Education and Examination Regulations for the Bachelors Programmes

Nijmegen School of Management, 2007 - 2008

- Business Administration
- Public Administration
- Economics
- Social and Political Sciences of the Environment
- Political Science
- Human Geography and Spatial Planning
Introduction

The Education and Examination Regulations in this publication contain the descriptions of the curricula of the Bachelors programmes of the Nijmegen School of Management and the accompanying regulations. The Regulations comprise two parts: provisions that apply to all programmes and those that apply to specific programmes.
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Part 1 – General provisions

Section 1 – General

Article 1.1 – Applicability of the regulations

These regulations apply to the teaching and examinations of the Bachelors programmes in Business Administration, Economic Policy Studies, Public Administration, Political Science, Human Geography and Spatial Planning, and Social and Political Sciences of the Environment, hereinafter to be referred to as: the programmes. The programmes are offered within the Nijmegen School of Management.

Article 1.2 - Definitions

Insofar as they are also mentioned in the Higher Education and Research Act, the concepts used in these regulations will have the same meaning as in this Act.

In these regulations the following words have the following meanings:

a. the Act: the Higher Education and Scientific Research Act of 8 October 1992 (GG 593) as it reads currently, abbreviated as WHW;

b. the programme: the Bachelors programme as defined in Article 7.3a.1 under a of the Act;

c. student: the individual who is enrolled at Radboud University Nijmegen to participate in education and/or to take the interim examinations and the final evaluation of the programme;

d. propedeuse: the first year of the programme, defined as a component of the programme in Article 7.8 of the Act;

e. interim examination: an examination testing the knowledge, understanding and skills of the candidate in relation to a certain unit of study as well as an assessment of the results of that test by at least one examiner designated by the Examining Board;

f. examination: a review of the student’s academic achievements in which the Examining Board assesses whether or not all interim examinations of the units of study that are part of the Master’s programme have been successfully completed, insofar as the Examining Board has not determined that the examination also includes an examination by the Examining Board, testing the knowledge, understanding and skills of the candidate as well as an assessment of the results of that test (in accordance with Article 7.10 of the Act);

g. Examining Board: the examining board of the programme set up in accordance with Article 7.12 of the Act; See also Structuurregeling Radboud University Nijmegen;

h. Examiner: the person designated by the Examining Board in accordance with Article 7.12 of the Act, who administers the interim examinations;

i. course coordinator: the appointed contact person for the course;

j. ECs: credits in accordance with the European Credit Transfer System, 1 EC is equal to 28 hours of study;

k. working days: Monday to Friday, except statutory holidays and the days on which the faculty buildings are closed;

l. institution: Radboud University Nijmegen;
m. faculty: The Nijmegen School of Management of Radboud University Nijmegen.
n. Blackboard: The digital learning environment used by the Nijmegen School of Management. The community Onderwijsberichten functions as a general communication channel for students, lecturers and the organisation.
o. faculty website: Website of the Nijmegen School of Management: www.ru.nl/fm
p. KISS: a series of Internet services of Radboud University Nijmegen with which students can, among other things, view their study results and register for courses and interim examinations. The services provided to students are in accordance with the Student Charter of this institution.

Article 1.3 – Form of the programmes

The programmes are full time.

Article 1.4 – The final examinations of the programmes

The following final examinations can be taken in the study programmes:
1. the final propaedeutic examination;
2. the Bachelors examination.

Article 1.5 – Study load

1. The study load is expressed in whole credits (EC).
2. The final propaedeutic examination has a study load of 60 ECs.
3. The final Bachelors examination has a study load of 180 ECs.

Article 1.6 – Language of instruction of the programme

1. The language of instruction is Dutch, the interim examinations are given in Dutch. Exceptions can be made to this provision in accordance with Article 1.6.3.
2. The requirement for sufficient competency in Dutch can be met by passing the state examination for Dutch as a Second Language, Programme II. This requirement applies only to non-Dutch students to the extent that they have not earned a diploma from a Dutch language programme at the pre-university level or in higher education.
3. In the context of Faculty and University internationalization policy, English is used as the language of instruction in some of the teaching in the otherwise Dutch-language programme. When deciding which courses are to be taught in English, the following basic assumptions apply:
   • these courses must be part of the Teaching and Examination Regulations;
   • the teaching in these courses must satisfy the same quality requirements as those for teaching in Dutch;
   • the use of English must not lead to an increased study load for the programme;
   • questions on the interim examinations of these courses will be asked in English, but may be answered in Dutch. Written assignments and projects in this course that are evaluated as part of the interim examination may also be answered or written in Dutch.

Article 1.7 – Information provision for students

Notices intended for all students or large groups of students are placed on the ‘Onderwijsberichten Community’ of Blackboard/the faculty website. For English-speaking students, these notices will be placed on the ‘Educational Messaging Community’. Notices intended for students in a specific semester or specific course will be placed on the community that belongs to the relevant semester or course. Notices intended for individual students can also be sent to the E-mail addresses provided by the University (…@student.ru.nl). In special cases, communication will take place by regular mail. Such letters will be sent to the postal address provided by the student.
Section 2 – Previous education

Article 2.1 – Admission requirements

1. Students with a diploma from pre-university education (VWO) who do not fall under the Second Phase regime can only be enrolled as first-year students if they have completed the nationally-specified set of subjects for the relevant programme, or if they meet the established substitute requirements.

2. Students with a diploma from pre-university education (VWO) who fall under the Second Phase regime can only be enrolled for a programme if they have completed the nationally-specified set of examination subjects for the relevant study programme or if they meet the established substitute requirements.

3. Students who have passed the propaedeutic phase in Higher Professional Education (HBO) after completing HAVO or MBO can only be enrolled for the study programmes in Business Administration and Economic Policy Studies if they have a statement from the relevant Examining Board which indicates that they are competent in the subjects Economics 1 and Mathematics A 1,2 or Mathematics B 1 at the pre-university (VWO) final examination level.

4. Students who have passed the propaedeutic phase in Higher Professional Education (HBO) after completing HAVO or MBO can only be enrolled for the study programmes Public Administration, Political Science, and Human Geography and Spatial Planning if they have a written statement from the relevant Examining Board which indicates that they are competent in the subject Mathematics A 1 at the pre-university (VWO) final examination level.

Article 2.2 – Substitute requirements for deficiencies in previous education

1. The Examining Board of the relevant programme determines which substitute demands apply.

2. The Examining Board can assign an Examiner in the relevant subject the task of giving one or more tests.

Article 2.3 – Entrance examination

1. The entrance examination (as referred to in Article 7.29 of the Act) for the programmes in Business Administration and Economic Policy Studies is subject to the following requirements:
   - Competency in Mathematics A 1,2 or Mathematics B 1 at the pre-university final examination level;
   - competency in Economics 1 at the pre-university final examination level;
   - competency in English at the pre-university final examination level;
   - competency in Dutch at the pre-university final examination level.

2. The entrance examination (as referred to in Article 7.29 of the Act) for the programmes Public Administration, Political Science, and Human Geography and Spatial Planning is subject to the following requirements:
   - competency in Mathematics A 1 at the pre-university final examination level;
   - competency in English at the pre-university final examination level;
   - competency in Dutch at the pre-university final examination level;
   - competency in one subject to be chosen from the following: Geography, History 2, Social Studies, Economics 1, or a second (modern) foreign language; all must be at the pre-university final examination level.
Section 3 – Aim of the programme

Article 3.1 – Competencies and attainment targets
The content and structure of the curriculum of the Bachelors programmes have the aim of realising competencies. These competencies are listed in the appendixes of these Regulations. Next to each competency, the intended competency level at the end of the Bachelors programme is described by means of attainment targets.

Article 3.2 – Participation in education
1. Students must register for all courses in which they wish to participate during the indicated registration period.
2. As identification, students must carry both the student card and the registration card while participating in education.
3. If the student fails to participate sufficiently in the course or is absent excessively, he or she can be denied access to seminars and other group work meetings. For each course, this regulation – if applicable – must be specified according to a set of measurable criteria and announced via Blackboard/ the faculty website before the relevant course begins.

Section 4 – Admission to the post-propaedeutic phase

Article 4.1 – Admission to the post-propaedeutic phase
1. For admission to the post-propaedeutic phase, the propaedeutic certificate from the relevant study programme is required.
2. As an exception to the provisions in 4.1.1, students who do not satisfy the requirements of the final propaedeutic examination after the first year can still take interim examinations in the second year of study (post-propaedeutic phase) if they have earned a minimum number of credits (ECs) during the propaedeutic phase of the programme. This minimum number of credits is specified for each programme in the programme-specific part of these Education and Examination Regulations. The specification for each programme can also contain supplementary conditions regarding courses from the propaedeutic phase which must still be passed.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirement in 4.1.1 or 4.1.2. Students who do not meet these requirements may only take interim examinations from the first-year courses that they have not completed or interim examinations from optional courses.
4. When determining the number of ECs referred to in 4.1.2, the exemptions provided by the Examining Board are included.
5. Students cannot take any interim examinations from the third year of study if they have not earned the propaedeutic certificate.

