

# Education and Examination Regulations (EER) 2023-2024

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

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## INTRODUCTION

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

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

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

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

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

## SECTION 1 – GENERAL PROVISIONS

### Article 1.1. Applicability of the regulations

These regulations apply to the 2023-2024 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. Block:	a time indication. An academic year is divided into a number of blocks (4, for example). A block may consist of theoretical and practical components (courses and practicals), but can also include other types of components;
b. Cluster:	a group of courses/practicals for which specific compensation and resit regulations apply;
c. Exam component:	one education unit (course or practical) of the programme as referred to in Article 7.3 of the Act;

d. Course:	an example of a component/education unit that is usually focused on the acquisition of knowledge;
e. Course coordinator or practical coordinator:	an examiner who is responsible for the content of a specific course or practical;
f. Course guide:	the Faculty's online list of courses on offer;
g. Course manual:	the course-specific information as provided in a separate document or in the online learning environment (Canvas) for the course;
h. Credit:	a unit expressed in EC and equal to 28 hours of study;
i. Diploma supplement:	the appendix to the Bachelor's certificate in which an explanation is given of the nature and content of the programme;
j. Education director	the vice-dean of education as referred to in the ESSB faculty regulations.
k. Exam:	the concluding Bachelor's exam of the programme; this is considered successfully completed if the student has met all the requirements of the entire Bachelor's programme;
l. Examination Board:	the committee as referred to in Article 7.12 of the Act that determines in an objective and expert manner whether a student meets the conditions set by the EER regarding the knowledge, insight and skills required to obtain a degree;
m. 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;
n. Practical:	practical exercise as referred to in Article 7.13, second paragraph under d, of the Act. Practical exercises are understood to include: <ul style="list-style-type: none"> <li>• writing a thesis, assignment or paper;</li> <li>• undertaking research assignments;</li> <li>• following an internship;</li> <li>• taking part in any other educational activities deemed essential, the aim of these activities being to acquire the intended skills.</li> </ul>
o. Programme:	the Bachelor's programme referred to in Article 1.1 of these regulations;

p. Rules and Regulations:	the rules adopted by the Examination Board governing, among other things, the correct procedure during tests, the regulations for assessing students who take tests, and the way of determining the results of tests and exams, as referred to in Article 7.12b of the Act;
q. 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;
r. Test:	a test as referred to in Article 7.10 of the Act. In principle, all education units are concluded with a test. The test may consist of multiple tests ('partial tests') in a number of forms, such as an essay or a presentation or a digital test;
s. The Act:	the Higher Education and Research Act (WHW);
t. 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 Act, grants admission to the programme;
2. Admission to the programmes is also granted by the diplomas described in Article 7.28 of the Act, including:
  - a. A foreign or other diploma deemed equivalent to the VWO diploma;
  - b. A completed first year of study at a Dutch institution of higher professional education (Dutch HBO propedeuse);
  - c. A completed first year of study at a Dutch (research) university (Dutch university propedeuse);
  - d. A completed associate degree programme at a Dutch institution of higher professional education (Dutch HBO).
3. For Psychology, a supplementary condition for admission to the programme is used for candidates who apply based on the education described under paragraph 2, sub b and d. These candidates need to demonstrate sufficient knowledge and skills in mathematics, as evidenced by one of the following test-scores:
  - a. IBA-OPMT-A, with minimum score of 55%; or
  - b. CCVX Wiskunde A, with minimum result of 5,5; or

- c. Boswell Beta: exam at higher general continued education (hoger algemeen voorbereidend onderwijs, HAVO) level or higher in 'Wiskunde A' or 'Wiskunde B', with a minimum result of 5,5.
- 4. 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.
- 5. 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.
- 6. The Psychology programme has a maximum capacity of 600 for first-year enrolments, as referred to in Article 7.53 of the Act. Students who want to start this program on 1 September 2024 must register via Studielink before 15 January 2024. The decentralized selection procedure is described on:
  - [www.eur.nl/bachelor/psychologie/aanmelden](http://www.eur.nl/bachelor/psychologie/aanmelden) for the Dutch-language track;
  - [www.eur.nl/en/bachelor/international-bachelor-psychology/admission](http://www.eur.nl/en/bachelor/international-bachelor-psychology/admission) for the English-language track International Bachelor in Psychology.
- 7. The English-taught Management of International Social Challenges track is subject to a supplementary selection procedure:
  - a. Students need to submit a letter of motivation to their application (in English of one A4 maximum). This letter must contain a clarification of:
    - i. Why they chose this particular discipline;
    - ii. Why they chose Erasmus University Rotterdam as opposed to other universities;
    - iii. Why small-scale, student-centred education appeals to them;
    - iv. Their international orientation and experiences and their choice for an international, English-taught environment.
  - b. Students need to submit a resume/CV (of no more than two A4 pages) showing their educational career, work experience and extra-curricular activities so far.
  - c. There is no minimum score or average grade required, nevertheless the Admissions Board will take the academic performance of the student into account. Each application will be assessed against the pool of applicants of the given year.

