

Education and Examination Regulations (EER) 2026-2027

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

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INTRODUCTION

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

Please note that the (pre-)master EER includes the programme-specific rights and obligations of students following a Pre-Master's Programmes at the ESSB.

The general university Student's Charter stipulates the rights and obligations applicable to all EUR students. The Examination Board's Rules & Regulations detail (operational/policy) regulations for Examinations and Exams of the programmes in addition to this EER.

These EER are drawn up as annual regulations. This means that the rights and obligations of students are described in the EER of the current academic year regardless of the cohort to which they belong. Nevertheless, there are a few cohort-specific provisions, in these cases they are clearly described as such.

These EER were adopted by the Dean of the ESSB with the consent of the Faculty Council and Programme Committees, and following the recommendations of the Examination Board.

For questions about the EER, please contact OER@essb.eur.nl

SECTION 1 – GENERAL PROVISIONS

Article 1.1. Applicability of the regulations

These regulations apply to the 2026-2027 academic year and govern the education, Examinations and Bachelor's Exam of the Bachelor's programmes in Sociology (RIO 56601), Public Administration (including the English-language track Management of International Social Challenges; RIO 56677), Psychology (including the English-language track International Bachelor in Psychology; RIO 56604) and Pedagogical Sciences (RIO: 56607) (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: the faculty).

In the event of inconsistencies between the Dutch version of these regulations and this translated version, the Dutch version will prevail.

Article 1.2. Definitions

In these EER the following definitions apply:

a. Cluster	a group of Courses/Practicals for which specific compensation and resit regulations apply;
b. Course	an example of an Exam component/education unit that is usually focused on the acquisition of knowledge;
c. Course coordinator or Practical coordinator	an Examiner who is responsible for the content of a specific Course or Practical;
d. Course guide	the faculty's online list of Courses and Practicals on offer;
e. Course manual	the Course-specific information as provided in a separate document or in the online learning environment (Canvas) for the Course;
f. Dean	Administrator, head of faculty as referred to in Article 9.12 of the Whw, and a management body;
g. Diploma supplement	the appendix to the Bachelor's certificate in which an explanation is given of the nature and content of the programme;
h. EC	Study points expressed in European Credits (ECs) and equal to 28 hours of study. ECs are awarded when the minimum final grades requirements of the exam components are met;
i. Education director	the Vice Dean of Education as referred to in the ESSB faculty regulations;
j. Exam	the concluding Exam of the programme; this is considered successfully completed if the student has met all the requirements of the entire Bachelor's programme;
k. Examination:	a test as referred to in Article 7.10 of the Whw. In principle, all education units are concluded with a test. An Exam component may include multiple tests ('partial tests'). Different Examination formats are applied in the Programme. Some examples: • A (digitally) written test is an Examination that is administered individually, with proctoring, e.g. in the Exam Centre. • An oral test is an individual, structured interview;

	• Assignments may have different forms, e.g. an essay, report, presentation, take-home exam, or thesis.
l. Exam component	one education unit (Course or Practical) of the Programme as referred to in Article 7.3 of the Whw;
m. Exam programme	The Exam components based on which the student achieves the Intended Learning Outcomes of the Programme (as laid down in Appendix I of these EER) and thereby completes the Exam. The Exam programme (also known as curriculum) per Programme is laid down in Appendix III of these regulations;
n. Examination Board:	the committee as referred to in Article 7.12 of the Whw 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;
o. Executive Board	The Executive Board (College van Bestuur, CvB) of the Erasmus University Rotterdam, the governing body as referred to in Article 1.1 paragraph 1 sub a of the Administrative Law Act;
p. Master's programme:	the programme as referred to in Article 7.3a, first paragraph under b, of the Whw that is concluded with an exam (the Master's exam);
q. Period:	a time indication. An academic year is divided into a number of periods (4, for example). A period may consist of theoretical and Practical components (Courses and Practicals), but can also include other types of components;
r. Personal circumstances	Circumstances as referred to in Article 2.1 of the Whw Implementation degree act. In principle, only the following circumstances can be defined as personal circumstances, regarding the hardship clause: 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 Facultair Management Overleg, the Onderwijsoverleg or the Programme Committee; f) other circumstances referred to in Article 2.1 of the Whw Implementation Decree Act.

	The personal circumstances additionally recognized by the Executive Board, beyond those stipulated by law, are: Membership of a democratically elected representative body or the executive committee of the public entity to which that representative body belongs, and a talent status officially recognized by the Executive Board;
s. Practical:	practical exercise as referred to in Art. 7.13, second paragraph under d, of the Whw. Practical exercises are understood to include: • writing a thesis, assignment or paper; • undertaking research assignments; • following an internship; • taking part in any other educational activities deemed essential, the aim of these activities being to acquire the intended skills.
t. Bachelor's Programme:	the Bachelor's programme (hereafter: the Programme) referred to in Article 1.1 of these regulations;
u. Rules & Regulations of the Examination Committee:	the rules adopted by the Examination Board governing, among other things, the correct procedure during Examinations, the regulations for assessing students who take Examinations, and the way of determining the results of Examinations and Exams, as referred to in Article 7.12b of the Whw;
v. Student:	a person who is enrolled at the university for the purpose of participating in education and/or taking examinations and Exams of a programme, in accordance with Article 7.34 of the Whw;
w. Whw:	the Higher Education and Research Act (Whw);
x. Tutorial group:	a scheduled and compulsory meeting for a group of Students.

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 Whw, grants admission to the Programme;
2. Admission to the Programmes is also granted by the diplomas described in Article 7.28 of the Whw, including:
 - a. A foreign or other diploma deemed equivalent to the VWO diploma;
 - b. A completed first year of study at a Dutch university of applied sciences (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 of 600 for first-year enrolments, as referred to in Article 7.53 of the Whw. Applicants who want to start this program on 1 September must register via Studielink and have submitted all the required documents in the EUR Admissions portal before 15 January of that year, 23:59 CET. The selection procedure is described on:
6. www.eur.nl/bachelor/psychologie/aanmelden for the Dutch-language track and www.eur.nl/en/bachelor/international-bachelor-psychology/admission for the English-language track International Bachelor in Psychology.
7. The English-language **Management of International Social Challenges track** is subject to a supplementary selection procedure:
 - a. Applicants 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 the applicant chooses this particular discipline;
 - ii. Why the applicant chooses Erasmus University Rotterdam as opposed to other universities;
 - iii. Why activating education appeals to the applicant;
 - iv. The international orientation and experiences of the applicant and their choice for an international environment with English-language education.
 - b. Applicants 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, but the Admissions Board does take the academic performance of the applicant into account. Each application will be assessed against the pool of applicants of the given academic year.

Article 2.2. Study choice activity

1. The Programme offers a study choice activity exclusively intended for Students enrolling in a Programme for the first time;
2. The study choice activity is a digital questionnaire linked to a study advice. This activity is compulsory for all Students enrolling in a Programme for the first time,

- except for Students enrolling in a *numerus fixus* Programme, i.e. the bachelor Psychology;
3. More information on 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-language 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 to participate in the Programme and Examinations. This requirement will be deemed to have been met if the applicant:
 - 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 applicant has a nationality of a member of the EEA or if the applicant submits proof of proficiency in English. The Admissions Office of the EUR offers more information on possible proofs.
2. Applicant may only enrol in the English-language **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 of these EER;
 - b. the requirement of having sufficient command of the English language to participate in the Programme and Examinations. This requirement will be deemed to have been met if the applicant:
 - 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 meet the language requirement; 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) (at least 11 points), 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 applicants 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:

In the case of **International Bachelor Psychology**:

- Internet-based TOEFL with a score of at least 95 and a minimum score of 4.5 for each sub-element. Please note that Institutional (ITP) TOEFL tests are not accepted);
- IELTS with a score of at least 7.0 and a minimum score of 6.0 for each sub-element;
- Cambridge C1 Advanced (formerly: CAE) with a minimum score of 180;
- Cambridge C2 Proficiency (formerly: CPE) with a minimum score of 200;
- Language Cert with a score of at least 70 and a minimum score of 65 for each sub-element;
- Pearson PTE Academic with a score of at least 70 and a minimum score of 65 for each sub-element

In the case of **Management of International Social Challenges**:

- Internet-based TOEFL with a score of at least 90 and a minimum score of 4.5 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 C1 Advanced (formerly: CAE) with a minimum score of 180;
- Cambridge C2 Proficiency (formerly: CPE) with a minimum score of 200;
- Language Cert with a minimum score 70 and a minimum score of 65 for each sub-element;
- Pearson PTE Academic with a minimum score of 70 and a minimum score of 65 for each sub-element

- c. a letter of unconditional admission has been issued by the Admissions Board.

