Education- and examination regulations Bachelor's programme Psychology 2016-2017

General overview

Part 1  General provisions
Section 1  General provisions
Article 1.1  Applicability
Article 1.2  Definitions

Part 2  General part
Section 2  Admission to the programme and education
Article 2.1  (Additional) admission requirements
Article 2.2  Additional requirements in case of inadequate prior education
Article 2.3  Entry requirements

Section 3  Structure of the programme
Article 3.1  Final examination, degree and distinction
Article 3.2  General learning outcomes
Article 3.3  Curriculum
Article 3.4  Elective programme
Article 3.5  Division of teaching and interim exam periods
Article 3.6  Form of education
Article 3.7  Incorporation of components obtained outside the programme
Article 3.8  Course replacements
Article 3.9  Exemptions

Section 4  Final examinations and interim examinations
Article 4.1  Structure and requirements of the interim examinations
Article 4.2  Frequency of interim examinations
Article 4.3  Registration for interim exams
Article 4.4  Re-sit of interim examinations
Article 4.5  Validity term of interim examinations
Article 4.6  Determination of results and caesura
Article 4.7  Publication of results
Article 4.8  The right to inspect the interim examinations
Article 4.9  Determination of final Bachelor’s examination results

Section 5  Study progress, student counselling and course advice
Article 5.1  Study progress and student counselling
Article 5.2  BSA regulations

Section 6  Miscellaneous stipulations
Article 6.1  Communication with students
Article 6.2  Code of conduct

Part 3  Programme specific regulations
Section 7  General provisions
Article 7.1  Applicability

Section 8  Access to the degree programme and education
Article 8.1  Admission and supplementing deficiencies
Article 8.2  Exemption on the grounds of a HBO first-year diploma
Article 8.3  Colloquium Doctum
Article 8.4  Programme-specific admission requirements

Section 9  Structure and design
Article 9.1  Programme specific learning outcomes
Article 9.2  Programme study load
Article 9.3  Programme type
Article 9.4  Programme language
Article 9.5  Composition of the first-year (propaedeuse) programme
Article 9.6  Composition of the second and third year programme
Article 9.7  Programme specific regulations regarding room for electives
Article 9.8  Participation in education

Section 10  Interim examinations
Article 10.1  Participation in interim examinations
Article 10.2  Validity of credits earned
Article 10.3  Exemptions

Part 4  Transitional and final provisions
Section 11  Transitional provisions
Article 11.1  Transitional provisions for the programme
Article 11.2  Transitional provisions regarding distinctions

Section 12  Final provisions
Article 12.1  Safety net scheme and hardship clause
Article 12.2  Amendments
Article 12.3  Publication
Article 12.4  Entry into force
Appendix 1  Distinctions
Appendix 2  Study advice first year
Appendix 3  Fraud and plagiarism
Appendix 4  Faculty of Social Sciences code of conduct
Appendix 5  Learning outcomes
Appendix 6  Admission requirements for the Bachelor’s degree programme in Psychology
Appendix 7  Transitional regulations resulting from changes to the curriculum
Appendix 8  Overview of core themes in B2 per block
Part 1 General provisions

Section 1 General provisions

Article 1.1 Applicability
1. These Education and Examination Regulations (EER, hereinafter, regulations) apply to the Bachelor’s degree programme Psychology (hereinafter, the programme), that is offered by the Faculty of Social Sciences (hereinafter, the faculty) and describe the present procedures, rights and obligations with respect to the instruction, interim examinations and examinations. Part 2 of these regulations lists the provisions applicable to all Bachelor’s degree programmes. Part 3 specifies the additional provisions applicable to particular degree programmes.
2. The present regulations apply to all students enrolled in the programme in the academic year 2016-2017.
3. In order to prevent disadvantages to students as a result of regulatory alterations regarding the EER that was in place at the start of the programme, suitable arrangements are made. If no arrangements have been made, students can apply for consideration of the hardship clause (article 12.1).

Article 1.2 Definitions
1. The terms used in these regulations, which are also used in the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter, ‘the Act’) will have the same meaning as these terms have in the Act.
2. Apart from the terms referred to in paragraph 1, the following terms will be understood to have the following meaning:
   - EC (European Credit): the course load entity in accordance with the European Credit Transfer System, in which 1 EC is equivalent to 28 hours of study.
   - Blackboard: the digital learning environment of the institution.
   - Interim examination: umbrella term for all common assessment methods, as described in article 4.1.1.
   - Examination component (course): part of the degree programme as referred to in article 7.3 of the Act.
   - Extracurricular elective component: component to be determined by the student, which is not part of the examination programme.
   - Free elective component: component to be determined by the student, which is part of the examination programme.
   - Fraud: any (deliberate) act or omission by a student that makes forming an accurate opinion of his or her knowledge, understanding and skills partially or entirely impossible. A detailed explanation of this is outlined in appendix 3.
   - Scientific integrity: regarding research and education within the faculty, regulations are in place as formulated by the ‘Notitie Wetenschappelijke integriteit’ at the KNAW and elaborated by the ‘Nederlandse Gedragscode Wetenschapsbeoefening’ by the VSNU.
   - Final paper: final paper for the programme, also known as dissertation or thesis.
Part 2 General part

Section 2 Admission to the programme and education

Article 2.1 (Additional) admission requirements
To be admitted to the programme, the student must meet the statutory admission requirements relating to (additional) previous qualifications.

Article 2.2 Additional requirements in case of inadequate prior education
1 The student who has a pre-university education diploma that does not meet the admission requirements referred to in article 2.1, may still enrol, with due observance of the provisions of article 7.25, paragraph 5 of the Act, on condition that comparable requirements have been met in terms of content and subject to further assessment. The assessment procedure and the requirements are outlined in the programme-specific part of these regulations.

2. With regard to the equivalence of different or foreign prior education as well as any assessment of deficiencies, the Examination Board of the preferred programme will advise the university’s Executive Board. The Executive Board makes the final decision.

Article 2.3 Entry requirements
Students who are registered for the programme may attend all courses in that programme and may sit the relevant interim examinations, unless specific admission requirements apply as laid down in the programme-specific part of these regulations.

Section 3 Structure of the programme

Article 3.1 Final examination, degree and distinction
1. The first year of the programme is concluded by the Propaedeutic examination. The programme is concluded by the Bachelor’s final examination.

2. The student who has passed the final examination of the Bachelor’s degree programme will be awarded the Bachelor of Science (BSc) degree.

3. The Examination Board can award a distinction to a student who has successfully passed the Propaedeutic or Bachelor’s final examination. The rules for awarding a distinction are to be found in appendix 1 of these regulations.

Article 3.2 General learning outcomes
The degree programme has the intention that students:

a. acquire knowledge, understanding and skills in the relevant area;

b. are educated on an academic level; and

c. are prepared for an advanced study career or future (study) career.

