

**Appendices MSc programme Educational Science and Technology (EST)**

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## **Appendix 1 Goals of the MSc programme Educational Science and Technology (EST)**

The main aim of the Master's programme in Educational Science and Technology is to deliver competent researchers who are scientifically schooled, independent and critical educational designers, decision makers and advisers who can contribute to the subject area of education in general and to their chosen area of concentration in particular. To reach this goal the programme has established the following standards:

- **Domain orientation:**  
Graduates have a firm and broad overview of education and of the specialty areas within, and specific expertise in one of the specialty areas that can be used productively and creatively in various related professional contexts.
- **Design competency:**  
Graduates are able to systematically frame up, fill in, augment, evaluate, and implement designs to support learning environments in various education and training contexts.
- **Research competency:**  
Graduates are able to systematically collect, analyze, and interpret research data, to draw conclusions there from, and on the basis of that advise or decide regarding possible alternatives and activities to be conducted, particularly in a design context.
- **Advice competency:**  
Graduates are able to advise (educational) organizations, in part based on the three competencies mentioned above, with regard to the implementation of better and more efficient learning environments and organizational as well as policy related arrangements for learning and teaching.
- **Academic reflection:**  
Graduates are able to critically reflect on processes, resulting products, and achieved results from systematic and well-chosen scientific, social-cultural, and ethical perspectives in such a way as to contribute to the professional development of the educational specialist and to a broadening and/or deepening of the scientific subject area.

## Appendix 2 Objectives of the MSc programme EST

The MSc programme EST comprises of three (3) more or less independent specialisations:

- Curriculum, Instruction & Media Applications (CIMA);
- Educational Management, Evaluation & Assessment (EMEA);
- Human Resource Development (HRD);

Within the framework of the general goals of the EST programme, each specialisation has formulated its own, specific objectives:

### Curriculum, Instruction & Media Applications

The specialisation 'Curriculum, Instruction & Media Applications' (CIMA) focuses on (the interaction between) instructional design, curriculum design, teacher development, school development, and ICT in a variety of educational contexts.

The programme is offered under the responsibility of the Faculty's departments Curriculum Design & Educational Innovation and Instructional Technology.

The programme attracts students from various backgrounds: graduates from the Faculty's bachelor's degree programme Educational Science and Technology, international students, graduates from Dutch HBO (higher vocational education) undergraduate degree programmes, and professionals who wish to broaden and deepen their knowledge and skills.

The CIMA specialisation educates for a wide range of academic professions in the domain curriculum, instruction and media on local or regional as well as national and international levels.

Curriculum, instruction and media take prominent positions in educational science: they promote and support the educational core: learning.

Next to this joint interest, each sub-domain has its own particular emphasis:

- *Curriculum* stresses planning, developing, and implementing innovative learning trajectories on several levels ('from nano to supra') and attempts to links these levels;
- *Instruction* addresses teaching and learning processes on micro-level;
- *Media* focuses on the full spectrum and functionalities of computer- and network-based tools and systems that are supportive to the learning processes on micro- and meso-level.

The programme aims at preparing graduates to become a professional designer, researcher, and adviser, or a combination thereof, emphasising design and research competencies. Becoming an adviser is seen as a related combination of becoming a designer or researcher.

The programme addresses these different professional roles in combination with related competencies, and is coloured by the orientation toward design, research and policy issues with regard to curriculum, instruction, and media. This is called *domain competence*. Via working on and reviewing, in literature embedded, assignments, students (both individually as well as in groups) are invited and challenged to reflect systematically and critically on their own ways of thinking and acting and the results thereof. This is what we call *academic competence*.

### Educational Management, Evaluation & Assessment

At the core of many of the major reforms in education throughout the world are decentralisation policies on the one hand and accountability arrangements on the other.

These conditions offer new challenges for school management. Schools are expected to become more effective and efficient institutions, as well as more responsive to the needs of the local community. This brings a broadened agenda for school management, and a much stronger engagement with external and internal evaluation than was the case in earlier decades. It also requires full efforts of everyone involved in implementing these reforms, including the national, regional and local governments, principals/school boards (as managers of the schools) and external consultants.

