

Education- and examination regulations Bachelor's programme Psychology 2017-2018

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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). Part 2 of these regulations lists the provisions applicable to all Bachelor's degree programmes. Part 3 specifies the additional provisions applicable to this particular programme.
2. The present regulations apply to all students enrolled in the programme in the academic year 2017-2018.
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 13.1).

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.
 - Examination programme: the entirety of units of study, resulting in a Bachelor's or Master's degree certificate.
 - Interim examination: umbrella term for all common assessment methods, as described in article 4.1.1.
 - Unit of study part of the degree programme (component) as referred to in article 7.3 of the Act.
 - Extracurricular elective unit of study: component to be determined by the student, which is not part of the examination programme.
 - Free elective unit of study: component to be determined by the student, which is part of the examination programme.
 - Fraud: any 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 (www.knaw.nl/nl/actueel/publicaties/notitie-wetenschappelijke-integriteit) and elaborated by the 'Nederlandse Gedragscode Wetenschapsbeoefening' by the VSNU (<http://www.vsnul.nl/nederlandse-gedragscode-wetenschapsbeoefening.html>).
 - 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 units of study 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 have been laid down in a university guideline. This guideline is attached as appendix 1 to 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 units of study 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 units of study amounting to at least 6 and a maximum of 30 EC. These free electives can be taken abroad.
3. In addition to the units of study referred to in paragraph 2, the student may add extra-curricular elective units of study 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 an individual report in accordance with applicable academic standards.
5. The programme allows for units of study 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 which the Examination Board is accountable to, if it is sufficiently coherent and if the level is adequate in the context of the 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 Teaching periods and interim examinations

The programme will be offered in an annual schedule consisting of two semesters. The programme-specific part at least arranges in which semester the opportunity is provided to attend courses and to sit the interim examinations of the units of study.

Article 3.6 Form of education

1. The programme-specific part of these regulations establishes the form of education for each unit of study.
2. The language/languages in which the units of study are taught is specified in the programme-specific part of these regulations.
3. The average number of contact hours, in accordance with the definition of de Radboud University 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 average number of contact hours per week is set at at least 15.

Article 3.7 Incorporation of units of study obtained outside the programme

1. At the request of the student, the Examination Board will incorporate elective units of study from outside the programme.
2. The incorporation of units of study as meant in paragraph 1 is only allowed before the start of that unit.
3. In the event the units that express workload and study results of the units of study to be incorporated differ from those provided for in these regulations, conversion will take place. The Examination Board will decide on the conversion, with due observance of the Radboud University memo 'Conversion of workload and study results' (*Conversie van studiebelasting en studieresultaten*).

Article 3.8 Replacing of units of study

In special cases a student may, with the permission of the Examination Board, replace an obligatory unit of study of the programme with a unit of study from another programme. In that event article 3.7, paragraph 2 will apply equally.

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 unit of study of a university or higher professional programme that is similar both regarding content and level; or
 - b. demonstrates - after successfully passing an assessment as requested by the examiner - having adequate knowledge and skills regarding the unit of study in question as a result of relevant work experience or professional experience.
2. Exemptions must be requested before the start of the unit of study.
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.
6. The Examination Board does not grant exemptions on the basis of results obtained in the period in which the student was barred from sitting interim examinations as referred to in article 7.12b paragraph 2 of the Act.

Section 4 Final examinations and interim examinations

More detailed provisions regarding the assessment of the units of study are outlined in the Rules and Regulations of the Examination Board (see: <http://www.ru.nl/fsw/onderwijs/oer-eer-rr-2017-2018>).

Article 4.1 Structure and requirements of the interim examinations

1. Each unit of study of the 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, online 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 units of study that also comprise a practical and/or work group, attendance levels and the degree of active participation may be included in final grading.

