

**Education and Examination
Regulations (EER)**

Bachelor's Programmes

Erasmus School of Social and Behavioural Sciences
2017-2018

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Introduction

These Education and Examination Regulations (EER) include the programme-specific rights and obligations of students following the Bachelor's programmes of the Erasmus School of Social and Behavioural Sciences, with the exception of the Liberal Arts and Sciences Bachelor's programme of Erasmus University College. The general university Student's Charter stipulates the rights and obligations applicable to all students.

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

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

SECTION 1 – GENERAL PROVISIONS

Article 1.1. Applicability of the Regulations

These Regulations apply to the 2017-2018 academic year and govern the teaching, tests and examination of the Bachelor's programmes in Sociology, Public Administration (including the English-taught Management of International Social Challenges track), Psychology (including the English-taught International Bachelor in Psychology track) and Pedagogical Sciences (hereinafter: the programme), and apply to and govern all students who are enrolled in these programmes.

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

Article 1.2. Definitions

In these regulations the following definitions apply:

- a. the Act: the Higher Education and Research Act (WHW);
- b. student: a person registered at the university for the purpose of following an educational programme and/or sitting the programme's tests and exams in accordance with Article 7.34 of the Act;
- c. Examination Board: the committee as referred to in Article 7.12 of the Act for administering exams and organising and coordinating the programme's tests;
- d. Programme: the Bachelor's programme referred to in Article 1.1 of these regulations;
- e. Master's programme: the programme as referred to in Article 7.3a, first paragraph under b, of the Act that is concluded with an exam, hereinafter referred to as the Master's exam;
- f. Pre-Master: the programme organised by the programme committee for students who, in the opinion of the Examination Board, do not have sufficient prior education, and which prepares such students for the Admission Statement for the Master's programme;
- g. credit: a unit expressed in EC and equal to 28 hours of study;
- h. block coordinator or practical coordinator: an examiner who is responsible for the content of a specific block (or the (theoretical) segment of that block) or the practical;
- i. component: one education unit (course) of the programme as referred to in Article 7.3 of the Act;
- j. course guide: the Faculty's online list of courses on offer;
- k. course manual: the document that provides course-specific information;
- l. course: an example of a component/course that is usually focused on the acquisition of knowledge;
- m. practical: practical exercise as referred to in Article 7.13, second paragraph under d, of the Act.

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.
- n. cluster: a group of courses/practical training sessions to which specific compensation and resit regulations apply;
- o. block: a time indication. An academic year is usually divided into eight blocks. A block often consists of theoretical and practical components, but can also include other types of components;
- p. tutorial group: a scheduled and compulsory meeting for a group of students;
- q. examination: the concluding Bachelor's exam of the programme; this is considered successfully completed if the student has met all the requirements of the entire Bachelor's programme;
- r. test: final exam as referred to in Article 7.10 of the Act. In principle, all education units are concluded with a test. The test may consist of multiple tests ('partial tests') in a number of forms, such as an essay or a presentation;
- s. Rules and Guidelines: the rules adopted by the Examination Board governing, among other things, the correct procedure during tests and the guidelines for assessing students who take tests and determining the results of tests and exams as referred to in Article 7.12b of the Act;
- t. diploma supplement: the appendix to the Bachelor's certificate in which an explanation is given of the nature and content of the programme;

Article 1.3. Evaluation of education

1. The educational directors are responsible for the evaluation of education.
2. All curriculum components are systematically evaluated through student surveys and discussions with the programme committees.
3. The educational directors inform 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 – PRIOR EDUCATION

Article 2.1. Admission

1. The pre-university education (VWO) diploma, as referred to in Article 7.24 of the Act, which grants admission to the programme;
2. Access to the programmes is also granted by the diplomas described in Article 7.28 of the Act, including:
 - a. A foreign or other diploma deemed equivalent to the VWO diploma;
 - b. A completed first year of study at a Dutch institution of higher professional education (Dutch HBO propedeuse);
 - c. A completed first year of study at a Dutch (research) university (Dutch university propedeuse).
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 English-taught International Bachelor in Psychology and Management of International Social Challenges tracks are subject to a supplementary selection procedure:
 - a. Students need to submit a letter of motivation to their application (in English of one A4 maximum). This letter must contain a clarification of:

- i. Why they chose this particular discipline;
 - ii. why they chose Erasmus University Rotterdam as opposed to other universities;
 - iii. Why Problem Based Learning appeals to them;
 - iv. Their international orientation and experiences and their choice for an international, English-taught environment.
- b. Students need to submit a resume/CV (of no more than two A4 pages) showing their educational career, work experience and extra-curricular activities so far.
 - c. There is no minimum score or average grade required, nevertheless the Admissions Board will take the academic performance of the student into account. One application will be assessed against the pool of applicants of the given year.

Article 2.2. Study choice activity

1. The programme offers two study choice activities that are exclusively intended for students enrolling in a programme for the first time:
 - a. A digital questionnaire linked to a study advice. This activity is compulsory for all students enrolling in a programme for the first time;
 - b. The study choice check day, which has an informative character. This activity is not compulsory. This activity is open to students who enrol in a programme before 1 May. Students who enrol after 1 May lose their right to participate, but may participate if there are places available;
 - c. For more information on the study choice activities, visit the following website: <http://www.eur.nl/fsw/studiekeuzecheck/>.

Article 2.3. Language requirement

1. Holders of foreign diplomas may only enrol in Dutch-taught programmes if they comply with the following:
 - a. the admission requirements in Article 2.1;
 - b. the requirement of having a sufficient command of the Dutch language. This requirement will be deemed to have been met if the student:
 - i. has a pre-university education (VWO) diploma and Dutch was one of the subjects included in the assessment conferring that diploma; or
 - ii. has satisfied all the requirements of the test 'Dutch as a second language, level two' (NT-2, Exam II).
2. Students may only enrol in the English-taught International Bachelor in Psychology and Management of International Social Challenges tracks if they comply with the following:
 - a. the admission requirements in Article 2.1;
 - b. the requirement of having sufficient command of the English language. This requirement will be deemed to have been met if the student:
 - i. Commands English as a native language (has a nationality of one of the following countries: Australia, Canada, Ireland, New Zealand, United Kingdom and the United States of America) and holds a diploma of secondary English education obtained in the last 2.5 years in one of the above-mentioned countries; or
 - ii. Holds an International Baccalaureate diploma, English A (HL or SL), English B (HL); or
 - iii. Holds a European Baccalaureate diploma, English L1, L2 (7.0 or higher), L3 (7.0 or higher); or
 - iv. Holds one of the following diplomas, with English being a component of the final exam and at least 70% of the maximum score having been obtained: VWO (the Netherlands), ASP (in the Dutch-speaking part of Belgium), Abitur (Germany), Vitnemal (Norway), Slutbetyg (Sweden), Ylioppilastuskintotodistus (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 in English (the entire programme); or
 - vi. Has obtained a GCSE O-level English first language (only for students who apply on the basis of GSCE O-levels and GCE A-levels); or
 - vii. Has taken one of the tests below with a valid result no older than two years at the time of application:
 - Internet-based TOEFL with a score of at least 80 and a minimum score of 20 for each sub-element;
 - IELTS with a score of at least 6.0 and a minimum score of 6.0 for each sub-element;
 - Cambridge exam with the minimum level of CAE/CPE.
 - c. a placement certificate has been issued by the selection committee.
3. The Examination Board is entitled to oblige all students enrolling in a Dutch-taught programme to take a diagnostic language test. This test contains items that test the students' command of the Dutch language with respect to Basic Dutch, spelling, grammar and style. This test is compulsory. After taking note of the recommendations of language experts, the Examination Board determines the pass mark of the test. Depending on the test results, the student may be invited to participate in a remedial language programme for one or more language components. Participation in the remedial language programme is compulsory. Following completion of the remedial language programme, the student will be asked to take an evaluation test.

