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Assessment programme of the Research Master's programme Behavioural and Social Sciences

Academic year 2026-2027

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Contents

0. Preface

This document contains the assessment programme of the Research Master Behavioural and Social Sciences. The assessment programme and assessment plan comply with the assessment policy of the Faculty of Behavioural and Social Sciences, the general assessment policy of the University of Groningen (2021-2026) and the protocol setting out the duties and powers of the Board of Examiners of the University of Groningen (Manual for Board of Examiners; 2025).

The assessment programme and assessment plan are published separately, so there is a legal distinction between the assessment programme and assessment plan. The assessment programme is an appendix to the Teaching and Examination Regulations (TER) and also part of the assessment plan.

The assessment plan comprises the following topics:

1. Stimulation of the learning process
2. Study programme
3. Responsibilities for the implementation of the various components of the assessment policy;
4. The method of regular evaluation

The assessment programme comprises the following topics:

1. Learning goals and learning outcomes of the programme
2. Descriptions of constructive alignment, and overview of the learning outcomes of the individual courses related to the learning outcomes of the programme and the assessment modes
3. Course assessments: procedures and assessment criteria used

Detailed descriptions of the content of each individual course can be found in Ocasys, the online course catalogue (http://www.rug.nl/ocasys/). This includes the learning outcomes, description of content, mode(s) of instruction and assessment mode(s) and assessment content. The first and last aspects can be found in the assessment programme as well, whereas the description of content and mode(s) of instruction can be read in Ocasys only.

Groningen,

Prof. dr. R.J.C. Huntjens, director Graduate School of Behavioural and Social Sciences
Drs. I.P.J. Veenstra, coordinator Graduate School of Behavioural and Social Sciences

1 Learning goals and learning outcomes of the programme

The programme aims to provide a thorough specialist training in the theoretical basis and state of the art research methods in the field of social and behavioural sciences. Graduates have a broad view on this research area, have in-depth knowledge and understanding of a specific part of the area, and are capable to recognize the need for and to participate in multidisciplinary research. Graduates have the necessary skills to independently identify, formulate, and analyse problems in the field, and to suggest solutions. Graduates have the necessary skills to conduct research in the field and to report research according to recognized standards in the field, and are able to communicate their research. The programme prepares its graduates to embark on a solid scientific career in the area, starting with a PhD project or a junior research position in a public or private organization.

To achieve these learning goals of the programme, the students need to meet the programme learning outcomes. Categorized according to the Dublin descriptors the learning outcomes are listed in Table 1.

Table 1. Dublin descriptors and learning outcomes

Description of Master's level according to the Dublin descriptors	Learning outcomes of the Research Master's Programme Behavioural and Social Sciences
A. KNOWLEDGE AND UNDERSTANDING Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	*Having acquired:* 1. an overview of important contemporary issues and their origins in the social and behavioural sciences. 2. specialized knowledge in the student's theme. 3. an understanding of the need for and additional value of multidisciplinary approaches to complex research issues in the social and behavioural sciences. 4. the capacity to understand approaches in fields related to the students specialization, such that a broad integrated view can be provided when facing complex problems in the field. 5. knowledge of research designs and methods of data collection, as well as the ability to design research that is able to adequately answer an underlying research question. 6. knowledge of advanced statistics and methodology. 7. knowledge of designing and evaluating policy and/or interventions. 8. skills to critically evaluate scientific results, views and concepts.
B. APPLYING KNOWLEDGE AND UNDERSTANDING 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; have the ability to	*Having demonstrated the comprehensive ability to:* 1. analyse social and behavioural issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field. 2. apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, multidisciplinary contexts.

integrate knowledge and handle complexity.	3. select suitable disciplinary approach(es) to questions of scientific research, and collaborate with others from these discipline(s). 4. choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses. 5. critically evaluate scientific results, views and concepts.
C. MAKING JUDGEMENTS Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.	*Having demonstrated the ability to:* 1. select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information. 2. select and apply appropriate data collection methods and data-analytical methods. 3. select and apply appropriate policy and/or intervention strategies. 4. reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.
D. COMMUNICATION Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	*Having demonstrated the ability to:* 1. communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions. 2. collaborate in a multidisciplinary setting within the behavioural and social sciences, e.g. with (clinical) psychologists, sociologists, educational scientists. 3. integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a first draft version of a research paper.
E. LEARNING SKILLS Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	*Having demonstrated:* 1. the skills required to act as a researcher in a largely self-directed or autonomous manner. 2. the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine. 3. the skills to search for information and to manage and archive data. 4. a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one's own research theme. 5. adherence to the principles and procedures concerning integrity in scientific research.

For more information about the NLQF (Dutch Qualification Framework) classification of the program, see Appendix 2.

2 Constructive alignment – programme and individual courses: learning outcomes, activities and assessment

According to their interest, each student chooses a theme upon entering the programme, and have the option to choose a specialization during the programme. The specializations to select from depends on the theme, as each theme is associated with a few disciplines, as summarized in Table 2.

Table 2 – Overview of the themes and associated disciplines

Discipline / Theme	Mental Health: Perspectives from Neuro- and Clinical Psychology	Individual Development in Social Context	Understanding Societal Change
Clinical Neuropsychology	x		
Clinical Psychology	x		
Developmental Psychology		x	
Pedagogical and Educational Sciences		x	
Sociology		x	x
Orthopedagogy		x	
Environmental Psychology			x
Organizational Psychology			x
Social psychology			x
Psychometrics and Statistics	x	x	x

The theme and specialization chosen determine specific courses to include in the exam programme of the student involved. In the theme courses the theme is highlighted from the common and multidisciplinary perspectives of the different specialisations involved. Each specialisation offers compulsory courses and optional courses. Students further specialise via their seminars, and their individual research projects: the (clinical) traineeship and master's thesis. All students develop their abilities to work in a multidisciplinary setting and acquire a firm basis in science theory, methodology and statistics. An overview of the programme is provided in Table 3.

