering the World of the Laboratory	6	1	2	grade
30-10/24-11-17 4 weeks						
Module 3	Course EST4002	Interpreting the history of science and technology	6	2	3	grade
27-11/22-12-17 4 weeks						
Module 4	Course EST4003	Science and Technology Dynamics	6	2	3	grade
08-01/02-02-18 4 weeks						
Module 5	Course EST4004	Politics of Knowledge	6	3	3	grade

Semester 2

05-02/09-03-18 4 weeks						
Module 6	Course EST4008	Science and Public Policy	8	4	5	grade
OR Module 6 as part of study abroad	EST4901	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.	8	4	5	P-F
05-02/29-06-18 20 weeks						
	Thesis EST4800	Thesis	22	4	6	grade

Final qualifications Master European Studies
Track European Studies on Society, Science and Technology (ESST)

Dublin descriptors	Final Qualifications The graduates are able to:
A. Knowledge and understanding	Explain the main concepts and theoretical models developed to analyse the implications of technological change (in sociological, anthropological, historic, economic and political/policy terms);
	Understand and explain the interrelations between science and society, and the role of the government, institutions, and industry on how scientific knowledge is produced;
	Understand how institutional patterns and mechanisms structure the mutual interaction between knowledge production, power relations and public policy;
	Understand and interpret the historical developments of science and technology and explain the complexities involved in the processes of building up credible scientific facts;
B. Applying knowledge and understanding	Apply social-constructivist approaches (e.g. the STS approach) as an analytical lens in an academic paper or public debate
	Explain and analyse the contemporary challenges and dynamics of knowledge production in the sciences on macro-, meso- and micro-level
	Deconstruct discourses by policy makers (verbal and written) in the governance of technological change applying STS, economic, political and policy concepts and analytical tools
	Apply the insights of STS about specific fields in which science is politically contested and/or mobilised for the purpose of governance
	Make effective use of historic and qualitative research methods to study technological change and its societal implications
C. Making judgements	Formulate a clear/focused/well-formulated and relevant research question in the STS domain of study
	Critically reflect and articulate their position regarding issues of ethical and academic integrity during (verbal and written) debates about technological change by formulating a good chain of arguments (from an STS perspective)
	Assess the (social, economic and governance) implications of technological change;
	Engage in an informed way in debates about the governance of science and democratization of science in modern societies;
D. Communication	Act as constructive team-members;
	Communicate their academic findings to a professional, academic and lay audience
	Write a research proposal on an ESST topic

	Communicate their research findings via a debate or academic paper
	Find relevant literature in the library system, and to apply the APA referencing system in consistent and correct way in their research output
	Gather fieldwork data by conducting an interview
E. Learning skills	Conduct a historical analysis and work with historical sources as main or auxiliary research method
	Develop an attitude that economics is primarily a social – not a natural – science and as such needs to incorporate the social, political, and historical influences in the analysis of policy making;
	Develop research questions and research designs to study technological change in contemporary societies.

Didactics

All curricular programmes at Maastricht University use the Problem-Based Learning (PBL) approach as overall didactic model (Annex 1). Drawing on Maastricht University's expertise in PBL, teaching is student-centred and involves active, constructive and collaborative tutorial sessions of small groups, which prompts intensive interaction between tutor and students. In this way students actively learn from both the tutor *and* each other. PBL transforms teaching into a dynamic process of active knowledge production as a collective. Learning is achieved through collaborative training of skills, reading and writing academic texts, active participation in discussions and by undertaking research. To accommodate a student population made up of students from both sides of the 'Two Cultures', tutorial sessions are organised as seminars in which the tutor acts as chair in order to correct misunderstandings and achieve effective time management. This input allows for a summary or paraphrasing of discussions and adding additional information on theoretical context and history for students who are not familiar with the topic, while challenging the others. In addition, extra (yet not mandatory) literature is added to compensate for the diversity in the students' backgrounds. In this way, more advanced students can add these texts to their readings.

The tutorial sessions are complemented with a variety of teaching forms, such as lectures, discussion meetings on documentaries and student presentations. Annex 5 presents the various forms of teaching for presenting knowledge and skills during the 1st and 2nd semesters. These teaching approaches contribute in their own way and align with the specific learning outcomes.

With a selected set of teaching activities the MA ESST aims to provide an intellectual and social infrastructure that enables students to meet the final qualifications.

Contact hours per week

Course year   1
Contact hours   12

Not included are contact hours that are not being scheduled for the complete cohort at the start of the academic year, such as guidance and supervision hours (e.g. regular study guidance and internship supervision); also excluded are examination hours.

Appendix B   Programme overview Master European Public Affairs (EPA)

04-09/06-04-18 28 weeks	Form / Code	Title	ECTS	Course period	Resit period	Assess-ment
	Skills EPA4500	Integrated skills track	4	1	5	E-P-F
04-09/27-10-17 8 weeks						
	Course EPA4000	Perspectives on Europe	11	1	2	grade
30-10/22-12-17 8 weeks						
	Course EPA4002	Governance in the EU	11	2	4	grade
08-01/02-02-18 4 weeks						
	Course EPA4001	Lobbying in the EU	5	3	4	grade
05-02/06-04-18 8 weeks						
	Course EPA4003	Implementation and evaluation of EU policy	11	4	5	grade
09-04/29-06-18 12 weeks						
	Inter EPA4900	Internship work	8	5	6	E-P-F
	Inter EPA4990	Internship report	2	5	6	grade
	Thesis EPA4890	Internship thesis	8	5	6	grade

Final qualifications Master European Public Affairs (EPA)

	Final qualifications MA EPA
Dublin descriptor 1: Demonstrating knowledge and understanding	1.1 MA EPA graduates demonstrate advanced knowledge of the theories and methods of policy analysis 1.2 MA EPA graduates demonstrate advanced knowledge of the academic concepts and theories relevant to understanding the system of European governance 1.3 MA EPA graduates demonstrate advanced knowledge of how policy is made in the European Union in the main fields of the Union's competences, and per stage of the policy process 1.4 MA EPA graduates demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration

Dublin descriptor 2: Applying knowledge and understanding	2.1 MA EPA graduates demonstrate the ability to tackle a specific EU-related policy problem, by
	    a. retrieving the appropriate primary and secondary sources,
	    b. applying the relevant academic theories and methods,
	    c. analysing the collected data,
	    d. formulating feasible policy solutions
	    e. reporting on the above process
	
	2.2 MA EPA graduates demonstrate the ability to apply the skills and knowledge gained in a specific working environment

Dublin descriptor 3: Formulate judgments	3.1 MA EPA graduates demonstrate the ability to understand, use and reflect upon different theoretical perspectives on policy analysis, and are able to formulate relevant research questions and related research designs 3.2 MA EPA graduates demonstrate the ability to understand, reflect upon and manage the complexity of EU-related policy problems, and they have the ability to formulate specific courses of action and policy recommendations, whilst being aware of the impact of these changes.
Dublin descriptor 4: Communicate	4.1 MA EPA graduates demonstrate the ability to write an academic thesis 4.2 MA EPA graduates demonstrate the ability to write a policy brief 4.3 MA EPA graduates demonstrate a high level of presentation and 'pitching' skills of policy analyses and solutions 4.4 MA EPA graduates demonstrate a high level of debating skills

	5.1 MA EPA graduates demonstrate the skill to identify relevant (academic) sources for research projects
Dublin descriptor 5: Learning to learn	5.2 MA EPA graduates demonstrate the skills to constructively work and cooperate in international and interdisciplinary teams
	5.3 MA EPA graduates demonstrate the skills to (jointly) plan and manage (group) projects within a strict time frame
	5.4 MA EPA graduates demonstrate the skill to reflect upon one's own learning process

Didactics

Maastricht University was founded adopting a student-centred approach to teaching: Problem-Based Learning (PBL). The main aim of PBL is to train students in solving abstract, but also very practical problems. Learning takes place in an active, constructive and collaborative environment, and core principles of this approach are that it stimulates students' self-responsibility for the learning process and that it simulates the academic research process. While not using the 7-step approach to PBL as developed at the BA level, the MA EPA does adopt the philosophy behind PBL. An advanced form of PBL is used whereby a variety of teaching approaches aim to enhance students' own learning process and train them to solve practical problems via concrete assignments. Continuously improving our learning and teaching approaches is high on the agenda of Maastricht University, as also illustrated by the 'Leading in Learning'-programme, which aims at further improving the educational profile of the University. Several FASoS staff members are involved in these projects.

MA EPA's teaching philosophy

Today's students will be active in their professional practice well into the coming decades. Particularly in the European context, they will practice during a period of accelerating and comprehensive change in public sector management. This means that the knowledge students acquire during their education will undoubtedly become outdated during their professional practice. Such changes in society and in their profession will make self-directed learning throughout their career a condition sine qua non. The MA EPA programme has endorsed the concept of life-long learning and continual professional development. Adapting to, and participating in, change requires the development of a number of competences, such as the skills of communication, critical reasoning, searching for and selecting relevant information of high quality, a logical and analytical approach to problems, self-evaluation, a life-long learning attitude and a strive for self-actualisation. In the MA EPA strong emphasis is placed upon teaching and approaches to learning that promote a learning environment that supports students in developing the above attributes and in particular that they develop as motivated learners and independent and critical thinkers. The programme does not only offer knowledge on an advanced level, it also requires that students use the literature as a basis for developing new and original insights into the subject matter, for instance in the form of research assignments and projects. Hence students do not act as mere consumers of knowledge, but actively work to deepen their own knowledge. The MA EPA makes use of a variety of student-centred teaching approaches, stimulating students to 'learn to learn'.

Throughout the programme, a variety of teaching approaches is used including: expert seminar, workshop, debate, quiz, skills training and, linked to that, the portfolio, and finally the internship. This ensures that knowledge is also utilised in different (thematic) contexts, in cooperation with others, and in order to tackle new problems. In table 7 the various teaching approaches that are utilised to reach the specific learning outcomes represented by the five Dublin Descriptors are listed.

Expert seminars

Each module contains seminars for the entire group of 25-30 students in which an academic or professional expert lectures about facts, concepts or relevant theories. It is the explicit ambition of the programme to make these lectures as interactive as possible, and students are stimulated to actively participate in the discussions. This is partly done by integrating the discussion of pre-defined reading materials during or after the lectures. In addition to the academic lecturers by

FASoS staff, extensive use is made of guest lecturers from EIPA, civil servants working in Brussels, researchers and public affairs professionals, and external academic speakers. Students learn to understand and critically analyse and reflect upon cutting-edge practicalities and theories of European governance. Knowledge conveyed via the expert seminars is mostly assessed via exams, presentations, papers, and the quiz (see section 3 for more information on assessment methods). See Annex 7 for an overview of academic staff and guest speakers, their background, the topics they cover, and the modules in which they participate.

Workshops
The educational format of the workshop is based on collective project work (groups of about five students). Students work on a problem that requires them to identify and search for the knowledge and research methods they need to formulate solutions. Provided with carefully constructed situations, students learn to solve problems by informing themselves and by reflection on the process of acquiring and assessing information. The group work in the workshops guarantees that students encounter a culturally and disciplinary diverse environment in which to discuss knowledge, apply this knowledge, engage in debates and identify solutions to problems. In this environment strength of argumentation is not enough. The simulated European mini-cosmos requires that students reflect on ethical and social considerations when working, researching, debating and problem-solving within the culturally diverse group of fellow students, as well as take into account other opinions, and other cultures in which those opinions may have been formed. As becomes clear in section 3, workshops are often concluded with presentations or the delivery of policy/position papers. See Annex 17 for a number of examples of specific workshop assignments.

Debate
Discussion and debates are critical features of public affairs in the European Union. Specifically in the method of how to convincingly deliver a message that is not necessarily your own opinion. One of the explicit aims of the MA EPA is to train students in becoming confident speakers and debaters. Students participate in a team debate during each module, picking up on a specific topic studied during that period or a more topical issue brought to the fore by current events. This also serves to act simultaneously as a research assignment, since students must collect their own 'evidence'; the debates force students to use the knowledge they acquire during the programme or to delve into a current affairs topic. The Oxford style of debating is used since this encourages students to learn to defend a position that is not necessarily their own, in a limited and fixed time period. Students learn different debating roles such as an opening speech, reacting to the opposing team, Q&A, and a closing speech. See Annex 18 for a description of the rules of debate and an overview of the motions debated during the last years.

Quiz
The quiz as used in the MA EPA is an assessment tool that can also be defined as a teaching approach. A crucial aspect of a career in European public affairs is knowledge of the structure, history, functioning, and current affairs of the European integration machinery. Whichever internship or job MA EPA students and alumni apply for, the ability to show that they know the relevant facts about the EU will certainly be considered an asset. Competition is fierce, and thus good, solid, up-to-date knowledge of European issues is a must, particularly for those students with the ambition to participate in the EU Concours. In addition to the varying assessment forms used in the MA EPA programme (see section 3), each module introduces a 'quiz' where students are tested on 20 (mostly) closed questions. The most important aim of the quiz is to make students aware of the importance of having such knowledge at hand, and thus to stimulate them to make it part of their daily routine to become acquainted with current affairs, and to follow political and policy developments (i.e. teaching them the relevance of continued learning). Preparation for the quiz is not something that can be achieved overnight, but instead should be a continuous process of being up-to-date with European affairs by reading the newspapers, regularly checking the EUROPA portal (to EU affairs) and reading all materials as provided during the programme. Part of the composite grade of each module will consist of this quiz (the weight is 10%). The quiz tests three types of knowledge: 1) current affairs, 2) basic facts (e.g. names of Commissioners, policy-making procedures), and 3) module-related knowledge. See Annex 19 for an overview of types of questions asked in the quiz.

Skills training & portfolio

The Integrated Skills Track is based on instruction and learning-by-doing. The specific skills to be acquired in a module are related to the theme of a module. For example in module 2, where students learn the ins and outs of the decision-making process in the European Union, they also participate in the negotiation skills training where they immediately apply the acquired knowledge in practice by simulating a Council of Ministers meeting. Figure 1 provides an outline of the Integrated Skills Track. The format of these meetings varies with the topic at hand. While some topics are better introduced via lectures, all elements in the Integrated Skills Track follow a 'learning by doing' approach. In some cases this is achieved via group work (e.g. group dynamics), while in other instances this is an individual exercise (e.g. CV writing). Annex 20 provides a more extensive overview of the Integrated Skills Track.

Progress and development of the acquired skills is measured and assessed via the portfolio. From module 1 onwards, all students keep track of their own 'portfolio' via the Student Portal. In this portfolio, they address questions related to their progress, critically reflect upon their own development and upon their internship possibilities, and identify potential questions and problems to discuss with the skills track coordinator. See Annex 21 for more insight into the portfolio.

Internship
As the MA EPA is practice-oriented and aims to prepare students as much as possible for a career in public administration or consultancy, the internship is a crucial part of the programme. The aim of this last component of the programme is to put the lessons learned during the first four modules and the Integrated Skills Track into practice. The internship forms a crucial opportunity to gain hands-on experience in the field of European public affairs, and often provides the opportunity to smoothly enter the job market.

Involvement of alumni as a teaching approach
Graduates form an important source of information for each cohort of the MA EPA. In interaction with alumni – who are explicitly asked to elaborate on the link between what they learned during their year in Maastricht and their current position – the applicability and usefulness of the programme becomes more alive to the current cohort of students. In addition, this provides for a networking opportunity. During several occasions throughout the year, current students have the opportunity to learn from, and interact with, alumni. The following table provides insight into how alumni are engaged in the MA EPA.