Article 2.4. Entrance examination

1. The admission investigation, as referred to in Article 7.29 of the Act, relates to the following subjects and the level as given:
 - a. Dutch: the summary of an article from the NRC Handelsblad or a similar daily, weekly or monthly publication, and the writing of a short response to the article.
 - b. English: translation of a simple prose text from The Times or a similar daily, weekly or monthly publication.
 - c. Mathematics: answering questions related to components of mathematics, as described, for example, in '*Geprogrammeerde instructie moderne wiskunde*', W.F. van Raay, Delta Press BV, third edition 1999 (or a later edition).
2. It is not possible to be admitted to the English-taught International Bachelor in Psychology and Management of International Social Challenges tracks through an entrance examination as described in the previous paragraph.
3. The entrance examination is valid for a period of two years.

SECTION 3 – CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1. Objective of the programme

The intention of the programme is to confer such knowledge, insight and skills in the field of Sociology, Public Administration, Psychology or Pedagogical Sciences that the graduate is able to fulfil a position at Bachelor level in the labour market and is eligible to follow a subsequent Master's programme in the field of Sociology, Public Administration, Psychology or Pedagogical Sciences. The objective of the programme is specified in exit qualifications. The exit qualifications per programme are specified in Appendix 1.

Article 3.2. Structure of the programme

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

Article 3.3. Language in which the programme is taught

1. Taking due account of the Code of Conduct of the Executive Board of Erasmus University Rotterdam, the programme, with the exception of the English-taught tracks, is taught and the examinations are taken in the Dutch language, unless otherwise provided for in the course guide.
2. In the first two years of the Bachelor's programme, an examination prepared in Dutch is in any

case available for each subject.

3. If stated in the course manual, examinations may be taken in English in the third year of the Bachelor's programme. Any assignments may be completed in Dutch and any open questions may be answered in Dutch, except if English language skills are a course learning objective that is being assessed.
4. In the International Bachelor in Psychology and Management of International Social Challenges tracks, the language of instruction is English and examinations are taken in English.

Article 3.4. Study load

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

Article 3.5. The programme

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

Article 3.6. Minor

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

Article 3.7. Honours programme

1. The university offers a range of honours programmes. Further information for each programme can be found on the following website: <http://www.eur.nl/onderwijs/honours/>
2. The faculty offers the Erasmus School of Social and Behavioural Sciences Honours Programme. This is an extracurricular programme with a study load of 15 EC distributed over a full academic year.
3. The selection and admission of candidates to the honours programme is assigned to the programme's selection committee. Students who have completed the first Bachelor year with a weighted average of at least a 7.5 will receive an invitation to participate. Owing to the limited number of places, a further selection procedure will take place to assess the student's motivation, demonstrable affinity with multidisciplinary subjects and expected contribution to the programme.

SECTION 4 – EDUCATION

Article 4.1. Enrolling in courses

1. A student may only participate in a course if he or she has enrolled in the course in good time, which is further defined in paragraphs 2 and 3.
2. Students who participate in courses in the regular order are enrolled for courses within the

curriculum by the Educational Office.

3. If a student wishes to participate in courses in a different order or if it is not the first time that a student will be participating in a course, the student must enrol through the digital learning environment no later than one month before the start of a course. If the deadline for enrolment is not met, it will not be possible to place the student. Students are responsible for any possible consequences of a too late enrolment, such as possible study delay and associated tuition fees.
4. A student can only enrol for a Bachelor-3 course when the student has already followed Bachelor-2. This means that it is not possible to follow Bachelor-3 courses during the first year of being enrolled for Bachelor-2 courses.
5. A student cannot enrol for a course if the associated credits are already obtained.

Article 4.2. Entry requirements for courses;

1. Admission to the components of Bachelor-2 and Bachelor-3 is only possible once the student has received positive binding study advice.
2. Admission to the 'bachelor thesis', 'bachelor assignment' and/or 'bachelor project' course is only possible once the student has completed Bachelor-2 in full (this is when the credits have been awarded).
3. For the Psychology and Pedagogical Sciences programmes specific entry requirements apply for the specialisation courses in Bachelor-3. These entry requirements are described in Appendix 5.

Article 4.3. Attendance and best efforts obligation

1. Every student is expected to participate actively in the courses for which they are enrolled.
2. Students' active participation may explicitly be assessed on the basis of professional conduct. If a student does not meet the professional conduct obligation, the student can be given an alternative assignment.
3. A 100% attendance obligation applies to every practical training session and every tutorial group. The practical training sessions and tutorial groups are deemed as practical exercises within the meaning of Article 7.13, second paragraph, under d and t, of the Act). If a student does not meet the attendance obligation, the student will be given an alternative assignment.
4. Further provisions regarding professional conduct and the attendance obligation can be found in the Rules and Guidelines of the Examination Board.
5. Any additional obligations are described per component in the course manual.

SECTION 5 – TESTING

Article 5.1. General

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

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

1. Students are offered two opportunities each year to sit the tests for all components of the Bachelor's programme. The first opportunity is the regular test, while the second is the resit. The second opportunity is still considered a resit in case a student did not attend the first test opportunity.
2. If part of the curriculum lapses, students who have already followed this part, but who have not yet passed it have the choice between:
 - a. using two tests attempts for the lapsed part during the academic year in which the part is no longer offered; or
 - b. following a conversion course.