The EMEA specialisation aims at the creation of experts in these positions to better understand, to develop and to evaluate the educational administration configurations that best serve the needs of

today's schools. Globalisation and accountability trends have created a huge market for services related to certification, computerised assessment, cross-border recognition of degrees and diplomas, monitoring of educational outputs, and programme evaluation.

The programme aims to develop the following specific competencies in graduates:

- Fundamental skills and knowledge in the area of research methodology, design methodology, evaluation methods, and educational measurement.
- Relevant skills as a scientific researcher in the area of evaluation and assessment in education; for example, research methods, instrument development, data collection-reduction-analysis, reporting in the form of advice to clients, writing articles or conference papers for scientific forums, clients, and/or fellow researchers.
- Relevant skills as a scientific designer in the domain of evaluation and assessment in education; for example, problem analysis, execution of preliminary research, development of prototypes, final system design, evaluation of the effectiveness of the system, consultation on implementing trajectories, project management, and cost-benefit analysis.
- Methodological development of educational policy at the national, regional, and local level wherein use is made of comparative insights regarding educational systems and cultures.
- Planning, coordinating, and evaluating the implementation of educational policy decisions in a way that exhibits attention towards relevant characteristics of the environment and those involved.
- With an eye towards enlarging the effectiveness and efficiency of education, critically analysing, evaluating, and thinking through support in the development of educational systems and supporting organisations at the national, regional, and local level, including the links between them.
- Systematic analysis of phenomena and dynamic processes and their influence on structural, procedural, and cultural characteristics of educational organisations.
- Systematically designing and evaluating organisational changes within educational organisations.
- Supporting schools or educational organisations methodologically by developing and implementing changes in their learning organisations such as management, leadership, and the way they communicate and make decisions.
- Identifying, interpreting, and critically evaluating research within the domain of educational policy and management and being able to independently frame up and execute (applied) research within this domain.

Graduates of this specialisation are qualified to work for testing agencies, examination, certification and accreditation boards, as policy-planners and as evaluation researchers. The programme focuses on educating evaluation-centred educational management experts.

## **Human Resource Development**

The scientific exercise in the domain of Human Resource Development (HRD) strives for insights into the training, learning, and development of (young) adults in the context of the employment sector. A unique aspect within this programme is attention paid to the development of a knowledge society and a knowledge economy in which learning and training are often woven together through employment, the arrangement of a work environment, lifelong learning, and ongoing professionalisation. The design of learning environments and researching their effects forms the core themes of the HRD master's specialisation.

The programme aims to help graduates develop the following specific competencies:

- Designing, researching, and improving learning environments in knowledge-intense organisations. This pertains to learning environments in daily practice, informal training, in professional networks, and in self-study which may or may not be supported by Internet technologies, and whose curricular, learning, psychological, and organisational aspects play an important role.
- Researching and analysing factors that influence the development of HRD policy, paying particular attention to factors that are strongly bound to the learning society within the knowledge economy such as strategic policy for knowledge-intense organisations,

developments in the HRD profession, and developments in the environment such as lawmaking and societal responsibility with regard to the knowledge community.

- Professionally offering advice and guidance to support learning trajectories, design trajectories, policymaking, and evaluation as well as determining the effectiveness of training and learning trajectories wherein high standards are set in terms of content expertise as well as communicative and interactive skills.
- Professionally researching work-related learning environments wherein high standards are set for the conducting of literature studies, planning research, developing methods, framing favourable research environments, analysing data, drawing conclusions, and for offering suggestions for improvement. Here, the HRD professional uses professional research strategies that are suitable to the organisations operating within the business economy and social sector.

### Appendix 3 Admission to the MSc programme EST (section 7.13 of the WHW)

The Admissions Committee assesses all applicants to the MSc programme Educational Science & Technology (EST) on an individual basis. The assessment of the applicant's skills is based on formal as well as content-related admission criteria.