Contact hours per week

Course year   1
Contact hours 10

Not included are contact hours that are not being scheduled for the complete cohort at the start of the academic year, such as guidance and supervision hours (e.g. regular study guidance and internship supervision); also excluded are examination hours.

Appendix C   Programme overview Master European Studies (ES)

Specialisation 1: European Politics and International Relations
Specialisation 2: European Public Policy and Administration
Specialisation 3: Europe in a Globalising World

04-09/27-10-17 8 weeks	Code	Title	ECTS	Course period	Resit period	Assess-ment
All tracks	Course EUS4012	Post-War Europe. Political and Societal Transformations	12	1	3	grade
30-10/22-12-17 8 weeks						
Track 1 and 3	Course EUS4001	International Relations and Global Governance	12	2	4	grade
Track 2	Course EUS4002	The European Policy Process	12	2	4	grade
08-01/02-02-18 4 weeks						
Tracks 1	Course EUS4003	The EU as an international Player	6	3	5	grade
Track 2	Course EUS4014	EU Budget and Economic Governance	6	3	5	grade
Track 3	Course EUS4015	Comparative Regionalism	6	3	5	grade
05-02/06-04-18 8 weeks						
Track 1	Course EUS4006	EU Foreign and Security Policy	12	4	5	grade
Track 2	Course EUS4005	Europeanization and Domestic Change	12	4	5	grade
Track 3	Course EUS4010	The European Union and International Migration	12	4	5	grade
09-04/04-05-18 4 weeks						
Track 1	Course EUS4004	EU External Economic Policies	6	5	6	grade
Track 2	Course EUS4007	Civil Society and European Integration	6	5	6	grade
Track 3	Course EUS4013	The European Union and International Development	6	5	6	grade
04-09/29-06-18 year						
All tracks	Course EUS4800	Thesis	12	1	6	grade

Final qualifications Master European Studies (ES)

MA ES graduates:

1.   have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context. MA ES graduates demonstrate advanced knowledge, and specifically:
     a.   can understand the historical context of European integration and how this may explain current challenges/tensions/puzzles
     b.   can understand the multi-level system of actors and interests involved in European policy-making, and the relations between the EU, its Member States and other international bodies
     c.   can understand academic concepts, frameworks and theories and their usefulness for analysing contemporary debates in Europe and doing EU policy analysis

2.   can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. MA ES can apply knowledge and problem-solving abilities, and specifically:
     a.   can apply historical, political science or public policy concepts to analyse new political developments and policy cases
     b.   can develop and implement a research design for analysing regional, national, European or global politics/policy-making

3.   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 can handle complexity and formulate judgments, and specifically:
     a.   can cope with informational complexity to pinpoint the key issues and perspectives, and make objective statements
     b.   can identify and retrieve sources and data to build evidence-based arguments to explain policy developments
     c.   can interpret and draw pertinent conclusions from data gathered and can formulate courses of action while being aware of the redistributive effects of these decisions

4.   can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. MA ES can communicate clearly and unambiguously, and specifically:
     a.   can communicate with an awareness to the sensitivities of inter-cultural communication
     b.   can express ideas in written academic English to an advanced level (written communication) using different types of forum (academic publications, press, new media)
     c.   can express ideas convincingly in spoken English using an appropriate academic register, vocabulary and tone (oral communication)

5.   have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. MA ES have learning skills as independent researchers, and specifically:
     a.   can adapt to group settings and work in an international professional environment
     b.   can undertake self-guided research and/or analysis
     c.   can engage in a process of critical self-reflection and make constructive use of feedback

Didactics
Students are challenged by the diverse, international, English-language environment. For many students it is their first experience of a mixed nationality learning environment and many have not studied in English before. Students largely thrive in the process of having to engage personally and professionally with so many different nationalities. The skills training 'Intercultural Communication' in the first month helps students get over inhibitions about the group environment. Students are encouraged to be sensitive to the background and opinions of their peers. Staff tries to create a dynamic that is conducive for all students to be comfortable enough to speak up and express their

opinions in a group setting. Emphasis is placed on students formulating arguments orally. Key to this process is the tutorial, in which the academic literature is discussed through a student-led process (rotating the role of chair each session). All coordinators organise sessions at the end of their courses to provide face-to-face feedback regarding their participation in class, both with a view to the extent and quality of their interventions. Most of the twelve courses are made up of a combination of four educational formats:

- Lectures –coordinators, as well as the many guest speakers and practitioners from the field invited to present the state-of-the-art, outline major tensions/puzzles, introduce key theoretical insights, and provide an overview of the academic literature in the field or present practical insights from the field to see how theory relates to practice. Students train their listening skills, ability to filter large amounts of information and develop effective note-taking.
- Tutorials –coordinators and other tutors work with the students often using an advanced form of Problem-Based Learning (PBL) to discuss the literature in more depth and ensure that students have grasped the key concepts and understood the main issues at stake. Generally, students are required to chair, present and steer the discussion, though sometimes the sessions are more loosely structured to allow for debate. Students demonstrate their understanding of key concepts in European Studies and learn to process complex information and communicate this in their own words to their peers.
- Workshops – students acquire advanced knowledge and deepen their understanding by applying the literature and concepts to specific cases, often country- or policy-specific. This often involves group work and considerable preparation outside the class, with students using materials provided by tutors as a starting point and having to distribute tasks. Students cooperate on a common project, identify individual strengths, communicate and formulate judgments together.
- Skills trainings – students learn to use new methods or skills which they will need for autonomous research or policy analysis. This means thinking about oral and written communication in practice, with consideration to the types of communication performed by different stakeholders, depending on the type of activity/nature of intervention, and the target audience. Students apply their knowledge to real-life situations, engage in role play, or produce short written documents such as policy briefs, executive summaries, strategic plans etc.

In the lectures preceding the tutorials, the theme of the week is introduced and the literature announced. Tutorials focus on an in-depth discussion of the literature. In the BA ES, students depart from a problem text and embark on a process of brainstorming that culminates in defining learning objectives to guide their reading. In the MA ES, however, students are expected to identify the problems in the texts and to bring them to the classroom. An advanced form of Problem-Based Learning is used in the MA ES whereby the group explores readings in-depth to tease out the tensions and puzzles in the issue or policy area. Students prepare for tutorials in advance, often determining the format of discussion, and taking responsibility for the group to ensure that everybody has grasped main concepts and could apply them to new situations. At the end of the tutorial the tutor gives feedback on student performance in terms of active oral participation and substantive content. The 'Leading in Learning' projects financed by the Faculty demonstrate commitment to investigate new ways to improve the use of PBL.

Contact hours per week
Course year   1
Contact hours   8.7

Not included are contact hours that are not being scheduled for the complete cohort at the start of the academic year, such as guidance and supervision hours (e.g. regular study guidance and internship supervision); also excluded are examination hours.

Appendix D Programme overview Master Arts & Culture

D1 Track Art, Literature and Society (ALS)

Semester 1

04-09/27-10-17 8 weeks	Code	Title	ECTS	Course period	Resit Period	Assess-ment
	Course ALS4000	Make it new! Problems of cultural (re)production	12	1	2	grade
30-10/22-12-17 8 weeks						
	Course ALS4001	Art Worlds. Exploring current practices and debates in art and literature	12	2	4	grade
08-01/02-02-17 4 weeks						
	Course ALS4002	Theories and Methods: Images, Affect, Practices	6	3	4	grade

Semester 2: Option Thesis

05-02/09-03-18 4 weeks						
	Skills ALS4501	Thesis Proposal	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis ALS4800	Thesis	24	4	6	grade

Semester 2: Option Internship

05-02/09-03-18 4 weeks						
	Skills ALS4502	Internship Thesis Proposal	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis ALS4890	Internship Thesis	9	4	6	grade
23-04/29-06-18 10 weeks						
	Internship ALS4991	Internship	13	5	6	E-P-F
	Paper ALS4990	Internship report	2	5	6	grade

D2 Track Politics and Society (PSE)

Semester 1

04-09/27-10-17 8 weeks	Code	Titel	ECTS	Course period	Resit Period	Assess-ment
	Course PSE4000	Make it new! Problems of cultural (re)production	12	1	2	grade
30-10/22-12-17 8 weeks						
	Course PSE4004	The Politics of National Identity: Past and Present	12	2	4	grade
08-01/02-02-18 4 weeks						
	Course PSE4005	Politics and Technology: Capitalism, democracy and disruptive technology	6	3	4	grade

Semester 2: Option Thesis

05-02/09-03-18 4 weeks						
	Skills PSE4501	Thesis Proposal	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis PSE4800	Thesis	24	4	6	grade

Semester 2: Option Internship

05-02/09-03-18 4 weeks						
	Skills PSE4502	Internship Thesis Proposal	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis PSE4890	Internship Thesis	9	4	6	grade
23-04/29-06-18 10 weeks						
	Internship PSE4991	Internship	13	5	6	E-P-F
	Paper PSE4990	Internship report	2	5	6	grade

D3   Track Arts and Heritage: Policy, Management and Education (AHE)

Semester 1

04-09/27-10-17 8 weeks	Form / Code	Title	ECTS	Course period	Resit period	Assess-ment
	Course AHE4040	Seminar Studying Arts and Heritage:Entering the Field	12	1	3	grade
30-10/22-12-17 8 weeks						
	Course AHE4041	Seminar Researching Arts and Culture	12	2	4	grade
08-01/02-02-18 4 weeks		**Student chooses 1 course from the below list**				
	Course AHE4028	Culture and Economy 1	5	3	4	grade
	Course AHE4029	Arts and Audiences 1	5	3	4	grade
	Course AHE4030	Heritage and Society 1	5	3	4	grade
08-01/02-02-18 4 weeks						
	Skills AHE4500	Research and Writing Skills	1	3	4	P-F

Semester 2: Option Thesis

05-02/06-04-18 8 weeks		**Student chooses 1 course from the below list**				
	Course AHE4031	Culture and Economy 2	12	4	5	grade
	Course AHE4032	Arts and Audiences 2	12	4	5	grade
	Course AHE4033	Heritage and Society 2	12	4	5	grade
09-04/29-06-18 12 weeks						
	Thesis AHE4800	Thesis	18	5	6	grade

Semester 2: Option Academic Internship

05-02/09-03-18 4 weeks						
	Course AHE4050	Preparation Academic Internship	6	4	5	grade
12-03/29-06-18 16 weeks						
	Internship AHE4990	Internship	10	4	6	grade
	Paper AHE4991	Internship report	2	4	6	grade
	Thesis AHE4890	Internship Thesis	12	4	6	grade

Final qualifications Master Arts & Culture

Dublin descriptor A: Knowledge and understanding	Graduates are able to demonstrate knowledge and understanding of the interdisciplinary field with a focus on arts, culture or politics. Graduates are able to develop final works relevant to society and the academic field.
Dublin descriptor B: Application of knowledge and understanding	Graduates are able to apply a well-defined cultural framework to the analysis of current national and international societal issues (related to the field of arts, culture or politics, and the interaction between these domains) Graduates are able to apply their knowledge and understanding of the field offered in the specialisation in both academic and professional contexts Graduates are able to link theory to practice by placing present-day societal issues related to the field of arts, culture or politics in their specific theoretical contexts Graduates are able to develop knowledge into conceptual frameworks to provide insight into complex issues related to the arts, culture or politics Graduates are able to handle the complexities and problems in issues that are related to the arts, culture or politics that have resulted from differences in academic discipline, professional context and country-specific background.
Dublin descriptor C: Formulate judgements	Graduates are able to formulate critical judgements while taking their societal and academic responsibilities into account Graduates are able to successfully design a relevant research question and conduct research, both independently and in a team Graduates are able to identify, understand and assess implicit assumptions on topics related to their specialisation.
Dublin descriptor D: Communication	Graduates are able to unambiguously communicate their conclusions, insights, motives and considerations orally and in writing to specialist and non-specialist audiences Graduates are able to create and use the appropriate communication tools, such as visual resources used to support oral presentations.
Dublin descriptor E: Learning skills	Graduates are able to reflect on their own learning process and continue developing themselves individually and together with others. Graduates are able to provide informed feedback and respond to received feedback in a meaningful and responsible way. Graduates are able to actively and constructively work in (international or multidisciplinary or interdisciplinary) teams

Didactics

The university-wide teaching model is based on problem-based learning (PBL), a form of small-scale and interactive education carried out under the guidance of an expert tutor. PBL places the learner in the role of the researcher. From the outset of both the Arts and Heritage (AHE) and Arts, Literature and Society/Politics and Society (ALS/PSE) programmes, students carry out assignments based on issues from practice, which involves them finding theories, concepts and contextualisation to identify, explain and contribute meaning to the issues. In this way, students repeat the research cycle of problem analysis, placing the problem in a theoretical context and applying research results in practice. Students do this independently but also work in groups, which teaches them to work together in teams (at both national and international levels) and to give and receive criticism. This collective work takes place in workshops and seminars (mandatory components) and tutorials

(electives) in the AHE programme. Seminars and workshops consist of groups of 12 to 15 students. In the seminar sessions, which often start with a short lecture given by the lecturer, the lecturer has more of a guiding role than in a workshop, and the analyses of and solutions to the problems that students work on are more closely supervised.

In workshops, students play a bigger role in the education process. Workshops usually begin with students giving a presentation about their solution to an issue, followed by a group discussion and feedback from the lecturer. Most tutorials are taken by about five to ten students, who meet once or twice a week with their lecturer to discuss the literature they have studied, work on research assignments and present and discuss the results of those research assignments.

The study format used in the ALS and PSE programmes is tutorials with groups of up to 15 students. The tutorial groups in the joint A and C modules have consciously combined ALS and PSE students to enable these students to address the cultural aspects of politics and the political aspects of culture together in joint discussions. Modules A and B consist of two to four cycles, which often begin with an introductory lecture. During the tutorials, students reflect on the lectures by means of discussion, formulate the relevant problems of the cycle, discuss the texts they have read in the perspective of the problem they formulated, and give presentations about research that address the problems covered in the tutorials. A debate can also be organised during a tutorial. Each tutorial is prepared by either a single student or a small group of two or three students acting as the chair(s). Students take the lead in discussing texts, films or other materials and present explanatory theories themselves.

The ALS/PSE tutorials that include skills training have a more traditional set-up, in the sense that the lecturer takes the lead and gives more detailed instructions for the assignments. The A, B (PSE) and D modules conclude with a symposium, in which students present their individual work to their fellow students and the students' work is commented on and discussed. In this way, the study programme functions as a learning community: students are confronted with different questions and problems, and gain insight into the different methods for applying theories and a diversity of literature and sources.

Contact hours per week

Course year   1
About 9.5 contact hours in the first AHE semester and about 9 hours for ALS/PSE.
Due to the individualised nature of the study programme in the second semester (particularly in periods 5/6), it is not possible to give an average number of contact hours.

Average number of contact hours per week for each period

	AHE*	ALS/PSE
Period 1 (8 weeks)	11	10
Period 2 (8 weeks)	9.5	8
Period 3 (4 weeks)	6	6.5
Period 4 (8 weeks)	3	4

The hours listed for AHE do not include the excursions in periods 1, 2 and 4, or the 5 hours in period 4 for research and writing skills (thesis). Particularly in period 4, the number of contact hours strongly depends on the individual student's choice of study programme.