Table 3 – Overview of the programme

	Year 1		Year 2	
Type of course	**First semester**	**Second semester**	**First semester**	**Second semester**
Theory and training in multidisciplinary perspectives	Theme courses (15ECTS)		Multidisciplinary research in action (5ECTS)	
Specialisation		Specialisation courses (10-20ECTS total)		
Theory of Science	How to theorize (2.5ECTS)		Reflecting on Science and Integrity (7.5ECTS)	
Statistics & methodology	Advanced statistics (7.5ECTS)	Applied statistics (10ECTS)		
		Elective methods course (5ECTS total)		
Research experience and professional development		Traineeship (10ECTS) Systematic review and meta-analysis workshop	Preparing for your master's thesis: writing your proposal (5 ECTS) Master's thesis (30ECTS)*	Master's thesis, possibly including course 'Writing in English' (30ECTS) Clinical Traineeship (20 ECTS)
	Seminars (2.5ECTS)			

*For students who conduct a clinical traineeship.

The programme has been designed according to the principles of constructive alignment. To see how the individual courses that jointly make up the exam programme of an individual student, relate to the learning outcomes of the programme, it is instructive to consider the learning outcomes per Dublin descriptor for each course in the programme, as outlined in Table 4.

Table 4 – Learning outcomes (LOs) and courses

	Dublin descriptor	**A. Knowledge and Understanding**	**B. Applying Knowledge and Understanding**	**C. Making Judgements**	**D. Communication**	**E. Learning Skills**
Type		**1,2,3,4, 5,6,7,8**	**1,2,3,4, 5**	**1,2,3,4**	**1,2,3**	**1,2,3,4, 5**
Compulsory	How to Theorize	1,4,8	5	4		2
Compulsory	Reflecting on science and integrity	1,4,5,6,7, 8	2,3,4,5	1,3,4,5	1,2	2,5
Compulsory	Multidisciplinary research in action	1,3,4,5,6, 8	1,2,3,5	1,2,3,4	1,2,3	1,2,3,4,5
Compulsory	Advanced statistics	5,6	4,5	2		5
Compulsory	Applied Statistics	5,6	1,4	1,3,4	1,2,3	1,2,3,4
Compulsory	Seminars	1-8	1,2,3,4	1,4	1,4	1,2,4,5
Compulsory	Preparing for your master's thesis: writing your proposal	5		1	1,3	1,4,5
Compulsory	Traineeship	2,4	1,2,3	2	2	1,2,3,4,5
Compulsory	Clinical traineeship	2,4,5,7,8	2,3,4,5	1,2,3,4	1,2	4,5
Compulsory	Master's thesis	1,2,3,4,6, 8	1,2,4,5	1,2,3,4	1,3	1,2,3,4,5
Theme specific compulsory	**LOs IDS theme courses**	**1,2,3,4, 5,6,7,8**	**2,3,4,5**	**1,2,3**	**1,3**	**1,2,3,5**
	LOs MH theme courses	**1,2,3,4, 5,6,7,8**	**1,2,3,5**	**1,2, (3),4**	**1**	**1,2,3, (4)**
	LOs USC theme courses	**1,2,3,4, 5,6,7,8**	**1,2,3,5**	**1,2,3,4**	**1,2,3**	**1,2,3,4**

Note:
IDS = Individual Development in Social Context; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change

Table 4 (continued)– Learning outcomes (LOs) and courses

Theme	Dublin descriptor	A	B	C	D	E
IDS	Lifespan development	1,3,4,5,7, 8	2,3,5	1,2,3	1,3	1,3,5
IDS	Socialization	1,2,8	4,5	1	1	2,3
IDS	Modelling persons and variables over time	1,2,5,6,8	1,4,5	1,2	1	1,2,3
MH	Mental health: a multidimensional perspective	1,2,3,4,8	3,5	1,4	1,2	1,2,3
MH	Mental health: Advanced Research Methods	1,2,3,5,6, 7,8	1,2,5	1,2	1	1,2,3
MH	Clinical interventions and e-health for adults and youth	2,7,8	2,3,5	1,3	1	
USC	Theorizing Change	1,3,4,8	1,2,5	1,2,4	1	2,4
USC	From problem analysis to intervention design	3,4,5,6,7, 8	1,2,3,5	1,2,3,4	1,2	3,4
MH	Evidence-based interventions	2,5,7,8	3	1	1	2,3
IDS	Development, learning and instruction	2	1,2,5	1,4	1,2	1,2,4
IDS	Complexity, dynamics and development	1,2,3,4,5, 6,8	2,3,4,5	2	3	5
USC/IDS	Economy and Society: Critical Transitions in Advanced Industrialised Societies	1,2,3,4,5, 8	1,2,5	1,2	1,2,3	1,2,3,4
USC	Environmental Psychology	1,2,3,4,5, 7,8	1,2,3,5	1,3,4	1,2	1,2,3
USC/IDS	Solidarity and social contexts	1,2,3,8	1,2,5	1	1,3	1,2,3,5
IDS	Contextualized Assessments & Interventions	1,2,3,4,7, 8	1,2,3,5	1,2,3,4	1	1
All disciplines	Literature study	1,8	1,2,3	1,4	1,3,4	1,3,5
All disciplines	Qualitative Research Methods	1,2,3,4,5, 8	1,2,5	1,2,4	1,2	1,2,3,4,5
All disciplines	Structural equation modelling	5,6	4	2		5
All disciplines	Multilevel analysis	5,6	1,4,5	2	1	5
All disciplines	Statistical modelling of single cases	4,5	4	2	1	1,5

The following courses are also part of the Research Master's programme. These are shared courses from the one-year Master's programme. The learning outcomes can be found via the link provided.

Link: https://www.rug.nl/gmw/oer/reglementen-onderwijs-gmw (click Appendix 2: assessment plan → psychology or sociology).

Discipline	Course
SP	Culture and Diversity (PSMSB-15)
SP	Cooperation and Communication (PSMSB-17)
OP	Power and Leadership (PSMAB-7)
OP	Selection, assessment and job performance (PSMAB-14)
CNP	Neuropsychological assessment (PSMNV-2)
CNP	Advanced clinical neuropsychology (PSMNB-1)
CNP	Neuropsychological rehabilitation and treatment (PSMNB-5)
CP	Explaining psychopathology (PSMKB-9)
SOC/PS	Network methods for policy research (SOMASN07)

Note: The disciplines (and abbreviations) are: Clinical Neuropsychology (CNP), Clinical Psychology (CP), Developmental Psychology (DP), Pedagogical and Educational Sciences (PES), Sociology (Soc), Orthopedagogy (OR), Environmental Psychology (EP), Organizational Psychology (OP), Social Psychology (SP), Psychometrics and Statistics (PS)

For each individual course, the learning objectives, activities and assessment are designed according to the principles of constructive alignment. For each individual course in our programme, we do have such a table, which can be found in Appendix 1.

