

# Teaching and Examination Regulations

## Bachelor degree programmes ESE

### Academic year 2026-2027

- **Economics and Business Economics**
- **Economics and Taxation**
- **Econometrics and Operations Research**

#### Table of Contents

##### **Section 1 General provisions**

|           |                                                   |
|-----------|---------------------------------------------------|
| Article 1 | Applicability of the regulations                  |
| Article 2 | Definitions                                       |
| Article 3 | Intended learning outcomes of the programmes      |
| Article 4 | Full-time / part-time                             |
| Article 5 | The exams of the programmes                       |
| Article 6 | Student workload                                  |
| Article 7 | Language of teaching and examinations             |
| Article 8 | Evaluation of education                           |
| Article 9 | Assignment of consecutive master degree programme |

##### **Section 2 Structure of the programmes**

|            |                                              |
|------------|----------------------------------------------|
| Article 10 | Composition of the exam                      |
| Article 11 | Stipulations for tutorials in the programmes |

##### **Section 3 Taking examinations**

|            |                                                                            |
|------------|----------------------------------------------------------------------------|
| Article 12 | Sequence of examinations                                                   |
| Article 13 | Periods and frequency of examinations; examination schedule                |
| Article 14 | Provisions concerning registration for taking part in written examinations |
| Article 15 | Form of the examinations                                                   |
| Article 16 | Oral examinations                                                          |

##### **Section 4 Examination results**

|            |                                                                                  |
|------------|----------------------------------------------------------------------------------|
| Article 17 | Establishment, publication and registration of examination results; marking term |
| Article 18 | Term of validity                                                                 |
| Article 19 | Right of inspection; inspection of old examination questions                     |
| Article 20 | Retention period for written examinations and theses                             |

##### **Section 5 Exemptions**

|            |                                 |
|------------|---------------------------------|
| Article 21 | Exemptions from education units |
|------------|---------------------------------|

##### **Section 6 Exam results**

|            |                                             |
|------------|---------------------------------------------|
| Article 22 | The determination of the result of the exam |
| Article 23 | Degree                                      |

##### **Section 7 Previous education**

|            |                                                                                                                                                                |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Article 24 | Alternative requirements for previous education deficiencies                                                                                                   |
| Article 25 | Equivalent previous education                                                                                                                                  |
| Article 26 | Colloquium doctum                                                                                                                                              |
| Article 27 | Entrance requirements for holders of foreign certificates that have not been recognised as equivalent with the Dutch VWO certificate by ministerial regulation |
| Article 28 | Admittance with selection                                                                                                                                      |

##### **Section 8 Study choice activities**

Article 29 Study choice activities

### **Section 9 Student counseling**

Article 30 Student counseling

Article 31 The binding study advice

### **Section 10 Double studies**

Article 32 Double Study Economics and Law

Article 33 Double bachelor BSc<sup>2</sup> Econometrics/Economics

Article 34 Double bachelor Economics and Philosophy

### **Section 11 Free bachelor exam**

Article 35 Bachelor exam with a student-selected programme

### **Section 12 Bachelor Honours Programmes**

Article 36 Bachelor Honours Class

Article 37 Bachelor Honours Research Class

### **Section 13 Hardship clause**

Article 38 Hardship clause

### **Section 14 Appeal and objection**

Article 39 Appeal and objection

### **Section 15 Concluding and implementation provisions**

Article 40 Amendments

Article 41 Publication

Article 42 Entry into force

### **Appendix**

Intended learning outcomes of the programmes

## **Section 1 - General provisions**

### **Article 1 - Applicability of the regulations**

These regulations apply to the in RIO (Register Instellingen en Opleidingen) registered bachelor degree programmes Economics and Business Economics, Economics and Taxation, and Econometrics and Operations Research, hereinafter called: the programmes.

The programmes are organised by the Erasmus School of Economics of the Erasmus University Rotterdam, hereinafter to be referred to as: the School.

The double studies mentioned in section 10 of these regulations follow the rules of the programmes concerned, unless exceptions are made in these regulations.

Educational components offered by other Schools, including those that are part of a joint programme, are governed by the Teaching and Examination Regulations (TER) and the Rules and Regulation of the Examination Board of the respective School.

These regulations are available in a Dutch and an English version. In case of doubt or ambiguity, the Dutch version of these regulations applies.

### **Article 2 - Definitions**

In these regulations the following terms are understood to mean:

- a. the act: the Dutch Higher Education and Research Act;
- b. participation in study choice activities: the full completion of the activities provided by the School for each programme, in which prospective students are required to participate;

- c. student: anyone enrolled with the university for participating in courses and/or taking the examinations and exams for a programme; for the further application of these regulations this also includes people enrolled as course participants;
- d. course participant: anyone enrolled with the university solely for participating in courses and/or taking examinations for a programme. The course participant may not take exams;
- e. pre-master programme: the whole of education units that students with an education that in the opinion of the Examination Board is not equal to the preparatory bachelor programme participate in with a view to obtaining an Admission Statement for the consecutive programme;
- f. study schedule: an overview published on the website of the School of all education units with the associated credits per programme;
- g. Bachelor-1, Bachelor-2, Bachelor-3: designation for all education units belonging to the Bachelor-1, resp. Bachelor-2 or Bachelor-3 education of a programme;
- h. credit (EC): unit in which the full student workload is expressed, whereby one credit equals 28 hours of study (in accordance with the European Credit Transfer System - ECTS);
- i. course guide: contains all information about the education units that are taught at the School in a specific academic year;
- j. academic year: the period of time that coincides with the period established in article 42 of these regulations;
- k. Rules and Regulations: the guidelines and instructions from the Examination Board as meant in article 7.12b of the act;
- l. exam: the total of all education units passed by the student that entitles the student to a bachelor degree;
- m. education unit: an independent part of an exam, for instance a course, seminar or thesis;
- n. course: education unit in which course-specific knowledge is taught;
- o. seminar: small-scale teaching form in which the practical application of theoretical knowledge is practiced by means of group and individual assignments;
- p. thesis: an individual final work in the form of a research report on a topic from the student's programme;
- q. degree: a degree is awarded when the minimum number of credits for the exam of a programme has been obtained as required according to the Teaching and Examination Regulations;
- r. degree certificate: documentary evidence that the exam has been passed, in accordance with article 7.11 subsection 2 of the act;
- s. examiner: the person who in accordance with article 7.12c of the act is authorised to hold examinations for the education unit concerned;
- t. examination: a written, oral or other test, including tutorials or a combination thereof, of the knowledge, understanding and skills of the student, as well as the assessment of the results of that test;
- u. written: recorded on paper or digitally;
- v. tutorial: a practical exercise, as meant in article 7.13 of the act, in one of the following forms:
  - attending a seminar,
  - writing a thesis or paper,
  - making an assignment,
  - completing an internship,
  - or participating in another educational learning activity aimed at acquiring the intended skills, like a Bachelor-1 or Bachelor-2 tutorial;
- w. resit: a written test scheduled in the examination period following the examination period of the last education block of the academic year;
- x. education block: the period of an education unit during which education is provided. The education block also includes the teaching-free period and possible holidays but not the examination period;
- y. examination period: the period during which written examinations can be scheduled. The examination period of an education unit usually follows the associated education block. At the end of all education blocks and associated examination periods an examination period is scheduled for all resits;
- z. Thesis Management System (TMS): the digital thesis supervision and assessment system of the School;
- aa. result: the assessment of an education unit which is registered in OSIRIS;
- bb. partial result: the assessment of a partial test which is registered in OSIRIS;
- cc. partial test: an examination taken during the education block of an education unit, the assessment of which is taken into consideration when establishing the result of this education unit;

- dd. examination result: the result as registered in Osiris of an examination administered in the examination period.
- ee. compensation regulation: for Bachelor-1 and Bachelor-2 this regulation regulates the option to compensate results between 4.5 and 5.4 for education units within clusters of education units established for that purpose;
- ff. bonus scheme: regulates the option to adjust the result upwards on account of extra achievements during an education block.
- gg. faculty support office: the support office of the department responsible for the course.
- hh. nominal study duration: the duration of the programme according to the study schedule, expressed in study years, within which a fulltime student can complete the programme without study delay.

### **Article 3 - Intended learning outcomes of the programmes**

1. The qualities in the field of understanding, knowledge and skills as meant in article 7.13 subsection 2c of the law, that a student must have acquired upon completion of the program, will be elaborated in the intended learning outcomes of the programme.
2. The intended learning outcomes of the programmes are included in the Appendix to these Teaching and Examination Regulations.

### **Article 4 - Full-time / part-time**

1. The programmes are full-time programmes and start once per academic year in September.
2. Education is, in principle, provided on university complex campus Woudestein. Students need to be physically present on campus Woudestein to follow their education. In exceptional cases, education might take place on a different location or online. Some courses also provide online learning materials.

### **Article 5 - The exams of the programmes**

In each of the programmes only the final exam as meant in article 7.10a of the Act, hereinafter called the exam, can be taken.

### **Article 6 - Student workload**

1. Each of the programmes has a student workload of 180 credits.
2. The student workload for education units is expressed in whole credits.