The *formal criteria* are as follows:

- A. Bachelor's degree or equivalent (a NUFFIC credential evaluation may be part of the assessment procedure).
- B. Letter of motivation.
- C. IELTS minimum overall score of 6.5 on the IELTS (where each minimal subscore is 6.0) or an internet-based TOEFL (iBT) minimum overall score of 90 (where each minimal subscore is 20).
- D. Any additional information required by the admission committee and/or the University of Twente Admission Office (see: <http://www.graduate.utwente.nl>) (e.g. letters of recommendation, a resume summarising educational and professional career).

The *content-related admission criteria* require that a student possesses sufficient knowledge and skills concerning the following:

- E. The content of the domain of educational science and technology.
- F. Design methodology.
- G. Research methodology.
- H. Research techniques, including the use of statistics for data analysis.

#### *Ad E. Content of the domain*

The domain of Educational Science and Technology can be characterised by the following: a field that encompasses the analysis of learning and performance problems; the design, development, implementation, evaluation, and management of educational and training processes, resources, and arrangements intended to improve learning and performance in a variety of settings. A student meets the domain-specific admission criterion if he/she possesses a Bachelor's or Master's level degree in a domain that is similar or related to the domain of this definition, and/or if he/she has substantial relevant work experience from which he/she has mastered the aforementioned conceptual knowledge.

#### *Ad F. Design methodology*

This is a typical content characteristic of all behavioural Bachelor's and Master's programmes in our Faculty, aiming at educating scientific designers. This methodology for systematic problem solving aims to support and control science-based, systemic approaches and processes for the development, the implementation, and the evaluation of solutions for problems in education and training. To give evidence that a future student has mastered this methodology, he/she has to send us an overview of relevant courses taken and/or reports of systematic design projects he/she has intensively been involved in.

#### *Ad G. Research methodology*

This refers to the main concepts, procedures, and methods used in social science research, and which aim at systematic, conceptual (literature) analysis, modes of data collection, data analytical schemes, and procedures for interpretation of findings, in order to better understand social phenomena and processes, and/or to support all levels of making choices in and for social reality. This methodology supports the systematic design, execution and evaluation of research activities. A student's basic mastery of this methodology should be proven by courses he/she has taken in this area, and/or reports of research projects or activities he/she has been involved in substantially.

#### *Ad H. Research techniques, including the use of statistics for data analysis*

This area is dedicated to the skills and understanding of techniques for collection and for analysis of both quantitative and qualitative data. If a student masters this area he/she is able to apply descriptive statistics (distribution, correlation, regression, cross tabling), theory of probability (calculation, expectation, variance, binomial distribution), and aspects from inductive statistics (average based conclusions with known population deviation). Experience with the use of SPSS or

a comparable computer-based statistical package is part of this mastery. Evidence of this can be presented by content review of courses he/she has done, and/or use of these techniques in research, demonstrated by means of a report or an article.

### **Evaluation of the entrance criteria**

On behalf of the Director of Educational Programmes, the programme's Admission Committee will review the information and documents presented and will decide whether a student meets all stated criteria sufficiently.

Evaluation of these entrance criteria may result in one (1) out of four (4) alternative decisions by the Admission Committee:

1. If a student meets all formal and content-related criteria he/she will be admitted to (one of the specialisations of) the EST Master's programme.
2. If the Admission Committee has some reservations about a student's general academic qualities, the mastery of design methodology, or about the domain knowledge, even if he/she meets all other criteria sufficiently, the Admission Committee will use an extra check, by sending the student a domain-specific case, which he/she will have to perform and deliver an assignment on within 48 hours time.
3. If a student has a Master's (or equivalent, or even higher) degree outside the domain of education and training, and if he/she meets all the admission criteria, except for the content-related criteria on 'Content of the Domain' and 'Design Methodology', on decision of the Admission Committee, he/she will be offered an opportunity to upgrade his/her knowledge, by means of studying a domain-covering textbook prior to the start of the master's degree programme.
4. If a student does not meet the full spectrum of content-related entry requirements, to be decided by the Admission Committee, he/she will be offered the possibility of taking one or more modules from the EST pre-Master's programme. If a student chooses this pre-Master's option, he/she first will be evaluated on his/her basic ability in academic reasoning, his/her basic knowledge of mathematics, and his/her proficiency in English (see: below).

