Art 1.1 - 2B. PROGRAMME-SPECIFIC APPENDIX TO THE EER 2020-2021

for the Bachelor of Science programme

Management, Society and Technology

1. Structure and content of the programme
a. Composition of the programme
b. Study load of the programme and of each of the units of study
c. Other programme-specific characteristics
d. Excellence programmes

2. Aims and intended learning outcomes
a. Aims of the programme
b. Intended learning outcomes of the programme
c. Connecting Master's programmes

3. Examination and exams
a. Examination
b. Exam formats and the number and sequence of exams and practical exercises
c. Period of validity of module components
d. Required sequence of exams / Prerequisites

4. General information
a. Admission to the programme
b. Language of teaching and exams
c. International cooperation
d. Elective options and their related requirements
e. Programme committee (OLC)
f. Examination Board

5. Additional subjects
a. Graduation with distinction
b. Binding recommendation on the continuation of studies
c. Regulations for repairs and retakes

6. Transitional arrangements
a. Students cohort 2012 and earlier
b. Changes in the study programme

1.   Structure and content of the programme

1a.   *Composition of the programme*

The Bachelor's programme in Management, Society and Technology (MS&T, before September 2018 known as European Public Administration) consists of three academic years (B1, B2 and B3) of 60 ECs each. The academic timetable for the Bachelor's programme consists of two semesters per academic year, each semester consisting of two quartiles of ten weeks each[1]. A quartile consists of one or more units of study, that form a 'module' of 15 EC (420 hours).[2]
The global overview of the MS&T programme structure is given in *Table 1*.

Each module is composed of different parts which are logically clustered around a particular topic in such a way that different scientific disciplines and approaches are applied. Students work in groups on project oriented assignments and gain new knowledge rather independently (under the support and supervision of tutors). Such a teaching approach requires a variety of assessment forms – individual and group assignments, individual written tests, group papers and presentations, etc. - which are applied at different phases along each module. More detailed information on the exam formats can be found in the module descriptions in Osiris and at the Canvas site of each module.

Content of practical exercises
A practical exercise is a unit of study or part of a unit of study, whereby the emphasis is placed on the student's activities[3]. In the Twente Education Model (TOM) on which the MS&T curriculum is based practical exercises play an important part, especially in the form of a project (or sometimes several small projects) which is at the heart of each module. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Canvas.

Bachelor's Thesis
In the Bachelor's thesis at the end of the third year of the programme (introduced in Module 3.3, and continued in Module 3.4, the last module) students show their acquisition of the competences specified in the intended learning outcomes of the programme. The Bachelor's thesis is a research-oriented assignment, with justified choices towards theoretical, empirical, or practice- and design contribution to existing knowledge within the Public Administration and European Studies field of inquiry.

The Bachelor's thesis assignment has a coherent structure and time frame. The preparation of the Bachelor's thesis takes place in the 3rd quartile of the third year, as part of the module 'The craft of Public Administration research' (Module 3.3). Students first choose to which Bachelor Circle they want to be added. A bachelor circle is a small group of consistent research questions supervised by a staff member and directly connected to his/her research. Subsequently students write their research proposal. This culminates in a research paper during module 3.4. More details can be found in OSIRIS and Canvas.

---

[1] Further information on the academic timetable and the exam timetable can be consulted at
www.utwente.nl/students
[2] The four quartiles (Q1, Q2, Q3, Q4) are also called "blocks" in Osiris and on Canvas. These are indicated by a number for the semester (1, 2) and a letter for the quartile (A, B): 1A (=Q1), 1B (=Q2), 2A (=Q3) and 2B (=Q4).
[3] For a detailed description of the term "practical exercise" see chapter 1, paragraph 1.2 of the common elements
 of these Education and Examination Regulations.

Table 1: *Curriculum 2020-2021, BSc. in Management, Society and Technology (MS&T)*

Year. Quart	Module Code	Module name	EC
B1: First year			
1.1	202000501	Governing in a tech-based society	15
1.2	202000503	Societal challenges	15
1.3	202000505	Smart interventions and policy	15
1.4	202000507	Public management	15
B2: Second year			
2.1	202000511	Sustainable cities	15
2.2	202000513	Public governance across countries	15
Track: European Studies			
2.3a	202000517	Europe in crisis?	15
2.4a	202000521	Europe and the world	15
Track: Public Administration			
2.3b	202000515	Policy-making and planning	15
2.4b	202000519	Governance in action	15
B3: Third year			
3.1		Minor or Internship or exchange	15
3.2		Minor or Internship or exchange	15
3.3	202000522 202000523 202000524	The craft of Public Administration research Study unit: Public Administration research Study unit: Bachelor thesis proposal	15 (10) (5)
3.4	202000526 202000527 202000528	Bachelor's thesis MS&T Study unit: Moral leadership Study unit: Bachelor thesis	15 (5) (10)
Total			180