Article 2.4. Entrance examination

1. For **Sociology, Public Administration, Pedagogical Sciences** and the **Dutch-language track of Psychology**, the entrance examination, as referred to in Article 7.29 of the Whw, relates to the following subjects and the level as given:
 - a. Vwo-level Dutch, -English and -Mathematics, as evidenced by pre-university partial certificates (vwo-deelcertificaten) for these subjects, with a minimum score of 5.5.
 - b. The Mathematics level may also be evidenced by a OMPT-E Exam with a minimum score of 55%. For Dutch or English, no alternative proofs of proficiency are accepted.

2. For the English-language tracks **Management of International Sociology** and **International Bachelor Psychology**, the entrance examination relates to the following subjects and the level as given:
 - a. Vwo-level English, as evidenced by pre-university partial certificates (vwo-deelcertificaten) for these subjects, with a minimum score of 7.0
 - b. Vwo-level Dutch and -Mathematics, as evidenced by pre-university partial certificates (vwo-deelcertificaten) for these subjects, with a minimum score of 5.5
 - c. The Mathematics level may also be evidenced by a OMPT-E Exam with a minimum score of 55%. For Dutch or English, no alternative proofs of proficiency are accepted.
3. Pursuant to sub 1 of Article 7.29 of the Whw, Dutch applicants of at least 21 years old can be admitted to the English-language track **Management of International Social Challenges** and **International Bachelor Psychology** based on an entrance examination. This is only possible if this examination has been successfully completed prior to the application, and provided that additional requirements are met, for example regarding sufficient proficiency in the English language.
4. 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 entrance 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, at least in the field of Sociology, Public Administration, Psychology or Pedagogical Sciences, respectively. 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 Dutch-language Programmes/tracks, are taught in the Dutch language, unless otherwise provided for in the Course guide or when the proportion of Dutch and international Students makes the creation of separate working groups inadvisable for didactical and efficiency reasons.
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, with the exception of components of the English-language tracks **International Bachelor Psychology** and **Management of International Social Challenges**, and except in those cases where English language skills are a Course learning objective that is being assessed.
4. If a Dutch test is available, all Students in Dutch-language 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.

5. In the English-language tracks **Management of International Social Challenges** and **International Bachelor in Psychology**, 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 EC. 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 EC.
2. The study load is expressed in whole or half ECs.

Article 3.5. The Programme

1. The Exam components of the Programme which form part of the final Exam are determined by the Dean of the faculty. These components are listed in the Course guide, and an overview is set out in Appendix III.
2. The Programme provides for compensation opportunities for some Exam components of the Bachelor's programme. The compensation opportunities are described in Appendix II.

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 EC.
2. The Student may fill in the minor component in the curriculum, with minors from the EUR-minor register, that are approved for (or by) the Programme. At the Student's request, the Examination Board may, in accordance with their Rules and Regulations, grant exemption from the minor based on completed courses (or minors) outside of the EUR-minor register.
3. See Rules & 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 Bachelor-1 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.
4. Objections to decisions regarding admission to the honours programme can be lodged with the Dispute Resolution Advisory Committee for Student Affairs (GAS).

SECTION 4 – EDUCATION

Article 4.1. Enrolling in Courses

1. A Student may only participate in a Courseⁱ if the Student has enrolled in the Course in good time.
2. Students of all Programmes are enrolled for the mandatory Courses within the Exam programme by the Educational Office, except for the instances described in the third paragraph of this article.
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 Exam components in an order and timeframe that deviates from a nominal study pathⁱⁱ;
 - b. Students who will not be participating in an Exam component for the first time; and
 - c. Students who wish to participate in Bachelor-3 **Psychology** electives.

If a Student does not meet the deadline for enrolment, it will not be possible to enrol 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. Students cannot enrol in the Bachelor thesis/Bachelor project autumn round during the first year that the Student is enrolled in Bachelor-3 Courses.
6. Students can only enrol in one Thesis/Bachelor project round per academic year, i.e. it is not possible to enrol in both the autumn round and the spring round in the same academic year.
7. A Student cannot enrol for a Course if the associated EC are already obtained.

Article 4.2. Entry requirements for Exam components

1. Entry requirements apply for specific Exam components. The table below indicates the entry requirement per component.
2. For each entry requirement, a deadline applies for passing this requirement. These deadlines are laid down in the table below or on MyEUR.

Admission to this component:	is only possible once the Student has met the following entry requirement:	Deadline for passing the entry requirement
a. All components of bachelor-2	- received a positive binding study advice (BSA) as referred to in article 7.4 However, in exceptional cases, a Student for who the binding study advice was postponed, may still be given admission to components of bachelor-2. In these cases, admission is decided by or on behalf of the dean.	Not applicable (assessment is included in the BSA procedure)

ⁱ This also refers to Practicals

ⁱⁱ This means that the student has not completed all prior components in the standard timeframe.

b. All components of bachelor-3	- completed bachelor-1 in full, notwithstanding Article 4.1, sub 4 of this EER.	Not applicable (when entry is possible, it is granted when bachelor-1 is completed.)
c. Specialisations of bachelor-3 Pedagogical Sciences	- completed Bachelor-2 in full; or - obtained 30 EC of Bachelor-2.	Components start in period 2. Therefore, results obtained after the previous academic year cannot be taken into account.
d. Specialisation Courses and Practicals of Psychology	- completed Bachelor-1 in full	When a student receives a postponed BSA with entry to Bachelor-2 courses, then at that moment the student can also enrol in the Bachelor-2 specialisation course.
e. Bachelor thesis/project, for Psychology, Sociology, Public Administration and MISOC , any round	- obtained 135 EC in the Programme, notwithstanding Article 4.1, sub 5 of these EER	Spring rounds start in March-April. Therefore, results can be taken into account up to and including the first test opportunity of period 2. Autumn rounds start in September-October. Therefore, results registered in the previous academic year can be taken into account.
f. Bachelor thesis/project, for Pedagogical Sciences , any round	- obtained 120 EC in the Programme, notwithstanding Article 4.1, sub 5 of these EER	De spring round starts in February. Therefore, results can be taken into account up to and including the first test opportunity of period 1. The autumn round start in September-October. Therefore, results registered in the previous academic year can be taken into account.

Article 4.3. Attendance and best efforts obligation

1. Students are expected to participate actively and conduct themselves professionally in the Exam components for which they are enrolled. Examples of inappropriate or unprofessional behaviour are included in Appendix VI of the Rules & Regulations of the Examination Board.
2. A 100% attendance obligation applies to Practical training sessions and Tutorial groups. The Practical training sessions and Tutorial groups are deemed as practical

exercises (Article 7.13, second paragraph, under d and t, of the Whw), meaning that meeting the attendance obligations may be an entry requirement for following Examinations; when the attendance obligation is not met, a Student can be excluded from the Examination(s) of subsequent Exam components. Procedures for the application of these stipulations can be found in the Rules & Regulations of the Examination Board.

3. Attendance does not include digital presence.
4. Further provisions regarding professional conduct and the attendance obligation can be found in the Rules and Regulations of the Examination Board.
5. Any additional obligations are described per component in the Course manual.