3. In principle, 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 unit of study on the way in which the interim examinations will be administered.
7. Representative sample questions, both in form and content will be made available to the students on the electronic learning environment 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 the electronic learning environment. 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. For all students assessment criteria have to be available for final assignments, theses, assignments, reports and presentations.
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 unit of study 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 unit of study 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. Without prejudice to the provision of paragraph 2 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 unit of study 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 units of study 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 units of study of the programme.
6. Each interim examination must be passed within the academic year that students take the relevant unit of study. If students do not pass the interim examination within academic year they must retake the entire unit of study 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 and with due observance of the stipulations on this matter laid down in the Act.
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*

1. The final grade of an examination will be rounded to the nearest whole and half grade points, as follows: 1; 1.5; 2; 2.5; 3; 3.5; 4; 4.5; 5; 6; 6.5; 7; 7.5; 8; 8.5; 9; 9.5; 10, unless the grade is not expressed in a figure.
2. As determined in 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 units of study.
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 or online 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. By way of exception the Examination Board may - in consultation with the examiner - extend the period referred to in paragraph 2 or reduce this period.
4. The grading period is mentioned on the examination form or the digital learning environment.
5. 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.
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. If deemed necessary, the Examination Board can, after consultation with the examiner, extend or shorten the period of twenty working days as mentioned in clause 1 of this article.
4. 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 prior to the start van de unit of study.
5. Time, date and - preferably - place of the inspection referred to in paragraph 4 will be announced at least five working days in advance.
6. If a student is unable to attend the inspection referred to in paragraph 4 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.
7. 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 units of study of the programme in question or of the phase of the programme in question and has submitted proof thereof.
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 units of study 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 **Teaching evaluation**

Article 6.1 *Teaching evaluation method*

With due observance of the quality assurance system of the university, as laid down in the Handbook Quality Assurance System Degree Programmes Radboud University (*Handboek Kwaliteitszorg Onderwijs Radboud Universiteit*), the dean sees to it that the units of study taught in the programmes will be systematically evaluated.

Section 7 Miscellaneous stipulations**Article 7.1 Code of conduct**

The faculty has instituted a Code of conduct that both students and employees are expected to follow. This Code of conduct is attached in appendix 4 of these regulations.

Part 3 Programme Specific Regulations**Section 8 General provisions****Article 8.1 Applicability**

The General Provisions of these regulations shall apply to the Bachelor's degree programme unless otherwise stated in these regulations.

Section 9 Access to the degree programme and education**Article 9.1 Admission and supplementing deficiencies**

1. The admission requirements for the Bachelor's programme are attached to these regulations as appendix 6.
2. Students can enrol for the bilingual or the English-language programme, and can only take courses and examinations pertaining to their programme of choice.
3. After completing the first year in the bilingual programme, students may be admitted to the English-language core programme and vice versa, provided they meet the admission requirements.

Article 9.2 Exemption on the grounds of a HBO first-year diploma

1. 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 to possess the knowledge, insight and skills to successfully complete the degree programme.
2. The requirement set out in clause 1 of this article is met when they can prove to possess sufficient knowledge of mathematics and English at the VWO (pre-academic) final examination level.

Article 9.3 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 9.4 Programme-specific admission requirements

With regard to the sequence of exams of units of study of the Bachelor's programme, the following regulations apply:

1. Students must first complete their first year (B1; propaedeuse), 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 units of study of the B2 year is possible, provided at least 42 EC of the first year have been completed, with exception of the exceptional cases mentioned in appendix 2, article 3 'personal circumstances'.
3. Following an elective unit of study 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 units of study, including Statistics 2 and Research Project 2. Knowledge of Data Analysis, Psychometrics and Decision Theory and Applied Research Methods is assumed.

Section 10 Structure and design

Article 10.1 Programme specific learning outcomes

Supplementary to the general learning outcomes described in Article 3.2 of these regulations are the learning outcomes of the Bachelor's degree programme in Psychology included in appendix 5. 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 10.2 Programme study load

The programme has a study load of 180 EC.

Article 10.3 Programme type

The programme is only offered full time.

Article 10.4 Programme language

1. The programme is taught in a bilingual (Dutch-English) programme and in an only English programme. Relevant units of study are marked with either 'N' (Dutch) or 'E' (English) in the course code.
2. Students in the bilingual programme have the right to express themselves in Dutch with regards to speaking and writing (language production).
3. Contrary to paragraph 1, the dean may decide to offer units of study fully or partially in the other language. This decision is explained in the prospectus. The language and language requirements for each unit of study are also listed in the unit of study descriptions in the prospectus.