Information on prior knowledge prerequisites is given in chapter 3.
Assessment per module is described in general in 1a and in detail in Osiris and Canvas.
For cohort 2019-2020, the module Public Management (now stated as module 4 of the cohort 2020-2021), will be offered as 2.1 in Q1 of the second year.

1b. *Study load of the programme and of each of the units of study*

The Bachelor's programme in Management, Society and Technology at the University of Twente has a study load of 180 EC. The study load of each of the modules making up the programme is listed in EC in Table 1. 1 EC = 28 hours of study.

1c.   *Other programme-specific characteristics*

Nature and structure of the programme
The Bachelor's programme in Management, Society and Technology, Dutch croho 56654, is a fulltime programme. It consists of the following components:

- A 'major' of 150 EC comprising:
    - 90 EC Core: The first six modules of the study, i.e. the first year and the first semester of the second year, are considered the 'core' of the programme. After this core the student has gained a basic understanding of the main fields of Management, Society and Technology.
    - 30 EC Track: In the second semester of the second year, students choose a track for the modules 2.3 and 2.4. It is allowed to make free choices out of the four modules, to "mix & match". The two tracks are either specializing in European Studies or Public Administration. For a more detailed overview, see OSIRIS.
    - 30 EC Finalization: The module *The craft of Public Administration research* and the *Bachelor's thesis MS&T* module (last modules in the third year): students prepare and carry out their Bachelor's thesis project and write a thesis in preparation for graduation. They gain more knowledge about the work field and their prospective future.
- A 'minor' of 30 EC: In the first semester of the third year, students can either go abroad for an exchange, do an internship abroad or in the Netherlands, or choose a minor of their choice. More information about minors can be found at www.utwente.nl/minor. Exchange and internship are subject to further requirements, see chapter 4.

In collaboration with the Westfälische Wilhelms-Universität Münster, we offer a joint degree specialization "Public Governance across borders". This specialization consists of first year courses in Münster, and second and third year courses in Twente. For the second and third year of this joint degree specialization the rules and regulations are the same as for the 180 EC Twente bachelor's programme. For the first year the rules and regulations of the Münster programme have to be met.

Coherence and didactic concept
The didactic concept of the MS&T-programme reflects two major principles:
1. Increasing levels of student's autonomy throughout the programme;
2. Increasing levels of issue complexity and knowledge integration.
Next to vertical and horizontal programme structuring, both principles are especially approximated through case-based learning. The didactic concept can be characterized as a mixture of classical knowledge development gradually expanding the body of knowledge regarding disciplinary backgrounds, and integration of that knowledge with other disciplines and in concrete cases in tutorials, seminars and projects.

Increasing levels of autonomy: The programme aims at increasing levels of student's autonomy. This means that a number of skills are especially trained to help students organize their learning process through increased levels of independence. The early courses are far more structured regarding teaching environment, assignments and teaching guidance than later courses. Students are expected to develop skills to cope with complexity and uncertainty.

Case-based learning: The programme acknowledges the importance of knowledge drawn from practice. This kind of knowledge is introduced in the curriculum through study visits, guest lectures and the involvement of professionals in the projects. Furthermore, students are encouraged to do interviews outside the university and thus develop their competences and interaction with the outside world. Another strategy to train student's abilities is to design cases in which they have to find their ways through problems and dilemmas. We believe that the teaching with cases leads to the acquisition of knowledge, the development of competences and the development of self-reflective skills. Therefore, cases are the very soul of the projects. But cases are also important illustrations in discipline-driven courses. One of our strategies to adjust courses (that are frequently taught to various programmes) to particular public administration demands is to use cases in tutorials. Here students can easily identify with typical public administration issues and problems.

Increasing levels of integration: The projects are especially designed to facilitate integration. In early projects one can easily recognize the different analytical views, but advanced programmes integrate these views more, and the practice-oriented component increases. The rationale is that students are not yet familiar with the content and the connection and coherence of disciplines. Their insights develop throughout the programme and students are increasingly able to master higher complexity levels.