#### Article 2.2. Study choice activity

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

#### Article 2.3. Language requirement

- 1. Holders of foreign diplomas may only enrol in Dutch-taught programmes if they comply with the following:
  - a. the admission requirements in Article 2.1;
  - b. the requirement of having a sufficient command of the Dutch language. This requirement will be deemed to have been met if the student:



- i. has a higher general continued education (HAVO) diploma and Dutch was one of the subjects included in the assessment conferring that diploma and assessed with at least a 5.5; or
    - ii. has completed the third year of the pre-university education (VWO) with at least a 5.5 for Dutch; or
    - iii. has satisfied all the requirements of the test 'Dutch as a second language, level two' (NT-2, Exam II); or
    - iv. has satisfied all the requirements of the Certificate Dutch as a Foreign Language (CNaVT, 'Educatief startbekwaam' of 'Educatief professioneel').
  - c. The requirement of having sufficient command of the English language. This requirement will be deemed to have been met if the student has a nationality of country that is a member of the EEA or if the student submits proof of proficiency in English. The Admissions Office of the EUR offers more information on possible proofs.
- 2. Students may only enrol in the English-taught International Bachelor in Psychology and Management of International Social Challenges tracks if they comply with the following:
  - a. the admission requirements in Article 2.1;
  - b. the requirement of having sufficient command of the English language. This requirement will be deemed to have been met if the student:
    - i. Went to secondary/high school where the language of instruction was English for at least 2.5 years in one of the following countries: Australia, Canada (with the exception of Quebec), Ireland, New Zealand, South Africa, the United Kingdom or the United States of America. Possessing a passport from an English-speaking country without attending school in one of the above-mentioned countries does not 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), Vitnemal (Norway), Slutbetyg (Sweden), Ylioppilastuskintodistus (Finland), Studentprof (Iceland), Studentereksamen (Denmark), Maturität (in the German-speaking part of Switzerland), Maturazeugnis (Austria), Option Internationale du Baccalauréat, Anglo-American section, (France); or
    - v. Holds a higher education diploma from one of the following countries: Australia, Canada (with the exception of Quebec), Ireland, the Netherlands, New Zealand, South-Africa, the United Kingdom or the United States of America which lasted for at least 2.5 years and where the language of instruction was English; or
    - vi. Has obtained a GCSE O-level English first language (only for students who apply on the basis of GSCE O-levels and GCE A-levels); or
    - vii. Has taken one of the tests below with a valid result no older than two years at the time of application:  
In the case of International Bachelor Psychology:

- Internet-based TOEFL with a score of at least 95 and a minimum score of 20 for each sub-element. Please note that Institutional (ITP) TOEFL tests are not accepted);
- IELTS with a score of at least 7.0 and a minimum score of 6.0 for each sub-element;
- Cambridge exam with the minimum level of CAE/CPE.

In the case of Management of International Social Challenges:

- Internet-based TOEFL with a score of at least 90 and a minimum score of 20 for each sub-element. Please note that Institutional (ITP) TOEFL tests are not accepted);
  - IELTS with a score of at least 6.5 and a minimum score of 6.0 for each sub-element;
  - Cambridge exam with the minimum level of CAE/CPE.
- c. a letter of unconditional admission has been issued by the Admissions Board.

#### Article 2.4. Entrance examination

1. The entrance examination, as referred to in Article 7.29 of the Act, relates to the following subjects and the level as given:
  - a. Dutch: the summary of an article from the NRC Handelsblad or a similar daily, weekly or monthly publication, and the writing of a short response to the article.
  - b. English: translation of a simple prose text from The Times or a similar daily, weekly or monthly publication.
  - c. Mathematics: answering questions related to components of mathematics, as described, for example, in 'Geprogrammeerde instructie moderne wiskunde', W.F. van Raay, Delta Press BV, third edition 1999 (or a later edition).
2. The entrance examination can also, partially or completely, be conducted based on pre-university partial certificates ('vwo-deelcertificaten') for one or more of the courses mentioned in the first paragraph, sub a-c.
3. Students can only be admitted to the English-taught track Management of International Social Challenges based on an entrance examination if this examination has been successfully completed prior to the application, and provided that they meet additional requirements such as regarding sufficient proficiency in the English language
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 examination is accepted as a basis for admission.

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

#### Article 3.1. Objective of the programme

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

### Article 3.2. Structure of the programme

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

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

1. Taking due account of the Code of Conduct of the Executive Board of Erasmus University Rotterdam, the programme, with the exception of the English-taught tracks, is taught and the tests are taken in the Dutch language, unless otherwise provided for in the course guide.
2. A test prepared in Dutch is in any case available for each component in Bachelor-1 and Bachelor-2.
3. A test prepared in Dutch is available for each component of Bachelor-3 in Sociology and Public Administration, with the exception of the Management of International Social Challenges track, and except in those cases where English language skills are a course learning objective that is being assessed.
4. If stated in the course manual, tests in Bachelor-3 in Psychology and Pedagogical Sciences may be administered in English. In such cases any assignments may be completed in Dutch and any open questions may be answered in Dutch, except in those cases where English language skills are a course learning objective that is being assessed.
5. If a Dutch test is available, all students in Dutch-taught Bachelor's programmes or tracks will have to take the Dutch version of the test. They do not have the right to choose an English version of the test.
6. In the Management of International Social Challenges and International Bachelor in Psychology tracks, the language of instruction is English and tests are taken in English.

