Teaching and Examination Regulations

Masters’ programmes
Faculty of Humanities

Academic year 2019-2020
A. Faculty section
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1. General provisions

Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled for the programme, irrespective of the academic year in which the student was first enrolled for the programme.

2. These Regulations enter into force with effect from 1 September 2019

3. An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students.

Article 1.2 Definitions

The following definitions are used in these Regulations (in alphabetical order):

a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;

b. CvB: the Executive Board of Vrije Universiteit Amsterdam.

c. EC (European Credit): an EC credit with a workload of 28 hours of study;

d. educational component: a unit of study of the programme within the meaning of the WHW;

e. examination: the final examination of the Master’s programme;

f. FGV: Faculty joint assembly – assembly of the faculty student council and faculty staff council;

g. interim examination: an assessment of the student’s knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;

h. joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;

i. OLC: programme committee;

j. period: a part of a semester;

k. practical exercise: the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:
   - researching and writing a thesis or dissertation
   - carrying out a research assignment
   - taking part in fieldwork or an excursion
   - taking part in another educational learning activity aimed at acquiring specific skills, or
   - participating in and completing a work placement;

l. programme: the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature;

m. SAP/SLM: the student information system (Student Lifecycle Management);

n. semester: the first (September - January) or second half (February - August) of an
The guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The Study Guide is available electronically at: https://www.vu.nl/en/study-guide/.

The other terms have the meanings ascribed to them by the WHW.

2. Study programme structure

**Article 2.1 Structure of academic year and educational components**

1. The study programme will be offered in a year divided into two semesters. (Ordinance CvB)

2. Every semester consists of three consecutive periods of eight, eight and four weeks. (Ordinance CvB)

3. An educational component comprises 6 EC or a multiple thereof. (Ordinance CvB)

4. By way of exception to paragraph 3, Section B may stipulate that a unit of study comprises 3 EC or a multiple thereof. The Faculty Board requests permission from the Executive Board. (Ordinance CvB)

3. Assessment and Examination

**Article 3.1 Signing up for education and interim examinations**

1. Every student must sign up to participate in the educational components of the programme, the examinations and resits. The procedure for signing up is described in an annex to the Student Charter. (Ordinance CvB)

2. Signing up may only take place in the designated periods. (Ordinance CvB)

**Article 3.2 Type of examination**

1. At the student’s request, the Examinations Board may permit a different form of interim examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board. (Advice OLC, Approval FGV (7.13 i))

2. If an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent academic year. (Advice OLC, approval FGV (7.13 j))
Article 3.3 Oral interim examinations

1. An oral assessment is public unless the Examinations Board on request determines otherwise. Advice OLC; approval FGV (7.13 l and n)

Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for theses and final assignments is no longer than twenty working days. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.

2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at the latest within ten working days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies. Advice OLC; approval FGV (7.13 o)

3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results. Advice OLC; approval FGV (7.13 o)

4. A student can submit a request for reassessment to the examiner. A request for reassessment does not affect the time period for lodging an appeal. Advice OLC; approval FGV (9.38 sub b)

Article 3.5 Examination opportunities

1. a. Per academic year, two opportunities to take examinations per educational component will be offered.
   b. The options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.

2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study. A retake is not allowed for essay exams passed by the student, as stated in the Rules and Guidelines of the Examination Committee.

3. The resit for a (partial) interim examination must not take place within ten working days of the announcement of the result of the (partial) interim examination being resat.

4. The Examination Board may allow a student an extra opportunity to sit an examination if that student:
   a) is lacking only those credits to qualify for his or her degree;
   b) has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons.

   The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical assignments and the Master’s thesis. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.

Article 3.6 Marks

1. Marks are given on a scale from 1 to 10 with no more than one decimal point. Ordinance CvB
2. The final marks are given in whole or half points. Ordinance CvB
3. Final marks between 5 and 6 will be rounded off to whole marks: up to 5.5 rounded Ordinance CvB
4. The Examination Board can allow to use symbols rather than numbers, for example; v(oldaan) [i.e. passed], g(oed) [i.e. good], n(iet)v(ol)d(aan) [i.e. not passed], etc.)