In principle, the test moments of the lapsed course occur simultaneously with the test of the conversion course. Participation in both the test of the lapsed part and the (test of the) conversion course is not allowed. Students who have not yet followed the part of the curriculum that lapses only qualify for following the conversion course.
3. A test can comprise partial tests and/or interim tests.
4. The number of opportunities per programme is specified in Appendix II.
5. Written tests will take place at a time and location, determined by or on behalf of the dean, that are announced at least 30 working days before the start of the relevant block.
6. The times and locations of the tests are announced via the programme's electronic learning environment.
7. Set test times may only be changed in cases of force majeure.
8. 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 dean shall, after consulting the Student Administration (USC E&S), decide which of the written tests scheduled for that period are to be cancelled. Any such cancellation will be announced immediately on the EUR website index page, the ESSC and Student Administration news pages and on SIN-Online.
9. Following such a cancellation, the dean will set new dates for the cancelled tests as soon as possible in consultation with the examiners concerned, which new dates should preferably be within 10 days of the original test dates. The new test dates shall immediately be published on SIN-Online and on the Student Administration website.
10. Oral tests will be administered by the examiner(s) at a time to be arranged with the student if possible.

Article 5.3. Form of testing

1. Testing within a specific course will be administered in the way stipulated in the course guide.
2. At the request of the student, the Examination Board may decide that a test is to be administered in a way other than that provided for in the first paragraph.

Article 5.4. Oral tests

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

Article 5.5. Assessment term

1. Immediately after the oral test, the examiner makes an assessment of the test and gives the student the relevant written statement.
2. The examiner will assess a test, with the exception of oral tests as referred to in paragraph 1,

within 15 working days of the day on which the test in question was taken, unless the following test opportunity falls within this marking period. In which case, a marking period of 10 working days will apply. A term of 10 working days also applies in the case of resits for B1 subjects that take place in the summer. Within the set period, the examiner will provide the Faculty's administration with the details necessary for the student to be provided with written or electronic proof of the assessment.

3. If a test consists of an assignment or if an assignment is part of the test, the marking period will be extended to 21 working days from the final submission deadline of the assignment. A term of 10 working days applies in the case of resits of assignments for B1 that take place in the summer.
4. The written statement of the assessment of a test will inform the student of their right of inspection, as referred to in Article 5.7, and the possibilities of appealing to Board of Appeal for Examinations.

Article 5.6. Term of validity

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

Article 5.7. Right of inspection

1. Within a period of 20 working days following the announcement of the result of a written test, the student will be permitted to inspect their assessed work during an inspection opportunity to be arranged by the examiner.
2. If a student has taken a resit of a written test, the student will be permitted to inspect his or her assessed work during an inspection opportunity to be arranged by the examiner within a period of 20 working days following the announcement of the result.
3. During the inspection referred to in paragraphs 1 and 2, any student who took part in the written test may take note of the questions and assignments in the test in question, as well as of the standards used for assessing the test.
4. If a student can demonstrate that they were unable to be present at the place and time of the inspection opportunity referred to in the first paragraph for reasons beyond their control, an alternative inspection opportunity will be offered to the student at their request, which inspection opportunity is to be held within the period referred to in paragraph 1, if possible.
5. The Examination Board's Test Protocol provide a description of the procedure in respect of test inspections.

Article 5.8. Period of retention of tests

1. The questions, answer sheets and the assessed work of written tests will be retained (in paper or digital form) for two years after the assessment.
2. The dissertation, thesis, portfolio or other final project, as well as the assessment thereof, will be retained (in paper or digital form) for seven years after the assessment.

Article 5.9. Exemption

1. At a student's request and having consulted the relevant examiner, the Examination Board, under the conditions set out in Article 12 of the Rules and Guidelines, may grant the student exemption from a component of the programme, provided that the student has completed a component which is of equivalent content and level as part of a university or completed professional higher education programme prior to commencing the component for which exemption is to be granted.
2. An exemption can only apply to an entire course and not to a part of a course.

SECTION 6 – EXAMINATION

Article 6.1. Examination

1. The Examination Board establishes the results of the exam and awards the certificate as referred to in Article 6.4 as soon as the student has satisfied the requirements of the exam curriculum.
2. Before establishing the results of the exam, the Examination Board may itself instigate an assessment of the student's knowledge, insight and skills in respect of one or more components of the programme.
3. The date of the exam is the day on which the Examination Board establishes that the student has successfully passed the exam.
4. To have successfully met all the examination curriculum's requirements and be awarded a certificate, the student must have been registered for the programme in the period the tests were taken.
5. Students who have fulfilled all obligations with regard to 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.

Article 6.3. Honours

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

Article 6.4. Certificate

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

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 student.
2. The student can obtain a certified study progress file from the Department for Exam Administration (USC E&S).
3. The programme is responsible for maintaining a register of the study results, so that any student can view their results in Osiris Student.

Article 7.2. Student counselling

1. The faculty is responsible for the introduction and academic student counselling of students enrolled in its programmes; the aim is, in part, to help students familiarise themselves with the potential study routes both within and outside the programme.
2. Student counselling consists of:
 - group and individual advice about possible study routes within and outside the programme, partially with a view to the career opportunities after the Master's programme and the

- possibilities of entering the labour market immediately after gaining a Bachelor's degree;
- group and individual advice about study skills, study plans and choosing a subsequent course of action;
- the offer of help and referrals with regard to difficulties experienced by students during their studies;
- the offer of referral to a more suitable study for students who terminate enrolment before 1 February of the academic year in which they first enrolled;
- a matching activity before the start of the study programme which offers the student insight into whether the programme is suitable.

Article 7.3. Studying with a functional impairment

1. Students with a functional impairment will be offered the opportunity to adapt their education to their impairments as far as this is reasonably possible. Adaptations are closely matched to the individual impairment of the student, but cannot affect the quality or degree of difficulty of a course or test.
2. Students with functional impairments should submit a request to the student advisor which includes a statement from an agency competent in the matter. The student advisor will advise the Examination Board, which will subsequently decide on a possible adaptation of a student's education.

Article 7.4. (Binding) Study Advice

1. At the end of the first year of enrolment for the Bachelor-1 of the programme, every student receives written advice on the continuation of their studies. This advice is binding in character and is issued by or on behalf of the dean.
2. Pursuant to Article 7.8b, paragraph three of the Act, a negative recommendation can be linked to the study advice for the programme in question by or on behalf of the dean, if the student has failed to successfully complete all the education units of Bachelor-1 of the programme. This negative study advice will only be given if, with due consideration of the student's personal circumstances, the student is not deemed to be suitable for the programme due to their study results failing to meet with the standard referred to in paragraph 4. This negative study advice will apply for a period of three academic years.
3. The study advice is issued during the first year of enrolment, after the final results of the education units of Bachelor-1 of the programme at the end of the academic year, but no later than before the start of the new academic year.
4. The standard applied for the binding study advice is that, by the end of the first year of enrolment, the student has successfully obtained all the education units of Bachelor-1 of the programme either by achieving a satisfactory result or by means of a compensation scheme as referred to in Appendix III. Account will be taken of any exemptions granted.
5. During the first year of enrolment, a provisional advice will be issued at least twice by or on behalf of the dean. Further rules in respect of academic student counselling and study progress monitoring during the Bachelor-1 of the programme can be found on the faculty's electronic environment.
6. 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.
7. In principle, only the following personal circumstances will be taken into account when the study advice is issued:
 - a. illness of the student concerned;
 - b. physical, sensory or other functional impairment of the student concerned;
 - c. pregnancy of the student concerned;
 - d. exceptional family circumstances;
 - e. membership of the University Council, the Faculty Council, the FMO, the board of a