### Article 3.4. Study load

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

### Article 3.5. The programme

1. The components of the programme which form part of the final assessment for the Bachelor's degree are determined by the dean of the faculty. These components are listed in the course guide.
2. The programme provides for compensation opportunities for some courses of the Bachelor's programme. The compensation opportunities are described in Appendix 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 credits.
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 and Regulations of the Examination Board for further information on the minor.

### Article 3.7. Honours programme

1. The university offers a range of honours programmes. Information about these programmes can be found on the website.
2. The faculty offers the ESSB Honours Programme. This is an extracurricular programme with a study load of 15 EC distributed over one full academic year.
3. The selection and admission of candidates to the ESSB Honours Programme is assigned to the programme's selection committee. Students who have completed the first Bachelor year with a weighted average of at least a 7.5 will receive an invitation to participate. However, with a view to a balanced group of participants, the selection committee may decide to deviate from this minimum. Owing to the limited number of places, a further selection procedure will take place to assess the student's motivation, demonstrable affinity with multidisciplinary subjects and expected contribution to the programme.

## SECTION 4 – EDUCATION

### Article 4.1. Enrolling in courses

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

### Article 4.2. Entry requirements for courses

1. 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.

<b>Admission to this component:</b>	<b>is only possible once the student has met the following entry requirement:</b>	<b>Deadline for passing the entry requirement</b>
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<sup>i</sup> This means that the student has not completed all prior components in the standard timeframe.

a. All components of bachelor-2	<p>- received a positive binding study advice (BSA) as referred to in article 7.4</p> <p>However, 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.</p>	Not applicable (assessment is included in the BSA procedure)
b. All components of bachelor-3	<p>- completed bachelor-1 in full</p> <p>- additionally; for the Pedagogical Sciences, Public Administration, Sociology and MISOC cohorts that started in 2022-2023, entry is not possible in 2023-2024</p>	Not applicable (when entry is possible, it is granted when bachelor-1 is completed.)
c. Specialisation courses and practicals of bachelor-3 <b>Psychology</b>	<p>- completed bachelor-2 in full; or</p> <p>- obtained a minimum final grade of 6,0 for 4 knowledge courses of bachelor-2 and has provided the Educational Office with proof of these results in time for course enrolment as stipulated in Article 4.1.</p>	Components start in block 4, 5 or 6. Therefore, results obtained after bachelor-2 block 2 cannot be taken into account.
d. Specialisations in bachelor-3 <b>Pedagogical Sciences</b> offered in 2023-2024	<p>- completed bachelor-2 in full; or</p> <p>- obtained a minimum final grade of 6,0 for 4 knowledge courses of bachelor-2 and has provided the Educational Office with proof of these results in time for course enrolment as stipulated in Article 4.1.</p>	Components start in block 3. Therefore, results obtained after the previous academic year cannot be taken into account.
e. <b>Revised</b> specialisation courses and practicals of bachelor-3 <b>Pedagogical Sciences</b> offered in 2024-2025	<p>- completed revised Bachelor-2 in full; or</p> <p>- obtained 30 EC of the revised Bachelor-2, and has provided the Educational Office with proof of these results in time for course enrolment as stipulated in Article 4.1.</p>	Deadlines for passing entry requirements will be published online.
f. Bachelor thesis/project, for all programmes, any round	- obtained 135 EC in the programme	
g. Internship of Pedagogical Sciences	- obtained 120 EC in the programme	
h. Wetenschapsfilosofie in bachelor-3 of Pedagogical Sciences	- no requirement for entry to component, however, for participation in the assessment of this component, participation in the thesis is required.	Not applicable.

### Article 4.3. Attendance and best efforts obligation

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

## SECTION 5 – TESTING

### Article 5.1. General

1. Each component of the programme is associated with at least one test. In case of more than one test for a component, the final grade is determined by means of the weighted average of all tests associated to that component. For each test within a component a minimum partial grade may apply, as stipulated in the Rules & Regulations of the Examination Board.
2. Each test comprises an assessment of the knowledge, insight, and/or skills of the student, as well as a grading of the results of that assessment.
3. The examiner designated by the Examination Board is responsible for administering the test and determining the result of the test.
4. The course manual describes the requirements that the student must satisfy to complete the test successfully as well as the criteria on which the student is assessed.
5. If a student registers too late for a test, an administration fee of € 20 will be charged for each test, for the ESSB Educational Office and EUR Exam Organisation to repair the consequences of the too late registration.
6. 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.
7. In accordance with the Act, the Examination Board takes measures to guarantee the quality of the examinations and the examination, 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 test opportunities are offered for all components of the Bachelor's exam. The first

opportunity is the regular test, while the second is the resit. The second opportunity is still considered a resit in case a student did not attend the first test opportunity. If a student is allowed to take a resit in accordance with the resit regulations, the highest grade applies.