Final qualifications tracks Arts, Literature and Society (ALS) and Politics and Society (PSE)

	Intended final qualifications for ALS and PSE	**Specific learning outcomes**
Dublin descriptor 1: Knowledge and understanding	Graduates are able to recognise, identify and/or describe processes of innovation that take place in politics or in the arts and literature, the interdisciplinary complexity of those processes, the explanatory theoretical frameworks, the national and international contexts and the roles that academics in the cultural sciences play in those processes and the different styles they use.	1.1 Graduates are able to recognise, identify, reproduce and/or describe the innovation processes that take place in the fields of politics (PSE) or the arts and literature (ALS). 1.2 Graduates have insight into the interdisciplinary complexity of studying the innovation processes that take place in the fields of politics (PSE) or the arts and literature (ALS). 1.3 Graduates know the theoretical frameworks from the different disciplines (e.g. philosophy, arts and literature, history, sociology, political sciences, and science and technology) that explain the innovation processes in politics (PSE) or in the arts and literature (ALS) into their different national and international contexts. 1.4 Graduates have knowledge of and can reflect on the roles of academics in cultural studies in the innovation processes in politics (PSE) and in arts and literature (ALS). 1.5 Graduates have knowledge of the different styles, used in both the academic and non-academic fields, that academics in cultural studies can apply to the innovation processes in the fields of politics (PSE) or in arts and literature (ALS).
Dublin descriptor 2: Application of knowledge and	Graduates are able to contribute to interdisciplinary research that looks at the processes of innovation in politics or in the arts and literature, that historicises these processes, that compares them at national and international levels and that places them in practical and professional contexts.	2.1 Graduates are able to critically reflect on and to intervene in current debates and controversies in politics or in the arts and literature. 2.2 Graduates are able to place these debates and controversies in the relevant intellectual and historical traditions. 2.3 Graduates are able to place these debates and controversies in practical (normative and/or political) and professional contexts. 2.4 Graduates are able to contribute to interdisciplinary research on processes of innovation in politics or in the arts and literature.

Dublin descriptor 3: Formulate judgements	Graduates are able to make critical assessments of diagnoses conducted into the innovation processes that take place in the fields of politics or the arts and literature while being aware of social and academic responsibilities and the roles of academics in culture studies.	3.1 Graduates can determine their own viewpoints in social, political and cultural debates on the issues and perspectives mentioned under Dublin descriptor 1, can present sound arguments for this viewpoint and reflect critically on it. 3.2 Graduates are able to integrate knowledge and provide insight into complex problems in *Zeitdiagnoses*, (evaluative analyses of innovation processes), based on a current case study related to one of the fields of ALS or PSE. 3.3 Graduates are able to critically assess their *Zeitdiagnoses* while taking into account the possible social consequences of this critical judgement. 3.4 Graduates are prepared for their social and academic responsibilities as academics in cultural studies.
Dublin descriptor 4: Communication	Graduates are able to justify their analyses clearly, coherently and convincingly both orally and in writing and are aware of the social context, the different audiences and their chosen style.	4.1 Graduates are aware of the academic and non-academic styles they use to argue and communicate their conclusions, insights, motives and (moral) considerations orally or in writing. 4.2 Graduates are able to clearly and convincingly justify their conclusions, insights, motives and moral considerations and to clearly communicate these orally and in writing, and are able to use traditional and new visual communication tools in their presentations. 4.3 Graduates are aware of the different social contexts and audiences.
Dublin descriptor 5: Learning skills	Graduates are sensitive to research problems, can formulate research questions, are open to criticism, are able to provide constructive criticism to others and have an attitude of self-reflection in their learning process.	5.1 Graduates possess the attitude (i.e. sufficiently critical mind and self-reflection and the awareness that knowledge and skills are also time dependent) and skills needed for continuous learning. 5.2 Graduates can reflect on their own learning process and are able to continue developing themselves individually and together with others. 5.3 Graduates can detect research problems and formulate research questions, individually and in groups. 5.4 Graduates are able to critically and effectively reflect on their own work and on that of others in different social contexts and are able to effectively process criticism and feedback that they receive from others about their work. 5.5 Graduates are able to develop in a wide variety of work environments.

Final qualifications track Arts and Heritage (AHE)

	ILOs Master Arts and Culture Graduates are able to:	ILOs specialisation Arts and Heritage (AHE) Upon completion of the specialisation Arts and Heritage (AHE) of the Master Arts and Culture Graduates are able to:
Dublin descriptor 1: Knowledge and understanding	demonstrate knowledge and understanding of the interdisciplinary field with a focus on arts, culture or politics. develop final works relevant to society and the academic field.	1 possess and demonstrate advanced knowledge of and insight into important issues and practices in the fields of arts, culture and heritage (including history, art history, memory studies, social sciences - political, economic and social - as well as organisational issues). 2 distinguish different definitions, meanings and functions of arts, culture and heritage, and understand how these are contingent on time, place and social groups. 3 differentiate between the relevant actors and factors in different arts, cultural and heritage practices 4 possess advanced knowledge about key theories, approaches, concepts and methodologies to research the field of Arts and Heritage both academically and professionally.

Dublin descriptor 2: Application of knowledge and understanding	apply a well-defined cultural framework to the analysis of current national and international societal issues (related to the field of arts, culture or politics, and the interaction between these domains)

apply their knowledge and understanding of the field offered in the specialisation in both academic and professional contexts

link theory to practice by placing present-day societal issues related to the field of arts, culture or politics in their specific theoretical contexts

develop knowledge into conceptual frameworks to provide insight into complex issues related to the arts, culture or politics

handle the complexities and problems in issues that are related to the arts, culture or politics that have resulted from differences in academic discipline, professional context and country-specific background. | 1 apply the knowledge and understanding related to the aforementioned topics under 1 in a meaningful way to contextualise, analyse, compare and criticise traditional and new professional and academic practices.

2 find, select and use relevant traditional and digital information sources and distinguish between different types of sources.

3 can link theory to practice and select a suitable research method in the application of their knowledge and insight.

4 analyse an academic or non-academic text or position paper, build an argument in a logical and convincing manner and illustrate it with case studies or examples from the cultural field.

5 gain professional skills and competences related to Arts and Heritage management, Arts marketing and Cultural policy analysis.

6 depending on their choice of elective after period 2, graduates can apply their specific knowledge and skill in a meaningful way to a specific cultural practice:
- Arts and Audiences: education/mediation, curation & visitor's research
- Cultural economics: entrepreneurship, art market, creative cities
- Heritage and Society: Heritage, conservation, politics of memory |

Dublin descriptor 3: Formulating a judgement	formulate critical judgements while taking their societal and academic responsibilities into account successfully design a relevant research question and conduct research, both independently and in a team identify, understand and assess implicit assumptions on topics related to their specialisation.	1 produce and justify an independent critical judgement in academic and societal debates on the issues and perspectives mentioned under 1 2 consider their ethical position and social and academic responsibilities in various professional cultural fields. 3 identify, analyse, compare and evaluate implicit and explicit value judgements on art, culture and heritage.
Dublin descriptor 4: Communication	Unambiguously communicate their conclusions, insights, motives and considerations orally and in writing to specialist and non-specialist audiences create and use the appropriate communication tools, such as visual resources used to support oral presentations.	1 communicate their conclusions, insights, motives and considerations orally and in writing to specialist and non-specialist audiences in the domain of arts and Heritage. . 2 express themselves orally and in writing at an advanced academic level. 3 give an appealing, well-informed and substantiated oral presentation supported by strong visuals.
Dublin descriptor 5: Learning skills	reflect and make a course of action on their own learning process provide informed feedback and respond to received feedback in a meaningful and responsible way. actively and constructively work in (international or multidisciplinary or interdisciplinary) teams	1 possess the attitude, critical mind, self-reflection and skills needed to continue learning. 2 reflect on their own learning process and are able to continue developing themselves individually and together with others. 3 practice a profession at an academic master level in national, international and interdisciplinary teams within the broad cultural sector.

Appendix E   Programme overview Master Mediastudies
Track Media Culture (MC)

Semester 1

04-09/27-10-17 8 weeks	Form / Code	Title	ECTS	Course period	Resit period	Assess-ment
	Course MCU4000	Transformations in Digital Cultures	6	1	3	grade
	Course MCU4001	Real Virtualities. The relation between real and virtual dimensions of contemporary media culture	6	1	3	grade
30-10/22-12-17 8 weeks						
	Course MCU4003	Sound Technologies and Cultural Practices	6	2	4	grade
	Course MCU4004	New Public Spheres: Critical theory and technological disruption	6	2	4	grade
08-01/02-02-18 4 weeks						
	Course MCU4006	Sharing Practices and Online Communities	6	3	4	grade

Semester 2

05-02/09-03-18 4 weeks						
	Course MCU4005	Research Design	6	4	4	E-P-F
12-03/29-06-18 16 weeks	**Final work**					
	Skills MCU4700	Workshops supporting Thesis and Internship	0	4	6	P-F
	Thesis MCU4800	Thesis	24	4	6	grade
OR						
	Skills MCU4700	Workshops supporting Thesis and Internship	0	4	6	P-F
	Internship MCU4990	Internship	10	4	6	grade
	Paper MCU4991	Internship report	2	4	6	grade
	Thesis MCU4890	Internship thesis	12	4	6	grade

Final qualifications Master Mediastudies, track Media Culture (MC)

To reach the overarching objectives listed in 1.2, the final level qualifications of the MA MC are specified in line with the EHEA framework of qualifications for Master's level (i.e. the five, second cycle Dublin descriptors). These have been developed by the MA MC's teaching staff on the basis of their research and teaching experience, their familiarity with the international academic field and in continuous exchange with media professionals (for instance through internship supervision).

1. Students have demonstrated knowledge and understanding that is founded upon and extends and/or enhances knowledge that is typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
    1.1 MA MC graduates demonstrate advanced knowledge of user practices. The problem oriented focus of our programme introduces students to theories, concepts and methods relevant to understanding media trends and their social, cultural and political implications (as deriving from e.g. [new] media theory, media philosophy and critical theory, history of media, and science and technology studies).
    1.2 MA MC graduates demonstrate advanced knowledge and understanding of the interrelation between the public sphere, the media industry and user practices.
    1.3 MA MC graduates demonstrate knowledge of contemporary events (e.g. Arab Spring, Snowden affair), developments (e.g. gamification) and debates (e.g. privacy, surveillance) related to new media trends and are able to put them into historical context.
    1.4 MA MC graduates have the ability to analyse processes of appropriation of (digital) technologies to understand user practices.

2. Students can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
    2.1 MA MC graduates can discuss the pros and cons of a media product and analyse how users engage with it. They can formulate recommendations and implement them.
    2.2 MA MC graduates demonstrate the skills to work constructively and can cooperate in international and interdisciplinary teams by applying relevant academic theories and research methods in:
        2.2.1 informed debates about new issues of media culture in academic interdisciplinary contexts;
        2.2.2 professional interdisciplinary teams in the field of media production and distribution.
    2.3 MA MC graduates can identify and analyse the complex interplay of social, scientific and technological developments in the context of media culture.

3. Students 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.
    3.1 MA MC graduates can recognize ethical and social consequences of contemporary developments in the media (e.g. privacy, copyright, surveillance).
    3.2 MA MC graduates can analyse ethical and social consequences of contemporary developments in the media (e.g. surveillance, user participation).
    3.3 MA MC graduates are able to judge the impact of media developments and user practices related to them.

4. Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
    4.1 MA MC graduates can engage in debates with different audiences and are able to attune their written and oral presentations to audiences of different backgrounds.
    4.2 MA MC graduates are familiar with and comfortable in using various formats for presenting their (research) findings as e.g. reports, weblogs, wikis, podcasts.
    4.3 MA MC graduates have acquired communication skills and experience through intercultural teamwork.

5. Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
    5.1 MA MC graduates can apply and develop their knowledge to new issues and new technological developments.
    5.2 MA MC graduates can act independently and engage in life-long learning independently. They have acquired generic skills such as information retrieval, and critical, comparative analysis and reflection on academic literature, which are the basis for life-long learning.
    5.3 MA MC graduates are able to learn from each other through collaboration.
    5.4 MA MC graduates have the skills to reflect upon their own learning process and can utilize these reflections to direct their studies.
    5.5 MA MC graduates are able to update their media skills and use new software products.

Didactics

Approaches to teaching and learning
Problem-Based Learning

The MA MC curriculum has been designed according to the principles and methods of Problem-Based Learning (PBL, see Annex 1). The MA MC uses PBL to simulate a research process via a variety of working formats and defined activities. Students and staff constitute an academic community, sharing a common interest in, and orientation towards, the investigation of user practices. Both students and teachers participate in carrying out work to facilitate a learning process that is student-centred, in the sense that primacy is given to the learning process of the students in the design of the curriculum, and in the design of courses and activities. The MA MC programme chooses new examples/recent cases on an annual basis in order to highlight the societal relevance of the programme. There is a strong emphasis on building skills to handle unpredictable situations, to perform in interdisciplinary and international teams and to improve group learning skills.

Learning approaches
Besides PBL, the MA MC programme uses the following learning and teaching approaches: in the MA MC programme, individual academic work is central to four out of five modules in the first semester (modules 1, 2, 4 and 5) as well as in the second semester. The decision to rank the individual's academic work highest is based in the programme's research-oriented approach. The rationale is that it guarantees that each student is able to undertake research on an individual basis and is able to communicate those results adequately in academic and professional contexts. The collective work (module 3 and 4) is used in addition since academic as well as professional contexts require the ability to work cooperatively in teams (increasingly in international teams). PBL is applied using small tutorial groups of 10-15 students. By working in small teams on the development of a product (e.g. the radio documentary in module 3 and the video essay in module 4), students learn to cooperate in international teams.

PBL-sessions (seminars) take place twice a week for two hours each. In addition, lectures (plenary) and skills training in small groups are offered. The skills training sessions are based on instruction and learning by doing. The tutors that teach the modules are usually also the coordinators who have developed them; in this respect the quality and expertise of teaching is guaranteed. The participation in a conference (module 2) and the organisation of a students' conference (module 5) both require teamwork and cooperation in a large group. Both modules require that all students of the programme cooperate and work together constructively. A students' conference and weblog are used in the process of peer review of research proposals. This ensures that knowledge is also put to work in different (thematic) contexts and in cooperation with others. Students work within a weblog/wiki environment during the whole curriculum. This familiarises students with the specific skills needed to write and publish in these environments as well as introduces them to the practical skills in using blog and wiki software. It is also considered a tool to improve research skills.

In addition to the programme offering knowledge on an advanced level, it requires students to use the literature as a basis for developing new and original insights into the subject matter, for instance in the form of research assignments and projects. Hence students do not act as mere consumers of knowledge, but actively work to deepen their own knowledge.

The international diversity of the programme is relevant from a didactic standpoint due to media practices becoming increasingly global and international. Students profit from experiences they have had in different international contexts before entering the MA MC programme and they share these in the group discussions. Therefore the international diversity of the programme is much appreciated by students and they benefit greatly from the cultural diversity in their small tutor groups.

Contact hours per week

Course year   1
Contact hours   8

Not included are contact hours that are not being scheduled for the complete cohort at the start of the academic year, such as guidance and supervision hours (e.g. regular mentor meetings, study guidance and internship supervision); also excluded are examination hours, presentation days and excursions.

