

# **Education and Examination Regulations (EER) 2020-2021**

Bachelor's programmes, Erasmus School of Social and  
Behavioural Sciences

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## INTRODUCTION

These Education and Examination Regulations (EER) include the programme-specific rights and obligations of students following the Bachelor's programmes of the Erasmus School of Social and Behavioural Sciences, with the exception of the Liberal Arts and Sciences Bachelor's programme of Erasmus University College.

Please note that the (pre-)master EER includes the programme-specific rights and obligations of students following the pre-master's programmes of the Erasmus School of Social and Behavioural sciences.

The general university Student's Charter stipulates the rights and obligations applicable to all students.

These Education and Examination Regulations are drawn up as annual regulations. This means that the rights and obligations of students are described in the Education and Examination Regulations of the current academic year regardless of the cohort to which they belong. There are a number of cohort-specific provisions, however, such as the provisions of the compensation scheme and the arrangements in place for resit examinations. These cohort-specific provisions are described in the appendices.

These regulations were adopted by the dean of the Erasmus School of Social and Behavioural Sciences with the consent of the Faculty Council and Programme Committees, and following the recommendations of the Examination Board.

## SECTION 1 – GENERAL PROVISIONS

### Article 1.1. Applicability of the regulations

These regulations apply to the 2020-2021 academic year and govern the teaching, tests and examination of the Bachelor's programmes in Sociology, Public Administration (including the English-taught Management of International Social Challenges track), Psychology (including the English-taught International Bachelor in Psychology track) and Pedagogical Sciences (hereinafter: the programme), and apply to and govern all students who are enrolled in these programmes.

The programme is provided by the Erasmus School of Social and Behavioural Sciences, hereinafter referred to as: the faculty.

### Article 1.2. Definitions

In these regulations the following definitions apply:

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|-----------------------|--|
| a. The Act:           | the Higher Education and Research Act (WHW);   |
| b. Student:           | a person registered at the university for the purpose of following an educational programme and/or sitting the programme's tests and exams in accordance with Article 7.34 of the Act; |
| c. Examination Board: | the committee as referred to in Article 7.12 of the Act that determines in an objective and expert manner  |

	whether a student meets the conditions set by the EER regarding the knowledge, insight and skills required to obtain a degree;
d. Programme:	the Bachelor's programme referred to in Article 1.1 of these regulations;
e. Master's programme:	the programme as referred to in Article 7.3a, first paragraph under b, of the Act that is concluded with an exam, hereinafter referred to as the Master's exam;
f. Credit:	a unit expressed in EC and equal to 28 hours of study;
g. Course coordinator or practical coordinator:	an examiner who is responsible for the content of a specific course or practical;
h. Component:	one education unit (course or practical) of the programme as referred to in Article 7.3 of the Act;
i. Course guide:	the Faculty's online list of courses on offer;
j. Course manual:	the document that provides course-specific information;
k. Course:	an example of a component/education unit that is usually focused on the acquisition of knowledge;
l. Practical:	practical exercise as referred to in Article 7.13, second paragraph under d, of the Act. Practical exercises are understood to include: <ul style="list-style-type: none"> <li>• writing a thesis, assignment or paper;</li> <li>• undertaking research assignments;</li> <li>• following an internship;</li> <li>• taking part in any other educational activities deemed essential, the aim of these activities being to acquire the intended skills.</li> </ul>
m. Cluster:	a group of courses/practicals for which specific compensation and resit regulations apply;
n. Block:	a time indication. An academic year is usually divided into eight blocks. A block often consists of theoretical and practical components, but can also include other types of components;
o. Tutorial group:	a scheduled and compulsory meeting for a group of students;

- p. Exam: the concluding Bachelor's exam of the programme; this is considered successfully completed if the student has met all the requirements of the entire Bachelor's programme;
- q. Test: a test as referred to in Article 7.10 of the Act. In principle, all education units are concluded with a test. The test may consist of multiple tests ('partial tests') in a number of forms, such as an essay or a presentation or a digital test;
- r. Rules and Regulations: the rules adopted by the Examination Board governing, among other things, the correct procedure during tests, the regulations for assessing students who take tests, and the way of determining the results of tests and exams, as referred to in Article 7.12b of the Act;
- s. Diploma supplement: the appendix to the Bachelor's certificate in which an explanation is given of the nature and content of the programme;

### **Article 1.3. Evaluation of education**

1. The education director is responsible for the evaluation of education.
2. All curriculum components are systematically evaluated through student surveys and discussions with the programme committees.
3. The education director informs the programme committees of the outcomes of the student surveys, proposed adjustments following the outcomes, and the results of adjustments that were implemented.

## **SECTION 2 – ADMISSION**

### **Article 2.1. Admission**

1. The pre-university education (VWO) diploma, as referred to in Article 7.24 of the Act, grants admission to the programme;
2. Admission to the programmes is also granted by the diplomas described in Article 7.28 of the Act, including:
  - a. A foreign or other diploma deemed equivalent to the VWO diploma;
  - b. A completed first year of study at a Dutch institution of higher professional education (Dutch HBO propedeuse);
  - c. A completed first year of study at a Dutch (research) university (Dutch university propedeuse);
  - d. A completed associate degree programme at a Dutch institution of higher professional education (Dutch HBO).
3. Depending on the registration date, selected programme and prior education, participation in a study choice activity, as referred to in Article 2.2, may be used as a supplementary condition for admission to the programme.

4. Depending on prior education and the language of the selected programme, meeting the language requirement, as referred to in Article 2.3, may be used as a supplementary condition for admission to the programme.
5. The Psychology programme has a maximum capacity for first-year enrolments, as referred to in Article 7.53 of the Act. Students who want to start this program after 1 September 2020 must register via Studielink before 15 January 2020. The decentralized selection procedure is described on: [www.eur.nl/bachelor/psychologie/aanmelden](http://www.eur.nl/bachelor/psychologie/aanmelden) for the Dutch-taught track and on [www.eur.nl/en/bachelor/international-bachelor-psychology/admission](http://www.eur.nl/en/bachelor/international-bachelor-psychology/admission) for the English-taught International Bachelor in Psychology.
6. The English-taught Management of International Social Challenges track is subject to a supplementary selection procedure:
  - a. Students need to submit a letter of motivation to their application (in English of one A4 maximum). This letter must contain a clarification of:
    - i. Why they chose this particular discipline;
    - ii. Why they chose Erasmus University Rotterdam as opposed to other universities;
    - iii. Why small-scale, student-centred education appeals to them;
    - iv. Their international orientation and experiences and their choice for an international, English-taught environment.
  - b. Students need to submit a resume/CV (of no more than two A4 pages) showing their educational career, work experience and extra-curricular activities so far.
  - c. There is no minimum score or average grade required, nevertheless the Admissions Board will take the academic performance of the student into account. Each application will be assessed against the pool of applicants of the given year.

## **Article 2.2. Study choice activity**

1. The programme offers two study choice activities that are exclusively intended for students enrolling in a programme for the first time:
  - a. A digital questionnaire linked to a study advice. This activity is compulsory for all students enrolling in a programme for the first time;
  - b. The study choice check day, which has an informative character. This activity is not compulsory. This activity is open to students who enrol in a programme before 1 May. Students who enrol after 1 May lose their right to participate, but may participate if there are places available;
  - c. More information on the study choice activities can be found on the university website.