- department or the Programme Committee;
- f. other circumstances referred to in Article 2.1 of the Higher Education and Research Act.
8. Any student who, as a consequence of their personal circumstances, can reasonably expect to fall behind with their studies should give timely notice of this to a student advisor. The aim of notifying a student advisor is to limit the study delay due to the circumstances and, if necessary in the opinion of the student advisor, to compile an individual study plan. The notification will be deemed timely if the student advisor is informed within 20 working days of the circumstances arising.
9. The study advice is issued in writing and consists of:
- the standard applicable to the student in question, expressed in the number of credits to be obtained in Bachelor-1 of the programme;
 - whether or not the advice is negative, as referred to in Article 7.8b, paragraph three of the Act;
 - 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;
 - 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

- In individual cases 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.
- 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 he/she has consulted the Examination Board.

Article 8.2. Change

- 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 the Education Committees and after having obtained the consent of the Faculty Council.
- 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.
- 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.

Article 8.3. Notification

Via Internet, the dean is responsible for the publication of these regulations, as well as for any amendments.

Article 8.4. Entry into force

These Regulations will come into effect on 1 September 2017.

Appendix I – EXIT QUALIFICATIONS OF THE PROGRAMMES

A. Sociology

For the Sociology programme, the following exit qualifications apply:

Knowledge and insight

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

Applying knowledge and insight

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

Making judgements

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

Communication

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

Learning skills

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

B. Public Administration

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

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

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

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

C. Psychology

For the Psychology programme, the following exit qualifications apply (in accordance with the reference framework of the most recent accreditation committee's visit for Psychology):

A graduate with a Bachelor's degree:

1. Has declarative knowledge of 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. Has declarative knowledge of the three different perspectives that characterise psychology: the evolutionary-genetic perspective, the cognitive-psychological perspective and the biological-psychological perspective.
3. Has declarative and procedural knowledge of psychological applications in the areas of Mental Healthcare and Psychopathology, Occupation and Organisation, and Education and Development.
4. Has declarative knowledge of the support areas: the history of psychology, philosophy of science and ethical aspects of professional dealings with others, both clients and trial subjects.
5. Has declarative and procedural knowledge of the most important research methods of psychology, of data analysis and statistics and of test theory at a level that enables the interpretation of most psychological research literature.
6. Has received training and practice in the methods of psychological science and research (empirical cycle) and of professional practice (at Bachelor's level). This has resulted in a solid foundation for meeting the requirements in the Master's phase (if relevant and desired) for obtaining the Basic Psychodiagnostics Certificate from the Dutch Association of Psychologists and the admission qualification for the Post-Master's programme to become a health care psychologist, psychotherapist or school psychologist.
7. Has broad knowledge of the three professional fields: structure, major difficulties and activities of psychologists working in those fields.
8. In preparing for a possible Master's programme, has in-depth knowledge of and insight into one of the following four areas: Occupational and Organisational Psychology, Clinical Psychology, Education and Development Psychology and Brain & Cognition.
9. Is able to produce a Bachelor's thesis which answers a scientific question through literature research or simple empirical research. The end level of the Bachelor's programme corresponds with the starting level of the Master's programme.
10. Has a self-critical attitude.

D. Pedagogical and Educational Sciences

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

These objectives are specified as follows in exit qualifications:

Knowledge

Graduates have knowledge of:

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

Application of knowledge

Graduates are able to:

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

Making judgements

Graduates are able to:

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

Communication

Graduates are able to:

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

Learning ability

Graduates are able to:

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

Appendix II – NUMBER OF TEST OPPORTUNITIES AND RESITS

In the programmes Psychology and Pedagogical Sciences, two clusters can be distinguished in Bachelor-1 and -2, i.e. the knowledge cluster and the skills cluster. In the Sociology and Public Administration programmes, two clusters can be distinguished in Bachelor-1, i.e. the knowledge cluster and the skills cluster, and two/three clusters in Bachelor-2, i.e. the knowledge cluster, skills cluster and the research cluster. The content of these clusters is provided in Appendix IV.

Regulation A below applies to students who commenced the programme in the 2015–2016 academic year or in later years. Students who commenced the programme before 2015-2016 can find the cohort-specific information per programme under B and in the former cohort Education and Examination Regulations.

A. Cohorts started in 2015-2016 or later years

Bachelor-1

1. For all programmes, the following resit opportunities apply in Bachelor-1:
 - a. In the knowledge cluster, students may resit tests to achieve better marks, with a maximum of two resits for the cluster. If a student resits a test, the higher mark will apply;
 - b. In the skills cluster, students may only resit tests if they fail to meet the minimum requirement of an average of 6.0¹ for the cluster following the application of the compensation scheme (see Appendix III). If a student fails to meet the minimum requirement for the cluster, the student may resit a maximum of two tests, regardless of the result on the first test opportunity of the resit. If a student resits a test, the higher mark will apply;
 - c. Test and practical resits will be held in the summer after regular classes have ended.
 - d. The opportunity to resit a test for the sole purpose of achieving a better mark, i.e. after already having obtained all credits for the cluster, is only open in the academic year in which the student has obtained all credits for the cluster.

Bachelor-2

1. For the Public Administration, Sociology, and Management of International Social Challenges programmes, the following resit opportunities apply in Bachelor-2:
 - a. In the knowledge cluster, students may resit tests to achieve better marks, with a maximum of one resit for the cluster per academic year. If a student resits a test, the higher mark will apply;
 - b. Within the research cluster there is one resit opportunity for the Research Project. There are also resit opportunities for the assignments related to the Internship. However, if the student fails the Internship as a whole, there is no resit opportunity for the Internship;
 - c. In the skills cluster, students may only resit tests if they fail to meet the minimum requirement of an average of 6.0 for the cluster following the application of the compensation scheme (see Appendix III). If a student fails to meet the minimum requirement for the cluster, the student may resit a maximum of one test per academic year, regardless of the result on the first test opportunity of the resit. If a student resits a test, the higher mark will apply;
 - d. Test and practical resits will be held in the summer after regular classes have ended.
 - e. The opportunity to resit a test for the sole purpose of achieving a better mark, i.e. after already having obtained all credits for the cluster, is only open in the academic year in which the student has obtained all credits for the cluster.
2. For the Psychology and Pedagogical Sciences programmes, the following resit opportunities

¹ See the Rules and Guidelines for rules on the rounding off of marks.

apply in Bachelor-2:

- a. In the knowledge cluster, students may resit tests to achieve better marks, with a maximum of two resits for the cluster per academic year. If a student resits a test, the higher mark will apply;
- b. In the skills cluster, students may only resit tests if they fail to meet the minimum requirement of an average of 6.0 for the cluster following the application of the compensation scheme (see Appendix III). If a student fails to meet the minimum requirement for the cluster, the student may resit a maximum of two tests per academic year, regardless of the result on the first test opportunity of the resit. If a student resits a test, the higher mark will apply;
- c. Test and practical resits will be held in the summer after regular classes have ended.
- d. The opportunity to resit a test for the sole purpose of achieving a better mark, i.e. after already having obtained all credits for the cluster, is only open in the academic year in which the student has obtained all credits for the cluster.