1d. Excellence programmes

For students obtaining excellent results there are two options for doing something extra up and above the standard programme: the MS&T Star programme and the UT Bachelor's Honours programme.

The MS&T Star programme
Excellent students may be selected in five of the six core modules of the Bachelor's programme, in module 1.2 to 1.4 and module 2.1 and 2.2. These students can follow the "MS&T Star programme", the intra-curricular excellence programme. Participation in this programme, including the total number of 'stars' obtained, will be mentioned on the MS&T diploma supplement.

Participation in the MS&T Star programme for a certain module implies that the selected students will do a special version of the project of the module in question. The difference with the regular version of the project is in the level of understanding of the module's theoretical parts that is needed to finish the project successfully. The specific requirements for the 'star' version of the project varies from one module to another. In one module, for example, the theory offered must be applied to a more complex situation than the one presented for the regular project, in another module the 'star' students must develop insights at a higher level (meta-level) than is requested for the regular project.

Participation in the 'star' version of a module will be based on selection. Details of the selection procedure will be announced before the start of the modules. For each module a separate selection procedure will be followed which will be directed at selecting approximately 10% of the students. Successful participation in the MS&T Star programme for at least three modules may open the possibility of graduating with distinction, See chapter 6.

The UT Bachelor's Honours programme
This programme starts every year in February and is for the top 5% of first year students of each study only. In nearly one and a half year students follow a programme of 30 EC. Diverse variants are offered, e.g. in Entrepreneurship & Business Development, Mathematics, Processes of Change, Philosophy or Shaping the Future.
Students work in interdisciplinary groups and learn about great scientists or designs, learn to ask questions about everyday scientific situations, will learn how to write their own research proposal and make a joint final work. More information can be found at the website of the honours programme.

2. Aims and intended learning outcomes

2a. Aims of the programme

Public administration is the discipline that studies societal challenges from a design perspective on public policy, public governance, and public management. Global and European studies is a field of study that links different scales of analysis. The bachelor programme in Management, Society and Technology at Twente University is a three-year academic programme in the field of public administration that prepares students for an (inter)national career in public and private organizations. Graduates will be able to study and deal with major societal challenges at a basic level. They have the basic competences that enable them to become the future researchers, leaders, policy-makers, and managers of the public sector. Our students have a professional attitude that makes them "willing to lose to be able to win;" individually and at the collective level.

2b. Intended learning outcomes of the programme

The programme in Management, Society and Technology educates students to acquire four sets of intended learning outcomes.

Intended Learning Outcomes
1. Knowledge-base of the field of Management, Society and Technology
1.1 A student has knowledge and comprehension of:
(a) the *interdisciplinary foundations* of public administration: policy, governance, and public management.
(b) the *multi-scale nature* of society and societal challenges—integrating the local scale with the regional, national scale, European, and the global scale. 1.2 On the basis of (1.1) a student is able to analyse: society and changing contexts; political and administrative systems; policy, decision-making, and implementation; organizations and organizing principles; governance and networks.
1.3 A student has knowledge and comprehension of the development of ideas in the field of public administration and philosophy of science.

2. Social scientific research in public administration
2.1 A student is able to perform, under supervision, all aspects of a social scientific study in the field of public administration:
(a) formulate a scientific research question and consistent sub-questions that produces new knowledge in the field.
(b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework.
(c) develop a feasible research design.
(d) carry out a simple research, using appropriate methods and techniques of the social sciences for data collection and -analysis.
(e) reflect on the results of a study—including their own—in terms of the research design, hypotheses, theory, and the research problem. 2.2 A student is able to, under supervision, interpret and evaluate the results of social science research, and form a well-reasoned opinion in the case of missing or incomplete data.
2.3 A student has insight into scientific practice, including the publication system, the importance of integrity, and the use of conclusions and recommendations of the research by politics and society.

3. Model-guided analysis of societal challenges and design
3.1 A student is able to employ a model-guided approach to theorizing and problem solving. A student is able to use that approach to identify and reformulate ill-structured societal challenges as a (combination of) a policy, a governance, and a public management problem.
3.2 A student can analyse a societal challenge, combining the knowledge base of public administration with knowledge from relevant disciplines, and including technology.
3.3 A student has the creative skills to design a (technological) solution to the reformulated societal problem in terms of policy, governance, and public management—taking into account (the organization of) the implementation and evaluation of the design.
3.4 A student is able to reflect on (changes in) the ethical, political, and societal implications of the designed policy-, governance-, or public management-solution.