## **Article 2.3. Language requirement**

1. Holders of foreign diplomas may only enrol in Dutch-taught programmes if they comply with the following:
  - a. the admission requirements in Article 2.1;
  - b. the requirement of having a sufficient command of the Dutch language. This requirement will be deemed to have been met if the student:
    - i. has a higher general continued education (HAVO) diploma and Dutch was one of the subjects included in the assessment conferring that diploma and assessed with at least a 5.5; or

- ii. has completed the third year of the pre-university education (VWO) with at least a 5.5 for Dutch; or
    - iii. has satisfied all the requirements of the test 'Dutch as a second language, level two' (NT-2, Exam II); or
    - iv. has satisfied all the requirements of the Certificate Dutch as a Foreign Language (CNaVT, 'Educatief startbekwaam' of 'Educatief professioneel').
  - c. The requirement of having sufficient command of the English language. This requirement will be deemed to have been met if the student has a nationality of country that is a member of the EEA or if the student submits proof of proficiency in English. The Admissions Office of the EUR offers more information on possible proofs.
2. Students may only enrol in the English-taught International Bachelor in Psychology and Management of International Social Challenges tracks if they comply with the following:
- a. the admission requirements in Article 2.1;
  - b. the requirement of having sufficient command of the English language. This requirement will be deemed to have been met if the student:
    - i. Went to secondary/high school where the language of instruction was English for at least 2.5 years in one of the following countries: Australia, Canada (with the exception of Quebec), Ireland, New Zealand, South Africa, the United Kingdom or the United States of America. Possessing a passport from an English-speaking country without attending school in one of the above-mentioned countries does not grant exemption; or
    - ii. Holds an International Baccalaureate diploma, English A (HL or SL), English B (HL) with a 4 or higher; or
    - iii. Holds a European Baccalaureate diploma, English L1 or L2, both with a 7.0 or higher (English L3 does not suffice); or
    - iv. Holds one of the following diplomas, with English being a component of the final exam and at least 70% of the maximum score having been obtained: VWO (the Netherlands), ASP (in the Dutch-speaking part of Belgium), Abitur (Germany), Vitnemal (Norway), Slutbetyg (Sweden), Ylioppilastutkintodistus (Finland), Studentprof (Iceland), Studentereksamen (Denmark), Maturität (in the German-speaking part of Switzerland), Maturazeugnis (Austria), Option Internationale du Baccalauréat, Anglo-American section, (France); or
    - v. Holds a higher education diploma from one of the following countries: Australia, Canada (with the exception of Quebec), Ireland, the Netherlands, New Zealand, South-Africa, the United Kingdom or the United States of America which lasted for at least 2.5 years and where the language of instruction was English; or
    - vi. Has obtained a GCSE O-level English first language (only for students who apply on the basis of GSCE O-levels and GCE A-levels); or
    - vii. Has taken one of the tests below with a valid result no older than two years at the time of application:
      - Internet-based TOEFL with a score of at least 90 and a minimum score of 20 for each sub-element. Please note that Institutional (ITP) TOEFL tests are not accepted);



- IELTS with a score of at least 6.5 and a minimum score of 6.0 for each sub-element;
  - Cambridge exam with the minimum level of CAE/CPE.
- c. a letter of unconditional admission has been issued by the Admissions Board.

#### **Article 2.4. Entrance examination**

1. The entrance examination, as referred to in Article 7.29 of the Act, relates to the following subjects and the level as given:
  - a. Dutch: the summary of an article from the NRC Handelsblad or a similar daily, weekly or monthly publication, and the writing of a short response to the article.
  - b. English: translation of a simple prose text from The Times or a similar daily, weekly or monthly publication.
  - c. Mathematics: answering questions related to components of mathematics, as described, for example, in 'Geprogrammeerde instructie moderne wiskunde', W.F. van Raay, Delta Press BV, third edition 1999 (or a later edition).
2. The entrance examination can also, partially or completely, be conducted based on pre-university partial certificates ('vwo-deelcertificaten') for one or more of the courses mentioned in the first paragraph, sub a-c.
3. Students cannot be admitted to the bachelor's programme Psychology based on an entrance examination.
4. Students can only be admitted to the English-taught track Management of International Social Challenges based on an entrance examination if this examination has been successfully completed prior to the application, and provided that they meet additional requirements such as regarding sufficient proficiency in the English language
5. A successful completion of the entrance examination is valid for a period of two years and may be used in the admissions procedure for different programmes of the faculty within that period, insofar the examination is accepted as a basis for admission.

### **SECTION 3 – CONTENT AND STRUCTURE OF THE PROGRAMME**

#### **Article 3.1. Objective of the programme**

The intention of the programme is to confer such knowledge, insight and skills in the field of Sociology, Public Administration, Psychology or Pedagogical Sciences that the graduate is able to fulfil a position at Bachelor level in the labour market and is eligible to follow a subsequent Master's programme in the field of Sociology, Public Administration, Psychology or Pedagogical Sciences. The objective of the programme is specified in intended learning outcomes. The intended learning outcomes per programme are specified in Appendix I.

#### **Article 3.2. Structure of the programme**

The programme is fulltime and has a nominal duration of three years.

#### **Article 3.3. Language in which the programme is taught**

1. Taking due account of the Code of Conduct of the Executive Board of Erasmus University Rotterdam, the programme, with the exception of the English-taught tracks, is taught and the tests are taken in the Dutch language, unless otherwise provided for in the course guide.
2. A test prepared in Dutch is in any case available for each component in Bachelor-1 and Bachelor-2.

3. A test prepared in Dutch is available for each component of Bachelor-3 in Sociology and Public Administration, with the exception of the Management of International Social Challenges track, and except in those cases where English language skills are a course learning objective that is being assessed.
4. If stated in the course manual, tests in Bachelor-3 in Psychology and Pedagogical Sciences may be administered in English. In such cases any assignments may be completed in Dutch and any open questions may be answered in Dutch, except in those cases where English language skills are a course learning objective that is being assessed.
5. If a Dutch test is available, all students in Dutch-taught Bachelor's programmes or tracks will have to take the Dutch version of the test. They do not have the right to choose an English version of the test.
6. In the Management of International Social Challenges and International Bachelor in Psychology tracks, the language of instruction is English and tests are taken in English.

#### **Article 3.4. Study load**

1. The study load of the programme is 180 credits. This study load is distributed over three academic years, referred to as Bachelor 1, Bachelor 2 and Bachelor 3, respectively. Each academic year has a study load of 60 credits.
2. The study load is expressed in whole or half credits.

#### **Article 3.5. The programme**

1. The components of the programme which form part of the final assessment for the Bachelor's degree are determined by the dean of the faculty. These components are listed in the course guide.
2. The programme provides for compensation opportunities for some courses of the Bachelor's programme. The compensation opportunities are described in Appendix III.

#### **Article 3.6. Minor**

1. The programme allows for a minor option, so that the student can opt for a minor with a total study load of at least 15 credits.
2. The student may select a minor from among the minors listed in the EUR minor register that are permitted for (or by) the programme. Subject to the approval of the Examination Board, the minor selected may comprise a minor or course(s) of an accredited programme at EUR or another Dutch or foreign institution, provided the student meets the admission requirements for the minor or course(s) concerned. The Examination Board will grant its approval if, in its opinion, the content, study load and level of the components are equivalent to those of the minors contained in the EUR minor register. In addition, the subjects studied in the context of the minor may not overlap in terms of content with the student's curriculum.
3. See Rules and Regulations of the Examination Board for further information on the minor.

#### **Article 3.7. Honours programme**

1. The university offers a range of honours programmes. Information about these programmes can be found on the website.
2. The faculty offers the ESSB Honours Programme. This is an extracurricular programme with a study load of 15 EC distributed over one full academic year.

3. The selection and admission of candidates to the ESSB Honours Programme is assigned to the programme's selection committee. Students who have completed the first Bachelor year with a weighted average of at least a 7.5 will receive an invitation to participate. However, with a view to a balanced group of participants, the selection committee may decide to deviate from this minimum. Owing to the limited number of places, a further selection procedure will take place to assess the student's motivation, demonstrable affinity with multidisciplinary subjects and expected contribution to the programme.

## **SECTION 4 – EDUCATION**

### **Article 4.1. Enrolling in courses**

1. A student may only participate in a course if the student has enrolled in the course in good time, as described in paragraphs 2 and 3.
2. Students who participate in courses in Bachelor-1 and Bachelor-2 of all programmes and students who participate in courses in Bachelor-3 of all programmes except Psychology are enrolled for the mandatory courses within the curriculum by the Educational Office, except for the instances described in the third paragraph.
3. In derogation from paragraph 2, the following students must enrol through the digital learning environment no later than one month before the start of the course:
  - a. Students who wish to participate in courses in an order and timeframe that deviates from a nominal study path<sup>i</sup>;
  - b. Students who will not be participating in a course for the first time.If the deadline for enrolment is not met, it will not be possible to place the student. Students are responsible for any possible consequences of a too late enrolment, such as, but not limited to, possible study delay, an administrative fee, and associated tuition fees.
4. Students cannot enrol in Bachelor-3 courses during the first year that the student is enrolled in Bachelor-2 courses.
5. A student cannot enrol for a course if the associated credits (for the course or the cluster) are already obtained.