Section 5 – Taking interim examinations

Article 5.1 – Admission to interim examinations; frequency and sequence of interim examinations
1. The admission to the interim examination can be limited to students who have satisfied the relevant requirements concerning attendance and the submission of completed assignments, projects, log books and other course components.
2. Any conditions for admission to the interim examination will be announced before the course begins via Blackboard/the Faculty website.
3. Students will be given two opportunities during each academic year to take the interim examinations for the components referred to in the programme-specific part of these Regulations. If they are
included in the result of an interim examination, a project, assignment etc. may be resubmitted once during each academic year, but only if the evaluations of these components taken together count for less than 20% of the result of the interim examination. If these evaluations, taken together, count for less than 20% of the result of the interim examination, the course coordinator will announce before the beginning of the corresponding course whether opportunities to resubmit these components will be offered; this announcement will be made on Blackboard/the faculty website.

4. Students must register in advance for the interim examinations in the relevant education programme, unless there are other provisions. Unless they have written permission from the Examining Board, they cannot take interim examinations for courses that are intended for other categories of students. The registration conditions are listed on Blackboard/the faculty website.

5. The interim examination periods will be announced before the beginning of the academic year on Blackboard/the faculty website. The exact dates on which written interim examinations can be taken will be announced on Blackboard/the faculty website at least one month before the beginning of an interim examination period.

6. Interim examinations will be given only during the interim examination periods.

7. In unusual cases, the faculty can change previously announced interim examination dates. If the decision to change the date takes place no more than five working days before the original date of the interim examination, all potential participants will be informed by regular mail and by E-mail. In all other cases, the changes will be announced via Blackboard/the faculty website. The date of a written interim examination cannot be changed by moving it to an earlier date.

8. The dates of the interim examinations will be announced on Blackboard/the faculty website at least five working days before the relevant interim examinations are held.

9. Students must have both their student card and registration card as identification while taking interim examinations.

Article 5.2 – Form of the interim examinations

1. Interim examinations will be given in the form and language as specified in the programme-specific part of these Regulations.

2. At the request of a student or the course coordinator, the Examining Board can allow an interim examination to be given in a different form than stated in the programme-specific part of these Regulations. At the request of the student or the course coordinator, interim examinations can also be drawn up and given in a different language than that which is reported in the program-specific part of these regulations, if the Examining Board gives permission for this. Changes that take place at the request of the course coordinator will be announced before the beginning of the course.

3. The evaluations of projects, assignments and similar activities can be considered when determining the result of interim examination.

4. If the result of an interim examination is determined by the evaluations of multiple parts or partial examinations, the result of the interim examination is the average (or weighted average) of the results of the corresponding parts and/or partial examinations. The weighting factors that determine this result are announced on Blackboard/the faculty website before the beginning of a course.

5. The use of non-technical aids (such as dictionaries, books and readers) and calculators during interim examinations is permitted only if this has been stated in the instructions for the interim examination. No apparatus (such as mobile telephones, calculators, etc.) can be used on which texts and formulas can be stored, unless the examiner states this explicitly in the instructions for the interim examination.

6. At the request of a student, the Examining Board can decide that students with a functional disability will be given the opportunity to take the interim examinations in a manner which is adapted as much as possible to their individual disability. If necessary, the Examining Board will acquire expert advice before making such a decision.

7. Oral interim examinations are to take place at a public venue unless the Examining Board or the Examiner decides otherwise, or if the student objects to a public examination. In case of an exception, the student or Examiner must have informed each other at least five working days in advance.

8. As a supplement to the above provision, an oral interim examination will be given by an Examiner in the presence of a co-lecturer. Instead of a co-lecturer being present, a tape recording of the oral interim examination can also be made.
Article 5.3 – Bachelors thesis

1. All students have the right to a supervisor when writing their Bachelors thesis; this supervision will be
   provided during a period equivalent to the nominal time available for this activity as stipulated
   in the curriculum. This supervisor also makes the initial evaluation of the thesis. In addition, the
   thesis is presented to a second evaluator.
2. Students must write their Bachelors thesis individually. In exceptional cases, the Examining
   Board can decide to deviate from this provision by giving permission for the thesis to be written by
   no more than two students.
3. If the Examining Board allows a Bachelors thesis to be written by two students, the following rules
   apply:
   • each of the students must provide an independent contribution to planning the research, to
     the conceptual-theoretical aspect, the operationalization of the theory, the description and
     analysis of research material and the conclusions and reflection.
   • both students are responsible for the coherence of the thesis as a whole.
   • as part of the thesis, the authors must specify their individual share in the realization of the
     thesis.
   • the magnitude and/or depth of the thesis must be demonstrably greater than that of an
     individual thesis.
   • the Examining Board must be informed beforehand by means of a research proposal from
     both students, accompanied by a written explanation from the thesis supervisor.
   • both students will be given a separate mark for the thesis.

Section 6 – Interim examination results

Article 6.1 – Determining and announcing interim examination results

1. The results of interim examinations must be submitted to the Student Administration Office no
   later than the 10th working day after the day on which the interim examination was taken. The
   Student Administration Office must announce the results no later than the 12th working day after
   the day on which the results of the interim examination have become known. This announcement
   is to be made via KISS. Students can derive rights only from the interim examination results
   announced via KISS.
2. As an exception to the provisions in Article 6.1.1, different time periods apply to the resits in study
   period 4 in week 34: the 10th working day becomes the 5th working day and the 12th working day
   also becomes the 5th working day.
3. When they are given the results of an interim examination, students are also informed of the right
   of inspection, as well as of the possibility to submit an objection with the Examining Board most
   directly involved with the interim examination and the possibility to file an appeal with the
   Examination Appeals Board.
4. The Examining Board, while taking account of the provisions in Article 6.1.1, can extend the term
   during which the results of interim examinations must be announced to a maximum of 15 working
   days, based on a well-founded request by the course coordinator for such an extension which is
   made at least 15 working days before the scheduled interim examination. The course coordinator
   informs the students about the new date on which the results will be announced via Blackboard/the
   Faculty website as well as on the coversheet/instructions for the interim examination.
5. If it is impossible for the course coordinator to comply with the provisions in Article 6.1.4 due to
   circumstances beyond his or her control, then the coordinator must report this as soon as possible
   to the Examining Board. The course coordinator is required to publish the new date on which results
   will be announced – which is established in consultation with the Examining Board – on
   Blackboard/the Faculty website.
6. If the Examiner is unable to correct the examinations within the allotted period, the Examining Board
   will appoint a replacement after having consulted with the Professor who is substantively
   responsible for the course.
7. If the correction period is exceeded, the following regulation ('Exceeding the correction period')
   will take effect.
   • if the period between the day on which the results are announced on KISS and the day on
     which the resit takes place is less than 10 working days due to the correction period having
been exceeded, another opportunity to take the resit will be provided. This second opportunity will be scheduled at least 10 and no more than 15 working days after the results have been announced. However, this emphatically does not concern an extra resit.

- students can take either the regular opportunity to resit or the second opportunity. In the latter case, they must cancel their registration for the regular resit and be allowed to register in the usual fashion for the second opportunity.
- the results of the regular resit and the second opportunity will be announced simultaneously.
- both opportunities are the same regarding the form and degree of difficulty of the interim examination.

8. The regular opportunity to resit the examination will be cancelled if all students withdraw their registration.

9. The Examiner determines the results of an oral interim examination no more than 10 working days after the examination has been taken and submits the necessary data to the Student Administration Office of the Faculty so they can announce the results.

10. The examiner determines the results of an interim examination in the form of a mark on a scale ranging from zero (the lowest possible score) to 10 (the highest possible score), where half and whole marks may be given. When rounding off marks between 5 and 6, marks below 5.6, also those between 5.5 and 5.6, will be rounded off to 5, and 5.6 will be rounded off to a 6.

11. A course or other component of the curriculum has been passed if the student earns a mark of 6 or higher.

12. If a student takes multiple re-sits for an interim examination for a specific course, then the highest score counts.

**Article 6.2 – Term of validity for interim examinations**

1. Interim examinations that were passed during the propaedeutic phase of a specific programme are no longer valid two years after the student has initially enrolled for the propaedeutic phase of that programme, if the final propaedeutic examination has not been successfully completed within this period.

2. Students can transfer to one of the other programmes of the faculty until 1 April, (after a tentative study recommendation has been made). In that case, any faculty-wide courses will retain their validity if the foundation course (propedeuse) of the programme to which the student is transferring is completed within two years after the transfer.

3. Subject to the provisions in Article 6.2.3 and 6.2.4, the term of validity of interim examinations passed during the second and third years of study is unlimited.