<table>
<thead>
<tr>
<th>Article 3.7 Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if the student:</td>
</tr>
<tr>
<td>a) has passed a course component of a university or higher professional education programme that is equivalent in terms of content and level;</td>
</tr>
<tr>
<td>b) has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.</td>
</tr>
<tr>
<td>2. The Master’s thesis is excluded from this exemption possibility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article 3.8 Validity period for results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B.</td>
</tr>
<tr>
<td>2. The validity period of a partial examination is limited to the academic year in which it was sat or until the end of the unit of study concerned, as stipulated for the relevant unit of study in Section B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article 3.9 Right of inspection and post-examination discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For twenty working days after the announcement of the results of a written interim examination, the student can, on request, inspect his or her assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the interim examination or on Canvas.</td>
</tr>
<tr>
<td>2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of his or her own.</td>
</tr>
<tr>
<td>3. Students who meet the requirements stipulated in paragraph 1 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at a time and location to be determined by the examiner.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>4. Academic student counselling and study progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 4.1 Administration of study progress and academic student counselling</td>
</tr>
<tr>
<td>1. The faculty board is responsible for the correct registration of the students’ study results. After the assessment of an educational component has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at his or her disposal in VUnet.</td>
</tr>
<tr>
<td>2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by</td>
</tr>
<tr>
<td>a. The Student General Counselling Service</td>
</tr>
<tr>
<td>b. Student psychologists</td>
</tr>
<tr>
<td>c. Faculty academic advisors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ordinance CvB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice OLC; approval FGV (7.13 r)</td>
</tr>
<tr>
<td>Legal provision</td>
</tr>
<tr>
<td>Advice OLC; approval FGV (9.38 sub b)</td>
</tr>
<tr>
<td>Advice OLC; approval FGV (7.13 p en q)</td>
</tr>
<tr>
<td>Advice OLC; approval FGV (7.13 q)</td>
</tr>
<tr>
<td>Advice OLC; approval FGV (7.13 p en q)</td>
</tr>
</tbody>
</table>
Article 4.2 Adaptations for students with a disability

1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit a request to qualify for special adaptations with regard to teaching, practical training and interim examinations. These adaptations will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a unit of study or an examination. In all cases, the student must fulfil the exit qualifications for the study programme.

2. The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student’s study progress. In case of a chronic disability a single (one time) request suffices.

3. Students who have been diagnosed with dyslexia must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct psychological evaluation.

4. The faculty board, or the responsible person on behalf of the faculty board, decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations.

5. In the event of a positive decision in response to a request as referred to in paragraph 1, the student will make an appointment with the study adviser to discuss the details of the provisions.

6. A request for adaptations will be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld.

7. If the disability justifies an extension of the interim examination time, the Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures.

8. The decision as referred to in paragraph 5 may specify a limited validity of the special adaptations.

5. Hardship clause

Article 5.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.


Approved by the Faculty Joint Assembly on 10 July 2019 (ODC) en 25 July 2019 (FSR)

Adopted by the board of the Faculty of Humanities on 22 August 2019
Teaching and Examination Regulations

Master’s programme in Philosophy
Faculty of Humanities

Academic year 2019-2020

B1. Programme specific section - general provisions
B2. Programme specific section – content of programme

DISCLAIMER: this version of the Teaching and Examination Regulations is the English translation of the Dutch original. Only the Dutch version is legally valid. No rights can be derived from this translated version.
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### Section B1: Programme specific – general provisions