Appendix F   Programme overview Master Globalisation and Development Studies (GDS)

Semester 1

04-09/27-10-17 8 weeks	Form / code	Title	ECTS	Course period	Resit period	Assess-ment
Core 1	Course GDS4000	Theories and Histories of Globalisation and Development	6	1	2	grade
Core 2	Course GDS4002	Research Methods in Globalisation and Development	6	1	2	grade
30-10/22-12-17 8 weeks						
Core 3	Course GDS4001	Globalisation and Poverty: a Connected World	6	2	4	grade
Core 4a **OR**	Course GDS4003	Transnational Migrant Networks and Flows	6	2	4	grade
Core 4b	Course GDS4004	Science and Technology Studies (STS) for Development in a Global Context	6	2	4	grade
08-01/02-02-18 4 weeks						
Seminar I	Course GDS4005	Research in Practice (4 weeks, 6 ects).	6	3	4	E-P-F

Semester 2: exam options 1, 2 and 3
In semester 2 students choose one of the below graduation options and follow the offered programme courses and/or choose maximum one non-GDS elective(s) from a limited list (see end of next page).

Exam option 1: Internship

05-02/06-04-18 8 weeks						
Elective OR elective from list*	Course GDS4006	Brokers and Translators in Development: a Focus on Civil Society	6	4	5	grade
Elective OR elective from list*	Course GDS4010	East Asia as Site and Agent of Development and Globalisation	6	4	5	grade
09-04/29-06-18 12 weeks						
Internship	Internship GDS4890	Internship Thesis *(of 14,000 words)*	15	5	6	grade
	Paper GDS4991	Internship Evaluation Report *(of 2,000 words)*	2	5	6	E-P-F
04-06/29-06-18 4 weeks						
Seminar II	Course GDS4902	Thesis Writing and Presenting	1	6	6	E-P-F

(Exam options 2 + 3: see next page)

Exam option 2: Desk Study

05-02/06-04-18 8 weeks						
Elective OR elective from list*	Course GDS4006	Brokers and Translators in Development: a Focus on Civil Society	6	4	5	grade
Elective OR elective from list*	Course GDS4010	East Asia as Site and Agent of Development and Globalisation	6	4	5	grade
09-04/08-06-18 8 weeks						
Elective OR elective from list*	Course GDS4008	Global Connections: non-Eurocentric Historical Narratives	6	5	6	grade
09-04/29-06-18 12 weeks						
Desk Study	Desk Study GDS4802	Desk Study Thesis *(of 9,000 words)*	11	5	6	grade
04-06/29-06-18 4 weeks						
Seminar II	Course GDS4902	Thesis Writing and Presenting	1	6	6	E-P-F

Exam option 3: Fieldwork

05-02/29-06-18 20 weeks						
Fieldwork	Field Work GDS4801	Fieldwork Thesis *(of 26,000 words)*	29	4	6	grade
04-06/29-06-18 4 weeks						
Seminar II	Course GDS4902	Thesis Writing and Presenting	1	6	6	E-P-F

List of non-GDS electives

* Elective from list: Pending availability, proper ects, fit with student's programme, compatibility with GDS schedule, and overall to the DoS's discretion (maximum total of 1 elective outside MA GDS)

MA-programme	Course		ECTS	Period		Faculty
	FASoS electives					
ES	EUS4006	EU Foreign and Security Policy	12 or 6	4		FASoS
ES	EUS4004	EU External Economic Policies	6	5		FASoS
ES	EUS4010	The European Union and International Migratio	12 or 6	4		FASoS
	UM electives					
PPHD/TDL	GTD4206	Law and Policy of WTO	4**	4		MGSoG
IEEL/EALBS	IER4004	International Development Law	6	5		LAW
GH	MGH4011	Health in Times of Crisis	4**	(4)5		FHML
**: *only acceptable with extra assignment of 2 ECTS*						

Final qualifications Master Globalisation and Development Studies (GDS)

Graduates of the Globalisation and Development Studies Programme are able to**:**

A. Knowledge and insight (Dublin Descriptor I)
A.1.   describe the intellectual roots of the field of Globalisation and Development Studies from various disciplinary viewpoints, including past and contemporary theories of Globalisation and Development.
A.2.   identify and correctly employ the main concepts used in the field of Globalisation & Development Studies.
A.3.   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.
A.4.   identify and discuss the different institutional actors, social forces and forms of agency involved in processes of globalisation and development in different empirical domains, both as they apply to relations between the Global North and Global South as well as within the Global South.
A.5.   identify commonly used qualitative and quantitative social science methodologies in the field of Globalisation & Development Studies.

B. Applying knowledge and insight (Dublin Descriptor II)

B.1.   synthesise past and contemporary theories of Globalisation and Development and demonstrate an understanding of how these have contributed to major relevant theoretical debates in this field of study.
B2.   relate and apply concepts and theories in the field of Globalisation & Development Studies to 'real life', problem-oriented situations that characterize interdisciplinary and multi-disciplinary research and professional fields in the area of Globalisation and Development.
B3.   design research in the field of Globalisation and Development that allows them to carry out an internship, fieldwork or desk study in an ethical manner.
B4.   express a sensitivity towards the ethical considerations that research in the field of Globalisation and Development entails.

Formation of a judgement (Dublin descriptor III)
C.1.   weigh arguments, formulate an opinion and position themselves in academic debates in the field of Globalisation and Development by using their knowledge of theory, methodology, research design, data and analytical methods acquired in the program.
C2.   assess policies, programs and projects related to Globalisation and Development by using the conceptual and analytical tools acquired throughout the program.
C3.   appraise and evaluate recent empirical developments in pertaining to Globalisation and Development.
C4.   reflect ethically on their knowledge and research, and develop a socially responsible attitude towards application of knowledge both in their exam options and in their work during and after their education.
C5.   analyse how linkages between social phenomena, different institutional actors, social forces and forms of agency, occurring in different parts of the world affect the way these phenomena take shape locally and how they connect the Global North and Global South as well as places within the Global South.
C6.   construct a research problem with a focus on contemporary phenomena in the field of Globalisation & Development and choose and apply suitable qualitative and quantitative social science methodologies to analyze the problem.

D. Communication (Dublin Descriptor IV)

D.1. communicate research results orally and in written form in proper academic English to academics and professionals within and outside the field of Globalisation and Development – from national and international academic, governmental and non-governmental organizations – and with non-specialist civil society audiences.

D2. propose and defend substantive epistemological, ontological and methodological choices in terms of both their societal and theoretical relevance.D3. perform in multidisciplinary teams by employing knowledge gained throughout the programme.

D4. display a professional working attitude by cooperating in diverse teams and professional networks in culturally heterogeneous environments.

D5. 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.

E.2. practice time management and to work under pressure within a working environment.

E.3. demonstrate an attitude of independently keeping track of international academic and professional developments in the field of Globalisation & Development.

E.4. critically reassess their own views in light of the latest empirical and theoretical developments in the field.

Contact hours per week

Course year   1
Contact hours   12

Not included are contact hours that are not being scheduled for the complete cohort at the start of the academic year, such as guidance and supervision hours (e.g. regular study guidance and internship supervision); also excluded are examination hours.

Appendix G   Programmaoverzicht Master Kunst- en Cultuurwetenschappen

G1 Track Kunst, Literatuur en Samenleving (KLS)

Semester 1

04-09/27-10-17 8 weeks	Code	Titel	ECTS	Course period	Resit Period	Assess-ment
	Course KLS4000	Maak het nieuw! Problemen van culturele (re)productie	12	1	2	grade
30-10/22-12-17 8 weeks						
	Course KLS4001	Kunstwerelden. Actuele praktijken en debatten in kunst en literatuur	12	2	4	grade
08-01/02-02-18 4 weeks						
	Course KLS4002	Theorieën en Methodes: Beelden, Affect, Praktijken	6	3	4	grade

Semester 2: Option Thesis

05-02/09-03-18 4 weeks						
	Skills KLS4501	Scriptievoorstel	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis KLS4800	Scriptie	24	4	6	grade

Semester 2: Option Internship

05-02/09-03-18 4 weeks						
	Skills KLS4502	Stagescriptievoorstel	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Scriptie KLS4890	Stagescriptie	9	4	6	grade
23-04/29-06-18 10 weeks						
	Stage KLS4991	Stage	13	5	6	E-P-F
	Paper KLS4990	Stageverslag	2	5	6	grade

G2 Track Politiek en Samenleving (PSN)

Semester 1

04-09/27-10-17 8 weeks	Code	Titel	ECTS	Course period	Resit Period	Assess-ment
	Course PSN4000	Maak het nieuw! Problemen van culturele (re)productie	12	1	2	grade
30-10/22-12-17 8 weeks						
	Course PSN4004	De Politiek van de Nationale Identiteit: Verleden en Heden	12	2	4	grade
08-01/02-02-18 4 weeks						
	Course PSN4005	Politiek en Technologie: Kapitalisme, Democratie en Disruptieve technologie	6	3	4	grade

Semester 2: Option Thesis

05-02/09-03-18 4 weeks	Code		ECTS	Course period	Resit Period	Assess-ment
	Skills PSN4501	Scriptievoorstel	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Thesis PSN4800	Scriptie	24	4	6	grade

Semester 2: Option Internship

05-02/09-03-18 4 weeks	Code		ECTS	Course period	Resit Period	Assess-ment
	Skills PSN4502	Stagescriptievoorstel	6	4	5	E-P-F
12-03/29-06-18 16 weeks						
	Scriptie PSN4890	Stagescriptie	9	4	6	grade
23-04/29-06-18 10 weeks						
	Stage PSN4991	Stage	13	5	6	E-P-F
	Paper PSN4990	Stageverslag	2	5	6	grade

G3 Track Kunst, Cultuur en Erfgoed (KCE)

Semester 1

04-09/27-10-17 8 weeks	Form / Code	Title	ECTS	Course period	Resit period	Assess-ment
	Course KCE4040	Kunst, cultuur en erfgoed studeren	12	1	3	grade
30-10/22-12-17 8 weeks						
	Course KCE4041	Kunst en cultuur onderzoeken	12	2	4	grade
08-01/02-02-18 4 weeks		**Student chooses 1 course from the below list**				
	Course AHE4028	Culture and Economy 1	5	3	4	grade
	Course AHE4029	Arts and Audiences 1	5	3	4	grade
	Course AHE4030	Heritage and Society 1	5	3	4	grade
08-01/02-02-18 4 weeks						
	Skills KCE4500	Schrijf- en Onderzoeksvaardigheden	1	3	4	P-F

Semester 2: Option Thesis

05-02/06-04-18 8 weeks		**Student chooses 1 course from the below list**				
	Course AHE4031	Culture and Economy 2	12	4	5	grade
	Course AHE4032	Arts and Audiences 2	12	4	5	grade
	Course AHE4033	Heritage and Society 2	12	4	5	grade
09-04/29-06-18 12 weeks						
	Thesis KCE4800	Scriptie	18	5	6	grade

Semester 2: Option Academic Internship

05-02/09-03-18 4 weeks						
	Course KCE4050	Voorbereiding academische stage	6	4	5	grade
12-03/29-06-18 16 weeks						
	Stage KCE4990	Stage	10	4	6	grade
	Paper KCE4991	Stageverslag	2	4	6	grade
	Thesis KCE4890	Stagescriptie	12	4	6	grade

Eindkwalificaties Master Kunst- en Cultuurwetenschappen

Dublindescriptor A: Kennis en inzicht	Afgestudeerden zijn in staat kennis en inzicht te demonstreren in het interdisciplinaire terrein van de cultuurwetenschappen op het gebied van cultuur, de kunsten of de politiek. Afgestudeerden zijn in staat eindwerk(en) te ontwikkelen met een relevantie voor de maatschappij en het academische veld.
Dublindescriptor B: Toepassen van kennis en inzicht	Afgestudeerden zijn in staat een welomschreven cultureel kader (cultuurbegrip) te hanteren in hun analyse van huidige nationale en internationale maatschappelijke vraagstukken (op het gebied van cultuur, de kunsten of de politiek en de interactie tussen deze domeinen). Afgestudeerden zijn in staat hun verworven kennis en inzicht toe te passen binnen het gebied dat aangeboden wordt in de specialisatie in wetenschappelijke en professionele contexten. Afgestudeerden zijn in staat theorie aan praktijk te verbinden door huidige maatschappelijke vraagstukken op het gebied van cultuur, de kunsten of de politiek in hun specifieke theoretische context te plaatsen. Afgestudeerden zijn in staat om kennis te ontwikkelen in conceptuele kaders om inzicht te geven in complexe vraagstukken op het gebied van cultuur, de kunsten of de politiek. Afgestudeerden zijn in staat om te gaan met de complexiteiten en de problemen in de vraagstukken op het gebied van cultuur, de kunst of de politiek die het gevolg zijn van verschillen in de academische discipline, professionele context en land-specifieke achtergrond.
Dublindescriptor C: Oordeelsvorming	Afgestudeerden zijn in staat een kritisch oordeel te formuleren en daarbij tevens rekening te houden met hun maatschappelijke en wetenschappelijke verantwoordelijkheden. Afgestudeerden zijn in staat met succes een relevante onderzoeksvraag te formuleren en onderzoek te doen, zowel individueel als in een teamverband. Afgestudeerden zijn in staat impliciete veronderstellingen - over onderwerpen die verband houden met de gekozen specialisatie - te identificeren, te begrijpen en te beoordelen.
Dublindescriptor D: Communicatie	Afgestudeerden zijn in staat hun conclusies, inzichten, motieven en overwegingen - in mondelinge en schriftelijke vorm - ondubbelzinnig mede te delen aan een publiek van specialisten en niet-specialisten. Afgestudeerden zijn in staat de gepaste hulpmiddelen te vervaardigen en te hanteren, zoals visuele middelen bij mondelinge presentaties.
Dublindescriptor E: Leervaardigheden	Afgestudeerden zijn in staat op hun eigen leerproces te reflecteren en zichzelf blijvend te ontwikkelen, zowel individueel als in groepsverband. Afgestudeerden zijn in staat gefundeerde feedback te geven en op een zinvolle en verantwoorde manier te reageren op ontvangen feedback. Afgestudeerden zijn in staat actief en constructief te werken in (internationale en multidisciplinaire of interdisciplinaire) teams

Didactiek

Het universiteitsbrede didactisch model is PGO, een vorm van kleinschalig en interactief onderwijs, onder begeleiding van een inhoudsdeskundige tutor. PGO plaatst de lerende in de positie van onderzoeker. Zowel in KCE als in KLS/PS voeren studenten van meet af aan opdrachten uit aan de hand van vraagstukken uit de praktijk, waarbij zij de theorieën, concepten en contextualisering zoeken om het vraagstuk te duiden, te verklaren en er betekenis aan te geven. Zo wordt steeds de onderzoekscyclus van probleemanalyse, plaatsen in een theoretische context, en praktische toepassing doorlopen. Studenten doen dit zelfstandig en individueel.