SECTION 5 – TESTING

Article 5.1. General

1. An Exam Component may include more than one (graded) Examination. These are partial examinations. In that case the final grade is determined by means of the weighted average of all partial grades associated to the component. For each partial examination a minimum partial grade may apply, as stipulated in Article 15 of the Rules and Regulations of the Examination Board.
2. Each Examination 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 Examination and determining the result of the Examination.
4. The Course manual describes the requirements that the Student must satisfy to complete the Examination successfully as well as the criteria on which the Student is assessed.
5. If a Student may participate in a resit based on the Resit & Compensation Regulations (Appendix II), Students can register for that resit Examination ultimately 5 working days prior to that Examination.
6. If a Student misses the deadline stipulated in paragraph 5, they can still register for the Examination via the Osiris Webshop. In that case, an administrative fee of €20 will be charged to carry out the late registration for that Examination.
7. A resit registration is only valid when the Student may rightfully participate in that resit.
8. The general procedure for Examinations is described in the Examination Rules of the EUR. Rules specifically applicable to ESSB Examinations, including the registration procedures and deadlines, are published in the Rules & Regulations of the Examination Board.
9. In accordance with the Whw, the Examination Board takes measures to guarantee the quality of the Examinations and the Exam, as well as the quality of the organisation and the procedures surrounding the Examinations and the final Exam. The Examination Board can declare an Examination of an individual Student or a group of Students ineligible or invalid if the Examination or the organisation and procedures surrounding the Examination do not meet the quality requirements.

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, each year two Examination opportunities are offered for all Exam components of the Exam Programme. The first opportunity is the first Examination, while the second is the resit Examination. Even if a Student did not attend the first Examination, the second opportunity is still considered a resit Examination.

3. If a Student is allowed to take a resit in accordance with the resit regulations, the highest grade applies.
4. For resit assignments, the following submission terms apply:
 - a. for resit assignments of Period 4 Components (including theses/bachelor thesis projects), please refer to Article 5.5 of these EER.; and
 - b. for all other resit assignments, submission deadlines are set 20- 31 working after the first test results are published.
5. If an Exam component is no longer offered, we call this a Lapsed course. In that case, one of the following regulations applies:
 - a. The default is that the student can enrol in a 'conversion course'. This is possible when the lapsed course and a new course meet the following criteria: 1) their contents/learning goals overlap in at least 75%; 2) the new course has a similar timing, i.e. it is scheduled no later in the academic year; 3) the weights of partial results is similar; and 4) the number of ECs is the same. In that case, the new course acts as a conversion course.
 - b. The student may be offered an individual regulation when two conditions are met: 1) a new course meets all criteria under sub a, except the third (weights of partial results); and 2) the student has already obtained at least one partial result from the lapsed course. In that case, programme management may decide if and how partial results may be combined to complete the old exam component. This will be published via the Canvas page of the lapsed course.
 - c. The student can enrol in an 'old-style' version of the lapsed course when two conditions are met: 1) no conversion course or individual regulation is available; and 2) it is either the first or second academic year in which the lapsed course is no longer offered as part of the standard curriculum. In this case, the student can: access the Canvas page for the lapsed Exam component, including recordings of the lectures; ask questions via Canvas if necessary; and take two Examination opportunities for the lapsed course, notwithstanding the resit regulations set out in Appendix II.
6. Written tests will take place at a date and location established, on behalf of the dean, at least 30 working days before the start of the relevant period.
7. The times and locations of Examinations are announced via the Programme's digital learning environment.
8. Established Examination times may only be changed in cases of force majeure and in line with the EUR Examination Rules. The Education Director decides whether there is a case of force majeure.
9. 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 (part of Education & Student Affairs), decide which of the written tests and test inspections 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.
10. Following such a cancellation, the Dean will set new dates for the cancelled test and test inspections as soon as possible in consultation with the examiners concerned. The new dates should preferably be within 10 working days of the original dates. The new dates shall immediately be published on the Programme's digital schedule/learning environment.

Article 5.3. Form of testing

1. Examinations will be administered in the way stipulated in the Course guide.
2. Established Examination formats may only be changed by order of the Examination Board, or in cases of force majeure. The Education Director decides whether there is a case of force majeure. Changes may not affect the learning goals of the Exam component.
3. Upon the request of a Student, the Examination Board can allow that an Examination is administered in a different way than is stipulated in line with paragraph 1.

Article 5.4. Oral tests

1. If an oral test as defined in Article 1.1 of these EER is to serve as a test, the following rules will be observed:
 - a. Oral tests are open to the public unless, for an exceptional reason, the Examination Board decides otherwise;
 - b. 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. The examiner will assess the Examination within the assessment term. Within the set term, the examiner will provide the educational office with the details necessary for providing the Student a written or digital statement of the assessment.
2. The standard assessment term, notwithstanding the exceptions listed under paragraph 3, are:
 - a. For written and oral tests: within 15 working days of the day on which the Examination in question was taken; and
 - b. For assignments: within 21 working days counting from the deadline (the final day for) for submitting the assignmentⁱⁱⁱ.
3. The exceptions to these standard assessment terms are:

Examination type	Timing of first test opportunity	Assessment deadline for the first opportunity	Timing of resit opportunity	Assessment deadline for the resit opportunity
a. Period 4 assignments and theses ^{iv}	Assignment is submitted ultimately June 13th (this is the last day of the last education week)	Assessment is completed ultimately July 2nd (this is 5 working days before resit submission deadline)	Resit assignment is submitted ultimately July 11th (this is 5 working days before the summer recess)	Assessment is completed ultimately July 16th (this is last day of the academic year)
b. Period 4 written tests	Examinations take place between	Assessment is completed	Resit takes place between July 5-9th	

ⁱⁱⁱ Please note that the employment contract of tutors may require them to take holiday leave during the assessment term. Then, a corresponding extension is decided on by the Programme director in consultation with the educational office. Requests for extensions are submitted to the Programme director. The Programme director discusses the changes with the Director of Education.

^{iv} Please note that, for the duration of one year, the following courses exempted from these deadlines:

- Sociology, Public Administration and MISOC Bachelor-2 Research Project and Bachelor-3 Bachelor Project;
- Psychology Bachelor Thesis;
- Pedagogical Sciences Bachelor Project

	June 14-18th (this is the examination week)	ultimately June 25th (this is 10 working days before resit date)	(this is 5 working days before the summer recess)	
c. Period 3 assignments and written tests	Not applicable/no exception (see paragraph 2)			

4. Because of resits, the maximum assessment term may 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 an Examination 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 validity period of passed Exam components – including components taken elsewhere that are approved as part of the Exam programme – and granted exemptions is unlimited. In principle, final grades will be valid for six years at least. When this period ends, the Student must contact the Examination Board and validity can be extended, unless The Examination Board restricts the validity period following the Programme director's proposal if, in the Programme director's opinion, the knowledge, insight and skills assessed by the Examination in question are obsolete.
2. For an Exam component of which the validity period has expired, the Examination Board can indicate a replacement Exam component or require a Student to take an additional or replacement Examination before allowing the Student to sit the final Exam.
3. If an Examination component is tested using more than one test, then the validity of the partial grades is at least the academic year in which partial grades are obtained, plus one academic year, unless otherwise determined pursuant to these regulations. Partial grades obtained within Bachelor Theses (including the Bachelor Project Pedagogical Sciences), i.e. for a research proposal, only remain valid in the academic year in which they are obtained.
4. When limiting the validity period in accordance with paragraph 1, reasonable consideration shall be given to Personal circumstances. Such circumstances must be reported to the study advisor in a timely manner. A report is deemed timely submitted within four weeks after the circumstances emerge. When extending the validity period, the Examination Board shall reasonably consider the extent to which the Personal circumstances contributed to exceeding the limited validity period. In the case of Personal circumstances, the validity period shall be extended by at least the duration of the financial support granted under the Student Support Fund.

Article 5.7. Right of inspection

1. No later than 5 working days prior to the subsequent test opportunity, the Student is allowed to inspect their assessed work during an inspection opportunity to be arranged on behalf of the Examiner.
2. During the inspection referred to in paragraph 1, any Student who took part in the written test may view the questions and assignments of the test in question, as well as the standards used for assessing the test. The procedure concerning test inspections is stipulated in the Rules & Regulations of the Examination Board. For

take home tests and assignments, Students can already inspect their assessed work, meaning that no specific inspection opportunity will be arranged.