### **Article 7 - Language of teaching and examinations**

1. With due regard for the code of conduct adopted by the Executive Board of the Erasmus University, the language for the programmes and the examinations is Dutch, unless the course guide specifies otherwise.
2. Participation in the educational programmes and examinations requires a sufficient command of the Dutch language. This requirement is met with when students:
  - a. are in possession of a Dutch pre-university education (VWO) certificate obtained in The Netherlands and the subject Dutch has formed part of the examination to obtain that certificate; or
  - b. have passed the test 'Dutch as a Second Language, level two' (NT-2, Examination II).
3. Participation in the educational programmes and examinations for the English language components of the programme requires a sufficient command of the English language. This requirement is met with when students:
  - a. are in possession of a Dutch pre-university education (VWO) certificate obtained in the Netherlands and the subject English has formed part of the exam to obtain that certificate; or
  - b. are in possession of a secondary education certificate, obtained from a recognised institution for secondary education in one of the following countries: Australia, Canada (with the exception of Quebec), New Zealand, South Africa, Ireland, the United Kingdom (with the exception of the Commonwealth countries and territories) or the United States of America, and have followed that secondary education for at least the last two years in English; or

- c. are in possession of a Dutch higher professional education (HBO) propaedeutic certificate obtained in the Netherlands or a propaedeutic certificate or statement of a successfully completed bachelor 1 from a Dutch university and the subject English has formed part of the exam to obtain that certificate; or
- d. are in possession of a Dutch four-year higher professional education (HBO) school-leaving certificate obtained in the Netherlands and the subject English has formed part of the exam to obtain that certificate; or
- e. are in possession of a higher education certificate, obtained from a recognised institution for higher education in one of the following countries: Australia, Canada (with the exception of Quebec), New Zealand, South Africa, Ireland, the United Kingdom (with the exception of the Commonwealth countries and territories) or the United States of America, and have followed that higher education for at least the last two years in English; or
- f. have passed one of the following tests and can provide a certificate of this test that is no more than 2 years old at the time of submission:
  - TOEFL iBT with a total score of at least 4.5;
  - IELTS Academic with a total score of at least 6.0.
  - Cambridge B2 First with a total score of at least 170;
  - Cambridge C1 Advanced with a total score of at least 170;
  - Cambridge C2 Proficiency with a total score of at least 180;
  - LanguageCert Academic with a total score of at least 65;
  - Pearson PTE Academic with a total score of at least 61.

## Article 8 - Evaluation of education

1. The Programme Director is responsible for ensuring the evaluation of education.
2. Education is evaluated by students as follows:
  - a. course evaluation - during and at the end of each education block students are asked via questionnaires and student representatives to provide feedback on the courses followed during that period;
  - b. thesis and curriculum evaluation - upon completing their thesis students are asked to complete a questionnaire in the Thesis Management System on the thesis supervision and the education programme followed.
3. The Programme Director informs the School Council and the Programme Committees of the outcomes of the evaluation, the amendments made as a result of this and the effect of the actual amendments. The School Council and the Programme Committees will handle information regarding performance of individual lecturers confidentially.

## Article 9 - Assignment of consecutive master degree programme

Persons who have passed the exam for one of the programmes are admitted to the following consecutive master degree programmes of the School:

1. Bachelor Economics and Business Economics:
  - a. Master Economics and Business
  - b. Master Accounting, Auditing and Control
2. Bachelor Economics and Taxation:
  - a. Master Economics and Taxation
  - b. Master Economics and Business
  - c. Master Accounting, Auditing and Control
3. Bachelor Econometrics and Operations Research:
  - a. Master Econometrics and Management Science
  - b. Master Economics and Business.

## Section 2 - Structure of the programmes

### Article 10 - Composition of the exam

1. The exam of the programmes comprises the education units included in the study schedules with the stated student workload. These study schedules form an integral part of these Teaching and Examination Regulations and also include compensation regulations.
2. Bachelor-1 Economics and Taxation corresponds with Bachelor-1 of the bachelor programme Economics and Business Economics. The Bachelor-1 Economics and Taxation also includes the education unit Introductie Fiscale Economie.
3. The descriptions of the education units mentioned in the first subsection, included in the course guide, are part of these Teaching and Examination Regulations with regard to learning objectives, forms of examination, admission requirements and study load.
4. If education units have a Dutch and an English version and have equal learning goals, both versions must have a similar type of education, identical partial tests, identical forms of examination, and identical examination assignments.
5. If education units have a Dutch and English version and their learning goals differ in the area of the international context, both versions must have a similar type of education, equivalent partial tests, identical forms of examination, and equivalent examination assignments. The content of the partial tests and the examination assignments may differ in the area of the international context.
6. For all education units which have a Dutch and English version, the examinations of both versions are, in principle, taken at the same time.  
If the group size of an education unit gives cause for this, the Program Director can allow that for both versions partial tests or examinations can be taken at different times. In that case, the partial tests or examinations do not have identical but equivalent examination assignments.
7. In Bachelor-3 of the Economics and Business Economics and Econometrics and Operations Research programmes, students choose one Major from the offer as published on the website of the School. Each student may participate in a maximum of one seminar from the offer of the chosen Major.
8. In Bachelor-3 of the Economics and Business Economics and Econometrics and Operations Research programmes, students choose either a Minor from the offer as published on the website of the School, or follow an internship approved by the School or take part in the exchange programme of the School. If students choose a Minor or an internship, they also follow a number of elective courses from the offer of the School.
9. In derogation of the previous subsection, the chairperson of the Examination Board under mandate of the Dean can grant students at their request permission to incorporate a Minor, or one or more with sufficient result completed courses at another school or university, in the elective space of their study programme. The requirements that these courses must meet are published on the website of the School and form an integral part of these Teaching and Examination Regulations.
10. The transition regulations of the programmes as published on the website of the School, form an integral part of these Teaching and Examination Regulations

## Article 11 - Stipulations for tutorials in the programmes

1. The course guide lists the tutorials that are offered, their form and in which education block they are taught.
2. Participation in tutorials of a bachelor course is only possible for students who have registered in time in Osiris for this tutorial. The registration period runs from four weeks to four working days before the start of the new education block. After the regular registration period has ended, registration is still possible: for a Bachelor-1 course (not for first-year students, see subsection 3), and a Bachelor-2 course via a web form on the website of the School, against payment of €20 in administrative charges per tutorial; for a Bachelor-3 course via the Information Desk of the School. Students are assigned to the tutorial group where at that time places are still available.
3. Participation in the tutorials for the Bachelor-1 education units for the programmes is compulsory. All first-year students will be registered for these tutorials by the School. Per education unit students must attend at least 70% of the tutorials. In derogation of this rule, students are allowed to be absent for a maximum of one meeting if there are less than four tutorial meetings. For the Bachelor-1 course Guidance of the bachelor programme Economics and Business resp. the bachelor programme Economics and Taxation, the Bachelor-1 Guidance (econometrics) course of the bachelor programme Econometrics and Operations Research and the Guidance (BSc2) course in year 1 of the Double bachelor BSc<sup>2</sup> Econometrics/Economics as meant in article 32 of these regulations, a 100% attendance requirement applies.

4. In derogation of subsection 3, students of the Double bachelor BSc<sup>2</sup> Econometrics/Economics as meant in article 32, are not obliged to attend the tutorials of the Bachelor-1 education units Accounting, Introduction to Behavioural Economics, Philosophy and Organisation and Strategy of the IBEB programme in year 2 of the Double bachelor BSc<sup>2</sup> Econometrics/Economics.
5. In derogation of subsection 3, participation in the tutorials of the course Inleiding Programmeren and the course Introduction to Programming is not compulsory.
6. Students who have obtained a valid (registered in OSIRIS) but insufficient result for a Bachelor-1 education unit (and therefore have complied with both the minimum obligation to attend and the examination participation), do not have to comply with the minimum obligation to attend 70% when they have to redo the same education unit in a following academic year.
7. Pre-master students and course participants are exempt from the obligation to attend 70% of the tutorials for Bachelor-1 education units.
8. For the education unit Take-Off Bachelor a 100% obligation to attend applies.
9. Participation in a Bachelor-3 seminar is only possible for students who have registered in time via Osiris for this seminar and have been admitted to it. The registration period is from 30 October up to and including 20 November. Registered students who meet the admission requirements at that time, as well as registered students who meet the admission requirements after the examination period of the second education block, will be placed as much as possible with the seminar of their first preference.
10. For the seminars a 100% obligation to attend applies.
11. Theses must be written individually on a subject from the programme followed, under the supervision of an examiner in the field of that programme.

For Economics and Business Economics the thesis must be written on a subject from the major followed. This requirement does not apply to students who combine Economics and Business Economics with Economics and Taxation - they write the thesis in Economics and Taxation.

For Economics and Taxation the thesis must be written on a tax subject from the bachelor programme followed.

For Econometrics and Operations Research the thesis must be written on a subject from the major followed.

For the Double study Economics and Law students write two theses, one for Economics and Business Economics resp. IBEB or Economics and Taxation, and one for Dutch Law or Fiscal Law.

For the Double bachelor BSc<sup>2</sup> Econometrics/Economics students write one combined thesis of 12 credits on a subject from the International Bachelor Econometrics and Operations Research major followed. This thesis should include not only an econometric but also an economic analysis.

