Education and Examination Regulations for the Bachelors Programmes

Nijmegen School of Management, 2010 - 2011

- Business Administration
- Public Administration
- Economics and Business Economics
- Political Science
- Human Geography and Spatial Planning
Education and Examination Regulations (EER) for the Bachelors Programmes of the Nijmegen School of Management

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 education and examinations of the Bachelors programmes in Business Administration, Public Administration, Economics and Business Economics, Political Science and Human Geography and Spatial Planning, 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 Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (Higher Education and Research Act), the terms 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 Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (Higher Education and Scientific Research Act) 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 person who is ultimately responsible for the organisation of the course and corresponding interim examination. Generally speaking, the examiner who is appointed by the Examining Board for the course is also the course coordinator. The examiner can nominate another lecturer for the course to act as course coordinator. However, the examiner remains ultimately responsible during the course.
j. ECs: credits in accordance with the European Credit Transfer System;
k. working days: Monday to Friday, except legal holidays and the days on which the faculty buildings are closed;
l. institution: Radboud University Nijmegen;
Article 1.3 – Form of the programmes

The programmes are full time.

Article 1.4 – The examinations of the programmes

The following examinations can be taken in the study programmes:
1. the propedeuse examen (propaedeutic examination);
2. the Bachelors examination.

Article 1.5 – Study load

1. The study load is expressed in whole ECs, where one EC is equivalent to 28 hours of study.
2. The propedeutisch examen 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 of the programme is Dutch.
2. Notwithstanding the provisions in the above clause, one or more courses that are part of the study programme can be taught in English.
3. If a course is taught in English, this means that the lectures and oral presentations are given in English. Questions on the interim examinations of these courses are 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 written in Dutch.
4. The requirement for sufficient proficiency 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 who have not earned a diploma from a Dutch language programme at the pre-university level or in higher education.

Article 1.7 – Information provision for students

Notices intended for all students or large groups of students are placed on the ‘Onderwijsberichten Faculteit der Managementwetenschappen’ 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 – Admission

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 a propedeusediploma in Higher Professional Education (HBO) after completing HAVO or MBO can only be enrolled for the study programmes in Business Administration and Economics and Business Economics if they have a written statement from the relevant Examining Board which indicates that they are competent in the subjects Economics 1 plus Mathematics A 1,2 or Mathematics B 1 at the pre-university final examination level with the old profiles, or Economics 1 plus Mathematics A or B at the VWO level with the profiles implemented in 2007.

4. Students who have a propedeusediploma in Higher Professional Education (HBO) after completing HAVO or MBO can only be enrolled for the study programmes in Public Administration, Political Science, 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 at the pre-university (VWO) final examination level with the old profiles or Mathematics C (or A or B) at the VWO level with the profiles implemented in 2007.

Article 2.2 – Substitute requirements for deficiencies in preparatory 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 Section 7.29 of the Act) for the programmes in Business Administration and Economics and Business Economics is subject to the following requirements:
   • with the old profiles, sufficient mastery of Mathematics A 1,2 or Mathematics B 1 at the final exam level of pre-university education (VWO); with the new profiles implemented in 2007, Mathematics A or B at the VWO level
   • with the old profiles, sufficient mastery of Economics 1 at the final exam level of pre-university education (VWO); with the new profiles implemented in 2007, Economics at the VWO 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:
   • with the old profiles, sufficient mastery of Mathematics A 1 at the final exam level of pre-university education (VWO); with the new profiles implemented in 2007, Mathematics C (or A or B) at the VWO level
   • competency in English at the pre-university final examination level
   • competency in Dutch at the pre-university final examination level
   • with the old profiles, sufficient mastery of one subject can be chosen from the following: Geography, History 2, Social studies (Maatschappijleer), Economics 1, or a second modern language, all at the final exam level of pre-university education (VWO), or with the new profiles implemented in 2007, Geography, History, Social studies (Maatschappijwetenschappen), Economics, Management & Organization, or a second modern language, all at the final exam level of pre-university education (VWO).

Section 3 – Aim of the programme

Article 3.1 – Competencies and learning outcomes

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. Along with each
competency, the intended competency level at the end of the Bachelors programme is described by means of learning outcomes.

Article 3.2 – Participation in education

1. During the indicated registration period, students must register for all courses in which they wish to participate.
2. To prove their entitlement, students must carry both the student card and the registration card while participating in education.
3. The active preparation for – and participation in – tutorials is mandatory for students. The details of this obligation and the sanctions for non-compliance are specified in the relevant course description. This course description will be published on Blackboard no later than one week before the course begins.

Section 4 – Admission to the post-propedeuse phase

Article 4.1 – Admission to the post-propedeuse phase

1. For admission to the post-propedeuse 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 if they have earned a minimum number of credits (ECs) during the propedeuse of the programme. This minimum number of credits is specified for each programme in the programme-specific part of this EER. 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 referred to in clause 1 or clause 2. Students who do not meet these requirements may, during the current academic year, only take interim examinations from the first-year courses that they have not completed and interim examinations from optional courses.
4. When determining the number of ECs referred to in clause 2, the exemptions provided by the Examining Board are included.

Section 5 – Taking interim examinations

Article 5.1 – Admission to interim examinations; location and frequency of interim examinations

1. Any conditions for admission to the interim examination will be announced before the course begins via Blackboard/the Faculty website.
2. 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. Projects, assignments and the like which are counted as part of the result of an interim examination, can be resubmitted once in every academic year if the evaluation of these components taken together amounts to more than 25% of the result of the interim examination. If these evaluations, taken together, count for 25% or less than of the result of the interim examination, the examiner 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.
3. To take the written and oral exams in their course of study, students must register for the exams no later than five working days before the exam date. 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.
4. Students who are more than 15 minutes late for a written exam will no longer be admitted to the examination room.
5. Students are not allowed to leave the room within the first 45 minutes after the written exam has started.
6. The interim examination periods for written exams 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.

7. Written interim examinations will be given only during the established examination periods.

8. In unusual cases, the Faculty can deviate from previously announced dates for written interim examinations. If the decision to change the date takes place five working days or less 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.

9. The locations of the written interim examinations will be announced on Blackboard/the Faculty website at least five working days before the relevant interim examinations are held.