Article 3.3 Curriculum
1. The programme comprises the total of the components as described in the programme-specific part of these regulations and is aimed at the realisation of well-defined objectives in the areas of the knowledge, understanding and skills that those completing the course are deemed to possess.

2. The programme allows the student to opt for elective courses amounting to at least 6 and a maximum of 30 EC. These free electives can be taken abroad.

3. In addition to the components referred to in paragraph 2, the student may add extra-curricular elective components to the programme.

4. In the context of the programme the student is required to write a final paper as an individual proof of competence, unless the Examination Board should decide this requirement is to be replaced by participation in a research project or by an internship that is subject to a report in accordance with academic standards.

5. The programme allows for courses of a philosophical nature, in total amounting to at least 6 EC.
Article 3.4 Elective programme
1. The programme’s Examination Board decides on a request for permission to attend an elective programme as intended in article 7.3d of the Act. The Examination Board will verify whether the programme fits within the degree programme’s domain, whether it is sufficiently coherent and if the level is adequate in the context of the degree programme’s learning outcomes.
2. The request in question will have to be submitted at least two months prior to the start of the programme.

Article 3.5 Division of teaching and interim exam periods
The degree programme will be offered in an annual schedule consisting of two semesters.

Article 3.6 Form of education
1. The programme-specific part of these regulations establishes the form of education for each examination component.
2. The language in which the components of programme are taught is specified in the programme-specific part of these regulations.
3. The number of contact hours in the propaedeutic phase and the second year is at least 15 hours per week. In principle, during the first semester of the B3 year, the number of contact hours per week is set at 15.

Article 3.7 Incorporation of components obtained outside the programme
1. At the request of the student, the Examination Board will incorporate elective components from outside the programme.
2. The incorporation of components as meant in paragraph 1 is only allowed before the start of that component.
3. If the components to be incorporated have not been allotted any EC as intended in this regulation, the Examination Board will decide how many EC shall be allotted.
4. The Examination Board decides how many EC should be allotted for components obtained at a foreign university and, if necessary, is responsible for the conversion of the results obtained.

Article 3.8 Course replacements
In special cases a student may, with the permission of the Examination Board, replace an obligatory course of the programme with a course from another programme.

Article 3.9 Exemptions
1. At the request of a student and having heard the examiner involved, the Examination Board may exempt the student either partially or fully from sitting an interim examination, if this student:
   a. has either completed a relevant examination component of a university or higher professional programme that is similar both regarding content and level; or
   b. demonstrates having adequate knowledge and skills regarding the component in question as a result of relevant work experience or professional experience.
2. Exemptions must be requested before the start of the course.
3. The percentage of exemptions as referred to in paragraph 1 will never be more than 50% of the programme credits.
4. No exemption as referred to in paragraph 1 will be granted for the final paper.
5. In so far as the programme has generic exemptions, these are listed in the programme-specific part of these regulations.
Section 4  Final examinations and interim examinations

More detailed provisions regarding the assessment of the programme examination components are outlined in the Rules and Regulations of the Examination Board (see: R&R Psychology [ENG] / www.ru.nl/fsw/onderwijs/oer-eer-rr-2016-2017/).

Article 4.1 Structure and requirements of the interim examinations
1. Each component of the degree programme will be completed by an interim examination. Interim examinations may comprise more than one modular interim examination and can be taken either in writing or orally. Apart from written or oral examinations, tests with multiple choice and/or open questions, papers, theses, assignments, take-home examinations, reports, presentations or a combination of any of these is possible.
2. In addition to provisions set forth in paragraph 1 for components that also comprise a practical and/or work group, attendance levels and the degree of active participation may be included in final grading.
3. Oral interim examinations are administered in public and these examinations consist of an individual test in which, normally no more than one person is tested at the same time.
4. Oral interim examinations are administered in the presence of at least a second examiner or an observer appointed by the Examination Board. Otherwise the interim examination is to be recorded. In the case that a presentation is part of the final examination, the same rules apply. The same applies to presentations that count for more than 40% of the final grade. This provision does not refer to practical assignments.
5. The Examination Board may allow students with an impairment to take the interim examinations in a form adapted to their individual impairment. Prior to making a decision on this matter, the Examination Board may seek expert advice.
6. Prior to the commencement of a semester, information will be provided for each individual examination component on the way in which the interim examinations will be administered.
7. Representative sample questions will be made available to the students at least one week prior to the examination.
8. The course manual must be published at least one week in advance of the interim examination on Blackboard. The course manual includes materials for the interim examination preparation, examination methods and weighting of various interim examination parts in the determination of the final grade.
9. Interim examination dates must be announced no later than one month before the start of a semester.
10. If an interim examination is spread over more than one exam sitting, at least one working day must be scheduled between the last class session covering relevant new materials for the interim examination and the interim examination. If there is only one exam sitting, at least three working days must be scheduled between the last class session and the interim examination.
11. If a study component starts on the first day of an academic period set by the Executive Board, no requirements may be imposed on students regarding literature having been studied or assignments having been completed for that study component on that day. Necessary preparatory actions - such as reading course manuals or looking for an internship - are permitted.
12. If there are legitimate grounds, the Examination Board may decide that an interim examination is taken in another form than described in the study guide.

Article 4.2 Frequency of interim examinations
1. Students are allowed to participate in interim examinations twice per course in an academic year.
2. Contrary to the stipulation in paragraph 1, there will be only one opportunity to take an interim examination for a course that was not taught in that particular academic year. The examiner can decide otherwise.

Article 4.3 Registration for interim exams
1. Students who register through OSIRIS for courses in the programme for which they have registered are also registered for the first following interim examination in the relevant academic year.
2. If a student should not want to sit the interim examination, he or she will have to deregister through OSIRIS, no later than five working days before the interim examination date. If the student fails to deregister in due time, non-appearance will be considered as a used opportunity for sitting the interim examination. This might have consequences for granting a distinction.

3. In the case of force majeure, students are allowed to deregister later. The Examination Board will decide whether this is the case.

Article 4.4 Re-sit of interim examinations

1. Interim examinations may be retaken once within the same academic year, even when the result is a pass.

2. Students will have to register for a re-sit no later than five working days before the interim examination date in conformity with the provisions laid down to that purpose by or on behalf of the Examination Board.

3. If feedback has been provided within a reasonable time period, successfully passed interim examinations (essays, assignments, report etc.) cannot be retaken, unless stated otherwise in the course manual. A final paper for a programme that receives a passing grade may only be redone in the sense that an entirely new paper is written.

4. If a student re-sits an interim examination, in all cases the most recent grade will determine the final result.

5. The course manual contains provisions on retaking modular interim examinations for the different programme components.

6. Each interim examination must be passed within the academic year that students take the relevant course. If students do not pass the interim examination within academic year they must retake the entire course the following academic year, unless the examiner decides otherwise.