The learning objectives and type of assessment per course can also be found in Ocasys, the online course catalogue (https://www.rug.nl/ocasys/).

3 Course assessments

We distinguish formative and summative assessments. Formative assessment takes place during the course to stimulate and guide the student's learning process in the proper direction. This can take many forms, from group discussions under guidance of the teacher, to written feedback on assignments.

Summative assessment is to assess whether the student achieved the learning goals of the course. For each course, the summative assessment is aligned with the learning goals of the course involved. That is, the content, its level and the assessment method are chosen such that all learning objectives are assessed in a proper way. We distinguish the following types of summative assessment methods: written exam with essay questions, written exam with both essay and MC questions, written exam with only MC questions (Note: this option is not used in the current program), essay/paper, individual assignment(s), individual presentation(s), group assignment(s), group presentation(s), portfolio, and report. At the curriculum level, the assessment methods are well-balanced across the various courses, with respect to type and scheduling. This is done to optimize the learning effectivity, while ensuring that the learning outcomes of the programme are achieved.

The programme courses are examined in English, including papers and other assignments written by students. Traineeship reports are exempted from this rule (see TER article 2.2.5, 1c and 3c).
In Table 5, we provide a summary of the summative assessment method(s) per course.
In Table 6, we provide a summary of the formative assessment method(s) per course, if applicable.
The learning objectives and type of assessment per course can also be found in Ocasys, the online course catalogue (http://www.rug.nl/ocasys/).

Table 5– Summative assessment method per course

	Assessment Method	**Written exam with essay questions**	**Written exam with essay and MC questions**	**Essay/ Paper**	**Individual assignment(s)**	**Individual presentation(s)**	**Group assignment(s)**	**Group presentation(s)**	**Report**
Type	**Course**								
Joint	How to Theorize				**x**				
Joint	Reflecting on science and integrity			**x**	**x**				
Joint	Multidisciplinary research in action				**x**		**x**	**x**	
Joint	Preparing for your master's thesis: writing your proposal								**x**
Joint	Advanced statistics		**x**						
Joint	Applied Statistics		**x**	**x**	**x**	**x**			
Joint	Seminars					**x**			
Theme IDS	Lifespan development			**x**		**x**			
Theme IDS	Socialization					**x**	**x**		

	Assessment Method	Written exam with essay questions	Written exam with essay and MC questions	Essay/ Paper	Individual assignment(s)	Individual presentation(s)	Group assignment(s)	Group presentation(s)	Report
Theme IDS	Modelling persons and variables over time				x				
Theme MH	Mental Health: a multidimensional perspective			x			x		
Theme MH	Mental Health: Advanced Research Methods				x				
Theme MH	Clinical interventions and e-health for adults and youth				x				x
Theme USC	Theorizing Change			x					
Theme USC	From problem analysis to intervention design						x	x	
Elective	Structural equation modelling	x			x				
Elective	Multilevel analysis	x		x					
Elective	Statistical modelling of single cases	x							x
Elective	Qualitative Research Methods	x			x		x		
Elective	Evidence-based interventions	x						x	
Elective	Development, learning and instruction			x					
Elective	Contextualized Assessments & Interventions				x				
Elective	Complexity, dynamics and development			x	x				
Elective	E&S – Critical Transitions in Advanced Industrial Societies			x		x			
Elective	Environmental Psychology	x		x					
Elective	Solidarity and social contexts			x		x			
Elective	Literature study								x
Individual	Master's Thesis								x
Individual	Traineeship								x
Individual	Clinical traineeship								x

Note: IDS = Individual Development in Social Context; MH = Mental Health: Perspectives from Neuro- and Clinical psychology; USC = Understanding Societal Change

The following courses are also part of the Research Master's programme. These are shared courses from the one-year Master's programme. The assessment methods can be found via the link provided.

Link: https://www.rug.nl/gmw/oer/reglementen-onderwijs-gmw (click Appendix 2: assessment plan → psychology or sociology).

	Course
Elective	Culture and Diversity (PSMSB-15)
Elective	Cooperation and Communication (PSMSB-17)
Elective	Power and Leadership (PSMAB-7)
Elective	Selection, assessment and job performance (PSMAB-14)
Theme MH	Neuropsychological assessment (PSMNV-2)
Elective	Advanced clinical neuropsychology (PSMNB-1)
Elective	Neuropsychological rehabilitation and treatment (PSMNB-5)
Elective	Explaining psychopathology (PSMKB-9)
Elective	Network methods for policy research (SOMASN07)

Table 6– Formative assessment method per course (if applicable)

	Assessment Method	**Questions during lecture**	**Discussion and dialogue during lecture**	**Assignment with teacher feedback**	**Assignment with peer feedback**	**Assignment with self-assessment (with input**	**Presentation with teacher/ peer feedback**	**Oher,**
Type	**Course(s)**							
Joint	How to Theorize	**x**	**x**	**x**				
Joint	Reflecting on science and integrity	**x**	**x**	**x**				
Joint	Preparing for your master's thesis: writing your proposal	**x**	**x**		**x**			
Joint	Advanced statistics	**x**	**x**	**x**	**x**			
IDS	Socialization	**x**	**x**	**x**			**x**	
IDS	Modelling persons and variables over time							
MH	Mental Health: a multidimensional perspective	**x**	**x**	**x**	**x**			
MH	Clinical interventions and e-health for adults and youth			**x**				
USC	Theorizing Change	**x**	**x**	**x**				
USC	From problem analysis to intervention design	**x**	**x**	**x**				
Elective	Structural equation modelling	**x**	**x**	**x**		**x**		
Elective	Multilevel analysis	**x**	**x**	**x**				**x**
Elective	Statistical modelling of single cases			**x**				
Elective	Contextualized Assessments & Interventions	**x**	**x**				**x**	

	Assessment Method	Questions during lecture	Discussion and dialogue during lecture	Assignment with teacher feedback	Assignment with peer feedback	Assignment with self-assessment (with input	Presentation with teacher/ peer feedback	Oher,
Elective	Complexity, dynamics and development	**x**	**x**	**x**		**x**		
Elective	E&S – Critical Transitions in Advanced Industrial Societies	**x**	**x**	**x**			**x**	
Elective	Solidarity and social contexts	**x**	**x**	**x**			**x**	