Aanvullend werken studenten in groepsverband, waardoor zij leren samenwerken in (internationale) teams en kritiek leren geven en ontvangen. Dit collectieve werk vindt bij KCE plaats via de werkvormen workshop en seminar (in de verplichte onderdelen) en tutorials (keuzevakken). Seminars en workshops hebben groepen van twaalf tot vijftien studenten. In de seminarbijeenkomsten, die geregeld beginnen met een (mini)college van de docent, heeft de docent een meer sturende rol dan in een workshop en worden de analyse en uitwerking van de problemen waaraan de studenten werken, strakker
(be)geleid. In workshops is de rol van de student in het onderwijsleerproces groter. Workshops beginnen meestal met een presentatie door studenten van een uitwerking van een vraagstuk, gevolgd door groepsdiscussie en feedback van de docent. De meeste tutorials worden gevolgd door vijf à tien studenten, die één of twee keer per week bijeenkomen om met hun docent de bestudeerde literatuur te bespreken, onderzoeksopdrachten uit te werken en de resultaten daarvan te presenteren en te bediscussiëren.

De gehanteerde werkvorm bij KLS en PS zijn tutorials met groepen van maximaal vijftien studenten. In de gemeenschappelijke modulen A en C zijn de groepen samengesteld uit zowel KLS- als PS-studenten, om zo bewust de culturele aspecten van politiek en de politieke aspecten van cultuur in een onderlinge discussie aan de orde te stellen. Modulen A en B bestaan uit twee tot vier cycli, die vaak beginnen met een inleidend hoorcollege. In de tutorialgroepen wordt met een discussie gereflecteerd op het hoorcollege, worden de relevante problemen van de cyclus geformuleerd, worden gelezen teksten bediscussieerd in het perspectief van de geformuleerde problemen, en worden presentaties door studenten gegeven over studies die reflecteren op de problemen. Ook kan tijdens een tutorial een debat worden georganiseerd. Elk tutorial wordt door studenten individueel of met één of twee medestudenten als voorzitter(s) voorbereid. Studenten nemen dus het voortouw in de bespreking van teksten, films of ander materiaal en dragen zelf verklarende theorieën aan.

De KLS/PS-tutorials met skills-trainingen hebben een meer traditionele opzet, in de zin dat de docent hier het voortouw neemt en gericht instructies geeft voor de opdracht. De modulen A, B (PS) en D sluiten af met een symposium, waarin studenten hun individuele werk aan medestudenten presenteren en het werk wordt becommentarieerd en bediscussieerd. Op deze manier fungeert de opleiding als een *learning community*: studenten worden geconfronteerd met verschillende vragen en problemen, en nemen kennis van verschillende wijzen van toepassen van theorieën en een diversiteit van literatuur en bronnen.

Contacturen per week

Studiejaar   1
Contacturen in het eerste semester KCE ongeveer 9.5 en KLS-PSN ongeveer 9 uren.
Vanwege het geïndividualiseerde karakter van de studie in het tweede semester (m.n. in periode 5/6) is het niet mogelijk een gemiddeld aantal contacturen weer te geven.

Contacturen gemiddeld per week per onderwijsperiode

	KCE*	KLS/PS
Periode 1 (8 weken)	11	10
Periode 2 (8 weken)	9,5	8
Periode 3 (4 weken)	6	6,5

Periode 4 (8 weken)	3	4

De voor KCE vermelde uren zijn exclusief excursies in perioden 1, 2 en 4, en exclusief 5 uren in periode 4 voor schrijf- en onderzoeksvaardigheden (scriptie). M.n. in periode 4 is het aantal contacturen sterk afhankelijk van de studiekeuze van de individuele student.

Eindkwalificaties tracks Kunst, Literatuur en Samenleving (KLS) en Politiek en Samenleving (PSN)

	Beoogde eindkwalificaties KLS en PS	Specifieke leerdoelen
Dublindescriptor 1: Kennis en inzicht	Afgestudeerden zijn in staat processen van vernieuwing in de politiek of in de kunst en literatuur te herkennen, benoemen en/of te beschrijven, de interdisciplinaire complexiteit ervan, de verklarende theoretische kaders, de nationale en internationale contexten en de rollen van cultuurwetenschappers daarin en de verschillende stijlen die deze hanteren.	1.1 Afgestudeerden zijn in staat vernieuwingsprocessen in de politiek (PS) of in kunst en literatuur (KLS) te herkennen, benoemen, reproduceren en/of te beschrijven. 1.2 Afgestudeerden hebben kennis van de interdisciplinaire complexiteit van de bestudering van vernieuwingsprocessen in de politiek (PS) of in kunst en literatuur (KLS). 1.3 Afgestudeerden hebben kennis en begrip van de theoretische kaders uit verschillende disciplines, zoals wijsbegeerte, kunst- en literatuurwetenschap, geschiedwetenschap, sociologie, politieke wetenschap en wetenschaps- en technologiestudies, die de vernieuwingsprocessen verklaren in de politiek (PS) of in kunst en literatuur (KLS), in nationale en internationale contexten. 1.4 Afgestudeerden hebben kennis van en kunnen reflecteren op de rollen van cultuurwetenschappers in de vernieuwingsprocessen in de politiek (PS) of in kunst en literatuur (KLS). 1.5 Afgestudeerden hebben kennis van de verschillende stijlen, zowel op academisch als niet-academisch vlak, die kunnen worden ingezet door cultuurwetenschappers in vernieuwingsprocessen in de politiek (PS) of in kunst en literatuur (KLS).
Dublindescriptor 2: Toepassen van kennis en inzicht	Afgestudeerden zijn in staat een bijdrage te leveren aan interdisciplinair onderzoek naar processen van vernieuwing in de politiek of in kunst en literatuur, waarin deze processen worden gehistoriseerd, nationaal en internationaal vergeleken en gesitueerd in praktische contexten en werkterreinen.	2.1 Afgestudeerden zijn in staat kritisch te reflecteren op en te interveniëren in actuele debatten en controverses in de politiek of in kunst en literatuur. 2.2 Afgestudeerden zijn in staat deze debatten en controverses te plaatsen in de dragende intellectuele en historische tradities 2.3 Afgestudeerden zijn in staat deze debatten en controverses te plaatsten in praktische (normatieve en/of politieke) contexten en werkterreinen. 2.4 Afgestudeerden zijn in staat een bijdrage te leveren aan interdisciplinair onderzoek naar processen van vernieuwing in politiek of in kunst en literatuur.
Dublindescriptor 3: Oordeelsvorming	Afgestudeerden zijn in staat kritisch-evaluatieve diagnoses te maken van vernieuwingsprocessen in de politiek of in kunst en literatuur en zijn zich daarbij bewust van de maatschappelijke en wetenschappelijke	3.1 Afgestudeerden kunnen een eigen standpunt bepalen in maatschappelijke, politieke en culturele debatten over de onder 1 genoemde vraagstukken en perspectieven, dit standpunt beargumenteren en hierop kritisch reflecteren. 3.2 Afgestudeerden zijn in staat kennis te integreren en complexe problemen inzichtelijk te maken in 'Zeitdiagnoses', evaluatieve analyses van processen van vernieuwing, aan de hand van

	verantwoordelijkheid van de rollen van cultuurwetenschappers.	een actuele casus op een van de terreinen KLS en PS. 3.3 Afgestudeerden zijn in staat 'Zeitdiagnoses' vergezeld te laten gaan van een kritisch oordeel waarbij zij rekening houden met de mogelijke maatschappelijke consequenties daarvan. 3.4 Afgestudeerden zijn voorbereid op hun maatschappelijke en wetenschappelijke verantwoordelijkheid als cultuurwetenschapper.
Dublindescriptor 4: Communicatie	Afgestudeerden zijn in staat analyses helder, duidelijk en overtuigend te beargumenteren in zowel schriftelijke als mondelinge vorm en zijn zich bewust van de maatschappelijke context, de verschillende publieken en de gekozen stijl.	4.1 Afgestudeerden zijn zich bewust van de academische of niet-academische stijl waarin zij hun conclusies, inzichten, motieven en (morele) overwegingen beargumenteren en duidelijk in schriftelijke of mondelinge vorm overbrengen. 4.2 Afgestudeerden zijn in staat hun conclusies, inzichten, motieven en (morele) overwegingen helder, duidelijk en overtuigend te beargumenteren en duidelijk in schriftelijke en mondelinge vorm over te brengen en zijn in staat gebruik te maken van bestaande en nieuwe visuele hulpmiddelen. 4.3 Afgestudeerden zijn zich bewust van de verschillende maatschappelijke contexten en publieken.
Dublindescriptor 5: Leervaardigheden	Afgestudeerden zijn onderzoeksprobleemgevoelig, kunnen onderzoeksvragen formuleren, staan open voor kritiek, zijn in staat vruchtbaar kritiek te leveren en hebben een zelfreflexieve houding m.b.t. hun leerproces.	5.1 Afgestudeerden beschikken over de attitude (voldoende kritische zin en zelfreflectie en het bewustzijn dat kennis en vaardigheden ook tijdgebonden zijn) en over de vaardigheden om te blijven leren. 5.2 Afgestudeerden kunnen op hun eigen leerproces reflecteren en zijn in staat zich individueel verder te ontwikkelen en in samenwerking met anderen. 5.3 Afgestudeerden kunnen onderzoeksproblemen detecteren en onderzoeksvragen formuleren, individueel en in groepsverband. 5.4 Afgestudeerden zijn in staat in verschillende maatschappelijke contexten kritisch en vruchtbaar te reflecteren op eigen werk en dat van anderen en zijn in staat kritiek en commentaar van anderen op hun werk vruchtbaar te verwerken. 5.5 Afgestudeerden zijn in staat zich in een grote diversiteit aan werkomgevingen te ontplooien.

Eindkwalificaties track Kunst, Cultuur en Erfgoed (KCE)

	ILOs Master Kunst- en Cultuurwetenschappen Afgestudeerden zijn in staat om:	ILOs specialisatie Kunst, Cultuur en Erfgoed Afgestudeerden zijn in staat om:
Dublindescriptor 1: kennis en inzicht	kennis en inzicht te demonstreren in het interdisciplinaire terrein van de cultuurwetenschappen op het gebied van cultuur, de kunsten of de politiek. eindwerk(en) ontwikkelen met een relevantie voor de maatschappij en het academische veld.	1 te beschikken over gevorderde kennis van en inzicht in belangrijke vraagstukken en praktijken rond kunst, cultuur en erfgoed (inclusief geschiedenis, kunstgeschiedenis, herinneringspraktijken, sociale wetenschappen – politiek, economisch en maatschappelijk – en organisatorische kwesties) en dit ook kunnen demonstreren. 2 een onderscheid te maken tussen verschillende definities, betekenissen en functies van kunst, cultuur en erfgoed, en begrijpen hun afhankelijkheid van tijd, plaats en sociale groepen. 3 een onderscheid te maken tussen relevante actoren en factoren in verschillende kunst-, cultuur en erfgoedpraktijken. 4 te beschikken over gevorderde kennis van en inzicht in belangrijke theorieën, praktijken, concepten en methodologieën om zowel het wetenschappelijke als professionele veld van Kunst, Cultuur en Erfgoed te onderzoeken.
Dublindescriptor 2: toepassen van kennis en inzicht	een welomschreven cultureel kader (cultuurbegrip) te hanteren in hun analyse van huidige nationale en internationale maatschappelijke vraagstukken (op het gebied van cultuur, de kunsten of de politiek en de interactie tussen deze domeinen). hun verworven kennis en inzicht toe te passen binnen het gebied dat aangeboden wordt in de specialisatie in wetenschappelijke en professionele contexten. theorie aan praktijk te verbinden door huidige maatschappelijke vraagstukken op het gebied van cultuur, de kunsten of de politiek in hun specifieke theoretische context te plaatsen. kennis te ontwikkelen in conceptuele kaders om inzicht te geven in complexe vraagstukken op het gebied van cultuur, de kunsten of de politiek.	1 de onder 1 genoemde kennis, inzichten en vaardigheden op een zinvolle manier toe te passen in bestaande en nieuwe professionele en wetenschappelijke praktijken. 2 relevante (digitale) informatie(bronnen) te vinden, selecteren en gebruiken en een onderscheid te maken tussen verschillende types van bronnen. 3 theorie te koppelen aan de praktijk en om een geschikte onderzoeksmethode te selecteren in de toepassing van hun kennis en inzicht. 4 een academische of non-academische tekst of opiniestuk te analyseren, een argument op een logische en overtuigende manier op te bouwen en dit te illustreren met cases en voorbeelden van het culturele veld. 5 professionele vaardigheden en competenties te verwerven in verband met Kunsten en Erfgoed management, Kunst marketing en Culturele beleidsanalyse. 6 afhankelijk van hun geselecteerde keuzevakken na periode 2, hun specifieke kennis en vaardigheden op een betekenisvolle manier toe te passen op een specifieke culturele praktijk: - Kunst en Publiek: onderwijs/mediation, curatoren & onderzoek naar bezoekers - Cultuur en economie: ondernemerschap, kunstmarkt, 'creative cities' - Erfgoed en maatschappij: erfgoed, conservering, politiek van de herinnering

	om te gaan met de complexiteiten en de problemen in de vraagstukken op het gebied van cultuur, de kunst of de politiek die het gevolg zijn van verschillen in de academische discipline, professionele context en land-specifieke achtergrond.	
Dublindescriptor 3: oordeelsvorming	een kritisch oordeel te formuleren en daarbij tevens rekening te houden met hun maatschappelijke en wetenschappelijke verantwoordelijkheden. met succes een relevante onderzoeksvraag te formuleren en onderzoek te doen, zowel individueel als in een teamverband. impliciete veronderstellingen - over onderwerpen die verband houden met de gekozen specialisatie - te identificeren, te begrijpen en te beoordelen.	1 een onafhankelijk kritisch standpunt te bepalen en verdedigen in wetenschappelijke en maatschappelijke debatten over de onder 1 genoemde vraagstukken en perspectieven. 2 consider their ethical position and social and academic responsibilities in various professional cultural fields. 3 om impliciete en expliciete waardeoordelen rond kunst, cultuur en erfgoed te identificeren, analyseren, vergelijken en te beoordelen.
Dublindescriptor 4: communicatie	hun conclusies, inzichten, motieven en overwegingen - in mondelinge en schriftelijke vorm - ondubbelzinnig mede te delen aan een publiek van specialisten en niet-specialisten. de gepaste hulpmiddelen te vervaardigen en te hanteren, zoals visuele middelen bij mondelinge presentaties.	1 hun conclusies, inzichten, motieven en overwegingen - in mondelinge en schriftelijke vorm - ondubbelzinnig mede te delen aan een publiek van specialisten en niet-specialisten in het domein van kunst, cultuur en erfgoed. 2 zichzelf - in mondelinge en schriftelijke vorm - uit te drukken op een geavanceerd academisch niveau. 3 een aantrekkelijke, goed geïnformeerde en onderbouwde mondelinge presentatie te geven die ondersteund is door sterke beeldmaterialen.
Dublindescriptor 5: leervaardigheden	op hun eigen leerproces te reflecteren en zichzelf blijvend te ontwikkelen, zowel individueel als in groepsverband. gefundeerde feedback te geven en op een zinvolle en verantwoorde manier te reageren op ontvangen feedback. actief en constructief te werken in (internationale en multidisciplinaire of interdisciplinaire) teams	1 te beschikken over de attitude, kritische zin, zelfreflectie en vaardigheden om te blijven leren. 2 op hun eigen leerproces te reflecteren en zich blijvend te ontwikkelen, individueel en in samenwerking met anderen. 3 een beroep uit te oefenen op academisch masterniveau in nationale, internationale en interdisciplinaire teams binnen de brede culturele sector.