For the Double bachelor Economics/Econometrics and Philosophy of Economics/Econometrics students write two theses, one for Economics and Business Economics resp. Econometrics and Operations Research, and one for Philosophy of Economics resp. Philosophy of Econometrics.
12. A student who has started the thesis in an academic year has to complete the thesis no later than 1 October of the following academic year with sufficient result. To this end, the student makes a plan for the progress of the thesis, which has to be approved by the supervisor. All communication between thesis supervisor and student about the progress of the thesis must be recorded in the Thesis Management System.

In case of personal circumstances, the Examination Board can allow an extension of the thesis deadline at the student's request.

After the student has submitted the final version of the thesis, the thesis is assessed by the thesis supervisor and a second assessor. If the student has not completed the thesis by the deadline mentioned above or at the end of the permitted extension of the thesis deadline with sufficient result, the supervision of this thesis will be stopped and the thesis will receive the result 'fail'. In that case, the student will have to write a new thesis on a new subject with a new thesis supervisor.

If the student also does not complete this new thesis within the specified term with sufficient result, the thesis supervision will be stopped, and the student will be referred to the study advisor. Depending on the advice of the study advisor, the student can only start a new thesis with guidance from a study advisor and/or with mandatory participation in thesis coaching.

## Section 3 - Taking examinations

### Article 12 - Sequence of examinations

1. Admission to the Bachelor-2 and Bachelor-3 courses of a programme can only take place after the student has received a positive binding study advice of the programme concerned.  
For students of the Double bachelor BSc<sup>2</sup> Econometrics/Economics applies that admission to the Bachelor-2 courses International Economics, Finance 1, Empirical Marketing and Intermediate Accounting in year 2 of the programme can take place after the student has received a positive binding study advice from the International Bachelor Econometrics and Operations Research programme or from the Econometrie and Operationele Research programme.
2. Students are enrolled in the Career Skills Hub in Canvas when they have obtained 96 credits at the start of the academic year. Students who have obtained less than 96 credits can be excluded from participation in the Career Skills programme.
3. Admission to the seminars of Bachelor-3 and to Integratie Fiscale Economie can only take place after the student has at least fully completed Bachelor-1 and Bachelor-2 for the programme concerned.  
For students of the Double bachelor BSc<sup>2</sup> Econometrics/Economics applies that admission to the major seminars for IBEB can only take place after year 1 and year 2 of the programme have been passed; admission to the major seminars for the International Bachelor Econometrics and Operations Research can only take place after year 1, year 2 and year 3 of the programme have been passed, with the exception of the courses Applied Microeconomics and Economics of the Welfare State, and the major IBEB.  
For students of the pre-master programme Accounting, Auditing and Control applies that admission to the major Seminar Financial Accounting and Reporting or the major Seminar Management Accounting and Control can only take place after at least two of the courses from the pre-master programme have been passed.  
For students of the pre-master programme Economics and Taxation applies that admission to Integratie Fiscale Economie can only take place after at least two of the courses from the pre-master programme have been passed.
4. Admission to the internship for Econometrics and Operations Research can only take place after the Introductory Seminar Case Studies Econometrics and Operations Research has been passed.
5. Admission to the Bachelor thesis for Economics and Business Economics, IBEB resp. Economics and Taxation can only take place after admission to the seminars of bachelor-3 or to Integratie Fiscale Economie has taken place.  
Admission to the Bachelor thesis for Econometrics and Operations Research can only take place after the major seminar has been passed.  
Admission to the Bachelor Thesis BSc<sup>2</sup> can only take place after both major seminars have been passed.
6. In case of personal circumstances the chairperson of the Examination Board under mandate of the Dean can allow an exception to the rules laid down in the preceding subsections of this article.

### **Article 13 - Periods and frequency of examinations; examination schedule**

1. Twice per academic year examinations can be taken for the education units meant in article 10.
2. In derogation of the previous subsection tutorials and partial tests are offered only once a year. A partial test for which a minimum grade to be obtained is required (see article 15 subsection 5 of these regulations) is offered twice a year.
3. Students who have obtained an insufficient result of at least 4.5 or 'fail' for a course that is examined mainly through practical exercises, will at their request be offered the opportunity to obtain a sufficient result of a maximum of 5.5 or 'pass'.
4. Per academic year students can take part in a maximum of three Bachelor-1 resits and three Bachelor-2 resits per programme.  
In case of personal circumstances, the chairperson of the Examination Board can allow an exception to this rule under mandate of the Dean.
5. Students who have registered for more than one programme can file a reasoned written request with the Examination Board to be allowed to take more than three resits for Bachelor-1 and/or Bachelor-2 courses.
6. Students can take written examinations for the programme for which they have been registered according to an examination schedule to be determined annually by the chairperson of the Examination Board under mandate from the Dean. Amendments to this examination schedule are determined by the chairperson of the Examination Board in separate decisions.



## **Article 14 - Provisions concerning registration for taking part in written examinations**

1. Only students who are registered in OSIRIS for a written examination which they are entitled to, can take part in that examination.
2. Students who are registered for a course or seminar in Osiris at the end of week 2 of an education block are automatically registered for the written examination of that course or (if applicable) seminar. Students are required to check in week 6 of the course block whether they are registered in OSIRIS for the examination concerned. If students are not registered for the written examination at that time, they must still register themselves in OSIRIS within the registration period to take part in that examination.
3. Students who want to take part in a written resit of a course or (if applicable) seminar, must register themselves within the registration period in OSIRIS for taking part in that resit.
4. For students, the registration period for a written examination or resit runs from 26 working days to 5 working days before the examination or resit.  
After the end of the regular registration period it is still possible to register for the examination concerned up to and including the day on which that examination was taken, only against payment of €20 in administrative charges.

## **Article 15 - Form of the examinations**

1. Bachelor-1 and Bachelor-2 examinations are in writing and/or by practical exercise.
2. Bachelor-3 examinations are in writing and/or oral and/or by practical exercise.
3. In the education block of an education unit that is concluded with a separate examination (excluding seminars), assignments can be handed in or partial tests can be taken until at the latest one week before the examination takes place.
4. The result of the whole of the partial tests can be included in the determination of the final result for Bachelor-1 or Bachelor-2 courses for a maximum of 30%.
5. It is not allowed to require a minimum grade to be obtained for partial tests of a Bachelor-1 or Bachelor-2 course.
6. A minimum grade to be obtained can be required for a partial test of a Bachelor-3 course. This grade should not be higher than 4.5.
7. A minimum grade to be obtained can be required for an examination of a course with partial tests. For Bachelor-1 and Bachelor-2 courses this grade should not be higher than 4.5. For Bachelor-3 courses this grade should not be higher than 5.5.
8. Oral examinations can never determine more than 50% of the result of an education unit.
9. Group assignments can never determine more than 30% of the result of a Bachelor-1 or Bachelor-2 course, and 50% of the result of a Bachelor-3 course.
10. In derogation of the previous subsection, the result of a bachelor-3 seminar is individually determined based on groupwork and / or individual work. Written examinations can never determine 100% of the result of a seminar.
11. To prevent fraud, the answer options and/or questions in digital multiple choice examinations are, where possible, shown in random order. Multiple-choice examinations administered on paper are offered in at least two versions.
12. Any exceptions to the rules set out in the previous subsections must be approved in advance by the Programme Director.
13. If the Programme Director decides that the method of examination as meant in the previous subsections will be different, students will be informed about this at the latest eight weeks before the examination date.
14. Bonus schemes must be approved in advance by the Programme Director.
15. Students with a disability or chronic illness are offered the opportunity to adapt their studies, as far as reasonably possible, to the restrictions determined by the disability or chronic illness. These adaptations will be aligned as far as possible to the individual functional impairment of the student, but may not change the learning objectives of an education unit or the intended learning outcomes of a programme (see article 3 of these regulations).  
Students may request an adjustment of an education unit or the exam of a programme, accompanied by a declaration of a competent authority, to the Examination Board.

## Article 16 - Oral examinations

1. At an oral examination, each student is examined separately.
2. The oral examination is taken by an examiner in the presence of a second examiner.
3. Oral examinations are not public unless the Examination Board has decided otherwise in a special case.