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^v, internship report, portfolio, as well as its assessment, will in case they are considered final assignments in the Programme's Assessment Plan, be retained (in paper or digital form) for seven years after the assessment.

Article 5.9. Exemption

1. No exemptions are granted for Exam components in Bachelor-1 and the Bachelor Thesis^{vi} or internship.
2. At a Student's request and having consulted the relevant Examiner, the Examination Board, under the conditions set out in the Rules & Regulations of the Examination Board, may grant the Student exemption from an Exam Component of the Programme, provided that the Student has completed a component which is of equivalent content and level as part of a research university bachelor (WO-bachelor) or completed university of applied sciences bachelor (HBO-bachelor) prior to commencing the Exam Component for which exemption is to be granted.
3. An exemption can only apply to an entire Exam Component and not to a part of a Exam Component.

SECTION 6 – EXAM

Article 6.1. Exam

1. The Examination Board establishes the results of the Exam and awards the certificate as referred to in Article 6.3 of these EER 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 Exam 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 6.2. 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.

^v This includes the Pedagogical Sciences bachelor thesis project.

^{vi} This includes the Pedagogical Sciences bachelor thesis project.

Article 6.3. 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.
3. Students who have successfully completed one or more Exam components and to whom no certificate as referred to in paragraph 1 is awarded, can request a statement stating the personal data, the completed Exam Components and their corresponding codes, number of EC, the results obtained and the date on which the results were obtained. The Student can request this statement from the Study Progress & Diploma team (SV&D).

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 of these EER, a separate certificate will be issued on which this is detailed.

Article 6.5 Iudicium Abeundi

1. Pursuant to Article 7.42a of the Whw, the Executive Board of the institution may terminate or refuse a Student's enrolment for a Programme in special cases on the recommendation of the Examination Board, the dean or a body comparable to the dean at the institution and after carefully weighing up the relevant interests, if the Student's conduct or utterances demonstrate the Student's unsuitability for practising one or more professions for which the attended Programme constitutes a training, or for practical preparation for such professional practice.
2. The iudicium abeundi procedure is laid down in Appendix IV.

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 (department of Education & Student Affairs).
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. Study guidance

1. The faculty is responsible for the introduction and student advice of Students enrolled in the Programme. The aim is to facilitate their study progress and orientation to possible study paths within and outside the programme.
2. Student advice consists of:
 - a. individual advice about possible study routes within the Programme and choosing a subsequent course of action and possibly Master's programme, partially with a view to the career opportunities after the Master's programme;
 - b. group and individual advice about study methods and study plans;
 - c. the offer of support and referrals regarding difficulties and personal circumstances experienced by Students during their studies;

- d. individual advice about study progress, especially in case of study delay.

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 and examinations to their impairments as far as this is reasonably possible. These adaptations are tailored to the Student's individual disability or illness, but may not change the content, quality, or degree of difficulty of an Exam component, Examination or Exam programme.
2. Students with functional impairments or chronic illness should submit a request which includes a statement from a competent authority, via Osiris. Further information on requesting accommodations is available on the EUR website: <https://www.eur.nl/en/education/practical-matters/advice-counselling/studying-disability/request-extra-facilities>.
3. The student advisors are authorised by the Examination Board to decide on the request and organise any assigned adaptations.
4. For statements of dyslexia, the EUR protocol for verifying dyslexia documentation shall apply.

Article 7.4. (Binding) Study Advice

1. Pursuant to Article 7.8b, third paragraph of the Whw, the Examination Board, on behalf of the Dean, determines a binding study advice based on the procedures and standards stipulated in this article.
2. 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.
3. Pursuant to Article 7.8b, paragraph three of the Whw, 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 because the Student's study results do not meet standards referred to in paragraph 7 below. This negative study advice will apply for a period of three academic years.
4. The study advice is issued during the first year of enrolment, after the final results of the Exam 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.
5. In case of Personal circumstances (see paragraph 11) the Examination Board may decide to postpone the issuing of a binding study advice. The Examination Board may take results of Bachelor-2 Exam components into account of a postponed study advice.
6. If Personal circumstances have been reported, and the Student's study advice may reasonably be expected to be negative, the student adviser will issue written advice. This advice is shared with the Examination Board, and at the same time with the Student.
7. The standards applied for the binding study advice are as follows, per programme(s):
 - a. **Psychology**^{vii}: by the end of the first year of enrolment, the Student has successfully obtained all the components of Bachelor-1 of the Programme. This means that the Student

^{vii} For cohorts from 2022-2023 and earlier, standards applied for the binding study advice are included in the Education & Examination Regulations 2022-2023.

- i. has obtained a minimal weighted average grade of 6.0 for all Exam components, with a maximum of two final grades between 5.0 up until and including 5.4, and no final grades below 5.0; and
 - ii. has completed test subject hours.

Account will be taken of any exemptions granted.
 - b. **Pedagogical Sciences**^{viii}: by the end of the first year of enrolment, the Student has successfully obtained all the components of the Bachelor-1 Programme. This means that the Student has completed each component with a minimal final grade of 5.5. Account will be taken of any exemptions granted.
 - c. **Public Administration, Management of International Social Challenges and Sociology**^{ix}: the Student has successfully obtained all the components of the Bachelor-1 Programme. This means that the Student has obtained a minimal weighted average grade of 6.0 for all Exam components, with a maximum of two final grades between 5.0 up until and including 5.4, and no final grades below 5.0.
- Account will be taken of any exemptions granted.
8. During the first year of enrolment, a provisional advice will be issued at least twice by or on behalf of the dean. Further rules regarding Student counselling and study progress monitoring during the Bachelor-1 of the Programme can be found on the faculty's digital learning environments.
 9. 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.
 10. 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, a Programme Committee, the Facultair Management Overleg, or the ESSB Onderwijsoverleg.
 - f. other circumstances referred to in Article 2.1 of the Whw Implementation Decree Act.
 11. 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 Personal 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 informs the student advisor within 20 working days of the circumstances arising.
 12. The study advice is issued in writing and consists of:
 - a. the standard applicable to the Student in question, expressed in the number of ECs 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 Whw;
 - 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;

^{viii} For cohorts from 2021-2022 and earlier, standards applied for the binding study advice are included in the Education & Examination Regulations 2021-2022.

^{ix} See the previous footnote

- 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 EER, 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 EER.

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 2026.

Article 8.5 Identification obligation

Students who participate in Education and Examination facilities are obliged to immediately disclose their name and address and to present proof showing that the Student is entitled to participate therein at the request of invigilators, examiners and other designated persons.

Article 8.6 Appeal

An appeal may be lodged with the university's Board of Appeals for Examinations (CBE) against decisions:

- Made by the Examination Board or an examiner;
- Concerning a negative binding study advice

- Relating to other situations as described in Article 7.61 Whw.

The notice of appeal must be lodged with the CBE within six weeks of the announcement of the decision by sending an email to: cbe@eur.nl. The notice of appeal must include at least the following information: the student's full name, address, telephone number, email address, student ID number, the name of the programme and faculty, the date, the student's signature, a copy of the decision being appealed and the grounds for appeal. For further information, please consult the EUR website: <https://www.eur.nl/en/about-university/organisation/legal-affairs/legal-procedures>.

Article 8.7 Objection

An objection may be lodged within the Student Objection Advisory (GAS) against decisions made pursuant to Article 7.63a(2) Whw. The objection must be submitted within six weeks of the date on which the decision was communicated to the individual concerned. Objections must be submitted by email to: gas@eur.nl.

The notice of objection must include at least the following information: the student's full name, address, telephone number, email address, student ID number, the name of the programme and faculty, the date, the student's signature, a copy of the decision being contested and the grounds for the objection. For further information, please consult the EUR website: <https://www.eur.nl/en/about-university/organisation/legal-affairs/legal-procedures>.