Appendix 1 – Per individual course: Alignment of learning outcomes of the programme and the course and the assessment mode

Course: Complexity, Dynamics and Development
Course coordinator: dr. Ralf Cox

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☒ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can explain what the complex dynamical systems (CDS) approach entails, as well as its relevance for the social and behavioral sciences	2,3,8	5				☒Individual assignment(s)
is able to explain the differences between CDS techniques and other statistical techniques that (claim to) deal with time and change (e.g. VAR, ARFIMA, MLM)	4,8	5	2		5	☒Individual assignment(s)

can reflect on fundamental issues pertaining to CDS, such as nonlinearity, self-organization, emergence, transition phenomena, hysteresis, fractal scaling and multiscaledness;	1,4					☒Individual assignment(s)
understands fundamental aspects of intra-individual variability (e.g. ergodicity, critical slowing down, error vs. noise, colors of noise), how they can be quantified and how they are related to stability, transitions, performance, learning, and health	5	3				☒Individual assignment(s)
has a working knowledge of the CDS techniques that are taught in this course	1	2	2			☒Individual assignment(s)
can use at least two of these techniques productively to formulate research questions and design a concrete study, preferably related to a MT-project or (potential) PhD-project	6	4	2	3		☒Essay/ Paper

Course: Contextualized Assessments & Interventions
Course coordinator: prof. dr. Anna Lichtwarck-Aschoff

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			

Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Are able to identify contextualized perspectives and explain how they differ from more individualistic perspectives in conceptualizing the emergence & maintenance of challenges in various domains (e.g. learning, sensory-motor, socio-emotional, parenting)	1, 2, 3, 4					☒Individual assignment(s)
Are able to critically reflect on the implications of a contextualized perspective for assessment and intervention	7, 8	1,2,5				☒ Individual assignment(s)
Are able to formulate a contextualized assessment for a specific case			1, 2, 4	1	1	☒Individual assignment(s)
Are able to formulate a contextualized intervention approach based on literature and substantiated adaptations to the individual case		3	1, 2, 3, 4	1	1	☒Individual assignment(s)
Are able to design an implementation & evaluation plan		3	1, 2, 3, 4	1	1	☒Individual assignment(s)

Course: Development, learning and instruction
Course coordinator: Dr. Mayra Mascareño-Lara

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
are able to identify learning processes throughout the life span from a developmental psychology and educational sciences perspective	2	2				☒Essay/ Paper
are able to critically reflect on their own experiences from a developmental psychology and educational sciences perspective, as well as their interrelation		1, 2, 5			2	☒Essay/ Paper
are able to integrate the developmental psychology and educational sciences perspectives when reflecting on learning processes and outcomes			1,4			☒Essay/ Paper
are able to apply both perspectives to an integrative analysis across core themes addressed in the course			1,4		1, 2, 4	☒Essay/ Paper
are able to critically discuss and present an integrative analysis across core theme addressed in the course				1,2	1, 2, 4	☒Essay/ Paper

Course: Economy & Society – Critical Transitions in Advanced Industrial Societies
Course coordinator: Prof. Dr. Rafael Wittek

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
describe selected key (long term) transformations in modern (capitalist) societies, as postulated in current scholarship	1	1	1	1, 2, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
critically assess the quality of the available empirical evidence that is used to substantiate specific trends, and identify their shortcomings	5, 8	2, 5	2	1, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
describe sociological theories explaining the transformations and their consequences	2, 4		1	1	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)
critically apply this knowledge to disentangle competing social mechanism explanations related to the antecedents and consequences of specific transformations	3	1, 2, 5	1	1, 2, 3	1, 2, 3, 4	☒Essay/ Paper ☒Individual presentation(s)

Course: Environmental Psychology
Course coordinator: Prof. dr. Linda Steg

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
explain the contribution of psychologists to promoting a sustainable society, in particular to reducing environmental problems	1, 2, 3, 4, 8	1, 2, 5	1, 4	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
explain the interactions between human and the natural and built environment	1, 2, 3, 4, 8	1, 2, 5	1	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
explain how environmental conditions affect human behaviour and well-being	1, 2, 3, 4, 8	1, 2, 5	1	1	1	☒Written exam - essay questions ☒Essay/ Paper

apply psychological theories, methods and interventions to understand and manage environmental problems	2, 5	1, 2, 5	1, 3, 4	1	1, 3	☒Written exam - essay questions ☒Essay/ Paper
identify which interventions can be implemented to manage environmental problems	2, 7	3, 5	1, 3, 4	1	1	☒Written exam - essay questions ☒Essay/ Paper
explain which factors affect the acceptability of environmental policies	2, 7	1, 3, 5	3, 4	1	1	☒Written exam - essay questions ☒Essay/ Paper
reason why interdisciplinary research is needed to manage environmental problems	2, 3, 4, 8	1	1, 4	1, 2	1, 2	☒Written exam - essay questions ☒Essay/ Paper

Course: Evidence-based interventions
Course coordinator: dr. Miriam Lommen

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**

can articulate the basic principles of evidence based mental health	5, 8					☒Written exam - essay questions
can articulate the research methodology for validating psychological treatments	5, 8					☒Written exam - essay questions
can search literature for evidence-based-treatments when confronted with a clinical case and assess the applicability of the literature to the case			1		3	☒Group presentation(s)
can articulate what a clinical guideline is as well as its strengths and limitations	2	3				☒Group presentation(s)
can articulate what routine outcome monitoring is as well as its strengths and limitations	2	3				☒Group presentation(s)
can select relevant information from the clinical guidelines when optimizing individual treatment			1			☒Written exam - essay questions
can select relevant information from the treatment protocols when optimizing individual treatment			1			☒Written exam - essay questions
can provide arguments to convince practitioners to rely on guidelines and treatment protocols in their setting	7		1		3	☒Group presentation(s)
can provide arguments to convince practitioners to implement a specific evidence-based treatment in their setting				1	2	☒Written exam - essay questions