Note: In addition to the fact that basically international and Dutch applicants are subject to the same formal and content-related admission requirements, the nature and scope of the prior education of Dutch applicants require further explanation.

The admission process is determined by the fact whether a Dutch applicant has a Bachelor's degree from a Dutch research university, a Bachelor's degree from a Dutch university of applied sciences (HBO-instelling), or a Master's (or 'Doctoraal') degree from a Dutch research university.

### **Pre-Master's Programme**

In case the EST Admission Committee has assessed that an applicant first has to complete successfully (parts of) the EST pre-master's programme before being admitted to the EST master's programme, he/she needs to demonstrate:

1. Mastery of mathematics. In this respect '*Mathematics A1, 2*' or equivalent at pre-university education level - in Dutch: VWO - is leading. If this is not the case the applicant may take one of the mathematics courses offered by the faculty. However, these courses are only offered in Dutch. Full information on the mathematics courses can be obtained from the study programme's website. <http://www.gw.utwente.nl/onderwijs/wiskundecursusinfo.doc/> (in Dutch).
2. Fluency in the English language, e.g. a minimum overall score of (or equivalent to) 6.0 on the IELTS (where each subscore is minimal 20) or overall minimal score of 80 on the iBT is recommended (for non-Dutch applicants obligatory)

The pre-Master's programme consists of units of study that prepare a student for applied, design or evaluation-oriented, scientific reasoning and research during his/her Master's trajectory. Therefore, all pre-Master's units of study (to be decided by the Master's programme Admission Committee) must be successfully completed before one can formally begin the Master's programme.

### 1.1 Possible previous qualifications

Table 1. Generic classification of prospective students on the basis of previous qualification

<b>Bachelor's or master's degree in higher vocational education</b>	<b>University bachelor's or master's degree</b>
<b>Pre-master's programme: maximum 60 EC (see table 2b)</b>	<b>Related university bachelor's or master's degree (related to social and behavioural sciences): Pre-master's programme: maximum 60 EC (see table 2c)</b>
	<b>Non-related university bachelor's or master's degree (not related to social and behavioural sciences): Pre-master's programme: maximum 60 EC (see table 2d)</b>

The pre-master's programme will be described and briefly explained for each cluster of programmes in the following section.

#### 1.1.1 The full pre-master's programme

The full pre-master's programme of 60 ECTS credits (EC) consists partly of research methodology and technology modules and partly of domain-specific modules.

Table 2a, Full pre-master's programme

Educational Design 1	5 EC
Academic Writing	5 EC
Data-analysis and Measurement 1	5 EC
Data-analysis and Measurement 2	5 EC
Research Methodology	5 EC
Design Methodology	5 EC
Pre-master's final project	10 EC
Four domain-specific modules (see table 3)	20 EC
<b>Total</b>	<b>60 EC</b>

#### 1.1.2 Pre-master's programme for future students with a degree in higher vocational education

Students with a degree in higher vocational education in a subject related to educational science lack university-level research skills and have little or no experience of the scientific way of reasoning and formulating arguments. They will be required to take the entire research-based part of the programme and carry out the pre-master's final project (total of 40 EC). Besides these modules, there will be extra modules that some students must follow. Based on the previous qualifications of each individual and on the base of the intended master's specialization (CIMA, EMEA or HRD), it will be judged if and which domain-specific modules (maximum 20 EC) must be taken. These domain-specific modules are demonstrated in table 3.

Table 2b, Pre-master's programme for future students with a degree in higher vocational education

<i>Programme for graduates in higher vocational education</i>	
Educational Design 1	5 EC
Academic Writing	5 EC
Data-analysis and Measurement 1	5 EC
Data-analysis and Measurement 2	5 EC
Research Methodology	5 EC
Design Methodology	5 EC
Pre-master's final project	10 EC
Four domain-specific modules (see table 3), minus possible dispensations	20 EC
<b>Total</b>	<b>40 - 60 EC</b>

### **Pre-master's programme for future students with a university degree**

There are two different kinds of university degrees and these are judged differently in the pre-master's programme. First, there is a pre-master program for students with a university degree that is related to social and behavioural sciences. Second, there is a pre-master program for students with a university degree that is **not** related to social and behavioural sciences.