3. For resit assignments, students will be granted a minimum of 20 and a maximum of 31 working days to submit the resit assignment. However, for resit assignments in the last block of the academic year, the student may be granted a minimum of 10 working days (and a maximum of 31 working days) to submit the resit assignment, to safeguard a timely processing of results before the end of the academic year. These submission terms are counted from the moment the student receives the resit assignment;
4. If a component of the curriculum lapses, students who have fulfilled the attendance obligation and have passed a partial test for this component (if applicable), but who have not yet passed the component as a whole, have the choice between:
  - a. following the conversion component; or
  - b. using two tests opportunities for the lapsed component during the academic year in which the component is for the first time no longer offered. The student can apply for this option up until one month prior to the start of the conversion component.
5. In exception to paragraph 4, different rules apply for:
  - a. students from cohorts 2021-2022 and earlier who need to complete a curriculum component of bachelor-1 and -2 of Pedagogical Sciences, Sociology, Public Administration and Management of International Social Challenges; and
  - b. students from cohorts 2022-2023 and earlier who need to complete a curriculum component of bachelor-1 of Psychology.

In these instances, a conversion course for lapsed components will not be available. During the academic year in which the components are for the first time no longer offered, these students can:

- c. Access the lapsed component in Canvas, including recordings of lectures; and
  - d. Ask questions via Canvas if necessary; and
  - e. Use two test opportunities for the lapsed components. The resit regulations stipulated in Appendix II apply without prejudice.
6. In principle, the test moments of the lapsed component occur simultaneously with the test of the conversion course (if applicable).
7. Participation in both the test of the lapsed component and the (test of the) conversion course (if applicable) is not allowed. Students who have not fulfilled the attendance obligation and have not passed a partial test for the component of the curriculum that lapses, only qualify for following the conversion course, except for students from cohorts 2021-2022 and earlier who need to complete bachelor-1 of Pedagogical Sciences, Sociology, Public Administration and Management of International Social Challenges. For these students, specific regulations are stipulated in paragraph 4.
8. A test can comprise partial tests.
9. Written tests will take place at a time and location established, on behalf of the dean, at least 30 working days before the start of the relevant block.
10. The times and locations of the tests are announced via the programme's digital learning environment.
11. Established test times may only be changed in cases of force majeure. The education director decides whether there is a case of force majeure.

12. 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 examinations 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.
13. Following such a cancellation, the dean will set new dates for the cancelled examinations as soon as possible in consultation with the examiners concerned. The new examination dates should preferably be within 10 days of the original examination dates. The new examination dates shall immediately be published on the programme's digital learning environment.
14. Oral tests will be administered by the examiner(s) at a time to be arranged with the student if possible.

#### Article 5.3. Form of testing

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

#### Article 5.4. Oral tests

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

#### Article 5.5. Assessment term

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

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

2. If a test (partly) consists of an assignment, an assessment term (of the test and the assignment) of 21 working days from the final submission deadline of the assignment applies. In the case of resits of assignments for Bachelor-1 that take place in the summer an assessment term of 10 working days applies. The assessment term may be extended for an assignment, if one or more of staff members involved are expected to take holiday leave during the assessment term, due to their employment. Such an extension is decided on by the programme director in consultation with the educational office.



3. Because of resits, the maximum assessment term may in some cases be shorter. These terms are determined by the programme directors, on behalf of the director of education.
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 the Board of Appeal for Examinations.

#### Article 5.6. Term of validity

1. The validity period of passed examination components – including components taken elsewhere that are approved as part of the examination 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 exam component in question are obsolete.
2. Regarding an examination component of which the validity period has expired, the Examination Board can indicate a replacement examination 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, the validity period of the partial grades for which no study points are awarded, is restricted to the academic year in which partial grades are obtained, plus one academic year, unless otherwise determined pursuant to these regulations.

#### 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 by the examiner.
2. During the inspection referred to in paragraph 1, any student who took part in the written or digital test may view the questions and assignments of the test in question, as well as the standards used for assessing the test. The procedure concerning test inspections is stipulated in the Rules & Regulations of the Examination Board.
3. If a student can demonstrate that the student was unable to be present at the place and time of the inspection opportunity referred to in the first paragraph for reasons beyond their control, an alternative inspection opportunity will be offered to the student at the student's request to the course coordinator. An alternative inspection opportunity is to be held within the period referred to in section 5.7.1, if possible.

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

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

#### Article 5.9. Exemption

1. At a student's request and having consulted the relevant examiner, the Examination Board, under the conditions set out in the Rules and Regulations, may grant the student exemption from a component of the programme, provided that the student

- has completed a component which is of equivalent content and level as part of a university or completed professional higher education programme prior to commencing the component for which exemption is to be granted.
2. An exemption can only apply to an entire course and not to a part of a course.