Course: Multilevel Analysis
Course coordinator: Prof. dr. Marieke Timmerman

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely Questions with teacher feedback (on Googledrive, and access of all students to all answers and teacher feedback)
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
have a good understanding of the basic (random intercept and random slope) multilevel models and their assumptions	6					☒Written exam - essay questions ☒Essay/ Paper
have a working knowledge of multilevel models for repeated measures and of multilevel logistic regression and its estimation methods.	6					☒Written exam - essay questions ☒Essay/ Paper
have a good knowledge of the type of research questions these models can handle and are able to formulate appropriate research questions for empirical problems.	5,6			1	5	☒Written exam - essay questions ☒Essay/ Paper
are able to use the software MLwiN, to apply it to empirical datasets, interpret results, test hypotheses, and check assumptions.		1,4	2	1	5	☒Essay/ Paper

are able to explain and report the analysis in the methods and results sections of a scientific paper.		5		1	5	☒Essay/ Paper
will have a working knowledge of multilevel logistic regression and its estimation methods.	6					☒Written exam - essay questions

Course: Qualitative Research Methods
Course coordinator: dr. Ole Gmelin

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☒ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☒ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Will be able to compare the principles and methods of a variety of methodological approaches in qualitative research.	1,2,3,4 ,5,8	1,2,5	1,2,4	1,2	1,2,5	☒Individual assignment(s) ☒Group assignment(s) ☒Written exam - essay questions

Design and conduct essential methods of qualitative data collection.	1,2,3,4,5,8	1,2,5	1,2,4	1,2	1,2,3,4,5	☒Group assignment(s)
Analyze data using dominant methods of qualitative data analysis in the social sciences.	2,5	1,2,5	2	1,2	1,2,3,4,5	☒Group assignment(s)
Will have (further) developed their researcher's reflexivity	1,2,4,5,8	1,2,5	4	1,2	1,2,5	☒Individual assignment(s)
Evaluate the quality of qualitative research in the social sciences	1,2,3,4,8	1,5	1,4	1	2,5	☒Individual assignment(s) ☒Group assignment(s)
Will be able to reflect on the philosophical underpinnings and current debates on qualitative research in the social sciences	1,3,4,8	1,5	1,4	1,2	2,4	☒Individual assignment(s) ☒Group assignment(s) ☒Written exam - essay questions

Course: Solidarity and Social Contexts
Course coordinator: dr. Daniel Redhead

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can critically analyze societal challenges related to solidarity, considering historical and contemporary perspectives.	1, 2, 3			1		☒Essay/ Paper ☒Individual presentation(s)
can differentiate and evaluate various levels of theory formation and their applicability to empirical research.	2, 8	5	1	1	1	☒Essay/ Paper ☒Individual presentation(s)
can explain and compare three key sociological perspectives—norms, institutions, and networks—and their relevance to social structures and interactions.	1, 2, 8		1	1		☒Essay/ Paper ☒Individual presentation(s)
can apply sociological theories of norms, institutions, and networks to real-world societal problems, demonstrating analytical depth and theoretical integration.		2				☒Essay/ Paper ☒Individual presentation(s)
Can develop and articulate a well-structured, argument-driven academic paper that engages with sociological literature and empirical evidence.				3		☒Essay/ Paper ☒Individual presentation(s)
can communicate research findings effectively through clear and persuasive oral presentations, adapting to academic and professional audiences.	8	1, 5	1	1	1, 2, 3, 5	☒Essay/ Paper ☒Individual presentation(s)

Course: Statistical modelling of single cases
Course coordinator: prof. Dr. Laura Bringmann

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
analyse single case data for common situations using software	4, 5	4	2		5	☒Report
recognise advanced time series methods for single case designs	4, 5				5	☒Written exam - essay questions
choose the correct design and method for specific research questions	4, 5	4	2		5	☒Written exam - essay questions ☒Report
assess/ interpret the outcome of methods	4, 5	4		1	1, 5	☒Report
explain the outcome of methods in layman's terms	4, 5			1	1, 5	☒Report

Course: Structural Equation Modelling
Course coordinator: Dr. Mark Huisman

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☒ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Are able to estimate path models, evaluate the fit, and interpret the results	5, 6	4	2		5	☒Written exam - essay questions ☒Individual assignment(s)
Are able to estimate confirmatory factor models, evaluate the fit, and interpret the results;	5, 6	4	2			☒Written exam - essay questions ☒ ☒Individual assignment(s)
Are able to estimate structural equation models, evaluate the fit, and interpret the results;	6					☒Written exam - essay questions ☒Individual assignment(s)

are able to analyze longitudinal data with structural equation models;		4				☒Written exam - essay questions ☒Individual assignment(s)
Are able to compare groups of respondents using structural equation models;		4				☒Written exam - essay questions ☒Individual assignment(s)
Are able to use use the R package lavaan to estimate structural equation models.	6					☒Individual assignment(s)

Course: Advanced Statistics
Course coordinator: Prof. dr. Don van Ravenzwaaij

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			Every first lecture of the week contains homework exercises, which we discuss in class during the second lecture of the week.
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Understand repeated measures models and multivariate models.	6					☒Written exam - essay & MC questions

Are familiar with various approaches to estimation and testing, including least squares, maximum likelihood and Bayesian inference.	5, 6					☒Written exam - essay & MC questions
Determine which statistical model is most appropriate for a given empirical question.	5	4	2			☒Written exam - essay & MC questions
Are able to perform all statistical analyses learned in this course using the software package R.	6		2			☒Written exam - essay questions
Assess whether the required model assumptions are met for the data at hand.			2			☒Written exam - essay & MC questions
Interpret the results derived from applying a statistical model to empirical data.		5				☒Written exam - essay & MC questions
Reflect upon different philosophical positions concerning retrieving evidence from data by contrasting frequentist and Bayesian approaches for hypothesis testing and estimation.		5			5	☒Written exam - essay & MC questions

Course: Applied Statistics
Course coordinator: Prof. dr. Marijtje van Duijn

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
master the principles of statistical design and analysis, both from experimental and observational studies and understand its implications for validity and generalizability	5,6	1, 4	1,4			☒Written exam - essay & MC questions ☒Individual assignment(s)
master the Fisherian, Neyman-Pearson and Bayesian principles of hypothesis testing, including statistical and practical significance, effect size, confidence interval, power and statistical validity	5,6	1, 4	1,4			☒Written exam - essay & MC questions ☒Individual assignment(s)
are able to perform, using the statistical software R, a complete analysis on a personal research project, including extensive data exploration, model selection guided by the research question	6	4	3		1,3	☒Individual assignment(s)
are able to present and write the first draft of a scientific paper following APA (statistical) guidelines with a short intro on the social research problem, a detailed report of the data analysis in the method, results sections followed by a concise conclusion/discussion.		1,4	1,3,4	1,2,3	1,2,3,4	☒Essay/ Paper ☒Individual presentation(s)