Bachelor-3

1. For the Sociology and Public Administration programmes, the following resit opportunities apply in Bachelor-3 (effective from the 2017-2018 academic year):
 - a. In Bachelor-3, students may resit any examination component once. If a student resits a test, the higher mark will apply;
 - b. If the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the new (version of the) assignment or practical, counting from the moment the student receives the resit assignment;
 - c. In principle, test resits will be held after regular classes have ended.
2. For the Psychology and Pedagogical Sciences programmes, the following resit opportunities apply in Bachelor-3 (effective from the 2017-2018 academic year):
 - a. In Bachelor-3, students may resit any examination component once, if that component is concluded with a mark lower than 5.5. If a student resits a test, the higher mark will apply;
 - b. If a mark for a block test is 5.5 or higher, the student may nevertheless submit a substantiated request to the Examination Board to be allowed to take a resit. The granting of such a request is on the condition that the request is submitted two months prior to the scheduled resit, and is based on a mark for a block test that varies strongly from the average block test average for the student in question owing to circumstances. Such a request may only be submitted once per academic year;
 - c. If the resit relates to an assignment or practical, the student will be granted a minimum of 21 and a maximum of 31 working days to submit the new (version of the) assignment or practical, counting from the moment the student receives the resit assignment;
 - d. In principle, test resits will be held after regular classes have ended.

B. Cohorts started before 2015–2016

Bachelor-3

1. For the programme Sociology, the following rules apply to resits in Bachelor-3:
 - a. Students may resit a maximum of two courses per academic year. If a student resits a test, the higher mark will apply;
 - b. The resits will be held in the summer.
2. For the Public Administration programme, the following rules apply to resits in Bachelor-3:
 - a. In Bachelor-3, students may resit any examination component once. If a student resits a test, the higher mark will apply.
3. For the Psychology programme, the following rules apply to resits in Bachelor-3:

- a. Students who obtain an unsatisfactory mark (lower than 5.5) for a block test will be offered one resit opportunity in that academic year. If a student resits a test, the higher mark will apply;
 - b. In the case of combined tests (e.g. a test mark that is determined based on a block test and the writing of an assignment), all components must be concluded with a satisfactory mark. Students who obtain an unsatisfactory score for a component may resit the component separately in that academic year;
 - c. Students must resit practical tests for which they obtain a mark lower than a 5.5. There is a total of one resit opportunity per practical test. If a student resits a test, the higher mark will apply;
 - d. The student has 21 days, counting from the time of the inspection opportunity of the practical test, to submit a resit assignment. Failure to comply with this submission deadline will result in the resit not being assessed;
4. For the Pedagogical Sciences programme, the following rules apply to resits in Bachelor-3:
- a. In Bachelor-3, students may resit any exam component once, if that component is concluded with a mark lower than 5.5. If a student resits a test, the higher mark will apply;
 - b. The resits for block tests will be held in the summer.

Appendix III – COMPENSATION OPPORTUNITIES

Regulation A below applies to students who commenced the programme in the 2015–2016 academic year or in later years. Students who commenced the programme before 2015-2016 can find the cohort-specific information per programme under B or in the former cohort Education and Examination Regulations.

A. Cohorts started in 2015-2016 or later years

Bachelor-1

1. For all programmes, the following compensation opportunities apply in Bachelor-1:
 - a. For the knowledge cluster, the student must have obtained an average of 6.0 for the block tests. A mark will be calculated for the knowledge cluster only if the student has obtained a minimum of 4.0 for each of the block tests. As long as one or more block tests have been concluded with a mark lower than 4.0 or the average is lower than 6.0, no credits will be awarded for the knowledge cluster;
 - b. For the skills cluster, the student must have obtained an average of 6.0 for the practical tests. A mark will be calculated for the skills cluster only if the student has obtained a minimum of 4.0 for each of the practical tests. As long as one or more practical tests have been concluded with a mark lower than 4.0 or the average is lower than a 6.0, no credits will be awarded for the cluster;
 - c. Marks from courses in either the knowledge cluster or the skills cluster may not be used to compensate marks in the other cluster.

Bachelor-2

1. For the Public Administration, Sociology, and Management of International Social Challenges programmes, the following compensation rules apply in Bachelor-2:
 - a. For the knowledge cluster, the student must have obtained an average of 6.0 for the block tests. A mark will be calculated for the knowledge cluster only if the student has obtained a minimum of 5.0 for each of the block tests. As long as one or more block tests have been concluded with a mark lower than 5.0 or the average is lower than 6.0, no credits will be awarded for the knowledge cluster;
 - b. For the research cluster consisting of the Internship and Research Project no compensation rules apply. For both courses a minimum of 5.5 needs to be obtained in order for credits to be awarded for the research cluster;
 - c. For the skills cluster, the student must have obtained an average of 6.0 for the practical tests. A mark will be calculated for the skills cluster only if the student has obtained a minimum of 5.0 for each of the practical tests. As long as one or more practical tests have been concluded with a mark lower than a 5.0 or the average is lower than a 6.0, no credits will be awarded for the skills cluster;
 - d. Marks from courses in either the knowledge cluster, research cluster, or the skills cluster may not be used to compensate marks in the other clusters.
2. For the Psychology and Pedagogical Sciences programmes, the following compensation rules apply in Bachelor-2:
 - a. For the knowledge cluster, the student must have obtained an average of 6.0 for the block tests. A mark will be calculated for the knowledge cluster only if the student has obtained a minimum of 4.0 for each of the block tests. As long as one or more block tests have been concluded with a mark lower than 4.0 or the average is lower than 6.0, no credits will be awarded for the knowledge cluster;
 - b. For the skills cluster, the student must have obtained an average of 6.0 for the practical tests. A mark will be calculated for the skills cluster only if the student has obtained a minimum of 4.0 for each of the practical tests. As long as one or more practical tests have been concluded with a mark lower than a 4.0 or the average is lower than a 6.0, no credits will be awarded

- for the skills cluster;
- c. Marks from courses in either the knowledge cluster or the skills cluster may not be used to compensate marks in the other cluster.