10. Students must have both their student card and registration card to prove their entitlement while taking oral and written 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 examiner, the Examining Board can allow an interim examination to be given and taken in a different form than stated in the programme-specific part of these Regulations. At the request of the student or the examiner, interim examinations can also be drawn up and taken in a different language than that which is reported in the programme-specific part of these regulations, if the Examining Board gives permission for this. The calculation method that determines this result will be announced on Blackboard/the Faculty website before the beginning of the course.

3. The evaluation of projects, assignments and similar activities can be considered when determining the result of the interim examination. If the result of an examination is determined by multiple parts or partial examinations, the result of the examination is determined by the results of the corresponding parts and/or partial examinations.

4. The use of Dutch-English and English-Dutch dictionaries during written exams of a course taught in English is permitted. The use of non-technical aids (such readers) and calculators during written interim examinations is permitted only if this has been stated in the instructions for the 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.

5. 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.

6. Oral examinations are not public, unless the Examining Board has ruled otherwise in a special case.

7. 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 recording of the oral interim examination can also be made.

Article 5.3 – Bachelors thesis

1. Every student has the right to a supervisor from the study programme when writing his or her Bachelors thesis. This supervisor is also the first evaluator of the thesis. In addition, the thesis is presented to a second assessor, who is on the staff of one of the departments involved in the degree programme.

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

Students who have a different native language are permitted to use dictionaries that translate from their language to English or from English to their language.
• 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 interim examination was taken. 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 clause 1, different time periods apply to the resits in block 4: 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 a written interim examination, students are also informed of the right of inspection, as well as of the possibility to submit an objection, first with the examiner and secondly with the Examining Board most directly involved, and of the possibility to file an appeal with the Examination Appeals Board. When they are given the results, students are informed about the above-name possibilities for objection and appeal.
4. The Examining Board, while taking account of the provisions in clause 1, can extend the term during which the results of written interim examinations must be announced to a maximum of 15 working days, based on a well-founded request by the examiner for such an extension which is made at least 15 working days before the scheduled interim examination. The examiner 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 examiner to comply with the provisions in clause 4 due to circumstances beyond his or her control, then the coordinator must report this as soon as possible to the Examining Board. The examiner 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 ten 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. During the regular semester, the examiner and the second evaluator provide a substantively supported assessment no later than 20 working days after the Bachelors thesis is submitted.
11. The examiner determines the results of an interim examination in the form of a mark on a scale ranging from 0 (the lowest possible score) to 10 (the highest possible score), where only half and whole marks will be given. When rounding off a mark between 5.5 and 6, a mark below 5.6 is rounded off to 5.5 – a failing mark – which means that this component of the curriculum has not been passed. A mark between 5.6 and 6, also the mark 5.6 itself, is rounded off to a 6 – a passing mark – which means that this component of the curriculum has been passed.

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

13. If a student uses multiple opportunities to take an interim examination for a specific course, then the highest score counts, including the initial examination.

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

1. All interim examinations that were passed during the propedeuse of a specific study programme are no longer valid two years after the student has enrolled for the propedeuse of that study programme, if the propedeuse examen has not been successfully completed within this period. If they begin a new study programme at the Faculty, students whose interim examinations in subjects from the first year of study at another faculty or university have become invalid as a result of this regulation are not allowed to use these passed subjects from the previous study programme as optional courses, nor can they qualify for exemptions based on passing these courses. Until 1 April of the first year of enrolment (after a provisional study recommendation has been made) students can transfer to one of the other study programmes of the Faculty. In that case, courses will retain their validity if the propedeuse of the programme to which the student is transferring is completed within two years after the transfer.

2. All postpropedeutische interim examinations of the Bachelors degree programme that were passed expire five years after the student has enrolled in the propedeutische phase of the Bachelors programme, if the final Bachelors evaluation is not successfully completed within this term.

3. The student whose attained results expire due to the regulations referred to in Article 6.2, clauses 1 and 2, can, in accordance with Article 7.11.4 of the Act, request a declaration from the corresponding Examining Board which in any case lists the interim examinations that he or she has passed.

4. As an exception to the provisions in Article 6.2, clause 1, postpropedeutische interim examinations that were passed before 1 September 2008 retain unlimited validity, while taking account of the provisions in clause 5 of this article.

5. If the interim examination for a course 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 evaluation.

6. 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 examiner decides otherwise.

**Article 6.3 – Assessment and inspection**

1. The evaluation of written 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 interim 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 assessment. Inspection takes place at a place and time determined by the examiner, but at least 15 working days before the first subsequent re-sit opportunity. If a collective inspection is held, students can request an individual inspection from the examiner only if they are present at the collective inspection and explain their request, or are or have been prevented from attending the collective inspection as a result of demonstrable circumstances beyond their control. Such an individual inspection can take place up to 15 working days following the collective inspection.

4. The examiner of a course must retain the written 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 – Objection and appeal

1. If they do not agree with the evaluation of the written interim examination, students can lodge an objection with the examiner. Within five working days after the post-inspection of the exam, the examiner must indicate the extent to which this objection is valid or invalid.

2. If students disagree with the assessment of the oral interim examination, they can submit an objection with the examiner within 48 hours after the assessment is announced. Within five working days after receiving this objection, the examiner must indicate the extent to which this objection is valid or invalid.

3. In continuation of the above provision, after the examiner has responded to the objection, students can submit a written objection to the Examining Board.

4. 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.

5. Submitting an objection to the examiner or the Examining Board 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 examiner immediately informs the Examining Board.

3. Before ascertaining that fraud has taken place, the Examining Board can provide a hearing for the examiner/monitor 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 Examining Board 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 – Transition and exemption regulations and optional courses

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 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 – Optional courses and exemption from and substitution of interim examinations

1. If students want to use a course that is not an academic course offered by Radboud University Nijmegen as an elective, they must request approval in advance from the Examining Board. The Examining Board must reply within one month after receiving the request.
2. 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 evaluations in courses in higher education with comparable difficulty and content, or based on knowledge and skills acquired outside higher education.

3. 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 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 assessment.