4. Academic and professional skills

4.1 A student has basic analytical skills:

(a) A student is able to recognize modes of reasoning, including deduction, induction, and analogy.

(b) A student is able to logically reason, exchange, and justify arguments in a critical, open, and constructive way—both with specialists in the field of public administration and non-specialists.

4.2 A student is able, with supervision, to critically self-reflect on his/her own thinking, decision-making, and acting—and to adjust these on the basis of this reflection. A student is able, with supervision, to spot gaps in his/her own knowledge, and to revise and extend it through study, using information skills and literature study. A student is able to understand the important debates and new developments in the field.

4.3 A student is able to effectively communicate in the English language about his/her work and the work of others (specialist and non-specialist audiences), including the provision and reception of constructive feedback: (a) verbally (speaking in public, debates, discussions); (b) in writing (papers, reports, posters).

4.4 A student is able to:

(a) perform project-based work in (interdisciplinary and intercultural) teams.

(b) understand team roles and team dynamics.

4.5 A student is able to reflect on future career perspectives in the field of public administration.

4.6 A student is able to comprehend the socio-economic, ethical/normative, and cultural consequences of changes in the knowledge base for society at large—including issues of reflexivity, legitimacy, and moral leadership.

2c.   Connecting Master's programmes

A successful examination for the Bachelor of Science in the Management, Society and Technology programme automatically qualifies students for immediate acceptance into:
-        the one-year Master of Science programme in Public Administration at University of Twente;
-        the one-year Master of Science programme in European Studies at University of Twente;
   -    the two-year combined programme in European Studies at University of Twente and Westfälische Wilhelms-Universität Münster called Comparative Public Governance, leading to a double degree.

3.   Examination and exams

3a   Examination

The programme has one examination, the Bachelor's examination after three years. The Bachelor's examination is deemed to have been successfully completed if the exams of the units of study, including the courses/modules of the minor/Study abroad phase and the Bachelor's thesis, have been taken successfully.

3b.   Exam formats and the number and sequence of exams and practical exercises

Following the principles of the Twente Education Model (TOM), the exam format of each of the MS&T modules and the modules offered at the UT for the minor consists of a mixture of assessment methods. These may include individual and group assessment, (various forms of) practical exercises, written tests and reports, different forms of presentations (poster, verbal, paper). For each TOM module a test plan is in place, which is published on Canvas before the start of the module in question. This test plan includes, amongst others, information on when tests will be sat and in what form.

The sequence of the exams and practical exercises corresponds with the course numbers as shown in Table 1.

3c. Period of validity of study units and test results

1. A module is indivisible.
2. Each module consists of one study unit, or in the case of module 3.3. and 3.4 of two study units. Each study unit consists of an exam. The exam is based on one or more test results. A test result is defined as a test or series of tests for which one result is registered in Osiris.
3. Successfully completed study units stay valid after the academic year.
4. Successfully completed test results (as registered in Osiris) are only valid in the academic year in which they are obtained.
5. As an exception to point 4, test results stay valid one more academic year under the following circumstances:
     a.   The test results are registered in Osiris;
     b.   And 66% or more of the module is registered as successful (measured in EC's);
     c.   And all these test results are obtained in the current academic year.
6. Results of tests not registered in Osiris (smaller parts of test results) are only valid in the academic year they were obtained.
7. If a module is changed in set-up and/or content to such an extent that the weight of the test results in the next year is changed considerably, there will be a transitional arrangement for that module.
8. If the change of the module leads to a needed test result that is a maximum of 1 EC bigger or smaller than the original test result the student had to fulfil, this is still considered the right test result to successfully complete the module.
9. Students that need to redo a test result in the next academic year in order to complete a module, should consult the study adviser in order to create a feasible and doable planning.

3d.   Required sequence of exams / Prerequisites

The formal sequence of the modules and their exams is the order as recorded in Table 1. Departures from the sequence of modules as recorded in Table 1 will be allowed in case:

- the student fails (does not successfully pass) one or more modules
- the student enters the programme in the course of the academic year, at a moment when one or more preceding modules cannot be followed any more.

Please notice: if the student is forced to depart from the formal sequence of the modules, as stated in Table 1, the student is expected to take any failed or missed module(s) of B1 at the first possible occasion.