Appendix H   Programme overview Master Arts & Culture (research)
Track Cultures of Arts, Science and Technology (CAST)

Year 1

04-09/27-10-17 8 weeks	Form / Code	Titel	ECTS	Course period	Resit period	Assess-ment
	Course RCA5000	Entering the Field	12	1	2	grade
04-09/29-06-18 year						
	Project RCA5961	Research colloquia STS and AMC	3	1	6	E-P-F
30-10/22-12-17 8 weeks						
	Course RCA5001	The Rules of the Game	12	2	3	grade
08-01/02-02-18 4 weeks						
	Course RCA5007	Changes in the Research System and training "Writing a Research Proposal"	6	3	4	grade
05-02/29-06-18 semester 2						
	Course RCA5006	Preparation Research Internship	3	4	6	E-P-F
05-02/06-04-18 8 weeks						
	Course RCA5008	Researching the Cultures of Arts, Science and Technology	12	4	5	grade
09-04/08-06-18 8 weeks						
	Project RCA5960	Joint Research Project	12	5	6	grade

Year 2

04-09/22-12-17 16 weeks	Form	Title	ECTS	Course period	Resit period	Assess-ment
	Internship RCA6990	Research internship	24	1	4	E-P-F
08-01/29-06-18 24 weeks						
	Course RCA6000	Thesis seminar and research colloquia and master classes	6	3	6	E-P-F
05-02/29-06-18 semester 2						
	Thesis RCA6800	Master Thesis CAST	30	3	6	grade

Final qualifications Master Arts & Culture (research)
Track Cultures of Arts, Science and Technology (CAST)

CAST Final qualifications	*CAST Learning objectives*
Substantive competencies CAST graduates 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	• to 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) • to 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) • to compare concepts, models and theories from different sub-disciplines and levels of analysis • to develop interactional expertise* in art, science and technology • to identify and formulate new topics and questions relevant for studying the cultures of arts, science and technology
Research competencies CAST graduates 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	• to do a comprehensive literature search and bibliographical analysis, using classic library resources as well as Internet sources • to critically appraise the quality of various source materials • to use relevant methodologies from the humanities and qualitative social sciences, notably qualitative interviewing, conceptual analysis, archival research, ethnography, rhetorical analysis (of texts and images), narrative analysis, and discourse analysis. • to select the appropriate research methodology for a particular research question • to identify new events, relations, and patterns in seemingly trivial data • to critically reflect upon the relation between methodology, theoretical framework, and empirical research site • to 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
Integrative competencies CAST graduates 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	• to evaluate a scholarly argument in the academic fields relevant for studying the cultures of arts, science and technology • to evaluate and handle complex situations with incomplete information • to critically appraise standard concepts, theories and methods in the academic fields relevant for studying the cultures of arts, science and technology • to combine concepts, theories and methods from diverse disciplines in a well-reasoned manner, and without falling into the trap of eclectic superficiality • to discuss recent developments in the cultures of science, technology and the arts and their implications for society • to 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) • to 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
Professional competencies CAST graduates can communicate their	• to 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)
conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	• to participate in scholarly discussions • to contribute to outreach activities and societal debates • to communicate research results to other researchers within and outside the field of cultural studies of arts, science, and technology • to relate one's research project to other disciplinary frameworks • to work in a multi-disciplinary research team • to do adequate time management • to acquire practical knowledge concerning national and international research funding possibilities, and the ability to apply to such funds
Learning competencies CAST graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	• to critically reflect upon one's own work and performance, and to accordingly adapt that work • to make one's own substantive choices related to research topic, questions, and approach; also in relation to societal circumstances. • to acquire an attitude of life-long learning • to acquire an original and critical style of analysis

Contact hours per week

Course year	1	2
Contact hours	8	*

Not taken into account are contact hours concerning supervision of students and exams
· year 1: indicated are average contact hours per week per period
· year 2: due to the individual study progtramme students follow in course year 2 an indication of contact hours can't be given.

Appendix I Programme overview Master European Studies (research)

Specialisations

1   Historicising European Union: Historical/Qualitative Approach
2a Governance and Representation in Europe: Qualitative Approach
2b Governance and Representation in Europe: Quantitative Approach
3a Europe and the World: Qualitative Approach
3b Europe and the World: Quantitative Approach

Year 1

specialisation	04-09/27-10-17 8 weeks	Code	Title	ECTS	Course period	Resit period	Assess-ment
all	Seminar I	Course RES5013	European Integration: State of the Art	5	1	6	grade
all	Method course Ia	Course RES5014	Research Methodology of European Studies	3	1	6	grade
all	Method course Ib	Course RES5021	Social Science Statistics	3	1	6	grade
	04-09/22-12-17 16 weeks						
all	Skills course I	Skills RES5509	Writing and Presenting a Research Paper	2	1	6	E-P-F
	30-10/22-12-17 8 weeks						
1	Seminar IIa OR	Course RES5015	Historicizing European Union	8	2	6	grade
2a+2b	Seminar IIb OR	Course RES5030	Democratic Governance and Representation in Europe	8	2	6	grade
3a+3b	Seminar IIc	Course RES5019	Europe and the World	8	2	6	grade
2a+3a	Method course IIa OR	Course RES5022	Case Study Methods and Process-Tracing	5	2	6	grade
1	Method course IIb OR	Course RES5023	Methods and Sources in Historical Analysis	5	2	6	grade
2b+3b	Method course IIc	Course RES5024	Linear and Generalized Linear Regression	5	2	6	grade
	08-01/02-02-18 4 weeks						
all	Skills course II	Skills RES5510	Research Design	4	3	6	E-P-F
1+2a+3a	Method course IIIa OR	Course RES5025	Qualitative Interviewing	3	3	6	grade
2b+3b	Method course IIIb OR	Course RES5026	Survey Data Methodology	3	3	6	grade
	05-02/06-04-18 8 weeks						
1	Seminar IVa OR	Course RES5010	The Symbolic Construction of European Community	8	4	6	grade
2a+2b	Seminar IVb OR	Course RES5006	Information, Expertise and Politics in the EU	8	4	6	grade
3a+3b	Seminar IVc	Course RES5020	EU-Asia Relations in the Context of Global Change	8	4	6	grade
2a+3a	Method course IVa OR	Course RES5028	Qualitative Content Analysis	5	4	6	grade
2b+3b	Method course IVb	Course RES5029	Multilevel and Longitudinal Modeling	5	4	6	grade
	09-04/08-06-18 8 weeks						
all	Method course V	Course RES5031	Research Project	10	5	6	grade
	09-04/29-06-18 12 weeks						
all	Skills course III	Skills RES5511	Thesis Proposal	4	5	6	grade

(Year 2 on next page)

Year 2

all	Year 2, Graduation package A: Regular						
	04-09/10-11-17 10 weeks	**Code**	**Title**	**ECTS**	**Course period**	**Resit period**	**Assess-ment**
	Seminar VIa	Course RES6008	Europeanisation, including (comparative) case study analysis, process-tracing and statistical analysis	12	1	4	grade
	13-11/02-02-18 10 weeks						
	Seminar VIb	Course RES6009	Democracy and International Regimes, including content analysis and conceptual history	12	2	4	grade
	05-02/29-06-18 semester 2						
	Skills course IV	Skills RES6504	Academic Publishing and Grant Acquisition	2	4	6	E-P-F
	Thesis	Thesis RES6800	MSc thesis	34	4	6	grade

all	Year 2, Graduation package B: Internship						
	04-09/06-04-18 28 weeks	**Code**	**Title**	**ECTS**	**Course period**	**Resit period**	**Assess-ment**
	Internship	Internship RES6990	Research Internship (individual research project)	24	1	5	E-P-F
	05-02/29-06-18 semester 2						
	Skills course IV	Skills RES6504	Academic Publishing and Grant Acquisition	2	4	6	E-P-F
	Thesis	Thesis RES6800	MSc thesis	34	4	6	grade

all	Year 2, Graduation package C: Study Abroad						
	04-09/02-02-18 semester 1	**Code**	**Title**	**ECTS**	**Course period**	**Resit period**	**Assess-ment**
	Study abroad	Going abroad RES6910	Study abroad (individual study track at selected partner institution)	24	1	4	pass-fail
	05-02/29-06-18 semester 2						
	Skills course IV	Skills RES6504	Academic Publishing and Grant Acquisition	2	4	6	E-P-F
	Thesis	Thesis RES	MSc thesis	34	4	6	grade

2a+2b+3a+3b	Year 2, Graduation package D: double degree programme (University of Cologne)						
	04-09/29-06-18 year	**Code**	**Title**	**ECTS**	**Course period**	**Resit period**	**Assess-ment**
	Study abroad	Going abroad RES6910	Study abroad (individual study track at selected partner institution)	26	1	4	pass-fail
	05-02/29-06-18 semester 2						
	Thesis	Thesis RES6800	MSc thesis	34	1	6	grade

Final qualifications Master European Studies (research)

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

1. **have demonstrated knowledge and understanding** in the interdisciplinary field of European Studies that is based upon and extends and enhances their BA level and that provides a basis for developing and applying ideas within scientific research.
This knowledge and understanding includes:
a. having detailed knowledge of ideas/concepts of Europe, of the process of European integration and the scientific theories and methods aimed at understanding that process, of European institutions and decision making policies, and of EU policies;
b. having knowledge of global developments which affect society and politics in Europe;
c. having an ability to interpret European events, developments and policies in global, national, regional and local frameworks.

2. **can apply their knowledge and understanding** and problem-solving abilities in new or unfamiliar environments within broader (interdisciplinary) contexts related to European Studies and have the ability to integrate knowledge and handle complexity.
These capabilities include:
a. having an ability, depending on the thematic specialisation, to apply concepts from historical science (track 1); sociology, political science and public administration (track 2); or from political science and international relations (track 3) to analyse social and political developments in Europe, at national and European level, as well as analysing these developments in a changing global context;
b. having an ability to understand general principles of research methodology, including philosophy of science, and be able to understand and apply basic social science statistics;
c. having an ability to use historical methodology or qualitative or quantitative social science methodologies at an advanced level, depending on the methodological specialisation, when analysing social and political developments in Europe, in the present or in the past, at national, European or global level;
c. having an ability to formulate original research questions which are relevant to the state of the art in European Studies;
d. having an ability to design, plan and implement an independent research project in the field of European studies, which has the potential to contribute to the existing literature.

3. **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.

These competences include:
a. coping with informational complexity to pinpoint the key issues and perspectives in European studies;
b. identifying and retrieving sources and managing datasets to build evidence-based arguments to explain policy developments and societal trends in Europe;
c. developing 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;
d. making critical but balanced reflections on the normative consequences of the process of European integration for justice and democracy in Europe, as well as on the methodological considerations to study questions related to European integration.

4. **can communicate their conclusions**, and the knowledge and rationale underpinning these, to specialists and non-specialist audiences clearly and unambiguously.
These abilities include:
a. expressing ideas and findings in written English to an advanced level using different types of forum, such as academic publications or research reports for NGOs (written communication);
b. communicating in written and oral form the results and implications of research projects to a non-specialist audience, by way of policy recommendations for policy-makers (written and oral communication);

c.   presenting their research and research findings in a concise manner, for example at an academic conference, or being able to act as discussant of someone else's work (oral communication);

5. **have the learning skills to allow them to continue to study** in a manner that may be largely self-directed or autonomous.
This competence includes:
a.   can adapt to group settings and work in an international professional environment;
b.   being able to write an original and coherent research proposal that will enable to apply for PhD positions or funded research;
c.   can engage in a process of critical self-reflection and make constructive use of feedback;
d.   can actively sustain and further develop the skills required for continuous learning in an autonomous way and also the skills required to reflect upon this process.

Didactics
Drawing on UM's Problem-Based Learning (PBL) approach to teaching and learning, and facilitated by the intimate class size of the average RMES student cohort, teaching is student-centred and involves intensive interaction between professors and students, as well as among students. Learning in PBL takes place in an active, constructive and collaborative environment, and core principles of this approach are that it stimulates students' self-responsibility for the learning process and that it simulates the academic research process.

This learning and teaching integration approach is realised in the RMES by a combination of different didactical instruments:
- **Lectures** – interactive lectures by UM teaching staff, as well as by occasional guest speakers and practitioners from the field. Lectures discuss the state-of-the-art, outline major tensions/puzzles, introduce key theoretical insights, and provide an overview of the academic literature in the field. In the case of guest lectures by practitioners, these may also focus on practical insights from the field to see how theory relates to practice. Students train their **listening skills**, ability to **filter large amounts of information** and develop **effective note-taking**. The lectures in practice have a significant interactive element as students are encouraged to raise questions based on the literature they read in advance.
- **Tutorials** – interactive sessions where students and teaching staff discuss the literature in more depth to ensure that students have grasped the key concepts and understood the main issues at stake. Following the PBL model, these sessions may be chaired by students who steer the discussion, though sometimes the sessions are more loosely structured to allow for debate. Students prepare for tutorials in advance, often determining the format of discussion, and taking responsibility for the group to ensure that everybody has grasped main concepts and can apply them to new situations. At the end of the tutorial the tutor gives feedback on student performance in terms of active oral participation and substantive content. Students **demonstrate their understanding** of key concepts in European Studies, and learn to **process complex information** and **communicate** this in their own words to their peers.
- **Workshops** – research-oriented sessions where students acquire advanced knowledge and deepen their understanding by applying the literature and concepts to specific study projects in the framework of a module. Depending on the course students work in groups or individually, though in all cases are supervised by the coordinator or other staff. This involves considerable preparation outside the class, with students being responsible for **defining both the theoretical focus and methodological structure** of a research project, **collecting information** and **presenting their findings effectively** in written and oral form. Students discuss the progress of their work with the respective teaching staff on a regular basis, individually or in groups.
- **Methods classes** – students learn to understand the underlying principles and rules of methodology of historical research methodology or qualitative or quantitative social science research techniques, depending on their methodological specialisation, as well as how to apply these in research projects. These sessions take place either in regular classrooms or in the computer-lab. Students learn how to apply **their theoretical and methodological knowledge** to existing datasets or newly collected data, and learn how to **communicate research findings effectively** to an academic and public policy audience.

- **Skills sessions** – students learn to use skills which they need for autonomous research or policy analysis, such as academic writing and presentations skills, using online database to search for academic literature as well as specialised data (e.g. in bibliographic and legislative databases), and more analytical skills in terms of structuring a research design. Students also learn how to prepare for a future research-oriented career in and outside academia.
- **Individual supervision and mentoring** – sessions where students meet with the Director of Studies and UM faculty to discuss their study progress, as well as thesis plans. Once the thesis supervision team has been agreed on, students meet at least once a month with their supervisor(s) to discuss their progress.

Contact hours

· Course year	· 1	· 2
· Contact hours	· 13.3	· 1.6

Not taken into account are contact hours concerning supervision of students and exams
- year 1: indicated are average contact hours per week per period
- year 2: 2 hours/week in three Research Seminars; 1 hour/week in Skills training and Thesis trajectory

Appendix 1   Regulations final work

The submission deadlines for final work in 2017/18 are:
- First chance 30 June 2018
- Resit 31 August 2018

All final work is assessed by two examiners. Two faculty examiners are appointed to assess a thesis. They exchange views and discuss the assessment of the final work and the envisioned grade. They have to agree on the comments given on the assessment form for the final work, and on the grade. If they cannot reach an agreement, a third, senior examiner is appointed who will take a majority decision after hearing the opinions of the first two examiners.

