

**Rotterdam School of Management
Erasmus University**

Teaching and Examination Regulations 2024 – 2025

**of the English-taught 60 EC pre-experience
MSc Degree Programmes**
(including Pre-master programmes)

Editor

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Teaching and Examination Regulations of the English-taught 60 EC pre-experience MSc degree programmes 2024 – 2025

Preamble:

Pursuant to Article 7.13 of the Dutch Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek* - WHW), these Teaching and Examination Regulations (TER) have been established by the Dean RSM after consulting the Faculty Council (FC), the Programme Committee concerned (PC) and the Examination Board RSM – EUR. The FC and PC have given their consent according to their lawful approval rights.

These regulations can be adjusted annually due to new developments and policy changes regarding the teaching and the examinations. In principle, the amendments will have legal effect from the first day of the Academic Year. The unaltered parts of the regulations keep their legal force.

Section 1 – General

Article 1.1 – Applicability of the regulations

1. These regulations are applicable to the curriculum and final exams, examinations and tests of the following 60 EC pre-experience Master of Science degree programmes (full time) at Rotterdam School of Management, Erasmus University (respectively Isat code, name of the programme and abbreviation):

60644 Business Administration (*Accounting & Financial Management programme (AFM), full time Master in Management programme (MiM)*¹ including Business Analytics & Management programme (BAM));

60453 Business Information Management (BIM);

60409 Finance & Investments (FI);

60456 Global Business & Sustainability (GBS);

60645 People, Organisations, and Change (POC, formerly Human Resource Management, HRM)²;

60458 Management of Innovation (MI) and Medical Business and Innovation (MBI);

60063 Marketing Management (MM);

60093 Supply Chain Management (SCM);

60455 Strategic Entrepreneurship (SE);

60066 Strategic Management (SM).

These master's degree programmes are hereinafter referred to as the *degree programme*.

2. These regulations are as far as possible by analogy applicable to the curriculum and final exams, examinations and tests of the pre-master programmes (Annex 2).
3. Programme specific regulations are included in the Annex 1 (one-year degree programmes), Annex 2 (pre-master programmes), Annex 3 (completion old style Master in Management programme, full-time), and Annex 4 (completion regulations Finance & Investments Advanced programme).

Article 1.2 – Aims of the programme

The degree programme is intended to impart scientific knowledge, skills and insight in the area of business administration in an international context in such a way that the graduate is capable of scientific and socially responsible professional practice in this area and is qualified to take any desired advanced programme and to become, among other things, a scientific researcher.

Article 1.3 – Definitions

In the regulations, words shall have the following meanings:

¹ For the 60644 Business Administration part time Master in Management programme, a Dutch TER has been established on the [RSM-website](#)

² The programme "M Organisational Change & Consulting (OCC, 60457)" and the programme "M Human Resource Management (HRM, 60645)" were amalgamated into a single new programme with the new programme title "M People, Organisations & Change (POC) (ref nr 60645). This amalgamation and name change procedure was approved by the accreditation body (NVAO) registered in the national register for degree programmes (DUO). The new programme will commence per September 2023. Sitting HRM students will have the opportunity to graduate from HRM until 31 August 2024, but they may also choose to graduate under the new programme name POC.

- a. *Act*: the Dutch Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek - WHW*);
- b. *Rules and Guidelines (R&G)*: the rules, guidelines and instructions of the Examination Board as referred to in Article 7.12b of the Act;
- c. *MSc curriculum*: the total of programme components qualifying for the final exam;
- d. *Programme component*: a bundling of examinations with a designated function and meaning within the MSc curriculum. A programme component may consist of one or more courses;
- e. *Course*: an instruction given under the authority of an examiner;
- f. *Final exam*: the total assessment of the performance of the student for separate programme components, as referred to in article 7.10 of the Act;
- g. *Examination*: every programme component will be assessed with an examination. Each examination includes an investigation into the knowledge, insight and skills of the student, as well as the appraisal of the results of that investigation. An examination may consist of more than one test;
- h. *Test*: In general, a distinction can be made between the following test formats³:
 - A written test which is a plenary individual test (on campus or remote) whether on paper or digital, within a limited time frame of 3 hours maximum, with open and/or multiple-choice questions.
 - An oral test;
 - An assignment (individual or group) for example a case, an essay or a thesis;
 - A practical.
- i. *EC*: abbreviation of “European Credit” which stands for study credit as referred to in Article 7.4 of the Act. One EC represents 28 hours of study;
- j. *Student*: a person who is enrolled in the university and admitted to the degree programme pursuing the study and/or to take the tests and examinations of the programme; for the further application of these regulations, this designation also applies to an enrolled ‘extraneous’;
- k. *Examination Board*: the board referred to in Article 7.12 of the Act for supervising the examinations and organization and coordination of the examinations of the programme;
- l. *Academic Year*: the academic year runs from 1 September to 31 August (inclusive) of the following calendar year;
- m. *Programme Director*: the Dean of Education in the capacity of programme director as laid down in Article 9.17 of the Act and as referred to in Article 7 of the School Regulations 2017;
- n. *Dean*: head of Rotterdam School of Management, Erasmus University;
- o. *Academic Director*: the person who is authorised by the Programme Director to spearhead the master programme and lead the programme in terms of profile, content, quality, delivery and assessment;
- p. *School*: Rotterdam School of Management, Erasmus University;
- q. *Academic personnel*:
 - the members of the academic staff of the School,
 - the trainee research assistants (PhD candidates) of the School,
 - the other academic personnel;
- r. *Academic staff*:
 - the full professors,
 - the associate professors of the School,
 - the assistant professors of the School;
- s. *Teaching team*: the members of the academic staff and the academic lecturers teaching courses within the degree programme.
- t. *Debriefing session*: in Dutch “nabespreking” as referred to in Article 7.13, par 2, sub q of the Act. It is an important meeting that gives students the opportunity to learn from their mistakes. The student has the opportunity to review the questions and assignments of the test concerned, along with the answer models and criteria for assessment.
- u. *Perusal*: in Dutch “inzage” as referred to in Article 7.13, par. 2 sub p. of the Act. It is an opportunity for students to peruse their own assessed written test.
- v. *Student Administration*: Student Administration Erasmus University, Team Study Progress & Diploma Administration – RSM.

³ Difference between written tests and other tests is important for example for resit-possibilities, see Article 4.1 TER and rules of order, see Section 3 R&G.

Article 1.4 – Degree

1. A student who has successfully passed all the programme components of the MSc degree programme will obtain the degree of Master of Science in the respective discipline.
2. The obtained degree will be indicated on the master’s degree certificate.

Article 1.5 – Language of instruction

1. The language of instruction – teaching and examinations – is English.
2. In cases, the Examination Board can grant exemption from paragraph 1.

Article 1.6 – Compulsory educational activities

1. Teaching in most of the programme components takes place on a small-scale basis to enable students to obtain knowledge, skills and attitudes in the best possible way. The basic requirement, therefore, is that the students take part in all activities.
2. If students are prevented from participating in certain educational activities due to personal circumstances, such as long-term health problems, functional impairment, or top athlete status, the student should report this to the examiner concerned in advance. Consultation with a student advisor may be required. In such cases, without prejudice to the rules that apply to giving and assessing examinations of particular courses, examiners may assign alternative activities.

Article 1.7 – Evaluation of education

1. The Programme Director will be responsible for ensuring the evaluation of education.
2. The Programme Director will inform the Faculty Council and the Programme Committee of the method and frequency with which components of the curriculum are to be evaluated.
3. The Programme Director will inform the Faculty Council and the Programme Committee of the outcomes of the evaluation, the amendments made as a result of this and the effect of the actual amendments.

Section 2 – Composition of the degree programme

Article 2.1 – Full-time / part-time

Within the scope of the Act, the degree programme is offered full-time.

Article 2.2 – Study load and feasibility of the degree programme

1. The degree programme has a study load of 60 EC.
2. Courses and projects, including examinations, are scheduled to be completed in one year.
3. To further feasibility of completing the degree programme according to the schedule, the workload is spread evenly over the programme's duration. Thus, it is not allowed to do more courses within a block than scheduled. The Examination Board may exempt talented students from this rule.

Article 2.3 – Composition of the degree programmes

1. The composition of the MSc degree programmes – the full-time Master in Management Programme (see Annex 1), the Management of Innovation Programme, Medical Business and Innovation Programme, and the Business Analytics & Management Programme (see Annex 1) excluded – consists of seven programme components as follows:

Programme Components:	EC
<i>Core Courses and Research Clinic (total 26 EC):</i>	
1. Core Courses Block 1 (CC1)	10 - 11
2. Core Courses Block 2 (CC2)	10 - 11
3. Research Clinic	4 - 6
<i>Electives:</i>	
4. Master Programme Elective (MPE)	6

5. Master Programme Elective (MPE)	6
6. Master Free elective (MFE) ⁴	6
7. Thesis Trajectory: – Thesis proposal – Thesis – Oral defence	16

2. The detailing of the examination parts referred to in paragraph 1 in the Canvas syllabi of the programme and/or the most recent version of the (digital) Study Guide of
 - the further descriptions of programme components into core courses and elective courses, including mandatory practical exercises, and the thesis project;
 - the designation of these programme components as crediting towards a specific master programme,
 constitute an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions set out in these regulations.
3. Students are to choose electives such that they build on and extend a student's acquired knowledge. More specifically,
 - a. the MPE's are to be chosen from among a designated pool of electives specific for the master programme,
 - b. the MFE is to be chosen from among
 - I) all the elective programme components offered by RSM in an initial MSc programme (MScIM and MScBA MiM and BAM programmes excluded), except in case a programme component has set specific requirements for participants,
 - II) or the student may choose, upon approval by the Examination Board and the Academic Director, among components such as core courses of another national accredited master programme of either RSM or of any other School of the Erasmus University Rotterdam or any other research university;
 - III) or the student may choose, upon approval by the Examination Board and the Academic Director an approved International Exchange Programme. Students must leave the MFE open when selected for an Exchange, unless otherwise decided in special circumstances. Furthermore, the International Exchange Programme must consist of at least 20 EC, unless an exemption is granted by the International office based on the programme structure of the partner school. If the courses of the International Exchange Programme do not add up to 20 EC, the International Exchange Programme will not be registered as part of the degree programme. Further details and rules are published in the Study Guide and/or on the programme's website.
4. Each master's degree programme can offer an extra course to outstanding students: the honours class. The admission to the honours class is selective. The selection procedure is transparent and published in the Study Guide and/or on Canvas. Participation is voluntary. Students can participate in one honours class at the most, per degree programme.
5. Without prejudice to the MSc curriculum as set forth in paragraph 1, a student may seek to expand the degree programme with one additional programme component or course worth up to 15 EC in total. An extra programme component/course is subject to acknowledgement by the Examination Board, except for the RSM MPE's and MFE's as mentioned in paragraph 3a and 3b which are acknowledged by default. In compliance with Article 2.2 paragraph 3, it is not allowed to do more courses within a block than scheduled.
An acknowledged additional programme component will be listed as an extra MFE on the grade transcript and will be included in GPA calculations. Once acknowledged, the extra programme component cannot be revoked by the student.