<u>Obligatory prior knowledge prerequisites</u> in the BSc in Management, Society and Technology are in place for the minor:

- Students that did not pass the first year in total AND module 2.1 and 2.2. (first semester of the second year) are only allowed to follow a minor after a study plan that allows this as drafted by the study adviser.

<u>Obligatory prior knowledge prerequisites</u> in the BSc in Management, Society and Technology are in place for the last phase in the programme:
- Module 3.3 can only be taken if all other obligatory modules of the MS&T programme were passed successfully;
- to be allowed to start the Bachelor's circle and the writing of the Bachelor's thesis (module 3.4) the student must have passed successfully module 3.3.
- In order to make sure study delays are within reasonable margins, module 3.3. and module 3.4 are also taught in a 'light' variant in the first semester of the academic year.

4.   General information

4a.   *Admission to the programme*

In addition to the stipulations in article 4 of the Common Elements of this EER and the admission regulations laid down in the web brochure 'Colloquium Doctum' that this article refers to the following admission regulation to the programme is in place:

Dutch students:
- Pre-university education: VWO (profile Economie & Maatschappij, Natuur & Gezondheid or Natuur & Techniek. At the profile Cultuur & Maatschappij mathematic knowledge at the level Wiskunde A or Wiskunde B is required);

- HBO: under special conditions (hbo-propedeuse in a related field and sufficiently proven Mathematics and English

Foreign students:
- Pre-university school-leaving certificate equivalent to the Dutch VWO-certificate (i.e. German Abitur, Belgian 'Diploma van Secundair Onderwijs', International or European Baccalaureate http://www.utwente.nl/en/education/bachelor/admission/diplomas/) and

- Sufficient level of Mathematics and English subject of school-leaving certificate (i.e.German Abitur certificate with "Mathematik und Englisch bis zum Abitur") or completing the University of Twente entrance exam).

4b.   *Language of teaching and exams*

The BSc in Management, Society and Technology is taught in English. This means not only that teaching of the modules is offered in English, but also that all course materials (textbooks, readers, etc.) will be in English, as well as all tests, exams and practical exercises (specifically the bachelor's Circle/Thesis).

4c.   *International cooperation*

In the first semester of the third year students can choose between study abroad, an internship and a minor offered by the UT. Students that choose study abroad can select a partner university in or outside Europe. More information on study abroad is given on the UT study abroad website.

The minor Crossing Borders offers another opportunity to students who are eager to gain international experience. More information on the minor Crossing Borders is available on the minor's website .

4d.   *Elective options and their related requirements*

In the Management, Society and Technology programme after one and a half year of obligatory modules students have one and a half year in which individual choices direct their exam programme to a large extent.
In the second year two **track**-**specific modules** of 15 EC are offered in quartiles 3 and 4.
In the third year, first semester, students can choose between a 30 EC **study abroad, internship or** a 30 EC **minor** or equivalent at the UT.
More information about spending (a part of) a semester abroad can be found on the UT study abroad website. Students who opt to stay in Twente to fill their minor space, can choose from a number of High-Tech Human-Touch minor modules, the Crossing Borders minor, and a number of "join-in minors" and in-depth minors. For the most recent information on the modules that are being offered please consult the UT website www.utwente.nl/minor

Finally, for their **Bachelor's Circle/Thesis** at the end of the third year students can choose a subject from different knowledge domains offered by the involved teaching staff..

Requirements related to electives and student's individual choices

Minors
The UT offers a broad range of minors. A student may not participate in a minor with a large degree of correspondence in terms of content and learning objectives with the study units of the main programme. The HTHT-minors and the join-in minors that are open for MS&T students are listed on the UT Minor site.
To be allowed to start the minor phase, the student must have accumulated a registered minimum of 90 EC at 1 August, including at least the 60 EC of the first year (B1) modules.

Study Abroad
To be able and allowed to study abroad, students need to fulfill the following conditions:
- Be enrolled as a regular UT student and pay UT tuition fee
- Pre-requisite: 90 EC registered at 1 August, including a successfully completed first year (60 EC) of the study programme.

Additional condition to apply for a place at a partner university, in a related programme:
- To be eligible in reserving a place at a partner university, students must have successfully passed modules with a total of at least 60 EC registered six months before the start of their intended study abroad (at 1 March for study abroad in first semester). Once students are selected to apply for a partner university, they are not allowed to switch to another partner university.

Information on selection procedure and deadlines will be communicated to students on information sessions and on Canvas.

