

Required knowledge and skills for Educational Sciences

Please find below an overview of the knowledge and skills required to participate in this Master's programme. For every aspect is stated: the general criterion of what is expected from a prospective student, and the norm that is used in the assessment of a candidate's eligibility.

How does the Admissions Committee check if you have a required knowledge/skill?

- 1) The Committee will check if the subject in question was taught in your previous education.
- 2) If the Committee is familiar with your curriculum, they will use your transcript. If the Committee is *not* familiar with your curriculum, the procedure below applies:
 - a. You list the course(s) in your curriculum in which the required knowledge/skill was taught on the Checklist Entry Requirements (you can find this checklist under Required Documents).
 - b. You hand in a syllabus for every course you list on this checklist. This way, the Committee can verify whether the courses you listed sufficiently address the required topic.
- 3) The Committee decides if the knowledge/skill meets the required norm described below based on your transcript/syllabus. This is a yes/no decision for every norm.
- 4) For some no-decisions, you may be able to acquire the knowledge via a pre-Master's programme, summer school, online course, or through self-study, or you can compensate with other capabilities you have. This is for the Admissions Committee to decide.
 - Please note that a pre-Master's Programme is only available to students with a Dutch educational background who do not need housing and who do not have or require a residence permit for study purposes.

1. Research and academic skills	
<i>Criterion</i>	<i>You are able to set up, conduct, statistically analyse and report on a scientific research project</i>
Norm	<ul style="list-style-type: none"> • Academic courses covering: <ul style="list-style-type: none"> ○ Intermediate to advanced knowledge of and insight into statistics as well as quantitative research methods (e.g. descriptive and inferential statistics, correlation, univariate regression, analysis of variance, surveys, experiments); ○ Intermediate knowledge of and insight into methods of qualitative analysis (e.g., grounded theory analysis, content analysis, case studies, ethnography); ○ Proven knowledge of and insights into (at least one) advanced multivariate analysis method (such as factor analysis, reliability analysis, multiple regression, multivariate analysis of variance, the use of dummy variables). • You have hands on experience with a statistical computer programme (such as SPSS or R). • You have shown your ability to apply these tools (for example, in a Bachelor thesis or similar research report).
2. Design of learning situations	
<i>Criterion</i>	<i>You have insight and knowledge of the development of education and commercial training programmes based on principles of teaching theory and design models</i>
Norm	Academic course(s) on developing teaching material based on learning theory (e.g., educational psychology, pedagogical theory) and models of instructional design
3. Innovations and change processes in organisations	
<i>Criterion</i>	<i>You are able to guide innovations and change processes in organisations</i>
Norm	Academic course(s) on organizational theory, design and change; human resource development

4. Assessment and evaluation instruments	
<i>Criterion</i>	<i>Theoretical knowledge and skills in developing theoretically based assessment and evaluation instruments for education</i>
Norm	Academic course(s) on developing instruments for the assessment and evaluation of education
5. Educational psychology	
<i>Criterion</i>	Academic knowledge of educational psychology
Norm	Academic course(s) on learning theories (e.g., educational psychology, pedagogical theory, developmental psychology, educational neuroscience)