### **Article 4.2. Entry requirements for courses**

1. Admission to the components of Bachelor-2 and Bachelor-3 is only possible once the student has received a positive binding study advice as referred to in Article 7.4.
2. A student for which the binding study advice was postponed may still be given admission to components of Bachelor-2, but not to components of Bachelor-3. Admission to components of Bachelor-2 is decided by or on behalf of the dean.
3. Admission to the 'bachelor thesis', 'bachelor assignment' and/or 'bachelor project' course is only possible once the student has completed Bachelor-2 in full, meaning that the EC have been awarded). In the Psychology programme, admission to the aforementioned course is only possible once the student has also completed one specialisation course and one specialisation practical in bachelor-3, or one component in which that course and practical are combined, as described in Appendix IV.
4. Admission to the specialisation courses in Bachelor-3 of the Psychology and Pedagogical Sciences programmes is only possible once the student:

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<sup>i</sup> This means that the student has not completed all prior components in the standard timeframe.

- a. has completed Bachelor-2 in full (this is when the credits have been awarded);  
or
- b. has obtained a 6.0 weighted average (without grades below a 4.0) for four courses in the knowledge cluster of bachelor-2, as described in Appendix IV, and has provided the Educational Office with proof of these results in time for course enrolment as stipulated in Article 4.1.

#### **Article 4.3. Attendance and best efforts obligation**

1. Every student is expected to participate actively in the courses for which the student is enrolled.
2. Students' active participation may explicitly be assessed on the basis of professional conduct. If a student does not meet the professional conduct obligation, the student can be given an alternative assignment.
3. A 100% attendance obligation applies to practical training sessions and tutorial groups. The practical training sessions and tutorial groups are deemed as practical exercises within the meaning of Article 7.13, second paragraph, under d and t, of the Act. If a student does not meet the attendance obligation, the student will be given an alternative assignment.
4. In derogation from paragraph 3, an efforts obligation applies to practical training sessions and tutorial groups during the COVID-19 crisis. Students will be informed when this crisis period ends. If a student does not make maximum efforts to participate in education during the crisis, the student will be given an alternative assignment.
5. Further provisions regarding professional conduct and the attendance obligation can be found in the Rules and Regulations of the Examination Board.
6. Any additional obligations are described per component in the course manual.

### **SECTION 5 – TESTING**

#### **Article 5.1. General**

1. Each component of the programme is associated with at least one test. In case of more than one test for a component, the final grade is determined by means of the weighted average of all tests associated to that component. For each test within a component a minimum grade may be required, based on what is determined in the Rules and Regulations of the Examination Board.
2. Each test comprises an assessment of the knowledge, insight, and/or skills of the student, as well as a grading of the results of that assessment.
3. The examiner designated by the Examination Board is responsible for administering the test and determining the result of the test.
4. The course manual describes the requirements that the student must satisfy to complete the test successfully as well as the criteria on which the student is assessed.
5. If a student registers for a test outside the regular registration period, an administration fee of € 20 will be charged for each test.
6. The procedure concerning assessment is described in the Rules and Regulations of the Examination Board.
7. The Examination board may declare a test invalid for an individual student or a group of students if the test has taken place in an incorrect way.

## **Article 5.2. The number of test opportunities and the times of the tests**

1. Resit regulations are described in Appendix II.
2. Without prejudice to the resit regulations in Appendix II, students are offered two opportunities each year to sit the tests for all components of the Bachelor's exam. The first opportunity is the regular test, while the second is the resit. The second opportunity is still considered a resit in case a student did not attend the first test opportunity.
3. If a component of the curriculum lapses, students who have fulfilled the attendance obligation and have passed a partial test for this component (if applicable), but who have not yet passed the course as a whole, have the choice between:
  - a. following the conversion course; or
  - b. using two tests opportunities for the lapsed component during the academic year in which the component is for the first time no longer offered. The student can apply for this option up until one month prior to the start of the conversion course.
4. In principle, the test moments of the lapsed component occur simultaneously with the test of the conversion course.
5. Participation in both the test of the lapsed component and the (test of the) conversion course is not allowed. Students who have not fulfilled the attendance obligation and have not passed a partial test for the component of the curriculum that lapses, only qualify for following the conversion course.
6. A test can comprise partial tests.
7. Written tests will take place at a time and location established, on behalf of the dean, at least 30 working days before the start of the relevant block.
8. The times and locations of the tests are announced via the programme's digital learning environment.
9. Established test times may only be changed in cases of force majeure. The education director decides whether there is a case of force majeure.
10. If, for a specific period, the Royal Netherlands Meteorological Institute (KNMI) issues a weather warning (code red) for the whole country or specifically for the Rijnmond region due to extreme weather conditions, the education director shall, on behalf of the dean, and after consulting the Student Administration (USC E&S), decide which of the written tests scheduled for that period are to be cancelled. Any such cancellation will be announced immediately on the homepage of EUR, the programme's digital learning environment, and the Facebook page of ESSC.
11. Following such a cancellation, the dean will set new dates for the cancelled tests as soon as possible in consultation with the examiners concerned, which new dates should preferably be within 10 days of the original test dates. The new test dates shall immediately be published on the programme's digital learning environment.
12. Oral tests will be administered by the examiner(s) at a time to be arranged with the student if possible.

## **Article 5.3. Form of testing**

1. Testing will be administered in the way stipulated in the course guide.
2. Established forms of testing may only be changed in cases of force majeure. The education director decides whether there is a case of force majeure.
3. At the request of the student, the Examination Board may decide that a test is to be administered in a way other than that provided for in the first paragraph.

#### **Article 5.4. Oral tests**

1. If an oral test is to serve as a test, the following rules will be observed:
  - a. Students only take oral tests individually, i.e. they will never have an oral test with another student, unless the Examination Board decides otherwise;
  - b. Oral tests are open to the public unless, for an exceptional reason, the Examination Board decides otherwise;
  - c. If no second assessor is present during the oral test, an audio recording will be made of the test.

#### **Article 5.5. Assessment term**

1. Immediately after the oral test, the examiner makes an assessment of the test and gives the student the relevant written statement.
2. For other tests than oral tests, the examiner will assess the test within 15 working days of the day on which the test in question was taken. The exceptions are:
  - a. tests for which the subsequent test opportunity falls within this assessment term; then an assessment term of 10 working days applies.
  - b. resit tests for Bachelor-1 components that take place in the summer; then an assessment term of 10 working days applies.

Within the set term, the examiner will provide the educational office with the details necessary for providing the student a written or electronic proof of the assessment.

3. If a test (partly) consists of an assignment, an assessment term (of the test and the assignment) of 21 working days from the final submission deadline of the assignment applies. In the case of resits of assignments for Bachelor-1 that take place in the summer an assessment term of 10 working days applies.
4. Because of resits, the maximum assessment term may in some cases be shorter. These terms are determined by the programme directors, on behalf of the director of education.
5. The written statement of the assessment of a test will inform the student of their right of inspection, as referred to in Article 5.7, and the possibilities of appealing to the Board of Appeal for Examinations.

#### **Article 5.6. Term of validity**

1. The final grades of successfully completed courses are valid for six years. After this period ends, the validity of these grades will be extended unless the successfully completed courses are considered outdated by the Examination Board.

#### **Article 5.7. Right of inspection**

1. Within a period of 15 working days following the announcement of the result of a written or digital test, the student will be permitted to inspect their assessed work during an inspection opportunity to be arranged by the examiner.
2. If a student has taken a resit of a written or digital test, the student will be permitted to inspect the student's assessed work during an inspection opportunity to be arranged by the examiner within a period of 15 working days following the announcement of the result.
3. During the inspection referred to in paragraphs 1 and 2, any student who took part in the written or digital test may view the questions and assignments of the test in question, as well as the standards used for assessing the test.

4. If a student can demonstrate that they were unable to be present at the place and time of the inspection opportunity referred to in the first paragraph for reasons beyond their control, an alternative inspection opportunity will be offered to the student at the student's request to the course coordinator. An alternative inspection opportunity is to be held within the period referred to in section 5.7.1, if possible.
5. The Examination Board's Rules and Regulations provide a description of the procedure in respect of test inspections.