## Section 4 - Examination results

### Article 17 - Establishment, publication and registration of examination results; marking term

1. Immediately after an oral examination the examiner determines the result in writing and announces the result to the student.
2. The examiner establishes the result of a written examination as soon as possible and ensures that the (partial) results of that education unit are correctly submitted to the faculty support office for registration in OSIRIS, at the latest 16 working days after the day that the final examination of the education unit was taken or submitted (except for the period between Christmas Day and New Year's Day), on the understanding that in any case the result of the examination is known at the latest one week before the beginning of the resit period of the relevant programme phase.  
In the event of force majeure, the chairperson of the Examination Board under mandate from the Dean can allow deviation from these terms.
3. Each time that the term as meant in subsection 2 is exceeded, the Programme Director will charge a fine of € 2,500 to the organisational unit responsible for the teaching and examination of the education unit concerned.
4. If it concerns an education unit that plays a crucial role in establishing the Binding Study Advice as meant in article 30, the Examination Board in derogation of subsection 2 can request the examiner to deliver the (partial) results for that education unit to the faculty support office for registration in OSIRIS earlier than 16 working days after the day on which the written examination was taken or submitted.
5. The Examination Board checks whether the marking term for the written examinations has been observed.
6. The examiner establishes the result of a seminar as soon as possible and ensures that the result of that seminar is correctly submitted to the faculty support office for registration in OSIRIS, at the latest 16 working days after the education block has ended (except for the period between Christmas Day and New Year's Day).
7. In good consultation, the examiner and a second assessor jointly determine the final result for a thesis in the Thesis Management System, at the latest 16 working days after the student has submitted the final version (except for the period between Christmas Day and New Year's Day) and has completed the thesis-and-curriculum evaluation.
8. The examiner determines results of partial tests which have as (one of the) goal(s) to assess and help students understand how they are progressing in the course as soon as possible and ensures that these are published at the latest before the beginning of the written examination.
9. The examiner immediately and correctly informs the faculty support office about the (partial) result of an education unit to be registered in OSIRIS.
10. The faculty support office ensures that the results of partial tests, examinations, education units and exams are correctly registered in OSIRIS within two working days after receipt. The Student Administration - team Study Progress and Diploma Administration registers the certificates that have been awarded to students. No information about registered data is disclosed to any persons other than the student, the Examination Board, the Executive Board of the Erasmus University, de Study Advisers, Programme Management, the Student Counsellors, and the Examinations Appeals Board, except for data about awarded certificates. The provisions in the preceding sentence can be deviated from with permission from the student.
11. The involvement of the Student Administration - team Study Progress and Diploma Administration as meant in the previous subsections is without prejudice to what the Executive Board of the Erasmus University has determined on the matter.
12. In very exceptional cases the Examination Board can cancel an examination or declare an examination invalid. In that case, the Examination Board in consultation with the responsible examiner(s), will

determine the date on which the examination will be taken, preferably within two weeks after the original examination date.

### **Article 18 - Term of validity**

1. Results of education units of a programme - including approved education units taken elsewhere and granted exemptions - are valid as long as the exam of the relevant programme has not been completed successfully.
2. Partial results and examination results are only valid during the academic year in which they have been obtained.

### **Article 19 - Right of inspection; inspection of old examination questions**

1. Within four weeks after the result of a written examination has been published in OSIRIS, but at the latest one week before the resit, students are, on their request, allowed to inspect their own assessed work. The examiner can, with due regard for the provisions in the third subsection, make further arrangements for the practical implementation of this.
2. During the term mentioned in the first subsection students are allowed, on their request, to inspect the questions and assignments of the written examination in which they have participated, and if possible, the norms based on which the assessment has taken place.
3. The examiner may decide that inspection together with the subsequent discussion as referred to in article 21 of the Rules and Regulations of the Examination Board takes place at a fixed location and time and announces this at the latest five working days before the inspection and subsequent discussion. Students who have been unable to attend this inspection and subsequent discussion due to force majeure are offered, on their request, another opportunity by the examiner.
4. The examiners ensure that at the latest in week 5 of the education block for every course a model examination including indications of the answers that the examiner considers representative of the material to be studied, the length and the form of their examinations, is made available to students.

### **Article 20 - Retention period for written examinations and theses**

1. The examination assignments and the norms for their assessment are kept for seven years after the assessment.
2. The student's examination works and their assessment are kept for two years after the assessment.
3. Theses and their assessment are kept for seven years after the assessment.

## **Section 5 - Exemptions**

### **Article 21 - Exemptions from education units**

1. At the request of a student, the Examination Board can grant exemptions from an education unit meant in article 10 based on:
  - either a successfully completed education unit from another university programme in the Netherlands, provided that in the judgement of the Examination Board this unit is equal or comparable as regards content, student workload and level;
  - or a successfully completed education unit from a higher professional education programme in the Netherlands, with the exception of the education units from the propaedeutic year, provided that in the judgement of the Examination Board this unit is equal or comparable as regards content, student workload and level;
  - or a successfully completed education unit from a higher education programme from outside the Netherlands, provided that in the judgement of the Examination Board this unit is equal or comparable as regards content, student workload and level.
2. The Examination Board asks the examiner(s) concerned for their advice before taking a decision.
3. In principle, no exemptions are granted for education units from Bachelor-1.
4. No exemptions are granted for seminars and theses.

## Section 6 - Exam results

### Article 22 - The determination of the result of the exam

1. The Examination Board determines whether a student can be awarded a degree.
2. After all education units for the exam as meant in article 10 have been passed, the exam result is determined by the Student Administration - team Study Progress and Diploma Administration on behalf of the Examination Board, with observance of the Teaching and Examination Regulations of the programme and the Rules and Regulations of the Examination Board.

### Article 23 - Degree

1. Students who have passed the exam are awarded the degree of 'Bachelor of Science in [degree programme name]' by the Executive Board of the Erasmus University Rotterdam.
2. The degree awarded is stated on the certificate.
3. The student who has obtained a degree, can, in accordance with the rules determined by the Executive Board, request the Examination Board to not yet award the certificate. This request must be submitted at least 6 weeks before obtaining the final required result for the awarding of the degree. If the duration of study exceeds the nominal study duration plus one year, a request to postpone the issuance of the certificate is not possible.

## Section 7 - Previous education

### Article 24 - Alternative requirements for previous education deficiencies

1. Previous education deficiencies for the Economics and Business Economics programme as regards the subject of Mathematics are offset by a result of at least 7.0 for the deficiency test OMPT-A or a result of at least 6.0 for the deficiency test OMPT-B to be taken for that purpose.
2. Previous education deficiencies for the Econometrics and Operations Research programme as regards the subject of Mathematics (Mathematics A but no Mathematics B) are offset by a result of at least 7.5 for the OMPT-D deficiency test to be taken for that purpose.
3. The requirement as regards a sufficient command of the Dutch language is fulfilled by successful completion of the 'Dutch as a Second Language test, level two' (NT - 2, Examination II).
4. The requirement as regards a sufficient command of the English language is fulfilled by successful completion of the test to be taken for that purpose and provision of a certificate of this test that is no more than 2 years old at the time of submission:
  - TOEFL iBT with a total score of at least 4.5;
  - IELTS Academic with a total score of at least 6.0;
  - Cambridge B2 First with a total score of at least 170;
  - Cambridge C1 Advanced with a total score of at least 170;
  - Cambridge C2 Proficiency with a total score of at least 180;
  - LanguageCert with a total score of at least 65;
  - Pearson PTE Academic with a total score of at least 61.

### Article 25 - Equivalent previous education

1. Article 24 similarly applies to holders of secondary or pre-university education certificates, either or not issued in the Netherlands, that by ministerial regulation are considered as at least equivalent to the Dutch pre-university education certificate.
2. Holders of other secondary or pre-university education certificates issued outside the Netherlands that in the country of origin allow access to university education can be granted exemption by the Executive Board of the Erasmus University from the previous education requirements meant in article 7.24, first subsection of the Act, if they fulfil the requirements mentioned in article 26 of these regulations as regards English and Mathematics.

3. Only holders of a propaedeutic certificate from one of the Dutch HBO programmes Accountancy (isat code 34406), Bedrijfseconomie/Finance and Control (isat code 34401), Finance & Control (isat code 35520) or Finance, Tax and Advice (isat code 35517) can be granted access by the Executive Board to the Economics and Business Economics programme, provided they also meet the following requirements: propaedeutic year completed with a weighted average of at least 7.0 and a result of at least 7.0 for the Mathematics deficiency test as referred to in article 24 subsection 1 of this regulation.
4. Only holders of a propaedeutic certificate from the Dutch HBO programme Toegepaste wiskunde/Applied Mathematics (isat code 35168) can be granted access by the Executive Board to the Econometrics and Operations Research programme, provided they also meet the following requirements: propaedeutic year completed with a weighted average of at least 7.0 and a result of at least 7.5 for the Mathematics deficiency test as referred to in article 24 subsection 2 of this regulation.
5. Holders of a propaedeutic certificate or statement of a successfully completed bachelor 1 from a Dutch university can be granted access by the Executive Board to the Economics and Business Economics programme, provided they also meet the following requirements: propaedeutic year completed with a weighted average of at least 7.5 and a result of at least 7.0 for the Mathematics deficiency test as referred to in article 24 subsection 1 of this regulation.
6. Holders of a propaedeutic certificate or statement of a successfully completed bachelor 1 from a Dutch university can be granted access by the Executive Board to the Econometrics and Operations Research programme, provided they also meet the following requirements: propaedeutic year completed with a weighted average of at least 7.5 and a result of at least 7.5 for the Mathematics deficiency test as referred to in article 24 subsection 2 of this regulation.
7. Holders of a final certificate from a recognized Dutch HBO programme or from a Dutch university bachelor or master programme can be granted access by the Executive Board to the Economics and Business Economics programme, provided they also meet the following requirement: a result of at least 7.0 for the Mathematics deficiency test as referred to in article 24 subsection 1 of this regulation.
8. Holders of a final certificate from a recognized Dutch HBO programme or from a Dutch university bachelor or master programme can be granted access by the Executive Board to the Econometrics and Operations Research programme, provided they also meet the following requirement: a result of at least 7.5 for the Mathematics deficiency test as referred to in article 24 subsection 2 of this regulation.