### **Programme for university graduates (bachelor's or master's) in a related subject**

Students with a university degree in a related subject will take a pre-master's programme of maximal 60 EC. Based on previous qualifications of both the domain-specific modules as well as the research methodological competences (see table 2c), some exemptions will be granted.

Table 2c, Pre-master's programme university graduates (bachelor's or master's) in a related subject

<i>Programme for university graduates in a related subject</i>	
Educational Design 1	5 EC
Academic Writing	5 EC
Data-analysis and Measurement 1	5 EC
Data-analysis and Measurement 2	5 EC
Research Methodology	5 EC
Design Methodology	5 EC
Pre-master's final project	10 EC
Four domain-specific modules (see table 3), minus possible dispensations	20 EC
<b>Total</b>	<b>0 - 60 EC</b>

### **Programme for university graduates (bachelor's or master's) in a non-related social and behavioural science subject.**

Students with a university degree not related to social and behavioural sciences have usually acquired the required research skills, and only need to follow a pre-master's programme comprising of domain-specific subjects supplemented with *Design Methodology*.

Note that UT social and behavioural science students do not need to take *Design Methodology* if there is evidence that they have acquired sufficient design experience from their previous UT programmes. Furthermore, some students in this category will already have enough knowledge of the domain (for example, a Business Administration student who specialised in HRM and who is intending to do HRD).

Table 2d, Pre-master's programme university graduates (bachelor's or master's) in a **not** related subject

<i>Programme for university graduates in a <b>not</b> related subject</i>	
Educational Design 1	5 EC
Academic Writing	5 EC
Data-analysis and Measurement 1	5 EC
Data-analysis and Measurement 2	5 EC
Research Methodology	5 EC
Design Methodology	5 EC
Pre-master's final project	10 EC
Four domain-specific modules (see table 3)	20 EC
<b>Total</b>	<b>max. 60 EC</b>

## **1.2 Introduction in the specialisations**

To gain a better understanding of what the choice of specialisations entail (CIMA, EMEA or HRD), students take a dedicated set of courses (20 EC in total). This set of courses depends on the master's specialisation they intend to take.

This implies that the initial preference cannot be changed during the pre-master's trajectory.

Note: admission to the pre-master's or master's programme is based on the intended specialisation.

Table 3, Domain-specific modules

CIMA	Instructional Theory	4 EC
	Curriculum Theory	4 EC
	Sociology, Pedagogy and Andragology	4 EC
	Workshop 2: Curriculum and Instruction	8 EC
EMEA	Education and Training Management	4 EC
	Evaluation	4 EC
	Organisation studies or Workshop 4: Assessment <sup>1</sup>	4 EC
	Workshop 3: Organisation and Management	8 EC
HRD	Education and Training Management	4 EC
	HRD Fundamentals	4 EC
	HRD Theory 4 Practice	4 EC
	Workshop 3: Organization and Management	8 EC

<sup>1</sup> This choice will depend on whether a future student who wants to take the EMEA-programme chooses an 'assessment-focus' or a 'management-focus'.

Full information on these courses is available via VIST (<http://www.utwente.nl/vist>)

Note: The maximum registration period for completing the pre-master's programme is two (2) years. During this period a student may maximally sit three (3) times for an interim examination. In addition, in case he/she fails to pass the 3<sup>rd</sup> time the interim examinations of one or more of the following units of study: 196051, 196055, 196056<sup>1</sup>, he/she will receive a negative and iniding recommendation regarding the student's educational future. The student consequently will be excluded from the pre-master's programme Educational Science and Technology. Moreover, a student will not be admitted to the pre-master's programme Educational Science and Technology in case he/she, within the framework of another University of Twente pre-master's programme already reached the maximum of three sits for an examination of the aforementioned units of study (196051, 196055, and 196056).

<sup>1</sup> 196051: Research Methodology, 196055: Data-analysis & Measurement 1, 196056: Data-analysis & Measurement 2

## Appendix 4 Language in the MSc programme EST

The language of communication in the MSc programme Educational Science and Technology is English.