Bachelor-3

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

B. Cohorts started before 2015–2016

Bachelor-2/Bachelor-3 Sociology

1. For the programme Sociology, the following compensation rules apply:
 - a. A student is deemed to have successfully completed the Bachelor's exam, if the student has obtained a weighted average of at least a 6.0 for all exam components in Bachelor-2 and -3. This is also subject to the following conditions:
 - b. the student has not obtained a final mark lower than a 5.0 in the Bachelor-2 and -3 programme;
 - c. a satisfactorily mark (5.5 or higher) has been obtained for the following exam components:
 - The minor,
 - Research project 1: Quantitative research,
 - Research project 2: Qualitative research,
 - The Bachelor's assignment,
 - d. a satisfactory mark is obtained for 'Professional Conduct' during all of Bachelor-2 and -3;
 - e. the weighted average is calculated using the marks specified in Osiris for Bachelor-2 and -3. The courses referred to under c. are not included in this calculation.

Bachelor-2/Bachelor-3 Psychology, Pedagogical Sciences, and Public Administration

1. For the programmes Psychology and Pedagogical Sciences, there are no compensation opportunities in Bachelor-3. See under 'Bachelor-2' for the compensation scheme for Sociology. For the programme Public Administration, the following compensation rules apply:
 - a. For the Bachelor-3 programme, a student is deemed to have passed if the student has obtained no less than 5.0 for one of the academy courses and at least a 5.5 for all other academy courses, on the condition that the student has obtained at least a 7.0 for an academy course in order to compensate the 5.0.
 - b. A student will not be deemed to have passed the Bachelor-3 if the student fails to obtain at least a 5.5 for the minor and the Bachelor's project.

Appendix IV – BACHELOR EXAM STRUCTURE

A. Sociology

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

The tables below contain an overview of the courses for the three Bachelor's programme years as offered effective from the 2017-2018 academic year. The overview that follows lists the courses given to students who commenced in a previous cohort.

Cohorts commencing in 2016-2017 and 2017-2018

Bachelor-1:

Exam component	ECTS
Knowledge cluster	48
Inleiding sociologie Inleiding bestuurskunde voor sociologen Designing social research Quantitative methods Public Policy Organization and Management Economics, welfare and Distribution Geschiedenis van de sociologie	
Skills cluster	12
Introduction academic skills Research design SPSS Writing Interviewing Presentation skills Argumentation skills	
Professional conduct*	None
Total	60

Bachelor-2:

Exam component	ECTS
Knowledge cluster	54
Political Science Theoretische sociologie Hoofdvragen van de sociologie Internship Qualitative methods Research project	
Skills cluster	6
Writing: argumentative writing Schrijven: literatuuronderzoek Schrijven: research proposal Qualitative data analysis	
Professional conduct*	None
Total	60

Bachelor-3:

Exam component	ECTS
Minor	15
International Migration	7.5
Sociology of Globalization	7.5
Advanced Methods	7.5
Sociologische onderzoekspuzzels	7.5
Bachelor's project	15
Professional conduct	None
Total	60

Cohorts commencing in 2015-2016**Bachelor-1:**

Exam component	ECTS
Knowledge cluster	48
Inleiding sociologie	
Inleiding bestuurskunde voor sociologen	
Designing social research	
Quantitative methods	
Public Policy	
Organisation and Management	
Economics, welfare and Distribution	
Geschiedenis van de sociologie	
Skills cluster	12
Introduction academic skills	
Academic writing	
Research design	
SPSS	
Writing	
Interviewing	
Presentation skills	
Argumentation skills	
Professional conduct*	None
Total	60

Bachelor-2:

Exam component	ECTS
Knowledge cluster	54
Political Science	
Theoretische sociologie	
International Migration	
Internship	
Qualitative methods	
Research project	
Skills cluster	6

Writing: argumentative writing Schrijven: literatuuronderzoek Schrijven: research proposal Qualitative data analysis	
Professional conduct*	None
Total	60

Bachelor-3:

Exam component	ECTS
Minor	15
Hoofdvragen van de sociologie	7.5
Sociology of Globalization	7.5
Advanced Methods	7.5
Sociologische onderzoekspuzzels	7.5
Bachelor's project	15
Professional conduct	None
Total	60

Cohort commencing before 2015–2016

Bachelor-2

Exam component	ECTS
Modernisering 2: Organisatie sociologie (including schrijfvaardigheden: argumenteren)	7.5
Theoretische sociologie (including schrijfvaardigheden: boekbespreking)	7.5
Ongelijkheid 2: Internationale migratie (including schrijfvaardigheden: literatuuronderzoek)	7.5
Internship	7.5
Kwantitatief onderzoek**	15
Kwalitatief onderzoek***	15
Professional conduct*	None
Total	60

Bachelor-3

Exam component	ECTS
Minor	15
Epistemology: Status, production and use of knowledge	7.5
Identity 2: Politics and society	7.5
Modernisering 3: Beleidssociologie	7.5
Cohesion 3: Deviance	7.5
Bachelor's assignment	7.5
Professional conduct*	None
Total	60

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

** 'Quantitative research' consists of the components Research project 1: quantitative research project (7.5 ECTS) and Statistics II (7.5 ECTS).

** 'Qualitative research' consists of the components Research project 2: qualitative research project (7.5 ECTS) and Qualitative methods (7.5 ECTS).

Bachelor-2 Conversion (commenced with the Bachelor before 2015–2016)

Course (taught last in 2013–2014)	Conversion course
Modernisering 2: Economische sociologie	Modernisering 2: Organisatiesociologie
Course (taught last in 2014-2015)	Conversion course
Cohesie 2: Godsdienstsociologie	Individual scheme

Bachelor-3 Conversion (commenced with the Bachelor before 2015–2016)

Course (taught last in 2014-2015)	Conversion course
Modernisering 3: Beleid- en organisatiesociologie	Modernisering 3: Beleidssociologie

Bachelor-2 Conversion (commenced with the Bachelor before 2016–2017)

Course (taught last in 2016-2017)	Conversion course(s)
Modernisering-2: Organisatiesociologie	Organisation and management
Kwalitatief onderzoek	Qualitative methods, Qualitative data analysis practical and Research project
Kwantitatief onderzoek	Quantitative methods, Quantitative methods practical: SPSS and Research project

Bachelor-3 Conversion (commenced with the Bachelor before 2016–2017)

Course (taught last in 2016-2017)	Conversion course(s)
Epistemology: Status, production and use of knowledge	Sociology of Globalization
Identity 2: Politics and society	Hoofdvragen van de sociologie
Modernisering 3: Beleidssociologie	Public Policy
Cohesion 3: Deviance	Sociologische onderzoekspuzzels

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

B. Public Administration

The tables below contain an overview of the courses for the three Bachelor's programme years as offered effective from the 2017-2018 academic year. The overview that follows lists the courses given to students who commenced in a previous cohort.