## SECTION 6 – EXAM

### Article 6.1. Certificate

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

### Article 6.2. Exam

1. The Examination Board establishes the results of the exam and awards the certificate as referred to in Article 6.1 as soon as the student has satisfied the requirements of the exam programme.
2. Before establishing the results of the exam, the Examination Board may itself instigate an assessment of the student's knowledge, insight and skills in respect of one or more components of the programme.
3. The date of the exam is the day on which the Examination Board establishes that the student has successfully passed the exam.
4. To be able to pass the exam and be awarded a certificate, the student must have been enrolled for the programme in the period the tests were taken.
5. Students who have fulfilled all obligations regarding the programme will be invited to collect the certificate.
6. Any student who has successfully passed the exam and is entitled to be awarded a certificate, may ask the Examination Board to delay awarding the certificate. This request to delay the award of the certificate must be submitted within 10 working days of the student being told of the results of the exam. At the time of submitting the request, the student should indicate when they wish to receive the certificate.

### Article 6.3. Degree

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

### Article 6.4. Honours

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

### Article 6.5 Iudicium Abeundi

1. Pursuant to Article 7.42a of the Act, 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 (USC E&S).
3. The programme is responsible for maintaining a register of the study results, so that any student can view their results in Osiris.

### Article 7.2. Student counselling

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

### Article 7.3. Studying with a functional impairment

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

### Article 7.4. (Binding) Study Advice

1. Pursuant to Article 7.8b, third paragraph of the Act, 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 Act, a negative recommendation can be linked to the study advice for the programme in question by or on behalf of the dean, if the student has failed to successfully complete all the components of Bachelor-1 of the programme. This negative study advice will only be given if, with due consideration of the student's personal circumstances, the student is not deemed to be suitable for the programme due to the student's study results failing to meet with the standard referred to in section 7.4.5. This negative study advice will apply for a period of three academic years.
4. The study advice is issued during the first year of enrolment, after the final results of the components of Bachelor-1 of the programme at the end of the academic year, but no later than before the start of the new academic year.
5. In case of personal circumstances (see section 7.4.8 and 7.4.9) the Examination Board may decide to postpone the issuing of a binding study advice. The Examination Board may take results of Bachelor-2 courses into account of a postponed study advice.
6. For Psychology, the standard applied for the binding study advice is that, by the end of the first year of enrolment, the student has successfully obtained all the components of Bachelor-1 of the programme, meaning that:
  - a. the student has obtained an average grade of 6.0 for all courses, with a maximum of two final grades between 5.0 up until and including 5.4, and no final grades below 5.0; and
  - b. has completed test subject hours.

Account will be taken of any exemptions granted. For cohorts from 2022-2023 and earlier, standards applied for the binding study advice are included in the Education & Examination Regulations 2022-2023.

7. For Pedagogical Sciences cohorts 2022-2023 and later, the standard applied for the binding study advice is that, by the end of the first year of enrolment, the student has successfully obtained all the components of the Bachelor-1 programme, meaning that the student has completed each component with a minimal final grade of 5.5. Account will be taken of any exemptions granted. For cohorts from 2021-2022 and earlier, standards applied for the binding study advice are included in the Education & Examination Regulations 2021-2022.
8. For Public Administration, Management of International Social Challenges and Sociology cohorts 2022-2023 and later, the standard applied for the binding study advice is that, by the end of the first year of enrolment, the student has successfully obtained all the components of the Bachelor-1 programme, meaning that:
  - a. For all bachelor-1 components, the student must have obtained a minimum average final grade of 6.0, 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. For cohorts from 2021-2022 and earlier, standards applied for the binding study advice are included in the Education & Examination Regulations 2021-2022.

9. During the first year of enrolment, a provisional advice will be issued at least twice by or on behalf of the dean. Further rules in respect of student counselling and study progress monitoring during the Bachelor-1 of the programme can be found on the faculty's digital learning environments.
10. 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.
11. In principle, only the following personal circumstances will be taken into account when the study advice is issued:
  - a. illness of the student concerned;
  - b. physical, sensory or other functional impairment of the student concerned;

- c. pregnancy of the student concerned;
  - d. exceptional family circumstances;
  - e. membership of the University Council, the Faculty Council, the FMO, the board of a department or the Programme Committee;
  - f. other circumstances referred to in Article 2.1 of the WHW Implementation Decree Act.
12. 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.
13. The study advice is issued in writing and consists of:
- a. the standard applicable to the student in question, expressed in the number of credits to be obtained in Bachelor-1 of the programme;
  - b. whether or not the advice is negative, as referred to in Article 7.8b, paragraph three of the Act;
  - c. if the study advice is negative: the announcement that the student may not enrol as a student or as an external candidate for the programme for the next three academic years;
  - d. the possibility of appealing to the Board of Appeal for Examinations and the period within which the appeal must be lodged.

## SECTION 8 – TRANSITIONAL AND FINAL PROVISIONS

### Article 8.1. Hardship clause

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

### Article 8.2. Amendments

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

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

#### Article 8.3. Publication

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

#### Article 8.4. Entry into force

These regulations will come into effect on 1 September 2023.