However, this premise requires some additional explanation:

- All obligatory study materials are in English.
- All classes (seminars, workshops, practicals, and others) are taught in English as long as non-Dutch speaking students are involved.
- All written examinations and interim examinations are composed in English.
- All presentations (including the Final Presentation) have to be prepared in English
- Communication between a student and an instructor may revert to Dutch in case no non-Dutch participants are involved.
- Students who master Dutch are allowed to complete their examinations and interim examinations in Dutch as long as no non-Dutch students are involved.
- Non-Dutch students are supposed to be aware of the aforementioned rules with regard to the use of English and Dutch.

## Appendix 5 Structure of the MSc programme EST

This appendix comprises the set of units of study for the three (3) specialisations of the MSc programme EST, including the list of examiners and how these units of study are evaluated.

All specialisations of the one-year EST programme consist of a core phase (30 EC) – semester 1– and a specialisation phase – semester 2. In most cases the specialisation phase consists of the execution of a final (design or research) project.

Full information on the specialisations can be obtained from the UT's website: <http://est.graduate.utwente.nl>

### Curriculum, Instruction & Media Applications (CIMA) Specialisation

<b>Semester 1</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>
197037	Pedagogies for flexible learning supported by technology (5 EC)	Dr. P.H.G. Fisser	Assignment
197030	Curriculum, instruction & media applications: themes & approaches (5 EC)	<b>Prof. dr. J.M. Pieters</b> Dr. H. van der Meij	Assignment
197031	Curriculum, teacher & school development (5 EC)	<b>Dr. H.B. Westbroek</b> Drs. B.J.B. Ormel	Assignment
197032	Learning with games & simulations (5 EC)	Dr. A.W. Lazonder	Assignment
197033	Curriculum & ICT (5 EC)	Dr. A. Walraven	Assignment
197034	Learning & performance support (5 EC)	Dr. H. van der Meij	Assignment
197035	Learning with multimedia (5 EC)	<b>Dr. T.H.S. Eysink</b> Dr. A. Weinberger	In-class examination
197036	CIMA design (5 EC)	<b>Dr. A.W. Lazonder</b> Dr. S.E. McKenney Dr. G.J. Gervedink Nijhuis	Assignment

<b>Semester 2</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>
197038	CIMA Literature study (5 EC)	<b>First mentor final project</b> Dr. P.H.G. Fisser Dr. H. van der Meij Dr. M. Drent	Assignment
197039	CIMA Research methodology (5 EC)	<b>Dr. J. Voogt</b> <b>Dr. H. van der Meij</b> First mentor final project Second mentor final project	Assignment
197050	Final project CIMA (20 EC)	<b>First mentor (as indicated on the final project contract)</b> Second mentor (as indicated on the final project contract)	Project report and presentation

### Educational Management, Evaluation & Assessment (EMEA) Specialisation

<b>Semester 1</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>

196061	Designing educational assessments (5 EC)	Dr. ir. B.P. Veldkamp	Assignment and in-class examination
196066	Item response theory and its applications (5 EC)	Dr. ir. H.J. Vos	Assignment
196067	Cost effectiveness (5 EC)	Dr. M.R.M. Meelissen	Assignment
196068	School performance feedback systems (5 EC)	Dr. J.W. Luyten	Assignment
196071	Organisational structuring and quality assurance (5 EC)	Drs. M.A. Hendriks	Assignment and in-class examination
196072	Setting performance standards (5 EC)	Dr. ir. H.J. Vos	Assignments
196073	Introduction educational evaluation (5 EC)	<b>Prof. dr. J. Scheerens</b> <b>Prof. dr. F.J.G. Janssens</b>	Assignment and in-class examination
196074	Introduction educational assessment (5 EC)	Dr. ir. G.J.A. Fox	Assignment
196075	Higher education policy, governance & evaluation (5 C)	Dr. H.F. de Boer	Assignment and in-class examination