#### 6. General programme information and characteristics

**Article 6.1 Study programme information**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The programme Philosophy (2 years) CROHO number 60823 is offered on a full-time and part-time basis.</td>
<td>OLC; FGV (7.13 i)</td>
</tr>
<tr>
<td>1a</td>
<td>The part-time programme has a nominal duration of study of 4 years.</td>
<td>OLC; FGV (7.13 i)</td>
</tr>
<tr>
<td>2.</td>
<td>The language of instruction of the specializations PBH, PNG and PLG is English; the language of instruction of the specialization FCB is Dutch.</td>
<td>OLC; FGV (9.38 sub b)</td>
</tr>
</tbody>
</table>

**Article 6.2 Teaching formats used and modes of assessment**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Approval</th>
</tr>
</thead>
</table>
| 1.     | The degree programme uses the following teaching formats:  
- Lecture  
- Seminar  
- Tutorial  
- Computer practical  
- Practical Training (PBH) | OLC; FGV (7.13 x) |
| 2.     | The degree programme uses the following modes of assessment:  
- Written examination  
- Oral examination  
- Take home examination  
- (Written) assignment  
- Paper  
- Essay  
- Presentation  
- Participation  
- Lecture protocol  
- Thesis | OLC; FGV (7.13 I) |

**Article 6.3 Academic student counselling**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The programme offers the following counselling in addition to the student counselling mentioned in Section A: individual guidance from the coordinators.</td>
<td>OLC; FGV (7.13 u)</td>
</tr>
</tbody>
</table>

#### 7. Further admission requirements

**Article 7.1 Intake date(s)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme starts on September 1.</td>
<td>OLC; FGV (9.38 sub b)</td>
</tr>
</tbody>
</table>
Article 7.2 Admission requirements

1. The admission criteria of the specialisations are as follows.

**Philosophy of Neuroscience PNS**
To be considered for admission to the Master’s programme Philosophy of Neuroscience one must meet the following requirements:
1) Hold an academic (WO) Bachelor’s degree in Biology, Biomedical Sciences, or Psychology with a Biological Psychology or Neuropsychology profile. If you hold a BSc degree in a closely related discipline (e.g. Movement Sciences, Artificial Intelligence or Medicine) you are also eligible to apply
2. Eligibility to a Neuroscience Master’s program. Since PNS applies philosophy on neuroscience, 30 EC must be obtained in this discipline at a master’s level. There are no additional criteria beyond the admission criteria for the Master’s programme Neuroscience that is followed.

In exceptional circumstances we may deviate from the specific admission requirements. If you believe your case is subject to such exceptional circumstances, then please explain so in your letter of application.

**Philosophy of Law and Governance PLG**
Admission requirements for PLG are the same as those for the master in Law at the VU and are specified as:


**Philosophy of Bioethics and Health PBH**
Specific admission requirements for the two-year Master’s programme in Philosophy, specialization in Philosophy, Bioethics and Health:
1) An academic (WO) Bachelor’s degree in Medicine, Health Sciences, Psychology, or related disciplines;
2) Eligibility to one of the three Health-related Masters: Medicine, Psychology, or Health Sciences.

**Filosofie van Cultuur en Bestuur FCB**
Studenten met een afgerecht WO Bachelor in een maatschappij en/of organisatiegericht vakgebied (liberal arts college; een journalistieke, politieke, bedrijfskundige, maatschappijhistorische of bestuurskundige opleiding) en 18 EC aan vakken Filosofie kunnen instromen in de afstudeerrichting FCB. Zij dienen daarnaast toegang te hebben tot (het volgen van vakken in) een maatschappij- of organisatiegerichte masteropleiding.

Studenten met een WO Bachelor Filosofie en een premaster of minor (30 EC) in een vakwetenschap waarmee zij toegang hebben tot mastervakken uit een maatschappij- en/of organisatiegerichte Masteropleiding (denk aan een Bachelor filosofie en een premaster journalistiek) kunnen eveneens instromen in deze afstudeerrichting.

2. The Admissions Board will investigate whether the applicant meets the admission requirements.
3. In addition to the requirements referred to in the first paragraph, the Admissions Board can also assess requests for admission in terms of the following documents:
   a. transcript of grades (scan of the original);
   b. overview of literature and courses.