Course: How to Theorize
Course coordinator: prof. dr. Martijn van Zomeren

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can use a number of specific heuristics to creatively generate hypotheses in small groups,	4	5				☒Individual assignment(s)
can apply 'critical thinking' about theoretical assumptions to existing theorizing and research,	4, 8	5	4			☒Individual assignment(s)
can define concepts through introspection and collective discussion (Socratic dialogue technique)	1,4					☒Individual assignment(s)
can reflect on one's own 'hidden assumptions' as a researcher	8		4		2	☒Individual assignment(s)
can reflect on the praxis of science and on the importance of creative theory generation and critical thinking in this process	1		4		2	☒Individual assignment(s)

Course: Preparing for your master's thesis: writing your proposal
Course coordinator: dr. Yasin Koc

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
are able how write a (thesis) research proposal	5		1	1, 3	1, 4, 5	☒Report
are able how to evaluate research project proposals	5		1	1, 3	1, 4, 5	☒Report

Course: Multidisciplinary research in action
Course coordinator: dr. Charmaine Borg

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
to explain what a multidisciplinary approach entails and apply this successfully in a research proposal;	3,4	2	1	1,2,3	1-5	☒Group assignment(s) ☒Group presentation(s)
to appraise what other disciplines can add to their own discipline and vice versa;	3,4	2,5	1	1,2	1-5	☒Group assignment(s)
to use and integrate theories from their own discipline and insights from other disciplines in a multidisciplinary project;	5,6, 8	1, 2	1	3	1-5	☒Group assignment(s) ☒Group presentation(s)
to recognize the factors that can hamper and strengthen the success of multidisciplinary projects, and apply tools to benefit from these;	3	2,3				☒Group assignment(s) ☒Group presentation(s)

to explain at least two different disciplinary perspectives on their research question of choice and reflect on their differences and similarities;	1	1,2,5	4	1,2,3	1-5	☒Group assignment(s) ☒Group presentation(s)
to identify different research methods that may be suitable for a chosen research problem;	1,3,4	5	2,3	3	1-5	☒Group assignment(s) ☒Group presentation(s)
to reflect on different research projects and evaluate the (added) value of multidisciplinary and interdisciplinary research.	3		1,4		2	☒Individual assignment(s)

Course: Reflecting on Science and Integrity
Course coordinator: Dr. Maarten Derksen

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**

discuss the main points of view regarding several fundamental methodological issues in social science, including prediction, generalisation, causality and reduction	1,4,8	5	1	1,2	2	☒Essay/ Paper
discuss the main positions in the reproducibility crisis and the debate concerning its resolution	8		1,4		5	☒Individual assignment(s)
discuss the basic facts about the scientific incentive system and how it influences scientists' behaviour	1,4,8	5	1,4	1,2	2	☒Essay/ Paper
examine the fundamental character of their discipline, particularly regarding prediction, generalisation, and objectivity	1,8		1,5			☒Individual assignment(s)
formulate a reasoned and informed opinion on issues of scientific integrity as they relate to their own discipline	1,4,8	2,5	1,4	1,2	2,5	☒Essay/ Paper
prepare a pre-registration of their research project	5,6,7	3,4	1,3	1		☒Individual assignment(s)
analyse the data life cycle of a research project	1,5	3	3	1		☒Individual assignment(s)

Course: From problem analysis to intervention design
Course coordinator: prof. dr. Ellen van der Werff

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
conduct a systematic problem analysis about a societal or organizational problem		1,2	1,2	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)
conduct a causal analysis of factors influencing the selected societal or organizational problem based on (interdisciplinary) theoretical knowledge gained in thetheme course Theorizing Change as well as theoretical literature on the specific problem and identify the main causes	3,4,8	1,2,5	1	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)
Develop and present a theory-and evidence-based intervention aiming to address this societal or organizational challenge	5,6,7,8	2,3,5	1,3,4	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)
Develop and present a monitoring and evaluation plan to test the effectiveness of the intervention	5,6,7,8	2,3,5	1,3,4	1,2	3,4	☒Group assignment(s) ☒Group presentation(s)

Course: Clinical interventions and e-health for adults and youth
Course coordinator: Prof. dr. Judith Daniels

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely quiz questions
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
describe the various phases in cognitive and behavioral therapies	2,7	2,3	1	1		☒Individual assignment(s)
explain the theoretical background of CBT techniques	2,7	2,3	1,3	1		☒Individual assignment(s) ☒Report
recognize empirical evidence for CBT-based interventions	2,8	2,5	1,3			☒Individual assignment(s) ☒Report
Build and propose a functional analysis	2,7	2,3	3	1		☒Report
formulate a CBT-based treatment plan and treatment goals	2,7	2,3	3	1		☒Report

justify choices made with regard to assessment, interventions and therapeutic contact (i.e. choice of medium, style, and content)	2,7,8	2,3,5	1,3	1		☒Report
implement basic CBT elements	2,7	2,3	3	1		☒Report
reflect on the therapeutic learning process			3			☒Report

Course: Lifespan development
Course coordinator: Dr. Bertus Jeronimus

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Apply a lifespan perspective to topics in the social and behavioral sciences	1, 5	2		1, 3	1	☒Essay/ Paper

Articulate and argue about criteria for benign and deviant system states	3	2	1	1		☒Essay/ Paper
Compare definitions and criteria across research topics	3, 4		1			☒Essay/ Paper
Reflect upon societal changes and their consequences for these definitions and criteria	1, 8	5				☒Individual presentation(s)
Apply derived concepts and theories to various problems and constructs	3	2		1, 3		☒Essay/ Paper
Recommend solutions to undesirable developmental and societal processes	7	3	3	1	5	☒Essay/ Paper
Formulate a research question and procedure to test this question	5, 8	5	2	3	3	☒Essay/ Paper ☒Individual presentation(s)

Course: Mental Health: Advanced Research Methods
Course coordinator: Dr. Brian Ostafin

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can describe important paradigms and methods used in the field	1, 2, 3, 5, 6,7	1	2		1, 3	☒Individual assignment(s)
can provide a well substantiated view on the tenability of the methods discussed, based on empirical results	2, 5, 6, 8	2	1, 2	1	1, 3	☒Individual assignment(s)
will have developed a critical attitude towards the theory and application of the methods discussed	6, 8	1, 2, 5	2	1	1, 2, 3	☒Individual assignment(s)