Section 8 – Final Examinations

Article 8.1 – General provisions concerning the propedeusediploma
Students qualify for a propedeusediploma in a specific programme if they have satisfied each of the following conditions:
- they are enrolled in the relevant programme at the Central Student Administration Office
- they must have passed all components that are part of the propedeuse 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 are enrolled in the relevant programme at the Central Student Administration Office
- they have passed a propedeuse examination in the corresponding programme or have received an exemption for this
- they have completed all components of the post-propedeuse 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 education acquired in this process.
2. The classification "with merit" (judicium bene meritum) is awarded to all final examinations for which the weighted 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 weighted 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 weighted 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. The weighting factor for calculating the average mark is the study load in ECs of the corresponding course.
6. 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.
7. The results of the passed interim examinations will be listed on the supplement to the certificate.
8. Students receive 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**

1. The faculty registers the individual study results of the students.
2. Students can consult KISS for an overview of their study results.

**Article 9.2 – Study supervision**

The Faculty is responsible for a supervision system for the students who are enrolled in the study 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 provisional study recommendation for first-year students before 15 March
- the final study recommendation for first-year students in the first week of September of the new academic year
- the option of consulting about study progress
- 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
- advice for choosing a Masters programme.

**Section 10 – Final provisions**

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

Also refer to the *Structuurregeling* (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 authorized 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.
3. The Education and Examination Regulations will be published in both Dutch and English. In case of a conflict between the two versions, the Dutch version takes precedence.
Article 10.4 – Date of enactment

These regulations go into effect on 1 September 2010.

Approved by the Dean on 27 August 2010.
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. Acquire knowledge, skill and understanding in the field of business administration.
2. Contribute to students' academic training and development.
3. Prepare students for further study, whereby the students in the Business Administration and Business Economics profiles have the right of admission to the Masters programme in Business Administration at the Nijmegen School of Management and similar Masters degree programmes in the Netherlands, and where the students in the Business Economics profile also have the right of admission to the variant Accounting and Control of the Masters degree programme in Economics of the Nijmegen School of Management.

The competencies and learning outcomes are listed in the appendix.

Article 1.2 – Degree

1. Students who satisfy all requirements for the Bachelors degree (bachelorexamen) will be awarded the degree Bachelor of Science in Business Administration / Bedrijfskunde.
2. This degree is stated on the certificate for the final evaluation.
3. The profile that the student has completed is listed on the supplement to the certificate.

Article 1.3 – Language of instruction

1. Refer to Article 1.6 in the general section of these Bachelors regulations.
2. Dutch is not the language of instruction for the following courses:
   - Corporate Finance
   - Intervention Methodology
   - Knowledge Management
   - Marketing
   - Operations Management and Logistics
   - Project: Financial Instruments
   - Project 2: Management Game.
   - Organization Theory 2
   These courses are conducted in English.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propedeutische phase

1. Admission to the post-propedeutische 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 if, during the propedeutische phase, they have earned at least 42 ECs.
3. In September it will be determined whether the first-year students from the previous academic year meet the requirements in clause 1 or clause 2. Students who do not meet these requirements in September may, during the current academic year, only take interim examinations from the first-year courses that they have not yet completed and interim examinations from optional courses. Therefore during the current academic
year they cannot take examinations from second-year or third-year courses of the Business Administration Bachelors programme.

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 propedeutische 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.

5. The Examining Board can decide whether a student who has been admitted to the post-propedeutische phase based on the provisions in clause 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 pre-masters programme in Business Administration for HBO transfer students, unless the Examining Board decides otherwise. The conditions for registration are shown on Blackboard.

Section 3 – Curriculum

The Bachelors programme consists of six semesters. Two profiles are possible after Semester 2.1: Business Administration en Business Economics. With both profiles, the completed programme leads to the degree of Bachelor of Science in Business Administration / Bedrijfskunde, as long as the student is enrolled in the Business Administration study programme.

Article 3.1 – The Bachelors programme with the Business Administration profile

The Bachelors programme with the Business Administration profile 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>BIN117B</td>
<td>Academic skills (Business Administration)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194B</td>
<td>Economics of Management Science (BA)</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA148A</td>
<td>Research and Intervention Methodology A (BA)</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN001A</td>
<td>Introduction to Business Administration 1</td>
<td>6</td>
<td>Written + assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN002A</td>
<td>Introduction to Business Administration 2</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
</tbody>
</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>BPRA153A</td>
<td>Research and Intervention Methodology B (BA)</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN118B</td>
<td>Philosophy of the Management Sciences (BA)</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU168B</td>
<td>Accounting</td>
<td>6</td>
<td>Written + assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU007A</td>
<td>Organization Theory 1</td>
<td>6</td>
<td>Written exam</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO100A</td>
<td>Project 1: The learning organization (research design)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
</tbody>
</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 examination</td>
<td>English</td>
</tr>
<tr>
<td>BCU008A</td>
<td>Strategic Human Resource Management</td>
<td>6</td>
<td>Written examination + Assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU2020</td>
<td>Corporate Finance</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>English</td>
</tr>
<tr>
<td>BPRA347</td>
<td>Qualitative Research Methodology</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td></td>
<td>Optional course</td>
<td>6</td>
<td></td>
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</tr>
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</table>

**Semester 2.2  Strategy 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>BCU012</td>
<td>Strategy</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU2008</td>
<td>Marketing</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BPRA247</td>
<td>Quantitative Research Methodology</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU324A</td>
<td>Organization Theory 2</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BPRO344C</td>
<td>Project 2: Management game (research implementation)</td>
<td>6</td>
<td>Paper</td>
<td>English</td>
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**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>
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</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>BCU322</td>
<td>Knowledge Management</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>English</td>
</tr>
<tr>
<td>BCU019</td>
<td>Intervention Methodology</td>
<td>6</td>
<td>Written examination + Paper + Assignments</td>
<td>English</td>
</tr>
<tr>
<td>BPRO370A</td>
<td>Project 3: System and Environment</td>
<td>6</td>
<td>Portfolio + Written examination</td>
<td>Dutch/ English*</td>
</tr>
</tbody>
</table>