#### **Article 5.8. Period of retention of tests and final assignments**

1. The questions, answer sheets and the assessed work of written or digital tests will be retained (in paper or digital form) for two years after the assessment.
2. The thesis, internship report, portfolio, as well as its assessment, will in case they are considered final assignments be retained (in paper or digital form) for seven years after the assessment.

#### **Article 5.9. Exemption**

1. At a student's request and having consulted the relevant examiner, the Examination Board, under the conditions set out in the Rules and Regulations, may grant the student exemption from a component of the programme, provided that the student has completed a component which is of equivalent content and level as part of a university or completed professional higher education programme prior to commencing the component for which exemption is to be granted.
2. An exemption can only apply to an entire course and not to a part of a course.

### **SECTION 6 – EXAM**

#### **Article 6.1. Certificate**

1. As proof that the student has successfully satisfied all the requirements of the exam, a certificate will be awarded by the Examination Board. One certificate will be awarded for each programme, even if a student completes several tracks or specialisations within a programme.
2. The Examination Board will attach the list of grades and the Diploma Supplement to the certificate; the Diploma Supplement provides (international) insight into the nature and content of the completed programme.

#### **Article 6.2. Exam**

1. The Examination Board establishes the results of the exam and awards the certificate as referred to in Article 6.1 as soon as the student has satisfied the requirements of the exam programme.
2. Before establishing the results of the exam, the Examination Board may itself instigate an assessment of the student's knowledge, insight and skills in respect of one or more components of the programme.
3. The date of the exam is the day on which the Examination Board establishes that the student has successfully passed the exam.
4. To be able to pass the exam and be awarded a certificate, the student must have been enrolled for the programme in the period the tests were taken.
5. Students who have fulfilled all obligations regarding the programme will be invited to collect the certificate.

6. Any student who has successfully passed the exam and is entitled to be awarded a certificate, may ask the Examination Board to delay awarding the certificate. This request to delay the award of the certificate must be submitted within 10 working days of the student being told of the results of the exam. At the time of submitting the request, the student should indicate when they wish to receive the certificate.

### **Article 6.3. Degree**

1. A student who has successfully passed the exam will be conferred the degree "Bachelor of Science".
2. The degree conferred will be detailed on the certificate.

### **Article 6.4. Honours**

If a student has successfully satisfied all the requirements of the ESSB Honours Programme, as referred to in Article 3.7, a separate certificate will be issued on which this is detailed.

## **SECTION 7 – STUDENT COUNSELLING**

### **Article 7.1. Student progress administration**

1. The faculty registers a student's individual study results and makes these accessible to the student via Osiris.
2. The student can obtain a certified study progress file from the Department for Exam Administration (USC E&S).
3. The programme is responsible for maintaining a register of the study results, so that any student can view their results in Osiris.

### **Article 7.2. Student counselling**

1. The faculty is responsible for the introduction and student counselling of students enrolled in its programmes; the aim is, in part, to help students familiarise themselves with the potential study routes both within and outside the programme.
2. Student counselling consists of:
  - a. group and individual advice about possible study routes within and outside the programme, partially with a view to the career opportunities after the Master's programme and the possibilities of entering the labour market immediately after gaining a Bachelor's degree;
  - b. group and individual advice about study skills, study plans and choosing a subsequent course of action;
  - c. the offer of help and referrals regarding difficulties experienced by students during their studies;
  - d. the offer of referral to a more suitable study for students who terminate enrolment before 1 February of the academic year in which they first enrolled;
  - e. a study choice activity before the start of the study programme which offers the student insight into whether the programme is suitable.

### **Article 7.3. Studying with a functional impairment**

1. Students with a functional impairment or chronic illness will be offered the opportunity to adapt their education to their impairments as far as this is reasonably



possible. Adaptations are closely matched to the individual impairment of the student, but cannot affect the quality or degree of difficulty of a course or test.

2. Students with functional impairments or chronic illness should submit a request to the student advisor which includes a statement from an agency competent in the matter. The student advisor will advise the Examination Board, which will subsequently decide on a possible adaptation of a student's education.
3. For statements of dyslexia, chronic illnesses or functional impairments, relevant EUR protocols for the check of these statements apply.

#### **Article 7.4. (Binding) Study Advice**

1. At the end of the first year of enrolment for the Bachelor-1 of the programme, every student receives written advice on the continuation of their studies. This advice is binding in character and is issued by or on behalf of the dean.
2. Pursuant to Article 7.8b, paragraph three of the Act, a negative recommendation can be linked to the study advice for the programme in question by or on behalf of the dean, if the student has failed to successfully complete all the components of Bachelor-1 of the programme. This negative study advice will only be given if, with due consideration of the student's personal circumstances, the student is not deemed to be suitable for the programme due to their study results failing to meet with the standard referred to in section 7.4.5. This negative study advice will apply for a period of three academic years.
3. The study advice is issued during the first year of enrolment, after the final results of the components of Bachelor-1 of the programme at the end of the academic year, but no later than before the start of the new academic year.
4. In case of personal circumstances (see section 7.4.8 and 7.4.9) the Examination Board may decide to postpone the issuing of a binding study advice. The Examination Board may take results of Bachelor-2 courses into account of a postponed study advice.
5. The standard applied for the binding study advice is that, by the end of the first year of enrolment, the student has successfully obtained all the components of Bachelor-1 of the programme i.e. has obtained an average grade of 6.0 for the skills and knowledge clusters with no grades below a 4.0, has obtained a satisfactory assessment of professional conduct and attendance, and in the case of Psychology, has completed test subject hours. Account will be taken of any exemptions granted.
6. During the first year of enrolment, a provisional advice will be issued at least twice by or on behalf of the dean. Further rules in respect of student counselling and study progress monitoring during the Bachelor-1 of the programme can be found on the faculty's digital learning environments.
7. In the event of a negative study advice, any results obtained may not be transferred to a fresh start of the same Bachelor's programme.
8. In principle, only the following personal circumstances will be taken into account when the study advice is issued:
  - a. illness of the student concerned;
  - b. physical, sensory or other functional impairment of the student concerned;
  - c. pregnancy of the student concerned;
  - d. exceptional family circumstances;
  - e. membership of the University Council, the Faculty Council, the FMO, the board of a department or the Programme Committee;

- f. other circumstances referred to in Article 2.1 of the WHW Implementation Decree Act.
- 9. Any student who, as a consequence of their personal circumstances, can reasonably expect to fall behind with their studies should give timely notice of this to a student advisor. The aim of notifying a student advisor is to limit the study delay due to the circumstances and, if necessary in the opinion of the student advisor, to compile an individual study plan. The notification will be deemed timely if the student advisor is informed within 20 working days of the circumstances arising.
- 10. The study advice is issued in writing and consists of:
  - a. the standard applicable to the student in question, expressed in the number of credits to be obtained in Bachelor-1 of the programme;
  - b. whether or not the advice is negative, as referred to in Article 7.8b, paragraph three of the Act;
  - c. if the study advice is negative: the announcement that the student may not enrol as a student or as an external candidate for the programme for the next three academic years;
  - d. the possibility of appealing to the Board of Appeal for Examinations and the period within which the appeal must be lodged.

## **SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS**

### **Article 8.1. Hardship clause**

- 1. In individual cases and at the request of the student, the dean is entitled to derogate from the provisions of the regulations if a strict application of the rules would result in extreme unreasonableness or unfairness. In arriving at an assessment of individual cases, the dean, or the Examination Board operating under the dean's authority, will act in accordance with the general legal principle of equal treatment of equal cases and unequal treatment of unequal cases. The dean will abide by the principle of force majeure as the admissibility criteria.
- 2. In any situations not provided for in these regulations, or not provided for unambiguously or which manifestly have an unreasonable outcome, a decision will be taken by or on behalf of the dean, after the dean has consulted the Examination Board.

### **Article 8.2. Amendments**

- 1. Amendments to these regulations will be adopted in a separate decision by the dean, after having taken note of the recommendations of the Examination Board and after having obtained the consent and/or advice of the programme committees and Faculty Council.
- 2. Amendments to these regulations have no effect in the current academic year. The foregoing provision may only be derogated from if such will not unreasonably prejudice the interests of the students.
- 3. Furthermore, no amendment may disadvantage a student by influencing a decision with respect to a student taken by the Examination Board, pursuant to these regulations.
- 4. If nationally binding measures, relating to but not limited to public health, have an effect on what is laid down in these Education & Examination Regulations, appropriate changes can be made by the education director on behalf of the dean. Changes will be

made in light and spirit of the provisions already laid down in these Education & Examination Regulations.