Article 2.4 – Exemption from mandatory practical exercises

In exceptional cases, such as a functional impairment, the Examination Board can grant exemption from the obligation to take part in practical exercises. In that case, the Examination Board can decide that the practical exercises should be carried out in another way, to be determined by the Examination Board.

⁴ Note that the Master Free Elective can also be a third Master Programme Elective.

Article 2.5 – Exemption from examinations

No exemption from courses, examinations or tests will be granted.

Article 2.6 – Free master programme within the master's degree programme at RSM

1. Upon approval by the Examination Board, students who are enrolled in the programme can combine their own master's degree programme composed of courses offered by the university, which will lead to the degree of Master of Science in one of the respective disciplines as defined in Article 1.1, paragraph 1.
2. The master's degree programme mentioned in paragraph 1 must consist of sufficient courses in the area of business administration according to the Examination Board, and in any case of the thesis trajectory of 16 EC.
3. The TER and R&G are applicable to the degree programme mentioned in paragraph 1 and approved by the Examination Board.

Section 3 – Admission⁵

Article 3.1 – Admission statement

With due observance of the rules by law concerning admission and enrolment and of deviating programme specific admission requirements laid down in Annex 1 of these Regulations, eligible for admission to the programme is the one who has acquired the admission statement given by the Dean of RSM on behalf of the Executive Board of Erasmus University. A submitted application will be accessed by the RSM Admissions Office and admission statements will be sent out by the same office.

Article 3.2 – Admission requirements to be eligible for admission statement

1. Eligible for the admission statement mentioned in Article 3.1 are students who
 - passed the final exam of the Bachelor of Science in Business Administration or International Business Administration at Rotterdam School of Management, Erasmus University or
 - obtained a nationally accredited Bachelor of Science in Business Administration degree of any nationally accredited and/or recognized Bachelor's (of Science) degree programme of any research university that is comparable in level and content with the bachelor's degree of the (International) Business Administration programme of Rotterdam School of Management, Erasmus University or
 - obtained an internationally accredited Bachelor's (of Science) degree programme of any research university that includes the programme specific requirements mentioned in Annex 1 of these regulations, or
 - completed RSM's pre-master programme with the appropriate course(s) mentioned in Annex 2 of these regulations, or the pre-master programme of another higher education institution as approved by the RSM Admissions Office.
2. In addition, applicants must meet the following requirements:
 - Proficiency in English at CEFR level C1 overall C1 (sub-scores at least B2.2), to be proven by:
 - IELTS: minimum overall score 7.0 and minimum sub scores 6.5, or
 - TOEFL (iBT): minimum overall score 95 and minimum sub scores 22 for Reading and Listening, 23 for Speaking, and 24 for Writing, or
 - Cambridge English: minimum overall score 180 including 180 for all parts of the test (reading, writing, listening and speaking)
 - CEFR test results: English course/test results at C1 (including C1 for all sub scores) level taken at any national accredited university of applied science or research university within

⁵ **Attention:** This section is about the admission criteria valid for entry September 2024.

The (additional) admission criteria for Academic Year 2025 – 2026 will be announced in October 2024 on the admission pages on the RSM website. These criteria will be part of the TER. RSM expects that all applicants are aware of the latest content in relation to the admission requirements through the programme specific admission pages on the RSM website and that they regularly check the content for (unforeseen) changes. Therefore, please check the [RSM website](#) for the latest requirements. In addition, RSM strongly suggests all applicants to visit the Master Open Days (organized on campus twice a year) and/or participate in one of many webinars, organized frequently.

the EU/EEA. All aspects of the language must be tested (reading, writing, listening and oral skills).

No other English-language test results will be accepted.

The test results must be verifiable.

Exempted from an English test are students who are a native English speaker from the USA, UK, Canada, Ireland, Australia, New Zealand or South Africa or whose secondary school, undergraduate or master's degree programme was taught completely in the English language in one of the following countries: USA, Canada, Australia, New Zealand, South Africa or within the EU/EEA. Exemption is also granted for applicants who have obtained an International Baccalaureate Certificate in English (English A SL min grade 7, English A HL min grade 6), or who have obtained a European Baccalaureate Diploma with a minimum grade of 7.0 for English (Language 1 or 2).

- A grade point average (GPA) equivalent to a 7 out of 10 in the Dutch education system, which is considered to be above average. The RSM Admissions Office will ultimately decide whether a GPA is sufficient or not.
 - A GMAT score of at least 600. Students with a bachelor's degree from a Dutch research university are exempted from a GMAT test. The test results must be verifiable.
3. There are mandatory application and registration procedures with deadlines. These procedures will be published in a timely manner on the RSM website. Applications and registrations that do not meet the requirements above or do not comply with the deadlines will not be processed.

Section 4 – Taking examinations

Article 4.1 – Frequency of examinations and tests; examination schedule; re-examinations; extra opportunities

1. The opportunity to take written tests as referred to in Article 1.3 sub h is given twice per academic year: a regular test and a re-sit. The other test types as referred to in Article 1.3 sub h can be taken at least once per year. By way of derogation from paragraph 1 first sentence, the re-sit shall be cancelled in case no students have registered during the regular registration period for the re-sit.
2. By way of derogation from paragraph 1 second sentence, for any component of the assessment counting for a significant part (50% or more of the grade), a re-sit or a reasonable improvement option⁶ should be offered.
3. An improvement option is only granted for failed components graded between 3,5 up to and including 5,4. The maximum grade for the improved component is a 5,5 (except for the thesis).
4. Only students who submit the final thesis before the deadline of the first opportunity as announced by the programme in question, are eligible to submit a re-sit version for the deadline in August.
5. Students who have not passed the thesis proposal at the first opportunity, will be offered a retry for which the submission deadline is set at least at ten working days from the date of publication of the first opportunity results.
6. With due observance of the provisions of the first paragraph, the student may retake a passed written test in the same Academic Year if a re-sit opportunity has been scheduled in the official exam timetable. The result for the test is established on the *highest test result* obtained. As long as a student has not yet passed all courses of the degree programme, the student may improve the grade of a passed course in a following Academic Year; in that case the student must redo the whole course including all tests (unless the examiner explicitly determined otherwise in the syllabus or the Examination Board approved derogation from this rule in an individual case because of personal circumstances). The final result for the course will be established on the *highest result* obtained. In case the material to be studied for a course has changed, the subsequent tests will reflect the new material.
7. In addition to the provisions set out in paragraphs 1 and 2, the opportunity to take a test for which the accompanying course is given for the last time ever, is given two times in the academic year subsequent to the last year of the course in case of a written test and only once in case of other

⁶ The exact content of the re-sit or improvement option is at the discretion of the examiner. The examiner must include the rules for an improvement option in the syllabus.

test types. The tests of the master electives are excluded from this rule. The tests will be scheduled during the examination period concerned. Deviating from paragraph 6 above, tests for these courses that have already been passed may not be taken again.

8. Without prejudice to applicable regulations regarding a period free of tests, and with due observance of the other provisions set out in these regulations, and of the Rules and Guidelines established by the Examination Board, the Programme Director establishes a schedule of the exam periods for written tests and examinations before the start of the academic year. In the event of urgent exceptional circumstances, the Programme Director can change the schedule during the academic year, provided that the change is announced no later than the start of the enrolment period for the tests concerned, via appropriate channels such as Canvas.
9. In exceptional cases⁷ the Examination Board can, at the request of the student, decide that an extra opportunity to take a test will be offered, in derogation from the schedule.
10. To courses that are instructed under the supervision and authority of national accredited institutions other than Rotterdam School of Management, Erasmus University and for which results are converted to the MSc curriculum, the rules and regulations apply as set, upheld and applied by the Examination Board, or equivalent body, of that accredited institution.

Article 4.2 – Form of the examinations and tests

1. The examinations of the programme are taken according to the test types described in Article 1.3 sub h. Furthermore, attendance requirements may be set as a prerequisite for assessment, provided that this is well substantiated by the examiner and published in the syllabus. The Examination Board may allow deviations from this rule.
2. If the Examination Board approved that the assessment format as referred to in the foregoing paragraph shall be different, the examiner will announce this to the students as soon as possible and within reasonable time before the test is to be held.
3. The elaborations on the form of the tests as referred to in paragraph 1, stated in the most recent version of the Canvas syllabus for each course, constitute an integral part of these Teaching and Examination Regulations, without prejudice to the other provisions set out in these regulations.
4. In exceptional cases the Examination Board may, at the request of the student, decide to permit derogations from the provisions set out in paragraph 1.
5. Students with a functional impairment, such as verifiable physical or mental impairments or specific learning difficulties that could have an effect on the ability to study, are offered the opportunity to take tests in a manner adapted as far as possible to their individual situation. Requests can be submitted via Osiris Cases, accompanied by all relevant documentation, such as a medical statement or diagnostic assessment. The Examination Board will, if necessary, obtain expert advice before making a decision.

Article 4.3 – Oral tests

1. No more than one person will be given an oral test at a time by a given examiner unless the Examination Board has decided otherwise.
2. An oral test is taken in public, unless in an exceptional case the Examination Board or the examiner concerned has decided otherwise, or the student has objected to this.
3. An oral test should be assessed by at least two examiners or in the event of one examiner only, the assessment must be video and/or audio recorded. The Examination Board will archive the recorded file for two years after the assessment, or seven years in case of the oral thesis defence.