In preparation for the Masters programme – which is conducted entirely in English – students have the opportunity to write the assignments (or their portfolio) in English in order to improve their English writing skills.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Optional course</td>
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<td>6</td>
<td>Paper</td>
<td>Dutch/ English*</td>
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<tr>
<td>Optional course</td>
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<td>6</td>
<td></td>
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<tr>
<td>Optional course</td>
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<td>6</td>
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<tr>
<td>BPRO372</td>
<td>Bachelors Thesis in Business Administration</td>
<td>12</td>
<td>Paper</td>
<td>Dutch/ English*</td>
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</table>

In preparation for the Masters programme – which is conducted entirely in English – students have the opportunity to write their Bachelors thesis in English in order to improve their English writing skills.
Article 3.2 – The Bachelors programme with the Business Economics profile

The Bachelors programme with the Business Economics profile 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>BIN117B</td>
<td>Academic skills (Business Administration)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194B</td>
<td>Economics of Management Science (Business Admin.)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA148A</td>
<td>Research and Intervention Methodology A</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN001A</td>
<td>Introduction to Business Administration 1</td>
<td>6</td>
<td>Written examination + Assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BIN002A</td>
<td>Introduction to Business Administration 2</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
</tbody>
</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>BPRA153A</td>
<td>Research and Intervention Methodology B</td>
<td>6</td>
<td>Written examination</td>
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</tr>
<tr>
<td>BIN118B</td>
<td>Philosophy of the Management Sciences</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU168B</td>
<td>Accounting</td>
<td>6</td>
<td>Written examination + Assignments</td>
<td>Dutch</td>
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<tr>
<td>BCU007</td>
<td>Organization Theory 1</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO100A</td>
<td>Project 1: The learning organization (research design)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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</tbody>
</table>

Semester 2.1  Internal processes

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BCU201A</td>
<td>Operations Management and Logistics</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BCU008A</td>
<td>Strategic Human Resource Management</td>
<td>6</td>
<td>Written examination + Assignments</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU2020</td>
<td>Corporate Finance</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>English</td>
</tr>
<tr>
<td>BPRA347</td>
<td>Qualitative Research Methodology</td>
<td>6</td>
<td>Written examination + Paper</td>
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Semester 2.2

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<th>Type of exam</th>
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<tbody>
<tr>
<td>BCU012</td>
<td>Strategy</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU2008</td>
<td>Marketing</td>
<td>6</td>
<td>Written examination</td>
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<td>BPRA247</td>
<td>Quantitative Research Methodology</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BCU2016</td>
<td>Financial Accounting and Reporting</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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<tr>
<td>BPRO208</td>
<td>Project: Financial Instruments</td>
<td>6</td>
<td>Paper</td>
<td>English</td>
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</table>
Semester 3.1

<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>
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<td>BCU2004</td>
<td>Management Accounting and Control</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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<td>6</td>
<td></td>
<td></td>
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<td>Optional course</td>
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<td>6</td>
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</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>BCU328</td>
<td>Advanced bookkeeping</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU3020</td>
<td>Topics in Accounting &amp; Control</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU324A</td>
<td>Organization Theory 2</td>
<td>6</td>
<td>Written examination</td>
<td>English</td>
</tr>
<tr>
<td>BIM303</td>
<td>Bachelors Thesis in Business Administration with the Business Economics Profile</td>
<td>12</td>
<td>Paper</td>
<td>Dutch/English*</td>
</tr>
</tbody>
</table>

In preparation for the Masters programme – which is conducted entirely in English – students have the opportunity to write their Bachelors thesis in English in order to improve their English writing skills.

Article 3.3 – Research internship (work placement)

In accordance with the internship regulations approved by the Business Administration Examining Board, students can replace two optional courses of 6 ECs with a research internship (work placement) at an institution or organization in the Netherlands or abroad related to their field of study.
Appendix: Competencies and learning outcomes Bachelors programme in Business Administration

The combination of various competency areas and levels leads to the following final qualifications and learning outcomes for the student:

**Competency area: Subject matter**
**Level: Knowledge**
- understands the most important concepts and theories in social and integral business administration.

**Competency area: Research and Intervention Methodology**
**Level: Knowledge**
- understands the most important concepts and techniques in social science research methodology
- understands the most important concepts and techniques in intervention methodology.

**Competency area: Learning competencies**
**Level: Knowledge**
- understands how people can learn.

**Competency area: Social-communicative**
**Level: Knowledge**
- understands how the results of research must be reported in writing
- understands how research results must be reported verbally
- understands how to work together effectively with others.

**Competency area: Subject matter**
**Level: Application**
- can adequately apply available theories and concepts to business administration issues
- can apply existing theories and insights to business administration problems in such a way that effective solutions are generated
- is capable of adequately diagnosing problems in organizations.

**Competency area: Research and Intervention Methodology**
**Level: Application**
- is capable of writing an adequate research plan (formulating a research aim and research question and making well-supported choices for the research strategy, data collection methods and analysis techniques)
- is capable of conducting a research project (under supervision)
- is capable – based on the completed research – of designing a focused intervention (and/or making recommendations) to solve problems in practice.

**Competency area: Learning competencies**
**Level: Application**
- can adequately apply insights about learning to his or her own learning process.

**Competency area: Social-communicative**
**Level: Application**
- can adequately write reports for various target groups
- can adequately make oral reports
- is capable of working together effectively with others.

**Competency area: Subject matter**
**Level: Capacity for reflection/assessment**
- is capable of critically evaluating theories and concepts in terms of their validity and internal consistency, as well as in relation to other theories and fields
- is capable of evaluating the scientific and practical applicability of concepts and theories
- is capable of understanding the implications of theories for society.
Level: Capacity for reflection/assessment
- is capable of critically evaluating empirical research in terms of its validity, consistency and usability
- is capable of indicating the implications of empirical research for management practice and for society.

Competency area: Learning competencies
Level: Capacity for reflection/assessment
- is capable of critically evaluating his or her own learning process and directing this process based on this evaluation.

Competency area: Social-communicative
Level: Capacity for reflection/assessment
- is capable of evaluating written and verbal presentations in a constructively critical fashion, and if necessary, to improve them or make recommendations for improvement
- is capable of evaluating the effectiveness of cooperation and, if necessary, to redirect this process.

The competencies and learning outcomes for the Bachelors programme in Business Administration can be derived from the final qualifications for the Bachelors programme in Business Administration and the Masters programme in Business Administration.