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

## APPENDIX I – INTENDED LEARNING OUTCOMES OF THE PROGRAMMES

### A. Sociology

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

#### Knowledge and insight

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

#### Applying knowledge and insight

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

#### Making judgements

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

### Communication

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

### Learning skills

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



## B. Public Administration

The bachelor's programme Public Administration programme has formulated the following mission: "We 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

Please note that the Intended Learning Outcomes are listed in Dutch, as 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 III of the ESSB bachelor EER for the same academic year, with the goal of providing one comprehensive overview of all details, without the risk of mistakes.

1. The table below indicates when students may participate in resits, and what compensation regulations apply.
  - a. Starting in 2022-2023 and 2023-2024 a comprehensive curriculum revision takes place. For students who started the bachelor Pedagogical Sciences, Sociology, Public Administration or MISOC in 2022-2023, or the bachelor Psychology in 2023-2024 (hereafter 'Revised cohorts'), different rules apply than for students following the old curriculum (hereafter 'Old cohorts'). The labels Revised cohorts and Old cohorts refer to the respective rules.
  - b. Bachelor students who commenced the programme before 2015-2016 are referred to the former cohort-specific Education & Examination Regulations for their programme.
  - c. When the table indicates that students may participate in a resit an examination for the sole purpose of obtaining a better grade, this is only allowed in the academic year when the first grade was obtained.
  - d. When the table indicates that the Examination Board may allow a certain examination to be resit following a student's request, 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 a course test that varies strongly from the course test average for the student in question owing to circumstances. Such a request may only be submitted once per academic year.
  - e. For all bachelor-1 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 block has ended. The exceptions are all Bachelor-1 components of all programmes for old cohorts.
3. Rules pertaining to minimum partial grades are included in the Rules & Regulation of the Examination Board.

Cohort	Year	Programme	The following limitations apply to participating in resits	The following requirements apply to final grades
Revised cohorts	B1	- Sociology - Public Administration - MISOC - Psychology	- no limitations - 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
		- Pedagogical Sciences	- assignments graded at least 5.5 may not be retaken	
	B2	- Sociology - Public Administration - MISOC - Pedagogical Sciences	- assignments graded at least 5.5 may not be retaken; and - an internship graded below 5.5 cannot be retaken	- all final grades at least 5.5
Old cohorts	B1	All programmes	- a maximum of two resits per cluster; and - in a skills cluster, components once passed, no resits may be taken	- weighted average per cluster of at least 6.0; and - all final grades at least 4.0
	B2	All programmes	- practicals once passed may not be retaken	
	B3	- Sociology - Public Administration - MISOC	- theses and assignments graded at least 5.5 may not be retaken; and - an internship graded below 5.5 cannot be retaken	
		- Psychology - Pedagogical Sciences	- grades of at least 5.5 may not be retaken - except when, following a student's request, the Examination Board allows this	
N/a	Master	- Sociology - Public Administration - Including specialisation 'Digitalisation of Work & Society'	- no limitations	- all final grades at least 5.5
		- Psychology - Pedagogical Sciences - 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.	



		<p>- Teaching in Primary Education</p>	<p>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.</p> <p>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 opportunity (the portfolio assessment).</p> <p>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.</p>	<p>- portfolio assessment, for master-1, at least 'sufficient'</p>
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## APPENDIX III – BACHELOR EXAM STRUCTURE

*Identical to 'Bijlage IV Samenstelling bachelorexamen' of the Dutch version of this EER,* because of the limited text, the risk of mistakes and the change dynamics. Exam components are listed under the official name, which can be Dutch or English, and are therefore not translated.

### A. Sociology

From 2022-2023 onwards a comprehensive curriculum revision takes place. For each programme 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. Cohorts started in 2022-2023 and later

##### 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
<b>Total</b>	<b>60</b>

##### 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
<b>Total</b>	<b>60</b>

#### 2. Cohorts started in 2017-2018 up to and including 2021-2022

##### Bachelor-1:

Exam component	EC
<b>Knowledge cluster</b>	<b>48</b>
1.1 Inleiding Sociologie	6
1.2 Geschiedenis van de Sociologie	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Maatschappelijke problemen, bestuurlijke oplossingen	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 Sociale Ongelijkheid	6
<b>Skills cluster</b>	<b>12</b>
1.1 Inleiding academische vaardigheden	1.5

1.2 Academisch Schrijven	1.5
1.3 Onderzoeksonderwerp	1.5
1.4 SPSS	1.5
1.5 Literatuuronderzoek	1.5
1.6 Interviewen	1.5
1.7 Betoog	1.5
1.8 Presenteren	1.5
<b>Professional conduct*</b>	<b>None</b>
<b>Total</b>	<b>60</b>

#### Bachelor-2:

<b>Exam component</b>	<b>EC</b>
<b>Courses</b>	<b>54</b>
2.1 Political Science	6
2.2 Cohesie & Identiteit	6
2.3 Theoretische Sociologie	6
2.4-2.5 Stage	15
2.6 Qualitative Methods	6
2.7-2.8 Research Project	15
<b>Practicals</b>	<b>6</b>
2.1 Beleidsadviesing	1.5
2.2 Literatuuronderzoek 2	1.5
2.3 Research Proposal	1.5
2.6 Kwalitatieve data-analyse	1.5
<b>Professional conduct*</b>	<b>None</b>
<b>Total</b>	<b>60</b>