Article 10.5 Composition of the first-year (propaedeutische) programme

1. In accordance with the provisions in Section 3 of these regulations, the first year comprises the following units of study with reference to the corresponding semester (x) and the study load in EC (total 60):
 - General Introduction in Psychology A (1)5
 - General Introduction in Psychology B (1)5
 - Brain & Cognition 1 (2)6
 - Development & Mental Health 1 (2)6
 - Behaviour & Environment 1 (2)6
 - Psychology in Action (1)3
 - Research Methods (1)4
 - Statistics 1 (1 en 2)6
 - Academic Skills Training for Psychologists (1)6
 - Professional Skills Training - part A (1)3
 - Professional Skills Training - part B (2)3
 - Research Project 1 (2)6

- Test Subject Hours (1 en 2).....1
- 2. A description of the units of study listed in paragraph 1, including contact hours, a summary of the learning objectives, and teaching and assessment methods, is included in the programme prospectus.
- 3. In the first year, students participate as test subjects during 24 hours in a scientific study that will take 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 10.6 Composition of the second and third year programme

1. In accordance with the provisions in Section 3 of these regulations, the core programme comprises the following units of study, with reference to the corresponding semester (x) and the study load in EC (total 120 EC):

B2 year	60
- Brain & Cognition 2 (1).....	5
- Development & Mental Health 2: Psychopathology from a lifespan perspective (1).....	5
- Behaviour & Environment 2: Behaviour in organisations (1)	5
- Theoretical Psychology (1)	3
- Specialty Course I (choice from 6, see appendix 8) (1)	6
- Specialty Course II (choice from 6, see appendix 8) (2).....	6
- Philosophy of Mind, Brain and Behaviour (2).....	4
- Statistics 2 (2).....	6
- Psychometrics and Decision Theory (2)	6
- Data analysis (2).....	4
- Research Project 2 (2)	6
- Domain elective (2).....	4
B3 year	60
A selection of two of the following courses:.....	12
- Brain & Cognition 3: Cognitive Neuropsychology/Brain & Cognition 3 (1).....	(6)
- Development & Mental Health 3: Development and Mental Health 2 (1)	(6)
- Behaviour & Environment 3: Cognition, Attitude and Motivation/Behaviour & Environment 3: Cognition, Attitude and Motivation (1).....	(6)
- Professional Ethics for Psychologists (1).....	4
Domain of specialisation (choice of Brain & Cognition, Behaviour & Environment, and Development & Mental Health):	
- Four domain electives of 4 EC (see appendix 9) (1 and 2)	16
- Applied research methods related to the domain of specialisation (1).....	4
- Research Project 3 (2)	6
- Bachelor's thesis	6
- Free electives.....	12
2. A description of the units of study described in paragraph 1, including contact hours, a summary of the learning objectives and teaching methods, has been included in the 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 unit of study of the specialisation domain.

Article 10.7 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 units of study 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 unit of study objectives, content, and literature, the electives may not substantially overlap with the units of study the student has already taken.

Article 10.8 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 unit of study in question.
3. If the conditions described in paragraph 2 have not been met, mandatory participation cannot be enforced.

Section 11 Interim examinations

Article 11.1 Participation in interim examinations

If a student does not pass an interim examination during the unit of study in the academic year, he/she can take the examination again the following academic year. In this case, the examination will cover the unit of study content of that year or the content of a unit of study designated by the degree programme to replace it.

Article 11.2 Validity of credits earned

With regard to units of study for which the exam was passed more than six years ago, notwithstanding the provisions in article 4.5, 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 11.3 Exemptions

1. A request for exemption, as described in article 3.9, may be requested before the start of a unit of study.
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 unit of study, so long as proof can be provided that an equivalent unit of study 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 unit of study, so long as proof can be provided that an equivalent unit of study 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 unit of study 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 units of study of the programme with units of study from another academic programme in the Netherlands or abroad, provided this replacement is approved prior to the first examination date of the unit of study 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 12 Transitional provisions*****Article 12.1 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 10.5 and 10.6. This has been included as appendix 7 in these EER.