These different phases of the curriculum can be distinguished with respect to the following points:
- the complexity of the subject matter and methodological competencies: at the beginning, this concerns simple theories, concepts, methods etc.; later on they become more complex and detailed. As a result, the application of and reflection on the material also becomes more complex
- independence: at the beginning, the student is closely supervised while learning, applying and reflecting on the material; later on in the programme, the student must work more independently and the lecturer acts more as a sparring partner: the relationship between the student and lecturer increasingly shifts to that of professional colleagues (of course, it never becomes a peer-to-peer relationship)
- the Bachelors programme has a broad character and provides the necessary fundamental knowledge. The Masters programme is more specialized and emphasizes topical expertise and issues
- the emphasis on reporting, communication and cooperation: especially at the beginning, the training and testing focuses on these areas. Later on (especially during the Masters phase) it is assumed that the student has a thorough command of these skills and less attention is required in terms of training. Of course, reporting and communication skills are still tested during the Masters phase.
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 students 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 learning outcomes are listed in the appendix.

Article 1.2 – Degree

1. Students who satisfy all requirements for the Bachelors degree (bachelorexamen) will be awarded the degree Bachelor of Science in Public Administration / Bestuurskunde.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

1. Refer to Article 1.6 in the general section of these Bachelors regulations.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propedeutische phase

1. Admission to the post-propedeutische 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 ECs.
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 may, during the current academic year, only take interim examinations from the first-year courses that they have not yet completed and interim examinations from optional courses. Therefore during the current academic year they cannot take examinations from second-year or third-year courses of the Public Administration Bachelors programme.
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-propedeutische phase.
5. The Examining Board can decide whether a student who has been admitted to the post-propedeutische 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></td>
<td>Core Themes in Public Administration</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BPRA150</td>
<td>Research and Intervention Methodology A (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>
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Semester 1.2 Introduction to governance

<table>
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<tr>
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<td>Research and Intervention Methodology B (Public Administration)</td>
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<tr>
<td>BIN118BK</td>
<td>Philosophy of the Management Sciences (Public Administration)</td>
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<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU192</td>
<td>Domestic Governance</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU100</td>
<td>Administrative Law I</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO166</td>
<td>Project 1.2: Domestic Governance</td>
<td>6</td>
<td>Written examination +</td>
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Semester 2.1 In-depth study of Public Administration

<table>
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<tr>
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<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCU273</td>
<td>Political Science for Public Administration Researchers</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA200</td>
<td>Research Methods in Public Administration I</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU326A</td>
<td>Administrative Law II</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU312</td>
<td>Organization Theory</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO209</td>
<td>Project: Comparative Analysis</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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</table>

Semester 2.2 In-depth study of governance

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>EC</th>
<th>Type of exam</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>BCU314</td>
<td>The Policy Cycle</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRA201</td>
<td>Research Methods in Public Administration II</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
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<tr>
<td>BCU268</td>
<td>Management of Public Administration</td>
<td>6</td>
<td>Written examination +</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU330</td>
<td>Public Finance</td>
<td>6</td>
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</table>
Semester 3.1  Broader study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
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<tbody>
<tr>
<td>BCU2015</td>
<td>Comparative Public Administration</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU313</td>
<td>Public Administration and Society</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU331</td>
<td>European Policy and Governance</td>
<td>6</td>
<td>Written examination + Paper</td>
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</tr>
<tr>
<td>BCU3021</td>
<td>History of Public Administration</td>
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Semester 3.2  Application

<table>
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<tr>
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<th>Course Name</th>
<th>EC</th>
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<th>Language</th>
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<tr>
<td></td>
<td>Optional course</td>
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<td></td>
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<tr>
<td>BIM322A</td>
<td>Bachelors Thesis in Public Administration</td>
<td>12</td>
<td>Paper</td>
<td>Dutch</td>
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</tbody>
</table>

Article 3.2 – Optional courses

The optional component during the third year of study, with a total magnitude of 24 ECs (6 + 18), can be used as follows:
1. 24 ECs of optional courses (electives) ending with interim examinations and/or papers;
2. 12 ECs of optional courses ending with interim examinations and/or papers and a research internship of 12 ECs, 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 ECs, ending with interim examinations and/or papers;
4. a minor of 30 ECs, ending with a certificate, where the extra 6 ECs apply as additional credits earned.
Appendix: Competencies and learning outcomes for the Bachelors programme in Public Administration

The study programme provides students with knowledge and skills in the following areas

i. Knowledge objectives

1. Policy analysis, decision making and development
   a) the development, implementation and evaluation of policy
   b) types and application possibilities of policy instruments
   c) the operation of policy networks
   d) the differences and similarities in policy formation between countries.

2. Organization and management in Public Administration
   a) the structure and function of government organizations at the local, regional, provincial, national, European and international levels
   b) the differences and similarities in the structure and operation of government organizations between countries
   c) the differences and similarities in structure and function between governmental, semi-governmental and private organizations
   d) the administration of governmental, semi-governmental and private organizations
   e) the management of public organizations (strategic management, HRM, structure, culture, leadership)
   f) the relationship between governmental organizations and political bodies (relations between politics and civil service)
   g) processes of organizational change.

3. Interdisciplinarity
   a) central concepts and theories of sociology
   b) central concepts and theories of political science
   c) central concepts and theories of economics, specifically the financial and economic instruments of public organizations (public finance)
   d) the operation of law in Dutch society
   e) central concepts in Dutch law, specifically state and administrative law
   f) the historical and cultural context of Dutch Public Administration.

4. Quantitative and qualitative research methods
   a) conceptualization and operationalization
   b) quantitative social science research methodology (sampling, data collection techniques, descriptive and explanatory statistics)
   c) qualitative social science research methodology (case selection, data collection, data analysis, the interpretive approach versus the positivistic approach)
   d) insight into the possibilities and limitations of both quantitative and qualitative methods of Public Administration research.

5. Developments in Public Administration
   a) changes in administration, organization and policy in a number of concrete policy areas (including New Public Management, new forms of governance)
   b) developments in the context within which the government operates, including internationalization and Europeanization.

6. Developments in the discipline of Public Administration
   a) the most important scholarly movements and central figures in Public Administration
   b) the historical development in Public Administration thought.