If a student in the EPA, ALS/PSE, KLS/PSN, AHE/KCE, MC or GDS programme opts to do an internship, the internship itself is assessed by both the internship organisation and a faculty examiner. The internship (evaluation) report, and the internship thesis are assessed by two appointed faculty examiners and the above procedure applies.

If a student fails to pass the final work in the first sit and resit, but passed all other requirements of the master's examination, s/he can retake the thesis or internship report/internship thesis in the next academic year. The student has two options:
- Reregister per 1 February 2018 and remain registered for the remainder of the academic year. The student who opts for this will receive supervision until the first chance and can submit the final work for the first chance and resit.
- Reregister per 1 June 2018 until the end of the academic year. The student opting for this will not receive supervision, but can submit the final work for the first chance and resit.

NB: Although the Master ES thesis course runs over the academic year, the student who completed the thesis course but failed to pass the thesis does not have to reregister for the whole academic year and follow the thesis course again: s/he is allowed to choose either of the above two options.
NB: The students with a visa and/or residence permit to be allowed to study at UM should realise that his/her visa/residence permit ends after an interruption of the registration. S/he is advised to contact the UM visa office for further information on reregistration matters.

A   ESST: Regulations Thesis

1. The thesis is based solely on the written work. There is no oral exam in connection to the submission of the thesis.
2. The thesis is graded on the Dutch grading scale of 1 to 10.
3. The thesis consists of a research paper in English with a length of 20.000 words, exclusive of notes, bibliography and figures. Theses below 15.000 or above 25.000 fail the exam. In cases where two students do a collaborative project, the research paper should be 40,000 words. The students' work will be individually assessed.
4. Each student is assessed by at least two examiners, one from Maastricht University and one from a partner university. In the case of disagreement among the two examiners the thesis is sent to the International Coordinator, who will ask an ESST professor from a third university to decide.
5. Students submit a thesis which contains:
   - clear specification of objectives;
   - effective planning of the work;
   - effective searching of literature;
   - critical use of data;
   - choice and application of appropriate analytical methods;
   - interpretation of results and their comparison with existing knowledge;
   - ability to criticise findings and suggest further developments of the work;
   - presentation of the work in a scholarly and professional manner.
6. The student needs to hand in an electronic version of the thesis through SafeAssign.
7. Students are allowed to re-submit a thesis in the case of a fail, re-writing the one they originally submitted.

B   EPA: Regulations Academic Internship

1.   As part of the EPA master's examination, the student has to do an academic internship with a company or institution, in compliance with the relevant articles in the Education and Examination Regulations.
2.   The student submits a proposal regarding the internship place and content to the module coordinator.
3.   The student contacts the company/institution (or company supervisor) and requests the module coordinator or possibly another member of the teaching staff to act as his/her faculty supervisor. The student confers with both supervisors on the content of the internship.
4.   An internship agreement is drafted for each internship outlining the arrangements made between the company/institution, the faculty supervisor and the student. The agreement should include at least the following information:
    •   internship objectives;
    •   period and length of the internship;
    •   schedule;
    •   method of reporting and/or assessing;
    •   role of the company supervisor and the faculty supervisor;
    •   frequency of consultation with the company and faculty supervisor.
    This agreement is submitted to the module coordinator for approval.
5.   The student needs to hand in an electronic version of the Internship report (with a length of 3,000 words) and the Internship thesis (with a length of 9,000 words) through SafeAssign. An Internship report and/or Internship thesis that is not submitted through SafeAssign will not be assessed or graded.
6.   The Internship work is graded with an Excellent-Pass-Fail and is assessed by the faculty and the company supervisor. The Internship report and the Internship thesis are evaluated with a grade (on the Dutch 1-10 grading scale) and are assessed by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

C   ES: Regulations Thesis

1.   The thesis is an individually written paper and consists of an extended research paper of academic level with a length of 12,000 to 15,000 words, exclusive of notes, bibliography and figures.
2.   Each student will be advised by a supervisor. Students will submit a proposal for the subject of the thesis to their supervisor by the date announced early in the academic year, usually halfway through the first semester.
3.   The student will follow a skills training on research design and methodology in the C-period of the first semester, at the end of which s/he will submit an extended research proposal to his/her thesis supervisor to be graded pass or fail. A pass is necessary a) to pass the overall course in that period; b) to be able to proceed with thesis research and writing
4.   The student submits a thesis containing a clear specification of objectives and based on:
    •   an extensive review of relevant literature;
    •   a critical selection and processing of data;
    •   the application of appropriate analytical methods;
    •   the balanced and critical interpretation of results in comparison to existing knowledge;
    •   the ability to criticise findings and suggest further developments of the work;
    •   a presentation of the work in a scholarly and professional manner.
5.   The student needs to hand in an electronic version of the thesis through SafeAssign.
6.   The student's work will be individually assessed by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.
7.   If, on resubmission of a thesis (following a fail grade on initial submission), the first and second readers are still not satisfied that sufficient improvements have been made to merit a pass, the first reader (usually the supervisor) is entitled to ask a third member of the academic staff for their informed opinion of the thesis and a proposed grade.
    Rewriting a failed submission. The process of rewriting the thesis should entail a thorough review of all points raised by the examiners. All resubmissions must be accompanied by a detailed explanation of how the comments were interpreted, taken on board and deemed

relevant/irrelevant, which should be submitted alongside the thesis. The rewriting should go beyond a minimalist 'cosmetic' revision and students are encouraged to go beyond the points raised by the examiners to individually rethink their work.

D1/2   ALS – PSE: Regulations Thesis
G1/2   KLS – PSN: Regulations Thesis

1. The thesis is an individually written paper and consists of a research paper in English with a minimum of 20,000 words and a maximum of 25,000 words, not including notes, bibliography and figures.
2. The student submits a proposal for the subject of the thesis and the name of their faculty supervisor to the coordinators for modules D and E at the end of module D.
3. The assessment looks at several aspects, like the following:
   - subject matter
   - structure
   - argumentation
   - applied methodologies
   - applied theories
   - style
   - originality.
4. The student hands in an electronic version of the thesis through SafeAssign.
5. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

D1/2   ALS – PSE: Regulations Academic Internship
G1/2   KLS – PSN: Regulations Academic Internship

1. As part of the master's examination, the student may choose to do an academic internship with a company or institution.
2. The student submits a proposal regarding the internship place, content and faculty supervisor to the ALS and PSE coordinators for modules D and E.
3. The student contacts the company/institution (or company supervisor). The student confers with both company and faculty supervisor on the content and duration of the internship.
4. An internship agreement is drafted for each academic internship outlining the arrangements made between the company/institution, the faculty supervisor and the student. The agreement should include at least the following information:
   - internship objectives;
   - period and length of the internship;
   - schedule;
   - method of reporting and/or assessing;
   - role of the company supervisor and the faculty supervisor;
   - frequency of consultation with the company and faculty supervisor.
   This agreement is submitted to the coordinators for modules D and E for approval.
5. The student hands in both the internship report and the internship thesis through SafeAssign.
6. The exam of the internship consists of three elements (with a study load of 24 credits):
   - the internship: an assessment of the student's performance, on the scale of Fail-Pass-Excellent, by the faculty supervisor after consulting with the company supervisor (10 credits);
   - the internship report: an internship report of at least 5,000 words, with a maximum of 6,000 words, to be assessed, on the 1-10 Dutch grading scale, by the faculty supervisor and a second faculty examiner (2 credits);
   - the internship thesis: a thesis of at least 12,500 words, with a maximum of 15,000 words, to be assessed, on the 1-10 Dutch grading scale, by the faculty supervisor and a second faculty examiner (12 credits).

D3   AHE: Regulations Thesis
G3   KCE: Regulations Thesis

1. The thesis is an individually written research paper in English of academic level with a length of 15,000-18,000 words.
2. The student submits a proposal for the subject of the thesis and their faculty supervisor to the Director of Studies.
3. The assessment looks at several aspects, like the following:
    * subject matter
    * structure
    * argumentation
    * style
    * originality.
4. The student needs to hand in an electronic version of the thesis through SafeAssign.
5. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

D3   AHE: Regulations Academic Internship
G3   KCE: Regulations Academic Internship

1. As part of the master's examination, the student may choose to do an academic internship with a company or institution.
2. The student submits a proposal regarding the internship place, content and faculty supervisor to the internship coordinator (the programme director).
3. The student contacts the company/institution (or company / external supervisor). The student confers with both the company and faculty supervisor on the content and duration of the internship.
4. An internship agreement is drafted for the academic internship outlining the arrangements made between the company/institution, the faculty supervisor and the student. The agreement should include at least the following information:
    * internship objectives;
    * period and length of the internship;
    * planning;
    * method of reporting and/or assessing;
    * role of the company supervisor and the faculty supervisor;
    * frequency of consultation with the company supervisor and the faculty supervisor.
    This agreement is submitted to the internship coordinator and faculty supervisor for approval.
5. The student hands in both the internship report and the internship thesis through SafeAssign.
6. The exam of the academic internship consists of three elements (with a study load of 24 credits):
    * an assessment of the student's performance during the internship by the faculty supervisor after consulting with the company supervisor; and
    * an internship report (with a length of approximately 5,000 words) to be assessed by the faculty supervisor after consulting with the company supervisor and a second faculty examiner; and
    * an individual internship thesis with a minimum of 12,500 words to be assessed by the faculty supervisor and a second faculty examiner.

E   MC: Regulations Thesis

1. The thesis is an individually written paper and consists of a research paper in English with a length of approximately 24,000 words, not including notes, bibliography and figures (24 credits).
2. Students from previous years who need to pass the 27 credits thesis can make up for the missing credits by giving a mid-term presentation with an assessment of 'sufficient' for which they are granted 3 credits.
3. The student needs to hand in an electronic version of the thesis through SafeAssign.

4. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

E   MC: Regulations Internship

1. As part of the master's examination, the student may choose to do an internship with a company or institution, in compliance with the relevant articles in the Education and Examination Regulations.
2. The student submits a proposal regarding the internship place, content and faculty supervisor to the Director of Studies.
3. The student contacts the company/institution (or company supervisor). The student confers with both supervisors on the content of the internship.
4. An internship contract is drafted for each internship outlining the arrangements between the company/institution, the faculty supervisor and the student. The contract should include at least the following information:
    - internship objectives;
    - period and length of the internship;
    - planning;
    - method of reporting and/or assessing;
    - role of the company supervisor and the faculty supervisor;
    - frequency of consultation with the company supervisor and the faculty supervisor.
    This contract is submitted to the Director of Studies for approval.
5. The exam of the internship consists of three elements (with a study load of 24 credits):
    - the internship: an assessment for satisfactory participation by the faculty supervisor after consultation with the company supervisor (10 credits);
    - the internship report: an internship report of at least 3000 words, to be assessed by the faculty supervisor and a second faculty examiner (2 credits);
    - the internship thesis: a reflective essay of at least 12000 words to be assessed by the faculty supervisor and a second faculty examiner (12 credits).
6. In exceptional cases the internship report may be written by two students after approval by the Board of Examiners. The students' work will be assessed individually.
7. The student needs to hand in an electronic version of both the internship report and the internship thesis through SafeAssign.

F   GDS: Regulations Internship – Desk Study – Fieldwork

1. The academic internship of Examination Option 1 results in individually written work reporting on the internship taken as part of this programme. The internship evaluation report is a reflexive report of 2,000 words (+/- 10%). The internship thesis must be of academic level with a length of 14,000 words (+/- 10%), exclusive of notes, bibliography and appendices.
2. The desk study thesis of Examination Option 2 is an individually written work reporting on the results of a desk study. It must be of academic level with a length of 9,000 words (+/- 10%), exclusive of notes, bibliography and appendices.
3. The fieldwork thesis of Examination Option 3 is an individually written work analysing and reporting on results from data collected during fieldwork. It must be of academic level with a length of 26,000 words (+/- 10%), exclusive of notes, bibliography and appendices.
4. Each student will be advised by a supervisor. Students will submit a proposal for the subject of the internship and internship thesis, desk study thesis and fieldwork thesis to their supervisor by the date announced at the beginning of the academic year.
5. The student submits an internship thesis, desk study thesis or fieldwork thesis containing a clear specification of objectives and based on:
    - an extensive review of relevant literature;
    - a critical selection and processing of data;
    - the application of appropriate analytical methods;
    - the balanced and critical interpretation of results in comparison to existing knowledge;
    - the ability to criticise findings and suggest further developments of the work;
    - a presentation of the work in a scholarly and professional manner.

6. For the academic internship of Examination Option 1 the student also submits an internship evaluation report in which the student:
   - contextualizes the internship organization and describes and evaluates the internship;
   - describes the work carried out and the concrete things that were accomplished by the student;
   - reflects on the relationship between the internship and the MA GDS programme;
   - reflects on what has been learned and whether the overall goals of the internship have been attained.
7. The student needs to hand in an electronic version of both internship evaluation report and internship thesis, desk study thesis or fieldwork thesis through Safe Assign.
8. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

H   CAST: Regulation Thesis

1. The thesis is an individually written paper and consists of a single-authored research paper in English with a length of 25,000 to 30,000 words, not including notes, bibliography and figures.
2. The student submits a proposal for the subject of the thesis to the Director of Studies and the faculty supervisor at the beginning of the second semester.
3. The student needs to hand in an electronic version of the thesis through SafeAssign.
4. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.

I   ES (research): Regulations Thesis

1. The thesis is an individually written paper and consists of a single-authored research paper in English with a length of 26,000 to 30,000 words, not including notes, bibliography and figures.
2. The student submits a proposal for the subject of the thesis to the Director of Studies and to his/her principal supervisor in the second semester of the first year, as part of the course Thesis Proposal.
3. The student will meet with his/her supervisor(s) at least once every two months so they can monitor the general progress and give the student advice.
4. The student needs to hand in an electronic version of the thesis through SafeAssign.
5. The student's work will be assessed individually by at least two examiners (under the responsibility of the Board of Examiners): the faculty supervisor and another member of the faculty's teaching staff.
   The thesis of students following the double degree track will be supervised and assessed by both a University of Cologne and a FASoS supervisor, the latter acting as second supervisor. The final assessment is a mutual assessment by both supervisors. On top of that there is a third supervisor (from the University of Cologne or Maastricht University) who will determine the final assessment if the first and second supervisor cannot reach a mutual decision.

Appendix 2   Additional regulations Master Arts & Culture / Arts & Culture (research) / European Studies (research)

D1/2   ALS – PSE: Assessment written assignments
G1/2   KLS – PSN: Assessments written assignments

The following set of four criteria are applied in grading all written assignments:

1.   Academic relevance
      You need to engage in ongoing academic debates by employing current theories or
      theoretical perspectives developed in various research traditions and disciplines which make
      up the study of culture. Academic relevance is not just a matter of mechanically applying
      theories; you need to develop an independent position, critically reflect on the rhetorics and
      underlying assumptions of scientific texts, policy papers, controversies in the media, etc.
      Remember that in our master's programme we focus on conceptual problems instead of
      practical problems: "In academic research, a conceptual problem arises when we simply do
      not understand something about the world as well as we would like. We solve a conceptual
      problem not by doing something to change the world but by answering a question that helps
      us understand it better" (Booth, Colomb & Williams 2008, p. 53).