Article 12.2 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 13 Final provisions***Article 13.1 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 13.2 Amendments

1. Notwithstanding the provisions in article 7 of the Structure Regulations of Radboud University, 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 13.3 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 13.4 Entry into force

These regulations shall come into force on September 1, 2017.

The Education and Examination Regulations applicable before this date will then expire.

As established by the dean on June 22, 2017.

These Education and Examination Regulations are a translation of the original Dutch version (Onderwijs- en examenregeling bacheloropleiding Psychologie 2017-2018) as drawn up by the dean, June 22, 2017, 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 units of study 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 units of study referred to in paragraph 3 equals or is higher than 9.0.
3. The distinction will be calculated on the basis of all units of study of the examination programme for which a mark has been awarded on a scale of 1 to 10, except for extra-curricular units of study.
4. The number of EC of the units of study 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 units of study) 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 units of study.

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 31 August, 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 31 January. 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 1 March 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 1 March, 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 units of study 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 a study in accordance with APA standards for research articles.

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 and integrity 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 at a basic level in the domain of your choice (conversation skills, testing skills, and reporting skills) and will be able to apply these in practical situations relevant for the work fields of psychologists, while taking the tense relationship between science and practice into account. Depending on your specialisation, 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 argued, evidence-based psychological intervention and/or critically evaluate an existing intervention;

4. 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:

English programme:

- 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.
- Mathematik bis einschließlich 12./13. Klasse.

(Bei Berufsqualifizierten: Zulassungsprüfung für Berufsqualifizierte, mindestalter 21 Jahre).

Dutch programme:

- Abitur *und*;
- RU-NT2 Examen *oder* Staatsexamen Niederländisch als Fremdsprache (NT2) *und*;
- Mathematik bis einschließlich 12./13. Klasse.

(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 are taking place between the 2015-2016 tot 2017-2018 academic years.

- In 2016-2017 'Introductie in de Psychodiagnostiek' unit of study was cancelled and psychodiagnosics was integrated in 'Ontwikkeling & Psychische gezondheid 2' (PSB2DH10N), 'Brein & Cognitie 2' (PSB2BC10N) or 'Gedrag & Omgeving 2' (PSB2BE10N) which means they increased in scope by 1 EC to 5 EC each. Students who failed to pass the 'Introductie in de Psychodiagnostiek' examination, may take as replacement the unit of study 'Inleiding Diagnostiek PW' (SOW-PWB1300).
- 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 5 EC courses.

- Students who failed to complete in 2015-2016 Persoon 3: psychopathologie en levensloop (BPSPE30), kunnen nu take in 2017-2018 the unit of study 'Ontwikkeling & Psychische Gezondheid 2' (PSB2DH10N) with the old code of 'Persoon 3' being registered for 6 EC (BPSPE30) in OSIRIS.

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;
- Development of Primary Relations.

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;
- Eating Behaviour.

Appendix 9 Overview of specialised units of study per domain in the B3 year

Brain & Cognition

1. Neurophysiology of Cognition and Behaviour (semester 1);
2. Language in Action (semester 1);
3. Psychopharmacology and Psychopathology (semester 1);
4. Human Motor Control and Sport (semester 1);
5. Signal Analysis and MATLAB (semester 2);
6. Learning, Remembering, and Forgetting (semester 2);
7. Consciousness and Perception (semester 2);
8. Affective Science and Psychopathology (semester 2);
9. Communication Skills in Mental Health Care (semester 1 and 2).

Development & Mental Health

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

Behaviour & Environment

1. Interpersonal Relationships (semester 1);
2. Evolutionary Foundations of human Behaviour (semester 1);
3. Sport Psychology (semester 1);
4. Organisational Psychology (semester 2);
5. Social Influence (semester 2);
6. Arbeidspsychologie (semester 2);
7. Intergroepsrelaties vanuit multicultureel perspectief (semester 2);

8. Communication Skills in Mental Health Care (semester 1 and 2).

General electives

1. Psychology of Sexuality (semester 1);