4. If the interim examination for a course or curriculum component from the second and third years of study was passed more than five years ago, the Examining Board can require that a supplementary or substitute examination be taken before the student is allowed to complete the corresponding final examination.

5. If students do not pass all parts of a course that determine the admission to or the results of the interim examination during an academic year, the parts they did pass lose their validity after that year, unless the course coordinator decides otherwise.

**Article 6.3 – Evaluation, inspection and follow-up discussion**

1. The evaluation of interim examinations is based on established norms, i.e. students can use the answer model and the given point allocation to ascertain how the results of their interim examination were determined.

2. By stating that they are co-authors of a group project, the members of the group indicate that they have each provided an equal contribution to the project. As proof of this, they all sign the cover page of the project. All members of the group can be held responsible for the content of the final report.

3. Within 11 working days after the announcement of the results of a written examination, the student has an opportunity to inspect his or her evaluated work and the questions/assignments on the relevant interim examination, as well as the norms which were used for the evaluation. Inspection is to take place at a time and location determined by the Examiner.

4. If a collective inspection is held, students can request an individual inspection from the course coordinator only if they are present at the collective inspection and explain their request, or are prevented from attending the collective inspection as a result of demonstrable circumstances beyond their control.
5. Within 15 working days after the results of an interim examination have been announced, students can request the Examiner to hold a follow-up discussion. The follow-up discussion is to take place at a time and location determined by the Examiner, but in any case before the next resit.

6. If a collective follow-up discussion is held, students can request an individual follow-up discussion from the course coordinator only if they are present at the collective follow-up discussion and explain this request, or if they are prevented from attending the collective follow-up discussion as a result of demonstrable circumstances beyond their control.

7. If they do not agree with the evaluation of the interim examination, students can lodge an objection with the Examiner. If they want the objection procedure to be continued, they must confirm their objection in writing with the Examination Board within three working days. By making this objection, the term of appeal with the Examination Appeals Board is not suspended (see Article 6.4).

8. In continuation of the above provision, after the Examiner has responded to the objection within five working days after receiving it, students can submit an objection to the Examining Board. By making this objection, the term of appeal with the Examination Appeals Board is not suspended (see Article 6.4).

9. The Examiner of a course must retain the interim examinations and parts of the examinations, such as projects and assignments, for at least two years after the interim examination has taken place.

Article 6.4 – Appeal

1. Within a maximum period of four weeks after the results of the interim examination have been announced, students can make an appeal to the Examination Appeals Board if they do not agree with the evaluation of an interim examination.

The grounds for making an appeal are the following:

- conflict with the applicable regulations (such as the Education and Examination Regulations) and/or
- conflict with standards of reasonableness and fairness.

2. Lodging an objection with the Examiner or the Board of Examiners (see Article 6.3) does not suspend the term of appeal. In that case, the student can submit a 'pro forma' appeal to the Examination Appeals Board. In this pro forma appeal, the student does not state the grounds for appeal, but requests an extension of the term of appeal.

Article 6.5 – Fraud

1. Fraud is defined as the act or failure to act of a student with the intention of partially or completely preventing a correct judgement being made about his or her knowledge, understanding and skills.

2. If fraud is suspected, the Examiner/monitor or the course coordinator immediately informs the Examining Board.

3. Before ascertaining that fraud has taken place, the Examining Board can provide a hearing for the Examiner/monitor or course coordinator and the student; in any case, a hearing must be provided if one of these individuals requests this.

4. The Examining Board determines whether fraud has actually been committed.

5. The results of interim examinations for which the Examining Board has ascertained fraud are invalid.

6. The Examining Board ensures that the ascertained fraud is entered into the record of the student involved.

7. The Board of Examiners of his or her programme can prevent a student who has committed fraud from taking the interim examinations and final examinations in the faculty for a maximum of one year.

8. If the Examining Board of the relevant programme has determined that a student has committed fraud, the final examinations of that student that must still be passed do not qualify for a degree classification.
Section 7 – Transitional regulations and exemptions

Article 7.1 – Transitional regulations
1. Students qualify for the transitional regulations if a course is no longer being offered.
2. The transitional regulations comprise in any case two additional opportunities to take the interim examination of the course and if possible the option to take a replacement course with two opportunities to take the interim examination; this course replaces the course no longer offered. During each academic year, students can take advantage of no more than two of the possible four interim examination opportunities that result from such a transitional regulation.
3. The draft transitional regulations are drawn up by the study advisor and the study coordinator of the relevant programme. The Examining Board approves the transitional regulations. The regulations are to be published on Blackboard/the faculty website no later than 31 May (before the beginning of the academic year in which the course will no longer be offered).

Article 7.2 – Exemption from and substitution of interim examinations
1. The Examining Board can provide exemption or dispensation from participation in an interim examination based on the results of previously passed interim examinations or final examinations in courses in higher education with comparable difficulty and content, or based on knowledge and skills acquired outside higher education.
2. Students can substitute educational components in their curriculum with components they have passed at a university abroad, under the following conditions:
   • the relevant student must have signed a completely filled-in learning agreement in which he or she indicates which educational components will be replaced by educational components from the university abroad;
   • this learning agreement is signed – before the study abroad – by or on behalf of the Examining Board of the programme in which the student is enrolled;
   • after his or her stay abroad, the student must present certified proof that the described components have been passed, including the study load in ECs and the evaluation.

Section 8 – Final Bachelors Examinations

Article 8.1 – General provisions concerning the propaedeutic certificate
Students qualify for a propaedeutic certificate in a specific programme if they have satisfied each of the following conditions:
• they must be enrolled in the relevant programme at the Central Student Administration Office;
• they must have passed all components that are part of the final propaedeutic examination.

Article 8.2 – General provisions concerning the Bachelors certificate
Students qualify for a Bachelors certificate in a specific programme if they have satisfied each of the following conditions:
• they must be enrolled in the relevant programme at the Central Student Administration Office;
• the have passed a final propaedeutic examination in the corresponding programme or have received an exemption for this;
• they have completed all components of the post-propaedeutic phase of the corresponding programme.

Article 8.3 – Result of the final examination
1. The Examining Board of the corresponding programme determines the result and classification of the final examination as soon as the student has presented sufficient proof of passed interim examinations and the academic skills acquired in this process.
2. The classification "with merit" (judicium bene meritum) is awarded to all final examinations for which the average mark is equal to or higher than 7.5 and lower than 8.0, and no single mark is
lower than 7.0. In addition, there must not be more than one resit for an interim examination. For the Bachelors final examination, there is also the condition that a mark of at least 7.5 has been earned for the Bachelors thesis.

3. The classification "with distinction" (*judicium cum laude*) is awarded to all final examinations for which the average mark is equal to or higher than 8.0 and lower than 9.0, and no single mark is lower than 7.0. In addition, there must not be more than one resit for an interim examination. For the Bachelors final examination, there is also the condition that a mark of at least 8.0 has been earned for the Bachelors thesis.

4. The classification "with special distinction" (*judicium summa cum laude*) is awarded to all final examinations for which the average mark is equal to or higher than 9.0 and no single mark is lower than 8.0. In addition, there must not be more than one resit for an interim examination. For the Bachelors final examination, there is also the condition that a mark of at least 9.0 has been earned for the Bachelors thesis.

5. No certification will be awarded if the total amount of exemptions (in ECs) is more than half of the total number of ECs to be earned.

6. The results of the passed in interim examinations will be listed on the supplement to the certificate.

7. Students can request Dutch and English versions of the list of marks.

**Article 8.4 – Frequency of final examinations**

The presentation of certificates takes place at least twice per year.

**Section 9 – Study supervision**

**Article 9.1 - Study progress administration**

The faculty registers the individual study results of the students.

**Article 9.2 – Study supervision**

1. The faculty is responsible for a supervision system for the students who are enrolled in the programme; one aim of this supervision is their orientation towards potential study routes inside and outside the programme. The right to study supervision includes the following:
   - a tentative study recommendation for first-year students before 15 March;
   - a definitive study recommendation for first-year students at the beginning of September of the new academic year;
   - the option of participating in study progress discussions;
   - referral to other help providers;
   - information about study skills training;
   - explanation of the criteria on which a positive, negative or doubtful study recommendation is based;
   - advice in planning the termination of the study;
   - information about choosing optional subjects;
   - study recommendation at the end of semester 3.1;
   - advice for choosing a Masters programme.

2. Students can consult KISS for an overview of their study results.

**Section 10 – Final provisions**

**Article 10.1 – Enactment of the Education and Examination Regulations / Amendments**

also refer to the *Structuuregeling* (Articles 11 and 18) and the *UGV* and *FGV* Regulations (Article 3.3.1.)
1. These regulations are enacted and amended by the Dean, after being advised in this matter by the Curriculum Committee and after approval by the Collective Faculty Meeting, by means of individual decree.
2. No changes to these regulations can be made that apply to the current academic year unless it can be reasonably determined that this does not damage the interests of the students.