2.   Argumentative force
      You need to develop a convincing and informed argument which structures the whole of your
      written assignment (see Booth, Colomb & Williams 2008, Ch. 7). By 'informed' we mean that
      what makes a written assignment academic is first and foremost not a personal response but
      a response to the literature on the topic you have chosen. Crucial elements in the argument
      are relevant research question(s), a well-defined research problem, a clear claim (see Booth,
      Colomb & Williams 2008, chapters 3, 4, and 8 respectively) and a conclusion which refers
      back to the claim you have made. In other words: we expect a well-build structure which
      guides the reader from the claim to the final conclusion. In longer written assignments the
      separate chapters and paragraphs form the building blocks of this overall structure.

3.   Style and grammar
      You need to pay attention to style and grammar: grammatically correct sentences, spelling,
      punctuation, etc. A well-written text is more than a grammatically correct text: pay attention
      to style, the fluent sequence of sentences, clear paragraphs which contain the smallest steps
      in your argument and all those other features which make a text pleasant and convincing to
      read.

4.   Formal requirements
      You need to pay attention to the formal requirements of academic writing at our faculty,
      outlined in the AC Style Sheet and in the course book: number of words, in-text references
      (author, year of publication plus page number(s)), list of used literature, use of internet
      sources etc. Please study the paragraph on plagiarism in the Style Sheet well.

H   CAST: Regulations Research Internship

1.   The student may choose to do an internship with an institution or a company, in compliance
      with the relevant articles in the Education and Examination Regulations.
2.   The student submits a proposal regarding the internship place, content, and CAST supervisor
      to the Director of Studies.
3.   The Director of Studies initially contacts the institution/company (or institution/company
      advisor). The student then confers with both supervisors on the content of the internship.
4.   An internship agreement is drafted for each internship outlining the arrangements between
      the institution, faculty supervisor and student. The agreement should include at least the
      following information:
      •   internship objectives;
      •   period and length of the internship;
      •   planning;
      •   method of reporting and/or assessing;
      •   roles of the institution's supervisor and the faculty supervisor;
      •   frequency of consultation with the institution's supervisor and the faculty supervisor.

This agreement is submitted to the Director of Studies for approval.

5. The exam of the internship consists of two elements: the results of the scientific work, carried out at the host institution; and a reflexive report describing the learning effects of the internship.
6. The assessment of the internship is done by the faculty supervisor and one additional staff member after consultation with the institution supervisor.

H   CAST: Regulations Research Project

1. CAST students will participate in a joint research project of 12 credits.
2. The project supervisor will determine the number, size and composition of the work groups that carry out the project.
3. The exam of the project consists of three elements: an individual assessment for satisfactory participation; a collective project report; and an individual reflexive report.
4. The assessment of the project is done by the project supervisor.
5. The project group needs to hand in one copy of the project report to the supervisor and one copy and (if applicable) an electronic version of the project report to the Director of Studies.

I   ES (research): Regulations Internship

1. The student may choose to do an internship worth a maximum of 24 credits during the first semester of the second year with an institution or think-tank, in compliance with the relevant articles in the Education and Examination Regulations.
2. The student submits a proposal regarding the internship place, content, and faculty supervisor to the Director of Studies.
3. The student contacts the host institution in order to find an external supervisor among their staff. The student confers with both the faculty and external supervisor on the content of the internship.
4. An internship agreement is drafted for each internship outlining the arrangements between the institution, the faculty supervisor and the student. The agreement should include at least the following information:
   - internship objectives. In this context, a special focus has to be placed on the research dimension of the internship;
   - period and length of the internship;
   - planning;
   - method of reporting and/or assessing;
   - roles of the institution's supervisor and the faculty supervisor;
   - frequency of consultation with the institution's supervisor and the faculty supervisor.
   This agreement is submitted to the Director of Studies for approval.
6. The exam of the internship consists of two elements: the results of the scientific work, carried out in the host institution; and a reflexive report describing the learning effects and the research dimension of the internship.
7. The assessment of the internship is done by the faculty supervisor after consultation with the external supervisor.

Appendix 3   Implementing regulations for non-FASoS electives

Appendix 3a Implementing regulations for exchange programmes
        (further provisions concerning Article 3.7)

1.   The International Relations Office (IRO) arranges the administrative issues for exchange students in the ESST and ES Research Master programmes, related to the study abroad at one of the partner universities.

2.   Results obtained as an exchange student during the study abroad at the partner university are acknowledged according to the below paragraphs.

3.   The courses taken at the partner university must be academic and of a master's level and must be approved of by the programme director.

4.   Upon return, a certified transcript of records must be submitted at the exam administration by the host university or the student.

5.   The study load indicated on the transcript of records will be acknowledged without adjustment, provided the programme director approved the courses.

      If the study load is not expressed in ECTS, the local units will be converted into ECTS. The conversion will be based on the study load for a full year of study in relation to a study load of 60 ECTS for an academic year at UM.

6.   The faculty registers the approved and passed credits, also indicating the university where they were obtained; neither course names nor results for individual courses are registered. Therefore grades obtained abroad are not included in the programme GPA.

7.   Insofar as the Education and Examination Regulations and this appendix do not address matters relating to incorporation of components obtained elsewhere, the Board of Examiners in consultation with the programme director will decide on the matter.

Appendix 3b Implementing regulations for electives elsewhere
(further provisions concerning article 3.7)

1. The Board of Examiners will assess in consultation with the programme director whether a component may be incorporated into the examination. Incorporation is only possible with the Board of Examiners' permission. The following conditions must be satisfied:
   a. the component is academic in nature and of a master's level;
   b. in terms of content, the component does not (or hardly) overlap overlaps with other examination components of the programme;
   c. in principle the student requested written permission for incorporation beforehand by submitting a request with appendices on university, course content, level, literature, study load etc. to the Board of Examiners;
   d. the student will submit additional information to the Board of Examiners upon request.

2. If the Board of Examiners approves of components from other UM faculties in the examination of the programme, the results will be transferred to the examination of the programme at the student's request.

3. If the Board of Examiners approves of electives from other universities in the examination of the programme, the results for these electives will be acknowledged if the following requirements are met:
   a. results must be provided to the Board of Examiners through clear, original written notices by the university concerned. In addition to information about the university, these notices should preferably include the following information: subject code and name; subject level; subject study load; and exam date and result;
   b. incorporation will only be possible if there has been a sufficient assessment. A mere statement that the subject was 'taken' or words to that effect are not enough;
   c. a result that constitutes a pass in the country concerned will also be considered a pass here, and a fail in a foreign country will also be considered a fail here;
   d. the faculty registers the approved and passed credits, also indicating the university where they were obtained; neither course names nor results for individual courses are registered;
   e. if the study load at the other university is not expressed in ECTS but in other units, the Board of Examiners will convert the study load into ECTS. The conversion will be based on the study load for a full year of study or a full programme in relation to a study load of 60 ECTS for a year at UM or in relation to the 60 ECTS for a one-year master's programme, respective to the 120 ECTS of a two-year master's programme.

4. Insofar as the Education and Examination Regulations and this appendix do not address matters relating to incorporation of components attained elsewhere, the Board of Examiners in consultation with the programme director will decide on the matter.

Appendix 4   Transition rules for students with study delay

Transition rules for students who started the master's programmes in or before the 2016/17 academic year

I   General rules

A module is only passed if all its requirements (including the minimum attendance requirement) are passed. According to the Education and Examination Rules, partial results passed (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.

- The student who took a module in 2016/17 but has not passed the module exam before the start of the new 2017/18 academic year, will have to pass the module exam in 2017/18 or else retake the complete module.
- The student who took a module before 2016/17 but has not passed the module exam before the start of the new 2017/18 academic year, has to retake the module and pass all requirements of the 2017/18 module.
- If the student has not passed a module that has ceased to exist the Board or Examiners will decide on a replacement subject.

FASoS Rules and Regulations

I   Board of Examiners

According to the Higher Education and Scientific Research Act /Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (from here on referred to as the WHW) the Board of Examiners (BoE) is an independent and qualified committee within the higher educational institution.

The BoE is composed of five members including at least one non-FASoS member.

The BoE is responsible for guaranteeing the quality of the examination (including all intermediate tests/exams and final exam) as well as for warranting the FASoS diplomas (Article 7.12b of the WHW). Together with the programme management and the Faculty Board, the BoE co-defines and monitors the FASoS examinations quality assurance system which guarantees attainment of the programmes' final qualifications.

The BoE has mandated the quality assurance of intermediate/regular tests to the coordinators (i.e. responsible examiners), and of the graduation procedure to the Exam Administration. The Statute of the BoE presents more details about the composition and tasks of the BoE; it is available on the FASoS Education Institute webpages (Board of Examiners).

II   Examiners

The coordinators (appointed 'responsible examiners') are responsible for test construction and assessment, as well as for appointing and instructing the tutors ('examiners') in their respective courses.

The BoE has introduced concrete guidelines regarding various assessment aspects that apply to all programmes and are to be acknowledged faculty-wide (e.g. procedures for written collective exams, procedures for digitally submitting essays and assignments, assessment of final work, fraud, suspected plagiarism, internships, the application of the Dutch grading scale).

Each coordinator is mandated by the FASoS Associate Dean of Education, explicitly and in writing. The responsible examiners are obliged to report all information regarding their exams and the performed assessment to the BoE. In addition, the responsible examiners must instruct the tutors. Check the Appointment of Examiners at FASoS policy document for more details about the appointment of examiners and responsible examiners; it is available on the FASoS Education Institute webpages (Board of Examiners).

III   Exam Administration

The FASoS Exam Administration, a department in the FASoS Office of Student Affairs, is mandated by the BoE to organise intermediate/regular exams, the grade registration, the graduation procedure and the FASoS examination archive.

IV   Exams and organisation of exams

This section presents the main rules and regulations regarding all exams except final work (for final work provisions, see Section V below).

In principle, all written collective exams take place in the MECC. There may be exceptions where these exams take place at another location. The Rules of Procedure for Examinations apply to all written exams and all students, including students with special arrangements.

In order to electronically check for plagiarism, all digitally submitted exams are uploaded on the Student Portal via Safe Assignment. The Safe Assignment reports are evaluated by the respective examiners on a case-by-case basis.

FASoS archives originally submitted exams (students' answers/products) for two years and final work for seven years.

The coordinators (responsible examiners) are responsible for the format, content and assessment of the intermediate/regular exams; they act according to the general FASoS assessment policy, the educational guidelines set by the respective Programme Committee and instructions from the educational programme's management. The exam criteria, format and content of the exams are specified in the course book.

V   Final work

The definition of final work is presented in the Education and Examination Regulations of the respective programme.

At FASoS, final work is structurally organised as modules (i.e. two regular exam chances apply). In addition, final work is graded by two examiners. All final work assessments are to be presented on assessment forms. Final work is archived for seven years.

The provisions and rules regulating the assessment of final work are listed in the policy document 'Assessment of Final Works at FASoS' available on the FASoS Education Institute webpages (Board of Examiners).

VI   Grading scale at FASoS and Dutch grading system

The Dutch grading system, used from elementary through university education is the 1 to 10 scale given in the following table, wherein 10 is the highest grade, 6 the minimum pass and 1 the lowest grade.

10	outstanding
9	very good
8	good
7	more than satisfactory
6	satisfactory
5	almost satisfactory
4	unsatisfactory
3	very unsatisfactory
2	poor
1	very poor

Educators uniformly comment on the great difficulty in obtaining 9s and 10s and the respectability of 6s. There is also agreement that an 8 represents a high level of achievement, while grades 6 and 7 generally account for the majority of passing grades awarded.

Most skills and research trainings in FASoS programmes are assessed on the Excellent – Pass – Fail score:
Fail = insufficient student performance
Pass = sufficient student performance
Excellent = exceptionally good student performance

For further detail on the Dutch grading scale please refer to "The Dutch Grading Scale" available on the FASoS Education Institute webpages (section Board of Examiners).

VII   Regulations Fraud, including plagiarism

1. The Board of Examiners may impose a measure set down in paragraph 4 of this article if it establishes that a student, in any exam or exam component:
    a. has had any unauthorised aids, texts or notes at his/her disposal, or has used unauthorised electronic aids and/or communication devices;
    b. has communicated or tried to communicate with another student, either verbally or through gesture, without permission from an exam supervisor, examiner or Board of Examiners member;
    c. has copied or tried to copy another student's answers, or has given another student the opportunity to copy his/her own answers;
    d. has posed as someone else or let someone else pose as him/her;
    e. has deliberately misled or tried to mislead an exam supervisor, an examiner, a corrector or the Board of Examiners with respect to the exam, or has provided an opportunity for them to be misled;
    f. has handed in the same exam paper, or a substantial part of it, for more than one course.
2. The Board of Examiners may impose a measure set down in paragraph 4 of this article if it establishes that a student has committed plagiarism in any exam or exam component, including:
    a. using or copying his/her own or other people's texts, data, ideas or thoughts without adequately referencing the source;
    b. presenting the structure or central body of thought from others without adequately referencing the source and thus passing it off as his/her own;
    c. not clearly indicating literal or almost literal quotations in the text (e.g. via quotation marks or a certain layout);
    d. paraphrasing the content of his/her own or other people's texts without adequately referencing the source
    e. copying video, audio or test material, software and program codes from others without adequately referencing the source and thus passing them off as his/her own work;
    f. copying work from fellow students and thus passing it off as hi(s)her own
    g. submitting work or assignments acquired from or written by a third party (paid or not) and thus passing them off as his/her own work;
    h. systematically using mixed Unicode scripts or other manipulations of the text in an exam paper to hamper electronic detection of copied text fragments; the use of an obfuscation method will be considered fraud including plagiarism.
3. If the Board of Examiners establishes that a student has committed fraud in any other way in any exam or exam component, it can impose a measure set down in paragraph 4.
4. In the cases referred to in paragraphs 1, 2 and 3, the Board of Examiners can declare the results of the relevant exam null and void, and impose:
    a. a reprimand;
    b. exclusion from participation or further participation in one or more exams in the programme for a maximum of one year
    c. 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.
5. Before the Board of Examiners imposes a suitable measure or makes a proposal to the Executive Board, the student concerned is given the opportunity to be heard.
6. If fraud and/or plagiarism is established, this is included in the student's dossier.
7. If, after investigation, it is ultimately determined that the student concerned did not commit fraud, the student will be informed of this; all other correspondence about the alleged fraud and the correspondence will not be included in the student file.
8. The Board of Examiners does not grant exemptions on the grounds of study results obtained elsewhere while the student was excluded from participating in the programme's exams because of the fraud committed.

VIII   Inspection, Explanation and Appeal of Exams

- Students can ask for inspection of their graded exam within a period of two weeks after the publication date of the official exam results on MyUM.

- Students have the right to ask the (responsible) examiner for an explanation of the assessment.
- Students have the right to lodge an appeal with the UM Board of Appeal for the Examinations against a grade, or any other decisions of FASoS examiners or the Board of Examiners, within six weeks after the announcement of the decision (in case of grades, the publication date on MyUM).
- Before they decide to appeal a grade or any other decision made by an examiner, students are expected to ask their examiner or the coordinator for an explanation of the grade or decision.
- The appeal should be submitted to the UM's Complaints Service Point (CSP), in accordance with the procedural guidelines.
- Appealing a grade does not automatically lead to reassessment/different assessment of the exam. Reassessment of an exam is only an option if the Board of Examiners or the Board of Appeal for Examinations decides that there are substantial reasons to doubt the assessment by the original examiner.

You can find an elaborate explanation of these procedures on FASoS Study Information.