Cohort commencing in 2015-2016, 2016-2017 and 2017-2018

Bachelor-1:

Exam component	ECTS
Knowledge cluster	48
Bestuurskunde: maatschappelijke problemen en bestuurlijke oplossingen Inleiding sociologie voor bestuurskundigen Designing social research Quantitative methods Public Policy Organisation and Management Economics, welfare and distribution Recht en regulering	
Skills cluster	12
Introduction academic skills Academic writing Research design SPSS Writing Interviewing Presentation skills Project management	
Professional conduct*	None
Total	60

Bachelor-2:

Exam component	ECTS
Knowledge cluster	54
Political science Network governance HRM leadership and performance Internship Qualitative methods Research project	
Skills cluster	6
Writing: argumentative writing Negotiating Professional conduct (skill) Qualitative data analysis	
Professional conduct*	None
Total	60

Bachelor-3

Exam component	ECTS
Minor**	15
Technology, Policy & Society	7.5
Global & European Governance	7.5
Political Philosophy & Democracy	7.5
Management Consultancy & Policy Advice	7.5
Bachelor's project	15
Total	60

Cohorts commencing before 2015-2016

The Bachelor-2 (offered for the first time in 2002–2003; offered for the first time in this form in 2008–2009 and for the last time in 2015–2016):

Exam component	ECTS
Inleiding politicologie	5
Methoden en technieken van kwantitatief onderzoek	5
Atelier 4	5
Beleidsprocessen	5
Practical internship	5
Atelier 5	5
Political Philosophy and Democracy	7.5
International Governance	7.5
Publieke organisaties en verandering	7.5
Bedrijfsvoering in de publieke sector	7.5
Total	60

The Bachelor-3 (offered for the first time in 2003-2004; offered for the first time in this form in 2008-2009 and for the last time in 2016-2017):

Exam component	ECTS
Minor (blocks 1 and 2) **	15
Beleid en instituties	7.5
Governance in Networks	7.5
Informatiesamenleving en e-Governance	7.5
Werken in de publieke sector	7.5
Bachelor's project	15
Total	60

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

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

Bachelor-2 Conversion (commenced with the Bachelor before 2016–2017)

Course (taught last in 2015-2016)	Conversion course(s)
Inleiding politicologie	Political science
Methoden en technieken van kwantitatief onderzoek	Quantitative methods

Beleidsprocessen	Public Policy
International governance	Global & European Governance
Publieke organisaties en verandering	Individual scheme
Bedrijfsvoering in de publieke sector	Individual scheme

Bachelor-3 Conversion (commenced with the Bachelor before 2016–2017)

Course (taught last in 2016-2017)	Conversion course(s)
Beleid en instituties	Management Consultancy & Policy Advice
Governance in Networks	Network Governance
Informatiesamenleving en e-Governance	Technology, Policy & Society
Werken in de publieke sector	HRM, Leadership & Performance

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

C. Management of International Social Challenges (track within Public Administration)

Cohorts commencing in 2016-2017 and 2017-2018

Bachelor-1:

Exam component	ECTS
Knowledge cluster	48
Globalisation and society I & II Designing social research Quantitative methods Public Policy Organisation and Management Economics, welfare and distribution International Law and Regulation	
Skills cluster	12
Introduction to academic skills Academic writing Research design SPSS Writing skills Interviewing Presentation Project management	
Professional conduct*	None
Total	60

Exam component	ECTS
Knowledge cluster	54
Political science Network governance International Migration Global & European Governance Political Philosophy & Democracy Qualitative methods Research project	
Skills cluster	6
Writing: argumentative writing Negotiating Professional conduct (skill) Qualitative data analysis	
Professional conduct*	None
Total	60

D. Psychology

The tables below contain an overview of the courses for the three Bachelor's programme years as offered effective from the 2017-2018 academic year.

Cohort commencing in 2015-2016, 2016-2017 and 2017-2018

Bachelor-1:

Exam component	ECTS
Knowledge cluster	40
Social Psychology: People in Groups Personality Psychology: Differences Between People Statistics I: An Introduction Biological Psychology: The Human Body Developmental Psychology: Changing Man Clinical Psychology: Normal or Abnormal? Organisational Psychology: Working Man Educational Psychology: Learning man	
Skills cluster	20
PBL Skills Psychodiagnostics (Test use) Statistics I Neuropsychological Diagnostics Testing Children Communication Skills I Scientific Writing Skills I Presentation Skills	
Professional conduct*	None
Test subject hours*	None
Total	60

Bachelor-2:

Exam component	ECTS
Knowledge cluster	40
Cognitive Psychology: Thinking and Remembering Statistics II: Explaining and Predicting History and Methods of Psychology Brain and Cognition: Perception Psychometrics: An Introduction Clinical Psychology: Anxiety and Stress Developmental Psychology: From Infancy to Old Age Organisational Psychology: Performance at Work	
Skills cluster	20
Psychological experiments Statistics II Professional Ethics Experimental Research in Psychology Psychometrics: An Introduction Communication Skills II Scientific Writing Skills II Training for Trainers Observation Skills	

Professional conduct*	None
Total	60

Bachelor-3:

Exam component	ECTS
Minor	15
Elective	5
Bachelor's thesis	16
Specialisation Clinical Psychology	
Depression and Psychosis	6
Psychodiagnostics**	2
Food, Sex and other Needs	6
Anamnesis	2
Neuropsychology	6
Neuropsychological Diagnostics 2	2
Specialisation Occupational and Organisational Psychology	
Leadership & Coaching	6
Psychodiagnostics**	2
Organisational Psychology	6
Organisational Diagnosis I	2
Occupational Health and Safety	6
Organisational Diagnosis II	2
Specialisation Education and Development Psychology	
Learning and Instruction in Schools	6
Psychodiagnostics**	2
Engines for Learning	6
Educational Psychology in Practice	2
Understanding DLYIXSEA and DY5C4LCUL14	6
Diagnosing Learning Problems	2
Specialisation Brain & Cognition	
Foundations of Cognitive Brain Research	6
Performing Replications of Psychological Research	2
Memory (including practical)	8
The Brain	6
Brain anatomy	2
Professional conduct*	None
Test subject hours*	None
Total	60

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

** The Psychodiagnostics practical is compulsory for third-year students with the specialisations Clinical Psychology, Occupational and Organisational Psychology, and Education and Development Psychology.

E. Pedagogical and Educational Sciences

The tables below contain an overview of the courses for the three Bachelor's programme years as offered effective from the 2017-2018 academic year.