**Article 10.2 – Deviations from the Education and Examination Regulations**

In individual cases and based on special conditions, the Examining Board is authorised to make a decision that deviates from the Education and Examination Regulations. This decision must not limit the rights of the student as set down in the Education and Examination Regulations.

**Article 10.3 – Publication of the regulations**

1. The Dean will ensure that these regulations, the rules and guidelines established by the Examining Board and all amendments to these documents are published in a suitable fashion.
2. The Education and Examination Regulations will be published before the beginning of the academic year on Blackboard/the faculty website.

**Article 10.4 – Date of enactment**

These regulations go into effect on 1 September 2007.

Approved by the Dean on 12 March 2007.
Part 2 - Bachelors programmes

Chapter 1  The Bachelors programme in Business Administration

Section 1 – Objectives of the programme

Article 1.1 - Aim of the programme

The objectives of the programme are to:
1. Train students to become academic researchers and academic professionals in business administration in both its social science and integral form.
2. To teach students to study business administration issues from a multidisciplinary social science perspective, especially with the intention of making recommendations for solving problems in practice.

The competencies and attainment targets are listed in the appendix.

Article 1.2 Degree

1. The student who passes the final evaluation will be awarded the degree Bachelor of Science in Business Administration.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 Language of instruction

The teaching in the study programme is in Dutch. As an exception to this provision, the following courses are taught in English:
- Operations Management and Logistics
- Marketing

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propaedeutic phase

1. Admission to the post-propaedeutic phase of the Bachelors programme in Business Administration is provided to those who have passed the final propaedeutic evaluation in Business Administration at Radboud University Nijmegen.
2. Students who do not satisfy the requirements of the final propaedeutic evaluation referred to in Article 2.1.1 after the first year of study can still take interim examinations from the second year (post-propaedeutic phase) if, during the propaedeutic phase, they have earned at least 42 EC.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in Article 2.1.1 or 2.1.2. Students who do not meet these requirements in September can take only interim examinations during the current academic year from the incomplete first-year courses or interim examinations from optional courses, and therefore not from second-year or third-year courses of the Bachelors programme in Business Administration.
4. Students who have earned a propaedeutic certificate in Business Administration at a Dutch university other than Radboud University Nijmegen or those who have completed the propaedeutic phase in the fields of Economics, Business Economics, Business Information Technology or Business Science at a Dutch university and who have earned the accompanying certificate, will be admitted after their admission request has been approved by the Examining Board for Business Administration.
5. The Examining Board can decide whether a student who has been admitted to the post-propaedeutic phase based on the provisions in Article 2.1.4 must still complete one or more propaedeutic components.

Article 2.2 - Admission to interim examinations

Students in the Bachelors programme in Business Administration must register for the interim examinations in their curriculum. They cannot take interim examinations for courses that are intended for students in the HBO minor in Business Administration, unless the Examining Board decides otherwise. The conditions for registration are shown on Blackboard.

Section 3 – Curriculum

Section 3.1 – The Bachelors programme

The Bachelors programme comprises the following courses:

Semester 1.1 Introduction to Business Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIN117BW</td>
<td>Academic Skills (Business Administration)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194BW</td>
<td>Economics of Management Science (Business Admin)</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA148</td>
<td>Research and Intervention Methodology A (BA)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN001</td>
<td>Introduction to Business Administration 1</td>
<td>6</td>
<td>Written examination + Assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN002</td>
<td>Introduction to Business Administration 2</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
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</table>

Semester 1.2 The learning organization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPRA153</td>
<td>Research and Intervention Methodology B (BA)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN118BW</td>
<td>Philosophy of the Management Sciences (BA)</td>
<td>6</td>
<td>Paper + Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU189BW</td>
<td>Introduction to Accounting and Finance (BA)</td>
<td>6</td>
<td>Written examination + Cases</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU007</td>
<td>Organization Theory I</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO100</td>
<td>Project: The learning organization</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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</table>

Semester 2.1 Internal processes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU201A</td>
<td>Operations Management and Logistics</td>
<td>6</td>
<td>Written Exam</td>
<td>English</td>
</tr>
<tr>
<td>BCU008</td>
<td>Human Resource Management</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU009</td>
<td>Information and Control</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA347</td>
<td>Qualitative Research Methodology</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
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</table>

Semester 2.2 Strategy and surroundings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU012</td>
<td>Strategy</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>EC</td>
<td>Type of exam</td>
<td>Language</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>BCU2008</td>
<td>Marketing</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BPRRA247</td>
<td>Quantitative Research Methodology</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO344A</td>
<td>Project: Management Game</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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</tbody>
</table>

**Optional course**

**Semester 3.1  System and environment**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU320</td>
<td>Organization Design</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU321</td>
<td>Systems Theory</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU244A</td>
<td>Knowledge Management</td>
<td>6</td>
<td>Written examination + Paper + Game</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU323</td>
<td>Intervention Methodology</td>
<td>6</td>
<td>Written examination + Paper + Assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO370</td>
<td>Project: System and Environment</td>
<td>6</td>
<td>Portfolio + Written examination</td>
<td>Dutch</td>
</tr>
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</table>

**Semester 3.2  The Bachelors thesis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>BCU324</td>
<td>Organization Theory 2</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO371</td>
<td>Bachelors Thesis (Business Administration)</td>
<td>12</td>
<td>Paper</td>
<td>English/Dutch</td>
</tr>
</tbody>
</table>

Optional course

Optional course
Chapter 2 The Bachelors Programme in Public Administration

Section 1 – Objectives of the programme

Article 1.1 - Aim of the programme

The objectives of the programme are to:
1. Acquire knowledge, skill and understanding in the field of public administration.
2. Contribute to the academic training of students.
3. Prepare for further study with the right of admission to the Masters programme in Public Administration of the Nijmegen School of Management and similar Masters programmes elsewhere in the Netherlands.

The competencies and attainment targets are listed in the appendix.

Article 1.2 – Degree

The student who passes the final evaluation will be awarded the degree Bachelor of Science in Public Administration.
This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

The teaching in the study programme is in Dutch.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propaedeutic phase

1. Admission to the post-propaedeutic phase of the Bachelors programme in Public Administration is provided to those who have passed the final propaedeutic evaluation in Public Administration at Radboud University Nijmegen.
2. Students who do not satisfy the requirements of the final propaedeutic evaluation referred to in Article 2.1.1 after the first year of study can still take interim examinations from the second year if, during the propaedeutic phase, they have earned at least 36 EC.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in Article 2.1.1 or 2.1.2. Students who do not meet these requirements in September can take only interim examinations from the current academic year from the incomplete first-year courses or interim examinations from optional courses, and therefore not from second-year or third-year courses of the Bachelors programme in Public Administration.
4. Students who have passed a final propaedeutic evaluation in Public Administration, Political Science, Public Administration and Policy Sciences or Policy and Organization Studies at a Dutch university will be admitted to the post-propaedeutic phase.
5. The Examining Board can decide whether a student who has been admitted to the post-propaedeutic phase based on the provisions in Article 2.1.4 must still complete one or more propaedeutic courses.
Section 3 – Curriculum

Article 3.1 – The Bachelors programme

The Bachelors programme comprises the following courses:

Semester 1.1 Introduction to Public Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIN117BK</td>
<td>Academic Skills (Public Administration)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194BK</td>
<td>Economics of the Management Sciences (Public Administration)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU191</td>
<td>Central Themes in Public Administration</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO165</td>
<td>Policy Project 1.1 Public Administration</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
</tbody>
</table>

Semester 1.2 Introduction to governance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPRA155</td>
<td>Research and Intervention Methodology B (Public Administration)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN118BK</td>
<td>Philosophy of the Management Sciences (Public Administration)</td>
<td>6</td>
<td>Paper+ Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU192</td>
<td>National Governance</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU100</td>
<td>Administrative Law 1</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO166</td>
<td>Project 1.2: National Governance</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
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</table>

Semester 2.1 In-depth study of public administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU266</td>
<td>Important Figures in Public Administration</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU270</td>
<td>National and European Institutions</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA200</td>
<td>Research Methods in Public Administration I</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU273</td>
<td>Political Science for Public Administration Researchers</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO207</td>
<td>Project: comparative analysis</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
</tbody>
</table>

Semester 2.2 In-depth study of governance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU2015</td>
<td>Comparative Public Administration</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA201</td>
<td>Research Methods in Public Administration II</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU268</td>
<td>Management of Public Administration</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU330</td>
<td>Public Finance</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO201</td>
<td>Project: Consultancy and intervention</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
</tbody>
</table>

Nijmegen School of Management
Article 3.2 Optional courses

The optional component during the third year of study, with a total magnitude of 24 EC (6 + 18), can be used as follows:
1. four optional courses of 6 EC each, ending with interim examinations and/or papers;
2. two optional courses of 6 EC each, ending with interim examinations and/or papers and a research internship of 12 EC, ending with a report (the research internship has the following course code: BPRO359b);
3. a period of study at a university abroad with a magnitude of 24 EC, ending with interim examinations and/or papers;
4. a minor of 30 EC, ending with a certificate, where the extra 6 EC apply as additional credits earned.
Chapter 3 - The Bachelors Programme in Economics

Section 1 – Objectives of the programme

Article 1.1 - Aim of the programme

The objectives of the programme are to:
1. Acquire knowledge, skill and understanding in the field of economics.
2. Contribute to the academic training of students.
3. Prepare for further study with the right of admission to the Masters programme in Economics of the Nijmegen School of Management and similar Masters programmes elsewhere in the Netherlands.