Article 4.4 – Sequence of programme components

1. A student may continue the thesis trajectory only after the research methods course of the degree programme has been passed.
2. If the thesis proposal has not been passed or has not been delivered in a timely manner, the student may not proceed with the thesis trajectory and has to retake the trajectory the following Academic Year and has to choose a new thesis topic and will be assigned a new coach.
3. In exceptional individual cases, at the student's or examiners request, the Examination Board may derogate from the foregoing paragraphs, after consulting the student adviser and the involved examiners depending on the particular situation.

⁷ Please check the [Examination Board's website](#) for [the policy on extra exam opportunities](#)

Section 5 – Result of examinations

Article 5.1 – Determining, announcing and recording results of examinations and tests; deadlines

1. The examiner determines the result of an examination/test as referred to in Article 1.3 sub g. and h. as soon as possible. The following deadlines are in place:
 - a. The ultimate deadline for provisional grades is twenty working days after the examination/test. Provisional grades must be communicated via Canvas grade centre.
 - b. The ultimate deadline for registration in OSIRIS of the definitive grades is 40 working days after the last examination/test.
 - c. In case a resit takes place within a period of 45 working days after the original examination/test, the ultimate deadline for communicating and registration of the definitive grades is ten working days before the resit.
2. In deviation from paragraph 1 of this article, the thesis proposal and the thesis report must be assessed within ten working days of submission.
3. In deviation from paragraph 1 of this article, the examiner(s) determine(s) the result of an oral test immediately and give(s) the student a written notification of the grade.
4. In the event of *force majeure*, the Examination Board can permit derogation from the deadlines mentioned in the foregoing paragraphs.
5. The Student Administration checks compliance with the deadline mentioned in the previous paragraphs, and in the event that it is likely to be exceeded, reports this in good time to the chairman of the Examination Board.
6. The examiner reports updated examination and/or test result to the Student Administration, which then informs the student of this in writing.
7. The Student Administration and/or the examiner is responsible for recording the results of examinations and tests. The Student Administration (also) records what certificates have been presented to a student. No information about recorded data, with the exception of data about the certificates awarded, is given to anyone other than the student, the Examination Board, the directors of the study programme, the Executive Board of the Erasmus University, the student advisor, the student counsellor and the Examination Appeals Board (*CBE*). The Examination Board may decide on derogation from the provisions set out in the last sentence under the consent of the student involved.
8. The involvement of the Student Administration as referred to in the previous paragraphs is without prejudice to the provisions in this matter as determined by the Executive Board of the Erasmus University.
9. The written certificate concerning the result of an examination or test contains information about the way in which the student can lodge an appeal with the Examination Appeals Board (*CBE*).

Article 5.2 – Validity term of assessments

1. The validity term of assessments attained - including components taken elsewhere that have been approved as part of the examination programme and exemptions granted - is unlimited.
2. On behalf of the Executive Board, the dean can only limit the validity term of these examination components if the knowledge, understanding or skills assessed are demonstrably outdated.
3. In an individual case, the examination board may extend the validity term limited pursuant to the second paragraph. With regard to an examination component of which the validity term has expired, the examination board may designate a replacement examination component or impose an additional or replacement assessment before the student is admitted to the examination.
4. When limiting the validity term in accordance with the second paragraph, special circumstances will reasonably be taken into account. Special circumstances must be reported to the student adviser in good time. 'In good time' means they have been reported four weeks after the start. When the examination board extends the validity, account will reasonably be taken of the extent to which the special circumstances affected the limited validity term being exceeded and the duration of the financial support granted on the basis of the Profiling Fund Regulations will be taken into account.
5. If the examination of a course is composed of more than one test, the term of validity of each test shall be limited to the academic year in which the tests are taken, unless the examiner explicitly determined otherwise in the syllabus or the Examination Board approved derogation from this rule in an individual case because of personal circumstances.

Article 5.3 – Debriefing session and perusal of a written test

1. Students are entitled to receive standardized feedback on the completed assessment as soon as possible but no later than five working days before the perusal takes place. Examiners are permitted to arrange this feedback via a plenary debriefing session or post the standardised feedback on Canvas. The feedback is considered a learning opportunity for students.
2. The standardized feedback students are entitled to as referred to under 1 consists:
 - a. The exam questions;
 - b. The correct answers/answer models/ scoring guide and or rubric;
 - c. The assessment criteria;
 - d. The cut-off score.
3. Upon the examiner's request, the Examination Board may grant the examiner an exemption from posting the exam questions and/or model answers on Canvas in the event of important reasons.
4. Students have the right to peruse their individual results and therefore a perusal should be arranged no later than seven working days after publication of the provisional grades.
5. The perusal takes place in principle on the basis of a (digital) copy only. A paper copy may be charged at cost price. The examiner may determine that the perusal is only for students who registered for it and/or who have attended a debriefing session (applicable to non-digital perusals). The examiner sets the date, time, location and procedure of the perusal. In case of a digital perusal, the duration of the perusal opportunity spans at least a workday (eight hours). In case of a 100% multiple-choice test and the questions, answer key and multiple-choice answer forms are available to the student, the examiner is exempted from organizing the perusal.
6. A perusal gives students the opportunity to check whether the examiner made no obvious mistakes such as forgot to assess a part of the test or made an erroneous addition of the number of points given when assessing the (sub) questions. A difference of opinion about (the application of) the answer indication, for example the number of points awarded to one or more (sub) questions, is not regarded as an obvious error. Students must understand that a perusal is not a negotiation opportunity.
7. In the event that a student can demonstrate that the student was prevented from being present at the assigned location and time for a debriefing session or perusal due to force majeure, at the request of the student an alternative opportunity will be offered.

Article 5.4 - Archiving period of written tests and final exam

1. The assignments, answers and the assessment of the written tests will be archived (in paper or electronic form) for two years after the assessment.
2. The exam protocol, test key, pass mark, test questions/assignments and evaluation of the written tests are stored (in paper or digital form) for seven years after the examination.
3. The Thesis and the assessment thereof will be archived (in paper or electronic form) for seven years after the assessment.

Section 6 – Result of the final exam

Article 6.1 – The result of the final exam

1. In compliance with Article 7.10 of the Act and with Article 7.1 of the Rules and Guidelines, the final exam has been passed as soon as all the programme components of the programme mentioned in Article 2.3 – including the extra components – have been passed.
2. In derogation from the provisions set out in paragraph 1, the Examination Board may, before determining the result of the final exam, conduct an investigation into the knowledge of the student with regard to one or more examinations or tests of the programme, if and insofar as the results of the examinations or tests concerned give it cause to do so.

3. In derogation from the provisions set out in paragraph 1, the result of the final exam will not be determined for students who are - by way of derogation from Article 3.2, paragraph 1 - admitted to the programme without having obtained the bachelor's degree and/or completed the pre-master programme yet, until they have actually obtained their bachelor's degree and/or completed the pre-master programme.

Section 7 – Final and Implementation Provisions

Article 7.1 – Identification

Students who participate in education and examination facilities are obliged to immediately disclose their name and address and allow inspection of a legally valid proof of identity (i.e. passport, ID card, driver's license or residence permit) at the request of invigilators, examiners and other designated persons.

Article 7.2 – Appeal

Appeals against the following decisions can be lodged with the university's CBE:

- decisions by the examination board or an examiner;
- decisions concerning negative binding study advice;
- decisions concerning admission to a master's programme;
- decisions concerning the other situations described in Article 7.61 of the WHW.

The letter of appeal must be filed with the CBE within six weeks after notification of the decision by sending an email to: cbe@eur.nl. The letter of appeal must include at least the student's name and address, the date, the student's signature, a copy of the decision against which the student is appealing, as well as the grounds for the appeal.

Article 7.3 – Amendments changes

1. Amendments to these regulations will be adopted by the Dean RSM through a separate decree.
2. No amendments will be made that are applicable to the current academic year, unless the interests of the students are, in reason, not thereby prejudiced.
3. Moreover, amendments must not influence, to the detriment of the students any other decision, which has been taken with respect to a student by the Examination Board by virtue of these regulations.

Article 7.4 – Hardship clause

In very exceptional individual circumstances, in which application of one or more of the provisions set out in these regulations leads to evidently unreasonable and/or unfair situations with regard to a student, a student can submit a request in writing, and with reasons, for derogation from the said provision(s) to the Examination Board. The Examination Board may, after consulting the relevant examiner(s) and the student adviser or student counsellor, derogate from the said provision(s) in favour of the student. A decision to reject the student's request will not be made by the Examination Board until the applicant has been given the opportunity to present their case, if this is requested.

Article 7.5 – Announcement

The Dean RSM is responsible for an appropriate announcement of these regulations, of the Rules and Guidelines established by the Examination Board, and of amendments to these documents.

Article 7.6 – Legal effect

These regulations have legal effect from 1 September 2024.

Annex 1. Programme-specific regulations: Intended Learning Outcomes, programme components and admission criteria

The MSc degree programmes as referred to in Article 1.1, paragraph 1 of the TER have specific programme components as referred to in Article 2.3 and admission criteria⁸ next to those mentioned in Section 3 of the TER.