APPENDIX I – INTENDED LEARNING OUTCOMES OF THE PROGRAMMES

A. Sociology

Listed in Dutch, since this Programme is offered only in Dutch

Voor de Sociologie bacheloropleiding gelden de volgende eindkwalificaties:

Kennis en inzicht

De afgestudeerde heeft:

1. Kennis van en inzicht in de sleutelbegrippen en de belangrijkste theoretische perspectieven van de sociologie.
2. Kennis van en inzicht in de hoofdvragen van de sociologie.
3. Kennis van en inzicht in de historische en theoretische ontwikkelingen van de sociologie, waaronder het begrijpen van de discipline, ook in relatie tot andere disciplines, en hoe sociologie in dialoog treedt met andere disciplines.
4. Kennis van en inzicht in kwalitatieve en kwantitatieve dataverzameling- en analysemethoden, designs en technieken van sociaalwetenschappelijk onderzoek.
5. Kennis van en inzicht in betrouwbare en valide operationalisering van sociologische concepten
6. Kennis van en inzicht in hedendaagse sociologische, sociale en institutionele vraagstukken binnen hun maatschappelijke en beleidsmatige context, en de basisprincipes van aanverwante vakgebieden.

Toepassen kennis en inzicht

De afgestudeerde kan:

7. Sociologische theorieën en perspectieven op zelfstandige wijze toepassen op hedendaagse maatschappelijke/sociale vraagstukken, inclusief het herkennen van sociale/maatschappelijke vraagstukken en het vertalen daarvan naar onderzoeksontwerpen.
8. De onderzoekscyclus op kleinschalig niveau uitvoeren binnen een sociologisch kader, inclusief het formuleren en operationaliseren van onderzoeksvragen, het ontwerpen van onderzoek met passende methoden en technieken en het kritisch analyseren van literatuur en uitkomsten.

Oordeelsvorming

De afgestudeerde kan:

9. Op zelfstandige en verantwoorde wijze reflecteren op de ontwikkeling van de sociologie, en de totstandkoming en toepassing van sociologische kennis binnen organisationele, politiek-bestuurlijke en maatschappelijke contexten.
10. Op zelfstandige en verantwoorde wijze reflecteren op de wetenschappelijke kwaliteit en praktische toepasbaarheid van onderzoek en de kennis, inzichten en de toepasbaarheid op basis van ethische, beroepsmatige, wetenschappelijke, sociaal-maatschappelijke argumenten.
11. Zich als socioloog op een ethische, inclusieve, omgevingssensitieve en professionele wijze bewegen in een krachtenveld van actoren, en kan daarbij effectief en verantwoord met deze verschillende actoren samenwerken in wisselende omgevingen, met verantwoordelijkheid voor het eigen werk en voor het constructief beoordelen van en feedback geven op het werk van anderen.

Communicatie

De afgestudeerde kan:

12. Sociologische inzichten en onderzoeksresultaten op heldere en inzichtelijke wijze, zowel mondeling als schriftelijk, rapporteren en presenteren, met zorgvuldig en doelgroepgericht taalgebruik.

Leervaardigheden

De afgestudeerde kan:

13. Zelfstandig relevante informatie voor een specifiek vraagstuk vinden en kritisch beoordelen met strategisch en creatief gebruik van verschillende bronnen, rekening houdend met de bredere maatschappelijke context.
14. Binnen een organisatie of op een beleidsterrein effectief samenwerken met vakgenoten en andere professionals.
15. Relevante technologische, maatschappelijke en beleidsontwikkelingen volgen, evalueren en toepassen, en de rol van verschillende actoren hierin inschatten.

B. Public Administration

The mission of the bachelor's programme Public Administration is to educate and train public administrators who can identify and analyse social and governance issues, advise on solutions and organise the requisite processes in a professional way.

For the Dutch-language specialisation 'Bestuurskunde' (Public Administration) within this Programme, the following intended learning outcomes apply:

The graduate:

Knowledge and understanding

1. Can describe the nature, causes, and consequences of social and governance issues, and relate them to one another
2. Can describe basic public administration concepts and theories and relate them to one another

Applying knowledge and understanding

3. Can identify and apply the relevant basic knowledge and insights from other scientific fields, such as sociology, economics, law, and political science, to analyse and solve social and governance issues
4. Can integrate and apply public administration concepts and theories that are relevant for analysing and solving social and governance issues
5. Can design and conduct qualitative and quantitative social science research
6. Can professionally handle relevant social, ethical, academic, and practical issues according to guidelines set by the programme.

Making judgements

7. Can distinguish normative statements and empirical analyses
8. Can assess, on the basis of research, social and governance issues, taking into account relevant professional, ethical and academic interests
9. Can critically assess public administration research

Communication

10. Can communicate social and governance issues and research to various target groups in accordance with academic standards.
11. Can provide substantiated, research-based advice, taking into account divergent interests, and can communicate about this with different target groups.
12. Can work in diverse (e.g. multicultural and interdisciplinary) teams in various roles

Learning Skills

13. Can identify and apply the professional competences required in the field of public administration
14. Can reflect on their own conceptual, methodological, and professional skills and behaviour
15. Can reflect on their own learning process and is able to (continue to) learn independently

For the English-language specialisation Management of International Challenges (MISOC) within this programme, the following intended learning outcomes apply:

The graduate:

Knowledge and understanding

1. Can describe the nature, causes, and consequences of international social and governance issues, and relate them to one another
2. Can describe basic public administration concepts and theories and relate them to one another

Applying knowledge and understanding

3. Can identify and apply the relevant basic knowledge and insights from other scientific fields, such as sociology, economics, law, and political science, to analyse and solve international social and governance issues
4. Can integrate and apply public administration concepts and theories that are relevant for analysing and solving international social and governance issues
5. Can design and conduct qualitative and quantitative social science research
6. Can professionally handle relevant social, ethical, academic, and practical issues according to guidelines set by the programme.

Making judgements

7. Can distinguish normative statements and empirical analyses.
8. Can assess, on the basis of research, international social and governance issues, taking into account relevant professional, ethical and academic interests.
9. Can critically assess public administration research.

Communication

10. Can communicate international social and governance issues and research to various target groups in accordance with academic standards.
11. Can provide substantiated, research-based advice, taking into account divergent interests, and can communicate about this with different target groups.
12. Can work in diverse (e.g. multicultural and interdisciplinary) teams in various roles

Learning Skills

13. Can identify and apply the professional competences required in the field of public administration
14. Can reflect on their own conceptual, methodological and professional skills and behavior
15. Can reflect on their own learning process and is able to (continue to) learn independently

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, Work 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, Work & 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

Only listed in Dutch, since this Programme is offered only in Dutch.

Met de bacheloropleiding wordt beoogd zodanige kennis, inzichten, vaardigheden en attitudes bij te brengen op het gebied van de pedagogische wetenschappen en onderwijswetenschappen dat de afgestudeerde in staat is tot het vervullen van een functie op de arbeidsmarkt op bachelorniveau, ten minste op het gebied van pedagogische wetenschappen, onderwijswetenschappen of een gerelateerde discipline.

Deze doelstellingen zijn als volgt gespecificeerd in eindkwalificaties:

Kennis

De afgestudeerde heeft kennis van:

1. De belangrijkste theoretische en conceptuele modellen, perspectieven en vraagstukken binnen het domein van de pedagogische wetenschappen en onderwijswetenschappen;
2. De geschiedenis van de pedagogische wetenschappen en onderwijswetenschappen en de relatie met maatschappelijke en politieke ontwikkelingen;
3. De pedagogische en onderwijswetenschappelijke praktijk en tradities in opvoeding, ontwikkeling en onderwijs in een superdiverse samenleving;
4. De belangrijkste theorieën binnen de gerelateerde disciplines sociologie, (neuro)psychologie, kinder- en jeugdpsychiatrie, en filosofie en hoe die zich verhouden tot pedagogische kwesties;
5. Modellen en methoden van preventie, interventie, diagnostiek en behandeling van pedagogische problemen en de voor de pedagogiek relevante juridische en ethische kaders;
6. Het doel, uitgangspunt en toepassing van wetenschappelijk pedagogisch en onderwijswetenschappelijk onderzoek en, de huidige onderzoeksopzetten en -methoden van sociaalwetenschappelijk onderzoek;
7. De opbouw en structuur van het pedagogische en onderwijswetenschappelijke beroepenveld zowel op lokaal (Rotterdam) als op nationaal niveau.