Article 7.3 English language requirement for English-language Master’s programmes or English-language specializations

1. In deviation from the language proficiency requirements as stated in the Application and registration regulation (RAI) an applicant should demonstrate that he or she has sufficient level of proficiency in English by meeting at least one of the following standards, no more than two (2) years before the start of the programme at the VU:
   - (academic) IELTS: 7.0, with a minimum of 6.5 for each component
   - TOEFL paper based test: 600, with a minimum of 55 for each component and 4.0 in TWE
   - TOEFL internet based test: 100, with a minimum of 20-23 for each component
   - Cambridge Certificate of Proficiency in English (CPE) or Cambridge Certificate of Advanced English (CAE), score A, B or C

2. Applicants who:
   a) completed an English-taught secondary or higher education degree in Canada, the United States, the United Kingdom, Ireland, New Zealand or Australia or
   b) have earned a Bachelor’s or Master’s degree in an English-taught programme accredited by NVAO in the Netherlands, or
   c) have earned a Bachelor’s or Master’s degree in an accredited English-taught programme in another member state of the European Union are exempted from the requirements referred to in paragraph 1.

8. Interim examinations and results

Article 8.1 Sequence of interim examinations

1. A student must have obtained a total of at least 60 EC in philosophical and non-philosophical subjects before starting the master's thesis.

Article 8.2 Validity period for results

1. If the exam shows that a student’s knowledge is insufficient or outdated, or if the student’s skills evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a course for which an examination was passed more than 6 years ago.
Section B2: Programme specific – content of programme

9. Programme objectives, specializations and exit qualifications

Article 9.1 Workload
1. The programme has a workload of 120 EC

Article 9.2 Specializations
The programme has the following specializations:
- Filosofie van Cultuur en Bestuur
- Philosophy, Bioethics and Health
- Philosophy of Law and Governance
- Philosophy of Neuroscience

Article 9.3 Programme objective
See appendix 2

Article 9.4 Exit qualifications
1. See appendix 2
2. Language proficiency may be taken into account in the assessment of (interim) examinations

10. Curriculum structure

Article 10.1 Composition of the programme
1. The programme comprises at least a package of compulsory components and an individual Master’s thesis or academic internship.
2. In addition, the course includes optional educational units, including (in some specialisations) a work placement or other forms of practical exercise. Non-philosophical optional subjects may only come from the programme of one other master's programme. Students who wish to choose non-philosophical electives from the programme of several master’s programmes must discuss their wishes with the coordinator of the specialisation and submit a proposal to the examination board for approval.
3. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.

Article 10.2 Compulsory educational components
See appendix 3. A detailed description per educational component can be found in the Study Guide.

Article 10.3 Elective educational components
1. See appendix 3. A detailed description per educational component can be found in the
Study Guide.

2. If the student wishes to take a different educational component than listed, advance permission must be obtained in writing from the Examinations Board.

Article 10.4 Practical exercise

The following components can be considered as practical exercises:

<table>
<thead>
<tr>
<th>Name of educational component</th>
<th>course code</th>
<th>nr of EC</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultuur en Bestuur: Literatuurstudie 1 (FCB)</td>
<td>W_MA_CBT1</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>Cultuur en Bestuur: Literatuurstudie 2 (FCB)</td>
<td>W_MA_CBT2</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>Filosofisch actueel maatschappelijk gesprek en tekstlezen (FCB)</td>
<td>W_MA_CBMGT2</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>Thesis (FCB)</td>
<td>W_MA_CBTH</td>
<td>18</td>
<td>600</td>
</tr>
<tr>
<td>Practical Training PBH (PBH)</td>
<td>W_MAPT_PBH</td>
<td>12</td>
<td>500</td>
</tr>
<tr>
<td>Philosophy of Law: Classic Texts (PLG)</td>
<td>W_MA_PLCT</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Seminar Philosophy of Law (PLG)</td>
<td>W_MA_PSP</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Tutorial Philosophy of Law (PLG)</td>
<td>W_MA_PTP</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Thesis Seminar (PBH, PLG, PNS)</td>
<td>W_MA_THS</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>Thesis (PLG, PBH, PNS)</td>
<td>W_MA2TH</td>
<td>18</td>
<td>600</td>
</tr>
<tr>
<td>Philosophical Text Reading (PLG, PBH, PNS)</td>
<td>W_MA_TEXT</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Key Concepts (PNS)</td>
<td>W_MA_NSKC</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Moral Reasoning in Health Care (PBH)</td>
<td>W_MASP_PBH4</td>
<td>6</td>
<td>500</td>
</tr>
</tbody>
</table>