The specific regulations per MSc degree programme 2024 – 2025 are the following:

Business Administration: Accounting & Financial Management (AFM), Master in Management (MiM), and Business Analytics & Management (BAM)

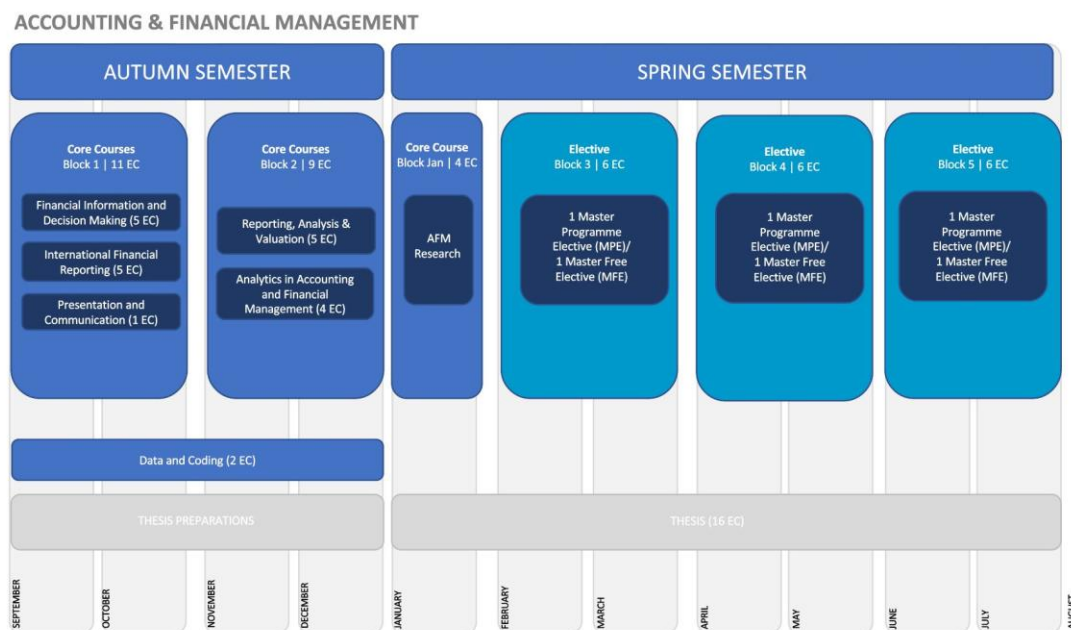
⁸ Note: The (additional) admission criteria for Academic Year **2025 – 2026** will be announced in October 2024 on the admission pages on the RSM website. These criteria will be part of the TER. RSM expects that all applicants are aware of the latest content in relation to the admission requirements through the programme-specific admission pages on the RSM website and that they regularly check the content for (unforeseen) changes. Therefore, please check the [RSM website](#) for the latest requirements.

Accounting & Financial Management

Intended Learning Outcomes – AFM

Knowledge	Skills	Attitudes
<p>1. Demonstrate core knowledge on the interaction between an organisation and its broader environment including stakeholders.</p> <p>2. Demonstrate knowledge on economic and behavioural theory, analytical methods and core models of accounting and financial management</p>	<p>3. Generate a sustainable and coherent approach to solving complex accounting and financial management problems using qualitative and quantitative methods and understand the managerial implications.</p> <p>4. Design and execute a complete research project autonomously; which includes defining a relevant research question in the current business context, formulating a research plan, reviewing relevant literature, collecting, processing and interpreting data; evaluating the findings and relating them to business.</p> <p>5. Demonstrate responsibility in diverse teams to leverage the advantages of team diversity to bring projects forward.</p> <p>6. Demonstrate effective skills in communicating with managers, regulators, external stakeholders and society.</p>	<p>7. Demonstrate critical reflection of your ethical responsibility as well as your influence, abilities, and limitations to instil these ethical values on others.</p>

Curriculum AFM programme

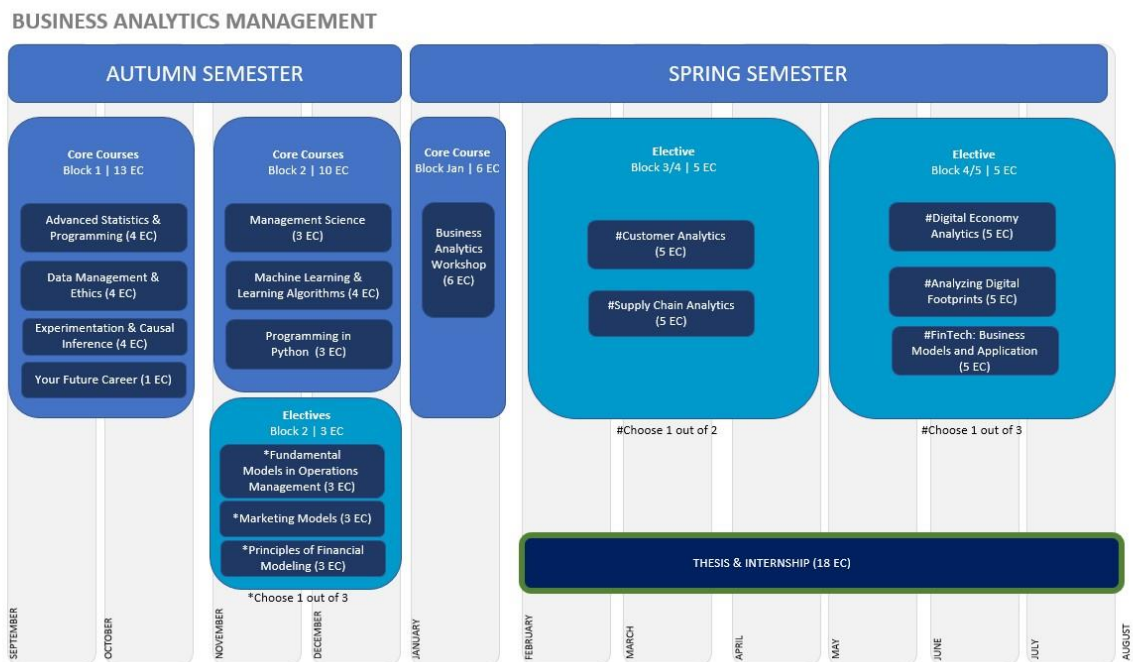


Business Analytics & Management

Intended Learning Outcomes - BAM

Knowledge	Skills	Attitudes
<p>1. Demonstrate core knowledge on the interaction between an organisation and its broader environment including stakeholders</p> <p>2. Demonstrate knowledge on analytical methods and core models of marketing, finance, operations, information systems and accounting</p>	<p>3. Generate an effective and coherent approach to solving ill-defined business problems which have no standard solution and understand the managerial implications given the trade-off between appropriateness for the problem and practicality.</p> <p>4. Implement advanced analytics solutions given time pressure, decision cycles, legal constraints, and ethical aspects of the context</p> <p>5. Demonstrate responsibility in diverse teams to leverage the advantages of team diversity to bring projects forward</p> <p>6. Demonstrate effective skills in communicating with different stakeholders</p>	<p>7. Demonstrate critical reflection of your ethical responsibility as well as your influence, abilities, and limitations to instil these ethical values on others</p>

Curriculum BAM programme:

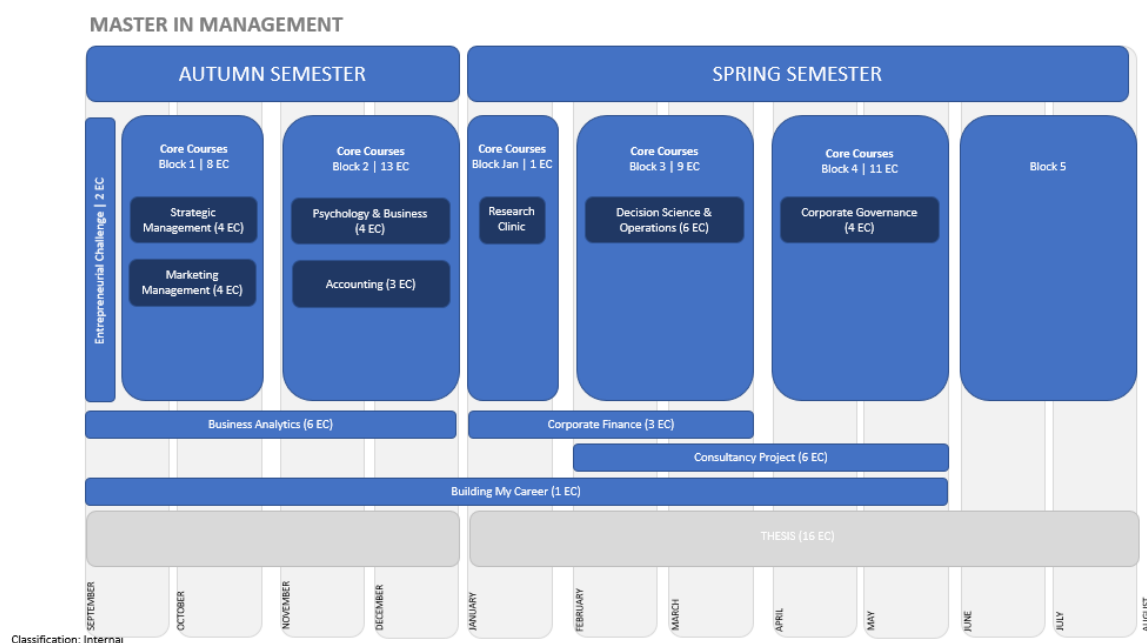


Master in Management

Intended Learning Outcomes - MiM

Knowledge	Skills	Attitudes
<p>1. Demonstrate core knowledge on the interaction between an organisation and its broader environment including stakeholders</p> <p>2. Demonstrate knowledge on internal (work) processes and functions</p>	<p>3. Generate a sustainable and coherent approach to solving ill-defined business problems which have no standard solution and understand the managerial implications</p> <p>4. Design and execute a complete research project autonomously; which includes defining a relevant research question in the current business context, formulating a research plan, reviewing relevant literature, collecting, processing and interpreting data; evaluating the findings and relating them to business</p> <p>5. Demonstrate responsibility in diverse teams to leverage the advantages of team diversity to bring projects forward</p> <p>6. Demonstrate effective skills in communicating with different stakeholders</p>	<p>7. Demonstrate critical reflection of your ethical responsibility in managerial decision-making and problem-solving</p>

Curriculum MiM programme:



Admission criteria:

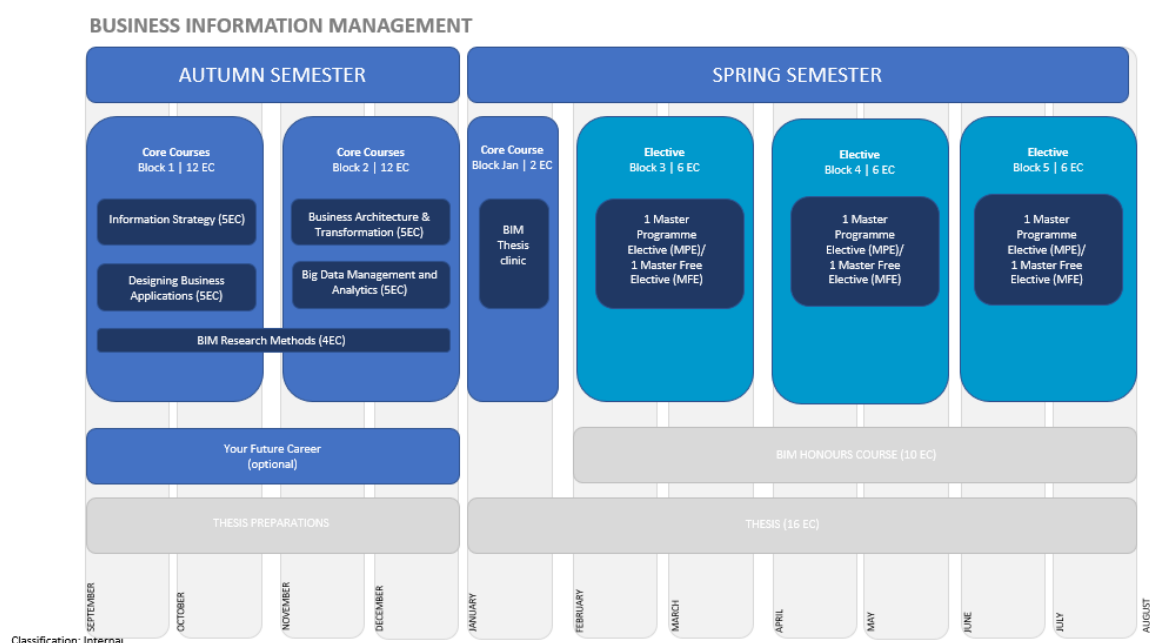
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics must have been part of the bachelor curriculum. The intake per September 2024 will be capped. Please check the programme specific admission pages on the RSM website for further details.