Toepassing van kennis

Afgestudeerden zijn in staat:

8. Op een diversiteitssensitieve manier grootstedelijke vraagstukken op het gebied van opvoeding, ontwikkeling en onderwijs aan te pakken;
9. Vraagstukken op het gebied van opvoeding, ontwikkeling en onderwijs te vertalen naar onderzoeksvragen;
10. Onder begeleiding preventie- of interventie-onderdelen of -programma's en/of diagnostische hulpmiddelen toe te passen binnen een grootstedelijke context met aandacht voor superdiversiteit;
11. Een wetenschappelijke bijdrage te leveren aan (de ontwikkeling van) beleid, praktijk of onderzoek binnen een pedagogische of onderwijswetenschappelijke context.

Oordeelsvorming

Afgestudeerden zijn in staat:

12. Relevante en betrouwbare wetenschappelijke bronnen en gegevens te verzamelen om juridisch, ethisch en wetenschappelijk onderbouwde antwoorden te geven op onderzoeksvragen op het gebied van opvoeding, ontwikkeling en/of onderwijs;

13. Een wetenschappelijk onderbouwde visie te ontwikkelen over pedagogische vraagstukken waaruit hun bewustzijn van de beperkingen van wetenschappelijke kennis en hun maatschappelijke en ethische verantwoordelijkheid blijkt.

Communiceren

Afgestudeerden zijn in staat:

14. Zowel mondeling als schriftelijk en op wetenschappelijk verantwoorde wijze verslag te doen van praktijk en onderzoek en van de daaruit voortkomende vraagstukken, problemen en aanbevelingen;
15. Samen te werken en te communiceren met verschillende doelgroepen (zoals kinderen, jongeren, opvoeders, docenten, professionals, beleidsmakers en -wetenschappers);
16. Op diversiteitssensitieve wijze te communiceren en samen te werken met mensen van verschillende achtergronden (bijvoorbeeld verschillende sociaaleconomische achtergronden).

Leervaardigheden

Afgestudeerden zijn in staat:

17. Te reflecteren op (de ontwikkeling van) hun eigen sensitiviteit en competenties en te bepalen waar hun leerdoelen en interesses liggen;
18. Feedback op werk(houding) van anderen te geven en daarnaast feedback op hun eigen werk(houding) te vragen, te ontvangen en hier op adequate wijze mee om te gaan;
19. Op de hoogte te blijven van ontwikkelingen in het vakgebied.

APPENDIX II – RESIT AND COMPENSATION REGULATIONS

Identical to Appendix II of the ESSB (pre)master EER for the same academic year, for the sake of one comprehensive overview of all rules, and to minimise the risk of mistakes.

1. The table below indicates when Students may participate in resits, and what compensation regulations apply.
 - a. Bachelor Students who commenced the Programme before 2022-2023 are referred to the former cohort-specific Education & Examination Regulations for their Programme.
 - b. When the table below indicates that Students may participate in a resit Examination, two conditions apply:
 - i. If the resit is done for the sole purpose of obtaining a better grade (i.e. when the Student already meets the component's final grade requirements), this is only allowed in the academic year when the first grade was obtained.
 - ii. For a partial test that involved special educational activities^x or research within a thesis circle: If that test (Examination) has not been successfully completed by the student and cannot be repeated for practical reasons, then it may be the case that a resit (as described in art. 5.2, paragraph 2,) for this test during the current academic year is impossible.
 - c. When the table below indicates that a Student may not resit a test, but may request an exception to this rule at the Examination Board, the granting of such a substantiated request is on the condition that the request is submitted well in advance of the scheduled resit, and is based on a grade for an Examination that varies strongly from the individual Student's average examination grade, owing to circumstances. Such a request may only be submitted once per academic year.
 - d. If a Student resits an Examination in violation of these regulations, the Programme retains the right not to process or retain the resit grade record.
 - e. For all bachelor-1 Exam components, ECs are awarded only when the norms applied for the Binding Study Advice, as stipulated in the bachelor EER article 7.4 have been met.
2. Resits are organized during the academic year, after a Period has ended.
3. Rules pertaining to minimum partial grades are included in the Rules & Regulations of the Examination Board.

^x Here, "special educational activities" may refer to e.g. collaborating with a partner institution, internship, interviews/conversations with clients/respondents or excursions, as well as other activities that cannot practically be repeated in the current year.

Year	Programme	The following limitations apply to participating in resits	The following requirements apply to final grades
B1	a. Sociology b. Public Administration c. MISOC d. Psychology	- no additional limitations, Students may participate in resits, notwithstanding Article 1, sub b above. - except for Psychology Practicals graded at least 5.5; these may not be retaken	- Weighted average of all final grades of at least 6.0; and - all final grades at least 5.5, except for a maximum of two final grades between 5.0-5.4
	e. Pedagogical Sciences	- assignments graded at least 5.5 may not be retaken ^{xi}	
B2 and B3	a. Sociology b. Public Administration c. MISOC d. Pedagogical Sciences e. Psychology	- assignments and theses graded at least 5.5 may not be retaken ^{xi} ; and - an internship graded below 5.5 cannot be retaken	
Master	a. Sociology b. Public Administration Both including the specialisation Digitalisation of Work & Society	- no limitations, Students may participate in resits, notwithstanding Article 1, sub b above.	
	c. Pedagogical Sciences d. Psychology Except for specialisation Digitalisation of Work & Society	- grades of at least 5.5 may not be retaken - except when, following a Student's request, the Examination Board allows this - in addition, a Pedagogical Sciences internship graded below 5.5 cannot be retaken, unless in the exceptional case that the Programme and internship institution find an extension of the internship to be opportune.	- all final grades at least 5.5
	e. Teaching in Primary Education	Students must make a remediating assignment if such an assignment is given by the decision committee based on the decision protocol and the outcome of the portfolio-assessment. The remediating assignment must give the Student a second opportunity to demonstrate those intended learning outcomes, which the Student was unable to demonstrate at the first	- portfolio assessment, for master-1, at least 'sufficient'

^{xi} This also applies if a component is not yet completed according to the final grade requirements. In that case, the student does a resit either of an assignment graded below 5.5, or an Examination (regardless of first grade for that Examination).

		opportunity (the portfolio assessment). If the decision committee is unable to design an assignment that would cover the missing learning outcomes, the Student must repeat Master-1 in full.	
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APPENDIX III – BACHELOR EXAM STRUCTURE

A. Sociology

Bachelor-1

Exam component	EC
1.1 Sociologische Sleutelteksten	6.5
1.1 Inleiding in de Sociologie	6.5
1.2 Organisation & Management	6.5
1.2 Sociologische vraagstukken I: Sociale ongelijkheid	6.5
1.3 Designing Social Research	6.5
1.3 Political Science	6.5
1.4 Sociologische vraagstukken II: bevolking, familie en werk	6.5
1.4 Public Policy	6.5
1.1-1.4 Skills	8
Total	60

Bachelor-2

Exam component	EC
2.1 Sociologische vraagstukken III: cultuur en identiteit	7.5
2.1 Qualitative Methods	7.5
2.2 Sociologische vraagstukken IV: de stad en migratie	7.5
2.2 Quantitative Methods	7.5
2.3 Stage	15
2.4 Research Project	15
Total	60

Bachelor-3

Exam component	EC
3.1 Minor	15
3.2 Sociologische vraagstukken V: Cohesie & Conflict	7.5
3.2 Sociologische vraagstukken VI: Planetaire Sociologie	7.5
3.3 Onderzoek in de Praktijk	7.5
3.3 Theoretische Sociologie	7.5
3.4 Bachelor Project	15
Total	60

B. Public Administration

Bachelor-1

Exam component	EC
1.1 Bestuurskunde: Introductie	6.5
1.1 Sociology I	6.5
1.2 Staats-en Bestuursrecht	6.5
1.2 Organisation & Management	6.5
1.3 Designing Social Research	6.5
1.3 Political Science	6.5
1.4 Economics, Welfare & Distribution	6.5
1.4 Public Policy	6.5
1.1-1.4 Vaardigheden	8
Total	60