Course: Mental health: a multidimensional perspective
Course coordinator: Prof. Dr. Rafaele Huntjens

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☒ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			☐ Written self-reflection ☐ Other, namely…
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Can understand the additional value of a multidisciplinary approach to complex research questions in the field of mental health	3	3				☒Essay/ Paper ☒Group assignment(s)
Can apply and integrate knowledge from different disciplines to understand psychopathology	1, 3, 4		1	1	1, 3	☒Essay/ Paper ☒Group assignment(s)
Can construct arguments to separate normal distress from deficits and disorders	1, 2		4		2	☒Essay/ Paper
Can apply critical thinking to topics related to mental health	8	5	1	1	1	☒Essay/ Paper ☒Group assignment(s)
Can collaborate in a multidisciplinary setting		3		2		☒Group assignment(s)

Course: Modelling persons and variables over time
Course coördinator: prof. dr. Peter de Jonge

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☐ Questions during lecture ☐ Discussion and dialogue during lecture ☐ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
can distinguish between different data sources	1, 2, 6	4		1	1, 3	☒Individual assignment(s)
can recommend appropriate analytic strategies for specific types of data involving a time component	2, 5, 6	4	2	1	1	☒Individual assignment(s)
can propose requirements to use specific analytic strategies	2, 5, 6	4, 5	2	1	1, 3	☒Individual assignment(s)
Can assess the strength and weaknesses of specific analytic strategies	5, 6, 8	4, 5	2	1	1	☒Individual assignment(s)

can design a study that answers a state-of-the-art research question using appropriate analytic strategies	1, 2, 5, 6, 8	1, 4, 5	1, 2	1	1, 2	☒Individual assignment(s)

Course: Socialization
Course coordinator: prof. dr. Amarantha de Haan

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☒ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Compare the appropriateness of socialization theories for different socializing agents	1, 2, 8					☒ Group assignment(s)
Interpret the results of statistical methods used in socialization research		4				☒ Group assignment(s) ☒Individual presentation(s)
Evaluate the design, methodological execution, and results of empirical studies of socialization		5				☒Group assignment(s) ☒Individual presentation(s)

Select relevant literature on a specific subtopic within the field of socialization research			1		3	☒ group assignment(s) ☒Individual presentation(s)
Synthesize existing research on a subtopic into a systematic review			1	1	3	☒ Group assignment(s)
Formulate directions for future research within a subfield of socialization research					2	☒ Group assignment(s)

Course: Theorizing Change
Course coordinator: prof. Dr. Martijn van Zomeren

Dublin descriptors	**A. Knowledge and Understanding (1,4,8)**	**B. Applying Knowledge and Understanding (5)**	**C. Making Judgements (-)**	**D. Communication (-)**	**E. Learning Skills (2)**	**Formative assessment method(s)** ☒ Questions during lecture ☒ Discussion and dialogue during lecture ☒ Assignment with teacher feedback ☐ Assignment with peer feedback ☐ Assignment with self-assessment (with input from teacher, e.g., a model answer) ☐ Presentation with teacher/peer feedback ☐ Written self-reflection ☐ Other, namely…
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Summative assessment method(s)**
Identify relevant theoretical perspectives addressing societal challenges	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper

Explain such societal challenges through analyzing and comparing multiple theoretical perspectives	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper
Critically evaluate multiple theoretical perspectives on societal challenges by assessing their strengths and limitations	1, 3, 4, 8	1, 2, 5	2	1		☒Essay/ Paper
Constructively debate multiple theoretical perspectives on societal challenges			1	1	2, 4	☒Essay/ Paper
Develop and describe an own perspective on societal challenges, based on analysis, comparison, evaluation, and possibly synthesis of existing theories.			1	1	2	☒Essay/ Paper
Reflect on and explain the relevance of theory and theory integration in shaping policy changes and developing development.			1	1	2	☒Essay/ Paper

Course: Seminars
Course coordinator: Graduate school

Dublin descriptors	**A. Knowledge and Understanding (5,6)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Assessment method(s)**
Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances	1-8					Individual assignment

that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.						
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; have the ability to integrate knowledge and handle complexity.		1,2,3,4,5				Individual assignment
Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.			1,4			Individual assignment
Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.				1,4		Individual presentation
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.					1,2,4,5,6	Individual assignment

Course: Literature study
Course coordinator: Graduate school

Dublin descriptors	**A. Knowledge and Understanding (5,6)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	

Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analysing /evaluating /creating**			
Course Learning outcomes **After the course, the students:**						**Assessment method(s)**
are expected to show their ability to find and integrate literature and to write a convincing paper. The students search for relevant scientific publications and use these to support the arguments.	1,8			3		☒Essay/ Paper
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; have the ability to integrate knowledge and handle complexity		1,2,3				☒Essay/ Paper
Can formulate judgements on the basis of incomplete or limited information, that rather include reflection on social and ethical responsibilities linked to the application of their knowledge and judgements.			1,4			☒Essay/ Paper
Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.					1,3,5	☒Essay/ Paper

Course: Traineeship
Course coordinator: Graduate school

Dublin descriptors	**A. Knowledge and Understanding (1)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (3)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analyzing /evaluating**			
Course Learning outcomes After completing the Traineeship, students are able to:						**Assessment method(s)**
to take part and gain experience in doing scientific research in the specific area of the student's master specialization or theme		1,2		2	1,4,5	Report
to participate in scientific research in a wider research project and learn how to become a good collaborator and to execute substantial parts of the whole research cycle	2		2	2		Report
to apply appropriate methods, discuss, contribute to research results, relate the activities to current developments in the field	4	2,3				Report
to reflect on the development of their research skills and the role of research in their future career					2,3,4	Report

Course: Clinical traineeship
Course coordinator: Dr. Elise Bennik

Dublin descriptors	**A. Knowledge and Understanding (5,6)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analyzing /evaluating /creating**			
Course Learning outcomes **After the clinical science traineeship, the student:**						**Assessment method(s)**
Can apply obtained academic knowledge regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can apply obtained practical skills regarding assessment and / or treatment in a specific professional field	2,7,8	2,3	1,3	1,2	4	Report
Can reflect on and communicate about professional ethics and integrity			4	1,2	4,5	Report
Has developed a professional attitude			4	1	4,5	Report
Can work and cooperate successfully with others			4	1	4	Report
Can discuss state-of-the-art multidisciplinary guidelines in the light of an individual patient	2,4,7,8	2,3,5	1,3,4	1,2		Report