## Article 26 - Colloquium doctum

1. The following requirements apply to the admission test as meant in article 7.29 of the Act, hereinafter called: the colloquium doctum:
  - For Economics and Business Economics:
    - a. Mathematics A
    - b. Economics
    - c. Dutch
    - d. English
  - For Econometrics and Operations Research:
    - a. Mathematics B
    - b. Economics
    - c. Dutch
    - d. English
2. The requirements set for the colloquium doctum are met by obtaining the concerning Dutch VWO certificates or by completing the (deficiency) tests with a result of at least 7.0 for access to Economics and Business Economics and a result of at least 7.5 for access to Econometrics and Operations Research as referred to in article 24 of this regulation.
3. The colloquium doctum is not possible for the English tracks of the programmes.

## Article 27 - Entrance requirements for holders of foreign certificates that have not been recognised as equivalent with the Dutch pre-university education certificate by ministerial regulation

Without prejudice to the requirements stated in article 24, third subsection, as regards the Dutch language, holders of certificates as meant in article 25, second subsection, can be admitted to the programmes by the Executive Board of the Erasmus University after they have fulfilled the requirements mentioned in article 26 as regards English and Mathematics.

## **Article 28 – Admittance with selection**

According to the education concept of the English track International Bachelor in Economics and Business Economics (IBEB) of the programme Economics and Business Economics its students need to meet specific requirements. The track is only accessible to those students to which the track offers a place. The way in which a candidate can get a place is described in the regulation “Regulations numerus-fixus and decentralized selection for International Bachelor Economics and Business Economics 2026-2027”.

## **Section 8 - Study choice activities**

### **Article 29 - Study choice activities**

1. Prospective students who for the first time apply for one of the programmes, are required to participate in the study choice activities of that programme.
2. The Executive Board can refuse the enrolment for the programme of a prospective student who without valid reasons did not participate in the study choice activities of the programme and/or applied after 1 May.
3. Further details of the study choice activities are published on the website of the School.

## **Section 9 - Student counseling and study advice**

### **Article 30 - Student counseling**

1. The Programme Director provides individual counseling for students enrolled in the programmes.
2. The Programme Director ensures that at the latest at a week before the start of an education unit the lecturer responsible has published an overview of the lecturing and examination material in the course guide. The lecturer responsible must indicate how the material for this education unit has been distributed across the lectures and tests (assignments, partial tests, examinations).
3. If books and/or workbooks are not yet available at the start of an education unit, the lecturer responsible makes a studyable alternative available in the first lecture.

### **Article 31 - The binding study advice**

1. At the end of their first year of enrolment for one of the programmes all students receive a binding advice concerning the continuation of their programme. The advice is issued by the chairperson of the Examination Board under mandate from the Dean.
2. In derogation of subsection 1 students of the Double bachelor BSc<sup>2</sup> Econometrics/Economics also receive a binding advice concerning the continuation of their IBEB studies at the end of their second year of enrolment for the IBEB programme.
3. In derogation of subsection 1 students do not receive a binding study advice at the end of their first year of enrolment for the programme if they have successfully unenrolled themselves before 1 February of that first year of enrolment. In that case students receive the binding study advice at the end of their second year of enrolment for the programme.
4. The chairperson of the Examination Board can attach a rejection to the study advice for the programme concerned based on article 7.8b, third subsection of the Act, as long as the student has not yet passed all education units for Bachelor-1 of the programme. This rejection is only attached if the student, with due regard for their personal circumstances, is not considered suitable for the programme, because the study results do not meet the norms as meant in subsection 6, 7, 8 or 9. The rejection applies to a term of three academic years.
5. The binding study advice is subject to the norm that at the end of the first year of enrolment all education units for Bachelor-1 of the programme have been obtained.
6. In derogation of the previous subsection the binding study advice for students as meant in subsection 3 is subject to the norm that at the end of the second year of enrolment all education units for Bachelor-1 of the programme have been obtained.

7. In derogation of subsection 6 the binding study advice for students of the Double study Economics and Law is subject to the norm that at the end of the first year of enrolment a minimum of 60 credits has been obtained for Bachelor-1 of the Economics and Business Economics, IBEB resp. Economics and Taxation and Dutch Law resp. Fiscal Law programmes, of which at least 48 credits (including the five compensated within a completed cluster) for Bachelor-1 of the Economics and Business Economics, IBEB resp. Economics and Taxation programme.
8. In derogation of subsection 6 the following norm applies to the binding study advice for students of the Double bachelor BSc<sup>2</sup> Econometrics/Economics:
  - a. at the end of the first year of enrolment all education units for Bachelor-1 of the International Bachelor Econometrics and Operations Research programme should have been passed; and
  - b. at the end of the second year of enrolment also the Academic Skills 1 (BSc2), Academic Skills 2 (BSc2), Accounting, Introduction to Behavioural Economics, Philosophy and Organisation and Strategy courses of the IBEB programme should have been passed.
9. During the first year of enrolment, students receive at least two warning letters from the Examination Board about study progress and the binding study advice.  
Further details of student counseling and study progress control during Bachelor-1 of the programme are published on the Website of the school.
10. Personal circumstances that are taken into account for the binding study advice are:
  - a. illness of the person concerned;
  - b. physical, sensory or other disabilities of the person concerned;
  - c. pregnancy of the person concerned;
  - d. special family circumstances;
  - e. membership of the University Council, the School Council, the School's management team, the management of the programme or the Programme Committee;
  - f. other circumstances as meant in article 2.1 of the 'Uitvoeringsbesluit WHW 2008' [*Higher Education and Research Funding Decree 2008*].

Students who because of personal circumstances can reasonably expect to incur a delay in their studies are obliged to inform the Study Adviser in time. The object of the notification is to limit any study delay as a result of the circumstances and, if necessary in the opinion of the Study Adviser, to draw up an individual study plan. Notifications are timely if made within four weeks after the beginning of a circumstance.
11. The binding study advice is in writing and includes:
  - a. the norm that applies to the student concerned;
  - b. whether or not a rejection is attached to the advice, as meant in article 7.8b, third subsection of the Act;
  - c. if a rejection is attached to the study advice:
    - the notification that in the next three academic years the student cannot enrol as a student for the programme;
    - advice on continuation of the study within or outside the Erasmus University;
  - d. the possibility of appeal with the Examinations Appeals Board and the term within which the appeal must be lodged.

## Section 10 - Double studies

### Article 32 - Double study Economics and Law

1. In cooperation with the Erasmus School of Law of the Erasmus University the School has set up a Double study Economics and Law. This is a study path with which students can complete both a bachelor and master programme in economics and a bachelor and master programme in law in six years.  
Economics and Business Economics resp. IBEB students may combine their programme with a Dutch Law or Fiscal Law programme, Economics and Taxation students may combine their programme only with a Dutch Law programme.
2. Students who have been admitted to the Double study Economics and Law are entitled to a number of extra facilities, including a customized binding study advice for the bachelor programme in Dutch Law or Fiscal Law, a more relaxed binding study advice in accordance with article 30 subsection 8 in the bachelor programme in Economics and Business Economics, IBEB or Economics and Taxation, study

advice for this twin study from the Double study Economics and Law coordinator and a separate regulation to participate in the education of Bachelor-1 courses.

3. Students who have been admitted to the Double study Economics and Law are entitled to a number of exemptions which are published on the website of the School.
4. Students who under subsection 1 are not admitted to the Double study Economics and Law can still be admitted to the double study in the second year of enrolment at Erasmus University if they have completed the Bachelor-1 of Economics and Business Economics, IBEB or Economics and Taxation, or Dutch Law or Fiscal Law.
5. Students of the Double study Economics and Law who during their economics and/or law studies have obtained in an academic year fewer than 45 credits, can be refused access to the extra facilities of the Double study Economics and Law by the Double study Economics and Law coordinator. In applying this norm at least the personal circumstances referred to in article 30 subsection 11 of these regulations are taken into account.

### **Article 33 - Double bachelor BSc<sup>2</sup> Econometrics/Economics**

1. The School has set up a Double bachelor BSc<sup>2</sup> Econometrics/Economics. This is a study path with which students can complete both the bachelor programme for the International Bachelor Econometrics and Operations Research and the IBEB bachelor programme in four years.
2. Students who have been admitted to the Double bachelor BSc<sup>2</sup> Econometrics/Economics are entitled to several extra facilities, including a customized binding study advice in the IBEB programme in accordance with article 31 subsection 9 sub b and access to selected BSc<sup>2</sup> tutorial groups.
3. Students who are not admitted to the Double bachelor BSc<sup>2</sup> Econometrics/Economics can still be admitted to the double bachelor in the second year of enrolment at Erasmus University if they have completed the Bachelor-1 of econometrics.
4. BSc<sup>2</sup> students for whom the student workload is afterwards found to be too high can switch to one of the two regular programmes. In case the student wants to switch to the bachelor programme IBEB, the selection procedure as described in article 28 applies.

### **Article 34 – Double bachelor Economics/Econometrics and Philosophy of Economics/Econometrics**

1. In cooperation with the Erasmus School of Philosophy of the Erasmus University the School has set up a Double bachelor Economics/Econometrics and Philosophy of Economics/Econometrics. This is a study path with which students in four years can complete both one of the programmes and a bachelor programme Philosophy of Economics or Philosophy of Econometrics.
2. Students can be admitted to the Double bachelor Economics/Econometrics and Philosophy of Economics/Econometrics after they have completed the Bachelor-1 of one of the programmes with a pass.
3. Students who have been admitted to the Double bachelor Economics/Econometrics and Philosophy of Economics/Econometrics are entitled to a number of exemptions which are published on the website of the School.