Business Information Management

Intended Learning Outcomes (ILOs):

ILO1	Students shall master the main methods of scientific research a. Identify research questions. b. Design research projects; c. Executive research projects; d. Report and interpret research findings.
ILO2	Students recognise and handle ethical and privacy issues in practice, research and decision-making in business information management. a. Consciously identify and handle ethical dilemmas and privacy issues; b. Outline strategies to address the issues; c. Ensure correct implementation.
ILO3	Students will master the key knowledge in information management. a. Analyse how it creates new business models and alter business practices; b. Identify enterprise architecture to ensure IT project systems; c. Identify and assess the prerequisites for business application development and implementation; d. Analyse structured and unstructured big data.
ILO4	Students connect and synthesize the technical and business world. a. Create digital strategies for firms; b. Outline critical components for digital transformations; c. Use tools to support the analyses of business applications; d. Go through the cycle of data science.

Curriculum:



Admission criteria:

The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC

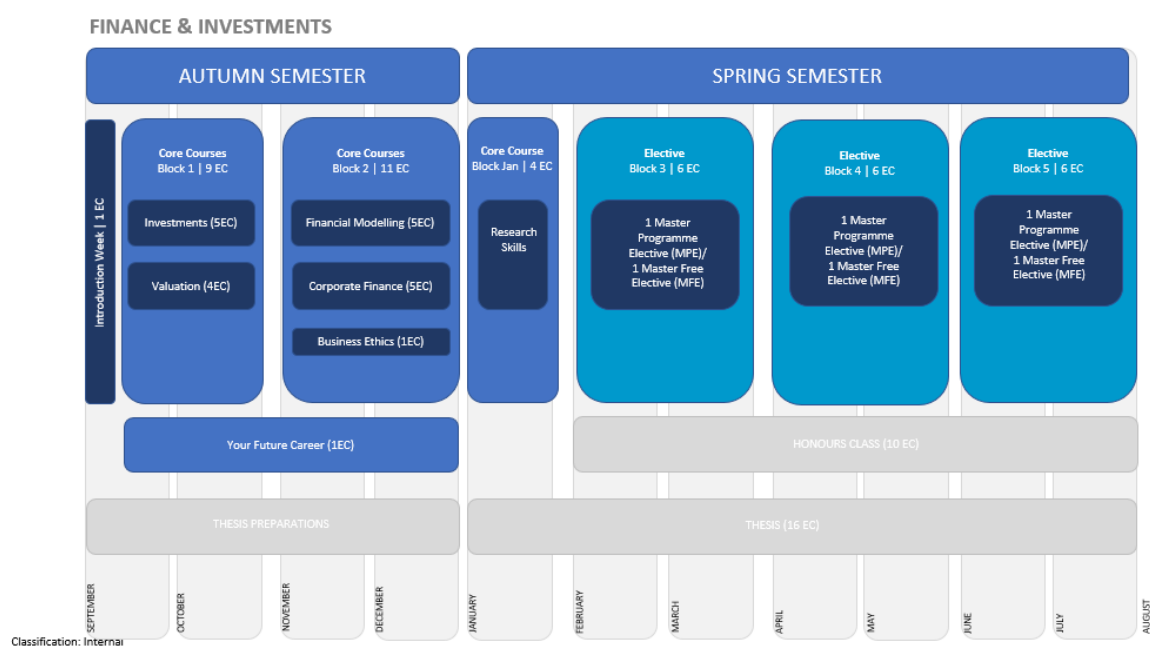
in advanced courses in business administration including information management must have been part of the bachelor curriculum. The intake per September 2024 will be capped. Please check the programme specific admission pages on the RSM website for further details.

Finance & Investments

Intended Learning Outcomes

Knowledge	Skills	Attitudes
<p>1. Evaluate financial decisions from the perspective of companies, with a particular emphasis on corporate investments, financing, risk management, the functioning of banks, and valuation.</p> <p>2. Evaluate financial decisions from the perspective of investors, with a particular emphasis on portfolio management, risk management, the functioning of financial markets, and asset pricing.</p> <p>3. Analyse a research question in the area of finance and investments using quantitative and qualitative techniques.</p>	<p>4. Demonstrate professional and managerial skills, including oral and written communication, team work, reflection, and time and project management.</p> <p>5. Formulate conclusions, recommendations, and broader implications based on a research study in the area of finance and investments.</p>	<p>6. Appreciate the importance of ethics and integrity in financial decision making and in research.</p> <p>7. Appreciate the broader context and role of financial decision making in addressing relevant societal challenges, including developments in technology, corporate social responsibility, and sustainability.</p> <p>8. Demonstrate a critical, creative, caring, and collaborative mindset.</p>

Curriculum:



Admission criteria:

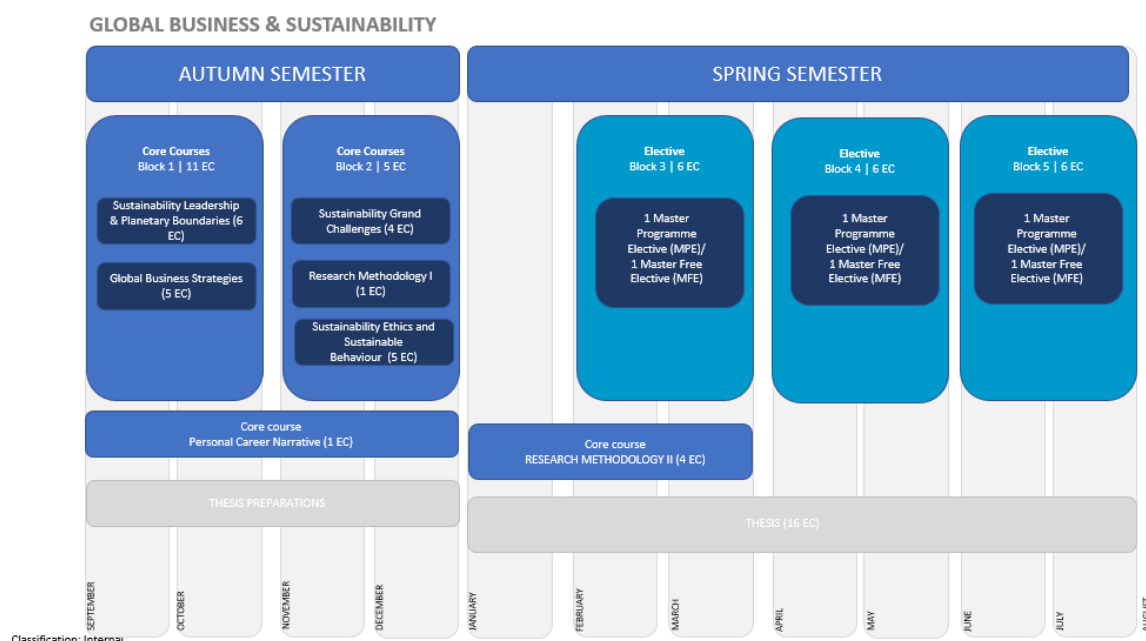
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration including finance must have been part of the bachelor curriculum. The intake per September 2021 will be capped. Please check the programme specific admission pages on the RSM website for further details.

Global Business & Sustainability

Intended Learning Outcomes - GBS

Knowledge	Skills	Attitudes
<p>1. Students hold in-depth and systematic knowledge on managing for sustainability.</p> <p>1.1 Explain the principal concepts and theories of managing for sustainability from a broad, holistic and multi-level perspective.</p> <p>1.2 Analyse complex risks and opportunities of sustainability challenges affecting firms in a global context.</p> <p>1.3 Construct progressive organizational strategies and business models for sustainability.</p>	<p>2. Students are able to design and implement sound sustainability management research projects.</p> <p>2.1 Formulate research studies in sustainability management research for intended theoretical and practical value.</p> <p>2.2 Apply quantitative and qualitative techniques to sustainability management-related problems.</p> <p>2.3 Evaluate findings of sustainability management research in order to draw reasoned conclusions and recommendations.</p>	<p>3. Students hold solution-based skills and attitude to dealing with challenges of sustainability management.</p> <p>3.1 Demonstrate a reflexive and creative attitude to handling sustainability dilemmas.</p> <p>3.2 Demonstrate professional communication skills to effectively collaborate and proffer practical organizational solutions to sustainability challenges.</p> <p>3.3 Critically evaluate solutions to sustainability challenges to make reasoned decisions for courses of action.</p>

Curriculum:



Admission criteria:

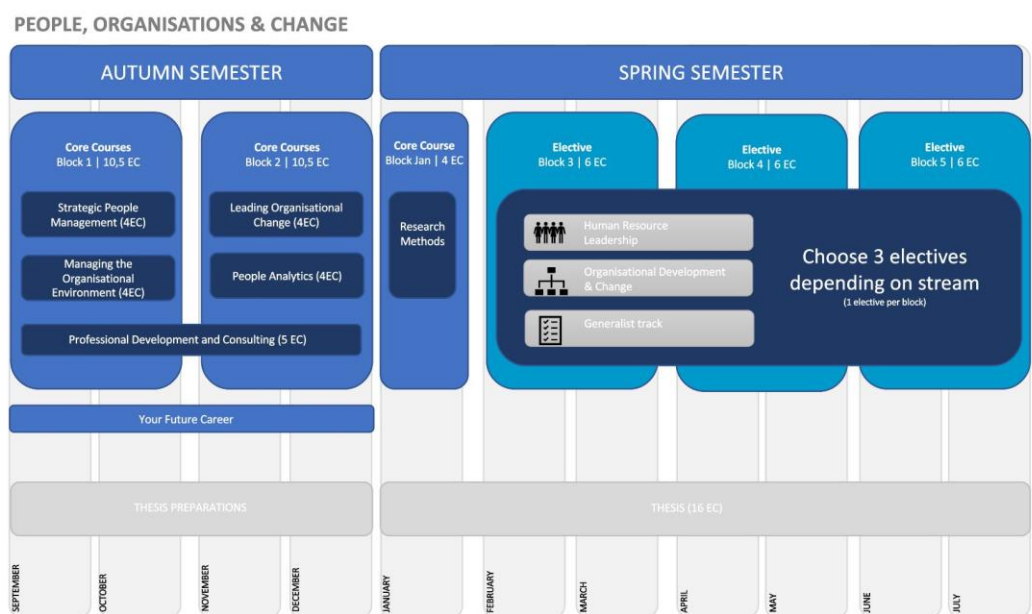
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics, a minimum of 40 EC in advanced courses of which at least 20 EC in organization studies, management or business administration. The remaining 20 EC may contain courses in social sustainability, social justice, ethics, human rights, ecological sustainability or business administration. The intake per September 2024 will be capped. Please check the programme specific admission pages on the RSM website for further details.

People, Organisations & Change⁹

Intended Learning Outcomes

Knowledge	Skills	Attitudes
1. Critically evaluate the role and impact of individuals, leaders, and structures on organisational effectiveness 2. Develop context- and people-sensitive solutions to organisational challenges 3. Initiate and manage people dynamics for sustainable personal and/or organisational development 4. Analyse people and change management from behavioural, cognitive, political, social and organisational perspectives	5. Reflect on one's own leadership capacity, strengths and areas for personal growth and development 6. Demonstrate managerial and leadership skills (including decision making, organisational design, teamwork, effective communication, managing diversity, and influencing and developing others) 7. Analyse information using critical thinking to drive people-related organisational decision-making	8. Appreciate the importance of being a people-oriented responsible and ethical leader, manager, or consultant 9. Demonstrate an open and inquisitive attitude alongside a critical evidence-based mindset 10. Evaluate the importance of balancing the needs of various stakeholders in processes of people management, and/or change and organisational development

Curriculum:



Admission criteria:

The admission statement mentioned in article 3.1 can be obtained by students from outside RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration including organizational theory & behaviour and/or industrial and organizational psychology and/or social psychology must have been part of the bachelor curriculum.

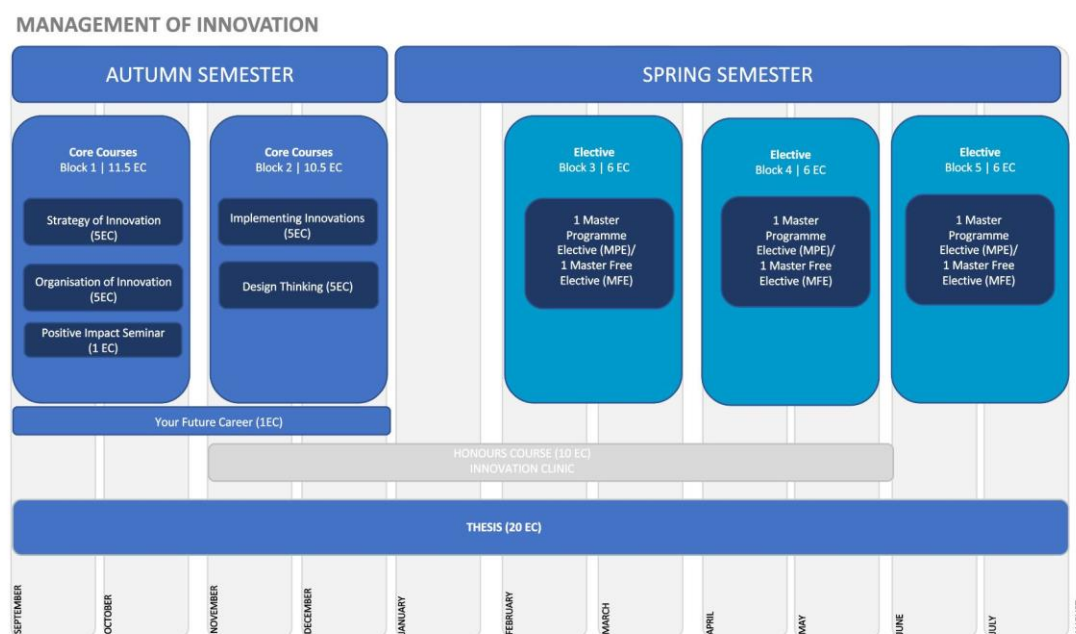
⁹ The programme "M Organisational Change & Consulting (OCC, 60457)" and the programme "M Human Resource Management (HRM, 60645)" were amalgamated into a single new programme with the title "M People, Organisations & Change (POC) (ref nr 60645)". This amalgamation and name change procedure was approved by the accreditation body (NVAO) and registered in the nation register for degree programmes (DUO). Sitting HRM and OCC students can still graduate under the new programme name POC.

Management of Innovation

Intended Learning outcomes

Knowledge	Skills	Attitudes
1. Students possess a thorough and critical understanding of the core aspects of innovation management. 2. Students know how to systematically analyse and explain the appropriateness of strategy and organization of innovation activities within a unit, firm or ecosystem. 3. Students know how to identify unmet innovation needs, create ideas, evaluate their value, and execute those ideas.	4. Students develop and apply processes, tools and organizational forms to transform businesses and society. 5. Students communicate their ideas, solutions and visions effectively to inspire and lead diverse set of stakeholders to create positive change. 6. Students evaluate and conduct research on innovation management using scientific methods	7. Students demonstrate ethics and integrity in science and business 8. Students combine an entrepreneurial and innovative attitude with high scientific quality.

Curriculum:



Admission criteria:

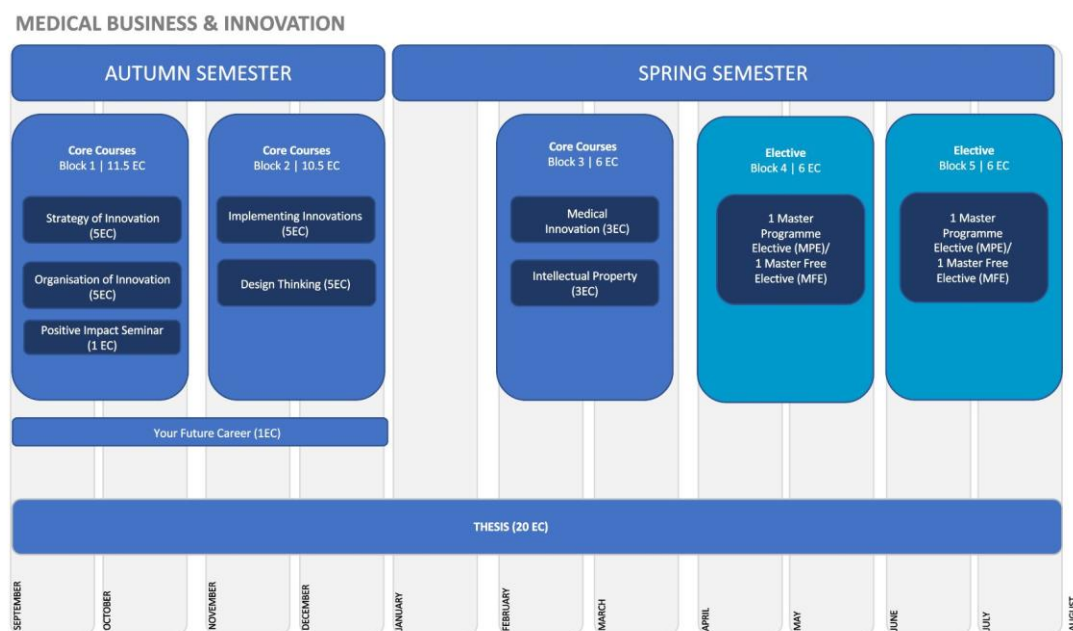
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration OR a Bachelor of Science degree from a research university in an engineering field combined with a minimum of 20 EC in business administration courses must have been part of the bachelor curriculum.

Specialisation Medical Business & Innovation

Intended Learning outcomes

Knowledge	Skills	Attitudes
1. Students possess a thorough and critical understanding of the core aspects of innovation management in a biomedical and life-sciences context. 2. Students know how to systematically analyse and explain the appropriateness of strategy and organization of innovation activities within a unit, firm or ecosystem, establishing synergies between science and business. 3. Students know how to identify unmet innovation needs, create ideas, evaluate their value, and execute those ideas.	4. Students develop and apply processes, tools and organizational forms to transform businesses and society. 5. Students communicate their ideas, solutions and visions in biomedical and life sciences effectively to inspire and lead diverse set of stakeholders to create positive change. 6. Students evaluate and conduct research on innovation management using scientific methods, based on research related to biomedicine and business studies.	7. Students demonstrate ethics and integrity in science and business 8. Students combine an entrepreneurial and innovative attitude with high scientific quality.