The competencies and attainment targets are listed in the appendix.

Article 1.2 – Degree

1. The student who passes the final evaluation will be awarded the degree Bachelor of Science in Economics.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

The teaching in the study programme is in Dutch. As an exception to this provision, the following courses are taught in English:
- Financial Management and Policy
- Behavioral Finance
- International Economics 1
- International Economics 2
- Micro and Macroeconomics 2
- Project: Value-based Management
- International Investments
- Selected topics: International Economics
- Economic Politics and Government Finance (Dutch/English)

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propaedeutic phase

1. Admission to the post-propaedeutic phase of the Bachelors programme in Economics is provided to those who have passed the final propaedeutic evaluation in Economics at Radboud University Nijmegen.
2. Students who do not satisfy the requirements of the final propaedeutic evaluation referred to in Article 2.1.1 after the first year of study can still take interim examinations from the second year (post-propaedeutic phase) if, during the propaedeutic phase, they have earned at least 42 EC.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in Article 2.1.1 or 2.1.2. Students who do not meet these requirements in September can take only interim examinations during the current academic year from the incomplete first-year courses or interim examinations from optional courses, and therefore not from second-year or third-year courses of the Bachelors programme in Economics.
4. Students who have earned a propaedeutic certificate in Economics at a Dutch university other than Radboud University Nijmegen or those who have completed the propaedeutic phase in the fields of Business Economics, Business Information Technology or Business Administration at a
Dutch university and who have earned the corresponding certificate will be admitted after their admission request has been approved by the Examining Board for Economics.

5. As part of the final Bachelors evaluation in Economics, the Examining Board can establish additional requirements for students who are admitted to the post-propaedeutic phase based on the provisions in Article 2.1.4.

Section 3 – Curriculum

Article 3.1 – The Bachelors programme

The Bachelors programme is offered in three variants: Accounting and Finance, Financial Economics and International Economics. The fourth through sixth columns of the tables below indicate which courses are offered for which variants.

### Semester 1.1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Accounting and Finance</th>
<th>Financial Economics</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIN117EC</td>
<td>Academic Skills, Economics</td>
<td>6</td>
<td>*</td>
<td>*</td>
<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU194EC</td>
<td>Economics of Management Science</td>
<td>6</td>
<td>*</td>
<td>*</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA149</td>
<td>Research and Intervention Methodology A</td>
<td>6</td>
<td>*</td>
<td>*</td>
<td>Written examination</td>
<td>Dutch</td>
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<tr>
<td>BCU189EC</td>
<td>Introduction to Accounting and Finance</td>
<td>6</td>
<td>*</td>
<td>*</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU188</td>
<td>Mathematics and Financial Arithmetic</td>
<td>6</td>
<td>*</td>
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### Semester 1.2

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<th>Type of exam</th>
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<tbody>
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</tr>
<tr>
<td>BIN118EC</td>
<td>Philosophy of the Management Sciences</td>
<td>6</td>
<td>*</td>
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<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU169</td>
<td>Accounting and Finance</td>
<td>6</td>
<td>*</td>
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<td>Written examination</td>
<td>Dutch</td>
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<tr>
<td>BCU190</td>
<td>Micro and Macro Economics 1;</td>
<td>6</td>
<td>*</td>
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<td>Written examination + Paper</td>
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<tr>
<td>BPRO168</td>
<td>Project: Corporate Governance and Capital Market Models</td>
<td>6</td>
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### Semester 2.1

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<th>Course Code</th>
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<th></th>
<th>Type of exam</th>
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<td>BPRA202</td>
<td>Methodology of the Economic Sciences</td>
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<td>BCU220</td>
<td>Micro and Macroeconomics 2</td>
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<td>BCU2001A</td>
<td>Financial Institutions and Monetary Theory</td>
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<tr>
<td>BCU2016</td>
<td>Financial Accounting and Reporting</td>
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<tr>
<td>BCU284</td>
<td>Financial Management and Policy</td>
<td>6</td>
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<tr>
<td>BCU2002</td>
<td>International Economics 1</td>
<td>6</td>
<td>*</td>
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</tr>
<tr>
<td>BCU2003</td>
<td>Economics of European Integration</td>
<td>6</td>
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### Semester 2.2

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<tr>
<td>BPRA203</td>
<td>Methods and Techniques of Economic Research</td>
<td>6</td>
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<tr>
<td>BCU274</td>
<td>Economic Politics and Public Finances</td>
<td>6</td>
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<tr>
<td>BPRO203</td>
<td>Project: Value-based Management</td>
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<tr>
<td>BPRO204</td>
<td>European Integration in a Globalizing Economy</td>
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<td>BCU2004</td>
<td>Management Accounting and Control</td>
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<td>BCU2005</td>
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<td>BCU2006</td>
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<td>BCU2017</td>
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<td>BCU012</td>
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### Semester 3.1

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<td>BCU315</td>
<td>Accounting Information Systems</td>
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<td>BCU302</td>
<td>History of Economic Thought</td>
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<td>BCU316</td>
<td>Institutional Economics</td>
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### Semester 3.2

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<th>Course Code</th>
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<th>Type of exam</th>
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<td>BCU317</td>
<td>Selected topics, Accounting and Finance</td>
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<tr>
<td>BCU319</td>
<td>Selected topics, Financial Economics</td>
<td>6</td>
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<td>BCU325</td>
<td>Selected topics: International Economics</td>
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<td>BCU327</td>
<td>Industrial Economics and Organization</td>
<td>6</td>
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<td>BCU318</td>
<td>International Investments</td>
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<td>BIM304A</td>
<td>Bachelors Thesis in Economics</td>
<td>12</td>
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</tr>
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</table>
Chapter 4 – The Bachelors Programme in Political Science

Section 1 – Objectives of the programme

Article 1.1 - Aim of the programme

The objectives of the programme are to:
1. Acquire knowledge, skill and understanding in the field of Political Science.
2. Contribute to the academic training of students.
3. Prepare for further study with the right of admission to the Masters programme in Political Science of the Nijmegen School of Management and similar Masters programmes elsewhere in the Netherlands.

The competencies and attainment targets are listed in the appendix.

Article 1.2 – Degree

1. The student who passes the final evaluation will be awarded the degree Bachelor of Science in Political Science.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

The teaching in the study programme is in Dutch.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propaedeutic phase

1. Admission to the post-propaedeutic phase of the Bachelors programme in Political Science is provided to those who have passed the final propaedeutic evaluation in Political Science at Radboud University Nijmegen.
2. Students who do not satisfy the requirements of the final propaedeutic evaluation referred to in Article 2.1 after the first year of study can still take interim examinations from the second year if, during the propaedeutic phase, they have earned at least 36 EC.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in Article 2.1.1 or 2.1.2. Students who do not meet these requirements in September can take only interim examinations during the current academic year from the incomplete first-year courses or interim examinations from optional courses, and therefore not from second-year or third-year courses of the Bachelors programme in Political Science.
4. Students who have completed a final propaedeutic evaluation in Political Science at a Dutch university other than Radboud University, or have completed a propedeuse in public administration, public administration studies or policy studies at a Dutch university will be admitted to the post-propaedeutic phase.
5. The Examining Board can decide whether a student who has been admitted to the post-propaedeutic phase based on the provisions in Article 2.1.4 must still complete one or more propaedeutic courses.
### Section 3 – Curriculum

#### Article 3.1 – The Bachelors programme

The Bachelors programme comprises the following courses:

#### Semester 1.1: Introduction to Political Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIN117PO</td>
<td>Academic Skills (Political Science)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU194PO</td>
<td>Economics of the Management Sciences (Political Science)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN104a</td>
<td>Introduction to Political Science</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO169</td>
<td>Project: Political Ideologies and Democracy</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA151</td>
<td>Research and Intervention Methodology A (Political Science)</td>
<td>6</td>
<td>Written examination</td>
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#### Semester 1.2: National governance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Type of exam</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>BPRA156</td>
<td>Research and Intervention Methodology B (Political Science)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN118PO</td>
<td>Philosophy of the Management Sciences (Political Science)</td>
<td>6</td>
<td>Paper + Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU282a</td>
<td>Dutch Politics in Comparative Perspective</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU228A</td>
<td>Introduction to Law</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO167A</td>
<td>Project: Explanations of political relations and political behaviour in the Netherlands</td>
<td>6</td>
<td>Paper</td>
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#### Semester 2.1: European governance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Type of exam</th>
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<tbody>
<tr>
<td>BCU2009</td>
<td>Political Aspects of West European Cooperation</td>
<td>6</td>
<td>Written examination</td>
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<tr>
<td>BCU2010</td>
<td>European Political Philosophy</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BPRO202</td>
<td>Project: European governance</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA204</td>
<td>Research Methods in Political Science I</td>
<td>6</td>
<td>Written examination + Paper</td>
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<td></td>
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#### Semester 2.2: Comparative governance