## **Section 11 - Free bachelor exam**

### **Article 35 - Bachelor exam with a student-selected programme**

1. Subject to approval from the Examination Board students can compose their own programme from education units offered by the Erasmus University or other universities to which the bachelor exam for one of the programmes is attached.
2. The provisions of these Teaching and Examination Regulations similarly apply to a programme approved by the Examination Board as meant in the previous subsection.

## **Section 12 - Bachelor Honours Programmes**



## **Article 36 - Bachelor Honours Class**

1. First-year students who have passed all Bachelor-1 education units from education blocks 1, 2 and 3 of their programme with excellent results can apply for a place in the extracurricular Bachelor Honours Class after education block 3. Students will be selected by a selection committee based on study results, a motivation, an essay, and an interview. The number of available slots is established annually and published on the website of the School. Decisions by the selection committee are not open to appeal.
2. The enrolment procedure, content and assessment for the Bachelor Honours Class are published on the website of the School and form an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions in these regulations.
3. Students who have passed the Bachelor Honours Class receive a certificate authenticated by the School in addition to their certificate.

## **Article 37 - Bachelor Honours Research Class**

1. Second-year students who have passed all Bachelor-2 education units from education blocks 1, 2 and 3 of their programme with excellent results can apply for a place in the extracurricular Bachelor Honours Research Class after education block 3. Students will be selected by a selection committee based on study results, a motivation, an essay, and an interview. The number of available slots is established annually and published on the website of the School. Decisions by the selection committee are not open to appeal.
2. The enrolment procedure, content and assessment for the Bachelor Honours Research Class are published on the website of the School and form an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions in these regulations.
3. Students who have passed the Bachelor Honours Research Class receive a certificate authenticated by the School in addition to their certificate.

## **Section 13 - Hardship clause**

### **Article 38 - Hardship clause**

In highly exceptional individual circumstances where application of one or more provisions from these Teaching and Examination Regulations would result in evidently unreasonable and/or unfair situations, the competent body can on the basis of a written and reasoned request from the person concerned deviate from said provision(s) in favour of the person concerned.

## **Section 14 - Appeal and objection**

### **Article 39 - Appeal and objection**

1. Decisions from the Examination Board resp. the examiners of the School can be appealed against at the Board of Appeals for Examinations (CBE) of the Erasmus University under article 7.60 of the act.
2. In derogation of the previous subsection, decisions from the Examination Board regarding admission to the education units referred to in article 12 of these regulations can be objected against at the Student Arbitration Committee (GAS) of the Erasmus University.
3. Decisions from the other governing bodies of the School or of Erasmus University can be objected against at the Student Arbitration Committee (GAS) of the Erasmus University.

## **Section 15 - Concluding and implementation provisions**

### **Article 40 - Amendments**

1. Amendments to these regulations are determined by the Programme Director in separate decisions.
2. Amendments to these regulations cannot adversely influence decisions with respect to students taken by the Examination Board under these regulations.
3. Amendments to these regulations during the academic year will only take place in case of force majeure or in the favour of students.
4. Amendments to these regulations with a considerable interest for students will be published on the website.

### **Article 41 - Publication**

The Dean ensures proper publication of these regulations, of the Rules and Regulations laid down by the Examination Board and of amendments to these regulations.

### **Article 42 - Entry into force**

These regulations become effective on 1 September 2026 and remain valid up to and including 31 August 2027.

Thus laid down by order of the Dean of the Erasmus School of Economics on 14 July 2026, with the consent of the School Council and the Programme Committees, after hearing the advice from the Examination Board, the Programme Committees and the School Council.

## Appendix

### Intended learning outcomes of the programmes

#### Dutch programmes

#### Economics and Business Economics

| Dublin Descriptor (DD)                                     |                                                                             | Intended Learning Outcome (ILO)                                                                                                                                                                                                                 |
|------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Knowledge and understanding</b>                      | <b>1. Explaining an interpreting key economic concepts</b>                  | Students can explain and interpret key concepts and theories in the areas of microeconomics, macroeconomics, applied economics, and business economics. Students have an in-depth knowledge in at least one of the beforementioned areas.       |
|                                                            | <b>2. Knowledge and understanding of key support areas</b>                  | Students possess the relevant knowledge and understanding of mathematics, statistics, and data analytics to understand and apply economic models.                                                                                               |
|                                                            | <b>3. Knowledge and understanding of ethics and philosophy in economics</b> | Students can place contemporary economic thought in an historic framework and have knowledge and understanding of ethics and philosophy in economics.                                                                                           |
| <b>2. Applying knowledge and understanding: research</b>   | <b>4. Ability to analyse and apply</b>                                      | Students can apply economic theories and research methods to current national and international economic issues and policies. In doing so, students can analyse and explain the existence of these issues and the purpose of economic policies. |
|                                                            | <b>5. Ability to define a problem statement</b>                             | Students can define a clear and bounded problem statement and formulate and operationalise associated research questions and hypotheses within the area of economics and business economics.                                                    |
|                                                            | <b>6. Choosing a research method</b>                                        | Students select an appropriate quantitative research method for answering the research questions.                                                                                                                                               |
|                                                            | <b>7. Collecting data</b>                                                   | Students can collect data through own fieldwork and/or the use of databases, internet, or other sources of secondary data.                                                                                                                      |
|                                                            | <b>8. Using the appropriate analysis techniques</b>                         | Students use mathematical and statistical techniques that are appropriate for the research method.                                                                                                                                              |
|                                                            | <b>9. Drawing conclusions</b>                                               | Based on their research, students can draw conclusions regarding the problem statement and point out the strengths and weaknesses of the data and the applied methods.                                                                          |
| <b>2. Applying knowledge and understanding: management</b> | <b>10. Formulating recommendations</b>                                      | Students can identify and diagnose problems of an economic nature. Based on economic theories and/or research findings, students formulate advice to help solve problems of companies and government institutions.                              |
|                                                            | <b>11. Taking strategic action</b>                                          | Students can argue what the effects, both desired and undesired, of policy recommendations will be, taking into account situational factors and potential bottlenecks.                                                                          |
| <b>3. Making judgements</b>                                | <b>12. Abstraction</b>                                                      | Students select relevant research questions and information from a complex reality and are able to get to the heart of the matter in a given context.                                                                                           |
|                                                            | <b>13. Analytical approach</b>                                              | Using logical reasoning, students can formulate conclusions and extrapolate consequences from premises and observable facts.                                                                                                                    |
|                                                            | <b>14. Interpretation frameworks</b>                                        | Students can address problems from different points of view by using different interpretation frameworks. They value and respect these different perspectives.                                                                                  |

|                           |                                              |                                                                                                                                                                                          |
|---------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <b>15. Research-oriented approach</b>        | Students are able to use impartial and objective academic research to approach and solve practical problems.                                                                             |
| <b>4. Communication</b>   | <b>16. Cooperation</b>                       | Students cooperate professionally and effectively in teams, acknowledging each other's preferences, position and values.                                                                 |
|                           | <b>17. Written and verbal communication</b>  | Students communicate effectively verbally and in writing and can structure their argument correctly and consistently.                                                                    |
| <b>5. Learning skills</b> | <b>18. Argumentation and taking position</b> | Students have strong argumentation skills and can think critically. As such they can formulate a substantiated opinion on economic national and international developments and research. |
|                           | <b>19. Self-direction</b>                    | Students have the (learning) skills to continue with a degree programme that assumes a high level of autonomy.                                                                           |