<b>Semester 2</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>
196081	Final project EMEA (30 EC)	<b>First mentor (as indicated on the final project contract)</b> Second mentor (as indicated on the final project contract)	Project report and presentation

### Human Resource Development (HRD) Specialisation

<b>Semester 1</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>
195045	Research skills HRD (5 EC)	<b>Dr. J.C.A. Ardts</b> Dr. J.W. Luyten	Assignment
195046	Theory & foundations of HRD (5 EC)	<b>Dr. J.C.A. Ardts</b> Prof. dr. J.W.M. Kessels	In-class examination
195047	HRD intervention & consultancy skills (5 EC)	<b>Dr. P.R. Runhaar</b> Dr. S.G.M. Verdonschot	Assignment and in-class examination
195048	Effective HRD interventions (5 EC)	Dr. S.G.M. Verdonschot	Assignment
290303	Career psychology (5 EC)	Dr. S.G.M. Verdonschot	Assignment and in-class examination
290401	Research within organisations (5 EC)	Dr. H. Yang	Assignment and in-class examination

<b>Semester 2</b>			
<b>Code</b>	<b>Name (+ study load)</b>	<b>Examiner(s)*</b>	<b>Mode of evaluation</b>
195061	Final project HRD (30 EC)	<b>First mentor (as indicated on the final project contract)</b> Second mentor (as indicated on the final project contract)	Project report and presentation

\* In case more than one (1) examiner per unit of study is mentioned, the bold mentioned examiner has been designated as the one who holds first responsibility.

## Appendix 6 Adjusting examination formats due to a handicap (art. 4.1 par. 5)

### Dyslexia ruling\*

- The student in question shares proof of dyslexia with the programme's study counsellor and has a conversation with him/her.
- The student can sit for the interim examination in a separate location; the exam time may be extended by 50% with a maximum of one (1) hour and 30 minutes (if necessary, additional regulations may be implemented by the study counsellor).
- The study counsellor informs relevant lecturers of the situation.
- The student will receive a copy of a letter to the lecturers outlining the ruling.
- The student registers for each exam using TAST and informs the lecturer(s), in terms of timing identical to the regular registration procedure, that he/she would like to make use of the dyslexia ruling.
- The information (proof of dyslexia, ruling with agreements, and any correspondence) is stored in the student's file.

\* Where applicable, this ruling applies for every handicap.

## Appendix 7 Prerequisites in the MSc programme EST

A student has to complete his/her core phase successfully before he/she may start his/her final project in the specialisation phase. However, the chair of the EST specialisation holds the final say on prerequisites and the sequence of units of study.

Note: In case prerequisites are applied within a unit of study (e.g. registering for the exam upon having successfully completed specific assignments) than the examiner is obliged to announce these conditions prior to the start of the unit of study in writing (via VIST and Blackboard).

## Appendix 8 Registration to and withdrawal from units of study and interim examinations

### Registering and withdrawing from units of study

For each unit of study a student would like to follow, there is a registration procedure. This registration should take place via Blackboard (the university's electronic course management system). For units of study that use seminars or practicals as the dominant teaching method, an alternative registration procedure may also take place (e.g. through written signup sheets). If applicable, information regarding such a signup sheet will be available on the Blackboard-site of the related unit of study.

The exact time when students may signup for units of study is published and updated regularly via the Blackboard system. Students, who would like to register for units of study after the final signup date, may submit a request to the Blackboard co-ordinator. Approval for participation will be dependent on the total number of registered participants and whether or not the examiner deems it feasible to allow additional participants.

Contractual students, subsidiary students, 'backpack students', exchange students, and other non-traditional students, desiring to follow units of study must contact the Blackboard co-ordinator. Registration for these students will only take place through the co-ordinator.

A registered student who later decides not to participate in a unit of study has to withdraw from the unit of study before the final registration date.

Note: when a student registers for a unit of study, he/she will receive on the concerning Blackboard-site a message that states that:

- participation in the unit of study may require specific prior knowledge;
- in case the student does not possess the obligatory prior knowledge, he/she has to withdraw from the unit of study before the final registration date (in case there are doubts the student needs to contact his/her study counsellor);
- in case of unpermitted participation, a possible student's interim examination will not be graded (art. 3.2);
- in order to prevent unpermitted sitting for interim examinations, faculty staff will check whether a student has registered for participation through TAST during the interim examination;
- in order to prevent unpermitted sitting for interim examinations, faculty staff will check the identity of the students through their student identification cards during the interim examination.