7. Philosophical and ethical issues
   a) normative theories on governance, policy and organization
   b) scholarly philosophy perspectives on knowledge, scholarly progress and normative standards in science
c) normative beliefs about the task of the discipline of Public Administration with respect to the professional practice of Public Administration and related disciplines

d) the most important professional values in the area of governance (including responsibility and integrity).

II. Skills

8. Cognitive skills:

a) analysing, interpreting and explaining policy problems
b) analysing, interpreting and explaining organization problems
c) analysing, interpreting and explaining the legal, economic and societal context of policy problems and organization problems
d) analysing, contrasting and applying Public Administration theories in practice.

9. Professional skills:

a) independently designing and implementing descriptive, explanatory and evaluative Public Administration research
b) designing, analysing and evaluating policy
c) analysing and intervening in governmental organizations
d) handling the relationships and tensions between personal values, professional values, values imposed by the organization where one is employed, and central, societal values in a critical and responsible manner.
e) critically analysing the theory and practice of policy and Public Administration as well as the existing research in these areas.

10. Communication skills:

a) analysing and writing scholarly documents
b) analysing and writing policy documents
c) giving a presentation
d) preparing for and conducting interviews
e) participating efficiently and effectively in meetings and negotiations
f) working in a multidisciplinary team context
g) presenting arguments correctly and responsibly
h) making efficient and effective use of data banks and libraries.
Chapter 3 - Bachelors Programme in Economics and Business 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 learning outcomes are listed in the appendix.

Article 1.2 – Degree

1. Students who satisfy all requirements for the Bachelors degree (bachelorexamen) will be awarded the degree Bachelor of Science in Economics and Business Economics/economie en bedrijfseconomie.
2. This degree is stated on the certificate for the final evaluation.
3. The profile that the student has completed is listed on the supplement to the certificate.

Article 1.3 – Language of instruction

1. Refer to Article 1.6 in the general section of these Bachelors regulations.
2. Dutch is not the language of instruction for the following courses:
   • Behavioural Finance
   • Corporate Finance
   • Industrial Economics and Organization
   • Intermediate International Economics
   • Intermediate Micro and Macroeconomics
   • International Investments
   • Introductory International Economics
   • Marketing
   • Project: Financial Instruments
   • Topics in Financial Economics
   • Topics in International Economics.
   These courses are conducted in English.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propedeutische phase

1. Admission to the post-propedeutische phase of the Bachelors programme in Economics and Business Economics is provided to those who have passed the final propaedeutic evaluation in Economics and Business 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 if, during the propedeutische phase, they have earned at least 42 ECs.
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 may, during the current academic year, take only interim examinations 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 and Business 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 *propedeutische* 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 and Business Economics, the Examining Board can establish additional requirements for students who are admitted to the *post-propedeutische* phase based on the provisions in clause 4.

Section 3 – Curriculum

Article 3.1 – The Bachelors programme

During the first three semesters, all students participate in a single shared curriculum. After this, three profiles are possible: Business Economics, Financial Economics and International Economics. The fourth through sixth columns of the tables below indicate which courses are offered for which profiles.

### Semester 1.1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>EC</th>
<th>Business Economics</th>
<th>Financial Economics</th>
<th>International Economics</th>
<th>Type of exam</th>
<th>Language</th>
</tr>
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<tbody>
<tr>
<td>BIN117EC</td>
<td>Academic skills (Economics and Business Economics)</td>
<td>6</td>
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<td>*</td>
<td>Paper</td>
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<td>BCU194EC</td>
<td>Economics of the Management Sciences (Economics and Business Economics)</td>
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<tr>
<td>BPRA149</td>
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<td>Written examination</td>
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<td>BCU167</td>
<td>Introduction to Micro and Macro Economics</td>
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<tr>
<td>BCU188</td>
<td>Mathematics and Financial Arithmetic</td>
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### Semester 1.2

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<td>BCU007A</td>
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<td>BCU168EC</td>
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<td>BPRO140</td>
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### Semester 2.1

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<tr>
<td>BPRA202</td>
<td>Methodology of the Economic Sciences</td>
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<td>BCU2020</td>
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<td>BCU302</td>
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### Semester 2.2

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<th>Financial Economics</th>
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<tr>
<td>BCU012</td>
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<td>BPRA203</td>
<td>Methods and Techniques of Economic Research</td>
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<td>BPRA247</td>
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<td>BCU274A</td>
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<td>BCU2016</td>
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<td>BCU2005</td>
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<td>BPRO208</td>
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<tr>
<td>BPRO204</td>
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</table>

(*) Students with Financial Economics profile can choose one of these two projects.

### Semester 3.1

| Course Code | Course Name                                      | EC | Business Economics | Financial Economics | International Economic | Type of exam | Language |
|-------------|-------------------------------------------------|----|--------------------|---------------------|-------------------------|--------------|----------|----------|

Nijmegen School of Management
Article 3.2 – Research internship (work placement)

In accordance with the internship regulations approved by the Economics Examining Board, students can replace two optional courses of 6 ECs with a research internship (work placement) at an institution or organization related to their field of study.
Appendix: Competencies and learning outcomes for the Bachelors programme in Economics and Business 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 to pre-structured problem fields, specifically in one of the following variants: Business Economics, Financial Economics or International Economics.

Attainment target 2: Research orientation

After completing the Bachelors phase, students will be capable of
• delineating and defining an economic study while referring to examples
• critically evaluating existing research results in scientific journals
• formulating and operationalizing research questions analogous to the research discussed, selecting and using relevant research methods and techniques
• making efficient and effective use of data banks, including the Internet and libraries, for the purpose of data collection
• adequately processing information to apply to the defined problems.

Attainment target 3: Linking economic theory and practice

After completing the Bachelors phase, students will be capable of
• applying acquired knowledge and skills, including statistics from relevant national and international economics organizations, for the analysis of concrete economic problems, specifically in the area of Business Economics, Financial Economics or International Economics
• analysing, understanding and evaluating economics policy and studies about this policy from recognized national and international organizations, especially in the area of Business Economics, Financial Economics or International Economics
• analysing and understanding the interaction between the business and its social-economic environment
• reflecting on the relationships between theoretical problems and practical solutions, especially in the area of Business Economics, Financial Economics or 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 in 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 learning outcomes and routes in the light of subsequent study programmes.
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. Provide students with 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 learning outcomes are listed in the appendix.