Article 4.5 Validity term of interim examinations

1. The validity term of any interim examination that has been passed will in principle be indefinite, unless indicated otherwise in the programme-specific part of these regulations.

2. In the case of a limited validity, the Examination Board is entitled to extend the validity term of specific interim examinations that have been passed.

Article 4.6 Determination of results and caesura

1. Unless provided otherwise in the programme-specific part of these regulations, the result of an interim examination will be expressed in full or half points.

2. Contrary to the provisions of paragraph 1, the results of an interim examination cannot be set at 5.5. For arithmetical scores between 5 and 6, a score lower than 5.50 will be rounded to 5 and a score equal to or higher than 5.50 will be rounded to 6. The degree programme’s study guide contains provisions on rounding scores of modular interim examinations for the different programme components.

3. If the result of an interim examination equals or is greater than 6.0 points, the interim examination is deemed to have been passed. If the result of the interim examination equals or is less than 5.0 points, the student will be deemed to have failed the interim examination.

Article 4.7 Publication of results

1. The examiner will determine the results of a written interim examination as soon as possible and will provide the student administration office with the data required for the publication of the results.

2. In case of an oral interim examination, the examiner will determine the result immediately or within five days after the interim examination was administered. In case of written interim examinations, the grading period is no longer than fifteen working days after the day the interim examination was administered. The last regulation also applies to written examinations divided into parts. For open-ended questions examinations with more than 100 participants, a grading period of twenty working days applies. With respect to written assignments/papers, the rule of assessment within fifteen working days applies. If there are more than 100 papers to be marked, a period of twenty working days applies.

3. The grading period is mentioned on the examination form.
4. A minimum period of ten working days must be maintained between the date of the announcement of the result and the date of the re-sit.
5. The Examination Board may - in consultation with the examiner - extend the period referred to in paragraph 2 or, as the case may be, reduce this period.
6. When the results are published, the student will be informed about the right to inspect his or her marked work as referred to in article 4.8 and about the possibility of appealing at the Examinations Appeals Board as well as of the option of reassessment within the period for appeal. A request for reassessment must be lodged with the Examination Board and shall not defer the submission term for lodging an appeal.
7. During completion of the programme’s final project an independent second reader will be consulted as well as a thesis supervisor.
8. In the case of suspected fraud or plagiarism, the provisions contained in the Rules and Regulations of the Examination Board must be followed.

**Article 4.8 The right to inspect the interim examinations**

1. For a period of a maximum of twenty working days following the publication of the results of a written interim examination the student will be allowed to inspect the questions and the work marked, as well as receive an explanation of the formal assessment criteria.
2. The inspection will take place under supervision of at least an examiner and/or another person with substantive knowledge regarding the course.
3. Contrary to paragraph 1, the examiner may decide that inspection will take place for all students at the same time, on a date and at a time and place set in advance.
4. Time, date and – preferably - place of the inspection referred to in paragraph 3 will be announced at least five working days in advance.
5. If a student is unable to attend the inspection referred to in paragraph 3 due to demonstrable circumstances beyond his or her control a separate inspection can be arranged upon his or her request, preferably within the period of time referred to in paragraph 1.
6. In all events, inspection will take place no later than five working days before the resit of the interim examination in question is administered.

**Article 4.9 Determination of final Bachelor’s examination results**

1. When students have completed all interim examinations successfully, they must apply for the final examination themselves.
2. The Examination Board will determine the results of the examination as soon as the student has passed the interim examinations forming part of either the components of the degree programme in question or of the phase of the degree programme in question and has submitted proof thereof. In this case the dating of the examination is that on which the last examination was taken.
3. Prior to determining the results of the final examination, the Examination Board itself may conduct an inquiry into the student’s knowledge with respect to one or more components or aspects of the degree programme. If this is the case, this will be elaborated upon in the programme-specific part of these regulations.

**Section 5 Study progress, student counselling and course advice**

**Article 5.1 Study progress and student counselling**

1. The dean is responsible for the registration of the study results in such a way that every student can obtain an overview of the results registered in the system OSIRIS at that moment the results are released.
2. The dean is responsible for providing adequate student counselling.

**Article 5.2 BSA regulations**

Further rules covering binding recommendations for a student to continue his studies or not (known as binding study advice, BSA) have been laid down in appendix 2 to these regulations.
Section 6  Miscellaneous stipulations

Article 6.1  Communication with students
Notices that are intended for all or a large number of students of the programme are placed on Blackboard. Notices that are intended for students enrolled in a specific examination component are placed on the Blackboard community of the relevant course. Notices that are intended for individual students are sent to the e-mail addresses that the university has assigned to each student (studentname@student.ru.nl). In special cases, communication will take place by regular mail. Letters sent by regular mail will be sent to the address the student has supplied as the mailing address.

Article 6.2  Code of conduct
The faculty has instituted a Code of Conduct that both students and employees are expected to follow. This Code of Conduct can be found in appendix 4 of these regulations.
Part 3    Programme specific regulations

Section 7    General provisions

Article 7.1    Applicability
The General Provisions of these regulations shall apply to the Bachelor’s degree programme unless otherwise stated in these regulations.

Section 8    Access to the degree programme and education

Article 8.1    Admission and supplementing deficiencies
1. The Examination Board will determine how to make up for deficiencies in prior education.
2. The admission requirements for the Bachelor’s programme have been included in these regulations as appendix 5.

Article 8.2    Exemption on the grounds of a HBO first-year diploma
Those in possession of a HBO first-year diploma shall be exempt from the requirements set out in article 7.24 of the Act, provided they demonstrate sufficient knowledge of mathematics and English at the VWO (pre-academic) final examination level.

Article 8.3    Colloquium Doctum
The admission assessment, referred to in article 7.29 of the Act, is in relation to the following courses at the VWO level:
  a. Dutch;
  b. Mathematics (recommendation Mathematics A, minimum criterion Mathematics C);
  c. English.