Can apply a single case methodology for clinical practice	5	2,3,4	2	1,2		Report
Can report and reflect on assessment or treatment choices in individual cases	2,4,7,8	2,3,5	1,3,4	1,2		Report
Can reflect on their learning process			4			Report
Can apply insights and findings, gained in practice in original ways to questions of scientific research and of treatment		2,4,5				Report
Can critically evaluate scientific results, views and concepts		2,4,5				Report

Course: Master's thesis
Course coordinator: Graduate school

Dublin descriptors	**A. Knowledge and Understanding (1)**	**B. Applying Knowledge and Understanding (4,5)**	**C. Making Judgements (2)**	**D. Communication (-)**	**E. Learning Skills (5)**	
Bloom's revised Taxonomy (Biggs & Tang, 2011)	**Remembering / understanding**	**Applying**	**Analyzing /evaluating**			
Course Learning outcomes After completing the master's thesis, students are able to:						**Assessment method(s)**

having demonstrated advanced knowledge and understanding of important national and international, contemporary theories, models, and issues in the social and behavioural sciences, classic and contemporary theoretical models and concepts of human behaviour, and key issues in the area of specialization.	1,2,3,4					Report
analyse social and behavioural issues and describe the relevant factors involved and to translate these into scientific research questions that build on the state of the art in a field of the social and behavioural sciences and are well grounded in the literature in this field.		1				Report
apply insights and findings, especially where practical applications have the potential to also inform theoretical issues, in original ways to questions of scientific research and of policy both in disciplinary and in broader, multidisciplinary contexts.		2	3			Report
select and apply policy and/or intervention evaluations.			2, 3			Report
choose and apply appropriate statistical models, and to critically evaluate the results of statistical analyses.	6	4				Report
to critically evaluate scientific results, views and concepts.	8	5				Report
select, understand, value, and integrate relevant scientific literature, and to formulate judgements on the basis of the available information.	8		1			Report
select and apply appropriate data collection methods and data-analytical methods.	6	4	2			Report
select and apply appropriate policy and/or intervention strategies.			3			Report
reflect on social and ethical responsibilities with regard to the application of knowledge and judgements, as well as on social and ethical implications of policy decisions and intervention programmes.			4			Report
communicate (orally and in writing) conclusions, and the knowledge and rationale underpinning these, to scientists and practitioners (e.g., executives, policymakers, journalists, layman, patients) clearly and unambiguously, including the underpinnings as well as limitations of the conclusions.				1		Report

integrate theory and quantitative empirical research ('theory-guided empirical research') into a scientific report, which is comparable to the level of a publishable research paper.				3		Report
the skills required to act as a researcher in a largely self-directed or autonomous manner.					1	Report
the ability to reflect on the implications of one's work for the development of theories in the behavioural and social sciences and related fields, such as economics and medicine.					2	Report
the skills to search for information and to manage and archive data.					3	Report
a general work orientation that is required for membership of a research team, contributing to collective goods, effective project management, and participation in a research and/or professional network in one's own research domain.					4	Report
adherence to the principles and procedures concerning integrity in scientific research.					5	Report

Appendix 2 – Conversion table NLQF level 7 to Dublin Descriptors MSc level

NLQF Level 7		**Dublin descriptors**	
Context	• An unknown, changeable living and or working environment with a high degree of uncertainty, also international		
Knowledge	• Possesses particular specialised and advanced knowledge of an occupation, knowledge domain and or field of science and at the interface between the different occupations, knowledge domains and or fields of science. • Possesses a critical understanding of a range of theories, principles and concepts, including the most important ones of an occupation, knowledge domain and or field of science. • Possesses extensive, detailed knowledge and critical understanding of some important current issues, topics and specialties related to an occupation, knowledge domain and or field of science	Knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	Knowledge and understanding
Applying knowledge	• Reproduces, analyses, integrates and applies professional and scientific knowledge in a range of contexts, and uses it to handle complex matters. • This knowledge is the basis of original ideas and research. • Uses the acquired knowledge at a higher level of abstraction. Thinks conceptually. Develops and deepens arguments. • Successfully completes, independently, fundamental research based on methodological knowledge. • Provides an original contribution to the development and application of ideas, often in the context of research. • Recognises the limitations of own knowledge and or of existing knowledge in professional practice, in the knowledge domain and or at the interface of different professions and or knowledge domains and takes action to address this. • Evaluates and carries out complex professional or scientific tasks	Can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments with in broader (or multidisciplinary) contexts related to their field of study	Applying knowledge and understanding

NLQF Level 7		Dublin descriptors	
Problem-solving skills	• Identifies and analyses unpredictable complex problems in professional practice and or in the knowledge domain and solves these problems in a tactical, strategic and creative way • Contributes to a (scientific) solution of complex problems in professional practice and or in the knowledge domain by identifying and using data	Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements	Making judgements
Responsibility and Independence	• Works with peers, colleagues, specialists and non-specialists, supervisors and or relevant other, in an unknown but changeable living and or working environment with a high degree of uncertainty, also international. • Carries responsibility for the results of own activities, work and or study and for the work results of others. • Carries responsibility for the management of unpredictable processes and professional development of people and groups. • Formulates opinions based on incomplete and or limited information, taking into account social, scientific and ethical responsibilities related to the application of own knowledge and opinions.		
Information skills	• Critically collects and analyses in responsible way broad, in-depth and detailed scientific information on a range of theories, principles and concepts of and related to a professional and or knowledge domain as well as information on some important current subjects and specialties related to an occupation and or knowledge domain and presents this information in a scientific way	Can communicate their conclusions, and the knowledge and rationale under pinning these, to specialist and non-specialist audiences clearly and unambiguously	Communication Skills
Communication skills	• Communicates in a targeted way with peers, colleagues, supervisors and or relevant other, specialists and non-specialists, supervisors and clients, appropriately to the scientific and professional community, using conventions which are relevant. • Adjusts communication to the objective and the target group.		

NLQF Level 7		Dublin descriptors	
Learning and Development skills	• Realises personal development, mostly autonomous and based on intrinsic motivation.	Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	Learning skills