Internship
Students who wish to do an internship can choose between:
- A 15 EC version—either in the first quarter or second quarter of the fifth semester. The 15 EC version of the internship covers the answer to a relatively small, uncomplicated research question. The internship report includes a reflection of the student on the internship.
- A 30 EC version in the fifth semester. The 30 EC version of the internship includes answering a large, more complex research question. The internship report includes a reflection of the student on the internship.

To be able and allowed to do an internship, students need to fulfil the following conditions:
- Be enrolled as a regular UT student and pay UT tuition fee
- Pre-requisite: 90 EC registered at 1 August, including a successfully completed first year (60 EC) of the study programme

Bachelor's thesis: students are free to choose a subject for their Bachelor's project according to their personal interest in one of the Circles for which topics are at offer. In combination with their choices for the other elective options (the programme-specific electives and the minor phase) they may set a certain profiling accent for their BSc-programme.

4e.   *Programme Committee (OLC)*

The members of the educational programme committee (OLC) are appointed by the Dean of the faculty. The members are recruited from students and teaching staff members of both the Bachelor's programme in Management, Society and Technology and the Master's programmes in Public Administration and European Studies, on an equal basis (50% students and 50% staff members). The most up-to-date composition of the committee can be found at the webpage of the programme committees.

Right of consent on (WHW art. 9.18; September 1st 2017):

- aims and final attainment targets of the programme in terms of knowledge, insight and skills that a student should have acquired at the end of the programme;
- where necessary the layout of practical exercises;
- the studyload of the programme and it's Educational Units,

Giving advice (to programme director) on (WHW art. 9.18; September 1st 2017):
- stimulating and ensuring the quality of the degree programme.

Giving advice on the Education and Examination Regulations (EER):
- Assessing, on a yearly basis, the manner in which the Education and Examination Regulations (EER) are carried out;
- Giving advice - invited or not invited - to the programme management and the Dean on all matters relating to the teaching in the programme MS&T.

4f.   Examination Board

The Examination Board is the body that determines in an objective and expert manner whether a student meets the conditions set under the Education and Examination Regulations (EER) concerning the knowledge, comprehension and skills required to obtain a degree. Members of the Examination Board are appointed by the Dean of the faculty.
The Board's main tasks are described in paragraph 5.1 of the common elements of this EER. More information, including the most up-to-date composition of the Board can be found at the webpage of the Examination Boards.

5.   Additional subjects

5a.   *Graduation with distinction*

If upon sitting the Bachelor's examination, the student has given evidence of exceptional capability, 'cum laude' ('with distinction') will be recorded on the degree certificate. A student is considered to have exceptional capability if the following four conditions are met.

The student:

1. fulfils all requirements for the study within four years;
2. has no modules with a grade of '6';
3. has a weighted average grade of at least 8.0 over all numerical graded modules
    OR
    has at least three Excellence stars;
4. has a Bachelor thesis grade of '9' or '10'.

The average grade as mentioned in 5.a 3 is the average grade as given in Osiris, weighted on EC basis and including all valid final course or module results with a numerical grade.

5b.   *Binding recommendation on the continuation of studies*

For the BSc programme in Management, Society and Technology a binding recommendation of continuation of study (Dutch: bindend studie advies or BSA) is in place. This binding recommendation is issued by programme management, heard the advice of the study adviser.
1. The definite recommendation on the continuation of studies, issued at the end of the first year of enrollment in the programme, may include a rejection if the student has obtained fewer than 45 ECs in that same year.
2. A rejection means a student cannot enroll in the BSc programme for the next three years.
3. A student will get a positive recommendation if at least 45 EC, (i.e. three or four modules from the first year of the programme) are completed.
4. A student that successfully completed 30 EC (two modules) and more than half of the remaining module components, will be discussed by programme management. The aim is to reject students that cannot fulfill all requirements of the programme within four years. For this purpose especially the individually assessed components will be considered.
5. Personal circumstances of students are only taken into consideration after advice of the study adviser.

5c.   Regulations for repairs and retakes in the modules

In general, each module will have repair possibilities for tests within the module. This means that every student can make a mistake and still fulfil all requirements of the module.
Programme management will, in consultation with the module coordinator, discuss the possibility of an extra repair only if the group results give reason to discuss this.

Students that feel they have personal circumstances preventing them from fulfilling all requirements, should contact the study adviser as soon as, or if possible before these circumstances take place. After advice from the study adviser, individual arrangements can be part of the solutions.