## Economics and Taxation (only in Dutch)

| Dublin Descriptor (DD)                |                                                                                                                                 | Eindkwalificaties                                                                                                                                                                                                                           |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Kennis en inzicht</b>           | <b>1. Weergeven en interpreteren van de belangrijkste economische concepten</b>                                                 | Studenten kunnen de belangrijkste concepten en theorieën op het gebied van economie en bedrijfseconomie weergeven en interpreteren. Dit omvat de gebieden: micro-economie, macro-economie, gedragseconomie en bedrijfseconomie.             |
|                                       | <b>2. Weergeven en interpreteren van de structuur van de Nederlandse belastingwetgeving</b>                                     | Studenten kunnen de structuur van de Nederlandse belastingwetgeving en daarop gebaseerde rechtspraak weergeven en interpreteren.                                                                                                            |
|                                       | <b>3. Weergeven en interpreteren van de Nederlandse belastingwetten en de beginselen van het internationale belastingrecht.</b> | Studenten kunnen de belastingwetten in Nederland, de beginselen van het Europese belastingrecht en van het internationale belastingrecht weergeven en interpreteren.                                                                        |
|                                       | <b>4. Kennis en begrip van ondersteunende vakken.</b>                                                                           | Studenten hebben de benodigde kennis en begrip van wiskunde, statistiek en data analyse om (fiscaal) economische modellen te begrijpen en toe te passen.                                                                                    |
|                                       | <b>5. Kennis en begrip van ethiek en filosofie van de economie</b>                                                              | Studenten hebben kennis en begrip van ethiek en filosofie van de economie.                                                                                                                                                                  |
| <b>2. Toepassen kennis en inzicht</b> | <b>6. Analyseren en verklaren van gevoerd fiscaal-economisch beleid</b>                                                         | Studenten kunnen de economische effecten van het gevoerde fiscaal-economische beleid van bedrijven, overheden en private personen analyseren, verklaren en beoordelen. Ze maken hierbij gebruik van relevante wetenschappelijke literatuur. |
|                                       | <b>7. Analyseren en verklaren van actuele situaties</b>                                                                         | Studenten kunnen actuele situaties analyseren, verklaren en beoordelen vanuit de historische en wetenschappelijke ontwikkeling van het fiscale vakgebied.                                                                                   |
|                                       | <b>8. Formulering van doelstelling en probleemstelling</b>                                                                      | Studenten kunnen een duidelijke probleemstelling en concrete onderzoeksvragen formuleren op een fiscaal-economisch deelterrein, uitgaande van wetenschappelijke concepten en theorieën.                                                     |
|                                       | <b>9. Keuze van onderzoeksmethode</b>                                                                                           | Studenten selecteren een relevante kwalitatieve en/of kwantitatieve onderzoeksmethode voor het beantwoorden van de onderzoeksvragen.                                                                                                        |
|                                       | <b>10. Dataverzameling</b>                                                                                                      | Studenten zijn in staat data te verzamelen via databanken, internet of bibliotheken en/of door het zelf uitvoeren van veldwerk.                                                                                                             |
|                                       | <b>11. Gebruiken van een passende analysetechniek.</b>                                                                          | Studenten gebruiken wiskundige en statistische technieken die passen bij de data en onderzoeksmethode.                                                                                                                                      |
|                                       | <b>12. Trekken van conclusies</b>                                                                                               | Op basis van hun onderzoek, trekken studenten conclusies aangaande de probleemstelling, en reflecteren op de sterke en zwakke punten van de data en de gebruikte methoden.                                                                  |
|                                       | <b>13. Beleidsvraagstukken diagnosticeren</b>                                                                                   | Studenten kunnen fiscaal-economische beleidsvraagstukken diagnosticeren.                                                                                                                                                                    |
|                                       | <b>14. Ontwikkelen van beleidsadviezen</b>                                                                                      | Studenten kunnen op basis van onderzoeksresultaten beleidsadviezen formuleren, gericht op de oplossing van concrete en hedendaagse fiscaal-economische vraagstukken van bedrijven of overheden.                                             |
|                                       | <b>15. Samenhang en interactie</b>                                                                                              | Studenten begrijpen de samenhang en interactie tussen de (bedrijfs)economie en fiscale wetgeving en verklaren op basis daarvan het handelen van personen, ondernemingen en overheid.                                                        |
| <b>3. Oordeelsvorming</b>             | <b>16. Vermogen tot abstraheren</b>                                                                                             | Studenten selecteren relevante onderzoeksvragen en informatie uit een complexe samenhang en kunnen deze doorgronden binnen een gegeven context.                                                                                             |
|                                       | <b>17. Analytische grondhouding</b>                                                                                             | Met behulp van logisch redenen, kunnen studenten conclusies trekken en gevolgen extrapoleren uit gegeven premissen en waarneembare feiten.                                                                                                  |
|                                       | <b>18. Onderzoekende grondhouding</b>                                                                                           | Studenten zijn in staat om objectief en onpartijdig academisch onderzoek te gebruiken om fiscaal-economische vraagstukken te analyseren en op te lossen.                                                                                    |

|                            |                                                     |                                                                                                                                                                                                          |
|----------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <b>19. Interpretatiekaders</b>                      | Studenten kunnen problemen vanuit verschillende standpunten benaderen door middel van het gebruik van verschillende interpretatiekaders. Ze waarderen en respecteren deze verschillende perspectieven.   |
| <b>4. Communicatie</b>     | <b>20. Samenwerking</b>                             | Studenten werken professioneel en doelgericht samen in teams en erkennen het belang, de positie en waarden van anderen.                                                                                  |
|                            | <b>21. Schriftelijke en mondelinge communicatie</b> | Studenten kunnen zowel schriftelijk als mondeling effectief communiceren en kunnen hun argumenten correct en consistent uiteenzetten.                                                                    |
| <b>5. Leervaardigheden</b> | <b>22. Argumenteren en een standpunt innemen</b>    | Studenten hebben sterke argumentatie vaardigheden en kunnen kritisch denken. Dit betekent dat ze een onderbouwde mening kunnen formuleren over ontwikkelingen en onderzoek op fiscaal-economisch gebied. |
|                            | <b>23. Zelfsturing</b>                              | Studenten hebben de (leer)vaardigheden om door te studeren in een studieprogramma waarin een hoge mate van autonomie vereist is.                                                                         |

## Econometrics and Operations Research

| Dublin Descriptor (DD)                         |                                                                                             | Intended Learning Outcome (ILO)                                                                                                                                                                                 |
|------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Knowledge and understanding</b>          | <b>1. Explaining an interpreting key econometric concepts</b>                               | Students possess in-depth knowledge and understanding of mathematics, statistics, programming and algorithms to understand and apply econometric and operations research methods.                               |
|                                                | <b>2. Explaining an interpreting key economic concepts</b>                                  | Students can explain and interpret key concepts in microeconomics, macroeconomics, and business economics.                                                                                                      |
|                                                | <b>3. Ability to link econometric techniques to economic areas</b>                          | Students master key concepts of modelling in econometrics and operations research and can link these to one of the before mentioned economic areas                                                              |
|                                                | <b>4. Knowledge and understanding of ethics and philosophy in econometrics</b>              | Students have knowledge and understanding of ethics and philosophy in econometrics.                                                                                                                             |
| <b>2. Applying knowledge and understanding</b> | <b>5. Ability to analyse and apply</b>                                                      | Students analyse and explain national and international phenomena and issues in economics and business by using their knowledge of the theories and methods of econometrics and operations research.            |
|                                                | <b>6. Ability to define a problem statement</b>                                             | Students can define a clear and bounded problem statement and formulate associated research questions and hypotheses within the area of economics, business economics, econometrics and/or operations research. |
|                                                | <b>7. Choosing a research method</b>                                                        | Students select an appropriate quantitative research method and construct a suitable model based on mathematics, statistics, econometrics and/or operations research for solving the problem in question.       |
|                                                | <b>8. Applying a research method to real life data</b>                                      | Students can apply common econometric and operations research techniques to real-life data from (financial) markets, companies, the government and science.                                                     |
|                                                | <b>9. Collecting data</b>                                                                   | Students can collect data through the use of databases, Internet, or other sources of secondary data.                                                                                                           |
|                                                | <b>10. Executing and adjusting the modelling cycle</b>                                      | Students can execute the modelling cycle and adjust the model based on the obtained results.                                                                                                                    |
|                                                | <b>11. Drawing conclusion</b>                                                               | Based on their research, students can draw conclusions regarding the problem statement and point out the strengths and weaknesses of the data and the applied methods.                                          |
|                                                | <b>12. Formulating recommendations</b>                                                      | Based on research findings, students can formulate advice to help solve problems of companies and government institutions.                                                                                      |
|                                                | <b>13. Identifying uncertainties in implementing advice</b>                                 | Students can identify uncertainties and possible bottlenecks in the implementation of the provided advice.                                                                                                      |
| <b>3. Making judgements</b>                    | <b>14. Coherence and interaction between econometric or operations research techniques.</b> | Students understand the coherence and interactions between econometric or operations research techniques.                                                                                                       |
|                                                | <b>15. Distinguishing main and secondary issues</b>                                         | Students can distinguish between main and secondary issues within a complex framework.                                                                                                                          |
|                                                | <b>16. Abstract reasoning</b>                                                               | Students can use abstract reasoning in a mathematical or statistical context.                                                                                                                                   |
|                                                | <b>17. Logical reasoning</b>                                                                | Using logical reasoning, students can formulate conclusions and extrapolate consequences from premises and observable facts.                                                                                    |

|                           |                                                            |                                                                                                                                                                                                               |
|---------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <b>18. Formulating models and analysing their features</b> | Students can independently formulate econometric and decision-making models and analyse their relevant mathematical and statistical features.                                                                 |
|                           | <b>19. Research-oriented approach</b>                      | Students are able to use impartial and objective academic research to approach and solve practical problems.                                                                                                  |
|                           | <b>20. Interpretation frameworks</b>                       | Students can address problems from different points of view by using different interpretation frameworks.                                                                                                     |
| <b>4. Communication</b>   | <b>21. Cooperation</b>                                     | Students cooperate professionally and effectively in teams, acknowledging each other's interests, position and values.                                                                                        |
|                           | <b>22. Communication</b>                                   | Students communicate effectively verbally and in writing and can structure their argument correctly and consistently. They correctly formulate mathematical and statistical problems.                         |
| <b>5. Learning skills</b> | <b>23. Argumentation and taking position</b>               | Students have strong argumentation skills and can think critically. As such they can formulate a substantiated opinion on economic developments using econometric or operations research models and concepts. |
|                           | <b>24. Self-direction</b>                                  | Students have the (learning) skills to continue with a degree programme that assumes a high level of autonomy.                                                                                                |