#### Bachelor-3:

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

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

## B. Public Administration

From 2022-2023 onwards a comprehensive curriculum revision takes place. For each programme 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. Cohorts started in 2022-2023 and later

#### Bachelor-1

Exam component	EC
1.1 Public Administration Introduction	6.5
1.1 Sociology I	6.5
1.2 Staat-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 (per 2023: Economics, Welfare & Distribution)	6.5
1.4 Public Policy	6.5
1.1-1.4 Skills	8
<b>Total</b>	<b>60</b>

#### 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 Internship	7.5
2.4 Allocation and Management of Public Resources	7.5
2.4 Research Project	7.5
<b>Total</b>	<b>60</b>

### 2. Cohorts started in 2017-2018 up to and including 2021-2022

#### Bachelor-1:

Exam component	EC
<b>Knowledge cluster</b>	<b>48</b>
1.1 Bestuurskunde: maatschappelijke problemen en bestuurlijke oplossingen	6
1.2 Sociologie	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Economics, Welfare & Distribution	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 Recht en Regulering	6
<b>Skills cluster</b>	<b>12</b>
1.1 Inleiding academische vaardigheden	1.5
1.2 Academisch Schrijven	1.5
1.3 Onderzoeksontwerp	1.5
1.4 SPSS	1.5

1.5 Literatuuronderzoek	1.5
1.6 Interviewen	1.5
1.7 Betoog	1.5
1.8 Presenteren	1.5
<b>Professional conduct*</b>	None
<b>Total</b>	<b>60</b>

#### Bachelor-2:

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

#### Bachelor-3

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

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

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

## C. Management of International Social Challenges

From 2022-2023 onwards a comprehensive curriculum revision takes place. For each programme we show (1) the revised curriculum; and then (2) the old curriculum.

Students who started the track before 2017-2018 are referred to the former Education and Examination Regulations.

### 1. Cohorts started in 2022-2023 and later

#### 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 (per 2023-2024: Economics, Welfare and Distribution)	6.5
1.4 Public Policy	6.5
1.1-1.4 Skills	8
<b>Total</b>	<b>60</b>

#### 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
<b>Total</b>	<b>60</b>

### 2. Cohorts started in 2017-2018 up to and including 2021-2022

#### Bachelor-1:

Exam component	EC
<b>Knowledge cluster</b>	<b>48</b>
1.1 Globalisation & Society I	6
1.2 Globalisation & Society II	6
1.3 Designing Social Research	6
1.4 Quantitative Methods	6
1.5 Economics, Welfare & Distribution	6
1.6 Organisation & Management	6
1.7 Public Policy	6
1.8 International Law & Regulation	6
<b>Skills cluster</b>	<b>12</b>
1.1 Introduction Academic Skills	1.5
1.2 Academic Writing	1.5
1.3 Research Design	1.5
1.4 SPSS	1.5
1.5 Literature Review	1.5

1.6 Interviewing	1.5
1.7 Argumentative Writing	1.5
1.8 Presentation	1.5
<b>Professional conduct*</b>	None
<b>Total</b>	<b>60</b>

#### Bachelor-2:

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

#### Bachelor-3

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

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

## D. Psychology

From 2023-2024 onwards a comprehensive curriculum revision takes place. For each programme 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
<b>Courses</b>	
1.1 Social Psychology: People in Groups	5
1.1 Personality Psychology: Differences Between People	5
1.2 Biological Psychology: The Human Body	5
1.2 Methods and Statistics I: An Introduction	5
1.3 Developmental Psychology: Child and Adolescent Development	5
1.3 Clinical Psychology: Mental Health Challenges	5
1.4 History and Methods of Psychology	5
1.4 Cross Cultural Psychology	5
<b>Practicals</b>	
1.1-1.4 Thrivetrack I: Mapping Your Path to Personal and Professional Growth	4
1.1-1.3 Psychodiagnostics B1	6.5
1.2 Statistical Skills I: An Introduction	2.5
1.3 Communication Skills I	2.5
1.4 Academic Writing Skills I	4.5
<b>Total</b>	<b>60</b>

### 2. Cohorts started in 2015-2016 up until and including 2022-2023

#### Bachelor-1:

Exam component	EC
<b>Knowledge cluster</b>	<b>40</b>
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
<b>Skills cluster</b>	<b>20</b>
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
1.3 Communication Skills I	2
1.4 Academic Writing Skills I/Academische schrijfvaardigheden I	5
<b>Professional conduct*</b>	<b>None</b>
<b>Test subject hours*</b>	<b>None</b>



<b>Total</b>	<b>60</b>
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### Bachelor-2:

Exam component	EC
<b>Knowledge cluster</b>	<b>40</b>
2.1 Cognitive Psychology: Thinking and Remembering	5
2.2 Statistics II: Explaining and Predicting	5
2.3 History and Methods of Psychology	5
2.4 Brain and Cognition: Perception	5
2.5 Psychometrics: An Introduction	5
2.6 Clinical Psychology: Anxiety and Stress	5
2.7 Developmental Psychology: From Infancy to Old Age (per 2023-2024: Developmental Psychology: Challenges in Education and Development)	5
2.8 Organisational Psychology: Performance at Work	5
<b>Skills cluster</b>	<b>20</b>
2.1 Psychological experiments	2
2.2 Statistical Skills II	2.5
2.3 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
<b>Professional conduct*</b>	<b>None</b>
<b>Total</b>	<b>60</b>

### Bachelor-3:

Exam component	EC
Minor	15
Elective	5
Bachelor thesis	16
<b>Specialisation Clinical Psychology</b>	<b>24</b>
3.4 Affective Disorders	6
3.4 Psychodiagnostics (practical)	2
3.5 Eating, Sex and Other Needs (per 2023-2024: Basic Human Needs: Eating, Sex and Sleep)	6
3.5 Clinical Interview (practical)	2
3.6 Neuropsychology	6
3.6 Neuropsychological Diagnostics II	2
<b>Specialisation Work &amp; Organisational Psychology</b>	<b>24</b>
3.4 Leadership & Coaching	6
3.4 Psychodiagnostics (practical)	2
3.5 Organisational Psychology	6
3.5 Organisational Diagnosis (practical)	2
3.6 Occupational Health and Safety	6
3.6 Risk Assessment in Organisations (practical)	2
<b>Specialisation Educational Psychology</b>	<b>24</b>
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 <sup>st</sup> Century Education	6
3.6 Developing 21 <sup>st</sup> Century Skills and Education (practical)	2
<b>Specialisation Brain &amp; Cognition</b>	<b>24</b>
3.4 Language and Brain	6
3.4 Performing Replications of Psychological Research (practical)	2
3.5 Memory (including practical)	8
3.6 The Brain	6
3.6 Brain Anatomy (practical)	2
<b>Professional conduct*</b>	<b>None</b>
<b>Test subject hours*</b>	<b>None</b>
<b>Total</b>	<b>60</b>

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

## E. Pedagogical Sciences

From 2022-2023 onwards a comprehensive curriculum revision takes place. For each programme 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. Cohorts started in 2022-2023 and later

#### Bachelor-1

Exam component	EC
1.1 Inleiding in opvoeding en onderwijs	15
1.2 Socialisatie en ongelijkheid in de superdiverse samenleving	7.5
1.2 Statistics: An Introduction	7.5
1.3 Ontwikkeling tussen 0-23 jaar en individuele verschillen (per 2023-2024: Ontwikkeling tussen 0-23 jaar)	15
1.4 De complexe en diverse pedagogische praktijk	15
<b>Total</b>	<b>60</b>

#### Bachelor-2

Exam component	EC
2.1 Biologische Grondslagen van Opvoeding en Ontwikkeling	7.5
2.1 Methoden en Technieken: Statistiek	7.5
2.2 Opvoedvraagstukken	7.5
2.2 Kwalitatief Leeronderzoek	7.5
2.3 Visies op Onderwijs en Leren	7.5
2.3 Kwantitatief Leeronderzoek	7.5
2.4 Verdieping in Orthopedagogiek	7.5
2.4 Psychometrie	7.5
<b>Total</b>	<b>60</b>

### 2. Cohorts started in 2015-2016 up to and including 2021-2022

#### Bachelor-1:

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

**Bachelor-2:**

Examenonderdeel	EC
<b>Kenniscluster</b>	<b>40</b>
2.1 Biologische Determinanten van Leren en Ontwikkeling	5
2.2 Statistiek II: Verklaren en voorspellen	5
2.3 Afstemming binnen Opvoeding en Onderwijs	5
2.4 Geschiedenis van Opvoeding en Onderwijs	5
2.5 Deviantie en Criminaliteit in de Stad	5
2.6 Gezinspedagogiek: Diversiteit in Gezinnen	5
2.7 Orthopedagogiek: Stoornissen bij kinderen	5
2.8 Onderwijswetenschappen: Problemen en interventies op school	5
<b>Vaardigheidscluster</b>	<b>20</b>
2.1 Gespreksvaardigheden II	2.5
2.2 Statistische vaardigheden II	2.5
2.3 Observatievaardigheden	2.5
2.4 Interviewvaardigheden	2.5
2.5 Adviesvaardigheden	2.5
2.6 Juridische en Ethische Beroepsvaardigheden I	2.5
2.7 Academische schrijfvaardigheden II	2.5
2.8 Ontwerpvaardigheden I	2.5
<b>Total</b>	<b>60</b>

**Bachelor-3:**

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

## 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 national Iudicium Abeundi Protocol.
2. The procedures set out in this appendix (see Articles 2 through 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).

### 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 disciplinary 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 Rules of Procedure, advise the Security Adviser or the Executive Board to take a disciplinary 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 will 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 will 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 to practice medicine in future, or 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.
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.

### **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. Disciplinary 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 a disciplinary 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 only be submitted after advice has been sought from the dean and will be sent to the Executive Board.

### **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 bestuursrechtspraak)