Article 10.5 Participation in practical training and seminars

1. In the case of a practical training, the student must attend at least 80% of the practical sessions. Should the student attend less than 80%, he or she must repeat the practical training, or the Examinations Board may have one or more supplementary assignments issued.

2. In the case of a seminar, the student must attend at least 80% of the sessions. Should the student attend less than 80%, he or she must repeat the seminar, or the Examinations Board may have one or more supplementary assignments issued.

11. Evaluation and transitional provisions

Article 11.1 Evaluation of the education

1. The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework.

Article 11.2 Transitional provisions

See appendix 4

Advice and approval by the Programme Committee, on 16 May 2019
Approved by the Faculty Joint Assembly, on 10 July 2019 (ODC) and 25 July 2019 (FSR)
Adopted by the board of the Faculty of Humanities on 29 August 2019
Appendices

Appendix 1: Evaluation of Education in the Faculty of Humanities
Appendix 2: Doelstellingen en eindtermen
Appendix 3: Programme overview
Appendix 4: Transitional provisions

Appendix 2: Programme objectives and exit qualifications

Programme objectives
The specialization tracks in the present master’s program aim at the acquisition of an interdisciplinary perspective, combining philosophical perspectives with those within the discipline of specialization. Courses in philosophy and the philosophy of the discipline of specialization help students to identify the historical background of theories and ideas, to provide a theoretical and ethical education that let them think carefully about the kinds of solutions that would be desirable for specific problems, and to give a training in philosophy of the discipline of their specialization that allows students to consider the epistemic and normative presuppositions of different approaches within their disciplines.

The philosophical education trains students to consider what solutions are possible and/or desirable, the education in the discipline of their specialization trains them to focus on solutions that are feasible. On their own, neither philosophical possibility and desirability nor discipline related feasibilities are sufficient for enacting successful solutions.

In addition to these general program objectives, the aims and objectives of the four tracks in the present program include:

I The specific and focused aim of the track Philosophy in Neuroscience PNS is

(1) to train students to become conceptually sensitive in the translation of neuroscientific research findings to different fields of application (clinical, educational, public health)

(2) to give students an idea of, and train them in, what it is to be ‘a good scientist’.

This specific aim is embedded in a program with more general aims, which are

(a) teaching students in-depth knowledge of, and insight into, the most important topics in philosophy of neuroscience and the relation of these topics to general philosophical issues

(b) learning students to address, carry out research, formulate problems with respect to a broad domain of conceptual issues at the interfaces between neuroscience, other sciences, clinical practice, and society;

(c) to enable students to acquire the competence of discussing the above issues and to report on them, both orally and in written form

(d) to apply in a fruitful manner philosophical skills, knowledge and insights within the context of neuroscience as a practice, with special emphasis on the role of normative and contextual components in reaching an appropriate judgment;

(e) discussions on-site and in class in order to prepare the student for the ethical demands that are part of becoming a good scientist

(f) to be prepared for a PhD program in PNS.