Article 8.4    Programme-specific admission requirements
With regard to the sequence of exams of components of the Bachelor’s programme, the following regulations apply:
1. Students must first complete their first year (B1, propedeuse), then the second year of the Bachelor’s programme (B2) and finally the third year of the Bachelor’s programme (B3). The following additional provisions apply.
2. Participation in components of the B2 year is possible provided at least 42 EC of the first year have been completed.
3. Following an elective component at another degree programme is subject to the applicable admission requirements of that programme.
4. Participation in the work groups and the interim examination Statistics 2 is only possible after having completed Statistics 1.
5. Participation in Psychometrics and Decision Theory is only possible after having completed Statistics 1. Knowledge of Statistics 2 is assumed.
6. Participation in Research Project 2 is only possible after having completed Statistics 1, Research Methods and Research Project 1. Knowledge of Statistics 2 and the core theme of the Research Project is assumed. Students must take the variant of Research Project 2 that pertains to the core theme taken in the first semester.
7. Participation in Data Analysis is only possible after having completed Statistics 1 and Statistics 2. Knowledge of Psychometrics and Decision Theory is assumed.
8. Participation in Applied Research Methods is only possible after having completed Statistics 2. Knowledge of Psychometrics and Decision Theory is assumed.
9. Participation in Research Project 3 and the Bachelor’s thesis is only possible after having earned 120 EC worth of Bachelor’s courses, including Statistics 2 and Research Project 2. Knowledge of Data Analysis, Psychometrics and Decision Theory and Applied Research Methods is assumed.
Section 9  Structure and design

Article 9.1  Programme specific learning outcomes
Supplementary to the general learning outcomes described in article 3.3 of these regulations are the learning outcomes of the Bachelor’s degree programme in Psychology included in appendix 4. The objective of the Bachelor’s programme in Psychology:

As a Bachelor of Psychology, you analyse thoughts, feelings and experiences, as well as human behaviour from a neurocognitive, developmental psychology and social psychology perspective. You will acquire knowledge and insight and carry out your own research in these three psychology domains. You will develop an academic attitude and devise science-based interventions to, for instance, influence unhealthy or undesirable behaviour. In this way, as a ‘scientist practitioner’ you will contribute to the fields of healthcare, work, education, sport, prevention and information, and to the effectiveness of change processes in humans and society. Your mission is to enhance the quality of life of individuals and groups.

Article 9.2  Programme study load
The programme has a study load of 180 EC.

Article 9.3  Programme type
The programme is only offered full time.

Article 9.4  Programme language
1. The programme is taught through both a Dutch and English programme. Relevant study components are marked with either ‘N’ (Dutch) or ‘E’ (English) in the course code.
2. Students can enrol for the Dutch or English programme, and can only take courses and examinations pertaining to their programme of choice.
3. After completing the first year in the Dutch programme, students may be admitted to the English-language core programme and vice versa, provided they meet the admission requirements.
4. Contrary to paragraph 1, the dean may decide to offer study components fully or partially in the other language. This decision is explained in the prospectus. The language and language requirements for each course are also listed in the course descriptions in the prospectus.

Article 9.5  Composition of the first-year (propaedeuse) programme
1. In accordance with the provisions in section 2 of these regulations, the first year comprises the following components with the corresponding study load in EC (total 60):
   - General Introduction in Psychology A ................................ ................................ ......................... 5
   - General Introduction in Psychology A ................................ ................................ ......................... 5
   - Brain & Cognition 1 ................................ ................................ ................................ ..................... 6
   - Development & Mental Health ................................ ................................ ................................ .... 6
   - Behaviour & Environment 1 ................................ ................................ ................................ ........ 6
   - Psychology in Action ................................ ................................ ................................ ................... 3
   - Research Methods ................................ ................................ ................................ ........................ 4
   - Statistics 1 ................................ ................................ ................................ ................................ .... 6
   - Professional Skills Training – part A ................................ ......................................................... 6
   - Professional Skills Training – part B ................................ ........................................................ 3
   - Research Project 1 ................................ ................................ ................................ ....................... 6
   - Test Subject Hours ................................ ................................ ................................ ....................... 1
2. A description of the components listed in paragraph 1, including contact hours, a summary of the learning objectives, and teaching and assessment methods, is included in the degree programme prospectus.
3. In the first year, students participate as test subjects in a scientific study that will take place during a 24-hour period at the faculty. The regulations and procedure are described in the prospectus.
4. Students who, out of principle, do not wish to take part as test subjects in research as described in paragraph 3, may submit a duly reasoned request to take a replacement examination with a study load of 1
EC. The content and requirements of this examination are described in the regulations and procedure mentioned in paragraph 3.

5. Exemption for the first year (propedeuse) is granted to students who have completed a propedeuse in Psychology (or an equivalent of 60 EC of Psychology courses) at a different Dutch university.

**Article 9.6 Composition of the second and third year programme**

1. In accordance with the provisions in Section 2 of these regulations, the core programme comprises the following components, with the corresponding study load in EC (total 120 EC):

   **B2 year** ................................ ................................ ................................ .................. 60
   - Brain & Cognition 2: Clinical Neuropsychology ................................................................. 5
   - Development & Mental Health 2: Psychopathology from a lifespan perspective ...................... 5
   - Behaviour & Environment 2: Behaviour in organisations .................................................... 5
   - Theoretical Psychology ........................................................................................................... 3
   - Two specialty courses (each 6 EC; see appendix 5 of these regulations) ................................ 12
   - Philosophy of Mind, Brain and Behaviour ............................................................................. 4
   - Statistics 2 ............................................................................................................................... 6
   - Psychometrics and Decision Theory ....................................................................................... 6
   - Data analysis .......................................................................................................................... 4
   - Research Project 2 .................................................................................................................. 6
   - Domain elective ..................................................................................................................... 4

   **B3 year** .................................................................................................................................. 60
   A selection of two of the following courses: ............................................................................. 12
   - Brain & Cognition 3: Cognitive Neuropsychology ................................................................. (6)
   - Development & Mental Health 3: Psychologie and Health(care) ............................................ (6)
   - Behaviour & Environment 3: Cognition, Attitude and Motivation ......................................... (6)
   - Professional Ethics for Psychologists ..................................................................................... 4

   Domain of specialisation (choice of Brain & Cognition, Behaviour & Environment, and
   Development & Mental Health):
   - Four domain electives of 4 EC (see appendix 6) ................................................................. 16
   - Applied research methods related to the domain of specialisation ........................................ 4
   - Research Project 3 .................................................................................................................. 6
   - Bachelor’s thesis ....................................................................................................................... 6
   - Free electives ........................................................................................................................... 12

2. A description of the components described in paragraph 1, including contact hours, a summary of the learning objectives and teaching methods, has been included in the degree programme prospectus.

3. If the student wishes to do Research Project 3 in another domain than the one selected, he/she must request permission to do so from the Examination Board.

4. In the choice of the third year domain courses (Brain & Cognition 3, Behaviour & Environment 3, and Development & Mental Health 3), the student must always select the domain component of the specialisation domain.

**Article 9.7 Programme specific regulations regarding room for electives**

1. The Bachelor’s degree programme offers room for 12 EC for electives.
2. The Examination Board must approve the incorporation of the electives described in paragraph 1 and may develop a standard rule for this.
3. All courses from other degree programmes at Radboud University or other universities in the Netherlands may be included as electives, as well as electives from the B3 programme in Psychology that have not yet been taken.
4. Electives may also be taken abroad.
5. In terms of course objectives, course content, and literature, the electives may not substantially overlap with the educational components the student has already taken.