In general within the MS&T modules for each **written test** a re-sit is planned.
-   A resit is a second opportunity for the written test;
-   Re-sits within a module are open to all participating students.
-   For students who did not participate in the test itself, the re-sit is the only option to pass the related test.

In general within the MS&T modules for each **graded assignment or paper** that has a big impact on the grade a repair or delayed deadline is planned.

Repairs for assignments or papers within a module are only open to students:
- that did not succeed; highest grade possible for the repair is 7.0
- or did not participate in the first possibility
- For students who did not participate in the first possibility the repair session is the only option to pass the related test.

The maximum grade is there to make sure students do not gain an advantage compared to other students that delivered their work in time. Personal circumstances recognized by the module coordinator and/or study adviser can give reasons to not apply the maximum repair grade rule.

6.   Transitional arrangements

6a. Changes in the study programme

2020-2021
1. The TOM 2.0 implementation leads to new module codes for all modules. Find the table underneath.
2. The TOM 2.0 implementation leads to new rules for the validity of test results. All test results in Osiris that are obtained in 2019-2020 will stay valid in 2020-2021. All test results that are not followed up by completing study unit exams in 2020-2021, will only stay valid in 2021-2022 if they follow the new rules as stated in part 3c of these regulations. Students that foresee problems with this transitional arrangement should consult the study adviser to make a personal study plan.
3. The new rule for exams of study units means module results can have 'half' grades between full numbers, e.g. a 7.5 instead of a 7 or an 8. (See bachelor EER BMS article 4.1.9). This means all modules that will get a final result after 1st of September, 2020, will use this system, even if the module was started before the 1st of September, 2020.
4. We have decided to swap module 4 and 5, leading to the following situaton: A. the cohort of 2019-2020 followed module 4 in 2019-2020 and will follow the current module 5 (Public Management) in 2020-2021. No change there. B. the cohort 2020-2021 will follow Public Management in their Q4 and will follow the new module 5 (Sustainable cities) in their second year Q1. C. For the 2019-2020 cohort retakes for module 4 (sustainable cities) will be available during Q4.
5. The course Governance in action-technologies is renamed in Governance in action.

New course codes:

Year. Quart	Module Code	Module name	Former course code
B1: First year			
1.1	202000501	Governing in a tech-based society	201700101
1.2	202000503	Societal challenges	201700102
1.3	202000505	Smart interventions and policy	201700103
1.4	202000507	Public management	201700105
B2: Second year			
2.1	202000511	Sustainable cities	201800499
2.2	202000513	Public governance across countries	201900225
Track: European Studies			
2.3a	202000517	Europe in crisis?	201900258
2.4a	202000521	Europe and the world	201900311
Track: Public Administration			
2.3b	202000515	Policy-making and planning	201700109
2.4b	202000519	Governance in action	201700110
B3: Third year			
3.3	202000522 202000523 202000524	The craft of Public Administration research Study unit: Public Administration research Study unit: Bachelor thesis proposal	201800460
3.4	202000526 202000527 202000528	Bachelor's thesis MS&T Study unit: Moral leadership Study unit: Bachelor thesis	201800450

2019-2020
Nothing has changed. However during 2018-2019 several module codes have been changed:
201700104 *Sustainable cities* has been renumbered to 201800499
201700289 *The craft of Public Administration research* has been renumbered to 201800460
201700112 *Bachelor's Thesis MS&T* has been renumbered to 201800450

2018-2019
The course *Public Governance in Europe* is renamed in *Public Governance across countries*.

2017-2018
In the study programme, the module codes are changed, anticipating a change of the profile of the study. The modules have the same place in the curriculum. For the first year the names of the modules have changed.

2017/2018 Module Code	2017/2018 Module name	2016/2017 Module name	2016/2017 Module code
201700101	Governing in a tech-based society	The Modern State	201300018
201700102	Societal Challenges	European Challenges	201500127
201700103	Smart policies	Public Policy	201300110
201700104	Sustainable cities	Smart governance for regional innovation	201500513
201700105	Public Management		201600160
201700106	Public Governance in Europe		201500176
201700107	Europe in Crisis?		201500338
201700108	The European Union and the World		201400097
201700109	Policy-making and planning		201400099
201700110	Street-level governance		201400101
201700111	The Craft of Public Administration Research		201500161
201700112	Bachelor's Thesis MS&T		201500162