Bachelor-2

Exam component	EC
2.1 Network Governance	7.5
2.1 Qualitative Methods	7.5
2.2 Policy Analysis	7.5
2.2 Quantitative Methods	7.5
2.3 Stage	15
2.4 Allocation & Management of Public Resources	7.5
2.4 Research Project	7.5
Total	60

Bachelor-3

Exam component	EC
3.1 Minor	15
3.2 Europees & Internationaal Bestuur	7.5
3.2 Politieke Filosofie & Democratie	7.5
3.3 Instituten, Beleid & Samenleving	7.5
3.3 People Management in Publieke Organisaties	7.5
3.4 Bachelor Project	15
Total	60

C. Management of International Social Challenges

Bachelor-1

Exam component	EC
1.1 Global challenges	6.5
1.1 Sociology I	6.5
1.2 International law	6.5
1.2 Organisation & Management	6.5
1.3 Designing Social Research	6.5
1.3 Political Science	6.5
1.4 Economics, Welfare and Distribution	6.5
1.4 Public Policy	6.5
1.1-1.4 Skills	8
Total	60

Bachelor-2

Exam component	EC
2.1 Network Governance	7.5
2.1 Qualitative Methods	7.5
2.2 Policy Analysis	7.5
2.2 Quantitative Methods	7.5
2.3 Global Development Issues	7.5
2.3 International Migration	7.5
2.4 Allocation and Management of Public Resources	7.5
2.4 Research Project	7.5
Total	60

Bachelor-3

Exam component	EC
3.1 Minor	15
3.2 Global & European Governance	7.5
3.2 Political Philosophy & Democracy	7.5
3.3 Institutions, Policy & Society	7.5
3.3 People Management in Complex Organisations	7.5
3.4 Bachelor Project	15
Total	60

D. Psychology

From 2023-2024 onwards, the curriculum of the Psychology Programme has been revised. In this section we show (1) the revised curriculum; and then (2) the old curriculum. Students who started the Programme before 2015-2016 are referred to the former Education and Examination Regulations.

1. Cohort started in 2023-2024

Bachelor-1

Exam component	EC
Courses	
1.1 Social Psychology: People in Groups	5
1.1 Personality Psychology: Differences Between People	5
1.2 Biological Psychology: Brain & Body	5
1.2 Methods and Statistics I: An Introduction	7.5
1.3 Developmental Psychology: Child and Adolescent Development	5
1.3 Clinical Psychology: Mental Health Challenges I	5
1.4 History and Methods of Psychology	5
1.4 Cross Cultural Psychology	5
Practicals	
1.1-1.4 Thrivetrack I	4
1.1-1.3 Psychodiagnostics B1	6.5
1.3 Communication Skills I	2.5
1.4 Academic Writing Skills I	4.5
Total	60

Bachelor-2

Exam component	EC
Courses & Practicals	
2.1 Cognitive Psychology	5
2.1.1 Methods & Statistics II	7.5
2.1 Professional Ethics (Practical)	2
2.1-2.4 Thrivetrack II (Practical)	2
2.2 Educational Psychology	5
2.2 The World of Work	5
2.2 Psychological Science (Practical)	4.5
2.3 Mental Health Challenges II	5
2.3 Psychometrics: An Introduction	7.5
2.3 Communication Skills II (Practical)	2
2.4 Academic Writing Skills II (Practical)	3
2.4 Practical Psychodiagnostics (Practical)	2.5
Courses Specialisation Brain & Cognition	
2.4 Brain and Perception	9
Courses Specialisation Work & Organisational Psychology	
2.4 Multilevel Perspective on Well-being at Work	9
Courses Specialisation Educational Psychology	
2.4 Cognitive and affective perspectives on learning	9
Courses & Practicals Specialisation Clinical Psychology	
2.4 Emotional and Affective Disorders	9
Total	60

Bachelor-3:

Exam component	EC
3.1 Minor	15
3.2 Elective ^{xii}	10
3.3 Methods & Statistics III	7.5
Thrive track III (Practical)	1.5
Bachelor thesis	14
Specialisation Clinical Psychology	12
3.2 Clinical Interview (Practical)	5
3.3 Neuropsychology	5
3.3 Neuropsychological Assessment (Practical)	2
Specialisation Work & Organisational Psychology	12
3.2 Intervention Research (Practical)	5
3.3 Organisational Psychology	5
3.3 Organisational Diagnosis (Practical)	2
Specialisation Educational Psychology	12
3.2 Intervention research (Practical)	5
3.3 Learning & Instruction	5
3.3 Educational Psychology in Practice (Practical)	2
Specialisation Brain & Cognition	12
3.2 Intervention research (Practical)	5
3.3 Memory & Language	5
3.3 Data processing and analysis in R (Practical)	2
Test subject hours*	None
Total	60

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

2. Cohorts started in 2015-2016 up until and including 2022-2023**Bachelor-1:**

Exam component	EC
Knowledge Cluster	40
1.1 Social Psychology: People in Groups	5
1.1 Personality Psychology: Differences Between People	5
1.2 Statistics I: An Introduction	5
1.2 Biological Psychology: The Human Body	5
1.3 Developmental Psychology: Changing Man	5
1.3 Clinical Psychology: Normal or Abnormal?	5
1.4 Organisational Psychology: People at Work	5
1.4 Educational Psychology: Human Learning	5
Skills Cluster	20
1.1 PBL Skills	2
1.1 Psychodiagnostics (Test use)	2
1.1 Presentation Skills	2
1.2 Statistical Skills I	2.5
1.2 Neuropsychological Diagnostics	2
1.3 Testing Children/Testvaardigheden II	2.5

^{xii} The student must fill the elective space with two electives (5 EC each) offered by the programme: one with a duration of 5 weeks and one with a duration of 9 weeks. Please note that there may be a maximum number of spots available in an elective.

1.3 Communication Skills I	2
1.4 Academic Writing Skills I/Academische schrijfvaardigheden I	5
Professional conduct*	None
Test subject hours*	None
Total	60

Bachelor-2:

Exam component	EC
Knowledge Cluster	40
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: Challenges in Education and Development	5
2.8 Organisational Psychology: Performance at Work	5
Skills Cluster	20
2.1 Psychological experiments	2
2.2 Statistical Skills II	2.5
2.3 Professional Ethics	2
2.4 Experimental Research in Psychology	2.5
2.3 Observation Skills	2
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
Total	60

Bachelor-3:

Exam component	EC
Minor	15
Elective	5
Bachelor thesis	16
Specialisation Clinical Psychology	24
3.4 Affective Disorders	6
3.4 Psychodiagnostics (Practical)	2
3.5 Basic Human Needs: Eating, Sex and Sleep	6
3.5 Clinical Interview (Practical)	2
3.6 Neuropsychology	6
3.6 Neuropsychological Diagnostics II	2
Specialisation Work & Organisational Psychology	24
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
Specialisation Educational Psychology	24

3.4 Instructional Strategies	6
3.4 Psychodiagnostics (Practical)	2
3.5 A closer look at the learner	6
3.5 Educational Psychology in Practice (Practical)	2
3.6 21 st Century Education	6
3.6 Developing 21 st Century Skills and Education (Practical)	2
Specialisation Brain & Cognition	24
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
Total	60

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

E. Pedagogical Sciences

Bachelor-1

Exam component	EC
1.1 Inleiding in opvoeding en onderwijs	15
1.2 Socialisatie en ongelijkheid in de superdiverse samenleving	7.5
1. Methoden & Statistiek I	7.5
1.3 Ontwikkelings- en Persoonlijkheidspsychologie	15
1.4 De complexe en diverse pedagogische praktijk	15
Total	60

Bachelor-2

Exam component	EC
2.1 Biologische Grondslagen van Opvoeding en Ontwikkeling	7.5
2.1 Methoden & Statistiek II	7.5
2.2 Opvoedvraagstukken	7.5
2.2 Kwalitatief Leeronderzoek	7.5
2.3 Ontwerpvaardigheden in Onderwijs	7.5
2.3 Kwantitatief Leeronderzoek	7.5
2.4 Verdieping in Orthopedagogiek	7.5
2.4 Psychometrie	7.5
Total	60