This document is the final translation of the OER bachelor Psychologie 2016-2017. Please note article 12.4.
Article 9.8 Participation in education
1. In principle, the following applies to participation in education:
   a. participation in practicals is compulsory;
   b. participation in lectures and question-and-answer sessions is optional;
   c. participation in work groups is optional.
2. Meeting the participation requirement and any sanctions resulting from failure to meet this requirement must be outlined in the course manual of the examination component in question.
3. If the conditions described in paragraph 2 have not been met, mandatory participation cannot be enforced.

Section 10 Interim examinations
Article 10.1 Participation in interim examinations
If a student does not pass an exam during the course of the academic year, he/she can take the examination again the following academic year. In this case, the exam will cover the course content of that year or the content of a component designated by the degree programme to replace it.

Article 10.2 Validity of credits earned
With regard to examination components for which the exam was passed more than six years ago, notwithstanding the provisions in article 4.6, paragraph 1, the Examination Board may, for valid content-related or educational reasons, decide that the student must take a supplementary or replacement examination before being allowed to take the final Bachelor’s examination. A replacement or supplementary examination does not result in additional credits earned.

Article 10.3 Exemptions
1. A request for exemption, as described in article 4.11, may be requested before the start of a component.
2. The Examination Board must make a decision on this within six weeks.
3. The Examination Board may, upon an individual written request, having heard the examiner in question, grant exemption to (a part of) a theoretical examination component, so long as proof can be provided that an equivalent component in terms of content, study load and level has been taken at another academic degree programme in the Netherlands or abroad.
4. The Examination Board may, upon an individual, written request, having heard the examiner in question, grant exemption to (a part of) a practical examination component, so long as proof can be provided that an equivalent component in terms of content, study load and level has been taken at another academic or HBO degree programme in the Netherlands or abroad, and/or proof of work activities having been carried out that are equivalent to the component in question in terms of content, time investment, and level.
5. As described in paragraphs 1 and 2, the Examination Board may, following an individual, written and documented request, replace examination components of the degree programme with components from another academic degree programme in the Netherlands or abroad, provided this replacement is approved prior to the first examination date of the component for which the replacement is being requested.
6. The Examination Board may grant exemption for the free electives of 16 EC to students who have completed a Bachelor’s degree programme other than psychology.
Part 4  Transitional and final provisions

Section 11  Transitional provisions

Article 11.1 Transitional provisions for the programme
For students who started their studies in 2013-2014, 2014-2015, or 2015-2016, transitional regulations apply on the basis of the provisions in articles 9.5 and 9.6. This has been included as appendix 6 in these EER.

Article 11.2 Transitional provisions regarding distinctions
Until September 1, 2018, for students whose enrolment in the degree programme was uninterrupted until September 1, 2015, the regulations regarding distinctions are applicable as outlined in the EER that was valid at the start of their studies.

Section 12  Final provisions

Article 12.1 Safety net scheme and hardship clause
1. In all cases not covered fully or partially by these regulations, the decision lies with the dean.
2. In all cases in which these regulations may result in unreasonable or unfairness for individual students, the Examination Board or the dean is authorised to make an exception to the provisions in the Education and Examination Regulations.

Article 12.2 Amendments
1. Notwithstanding the provisions in article 7 of the Structure Regulations, these regulations are drawn up or amended by the dean after receiving advice from the Programme Committees and after having obtained the approval of the faculties’ joint meeting.
2. In exceptional cases, an amendment to these regulations may be related to the current academic year, but only if this does not disproportionately damage the interest of the students.

Article 12.3 Publication
1. The dean is responsible for publishing these regulations and any amendments thereto.
2. Any interested party can consult the EER on the faculty website.

Article 12.4 Entry into force
These regulations shall come into force on September 1, 2016.
The Education and Examination Regulations applicable before this date will then expire.
As established by the dean on July 7, 2016.

These Education and Examination Regulations are a translation of the original Dutch version (Onderwijs- en examenregeling bacheloropleiding Psychologie 2016-2017) as drawn up by the dean, July 7, 2016, which, should any doubts arise concerning the interpretation of the English version, is the legally binding text.
Appendices

Appendix 1  Distinctions
1. With due observance of the provisions set out in this article, the Examination Board will determine whether a distinction will be awarded and, if so, which distinction will be awarded.
2. The distinction:
   a. ‘cum laude’ will be awarded if the weighted average result of the final assessment of the examination components referred to in paragraph 3 equals or is higher than 8.0; or
   b. ‘summa cum laude’ will be awarded if the weighted average result of the final assessment of the examination components referred to in paragraph 3 equals or is higher than 9.0.
3. The distinction will be calculated on the basis of all components of the examination programme for which a mark has been awarded on a scale of 1 to 10, except for extra-curricular components.
4. The number of EC of the components referred to in paragraph 3 will serve as the weighting ratio for the calculation of the weighted average result, unless provided otherwise in the programme-specific part of these regulations.
5. The distinction will not be awarded if more than 10 per cent of the total study load of the examination programme (being one or more components) has been resat or if interim examinations have been resat more than once, notwithstanding the authority of the Examination Board to decide otherwise, stating reasons therefor.
6. The distinction will not be awarded if fraud was established in one of the examination programme’s components.

Transitional provision for distinctions
Until September 1, 2018, the distinction rule will apply to students who were enrolled for the programme without interruption up to September 1, 2015 in the manner that it applied at the beginning of these students’ studies.

Appendix 2  Study advice first year

Article 1  Study advice in the first year (BSA)
1. On behalf of the dean, the First Year Study Recommendations Committee (Commissie Studieadvies Eerste Jaar) will advise students on continuing their degree programme at the end of the first year, but no later than August 31, that the student has been registered for the Propaedeutic phase of the full-time Bachelor’s degree programme as referred to in article 7.8b of the Act.
2. The Propaedeutic phase of the Bachelor’s degree programme is the first study year of the Bachelor’s degree programme and contains a study load of 60 EC.
3. The First Year Study Recommendations Committee will advise students positively on continuing their degree programme if a student has achieved a minimum of 42 EC in the Propaedeutic phase referred to in paragraph 2.
4. The First Year Study Recommendations Committee will advise students negatively on continuing their degree programme if a student does not meet the requirements referred to in paragraph 3, unless personal circumstances as referred to in article 3 of these regulations should play a role. A negative study advice is a recommendation not to continue the degree programme in question and is binding.
5. The First Year Study Recommendations Committee will notify students of its intention to give a binding advice not to continue their degree programme and will provide students with the opportunity to be heard before the binding advice not to continue their degree programme becomes final.
6. When determining the required number of EC referred to in paragraph 3, the EC that have been granted for exemptions will not be taken into account. When granting the exemptions, the Examination Board may provide otherwise and set alternative or additional requirements.
7. Students will be heard by the First Year Study Recommendations Committee.
8. The First Year Study Recommendations Committee will give binding advice on continuing their degree programme to students registered for a part-time programme at the end of their second study year and to students who registered for a full-time programme after January 31. The First Year Study Recommendations Committee will then advise students positively on continuing their degree programme if the Propaedeutic phase has been successfully concluded.