Curriculum



Admission criteria:

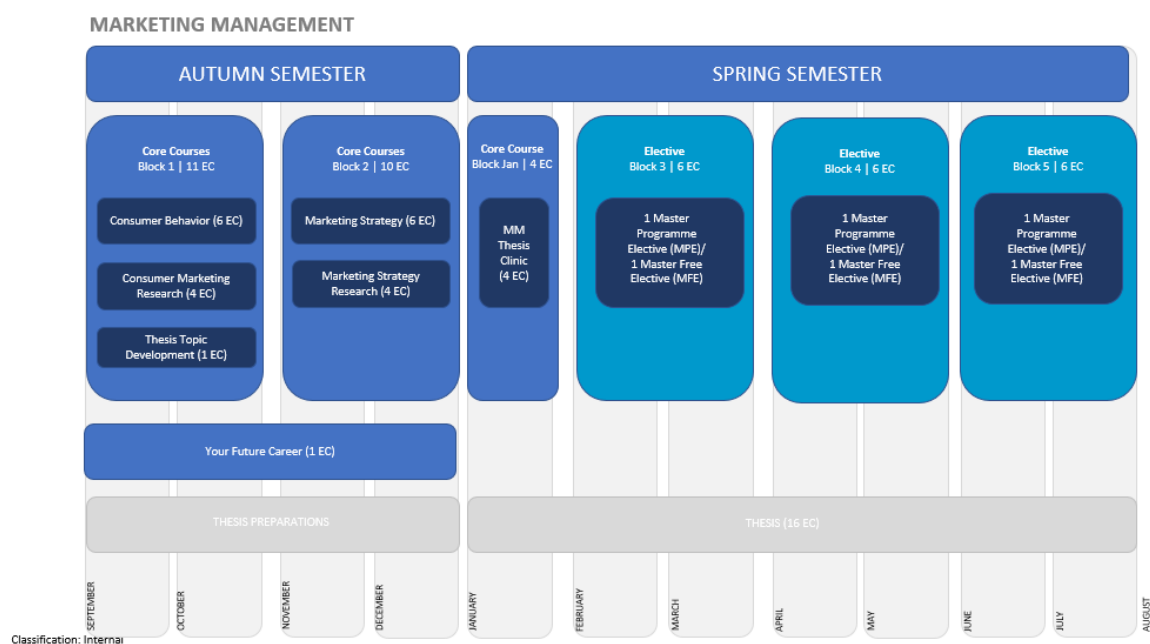
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration OR a Bachelor of Science degree from a research university in a health care or life sciences field combined with a minimum of 15 EC in business administration courses must have been part of the bachelor curriculum.

Marketing Management

Intended Learning Outcomes – MM

Role	Knowledge	Skills	Attitudes
Researcher (EXPLORING academic, economic, environmental, or social value)	1. Remember, understand and use scientific marketing research methods, data collection, and data analysis.	3. Analyse empirical data, evaluate the quality and relevance of evidence, and develop marketing research to explore value.	6. Analyse the value of challenging the status quo in an ethical and evidence-based manner.
Manager (CREATING value for consumers, businesses, society, academics...)	2. Remember, understand and use the frameworks involving strategic and tactical aspects of marketing management that affect various stakeholders.	4. Translate marketing knowledge into sustainable value by analysing, evaluating and creating solutions for complex problems.	7. Evaluate one's responsibility towards various stakeholders.
Communicator (COMMUNICATING value)		5. Construct, defend and criticize information effectively and persuasively	

Curriculum:



Admission criteria:

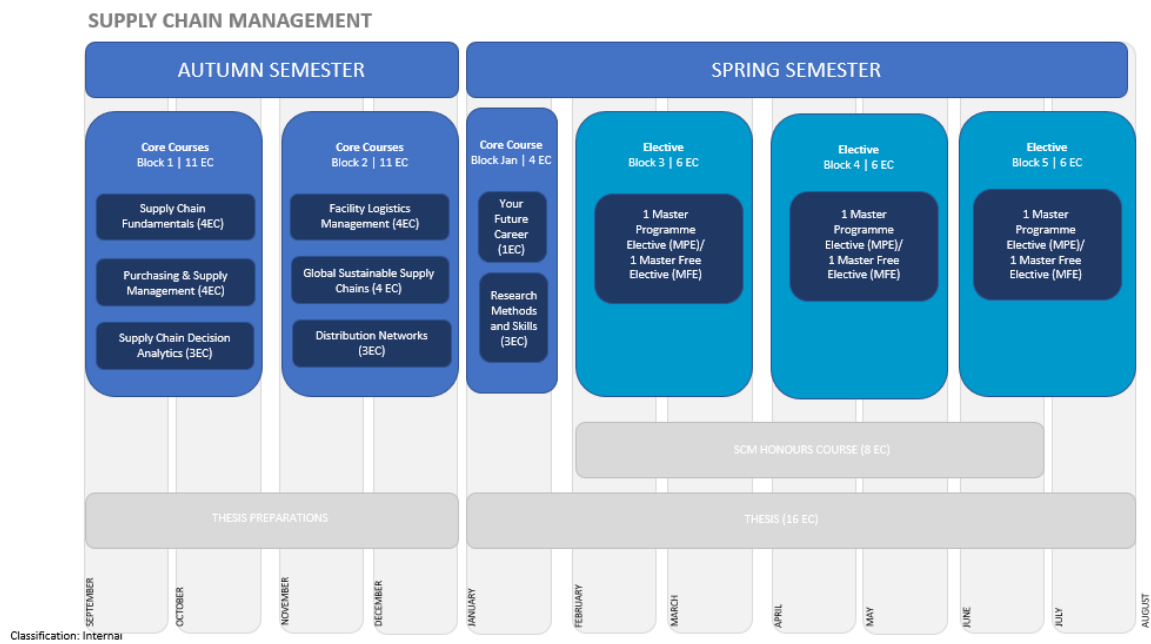
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration and marketing OR business communications and Marketing must have been part of the bachelor curriculum. The intake per September 2022 may be capped. Please check the programme specific admission pages on the RSM website for further details.

Supply Chain Management

Intended Learning Outcomes

Knowledge	Skills	Attitudes
1. Students can explain the most important theories, models, and concepts in Supply Chain Management. 2. Students can select and apply the most appropriate theories, models, and concepts to analyse and design supply chains from an economic, social, and environmental perspective.	3. Students can effectively use software tools to support complex supply chain management decisions. 4. Students can independently design, execute and report on scientific research into the diagnosis, the (re)design, and/or evaluation of current supply chain management practices. 5. Students can formulate clear conclusions and recommendations based on research that is supported by empirical data and sound argumentation. 6. Students can effectively communicate both verbally and in writing with people and groups of a diverse nature. 7. Students can generate judgements on the basis of (at times) incomplete, inaccurate or uncertain information and are able to defend their assumptions with sound arguments.	8. Students know their own limitations and are proactive in acquiring the required knowledge and skills to deal with complex real-world supply chain challenges. 9. Students practice research integrity and responsible leadership to serve the long-term goals of society.

Curriculum:



Admission criteria:

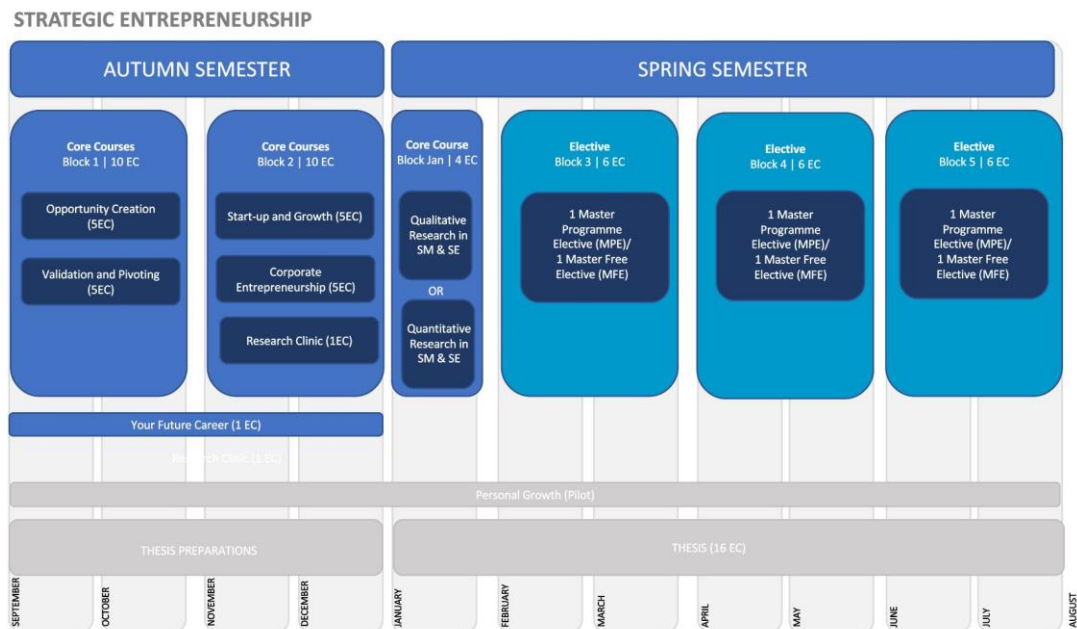
The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor’s or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration of which at least 6 EC in the area of operations management, logistics and/or supply chain must have been part of the bachelor curriculum.