### **Article 8.3. Publication**

The dean is responsible for the publication (via internet) of these regulations, as well as for any amendments.

### **Article 8.4. Entry into force**

These regulations will come into effect on 1 September 2020.

These regulations have been set out in Dutch and English. In the event of contrariety between the English and Dutch versions, the Dutch version prevails.

## APPENDIX I – INTENDED LEARNING OUTCOMES OF THE PROGRAMMES

### A. Sociology

For the Sociology bachelor programme, the following intended learning outcomes apply:

#### *Knowledge and insight*

1. Knowledge of and insight into sociological theory, in particular:
  - a. Knowledge of key terms and the most important theoretical traditions of sociology.
  - b. Knowledge of and insight into the key theoretical questions of sociology.
  - c. Knowledge of and insight into the history and theoretical development of sociology.
2. Knowledge of and insight into sociological research methods, in particular:
  - a. Knowledge of and insight into the methods of social science research.
  - b. Knowledge of and insight into the methods of operationalisation of sociological concepts, with a focus on their reliability and validity and the way they can be assessed or established.
  - c. Knowledge of qualitative and quantitative data collection methods, analysis techniques and design of social science research.
  - d. Basic knowledge of theoretical and social dimensions of the practice of sociology.
3. Knowledge of and insight into the relationship between sociological and societal problems, in particular:
  - a. Knowledge of and insight into application of sociological theories with respect to social issue or policy.
4. Basic knowledge of the most important social institutions and social problems of a modern society.

#### *Applying knowledge and insight*

5. Applying knowledge of and insight into sociological theory, in particular:
  - a. Using sociological theories and deriving hypotheses based on them.
  - b. Applying the key theoretical questions of sociology to sociological and societal problems.
6. Applying knowledge of and insight into sociological research methods, in particular:
  - a. Operationalising and making measureable theoretical concepts.
  - b. Independently setting up (small-scale) research projects with a view to answering sociological and societal questions.
  - c. Independently conducting (small-scale) research projects using relevant methods and techniques as well as digital tools for collecting and analysing data.
  - d. Being able to associate research results with social science theories and societal questions.
7. Applying knowledge of and insight into the relationship between sociological and societal problems, in particular:
  - a. Reflecting on the scientific and social implications of results of sociological and social science research.

### *Making judgements*

8. Being able to assess the premises, tenability, the relevance and the application of sociological theories and insights.
9. Being able to assess conducted research based on knowledge of contemporary social scientific methods and research techniques;

### *Communication*

10. Being able to effectively and clearly report and present, both in written and oral form, findings of sociological research.
11. Being able to constructively criticise and comment on the work of (fellow) students and/or peers.

### *Learning skills*

12. Possessing the ability to quickly and efficiently collect and assess relevant information for a specific problem;
13. Being able to cooperate with fellow students and peers within an organisation or policy area.

## B. Public Administration

EUR's Public Administration programme has formulated its mission as follows:

*"We train public administrators who can identify and analyse social issues, advise on policy-relevant solutions and organise the requisite processes."*

In terms of the Bachelor's programme, this general mission is expressed in the following intended learning outcomes: A graduate with a Bachelor's degree in Public Administration:

1. Has demonstrable knowledge of and insight into public administration concepts and theories;
2. Has demonstrable knowledge of and insight into adjacent fields of study such as sociology, political science, economics and law;
3. Has demonstrable insight into the nature, causes and consequences of social phenomena;
4. Is able to design, carry out and assess public administration research;
5. Is able to apply various public administration concepts and theories with a view to understanding social phenomena;
6. Is able to apply acquired public administration knowledge and insights to practical situations;
7. Is able to collect data in order to form a judgement and provide advice in which relevant professional, ethical and academic interests are integrated;
8. Is able to recognise and reflect upon normative dilemmas;
9. Is able to distinguish between empirical analyses and normative statements;
10. Is able to function as a broker between values and interests such as those existing within heterogeneous teams;
11. Is able to use academic standards to report on public administration problems and research results to a variety of target groups;
12. Is able to reflect on individual learning strategies and acquired skills;
13. Has developed learning skills that allow a substantiated choice to be made for continued professionalization, such as in selecting a continued programme at Master's level.

## C. Psychology

Besides imparting academic knowledge and skills, the programme aims to teach students to reflect on their academic and professional behaviour, critically and within an ethical framework. These objectives are specified as follows in intended learning outcomes:

### *Knowledge*

Graduates have knowledge of:

1. The most important theories, empirical findings and methods of psychology as a whole as well as of its sub-disciplines: experimental psychology, biological psychology, personality psychology, social psychology and developmental psychology.
2. The different perspectives that characterise psychology: the evolutionary-genetic perspective, the cognitive-psychological perspective and the biological-psychological perspective. The history of psychology and its relation to cultural, social and political developments, both at a national and international level.
3. The applications of psychology in the areas of Mental Healthcare and Psychopathology, Occupation and Organisation, and Education and Development.
4. The support areas of psychology: the history of psychology, philosophy of science and ethical aspects of research and professional dealings with others, both clients and trial subjects.
5. The goal, principle and application of scientific research as well as the main research methods (at an elementary level) of psychology, of data analysis and statistics and of the test theory at a level that enables the interpretation of most psychological research literature.
6. The construction and structure of three areas of psychology practice (Clinical, Occupation & Organisation, Education) and the corresponding jobs, areas of work, activities and methods used by psychologists.

### *Application of knowledge*

Graduates are able to:

7. Formulate, analyse in a broader perspective and reflect on issues in the field of psychology.
8. Translate issues in the field of psychology into research questions.
9. Apply diagnostic instruments and conduct simple interventions under supervision.
10. Answer a scientific question by means of literature research or simple empirical research and thus contribute to the practical field or research within a psychological context.

### *Making judgements*

Graduates are able to:

11. Collect relevant and reliable scientific sources and data to provide ethical and scientifically sound answers to research and other questions in the field of psychology.
12. Develop a critical opinion about psychological issues which demonstrates an awareness of the limitations of (scientific) knowledge and their social and ethical responsibility.

### *Communication*

Graduates are able to:

13. Report, both orally and in writing, in a scientifically sound manner on plans and research and on the ensuing recommendations, problems and solutions.
14. Cooperate and communicate with various target groups (such as clients, fellow psychologists, policymakers and scientists).
15. Cooperate and communicate effectively and respectfully with people from a variety of backgrounds (in terms of nationality, culture, social-economic environment and scientific discipline).

#### *Learning skills*

Graduates are able to:

16. Reflect on their own competencies (and the development of their competencies) and to identify their personal learning goals and interests.
17. Request and receive feedback on their work and respond to the feedback effectively, having developed a self-critical attitude.
18. Keep up to date with developments in the field.



## D. Pedagogical Sciences

In addition to imparting academic knowledge and skills, the aim of the programme is to teach students to be critical and to reflect on their academic and pedagogical behaviour within an ethical framework. The academic knowledge, skills and attitude are acquired in an urban context with a strong universal and international dimension. Rotterdam serves as a typical international urban environment in which the development and raising of children is characterised by a unique and multiple problematisation approach. The aim of the programme is therefore to train educators able to think in a local, national and international context and to work within these different contexts. Students are trained from a broad spectrum of related disciplines so that upon graduating they are able to function in a pedagogical policy environment and can play a key role on the interface of education, youth care, health care, law and social work.

These objectives are specified as follows in intended learning outcomes:

### *Knowledge*

Graduates have knowledge of:

1. The most important theoretical traditions, perspectives and discussions within the domain of the pedagogical sciences;
2. The history of the pedagogical sciences and the relationship with cultural, social and political developments, both at a national and international level;
3. The pedagogical practice and traditions in various non-Western cultures represented in Rotterdam;
4. The most important theories within the related disciplines of sociology, psychology, child and youth psychiatry, neuropsychology and philosophy and the relationship with pedagogical issues;
5. Models and methods of prevention, diagnostics and treatment of pedagogical problems and the related pedagogical ethics and legal frameworks;
6. The aim, principle and application of scientific pedagogical research and, at an elementary level, the current designs and methods of social scientific research;
7. The organisation and structure of the pedagogical professional field and the associated positions, fields of activity and working methods of educators and education scientists, as well as those of chain partners, both at the local (Rotterdam) level and the national level.