Bachelor-3

Examenonderdeel	EC
3.1 Minor	15
3.3 Methoden & Statistiek III	7.5
3.3-3.4 Bachelor Project	22,5
Specialisatie Pedagogiek	
3.2 Pedagogische Ondersteuning: van opvoedingsonzekerheid tot opvoedingsnood	15
Specialisatie Onderwijswetenschappen	
3.2 Van het ministerie naar het klaslokaal: Schoolontwikkeling in de context van landelijk onderwijsbeleid	15
Totaal	60

APPENDIX IV – IUDICIUM ABUENDI PROCEDURE

Article 1. Procedures

1. The 'Iudicium Abeundi' relates to the termination or refusal of enrolment as a Student or as an external student at the educational institution on the grounds of conduct and/or statements that make the individual unfit to practice the profession for which the Programme prepares Students. Background information and details of this procedure can be found in the Iudicium Abeundi Protocol (NFU 2010), which can also be applied to other EUR Programmes.
2. The procedures set out in this appendix (see articles 2 to 16) are followed when serious failures in professional conduct are identified.
3. The Iudicium Abeundi procedure will only come into force if the failings or the repetition thereof are of such a nature that they indicate potential unfitness for professional practice (see articles 10 through 16).
4. In this Appendix, 'Education Director' can refer to the relevant Programme Director or the Education Director (the Vice Dean of Education).
5. Reports of misconduct may be addressed to the ESSB Examination Board, which, in this capacity, operates under the responsibility of the Dean. With regard to the handling of individual cases of misconduct within an educational context, the Dean mandates the Examination Board to receive reports on the misconduct, prepare and compile a case file regarding the incident or misconduct, hear the student, issue a warning and/or instruction on behalf of the Dean, or advise the Dean on the order measure to be imposed.

Article 2. The first report

If a Student, at any time during the Programme, in the opinion of the Education Director, has demonstrated that they lack the general skills required in contact with others, as described in the prevailing rules of conduct of the professional group, rules of conduct included in the Rules & Regulations of the Examination Board and the internship manual of the Programme, the Education Director will inform the Examination Board of this immediately in writing, stating reasons. A record will be entered in this Student file of this Student.

Article 3. The file

The Examination Board will take note of the report referred to in Article 2 and open a confidential file on this report.

Article 4. The Student's response

The Examination Board will notify the Student to whom the report referred to in Article 2 relates in writing as soon as possible and allow the Student the opportunity to give their views on the statements made in the report in writing and/or verbally.

The Examination Board will add the Student's written views to the file. The Examination Board will produce a report of any verbal views expressed, which will then be submitted to the Student and also added to the file along with any comments made by the Student on this report.

Article 5. Advice on order measures by the Examination Board

If the Student's conduct or statements constitute a violation of the regulations and the measures to promote the smooth running of affairs in the buildings and on the grounds of the institution, the Examination Board may, on the basis of the faculty or university Order Regulations, advise the Executive Board to take an order measure in response to this first report, depending on the severity of the failures or conduct described in this report and on

the Student's response. If necessary, the Examination Board can seek information from third parties in this context or appoint an independent assessor as described in Article 7 at this point.

Article 6. A new report

1. If, at any time during the Programme, the Examination Board receives a further report as referred to in Article 2 about the same Student, the procedure described in Articles 3 to 5 will be repeated.
2. If the Examination Board considers the nature of the claims made in the new report to justify such action, the Examination Board can seek the advice of an independent assessor on whether the Student can continue with the Programme and, if so, under what conditions.

Article 7. Appointment of the independent assessor

In the event of a situation as referred to in Article 6, paragraph two, the Examination Board can ask the Dean to appoint an independent assessor, who may or may not be from the faculty.

Article 8. Procedure to be followed by the independent assessor

1. Before issuing advice, the independent assessor will hear the Student and lecturer(s) or examiner(s) in question, preferably in each other's presence.
2. During the discussion/discussions, the independent assessor will explore whether, and if so how, the Student can resolve the failures identified.
3. The independent assessor will produce a report on this discussion/these discussions, a copy of which will be sent to both parties and on which both parties can comment.
4. The independent assessor will submit a substantiated report to the Examination Board as soon as possible after hearing both parties. The advice and any attached documents will be added to the file.

Article 9. The decision of the Examination Board

1. The Examination Board will discuss the advice issued by the independent assessor with the Student within three weeks of receiving the advice. The Examination Board will then consider further steps. This can mean that the Student is advised to choose another Programme, is required to successfully complete a remedial Course or is informed that the Iudicium Abeundi Protocol will be followed (see also Article 10 et seq.).
2. The Student will be notified of this decision in writing, stating reasons.

Article 10. Report of severely reprehensible conduct and/or statements – the Iudicium Abeundi Protocol

If a Student, at any time or at recurring times during the Programme, in the opinion of a lecturer or examiner, has demonstrated conduct and/or statements that make them unfit for (the practical preparations for) professional practice, the lecturer or examiner in question will inform the Examination Board and the Dean immediately, stating reasons.

Article 11. The Iudicium Abeundi file

1. The Examination Board will take note of the report referred to in Article 10 and consult with the Dean, in accordance with the national Iudicium Abeundi Protocol, on the procedure to be followed. Additional advice will be sought from the independent assessor referred to in Article 7 if necessary.

2. If the report concerns an educational situation as defined in the aforementioned Protocol, the Examination Board will open a confidential Iudicium Abeundi file on this report and take action according to the flow chart in the Protocol.
3. This file may be supplemented with any previous reports and the subsequent procedures as referred to in Article 3. If the report does not specifically relate to an educational situation, it will be handled by the Dean. The Examination Board manages the complete file.
4. The Dean will also handle the report in accordance with the flow chart in the Iudicium Abeundi Protocol.
5. The Dean will handle the report by following the same process as followed by the Examination Board, which is described in further detail in Articles 12 through 16 below.
6. If the report concerns conduct that occurred both within and outside the educational context, the conduct shall be addressed jointly by the Examination Board and the Dean in accordance with the procedure further described in Articles 12 through 16 below. The Examination Board manages the complete file.

Article 12. The Student's response

The Examination Board will inform the Student to which the report referred to in Article 10 relates as soon as possible in writing and offer the Student the opportunity to verbally explain their views on the statements made in the report during an interview with the Examination Board or members thereof. A report of this interview will be submitted to the Student and will then be added to the file referred to in Article 11 by the Examination Board, along with any comments made by the Student on this report.

Article 13. Measures in response to a report

1. When following the flow chart in response to a report referred to in Article 10, the Examination Board may recommend imposing an order measure in accordance with Article 5.
2. When following the flow chart in response to a report referred to in Article 10, the Examination Board may also decide to submit a request to enact an Iudicium Abeundi, if and insofar as the Examination Board considers the nature of the Student's contested conduct and/or statements to justify such action. This request will be sent to the Executive Board, if necessary accompanied by an advice of the Dean.

Article 14. Termination of the Student's enrolment at the institution

Following advice from the Examination Board or from the dean, the Executive Board may terminate a Student's enrolment if the steps in the Iudicium Abeundi Protocol have been followed.

Article 15. Decision-making by the Executive Board

The Executive Board will not take a decision as referred to in Article 14 until the Student in question has been heard regarding the proposed decision, until all interests of the Student and the institution have been carefully considered and until it has been plausibly demonstrated that a Student, through their conduct and/or statements, has shown themselves to be unfit to practice one or more professions for which their course of study prepares Students or for the practical preparations for professional practice.

Article 16. Objection and appeal

A Student whose interests are directly affected by a decision of the Executive Board can lodge an objection to this decision with the Student Objection Advisory Committee (Geschillenadviescommissie Studenten). If the Executive Board declares that the Student's objection is unfounded, the Student can appeal against this decision to The Council of State (Raad van State – Afdeling Studentzaken)