## English programmes

### International Bachelor in Economics & Business Economics

| Dublin Descriptor (DD)                                   |                                                                             | Intended Learning Outcome (ILO)                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Knowledge and understanding</b>                    | <b>1. Explaining an interpreting key economic concepts</b>                  | Students can explain and interpret key concepts and theories in the areas of microeconomics, macroeconomics, applied economics, and business economics in a national and international context. Students have an in-depth knowledge in at least one of the beforementioned areas.                                                                                               |
|                                                          | <b>2. Knowledge and understanding of key support areas</b>                  | Students possess the relevant knowledge and understanding of mathematics, statistics, and data analytics to understand and apply economic models.                                                                                                                                                                                                                               |
|                                                          | <b>3. Knowledge and understanding of ethics and philosophy in economics</b> | Students can place contemporary economic thought in an historic framework and have knowledge and understanding of ethics and philosophy in economics.                                                                                                                                                                                                                           |
| <b>2. Applying knowledge and understanding: research</b> | <b>4. Ability to analyse and apply</b>                                      | Students can apply economic theories and research methods to current national and international economic issues and policies. In doing so, students can analyse and explain the existence of these issues and the purpose of economic policies. Students can furthermore explain how differences in the socio-economics context of countries and regions impact their analyses. |
|                                                          | <b>5. Ability to define a problem statement</b>                             | Students can define a clear and bounded problem statement and formulate and operationalise associated research questions and hypotheses within the area of economics and business economics.                                                                                                                                                                                    |
|                                                          | <b>6. Choosing a research method</b>                                        | Students select an appropriate quantitative research method for answering the research questions.                                                                                                                                                                                                                                                                               |
|                                                          | <b>7. Collecting data</b>                                                   | Students can collect data through own fieldwork and/or the use of databases, internet, or other sources of secondary data. Students understand how socio-economic differences between countries and regions can affect reliability and comparability of their collected data.                                                                                                   |
|                                                          | <b>8. Using the appropriate analysis techniques</b>                         | Students use mathematical and statistical techniques that are appropriate for the research method. Students can analyse international and cross-country data.                                                                                                                                                                                                                   |
|                                                          | <b>9. Drawing conclusions</b>                                               | Based on their research, students can draw conclusions regarding the problem statement and point out the strengths and weaknesses of the data and the applied methods. Students show a good understanding on how the (inter)national context of their research impacts their conclusions.                                                                                       |

|                                                            |                                              |                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Applying knowledge and understanding: management</b> | <b>10. Formulating recommendations</b>       | Students can identify and diagnose problems of an economic nature with a specific focus on international economics. Based on economic theories and/or research findings, students formulate advice to help solve problems of both national and international companies and (government) institutions.                                 |
|                                                            | <b>11. Taking strategic action</b>           | Students can argue what the effects, both desired and undesired, of policy recommendations will be, taking into account situational factors and potential bottlenecks.                                                                                                                                                                |
| <b>3. Making judgements</b>                                | <b>12. Abstraction</b>                       | Students select relevant research questions and information from a complex reality and are able to get to the heart of the matter in a given national and international context.                                                                                                                                                      |
|                                                            | <b>13. Analytical approach</b>               | Using logical reasoning, students can formulate conclusions and extrapolate consequences from premises and observable facts.                                                                                                                                                                                                          |
|                                                            | <b>14. Interpretation frameworks</b>         | Students can address problems from different points of view by using different interpretation frameworks. They value and respect these different perspectives.                                                                                                                                                                        |
|                                                            | <b>15. Research-oriented approach</b>        | Students are able to use impartial and objective academic research to approach and solve practical problems.                                                                                                                                                                                                                          |
| <b>4. Communication</b>                                    | <b>16. Cooperation</b>                       | Students cooperate professionally and effectively in international and culturally diverse teams, acknowledging each other's preferences, position and values.                                                                                                                                                                         |
|                                                            | <b>17. Written and verbal communication</b>  | Students communicate effectively verbally and in writing for an international audience and can structure their argument correctly and consistently. Students are culturally sensitive in their communication.                                                                                                                         |
| <b>5. Learning skills</b>                                  | <b>18. Argumentation and taking position</b> | Students have strong argumentation skills and can think critically. As such they can formulate a substantiated opinion on economic national and international developments and research. Students take the (inter)national context, and its associated limitations and/or opportunities, into account when formulating their opinion. |
|                                                            | <b>19. Self-direction</b>                    | Students have the (learning) skills to continue with a degree programme that assumes a high level of autonomy.                                                                                                                                                                                                                        |

## International Bachelor in Econometrics & Operations Research

| Dublin Descriptor (DD)                         |                                                                                | Intended Learning Outcome (ILO)                                                                                                                                                                                                                 |
|------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Knowledge and understanding</b>          | <b>1. Explaining an interpreting key econometric concepts</b>                  | Students possess in-depth knowledge and understanding of mathematics, statistics, programming and algorithms to understand and apply econometric and operations research methods.                                                               |
|                                                | <b>2. Explaining an interpreting key economic concepts</b>                     | Students can explain and interpret key concepts in microeconomics, macroeconomics, and business economics in a national and an international context                                                                                            |
|                                                | <b>3. Ability to link econometric techniques to economic areas</b>             | Students master key concepts of modelling in econometrics and operations research and can link these to one of the before mentioned (international) economic areas                                                                              |
|                                                | <b>4. Knowledge and understanding of ethics and philosophy in econometrics</b> | Students have knowledge and understanding of ethics and philosophy in econometrics and have an understanding of organizational and societal differences between countries.                                                                      |
| <b>2. Applying knowledge and understanding</b> | <b>5. Ability to analyse and apply</b>                                         | Students analyse and explain national and international phenomena and issues in economics and business by using their knowledge of the theories and methods of econometrics and operations research.                                            |
|                                                | <b>6. Ability to define a problem statement</b>                                | Students can define a clear and bounded problem statement and formulate associated research questions and hypotheses within the area of (international) economics, (international) business economics, econometrics and/or operations research. |
|                                                | <b>7. Choosing a research method</b>                                           | Students select an appropriate quantitative research method and construct a suitable model based on mathematics, statistics, econometrics and/or operations research for solving the problem in question.                                       |

|                             |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <b>8. Applying a research method to real life data</b>                                      | Students can apply common econometric and operations research techniques to real-life data from (financial) markets, companies, the government and science.                                                                                                                                                                                                     |
|                             | <b>9. Collecting data</b>                                                                   | Students can collect data through the use of databases, Internet, or other sources of secondary data.                                                                                                                                                                                                                                                           |
|                             | <b>10. Executing and adjusting the modelling cycle</b>                                      | Students can execute the modelling cycle and adjust the model based on the obtained results.                                                                                                                                                                                                                                                                    |
|                             | <b>11. Drawing conclusion</b>                                                               | Based on their research, students can draw conclusions regarding the problem statement and point out the strengths and weaknesses of the data and the applied methods. Students show a good understanding on how the international context of their research impacts their conclusions.                                                                         |
|                             | <b>12. Formulating recommendations</b>                                                      | Based on research findings, students can formulate advice to help solve problems of (multinational) companies, government institutions, and other international organizations, using an appropriate mode and style of communication.                                                                                                                            |
|                             | <b>13. Identifying uncertainties in implementing advice</b>                                 | Students can identify uncertainties and possible bottlenecks in the implementation of the provided advice.                                                                                                                                                                                                                                                      |
|                             | <b>14. Coherence and interaction between econometric or operations research techniques.</b> | Students understand the coherence and interactions between econometric or operations research techniques.                                                                                                                                                                                                                                                       |
| <b>3. Making judgements</b> | <b>15. Distinguishing main and secondary issues</b>                                         | Students can distinguish between main and secondary issues within a complex framework.                                                                                                                                                                                                                                                                          |
|                             | <b>16. Abstract reasoning</b>                                                               | Students can use abstract reasoning in a mathematical or statistical context.                                                                                                                                                                                                                                                                                   |
|                             | <b>17. Logical reasoning</b>                                                                | Using logical reasoning, students can formulate conclusions and extrapolate consequences from premises and observable facts.                                                                                                                                                                                                                                    |
|                             | <b>18. Formulating models and analysing their features</b>                                  | Students can independently formulate econometric and decision-making models and analyse their relevant mathematical and statistical features.                                                                                                                                                                                                                   |
|                             | <b>19. Research-oriented approach</b>                                                       | Students are able to use impartial and objective academic research to approach and solve practical problems.                                                                                                                                                                                                                                                    |
| <b>4. Communication</b>     | <b>20. Interpretation frameworks</b>                                                        | Students can address problems from different points of view by using different interpretation frameworks.                                                                                                                                                                                                                                                       |
|                             | <b>21. Cooperation</b>                                                                      | Students cooperate professionally and effectively in international teams, acknowledging each other's interests, position and values.                                                                                                                                                                                                                            |
| <b>5. Learning skills</b>   | <b>22. Communication</b>                                                                    | Students communicate effectively in an international context, both verbally and in writing in English, and can structure their argument correctly and consistently. They correctly formulate mathematical and statistical problems.                                                                                                                             |
|                             | <b>23. Argumentation and taking position</b>                                                | Students have strong argumentation skills and can think critically. As such they can formulate a substantiated opinion on international economic developments using econometric or operations research models and concepts. Students take the global context, and its associated limitations and/or opportunities, into account when formulating their opinion. |
|                             | <b>24. Self-direction</b>                                                                   | Students have the (learning) skills to continue with a degree programme that assumes a high level of autonomy.                                                                                                                                                                                                                                                  |