### *Application of knowledge*

Graduates are able to:

1. Formulate and analyse in a broader (cultural and urban) perspective and reflect on issues in the areas of parenting and/or education;
2. Formulate issues in the areas of parenting and education in terms of research questions;
3. Apply diagnostic instruments under supervision, also with respect to people and groups with different cultural and social-economic backgrounds;
4. Set up, implement and evaluate, under supervision and within a defined framework, a research, intervention or training programme focused on education and/or parenting problems, also with respect to people and groups with different cultural and social-economic backgrounds;
5. Make a scientific contribution to (the development of) policy, practice or research within a pedagogical context.

### *Making judgements*

Graduates are able to:

1. Collect relevant and reliable scientific sources and data in order to provide ethical and scientifically sound answers to research questions in the area of parenting and/or education;
2. Develop a critical opinion about pedagogical issues which demonstrate an awareness of the limitations of scientific knowledge and that they are socially and ethically responsible.

### *Communication*

Graduates are able to:

1. Report, both orally and in writing, in a scientifically sound manner on plans and research (in relation to both treatment/intervention and the research itself) and on the ensuing recommendations, problems and solutions;
2. Cooperate and communicate with various target groups (such as children, parents, teachers, policymakers and scientists);
3. Cooperate and communicate effectively and in a respectful manner with people from a variety of backgrounds (i.e. nationality, culture, social-economic environment and scientific discipline).

### *Learning ability*

Graduates are able to:

1. Reflect on their own competencies (and the development of their competencies) and to identify their personal learning goals and interests;
2. To request and receive feedback on their work and to respond to the feedback effectively;
3. Keep abreast of developments in the field.

## APPENDIX II – RESIT REGULATIONS

In the Sociology and Public Administration programmes (including Management of International Social Challenges), two clusters can be distinguished in Bachelor-1, i.e. the knowledge cluster and the skills cluster. In the Psychology and Pedagogical Sciences programmes, two clusters can be distinguished in Bachelor-1 and Bachelor-2, i.e. the knowledge cluster and the skills cluster. The content of these clusters is provided in Appendix IV.

The regulation below applies to students who commenced the programme in the 2015-2016 academic year or in later years. Students who commenced the programme before 2015-2016 are referred to the former cohort-specific Education and Examination Regulations for their programme.

### Cohorts started in 2015-2016 or later academic years

#### Bachelor-1

1. For all programmes, the following resit opportunities apply in Bachelor-1:
  - a. in the knowledge cluster, students may resit tests to achieve better grades, with a maximum of two resits for the cluster. If a student resits a test, the higher grade will apply;
  - b. students may only resit a test for the sole purpose of achieving a better grade, i.e. after already having obtained all credits for the cluster, in the academic year in which the student has obtained all credits for the cluster;
  - c. in the skills cluster, students may only resit tests if they fail to meet the minimum requirement of an average of 6.0<sup>ii</sup> for the cluster following the application of the compensation scheme as described in Appendix III. In that case the student may resit a maximum of two tests, regardless of the result on the first test opportunity of the resit. If a student resits a test, the higher grade will apply;
  - d. test and practical resits will be held in the summer after regular classes have ended.

#### Bachelor-2

1. For the Sociology, Public Administration, and Management of International Social Challenges programmes, the following resit opportunities apply in Bachelor-2:
  - a. in Bachelor-2, students may resit any exam component (except for the internship) once. If a student resits a test, the higher grade will apply;
  - b. students may only resit a practical course if they fail to meet the minimum requirement of a 5.5 for the practical;
  - c. students may resit the Research Project once. Students may also resit assignments related to the internship once, and only if the assignment is graded below 5.5. However, if the student fails the internship as a whole, there is no resit opportunity for the internship;
  - d. if a resit relates to an assignment, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the resit assignment, counting from the moment the student receives the resit assignment;

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<sup>ii</sup> See the Rules and Guidelines for rules on the rounding off of marks.

- e. In principle, test resits will be held during the academic year, after a block has ended;
  - f. The opportunity to resit a test for the sole purpose of achieving a better grade, i.e. after already having obtained the credits for the course, is only open in the academic year in which the student has obtained the credits for the course concerned.
2. For the Psychology and Pedagogical Sciences programmes, the following resit opportunities apply in Bachelor-2:
- a. in the knowledge cluster, students may resit tests to achieve better grades, with a maximum of two resits for the cluster per academic year. If a student resits a test, the higher grade will apply;
  - b. the opportunity to resit a test for the sole purpose of achieving a better grade, i.e. after already having obtained all credits for the cluster, is only open in the academic year in which the student has obtained all credits for the cluster;
  - c. in the skills cluster, students may only resit tests if they fail to meet the minimum requirement of an average of 6.0<sup>iii</sup> for the cluster following the application of the compensation scheme as described in Appendix III. In that case the student may resit a maximum of two tests per academic year, regardless of the result on the first test opportunity of the resit. If a student resits a test, the higher grade will apply;
  - d. test and practical resits will be held in the summer after regular classes have ended.

### Bachelor-3

1. For the Sociology, Public Administration, and Management of International Social Challenges programmes, the following resit opportunities apply in Bachelor-3:
- a. in Bachelor-3, students may resit any examination component once. If a student resits a test, the higher grade will apply;
  - b. if the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the resit assignment, counting from the moment the student receives the resit assignment;
  - c. in principle, test resits will be held during the academic year, after the block has ended.
2. For the Psychology and Pedagogical Sciences programmes, the following resit opportunities apply in Bachelor-3:
- a. in Bachelor-3, students may resit any examination component once, if that component is concluded with a grade lower than 5.5. If a student resits a test, the higher grade will apply;
  - b. if a grade for a course test is 5.5 or higher, the student may nevertheless submit a substantiated request to the Examination Board to be allowed to take a resit. The granting of such a request is on the condition that the request is submitted well in advance of the scheduled resit, and is based on a grade for a course test that varies strongly from the course test average for the student in question owing to circumstances. Such a request may only be submitted once per academic year;

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<sup>iii</sup> See the Rules and Regulations of the Examination Board for rules on the rounding off of marks.

- c. if the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the resit assignment, counting from the moment the student receives the resit assignment;
- d. in principle, test resits will be held during the academic year, after the block has ended.

## **APPENDIX III – COMPENSATION OPPORTUNITIES**

The regulation below applies to students who commenced the programme in the 2015-2016 academic year or in later years. Students who commenced the programme before 2015-2016 are referred to the former cohort-specific Education and Examination Regulations for their programme.

### **Cohorts started in 2015-2016 or later academic years**

#### **Bachelor-1**

1. For all programmes, the following compensation opportunities apply in Bachelor-1:
  - a. for the knowledge cluster, the student must have obtained an average of 6.0 for the course tests. A grade will be calculated for the knowledge cluster only if the student has obtained a minimum of 4.0 for each of the course tests. As long as one or more course tests have been concluded with a grade lower than 4.0 or the average is lower than 6.0, no credits can be awarded for the knowledge cluster;
  - b. for the skills cluster, the student must have obtained an average of 6.0 for the practical tests. A grade will be calculated for the skills cluster only if the student has obtained a minimum of 4.0 for each of the practical tests. As long as one or more practical tests have been concluded with a grade lower than 4.0 or the average is lower than a 6.0, no credits can be awarded for the cluster;
  - c. grades from courses in either the knowledge cluster or the skills cluster may not be used to compensate grades in the other cluster.
  - d. for bachelor-1, all credits will be awarded once the student has met the requirements of a positive binding study advice, as detailed in article 7.4.