9. The dean is entitled to lay down additional rules for students who have registered for two degree programmes recognized as dual degree programme under or pursuant to these Education and Examination Regulations.

10. Students who terminate their registration before March 1, will not be given any advice for that academic year. If they register again for this degree programme in the following academic year, they will be given binding advice on continuing their degree programme or not at the end of that second study year. The provisions of the last sentence of paragraph 8 will equally apply.

11. Students may appeal to the Examination Appeals Board against a binding advice not to continue their degree programme within six weeks following this recommendation. The appeal will have no suspensive effect.

**Article 2  Provisional recommendations**

1. In anticipation of the advice referred to in article 1 of these regulations, the First Year Study Recommendations Committee will make provisional recommendations, at the end of the first semester, before March 1, to students on continuing their degree programmes on the basis of their results to date.

2. The provisional recommendation is especially meant as a warning for students who have failed to make adequate progress. The students in question will be invited for an interview with the student advisor to see how the study results could be improved or whether an alternative degree programme might be advisable.

**Article 3  Personal circumstances**

1. When deciding on the binding advice to continue a degree programme, the First Year Study Recommendations Committee will take into consideration personal circumstances as referred to in article 2.1 of the implementation decree (‘Uitvoeringsbesluit’) of the Act, in so far as a student advisor, a student dean, or any other person appointed to this end has been notified, without delay, of these circumstances by or on behalf of the student in question. The student may be requested to substantiate why personal circumstances have played a role or to argue convincingly that these circumstances should be taken into consideration.

2. Personal circumstances will exclusively be considered as such if they have been specified under or pursuant to the Act.

**Article 4  Duration of advice**

1. If binding advice has been given not to continue the degree programme, the student in question will neither be entitled, for a period of three years, to register for the same Bachelor’s degree programme nor for any other Bachelor’s degree programmes that have their Propaedeutic phases partially or entirely in common, as designated by the dean.

2. In the event a student should register again for the degree programme after the period referred to in paragraph 1, this registration will be considered as a first registration under this paragraph and the relevant provisions will apply in full.

**Article 5  No binding negative advice or deferral of the decision**

1. On the basis of the circumstances referred to in article 3, the dean, having heard the First Year Study Recommendations Committee, may decide not to attach binding consequences to their negative advice to students to continue their degree programme. Having heard the First Year Study Recommendations Committee, the dean may also decide, on the basis of the circumstances referred to, not to attach binding consequences as yet to the negative advice.

2. If binding advice not to continue the degree programme is not yet given pursuant to paragraph 1, the First Year Study Recommendations Committee will give their binding advice as referred to in article 1 before
the end of the second study year if, at that time, the student has not yet obtained the 60 EC of the Propaedeutic year.

Appendix 3 Fraud and plagiarism

1. Notwithstanding the provisions in article 1.2, paragraph 2 of the EER, fraud during a written examination/resit with multiple-choice and/or open-ended questions may consist of:
   a. copying from others or a cheat sheet;
   b. using study aids (e.g. dictionaries, calculators, mobile telephone, cameras, etc.) during an interim examination/resit without permission;
   c. exchanging information inside or outside the examination room during the interim examination/resit;
   d. impersonating someone else during an interim examination/resit or allowing someone else to represent oneself during an interim examination/resit;
   e. being in possession of the assignments for an interim examination/resit before it is held;
   f. taking a copy of the exam or duplicating it, and/or distributing it without authorisation from the examiner, either during or after the interim examination/resit, or during the inspection.

The above list is not exhaustive.

2. Fraud during other exam formats may consist of the fabrication of data and/or falsifying of data and/or plagiarism. Fabrication is defined as inventing or otherwise fabricating research data. Falsification is defined as manipulating or falsely presenting research data and results. Plagiarism is defined as the following and comparable behaviour:
   a. copying texts, thoughts and/or reasoning of others and presenting these as one’s own;
   b. submitting previously submitted or similar texts for assignments from other programme components without acknowledging the source;
   c. submitting papers obtained from a commercial organisation or written by someone else - whether in return for payment or not.

The above list is not exhaustive.

3. In addition to the perpetrator, accomplices may also be punished in cases of fraud and plagiarism. If the work copied from a fellow student was copied with the permission and/or assistance of that fellow student, he/she will in any case be considered an accomplice as defined in the previous sentence.

4. Suspicions of fraud or plagiarism may be determined before, during or after an interim examination/resit.

5. If the proctor believes he/she has discovered a student committing fraud during a written interim examination/resit, he/she will immediately make note of this on the exam protocol. The proctor will also make note of this on the answer sheet of the participant suspected of fraud, either at the time the fraud is discovered or when the participant submits the examination papers. After the interim examination, the proctor will make a written report of the detected fraud. The examinee will be given the opportunity to add a written comment to the report. The written report and any comments will be handed to the relevant examiner, who is then required to contact the Examination Board for further handling.

6. An examiner may use a plagiarism detection program to investigate plagiarism.

7. If the examiner or any other party involved thinks they may have discovered fraud or plagiarism before, during, or after the assessment of other exam formats, he/she must report this to the Examination Board and submit a file with evidence to prove the fraud or plagiarism.

8. The Examination Board will determine whether fraud has been committed after investigating the matter.

9. If an examinee is found guilty of fraud, the Examination Board may exclude him/her from further participation in the interim examination/resit in question, as well as from participation in other interim examinations/resits for up to one year after the fraud is discovered.

10. In the event of serious fraud, the Examination Board may recommend that the student's enrolment for the degree programme be terminated.
Appendix 4  Faculty of Social Sciences code of conduct

The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct within the faculty. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to follow them.

Points of reference

The faculty seeks to provide an atmosphere characterised by:
- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that
- everyone should be treated with respect, without being offensive or hurtful;
- you should treat others as you wish to be treated. This goes for all forms of all contact on campus that occurs between staff and students and for all forms of communication, including verbal, written, e-mail, Blackboard, chat rooms, and course evaluations;
- everyone makes sure to familiarise themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, the terms of use for the RU-network and SURFnet) as well as the agreements made with respect to attendance, deadlines, review periods, completing assignments, among others;
- one sticks to the rules and agreements once made;
- students and lecturers are jointly responsible for the successful functioning of the educational process. They can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and recent changes in the educational organisation and content;
- everyone respects each other's property and takes good care of spaces and materials used.

Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

Appendix 5  Learning outcomes

Article 1  Knowledge and understanding of the Brain & Cognition Domain

You will develop an understanding of the relationships between brain, cognition, affection and behaviour (Biological Psychology, Cognitive Psychology and Neuropsychology), and will be able to apply this to theoretical and practical problems, on the basis of the current knowledge surrounding:
1. human neuroanatomy and neurophysiology;
2. cognitive functions, such as language, learning, memory, cognitive control, perception, attention, emotion and social consciousness, and the underlying neuroanatomical foundation and neurocognitive processes;
3. neuropsychological disorders resulting from cerebral infarction, traumatic brain injury, epilepsy, dementia;
4. methods of neurocognitive research and diagnostics;
5. principles of neurocognitive intervention and prevention.

Article 2  Knowledge and understanding of the Behaviour & Environment Domain

You will develop an understanding of the relationships between brain, cognition, affection and behaviour (Biological Psychology, Cognitive Psychology and Neuropsychology), and will be able to apply this to theoretical and practical problems, on the basis of the current knowledge surrounding:
1. behaviour resulting from the interaction between individuals and their social and physical environment;
2. behaviour in working organisations, at the individual, group and organisational level;
3. evolutionary, cultural, cognitive, affective and motivational processes that underlie social behaviour;
4. influencing of and by others, such as in interpersonal relationships and intergroup relationships and in advertising and information campaigns;
5. methods of socio-psychological and work and organisational psychological research and diagnostics;
6. methods of socio-psychological and work and organisational psychological interventions and behavioural change.

Article 3  Knowledge and understanding of the Development & Mental Health Domain
You will develop an understanding of the relationships between normal functioning, abnormal functioning and life stages (Developmental Psychology and Clinical Psychology), and will be able to apply this to theoretical and practical problems, on the basis of the current knowledge surrounding:
1. stages of a person’s life (such as early childhood, adolescence, second half of life), individual differences in this regard and the psychopathology thereof;
2. development processes that distinguish or link these life stages (such as learning, aging), and how they might affect psychopathology;
3. the influence of the social environment (such as family, school, work, culture) on life and psychopathology;
4. the origin, maintenance, and manifestations of mental anomalies and disorders (such as depression, eating disorders and phobias);
5. physical and neurological processes, to the extent to which these are related to mental anomalies and disorders;
6. methods of development psychology and clinical psychology research and diagnostics;
7. principles of developmental psychology and clinical intervention and prevention.

Article 4  Research skills
You will acquire knowledge of conventional statistical and methodological research techniques in psychology and will be able to apply this knowledge largely on your own. In relation to all prevalent types of empirical psychological research, you will be able to:
1. design a study that takes into account all the prevailing theories and methods of the relevant domain;
2. carry out a study;
3. analyse and interpret research data through the use of conventional techniques (such as GLM, non-parametric tests, factor analysis);
4. report on a study through a publishable research article in accordance with APA standards.

Article 5  Academic Skills
You will acquire academic skills (analytical skills, reflection skills, communication skills, and learning skills) and will be able to apply these to theoretical and practical problems. You will be able to:
1. systematically dissect a psychological problem or issue into its elements, aspects and sub-problems; distinguish between primary and secondary issues, causes and consequences, facts and opinions; make connections, recognise patterns and come up with solutions;
2. place psychological knowledge claims in their historical context and critically evaluate them on the basis of substantive, methodological and philosophical criteria;
3. recognise and critically evaluate ethical dilemmas in psychological research, diagnostics and interventions and in professional interactions with clients, commissioning parties, participants and organisations;
4. communicate verbally and in writing on psychological issues according to APA standards, for instance through research reports, essays, recommendations, (poster) presentations, and debates;
5. identify gaps in your own knowledge and skills, handle feedback from lecturers or peers and thus guide your own academic development.

Article 6  Professional Skills
You will acquire professional skills (conversation skills, testing skills, and reporting skills) and will be able to apply these in practical situations. You will be able to:
1. analyse the needs and problems of individuals, groups or organisations in the field of psychology with the help of diagnostic and psychodiagnostic research;
2. conduct an interview; systematically observe behaviour; administer and assess a survey; administer, assess, and psychometrically evaluate a test; professionally report your findings;
3. design and evaluate an evidence-based psychological intervention;
4. deal with the tense relationship between science and practice and the possibilities and limitations of the scientist practitioner;
5. develop a global personal development plan and career prospects, and indicate to what extent your qualities and ambitions are in line with the professional competences demanded by the field.

Appendix 6 Admission requirements for the Bachelor’s degree programme in Psychology

Prior education in the Netherlands:
- Prior education: VWO - no further admission requirements.
- Prior education: HBO Bachelor - no further admission requirements.
- Prior education: HBO first year on the basis of HAVO - Mathematics and English at VWO level required; or must possess equivalent certificates for Mathematics and English, such as:
  - FSW wiskundetoets certificate;
  - IELTS Academic certificate with a minimum overall score of 6.0 as well as a minimum score of 6.0 for each of the four sub-tests;
  - TOEFL iBT certificate with a minimum total score of 80 as well minimum scores of 20 on all four parts;
  - Cambridge Certificate English: First (FCE) with a minimum grade of B;
  - Cambridge Certificate English: Advanced (CAE) with a minimum grade of C;
  - Cambridge Certificate English: Proficiency (CPE) with a minimum grade of C;
  - RAT-er certificate at the B2 level.
- Colloquium doctum: successfully completing a reading and writing assignment in Dutch or English, depending on the programme to which the candidate wishes to be admitted; and possessing certificates for Mathematics and English at the VWO level or equivalent, such as:
  - FSW wiskundetoets certificate;
  - IELTS Academic certificate with a minimum overall score of 6.0 as well as a minimum score of 6.0 for each of the four sub-tests;
  - TOEFL iBT certificate with a minimum total score of 80 as well minimum scores of 20 on all four parts;
  - Cambridge Certificate English: First (FCE) with a minimum grade of B;
  - Cambridge Certificate English: Advanced (CAE) with a minimum grade of C;
  - Cambridge Certificate English: Proficiency (CPE) with a minimum grade of C;
  - RAT-er certificate at the B2 level.

Zeugnis der Allgemeinen Hochschulreife:
- Abitur und;
- Englisch als Prüfungsfach im Abitur (GK oder LK);
  oder ein entsprechendes Sprachzertifikat:
  - IELTS Academic certificate with a minimum overall score of 6.0 as well as a minimum score of 6.0 for each of the four sub-tests;
  - TOEFL iBT certificate with a minimum total score of 80 as well minimum scores of 20 on all four parts;
  - Cambridge Certificate English: First (FCE) with a minimum grade of B;
  - Cambridge Certificate English: Advanced (CAE) with a minimum grade of C;
  - Cambridge Certificate English: Proficiency (CPE) with a minimum grade of C;
  - RAT-er certificate at the B2 level.
   (Bei Berufsqualifizierten: Zulassungsprüfung für Berufsqualifizierte, mindestalter 21 Jahre).