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<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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<tbody>
<tr>
<td>BPRA205</td>
<td>Research Methods in Political Science II</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU2011</td>
<td>Comparative Political Science</td>
<td>6</td>
<td>Written examination</td>
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<tr>
<td>BPRO206</td>
<td>Project: Comparative governance</td>
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<td>Paper</td>
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<tr>
<td>BCU2012</td>
<td>Comparative Analysis of Foreign Policy</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BCU2014</td>
<td>Local Politics: a comparative analysis</td>
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### Semester 3.1: International governance

<table>
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<tr>
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<th>Course Name</th>
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<th>Type of exam</th>
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<tr>
<td>BCU2013</td>
<td>Theory of International Relations</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BCU309</td>
<td>International Organizations</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO346A</td>
<td>Project: International governance</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU311</td>
<td>Contemporary Political Philosophy</td>
<td>6</td>
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</table>

In accordance with the internship regulations approved by the Political Science Examining Board, students can replace two optional courses of 6 EC with an internship at an institution or organization related to their field of study. Refer to the explanation in the ‘Internship Regulations for the Bachelors programme in Political Science, November 2005’.

### Semester 3.2: Political theory

<table>
<thead>
<tr>
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<tr>
<td>BCU310</td>
<td>Rationality and Justice</td>
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<tr>
<td>BIM323A</td>
<td>Bachelors Thesis in Political Science</td>
<td>12</td>
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</table>
Chapter 5 - The Bachelors Programme in Human Geography and Spatial Planning

Section 1 – Objectives of the programme

Article 1.1 - Aim of the programme

The objectives of the programme are to:
2. Contribute to the academic training of students.
3. Prepare for further study with the right of admission to the Masters programmes in Social Geography and Spatial Planning and the Social and Political Sciences of the Environment of the Nijmegen School of Management and similar Masters programmes elsewhere in the Netherlands.

The competencies and attainment targets are listed in the appendix.

Article 1.2 – Degree

1. The student who passes the final evaluation will be awarded the degree Bachelor of Science in Human Geography and Spatial Planning.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

In principle, the teaching in the programme is in Dutch. As an exception to this provision, the following courses are taught in English:
- Geographical Approaches
- Spatial Behavior
- Spatial Action
- Environment and Business
- International Environmental Politics
- Borders and Identities in Europe

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propaedeutic phase

1. Admission to the post-propaedeutic phase of the Bachelors programme in Human Geography and Spatial Planning is provided to those who have passed a final propaedeutic evaluation in this field at Radboud University Nijmegen.
2. Students who do not satisfy the requirements of the final propaedeutic evaluation referred to in Article 2.1.1 after the first year of study can still take interim examinations from the second year if, during the propaedeutic phase, they have earned at least 36 EC.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in Article 2.1.1 or 2.1.2. Students who do not meet these requirements in September can take only interim examinations from the current academic year from the incomplete first-year courses or interim examinations from optional courses, and therefore not from second-year or third-year courses.
4. Admission to the post-propaedeutic phase of the Bachelors programme Human Geography and Spatial Planning is provided to those students who have passed a final propaedeutic evaluation in Human Geography and Spatial Planning, Social-spatial Science, Human Geography or Spatial Planning at a Dutch university.
5. The Examining Board can decide that a student who has been admitted to the post-propaedeutic phase based on the provisions in Article 2.1.4 must still complete one or more propaedeutic components. These courses must be passed during the first year of the post-propaedeutic phase.

Section 3 Bachelors curricula in Human Geography and Spatial Planning

Article 3.1 The Bachelors programme of the specialization in Spatial Planning

The Bachelors programme comprises the following courses:

Semester 1.1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>BPRA152</td>
<td>Research and Intervention Methodology A (Human Geography and Spatial Planning)</td>
<td>6</td>
<td>Written examination</td>
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</tr>
<tr>
<td>BIN117OW</td>
<td>Academic Skills (Human Geography and Spatial Planning)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194OW</td>
<td>Economics of the Management Sciences (Human Geography and Spatial Planning)</td>
<td>6</td>
<td>Written examination</td>
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<tr>
<td>BCU195</td>
<td>Terra Incognita</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BIN105a</td>
<td>Introduction to Spatial Planning</td>
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Semester 1.2

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<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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<tr>
<td>BPRA157</td>
<td>Research and Intervention Methodology B (Human Geography and Spatial Planning)</td>
<td>6</td>
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<td>Dutch</td>
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<tr>
<td>BIN118OW</td>
<td>Philosophy of the Management Sciences (Human Geography and Spatial Planning)</td>
<td>6</td>
<td>Paper and Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU196</td>
<td>Town and Country</td>
<td>6</td>
<td>Written examination and Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO157a</td>
<td>Project: Town and Country</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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<td>BCU197</td>
<td>Spaces, Size and Scale</td>
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Semester 2.1

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<th>EC</th>
<th>Type of exam</th>
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<tr>
<td>BCU265</td>
<td>Spatial Planning Theory</td>
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<td>BCU291</td>
<td>Spatial Structure Analysis and Statistics</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU293</td>
<td>Regional Development</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO200</td>
<td>Project: Regional Development</td>
<td>6</td>
<td>Paper</td>
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Semester 2.2

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<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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<tr>
<td>BCU295</td>
<td>Modelling: Design and Application</td>
<td>6</td>
<td>Written examination and Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU297</td>
<td>Law and Environmental and Spatial Policy Institutions</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU264</td>
<td>Spatial Interactions</td>
<td>6</td>
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### Semester 3.1

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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<tbody>
<tr>
<td>BCU304</td>
<td>Land Management and Land Exploitation</td>
<td>6</td>
<td>Written examination + Paper</td>
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</tr>
<tr>
<td>BCU305</td>
<td>Interactive Environmental Policy</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA348</td>
<td>Methods of Spatial Planning</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA349</td>
<td>Qualitative Methods</td>
<td>6</td>
<td>Written examination + Paper</td>
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### Optional course

- 6

### Semester 3.2

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<tr>
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### Optional course

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### Article 3.2 The Bachelors programme of the specialization in Human Geography

The Bachelors programme comprises the following courses:

#### Semester 1.1

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### Semester 2.1

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<td>Qualitative Methods</td>
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### Article 3.3  The Bachelors programme of the specialization in the Social and Political Sciences of the Environment

The semesters comprise the following components:

### Semester 1.1

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<thead>
<tr>
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<td>BPROA152</td>
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<td>BIN117OW</td>
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<td>BCU195</td>
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<td>BIN113a</td>
<td>Introduction to the Social and Political Sciences of the Environment</td>
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<td>Environment, Nature and Landscape</td>
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<td>Town and Country</td>
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### Semester 2.1

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<td>BCU291</td>
<td>Spatial Structure Analysis and Statistics</td>
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<td>BCU293</td>
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### Semester 2.2

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<tr>
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<td>BCU297</td>
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### Semester 3.2

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Optional course
Appendix: Competencies and attainment targets for the Bachelors programme in Business Administration

The following attainment targets have been established for the Bachelors programme in Business Administration:

1. **Knowledge and understanding**

   1.1 *Mastery of the language and terminology of the field*
   
   The capacity to interpret and describe concepts, approaches and methods in Business Administration and to discuss these with colleagues.
   
   - Recognize and describe central concepts and theories in diverse areas of Business Administration.
   - Define and approach business problems in various situations in terms of the intervention cycle.
   - Analyze and evaluate organizations using the principles of system theory and then formulate basic assumptions for an integral redesign of the design and change of organizations, where ‘quality of work’ and ‘quality of the organization’ can be improved in mutual coherence.
   - Describe and explain the importance of coherence between expertise in internal management, strategic policy and change-based approaches.
   - Describe and explain the consequences of a social constructivist approach in reality on the methods of control, mutual adaptation, communication and conflict resolution within and between organizations.

   1.2 *Scientific explanation*
   
   The capacity to analyze, interpret and explain problems concerning the structure and governance of organizations (as a member of a project team) using concepts and approaches from business administration.
   
   - To use scientific aids to order, analyze, interpret and explain management problems within organizations in relation to changing beliefs and practices regarding governance in post-industrial societies.
   - To classify the way in which business administration contributes to analyzing and solving organizational problems.
   - To make proposals to improve the internal structure of organizations using theories and concepts from Business Administration.