### Registering and withdrawing from interim examinations

The registration for participation in interim examinations is compulsory through TAST. For each interim examination, students must sign up separately. Registration can take place until 8 days before the examination period begins. The examination period starts the Monday when the first examinations are held. After this date, registration will no longer be accepted.

Being registered thus means having the right to participate (provided that the student possesses the required prior knowledge). For these students, sufficient seating will be arranged in the examination room and sufficient copies of the exam will be available.

Note: the staff of the Educational Service Centre will check the TAST registration list whether the registered students are entitled to sit for the interim examination. They will mark those students who unpermittedly intend to sit for the interim examination and they will inform the examiner(s).

When students have registered for an interim examination, they have the right to withdraw from it until one day before the exam.

All arrangements regarding registration, withdrawals, and extenuating circumstances are to be handled through the Educational Affairs Offices of the faculty's Educational Service Centre and **not** through the lecturer of the unit of study.

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## Appendix 9 Procedures during interim examinations

1. In the examination rooms, seats are indicated by their prepared examination papers.
2. The students are required to be seated before the start of the interim examination. Students who arrive late may only sit the interim examination if no other student has left the examination room in the meantime. Students arriving more than half an hour late cannot sit the interim examination.
3. Students must remain sufficiently calm and quiet so as not to hinder fellow students in any way.
4. In case the examiner uses test cards (grade slips), students must complete them completely and legibly with a pen, including the student number, name, initials, address, unit of study code, and date. Also fill in the programme in which you are enrolled. If you are enrolled in more than one programme, indicate the programme where details on the unit of study in question must be kept.
5. Upon completion of the interim examination, each page of the examination paper should include a clearly legible name with initials and the student number. Any student who has not been able to answer any of the questions on the interim examination will submit one page including name, initials, and student number. Interim examinations consisting of multiple pages should be folded together.
6. The work will be submitted to the proctor. When departing examination rooms, students will remain sufficiently calm and quiet so as not to hinder fellow students in any way.
7. A brief bathroom break is possible if approved by the proctor. This facility may only be offered to one person per room at a time.
8. Bags, books, and so forth may not be brought into the room unless with explicit permission. There may be an opportunity to leave items at the front of the examination room.
9. Students may have at their desks only those items deemed absolutely necessary for completing the interim examination.
10. Students are forbidden to have any direct or indirect contact with each other, inside or outside of the examination room, during the examination time.
11. In cases of academic offence, the interim examination will be declared invalid. The result will be a grade of 1. In addition, further reaching repercussions may be sought.
12. In cases of unpermitted participation the student's interim examination will not be graded. In addition, further reaching repercussions may be sought.
13. In each examination room, at least one proctor will be present who is associated with the unit of study to which the exam is related. All directions given by this person should be followed. Complaints from the students may only be addressed after the interim examination has taken place.
14. Students must bring their student identification cards to the interim examination and must place them visibly on the examination desk.
15. The use of calculators, organisers, notebooks, mobile telephones or other electronic call apparatus is, unless explicitly approved by the proctor, forbidden. Mobile telephones must be switched off during interim examinations.
16. During interim examinations that take longer than two course hours, complimentary coffee or tea will be served.
17. When students hand in their work, they have to paraph the attendance list, and show their student card or other certified identity card to the proctor, before leaving the examination room.

## Appendix 10 Board of Examiners Educational Science

### Board of Examiners Educational Science

Chair: Dr. A.W. Lazonder  
Members: Dr. P.H.G. Fisser, Dr. ir. G.J.A. Fox  
Clerk: M.W.J. Peijster-Terpelle  
Advisers: Dr. J.I.A. Visscher-Voerman, director of educational programmes  
Drs. T.A. Boxman, programme co-ordinator  
Drs. Y.C.H. Luyten-de Thouars, study counsellor