#### **Bachelor-2**

1. For the Sociology, Public Administration, and Management of International Social Challenges programmes there are no compensation possibilities in Bachelor-2 when it comes to the final grades. For each component a minimum of a 5.5 needs to be obtained in order to be awarded credits for the component.
2. For the Psychology and Pedagogical Sciences programmes, the following compensation rules apply in Bachelor-2:
  - a. for the knowledge cluster, the student must have obtained an average of 6.0 for the course tests. A grade will be calculated for the knowledge cluster only if the student has obtained a minimum of 4.0 for each of the course tests. As long as one or more course tests have been concluded with a grade lower than 4.0 or the average is lower than 6.0, no credits will be awarded for the knowledge cluster;
  - b. for the skills cluster, the student must have obtained an average of 6.0 for the practical tests. A grade will be calculated for the skills cluster only if the student has obtained a minimum of 4.0 for each of the practical tests. As long as one or more practical tests have been concluded with a grade lower than a 4.0 or the average is lower than a 6.0, no credits will be awarded for the skills cluster;
  - c. grades from courses in either the knowledge cluster or the skills cluster may not be used to compensate grades in the other cluster.

**Bachelor-3**

For all programmes, there are no compensation possibilities in Bachelor-3 when it comes to the final grades. For each component a minimum of a 5.5 needs to be obtained in order to be awarded credits for the component.

## APPENDIX IV – BACHELOR EXAM STRUCTURE

### A. Sociology

The courses in the Bachelor's programme years 1, 2 and 3 are usually offered in the form of a block; each block consists of five weeks and is dedicated to a single course.

The tables below contain an overview of the courses in Bachelor-1, Bachelor-2 and Bachelor-3 in 2020-2021. This overview lists the courses given to students who commenced 2015-2016 and later years. Students who commenced the programme before 2015-2016 are referred to the former Education and Examination Regulations.

#### Cohorts commencing in 2017-2018 and later years

##### Bachelor-1:

Exam component	Credits
<b>Knowledge cluster</b>	<b>48</b>
1.1 Inleiding Sociologie	6
1.2 Geschiedenis van de Sociologie	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Maatschappelijke problemen, bestuurlijke oplossingen	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 Sociale Ongelijkheid	6
<b>Skills cluster</b>	<b>12</b>
1.1 Inleiding academische vaardigheden	1.5
1.2 Academisch Schrijven	1.5
1.3 Onderzoeksonderwerp	1.5
1.4 SPSS	1.5
1.5 Literatuuronderzoek	1.5
1.6 Interviewen	1.5
1.7 Betoog	1.5
1.8 Presenteren	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

##### Bachelor-2:

Exam component	Credits
<b>Courses</b>	<b>54</b>
2.1 Political Science	6
2.2 Cohesie & Identiteit	6
2.3 Theoretische Sociologie	6
2.4-2.5 Stage	15
2.6 Qualitative Methods	6
2.7-2.8 Research Project	15
<b>Practicals</b>	<b>6</b>
2.1 Beleidsadvisering	1.5
2.2 Literatuuronderzoek 2	1.5
2.3 Research Proposal	1.5



2.6 Kwalitatieve data-analyse	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

#### Bachelor-3:

Exam component	Credits
3.1-3.2 Minor	15
3.3 International Migration	7.5
3.4 Sociology of the Globe: Critical Perspectives	7.5
3.5 Advanced Methods	7.5
3.6 Sociologische Onderzoekspuzzels	7.5
3.7-3.8 Bachelor Project	15
Professional conduct*	None
<b>Total</b>	<b>60</b>

*\*Although no EC are associated with this component, it must be completed satisfactorily for the EC of the year in question to be awarded.*

#### Bachelor-2 Conversion (commenced with the Bachelor before 2019–2020)

Course (taught last in 2018-2019)	Conversion course(s)
Betoog	Individual scheme
Hoofdvragen van de sociologie	Cohesie & Identiteit

- Some conversion courses are taking place or are situated in different bachelor years and/or in different blocks than the course that is no longer taught. Make sure you know when and where the conversion course is taking place. You can look this up on Canvas.
- Some conversion courses require you to take an extra assignment to meet the required amount of EC. More information can be found in the course manual or by contacting the course coordinator.

## B. Public Administration

The tables below contain an overview of the courses in Bachelor-1, Bachelor-2 and Bachelor-3 in 2020-2021. This overview lists the courses given to students who commenced 2015-2016 and later years. Students who commenced the programme before 2015-2016 are referred to the former Education and Examination Regulations.

### Cohort commencing in 2017-2018 and subsequent academic years

#### Bachelor-1:

Exam component	Credits
<b>Knowledge cluster</b>	<b>48</b>
1.1 Bestuurskunde: maatschappelijke problemen en bestuurlijke oplossingen	6
1.2 Sociologie	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Economics, Welfare & Distribution	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 Recht en Regulering	6
<b>Skills cluster</b>	<b>12</b>
1.1 Inleiding academische vaardigheden	1.5
1.2 Academisch Schrijven	1.5
1.3 Onderzoeksontwerp	1.5
1.4 SPSS	1.5
1.5 Literatuuronderzoek	1.5
1.6 Interviewen	1.5
1.7 Betoog	1.5
1.8 Presenteren	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

#### Bachelor-2:

Exam component	Credits
<b>Courses</b>	<b>54</b>
2.1 Political Science	6
2.2 Network Governance	6
2.3 HRM, Leiderschap en Performance	6
2.4-2.5 Praktijkstage	15
2.6 Qualitative Methods	6
2.7-2.8 Research Project	15
<b>Practicals</b>	<b>6</b>
2.1 Beleidsadvisering	1.5
2.2 Onderhandelen	1.5
2.3 Beroepsethiek	1.5
2.6 Kwalitatieve data-analyse	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

### Bachelor-3

Exam component	Credits
3.1-3.2 Minor **	15
3.3 Technology, Policy & Society	7.5
3.4 Global & European Governance	7.5
3.5 Political Philosophy and Democracy	7.5
3.6 Management Consultancy & Policy Advice	7.5
3.7-3.8 Bachelor Project	15
Professional conduct*	None
<b>Total</b>	<b>60</b>

*\*Although no ECTS are associated with this component, it must be completed satisfactorily for the ECTS of the year in question to be awarded.*

*\*\*A minor may be both public administrative and non-public administrative in nature. The Minor Policy and Management in the Public Sector is not open for Public Administration students. In principle, a minor is 15 EC.*

### Bachelor-2 Conversion (commenced with the Bachelor before 2019–2020)

Course (taught last in 2018-2019)	Conversion course(s)
Betoog	Individual Scheme

- Some conversion courses are taking place or are situated in different bachelor years and/or in different blocks than the course that is no longer taught. Make sure you know when and where the conversion course is taking place. You can look this up on Canvas.
- Some conversion courses require you to take an extra assignment to meet the required amount of EC. More information can be found in the course manual or by contacting the course coordinator.

### C. Management of International Social Challenges

The tables below contain an overview of the courses in Bachelor-1, Bachelor-2 and Bachelor-3 in 2020-2021. This overview lists the courses given to students who commenced 2015-2016 and later years. Students who commenced the track before 2017-2018 are referred to the former Education and Examination Regulations.

#### Cohorts commencing in 2017-2018 and subsequent academic years

##### Bachelor-1

Exam component	Credits
<b>Knowledge cluster</b>	<b>48</b>
1.1 Globalisation & Society I	6
1.2 Globalisation & Society II	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Economics, Welfare & Distribution	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 International Law & Regulation	6
<b>Skills cluster</b>	<b>12</b>
1.1 Introduction Academic Skills	1.5
1.2 Academic Writing	1.5
1.3 Research Design	1.5
1.4 SPSS	1.5
1.5 Literature Review	1.5
1.6 Interviewing	1.5
1.7 Argumentative Writing	1.5
1.8 Presentation	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

##### Bachelor-2:

Exam component	Credits
<b>Courses</b>	<b>54</b>
2.1 Political Science	6
2.2 Network Governance	6
2.3 International Migration	6
2.4 Leadership and HRM in International Organisations	7.5
2.5 Global Development Issues	7.5
2.6 Qualitative Methods	6
2.7-2.8 Research Project	15
<b>Practicals</b>	<b>6</b>
2.1 Advisory Report	1.5
2.2 Negotiating	1.5
2.3 Professional Conduct (skills course)	1.5
2.6 Qualitative data-analysis	1.5
Professional conduct*	None
<b>Total</b>	<b>60</b>

<b>Bachelor-3: Exam component</b>	<b>Credits</b>
3.1-3.2 Minor or Internship	15
3.3 Technology, Policy & Society	7.5
3.4 Global & European Governance	7.5
3.5 Political Philosophy and Democracy	7.5
3.6 Management Consultancy & Policy Advice	7.5
3.7-3.8 Bachelor Project	15
Professional conduct*	None
<b>Total</b>	<b>60</b>

*\* Although no ECTS are associated with this component, it must be completed satisfactorily for the 60 ECTS to be awarded.*

## D. Psychology

The tables below contain an overview of the courses in Bachelor-1, Bachelor-2 and Bachelor-3 in 2020-2021. This overview lists the courses given to students who commenced 2015-2016 and later years. Students who commenced the programme before 2015-2016 are referred to the former Education and Examination Regulations.