2. **Application of knowledge and understanding of the academic researcher**

   2.1 *Conceptual design*
   
   The capacity to formulate a project framework, aim, research model, research question and conceptual model for research.
   
   - Exploring the content and nature of the problem to be investigated to arrive at the delineation of a research object.
   - Making choices with respect to the aim and research question of the study against the background of the content and nature of the ascertained problem.
   - Selecting relevant theories/concepts and using the selected theories/concepts to help formulate a relevant conceptual model.
   - Operationalizing the formulated conceptual model.

   2.2 *Technical research design*
   
   As part of a research project, the capacity to select a relevant research strategy, data collection method and data analysis method.
   
   - Selecting and providing arguments to support the research strategy to be followed against the background of the aim and research question of the study.
   - Selecting and providing arguments to support the qualitative or quantitative data collection and analysis methods against the background of the requirements of the research and the chosen research strategy.
2.3 **Conducting research**
The capacity to use the selected data collection and analysis methods to answer the research questions.
- Using methods and techniques for quantitative data collection and analysis as well as technical means that support these methods and techniques
- Selecting and implementing relevant statistical operations
- Using methods and techniques for qualitative data collection and analysis
- Planning concrete intervention activities by making use of offered methods and techniques such as: brainstorm sessions, game simulations, benchmarking, system dynamics model building, large-scale interventions, delphi, interviews, scenario development, work conferences etc.

2.4 **Reporting**
The capacity to present the background and results of the research project in a clear and structured fashion.
- Writing a clearly structured and readable report which includes the foundation and results of the research.
- Correctly citing the sources used.

3. **Application of the knowledge and understanding of the academic professional**

3.1 **Diagnosis of external alignment**
The capacity to develop policy with the aim of improving the external alignment of an organization, while taking account of the dynamics of the external and internal processes that influence this alignment and while paying attention to the social responsibility of organizations.
- Distinguish between and analyze the relevant political, economic, social and technological characteristics of the surroundings that affect business processes.
- Describe and explain the characteristics of strategic, tactical and operational processes concerning the determination of the direction and location of an organization with the aim of improving the external alignment of an organization.
- Describe the importance of innovative forces in organizations.
- Focus on the international context in which many organizations operate with the aim of improving the alignment of the organization with the surroundings by taking account of geographic, demographic, economic, political-judicial and cultural factors.

3.2 **Diagnosis of the internal organization**
The capacity to analyze internal organization processes in the areas of finances, information, transformation, personnel and monitoring, with the aim of allowing organizations to operate more effectively.
- Diagnose the primary process of a well-organized, mid-sized organization by using diagnosis and analysis methods and system dynamics as a member of a self-directed audit team, resulting in an integrated report that includes concrete points of departure for possible measures for changing the internal organization (logistic, operational, organizational, information technology, psychological and financial elements).
- Administer a mid-sized (fictional) production organization as a member of the responsible management team with the aim of running the organization efficiently and effectively with the aid of the conceptual knowledge and skills acquired during previous semesters, while taking the coherence of the internal organization into account.

3.3 **Designing solutions**
The capacity to design and evaluate solutions for organization problems by using an integral approach: giving attention to the relationship between various parts of the organization and the tension between divergent interests (environment, personnel, profits and social responsibility).
- Designing the production and administration structure for production and knowledge-intensive organizations with the aid of business administration concepts and intervention methodology.
- Determining the influence of relevant environmental factors on the way in which work takes place on organizational problems.
- Apply scientific design knowledge responsibly and justify a chosen intervention strategy based on the chosen theoretical approaches and the practical conditions.
• Set up participative design (or redesign) processes based on systems theory and socio-technology principles.

3.4 Implement changes
The capacity to develop policy for changing an organization, while taking account of the possible roles of the advisor, the practical conditions, the phases in a change process, the aims and nature of the intervention and the degree of participation of the parties involved.
• Take account of factors such as consensus, commitment and support when making proposals about routes for organizational change.
• Depending on the phases, aims and nature of the route for organizational change and the degree of participation of the parties involved, apply diverse intervention methods such as brainstorming sessions, simulations (including games), benchmarking, system dynamics model building, workshops, large scale interventions, delphi, interviews, scenario development and work conferences.

3.5 Evaluating interventions
The capacity to implement value-free and normative ex ante and ex post evaluations concerning both the process and product of interventions.
• Explore the nature and the topic of the evaluation.
• Establish the aim and question of the evaluation.
• Set up a conceptual model (causal or otherwise) to benefit the implementation of the evaluation.
• Select and use data collection and analysis methods to benefit the evaluation.
• Present and support the results of the implemented evaluation.

4. Making judgements

4.1 Reflection
The capacity to evaluate Business Administration theories regarding their internal consistency, empirical validity and power, and partly as a result of this capacity, to contribute to the continuing process of theory formation.
• Evaluate the problem-solving capacity and efficiency of classical and alternative forms of policy, policy development, organization and decision making in organizations.
• Make connections between ideas and concepts from business administration on the one hand and philosophical and ethical issues on the other.
• Compare and relate diverse theories within different fields of business administration (strategy, marketing and distribution, analysis, design and change, business economics, business information technology and human resource management).
• Convert business administration problems into hypotheses and possible research questions to allow intervention in business processes.
• While under supervision, evaluate the important scientific publications of others in terms of argumentation, structure and readability.

4.2 Making judgements
The capacity to apply business administration theories in a socially and ethically responsible fashion.
• Evaluate the social and societal importance of business administration theories.
• Independently reflect on the ethical aspects of business administration theories, methods and techniques.

5. Communication

5.1 Cooperation
The capacity to work in a professional and goal-oriented fashion in a wide range of social contexts (teams, staffs, consultation, negotiation) while acknowledging everyone’s interests, positions and values.
• Cooperate with colleagues in task-oriented groups.
• Be able to take various roles in groups, each with their own method of action.
• Participate efficiently in meetings, take notes, ensure that agreements are followed and inform the parties involved about the results.
5.2 **Communicating**

The capacity to communicate professionally in an organizational context, both orally and in writing, while using business administration terminology and jargon.

- Present research results and policy recommendations to top management, heads of departments and members of the management team, while taking the role of substantive expert.
- Use various presentation forms, such as readings, forum discussions, posters, videos, websites, articles, short reports (including policy reports), also in a foreign language.

6. **Learning skills**

*Learning skills*

The capacity – while under supervision – to direct one’s own development, including learning-to-learn, with the aim of continuing to present oneself as a responsible, academically-trained researcher and professional while being aware of changing social conditions, values and norms.

- Take and justify a position on social developments and problems, specifically those concerned with business administration.
- Integrate understanding, skills and a specific attitude with the aim of acting effectively in a specific situation and being able to reflect on these actions.
Appendix: Competencies and attainment targets for the Bachelors programme in Public Administration

The programme provides students with **knowledge** of the following areas:

**Structure and function of organizations**
- the structure and function of government organizations at the local, regional, provincial, national, European and international levels
- the differences and similarities in structure and function between governmental, semi-governmental and private organizations
- the administration of governmental, semi-governmental and private organizations
- the development, implementation and evaluation of policy
- the management of public organizations (planning, organization, governance, control)
- types and application possibilities of policy instruments.

**Government and its environment**
- developments in the environment of the government
- the external alignment of governmental organizations to their environment (strategy development)
- the interaction between governmental, semi-governmental and private organizations in policy networks
- the relationship between governmental organizations and political bodies (political-civil service relations)
- changes in administration, organization and policy in a number of concrete policy areas.

**Scientific development**
- the development of public administration thought
- the most important scientific movements and central figures in public administration
- philosophical viewpoints especially concerning normative aspects of administration, policy and organization
- social-scientific research methodology, including descriptive and inductive statistical techniques.

**Supporting disciplines**
- primary questions from public administration and society
- primary questions from public administration and politics
- core concepts in economics
- the financial-economic instruments of public organizations (public finance)
- the operation of law in Dutch society
- core concepts of Dutch state law and civil law.

Partly due to the knowledge referred to above, a public administrator at the Bachelors level is **capable of**:

**Cognitive skills:**
- analyzing, interpreting and explaining policy problems
- analyzing, interpreting and explaining the legal, economic and societal context of policy problems
- analyzing, interpreting and explaining the interactions between governmental, semi-governmental and private organizations.

**Professional skills:**
- analyzing and designing policy
- independently setting up and conducting public administration research
- analyzing and intervening in governmental organizations
- designing an organization strategy
• dealing critically and responsibly with the relationships and tensions between personal values, professional values, values imposed by the organization where one is employed, and central, societal values.

Communication skills:
• analyzing and writing policy documents
• giving a reading
• preparing for and conducting interviews
• participating efficiently and effectively in meetings and negotiations
• working in a multidisciplinary team context
• presenting arguments correctly and responsibly
• making efficient and effective use of data banks and libraries.
Appendix: Competencies and attainment targets for the Bachelors programme in Economics

Attainment target 1: Mastery of the scientific language of economics
After completing the Bachelors phase, students will be capable of
• Referring to, describing and evaluating the viewpoints of economic schools of thought regarding theory and policy.
• Referring to, describing and applying economic concepts, theories, research methods and techniques on pre-structured problem fields, especially in one of the following subfields: Accounting and Finance, Financial Economics and International Economics.