II The track Philosophy of Law and Governance PLG aims at enabling students:

(a) to acquire a thorough knowledge of, and insight into, the major components of PLG, its foundations, methods, socio-cultural significance and ethical implications;
b) to acquire a deeper and specialized knowledge of, and insight into, present-day topics and views within PLG, in order to teach the student how to contribute to discussions at national and international levels;

c) to carry out research, to formulate a problematic issue, to participate in a (scientific) philosophical debate, adding one’s own contribution by means of a philosophical treatise about central themes of an academic discipline, also in relation to wider philosophical issues and views;

d) to apply in a fruitful manner philosophical skills, knowledge and insights within the context of a practice or profession in Law and Governance, in which the nature of Law and its socio-cultural and normative significance are relevant, and by so doing, to contribute to reaching an appropriate judgment;

e) to be prepared for a professional practice where knowledge, insights and skills related to philosophy of Law and Governance have an added value;

f) to be prepared for a PhD program in PLG.

III The aims for the track Philosophy, Bioethics and Health PBH:

Cognitive competences that students acquire on this track include knowledge of:

a) various normative (medical) ethical theories; theory and methodology of empirical ethics research;

b) recent developments in psychiatry and neuroscience and their relevance for moral philosophy and medical ethics – and vice versa;

c) methodological, legal, and moral issues regarding medical research involving human subjects;

d) the role of the state, insurance companies, health-care providers and patients in health-care systems; factors influencing costs and efficacy of health care;

Behavioral competences that students acquire on this track include:

a) participating in moral case deliberation;

b) integrating ethical reasoning, daily practices and legal rules and regulations;

c) assessing the quality of cure and care from a philosophical and medical ethics perspective;

d) writing texts, documents and background analyses to inform professionals, policy makers, and other participants in multidisciplinary discussions.

IV Doelstelling van de afstudeerrichting Filosofie van Cultuur en Bestuur FCB is, dat de student

a) beschikt over een breed overzicht van actuele culturele, bestuurlijke en maatschappelijke ontwikkelingen en heeft kennis en inzicht - methodologisch en theoretisch - om relevante wetenschappelijke discussies daarover te kunnen volgen en evalueren;

b) de vaardigheid heeft om historische, sociologische en bestuurswetenschappelijke kennis samen te brengen in een cultuurfilosofische benadering waarin de nadruk ligt op het leren herkennen van tendenzen in hedendaagse gebeurtenissen, en kan deze aansprekend onder woorden brengen in een brede, historisch en systematisch onderbouwde filosofische visie op onze tijd;

c) in staat is vanuit het perspectief van verschillende maatschappelijke organisaties op een fundamentele manier te reflecteren op hedendaagse maatschappelijke en culturele ontwikkelingen;

d) in staat is onderzoek naar hedendaagse maatschappelijke en culturele ontwikkelingen te verrichten met een cultuurfilosofische benadering en daarover schriftelijk en mondeling te rapporteren;
e) bevindingen, ideeën en visies zowel schriftelijk als mondeling op een heldere en aansprekende wijze kan verwoorden en een filosofische dialoog aangaan over bovengenoemde thema’s.

Learning outcomes

Based on the program’s objectives, the qualifications to be achieved by the graduates in the area of specialization PNS, PBH, and PLG as specified below meet the qualifications outlined by the Dublin descriptors. Upon completion of the program, the students will be qualified, in general terms, for continuing education and research at a PhD level, and will also be strong candidates for employment in administration, politics, institutions of higher learning, and beyond.

A Knowledge and understanding

More specifically, graduates in the area of specialization PNS, PBH, and PLG of the present Master’s program will have
1. an overview of important systematic and historical issues in philosophy, and a detailed knowledge of important issues in their area of specialization;
2. a mastery of the methodology appropriate to their area of specialization;
3. knowledge and understanding of key concepts and theories within the philosophy of their area of specialization as presented in their track;

B Applying knowledge and understanding

Graduates in the area of specialization PNS, PBH, and PLG of the present Master’s program will have
4. an expertise in formulating clear and innovative research problems related to the state of the art in their area of specialization, as well as the literature;
5. experience in integrating philosophical research and developments in scientific fields related to their area of specialization;
6. the ability to apply established (disciplinary and interdisciplinary) approaches within philosophy and the discipline of their specialization to the analysis of complex societal questions, and to offer a contribution to their possible solution;