### Cohort commencing in 2015-2016 and subsequent academic years

#### Bachelor-1:

Exam component	Credits
<b>Knowledge cluster</b>	<b>40</b>
1.1 Social Psychology: People in Groups	5
1.2 Personality Psychology: Differences Between People	5
1.3 Statistics I: An Introduction	5
1.4 Biological Psychology: The Human Body	5
1.5 Developmental Psychology: Changing Man	5
1.6 Clinical Psychology: Normal or Abnormal?	5
1.7 Organisational Psychology: People at Work	5
1.8 Educational Psychology: Human Learning	5
<b>Skills cluster</b>	<b>20</b>
1.1 PBL Skills	2
1.2 Psychodiagnostics (Test use)	2
1.2 Presentation Skills	2
1.3 Statistical Skills I	2.5
1.4 Neuropsychological Diagnostics	2.5
1.5 Testing Children/Testvaardigheden	2
1.6 Communication Skills I	2
1.7-1.8 Academic Writing Skills I/Academische schrijfvaardigheden I	5
Professional conduct*	None
Test subject hours*	None

#### Bachelor-2:

Exam component	Credits
<b>Knowledge cluster</b>	<b>40</b>
2.1 Cognitive Psychology: Thinking and Remembering	5
2.2 Statistics II: Explaining and Predicting	5
2.3 History and Methods of Psychology	5
2.4 Brain and Cognition: Perception	5
2.5 Psychometrics: An Introduction	5
2.6 Clinical Psychology: Anxiety and Stress	5
2.7 Developmental Psychology: From Infancy to Old Age	5
2.8 Organisational Psychology: Performance at Work	5
<b>Skills cluster</b>	<b>20</b>
2.1 Psychological experiments	2
2.2 Statistical Skills II	2.5
2.2 Observation Skills	2
2.3 Professional Ethics	2
2.4 Experimental Research in Psychology	2.5

2.5 Psychometrics: An Introduction	2.5
2.6 Communication Skills II	2
2.7 Academic Writing Skills II	2.5
2.8 Training for trainers	2
Professional conduct*	None
<b>Total</b>	<b>60</b>

### Bachelor-3:

Exam component	Credits
Minor	15
Elective	5
Bachelor's thesis	16
<b>Specialisation Clinical Psychology</b>	<b>24</b>
3.4 Depression and Psychosis	6
3.4 Psychodiagnostics (practical)	2
3.5 Eating, Sex and Other Needs	6
3.5 Clinical Interview (practical)	2
3.6 Neuropsychology	6
3.6 Neuropsychological Diagnostics II	2
<b>Specialisation Occupational &amp; Organisational Psychology</b>	<b>24</b>
3.4 Leadership & Coaching	6
3.4 Psychodiagnostics (practical)	2
3.5 Organisational Psychology	6
3.5 Organisational Diagnosis (practical)	2
3.6 Occupational Health and Safety	6
3.6 Risk Assessment in Organisations (practical)	2
<b>Specialisation Education and Development Psychology</b>	<b>24</b>
3.4 Learning and Instruction in Schools	6
3.4 Psychodiagnostics (practical)	2
3.5 Engines for Learning	6
3.5 Educational Psychology in Practice (practical)	2
3.6 Understanding DLYIXSEA & DY5C4LCUL14	6
3.6 Diagnosis of Learning Disabilities (practical)	2
<b>Specialisation Brain &amp; Cognition</b>	<b>24</b>
3.4 Language and Brain	6
3.4 Performing Replications of Psychological Research (practical)	2
3.5 Memory (including practical)	8
3.6 The Brain	6
3.6 Brain Anatomy (practical)	2
Professional conduct*	None
Test subject hours*	None
<b>Total</b>	<b>60</b>

\* Although no ECTS are associated with this component, it must be completed satisfactorily for the 60 ECTS to be awarded.

## E. Pedagogical Sciences

The tables below contain an overview of the courses in Bachelor-1, Bachelor-2 and Bachelor-3 in 2020-2021. This overview lists the courses given to students who commenced 2015-2016 and later years. Students who commenced the programme before 2015-2016 are referred to the former Education and Examination Regulations.

### Cohort commencing in 2015-2016 and subsequent academic years

#### Bachelor-1:

Examenonderdeel	EC
<b>Kenniscluster</b>	<b>40</b>
1.1 Inleiding in de Pedagogische Wetenschappen	5
1.2 Inleiding in de Onderwijswetenschappen	5
1.3 Statistiek I: een introductie	5
1.4 Intelligentie, Persoonlijkheid en Identiteit	5
1.5 Ontwikkelingspsychologie: De veranderende mens/ Changing Man	5
1.6 Inleiding in de Orthopedagogiek	5
1.7 Stadssociologie van Onderwijs en Opvoeding	5
1.8 Ontwikkeling en Onderwijs vanuit Multicultureel Perspectief	5
<b>Vaardigheidscluster</b>	<b>20</b>
1.1 PGO- en Informatievaardigheden	2.5
1.2 Wetenschappelijk presenteren	2.5
1.3 Statistische vaardigheden I	2.5
1.4 Testvaardigheden I	2.5
1.5 Testing Children/ Testvaardigheden II	2.5
1.6 Gespreksvaardigheden I	2.5
1.7-1.8 Academic Writing Skills/ Academische schrijfvaardigheden I	5
<b>Totaal</b>	<b>60</b>

#### Bachelor-2:

Examenonderdeel	EC
<b>Kenniscluster</b>	<b>40</b>
2.1 Biologische Determinanten van Leren en Ontwikkeling	5
2.2 Statistiek II: Verklaren en voorspellen	5
2.3 Afstemming binnen Opvoeding en Onderwijs	5
2.4 Geschiedenis van Opvoeding en Onderwijs	5
2.5 Deviantie en Criminaliteit in de Stad	5
2.6 Gezinspedagogiek: Niet-traditionele gezinnen	5
2.7 Orthopedagogiek: Stoornissen bij kinderen	5
2.8 Onderwijswetenschappen: Problemen en interventies op school	5
<b>Vaardigheidscluster</b>	<b>20</b>
2.1 Gespreksvaardigheden II	2.5
2.2 Statistische vaardigheden II	2.5
2.3 Observatievaardigheden	2.5
2.4 Interviewvaardigheden	2.5
2.5 Adviesvaardigheden	2.5
2.6 Juridische en Ethische Beroepsvaardigheden I	2.5



2.7 Academische schrijfvaardigheden II	2.5
2.8 Ontwerpvaardigheden I	2.5
<b>Totaal</b>	<b>60</b>

**Bachelor-3:**

<b>Examenonderdeel</b>	<b>EC</b>
3.1-3.2 Minor	15
<b>Afstudeerrichting Pedagogiek</b>	<b>22.5</b>
3.3 Interculturele Pedagogiek	5
3.3 Juridische en Ethische Beroepsvaardigheden II	2.5
3.4 Opvoedingsproblematiek in de Complexe Werkelijkheid	5
3.4 Testvaardigheden IV	2.5
3.5 Psychometrie: Een introductie	5
3.5 Psychometrie: Een introductie	2.5
<b>Afstudeerrichting Onderwijswetenschappen</b>	<b>22.5</b>
3.3 De Professionele School	5
3.3 Juridische en Ethische Beroepsvaardigheden II	2.5
3.4 Beleid en Bestuur in het Onderwijs	5
3.4 Coaching en Trainingsvaardigheden	2.5
3.5 Psychometrie: Een introductie	5
3.5 Psychometrie: Een introductie	2.5
3.6-3.7 Wetenschapsfilosofie	2
3.6 Bachelorstage Pedagogische Wetenschappen	13
3.7-3.8 Bachelorscriptie Pedagogiek	7.5
<b>Totaal</b>	<b>60</b>