Attainment target 2: Research orientation
After completing the Bachelors phase, the students will be able to
• Delineate and define an economic study while referring to examples.
• Critically evaluate existing research results in scientific journals.
• Formulate and operationalize research questions analogous to the research discussed, select and use relevant research methods and techniques.
• Make efficient and effective use of data banks, including the Internet and libraries, for the purpose of data collection.
• Adequately process information to apply to the defined problems.

Attainment target 3: Linking economic theory and practice
After completing the Bachelors phase, the students will be able to
• Apply acquired knowledge and skills, including statistics from relevant national and international economics organizations, for the analysis of concrete economic problems, specifically in the sub-areas of Accounting and Finance, Financial Economics and International Economics.
• Analyze, understand and evaluate economics policy and studies about this policy from recognized national and international organizations, especially in the sub-areas of Accounting and Finance, Financial Economics and International Economics.
• Analyze and understand the interaction between the business and its social-economic environment.
• Reflect on the relationships between theoretical problems and practical solutions, especially in the sub-areas of Accounting and Finance, Financial Economics and International Economics.

Attainment target 4: Reflection
After completing the Bachelors phase, students will be capable of
• Reflecting critically on the fundamentals of economic thought.
• Evaluating theories and models (also conceptual models) in terms of their explanatory and/or predictive capacity.

Attainment target 5: Designing policy recommendations
After completing the Bachelors phase, students will be capable of
• Diagnosing economic policy problems.
• Formulating policy proposals that are founded in theory.

Attainment target 6: Implementing changes
After completing the Bachelors phase, students will be capable of
• Indicating possible bottlenecks during the implementation of policy recommendations.
• Making reasoned estimates of the magnitude of the effects of the proposed policy.

Attainment target 7: Cooperation
After completing the Bachelors phase, students will be capable of
Cooperating with co-students in task-oriented groups with varying structures (monodisciplinary, multidisciplinary).
Dealing with the tensions that occur between actors and a group.

**Attainment target 8: Communication**
After completing the Bachelors phase, students will be capable of
- Presenting the results of economics research, both orally and in writing.
- Distinguishing between primary and secondary matters in oral and written presentations.

**Attainment target 9: Self-direction**
After completing the Bachelors phase, students will be capable of
- Taking and justifying their own position with respect to social-economic issues and problems.

**Attainment target 10: Independent learning**
After completing the Bachelors phase, students will be capable of
- Indicating the contours of their own competencies with respect to knowledge and skills and naming new attainment targets and routes in the light of subsequent study programmes.
Appendix: Competencies and attainment targets for the Bachelors programme in Political Science

The following attainment targets have been established for the Bachelors programme in Political Science:

**The subjects of study in political science:**
- political changes in an analytical, empirical and normative perspective
- the Dutch national and local political systems in a comparative perspective
- the relationship between state and market in international relations
- the role of international organizations in international politics
- the relationship between politics and policy
- the relationship between politics and public administration
- the relationship between politics and economics
- political movements in the 20th century
- the emergence of new social movements
- the development of the political relations (structural and cultural) in the Netherlands and Europe
- political decision making in a national and international (especially European) perspective;
- the political aspects of the European unification process
- the nature and structure of the international system and the possibilities for international cooperation
- the political consequences of globalization
- different methods of structuring the political society, especially democracies
- political institutions, such as election systems, party systems and *Trias Politica.*

**Development of theory concerning the subjects of study in political science:**
- concepts and approaches in political science, political theory and the theory of international relations
- theories concerning democratic decision making
- the development of political science, including comparative political science, political theory and the theory of international relations
- the various movements and approaches and the recent areas for special attention and points of discussion
- understand the consequences of various assumptions on the development of theory.

**Methods and techniques of political science research:**
- methods and techniques of social and policy studies research (including statistics)
- detailed research designs in political science, specifically survey research, quantitative-comparative research and case studies
- a detailed research design for a political-theoretical reflection on a political science problem
- knowledge and application of the steps within the above-named designs.

**Cognitive skills:**
- use a number of key political science concepts such as politics, decision making, power, influence, state and policy
- recognize theoretical visions of national political systems and international relations as well as normative visions of the structure of a political community as a general political science framework for viewing national and international society
- recognize a number of core problems in political science, particularly problems of political decision making and collective action
- analyze local, regional, national and international political phenomena
- evaluate political changes at the local, regional, national and international levels in the light of empirical and normative theories of political change
- identify basic assumptions from political science theory in political analyses and policy proposals
- reconstruct political decision making processes and implementation procedures
• describe and explain the role of various actors in national political systems, including that in the Netherlands, from a comparative perspective
• describe and explain the behaviour of states and non-state actors in the international system
• analyze international cooperation in the context of the European unification process by using a political science framework.

Professional skills:
• understand the consequences of theoretical and empirical assumptions in political science research
• be able to describe, analyze and explain the role of various actors in various political systems, especially that in the Netherlands, and in international politics
• be able to work with modern political science databases
• design and implement political science research
• be able to use statistical procedures and be able to evaluate their relevance
• be able to evaluate research reports, including the methods on which they have been based.

Communication skills:
• communicate orally and in writing with various target groups for political science research
• make written reports and give oral presentations on the results of political science research
• work in teams.

Interdisciplinarity:
• basic knowledge of economics
• basic knowledge of law
• basic knowledge of modern political history.
Appendix: Competencies and attainment targets for the Bachelors programme in Human Geography and Spatial Planning

I General disciplinary competencies
   a. Depending on the specialization, the capacity to interpret and describe the basic concepts in human geography, spatial planning or the social and political sciences of the environment.
   b. Understand the development of the chosen discipline (human geography, spatial planning or the social and political sciences of the environment) and its schools of thought, including the societal, philosophical and theoretical backgrounds, in such a way that topical debates can be followed.
   c. Have at least a basic knowledge of the other disciplines within the Bachelors programme.
   d. The capacity to describe and analyze general social-spatial processes and structures in interaction with relevant societal processes and the social-spatial actions of individuals and institutions at various levels of scale.
      - spatial planners and practitioners of the social and political sciences of the environment emphasize being able to describe, analyze, design, institutionally frame and evaluate spatial planning policy and environmental policy, respectively;
      - human geographers emphasize being able to describe and conceptualize social-spatial developments and the interaction with relevant institutional regimes and processes.

II Competencies in scientific theory
   a. Depending on the specialization, the capacity to evaluate approaches in human geography, spatial planning or the social and political sciences of the environment in terms of their internal consistency, empirical validity, effectiveness and societal relevance.
   b. Being able to critically compare and explain various topical theories regarding the importance of the actions of individuals, institutions and other relevant actors for social-spatial problems and problems of social-spatial policy.
   c. Being able to critically compare and explain various topical theories about and insights into the importance of societal structures and institutionalizations at various levels of scale in the Netherlands and abroad for social-spatial problems and problems of social-spatial policy.

III Methodological competencies
   a. Understand the methods and techniques that are relevant to human geography, spatial planning or the social and political sciences of the environment, where the focus depends on the chosen specialization.
   b. Using the relevant theories, methods and techniques under supervision, the capacity
      - as an academic researcher, to formulate a problem and aim for scientific research, to derive concrete research questions, select and process data, formulate conclusions and judge their value;
      - as an academic professional, to design, organize, structure and evaluate policy that is based on scientific principles.

IV Policy competencies
   a. The capacity to recognize social-spatial problems and identify the relevant social-spatial policy and relevant policy actors.
   b. Understand the practice and spatial and social consequences of specific social-spatial policies at various scales in the Netherlands and abroad.
   c. Based on scientific research, the capacity to conceive – under supervision – possible solutions for concrete social-spatial problems, especially by making use of relevant policy theories and measures.
   d. Understand the factors that can play a role in the successful design of social-spatial policy.
e. Have insight, both \textit{ex-post} and \textit{ex-ante}, into the factors that play a role in realizing the aims and the ultimate effects of social-spatial policy.

V Communication competencies

a. The capacity to communicate professionally, both orally and in writing, with individuals and groups within one’s own discipline.
b. Understand the factors that can play a role in being able to cooperate effectively in a wide range of social contexts (teams of experts, societal discussions and negotiations) while acknowledging everyone’s interests, position and values.

VI Personal competencies

a. Direct one’s own social and intellectual development with the aim of continuing to present oneself as a novice academic, while being aware of changing social conditions, values and norms.
b. Being able to discuss one’s own position with respect to social-spatially-relevant social developments and problems.
c. Being able to deal with divergent insights, skills and attitudes as effectively as possible in a wide range of situations.
d. Being able to reflect ethically on and account for one’s own scientific research.