Strategic Entrepreneurship

Intended Learning Outcomes

Knowledge	Skills	Attitudes
<p>1. Students define, describe, and explain entrepreneurially oriented theoretical insights and factual findings on management of entrepreneurial processes</p> <p>2. Students identify, explain, and analyse complex phenomena and research questions especially about the distinction between the nature, the problems, the possibilities, and the limitations of strategic entrepreneurship research</p> <p>3. In analysing strategic entrepreneurship related issues, students combine and connect knowledge and theories from different sub disciplines and on that basis, be able to design solutions.</p>	<p>4. Students practice and apply tools and concepts to explore the entrepreneurial process</p> <p>5. Students formulate research questions based on managerial theories and concepts</p> <p>6. Students select a (qualitative or quantitative) research method for their research questions.</p> <p>7. Students assess and evaluate the results from their own research and formulate theoretical and practical implications</p> <p>8. Students assess and evaluate uncertainties in the entrepreneurial process and be able to formulate an opinion even with incomplete and/or conflicting information.</p> <p>9. Students are able to effectively and efficiently communicate both in writing and verbally with people and groups of a diverse nature.</p>	<p>10. Students assess and evaluate consequences from their own actions for others in the entrepreneurial process, reflecting critically and with a creative attitude.</p>

Curriculum:



Admission criteria:

The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 20 EC

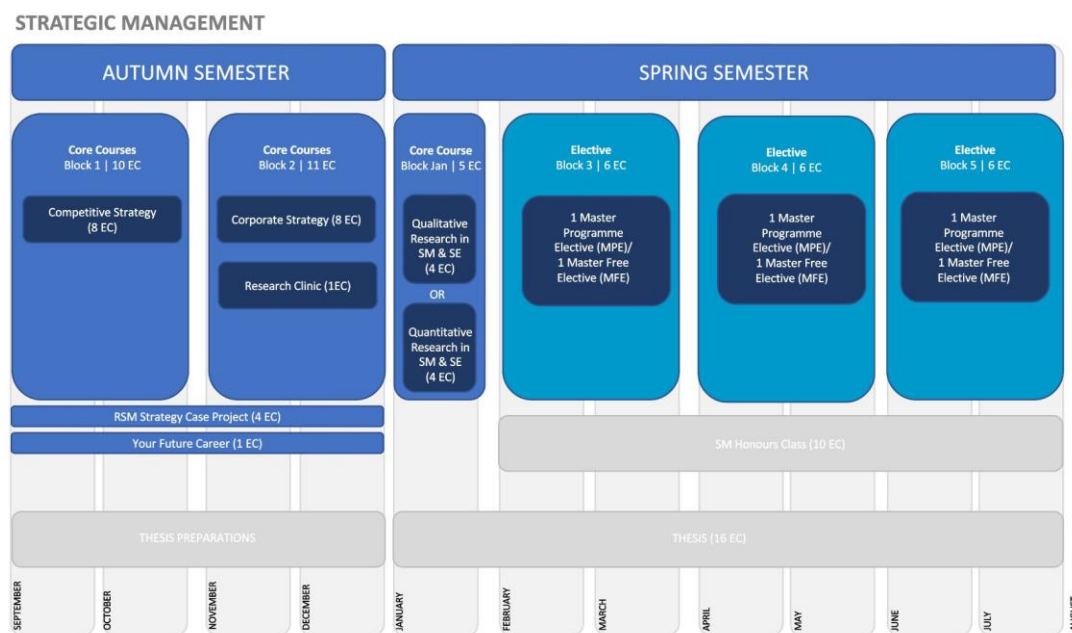
in advanced courses in business administration such as accounting, finance, marketing, human resource management, operations, innovation management, entrepreneurship, strategy, supply chain management, micro or macroeconomics must have been part of the bachelor curriculum. The intake per September 2024 will be capped. Please check the programme specific admission pages on the RSM website for further details.

Strategic Management

Intended Learning Outcomes

1. Demonstrated knowledge and understanding of strategic management, founded upon and extends and/or enhances that typically associated with first cycle and provides a basis or opportunity for originality in developing and/or applying ideas often in a research context.
2. Can apply their strategic management knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader societal and transdisciplinary contexts related to strategic management, both independently and in collaboration with relevant stakeholders
3. Can integrate strategic management knowledge and handle complexity, and formulate judgments about strategic management with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments
4. Can communicate their conclusions about strategic management problems and corresponding solutions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously
5. Have the learning skills to allow them to continue to study strategic management in a manner that may be largely self-directed or autonomous
6. Can assess and influence their own and others' behaviour in a strategic management context on a task, people, and ethical level
7. Aims be a force for positive change in the world

Curriculum



Admission criteria:

The admission statement mentioned in article 3.1 can be obtained by students from outside the RSM who have obtained a bachelor's or undergraduate degree from a research university. A minimum total of 20 EC in qualitative and quantitative research methods and statistics as well as a minimum of 40 EC in advanced courses in business administration including business strategy, organizational theory & behaviour and finance & accounting must have been part of the bachelor curriculum. The intake per September 2025 will be capped. Please check the programme specific admission pages on the RSM website for further details.

Annex 2. The Pre-master Programmes

I. Three Pre-master Programmes

Rotterdam School of Management, Erasmus University (RSM) offers 3 pre-master programmes for students of a university of applied sciences (UAS) or students of a research university who have deficiencies in the area of statistics and/or research methods:

1. a **one-year English-taught online** Pre-master Programme for students of UAS with a bachelor's degree programme interested in pursuing an RSM pre-experience MSc degree programme
2. a **one-year Dutch-taught** Pre-master Programme for students of a UAS with a bachelor's degree programme interested in pursuing an RSM pre-experience MSc degree programme
3. an **English-taught online Module** for students of a research university with a bachelor's degree who have deficiencies in the area of statistics and/or research methods.

The RSM Admissions Office determines whether an applicant needs to pass the entire pre-master programme (approximately 29 EC), or only the components in relation to Statistics and Research Training I and Research Training II. The pre-master programmes must be completed **within two consecutive years** at the most. If not, the grades and credits received up to that point will be cancelled. Further information on the RSM-website www.rsm.nl/pre-master.

After successful completion of the Pre-master Programme, students are immediately eligible for one of RSM's one-year pre-experience master's degree programmes as indicated in the admissions statement. Eligibility for specific MSc programmes after completion of the pre-master is determined by the content of the bachelor programme. The options open to each applicant will be indicated in the admissions statement. However, many MSc programmes have formal caps and will close once a programme reached a certain number of submitted applications. Students are informed about these caps and are invited to apply early. Note, pre-master students must register themselves for the MSc programme according to the application deadlines.

Students may also apply for the 1 ½ year Master of Science in International Management/CEMS (MScIM/CEMS), but that master programme has additional selection criteria and a maximum intake (check www.rsm.nl/cems).

Successful completion of the Pre-master Programme does not result in a bachelor diploma or other certificate, but gives a 'proof of eligibility' to (some of) the RSM's pre-experience Master's degree programmes, which must be redeemed within one year. Note, pre-master students must register themselves for the MSc programme according to the application deadlines.

Grades and credits earned are applicable for admission to MSc programs at RSM, provided that the admission criteria for the desired MSc programs remain unchanged or the content of the pre-master's program remains consistent. In the event of any alterations to the pre-master's curriculum or the content-related prerequisites of the MSc programs, RSM reserves the right to refuse access to the MSc programs if the pre-master's results are more than two years old.

II. Intended Learning Outcomes, curriculum overview and study load per Pre-master Programme

The one-year Pre-master Programmes have a study load of 29 EC. The Spring semester Pre-master Programme has a study load of 9 EC. The curriculum modules per Pre-master Programme are as follows:

Intended Learning Outcomes

1. Compare and demonstrate the relevance of various scientific and methodological approaches, driven by epistemological and ontological perspectives.
2. Demonstrate understanding of various statistical techniques, and how they can be applied with different types of data.
3. Apply quantitative methods to find solutions to various problems, both practical and academic.
4. Demonstrate how different qualitative methods are used to collect and analyze data.
5. Compare and use various quantitative and/or qualitative tools and methods that aid academic research and managerial decision making.

6. Design and execute a research project, which includes defining a relevant research question, reviewing relevant literature, setting up an appropriate methodology, collecting, processing and interpreting data, and evaluating the findings.
7. Demonstrate skills in effectively communicating research approaches and outcomes.

Curriculum

	Najaar/fall		Voorjaar/spring		
	Block 1 Sep - Oct	Block 2 Oct - Dec	Block 3 Jan - Mar	Block 4 Mar - Apr	Block 5 May - Jun
NL Premaster in Management	Statistiek (4)		Spreadsheet Modelling (3)	Besliskunde (4)	Premaster Project (7,5)
	Wetenschaps filosofie (3)	Onderzoeks-training I (2,5)	Onderzoeks-training II (2,5)	Onderzoeks-training III (2,5)	
EN Online Modular Premaster in Management	Statistics (4)		Spreadsheet Modelling (3)	Quantitative Decision Making (4)	Premaster Project (7,5)
	Philosophy of Science (3)	Research Training I (2,5)	Research Training II (2,5)	Research Training III (2,5)	
Modules on Statistics			Statistics (4)		
				Research Training I (2,5)	Research Training II (2,5)

Compensation between curriculum modules is not possible. Regarding assessment and grading of the curriculum modules, the [examination regulations](#) (Teaching and Examination Regulations as well as the Rules & Guidelines) of RSM's BSc degree programmes are applicable by analogy.

III. Admission and selection criteria pre-master programme

The pre-master programmes are selective. The selection is based on previous education and grades. The selection criteria are:

1.
 - a. Completion of one of the eligible **English-taught** bachelor's degree programmes that are (comparable to those) offered by UAS, or
 - b. Completion of one of the eligible bachelor's degree programmes including proficiency in English at CEFR level C1 overall C1 (sub scores at least B2.2), to be proven by:
 - IELTS: minimum overall score 7.0 and minimum sub scores 6.5, or
 - TOEFL (iBT): minimum overall score 95 and minimum sub scores 22 for Reading and listening, 23 for speaking, and 24 for writing, or
 - Cambridge English test: minimum overall level of C1 and sub scores of 180 for all parts of the test (reading, writing, listening, speaking). CEFR test results: English course/test results at C1 (overall C1, sub scores minimum B2.2) level taken at any national accredited university of applied science or research university within the EU/EEA. All aspects of the language must be tested (reading, writing, listening, speaking).

Students who want to follow the Dutch-taught part-time MScBA Master in Management after the pre-master programme do not have to meet the English language requirement, however they will only be eligible for admission to this one programme.

2. Applicants from a UAS in the Netherlands must have a Grade Point Average (GPA) of the entire bachelor programme of 7.3 or higher upon completion of the bachelor or before the programme reaches capacity, whichever occurs first.¹⁰ The grade point average will be calculated over the last three years of the bachelor programme, unless adding the first year grades are to the advantage of the applicant.
3. Applicants from a WO Bachelor programme obtained in the Netherlands must have a Grade Point Average (GPA) of the entire bachelor programme of 7.0 or higher upon completion of the bachelor or before the programme reaches capacity, whichever occurs first.¹

¹⁰ If the bachelor's degree will be obtained after the application deadline (but before the start of the pre-master programme), the GPA will be calculated based on the results included on the grade transcript at the time of application.

4. Applicants with a Bachelor's degree obtained outside of the Netherlands must submit the results of a GMAT exam with a minimum score of at least 600 (old version) or 605 (Focus Edition)

The pre-master programmes have a limited capacity. The maximum number of students selected for the English-taught pre-master programme starting in September 2025 is 190. The maximum number of students selected for the Dutch-taught part-time pre-master programme starting in September 2025 is 150.

Further application rules (forms, deadlines, etc.) are published on the RSM-website www.rsm.nl/premaster.