Article 1.2 – Degree

1. Students who satisfy all requirements for the Bachelors degree (bachelorexamen) will be awarded the degree Bachelor of Science in Political Science / Politicologie.
2. This degree is stated on the certificate for the final evaluation.

Article 1.3 – Language of instruction

1. Refer to Article 1.6 in the general section of these Bachelors regulations.
2. Dutch is not the language of instruction for the following course:
   • Political Parties, Origins, Transformation and Future Prospects.
   This course is conducted in English.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propedeutische phase

1. Admission to the post-propedeutische 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 propaedeutische phase, they have earned at least 36 ECs.
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 may, during the current academic year, only take interim examinations from the first-year courses that they have not yet completed and interim examinations from optional courses. Therefore during the current academic year they cannot take examinations from second-year or third-year courses of the Political Science Bachelors programme.
4. Students who have completed a propedeutisch examen in Political Science at a Dutch university other than Radboud University Nijmegen, or have completed a propedeuse in public administration, public administration studies or policy studies at a Dutch university will be admitted to the postpropedeutische phase.
5. The Examining Board can decide whether a student who has been admitted to the post-propedeutische 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>
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</thead>
<tbody>
<tr>
<td>BIN104A</td>
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<td>Written examination</td>
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<tr>
<td>BPR1A51</td>
<td>Research and Intervention Methodology A (Political Science)</td>
<td>6</td>
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<td>BIN117PO</td>
<td>Academic Skills (Political Science)</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BCU194PO</td>
<td>Economics of the Management Sciences (Political Science)</td>
<td>6</td>
<td>Written examination + Paper</td>
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</tr>
<tr>
<td>BCU282A</td>
<td>Dutch Politics in Comparative Perspective</td>
<td>6</td>
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Semester 1.2

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<thead>
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<tr>
<td>BCU0309</td>
<td>International Organizations</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BPR1A56</td>
<td>Research and Intervention Methodology B (Political Science)</td>
<td>6</td>
<td>Written examination</td>
<td>Dutch</td>
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<tr>
<td>BIN118PO</td>
<td>Philosophy of the Management Sciences (Political Science)</td>
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<td>Written examination</td>
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<td>BCU228A</td>
<td>Introduction to Law</td>
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<td>Written examination</td>
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<tr>
<td>BPR0167A</td>
<td>Project: Explanations of political relations and political behaviour in the Netherlands</td>
<td>6</td>
<td>Written examination</td>
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Semester 2.1

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<td>Political Aspects of West European Cooperation</td>
<td>6</td>
<td>Written examination</td>
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<tr>
<td>BPR01204</td>
<td>Research Methods in Political Science I</td>
<td>6</td>
<td>Written examination + Paper</td>
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<td>BPR0202</td>
<td>Project: European governance</td>
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<tr>
<td>BCU0210</td>
<td>European Political Philosophy</td>
<td>6</td>
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<td>BCU0224</td>
<td>Political Parties, Origins, Transformations and Future Prospects</td>
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Semester 2.2

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<tr>
<td>BPR01205</td>
<td>Research Methods in Political Science II</td>
<td>6</td>
<td>Written examination + Paper</td>
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<td>BPR0206</td>
<td>Project: Comparative governance</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
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<tr>
<td>BCU311</td>
<td>Contemporary Political Philosophy</td>
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<td>Written examination + Paper</td>
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Semester 3.1

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<td>Theory of International Relations</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BCU310</td>
<td>Rationality and Justice</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</td>
</tr>
<tr>
<td>BPRO346A</td>
<td>Project: International governance</td>
<td>6</td>
<td>Paper</td>
<td>Dutch</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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Optional course 6

Semester 3.2

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<tbody>
<tr>
<td>BCU309</td>
<td>International Organizations</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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<td>BCU311</td>
<td>Contemporary Political Philosophy</td>
<td>6</td>
<td>Written examination + Paper</td>
<td>Dutch</td>
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</table>

Optional course 6

| IM323A      | Bachelors Thesis in Political Science    | 12 | Paper                         | Dutch    |

Article 3.2 – Research internship (work placement)

In accordance with the internship regulations approved by the Political Science Examining Board in November 2005, students can replace two optional courses of 6 ECs with a research internship (work placement) at an institution or organization related to their field of study.
Appendix: Competencies and learning outcomes for the Bachelors programme in Political Science

The following learning outcomes have been established for the Bachelors programme in Political Science:

1. **The subjects of study in political science**:
   1.1 the Dutch national and local political systems in a comparative perspective
   1.2 political institutions, such as election systems, party systems and Trias Politica
   1.3 the relationship between politics and policy, specifically the design, operation and change of the welfare state
   1.4 the relationship between politics and public administration, including law
   1.5 the relationship between politics and economics
   1.6 the development of the political relations (structural and cultural) in the Netherlands and abroad, beginning with the 19th century
   1.7 national and transnational societal actors, including new social movements
   1.8 political decision-making in a national, European and international perspective
   1.9 the political aspects of the European unification process
   1.10 the relationship between states and between state and market in international relations
   1.11 the role of international organizations in international politics
   1.12 the nature and structure of the international system and the possibilities for international cooperation
   1.13 different visions of the structure of the ‘good’ political society
   1.14 contemporary political movements.

2. **Development of theory concerning the subjects of study in political science**:
   2.1 central concepts and approaches in comparative political science, political theory and the theory of international relations
   2.2 the development of Political Science
   2.3 classical and contemporary movements and approaches, including theories about democratic decision-making and political behaviour, in the areas of comparative political science, political theory and the study of international relations
   2.4 understanding the consequences of various assumptions on the development of theory.

3. **Methods and techniques of political science research**:
   3.1 methods and techniques of social and policy studies research (including statistics)
   3.2 detailed research designs in political science, specifically survey research, quantitative-comparative research and case studies
   3.3 detailed research design for a critical-reflective analysis of a political science problem
   3.4 knowledge and application of the steps within the above-named designs.