Dutch programme:
- Abitur und;
- RU-NT2 Examen oder Staatsexamen Niederländisch als Fremdsprache (NT2) und;
   (Bei Berufsqualifizierten: Zulassungsprüfung für Berufsqualifizierte, mindestalter 21 Jahre).

United Kingdom:
- 3 GCSEs (no specific courses), minimum grade of C and 3 GCE A-levels (no specific courses), minimum grade of C and;
- Mathematics requirement: only when no GCE A-level in Mathematics will be obtained: a GCE AS-level in Mathematics, minimum grade of C and;
- English language: having obtained GCE A-levels proves proficiency in English.

United States:
- High school diploma including four courses at AP-level.
- Mathematics requirement: one of the four AP-level courses should be Mathematics.
- English language: having obtained a high school diploma in the United States proves proficiency in English.

International Baccalaureate:
- Diploma programme.
- Mathematics requirement: having passed Mathematics Standard Level, Mathematics Higher Level or Further Mathematics Higher Level.
- English language: having obtained an International Baccalaureate diploma proves proficiency in English.

European Baccalaureate:
- Diploma programme.
- Mathematics requirement: having taken three hours of maths per week.
- English language: having passed English Language 1.

All other international pre-university qualifications:
- A diploma that is equivalent to or higher than the Dutch VWO level, according to NUFFIC and;
- Mathematics requirement: having taken three hours of mathematics per week until the penultimate year of your pre-university education and;
- English language: having passed an English language course in the last year of your pre-university education in Germany, Belgium and Austria;
   or completing your secondary education at an institution where the language of instruction is English in one of the member states of the EU/EEA, Australia, Canada, New Zealand, the United States of America;
   or being a citizen of Australia, Canada (with the exception of Quebec), Ireland, New Zealand, the United Kingdom or the United States of America;
   or having obtained:
   - An IELTS Academic certificate with a minimum overall score of 6.0 as well as a minimum score of 6.0 for each of the four sub-tests;
   - A TOEFL iBT certificate with a minimum total score of 80 as well minimum scores of 20 on all four parts;
   - Cambridge Certificate English: First (FCE) with a minimum grade of B;
   - Cambridge Certificate English: Advanced (CAE) with a minimum grade of C;
   - Cambridge Certificate English: Proficiency (CPE) with a minimum grade of C.

Appendix 7  Transitional regulations resulting from changes to the curriculum

Modifications to the curriculum are taking place between the 2015-2016 and 2017-2018 academic years. In 2015-2016, four courses (“Psychologie in Actie, deel B”; “Psychologie en Praktijk”; “Kernthema Gender”;
“Kernthema Psychologie van de seksualiteit”) were cancelled and three courses (Development & Mental Health 2: Psychopathology from a Lifespan Perspective; Professional Ethics for Psychologists; and Development & Mental Health 3) were changed with regard to the EC study load and programme year. In 2016-2017, the B2 course “Introductie in de Psychodiagnostiek” will no longer be taught and “Psychodiagnostiek” will be integrated into “Ontwikkeling & Psychische gezondheid 2” (PSB2DH10N), “Brein & Cognitie 2” (PSB2BC10N) or “Gedrag & Omgeving 2” (PSB2BE10N), which means they will increase in scope by 1 EC to 5 EC each.

For students who, as of September 1, 2016, have not yet completed one or more of the above courses, on the basis of the EER, article 5.4, paragraph b, this will result in the following transitional regulations:

- Students who only failed to pass the “Introductie in de psychodiagnostiek” (BPSPD20) examination, may take the relevant transitional resit in the 2016-2017 academic year. Students who only failed to successfully complete the practicum in 2015-2016, may take the following replacement assignment in 2016-2017: “Practicum Ontwikkeling & Psychische Gezondheid 2” (1 EC) (PSB2DH11N). Students who failed to successfully complete both the examination and the practicum, must pass both the resit and the “Practicum Ontwikkeling & Psychische Gezondheid 2” (in all cases, this will be registered after completion of the full course under code BPSPD20).

- Students who failed to complete “Persoon 2” (“Psychopathologie en levensloop”) (BPSPE21) in 2015-2016, “Brein 2” (BPSBR20) or “Gedrag 2” (BPSGE20) (each 4 EC), can take the corresponding courses “Ontwikkeling & Psychische gezondheid 2” (PSB2DH10N), “Brein & Cognitie 2” (PSB2BC10N) or “Gedrag & Omgeving 2” (PSB2BE10N) (each 5 EC) in 2016-2017. This means they are exempted from the practicums. They must register using the old course code. If they do not complete this course in 2016-2017, they must take a corresponding 5 EC course in 2017-2018.

- Students who have failed to complete “Persoon 3: psychopathologie en levensloop” (BPSPE30) in the academic year 2015-2016, can take the course “Persoon 2: psychopathologie en levensloop” (BPSPE21) in 2016-2017, with the old code of “Persoon 3” for 6 EC (BPSPE30) being registered in OSIRIS.

- Students (from cohort 2013 or earlier) who have failed to complete “Persoon 2: Gezondheidspsychologie” (BPSPE20) may take “Ontwikkeling & gezondheid 3: Gezondheidszorgpsychologie” (PSB3DH15N) in 2016-2017.

Appendix 8  Overview of core themes in B2 per block
All core themes have a study load of 6 EC.

Block 1: Core themes to which Research Project 2 is linked:
- Mental Load and Stress;
- Conscious and Unconscious Processes;
- Perception, Action & Development;
- Language and Communication;
- Emotion;
- Eating Behaviour.

Block 2: Core themes without a research project:
- Motivation and Performance;
- Learning and Behaviour;
- Pain: Perception and Treatment;
- The Development of Pro- and Antisocial Behaviour;
- Religion and Behaviour;
- Development of Primary Relations.

Appendix 9  Overview of specialised components per domain in the B3 year

Brain & Cognition
1. Neurophysiology of Cognition and Behaviour;
2. Language in Action;
3. Psychopharmacology and Psychopathology;
4. Human Motor Control and Sport;
5. Signal Analysis and MATLAB;
6. Learning, Remembering, and Forgetting;
7. Consciousness and Perception;
8. Affective Science and Psychopathology;

*Development & Mental Health*
1. Psychodiagnostics in Health Care;
2. Psychotherapy;
3. Prevention;
4. Communication Skills in Mental Health Care;
5. Fear, Anxiety and Related Disorders;
6. Affective Science and Psychopathology;
7. Gendered Psychopathologies;
8. Early Development: Chances and Risks;
9. Adolescence: Chances and Risks;
10. Adulthood and Aging: Chances and Risks.

*Behaviour & Environment*
1. Organisational Psychology;
2. Social Influence;
3. Work Psychology;
4. Inter-Group Relations from Multicultural Perspectives;
5. Interpersonal Relationships;
6. Evolutionary Foundations of Human Behaviour;
7. Sport Psychology;

*General electives*
1. Psychology of Sexuality;
2. Happiness.