Cohort commencing in 2015-2016, 2016-2017 and 2017-2018

Bachelor-1:

Examenonderdeel	ECTS
Kenniscluster	40
1.1 Inleiding in de Onderwijswetenschappen	5
1.2 Inleiding in de Pedagogische Wetenschappen	5
1.3 Statistiek I: Een introductie	5
1.4 Intelligentie, Persoonlijkheid en Identiteit	5
1.5 Ontwikkelingspsychologie: De veranderende mens	5
1.6 Inleiding in de Orthopedagogiek	5
1.7 Stadsociologie van Onderwijs en Opvoeding	5
1.8 Ontwikkeling en Onderwijs vanuit Multicultureel Perspectief	5
Vaardigheidscluster	20
1.1 PGO- en Informatievaardigheden	2,5
1.2 Presentatievaardigheden	2,5
1.3 Statistische vaardigheden I	2,5
1.4 Testvaardigheden I	2,5
1.5 Testvaardigheden II	2,5
1.6 Gespreksvaardigheden I	2,5
1.7 Academische schrijfvaardigheden I	
1.8 Academische schrijfvaardigheden I	5

Bachelor-2:

Examenonderdeel	ECTS
Kenniscluster	40
2.1 Biologische Determinanten van Leren en Ontwikkeling	5
2.2 Statistiek II: Verklaren en voorspellen	5
2.3 Afstemming binnen Opvoeding en Onderwijs	5
2.4 Geschiedenis van Opvoeding en Onderwijs	5
2.5 Deviantie en Criminaliteit in de Stad	5
2.6 Gezinspedagogiek: Niet-traditionele gezinnen	5
2.7 Orthopedagogiek: Stoornissen bij kinderen	5
2.8 Onderwijswetenschappen: Problemen en interventies op school	5
Vaardigheidscluster	20
2.1 Gespreksvaardigheden II	2,5
2.2 Statistische vaardigheden II	2,5

2.3 Observatievaardigheden	2,5
2.4 Interviewvaardigheden	2,5
2.5 Adviesvaardigheden	2,5
2.6 Juridische en Ethische Beroepsvaardigheden I	2,5
2.7 Academische schrijfvaardigheden II	2,5
2.8 Ontwerpvaardigheden I	2,5

Bachelor-3:

Examenonderdeel	ECTS
3.1-3.2 Minor	15
Afstudeerrichting Pedagogiek	
3.3 Interculturele Pedagogiek	5
3.4 Opvoedingsproblemen in de Complexe Werkelijkheid	5
3.5 Psychometrie: Een introductie	5
3.3 Juridische en Ethische Beroepsvaardigheden II	2,5
3.4 Testvaardigheden IV	2,5
3.5 Psychometrische vaardigheden	2,5
Afstudeerrichting Onderwijswetenschappen	
3.3 De Professionele School	5
3.4 Beleid en Bestuur in het Onderwijs	5
3.5 Psychometrie: Een introductie	5
3.3 Juridische en Ethische Beroepsvaardigheden II	2,5
3.4 Coaching en Trainingsvaardigheden	2,5
3.5 Psychometrische vaardigheden	2,5
3.6-3.7 Wetenschapsfilosofie	2
3.6-3.7 Stage	13
3.8 Bachelor Thesis	7,5

Conversie bachelor 2 (gestart vóór 2017-2018)

Testvaardigheden III (practicum 2.1)	In OER 2017-2018
Aanwezigheid niet behaald; toets behaald	Individuele regeling
Aanwezigheid niet behaald; toets niet behaald	Individuele regeling
Aanwezigheid behaald, toets niet behaald	Nog 2 gelegenheden om toets (verslag) te behalen
Nog niet gestart	Academische Schrijfvaardigheden II volgen

Appendix V – FURTHER SPECIFICATION OF ENTRY REQUIREMENTS FOR BACHELOR-3 COURSES

For some depth courses in Bachelor-3 of the Psychology and Pedagogical Sciences programmes certain entry requirements apply as specified in the text and tables in this appendix. In this context, a 'valid result' means that for the mentioned Bachelor-2 course or practical the attendance obligation must be fulfilled and on top of that a test result of at least a 4.0 must be obtained. If a student has not yet met all entry requirements for a specific course (which means that the credits have to be awarded), he or she will be denied entry for that course.

Psychology: specific entry requirements for specialisations in Bachelor-3

Exam component bachelor-3	Required valid result for the following Bachelor-2 components
Specialisation Clinical Psychology	
Depression and Psychosis	2.2 + 2.6 test & practical, and 2.7 practical
Psychodiagnostics	2.2 + 2.6 test & practical, and 2.7 practical
Food, Sex and other Needs	2.2 + 2.6 test & practical, and 2.7 practical
Anamnesis	2.2 + 2.6 test & practical, and 2.7 practical
Neuropsychology	2.2 + 2.6 test & practical, and 2.7 practical
Neuropsychological Diagnostics 2	2.2 + 2.6 test & practical, and 2.7 practical
Specialisation Organisational Psychology	
Leadership & Coaching	2.2 + 2.8 test & practical, and 2.7 practical
Psychodiagnostics	2.2 + 2.8 test & practical, and 2.7 practical
Organizational Psychology	2.2 + 2.8 test & practical, and 2.7 practical
Organizational Diagnosis I	2.2 + 2.8 test & practical, and 2.7 practical
Occupational Health and Safety	2.2 + 2.8 test & practical, and 2.7 practical
Organizational Diagnosis II	2.2 + 2.8 test & practical, and 2.7 practical
Specialisation Educational and Developmental Psychology	
Learning and Instruction in Schools	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Psychodiagnostics	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Engines for Learning	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Educational Psychology in Practice	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Understanding DLYIXSEA & DY5C4LCUL14	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Diagnosing Learning Problems	2.1 & 2.7 test, 2.2 test & practical, and 2.7 practical
Specialisation Brain and Cognition	
Foundations of Cognitive Brain Research	2.1 & 2.4 test, 2.2 test & practical, and 2.7 practical
Performing Replications of Psychological Research	2.1 & 2.4 test, 2.2 test & practical, and 2.7 practical
Memory (incl. practical)	2.1 & 2.4 test, 2.2 test & practical, and 2.7 practical
The Brain	2.1 & 2.4 test, 2.2 test & practical, and 2.7 practical
Brain anatomy	2.1 & 2.4 test, 2.2 test & practical, and 2.7 practical

Pedagogical Sciences: specific entry requirements for specialisations in Bachelor-3

Exam component bachelor-3	Required valid result for the following Bachelor-2 components
Specialisation Pedagogy	
Block 3.3 Practical 3.3 Block 3.4 Practical 3.4	2.6 test, 2.2 test & practical, and 2.3 practical 2.6 practical, 2.2 test & practical, and 2.3 practical 2.7 test, 2.2 test & practical, and 2.3 practical 2.1 practical, 2.2 test & practical, and 2.3 practical
Specialisation Educational Sciences	
Block 3.3 Practical 3.3 Block 3.4 Practical 3.4	2.2 + 2.8 test & practical, and 2.3 practical 2.6 practical, 2.2 test & practical, and 2.3 practical 2.2 + 2.8 test & practical, and 2.3 practical 2.2 + 2.8 test & practical, and 2.3 practical