4. **Cognitive skills**:
   4.1 make use of a number of central political science concepts, such as politics, decision-making, legitimacy, power, influence, state, government and policy
   4.2 recognize theoretical visions of national political systems and international relations as well as normative visions of the structure of a political community with the aim of attaining a coherent view of national, European and international political phenomena
   4.3 evaluate political science approaches regarding their internal consistency, empirical validity and explanatory power
   4.4 recognize a number of core problems in political science, particularly problems of political decision making and collective action
   4.5 analyse local, national European and international political phenomena
   4.6 evaluate political phenomena at the local, national, European and international levels in the light of empirical and normative theories of political change
   4.7 identify theoretical-academic basic assumptions in political science studies, popular-scientific analyses and policy proposals
   4.8 reconstruct political decision making processes and implementation procedures
   4.9 describe and explain the actions of various actors in national political systems, including that in the Netherlands, from a comparative perspective
   4.10 describe and explain the behaviour of state and non-state actors in the international system
4.11 analyse European and international cooperation using a political science framework.

5. **Professional skills:**

5.1 understand the consequences of theoretical and empirical assumptions in political science research
5.2 be able to describe, analyse and explain the role of various actors in various political systems, especially that in the Netherlands, and in international politics
5.3 be able to work with modern political science databases
5.4 design and implement political science research
5.5 be able to use statistical procedures and be able to evaluate their relevance
5.6 be able to evaluate research reports, including the methods on which they are based.

6. **Communication skills:**

6.1 communicate political science research orally and in writing to a wide range of target groups
6.2 make written reports and give oral presentations on the results of political science research
6.3 work in teams.

7. **Interdisciplinarity:**

7.1 basic knowledge of economics
7.2 basic knowledge of law
7.3 basic knowledge of public administration
7.4 basic knowledge of modern political history.
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 students for further study with the right of admission to the Masters programmes in Human Geography, 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 learning outcomes are listed in the appendix.

Article 1.2 – Degree

1. Students who satisfy all requirements for the Bachelors degree (bachelorexamen) will be awarded the degree Bachelor of Science in Human Geography and Spatial Planning / Sociale geografie en Planologie.
2. This degree is stated on the certificate for the final evaluation.
3. The specialization that the student has completed is listed on the supplement to the certificate.

Article 1.3 – Language of instruction

1. Refer to Article 1.6 in the general section of these Bachelors regulations.
2. Dutch is not the language of instruction for the following courses:
   • Geographical Approaches
   • Spatial Behaviour
   • Spatial Action
   • Environment and Business
   • International Environmental Politics
   • Borders and Identities in Europe.
   These courses are conducted in English.

Section 2 – Provisions concerning admission

Article 2.1 – Admission to the post-propedeutische phase

1. Admission to the post-propedeutische 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 after the first year of study can still take interim examinations from the second year if, during the propaedeutische phase, they have earned at least 36 ECs.
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 may, during the current academic year, only take interim examinations from the first-year courses that they have not yet completed and interim examinations from optional courses. Therefore during the current academic year they cannot take interim examinations from second or third-year courses.
4. Admission to the post-propedeutische 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.
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-propedeutische phase based on the provisions in clause 4 above must still complete one or more propedeutische components. These courses must be passed during the first year of the postpropedeutische 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>
<td>Dutch</td>
</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>
<td>Dutch</td>
</tr>
<tr>
<td>BCU196</td>
<td>Town and Country</td>
<td>6</td>
<td>Written examination + Paper</td>
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<tr>
<td>BIN105a</td>
<td>Introduction to Spatial Planning</td>
<td>6</td>
<td>Written examination</td>
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Semester 1.2

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<td>BPRA157</td>
<td>Research and Intervention Methodology B (Human Geography and Spatial Planning)</td>
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<td>BIN118OW</td>
<td>Philosophy of the Management Sciences (Human Geography and Spatial Planning)</td>
<td>6</td>
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<td>BCU101</td>
<td>Politics and policy for the environment</td>
<td>6</td>
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<tr>
<td>BPR0170</td>
<td>Student Research</td>
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<td>BKV44</td>
<td>GIS for Decision Making</td>
<td>6</td>
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Semester 2.1

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<tr>
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<td>BCU291</td>
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<td>BCU293</td>
<td>Regional Development</td>
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<td>BCU295</td>
<td>Modelling: Design and Application</td>
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### Semester 2.2

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<tr>
<td>BPRO200</td>
<td>Project: Regional Development</td>
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<td>Paper</td>
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<td>BCU297</td>
<td>Law and Institutions of Environmental and Spatial Policy</td>
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<td>BCU264</td>
<td>Spatial Interactions</td>
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<td>BCU289PL</td>
<td>Field trip abroad</td>
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### Semester 3.1

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<td>BCU305</td>
<td>Interactive Environmental Policy</td>
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<td>BPRA348</td>
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<td>BPRA349</td>
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<td>Preparation for the Bachelors Thesis in Environmental Sciences</td>
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<td>BIM352</td>
<td>Bachelors Thesis in Spatial Planning</td>
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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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<td>BPRA152</td>
<td>Research and Intervention Methodology A (Human Geography and Spatial Planning)</td>
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<td>Academic Skills (Human Geography and Spatial Planning)</td>
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<tr>
<td>BCU194OW</td>
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<td>Introduction to Human Geography</td>
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<td>BPRA157</td>
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### Semester 2.1

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Semester 2.2

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### Optional course

Semester 3.1

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Semester 3.2

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### Optional course
**Article 3.3 – The Bachelors programme of the specialization in the Social and Political Sciences of the Environment**

The semesters comprise the following components:

<table>
<thead>
<tr>
<th>Semester 1.1</th>
<th>Course Code</th>
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<td>Town and Country</td>
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<td>BCU307</td>
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### Article 3.4 – International Research internship (work placement)

In semester 3.2, students can study for a contiguous period abroad and write and complete the Bachelors thesis abroad.

This research internship must comply with the conditions in the internship regulations established by the Examining Board for Geography, Spatial Planning and the Social and Political Sciences of the Environment.
Appendix: Competencies and learning outcomes for the Bachelors degree 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 analyse 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, analyse, 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 profile, 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 profile.

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 ex-post and 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.