C Making judgments

Graduates in the area of specialization PNS, PBH, and PLG of the present Master’s program will have
7. will have gained experience in the process of scientific research, including reporting on the results of their research, as reflected in their Master Thesis;
8. will have the ability to provide policy recommendations encompassing theoretical and normative considerations;
9. will have the ability to reflect upon the professional responsibility of researchers and practitioners, and incorporate these reflections into the analysis of societal questions;
10. are trained to conduct research in accordance to The Netherlands Code of Conduct for Scientific Practice (VSNU).

D Communication

Graduates in the area of specialization PNS, PBH, and PLG of the present Master’s program will have
11. are trained in argumentation and academic writing.
12. are able to communicate with researchers and practitioners from different backgrounds.
13. are able to report on their research to specialists and non-specialists alike.

E Learning skills

Graduates in the area of specialization PNS, PBH, and PLG of the present Master’s program will have developed the skills that enable them
14. to think analytically and critically;
15. to be flexible, take initiatives, and function as a professional.
Uit de algemene doelstelling van de Master specialisatie Filosofie van Cultuur en Bestuur FCB zijn de volgende eindtermen afgeleid, waaraan de afgestudeerden van deze specialisatie moeten voldoen.

**Kennis en inzicht**
Afgestudeerden in FCB beschikken over
1. kennis van de belangrijkste historische en systematische vraagstukken van de filosofie;
2. kennis van en inzicht in theorieën en methoden om ontwikkelingen op het terrein van cultuur, bestuur en samenleving te kunnen evalueren en aan die ontwikkelingen een (sturende) bijdrage te kunnen leveren;

**Wetenschappelijke vaardigheden**
Afgestudeerden in FCB beschikken over
3. de vaardigheid om maatschappelijke ontwikkelingen en organisaties zelfstandig te onderzoeken en te duiden op theoretische, morele, en/of politieke vooronderstellingen;
4. de vaardigheid om onderscheiden interpretaties en visies op het terrain van cultuur en bestuur met elkaar te verbinden en theoretisch inzicht in de praktijk toe te passen;

**Filosofische vaardigheden**
Afgestudeerden in FCB zijn in staat
5. zelfstandig cultuurfilosofisch onderzoek te verrichten naar hedendaagse ontwikkelingen in de samenleving, in de cultuur en/of in bestuur, die ontwikkelingen te duiden vanuit cultuurfilosofisch perspectief.

**Communicatie**
Afgestudeerden in FCB zijn in staat
6. bevindingen, ideeën en visies zowel schriftelijk als mondeling op een heldere en aansprekende wijze te verwoorden en een filosofische dialoog aan te gaan over bovengenoemde thema's.

**Leervaardigheid**
Afgestudeerden in FCB zijn in staat
7. analyserend en kritisch te denken;
8. flexibel en creatief als een professional te functioneren.
### Appendix 3: Programme overview

**Master Philosophy (2 year) 2019-2020**

ST/14032019

**Track Philosophy of Neuroscience**

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**Track Philosophy of Law and Governance**

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**Track Philosophy, Bioethics and Health**

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* deel 1 en deel 2 van deze modules alterneren jaarlijks, voor zowel 1e als 2e jaars studenten (Globalisering en cultuur 1, Lijnen van een filosofische bestuurskunde 1, Symbolische leven 1 en Filosofisch actueel maatschappelijk gesprek en tekstlezen 1 in 2019-2020; Globalisering en cultuur 2, Lijnen van een filosofische bestuurskunde 2, Symbolische leven 2 en Filosofisch actueel maatschappelijk gesprek en tekstlezen 2 in 2020-2021).
## Appendix 4: Transitional provisions

### Philosophy of Neuroscience

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