Education- and examination regulations Master's programme Artificial Intelligence 2015-2016

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Part 1 Master’s degree programmes in general

Section 1 General provisions

Article 1.1 Applicability
1. The present regulations apply to the initial master programmes that are offered by the faculty of Social Sciences (hereinafter the faculty) and describe the present procedures, rights and obligations with respect to master’s degree programmes of the faculty, interim examinations and examinations. Part 1 of these regulations lists the provisions applicable to all master’s degree programmes; Part 2 specifies the provisions applicable to a particular degree programme.

2. In order to prevent disadvantages for students as a result of regulatory alterations regarding the EER which was in place at the start of the programme, fitting arrangements are made. If no arrangements have been made students can apply for the hardship clause (article 6.2).

3. Without prejudice to the provisions of the Structure Regulations of the Radboud University (hereinafter structure regulations), the present regulations are drawn up or amended by the dean after having been advised thereon by the degree programme committees and after having obtained the approval of the ‘Facultaire Gezamenlijke Vergadering’ (Faculties General Meeting).

Article 1.2 Definitions
1. The terms used in these regulations which are also used in either the structure regulations or 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 structure regulations and the Act respectively.

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 examination methods, as described in article 4.2.1.
   - Fraud: any (deliberate) act or omission by a student that makes forming an accurate opinion on his or her knowledge, understanding and skills partially or entirely impossible.
   - 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 project: final project for the programme, also known as dissertation or thesis.

Article 1.3 The degree programmes
1. In accordance with the provisions in the management and administrative regulations of the Radboud University, the faculty offers the following 60 EC master’s degree programmes:
   a. Anthropology and Development Studies;
   b. Communication Science;
   c. Educational Science;
   d. Pedagogical Science;
   e. Psychology;
   f. Sociology.

2. In accordance with the provisions in the management and administrative regulations of the Radboud University, the faculty offers the following 120 EC master’s degree programmes:
   a. Artificial Intelligence;
   b. Behavioural Science (research master);
   c. Cognitive Neuroscience (research master);
   d. Social and Cultural Science (research master).
Article 1.4 Moment of entry
Unless provided otherwise in the programme-specific part of these regulations, the degree programmes can be started on September 1. Interim entry is only allowed if the relevant Examination Board states, upon request, that integration in the degree programme is still possible.

Section 2 Structure of the degree programmes

Article 2.1 General programme exit qualifications
The degree programmes intend for students to:
- acquire knowledge, understanding and skills in the relevant area;
- to become qualified to degree level; and
- prepare for a future (study) career.

Article 2.2 Structure of the degree programmes
All programmes listed in article 1.3 of these regulations will be exclusively offered as full time programmes.

Article 2.3 Language of instruction
1. The master’s degree programmes listed below will in principle be conducted in the Dutch language:
   - Communication Science;
   - Pedagogical Science;
   - Educational Science;
   - Psychology;
   - Sociology.
2. The master’s degree programmes listed below will in principle be conducted in the English language:
   - Anthropology and Development Studies;
   - Artificial Intelligence;
   - Behavioural Science (research master);
   - Cognitive Neuroscience (research master);
   - Social Cultural Science (research master).
3. The English language can be used for components of a Dutch degree programme if provided in the programme-specific part. At the start of a course the language will be known.
4. Interim examinations and examinations will take place in the language in which the course is offered.

Article 2.4 Teaching periods
1. The degree programmes will be offered in an annual schedule consisting of two semesters. The schedule will be set by the board.
2. For teaching purposes in the master’s degree programmes, the semester schedule referred to in paragraph 1 may be departed from.

Article 2.5 Curriculum
The components and the coherences of these components, the study load, the form of teaching and the learning objectives are described in more detail in the programme-specific part of these regulations.

Article 2.6 Elective programme
1. The programme’s Examination Board decides on a request of permission to attend a elective programme as meant in article 7.3d of the Act. The Examination Board will verify if 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 exit qualifications.
2. The request in question will have to be submitted at least two months prior to the start of the programme.

Article 2.7 Honours Programme and Honours Academy
1. Students who excel in their degree programme may participate in the Honours Programmes for master students of the Radboud Honours Academy.
2. The contents of the programmes and the admission criteria for the Radboud Honours Academy can be consulted at the website of the Radboud Honours Academy.
Section 3  Admission to the degree programmes

Article 3.1  Moving on to the master’s degree programmes
1. In order to avoid extreme unfairness, the Examination Board may decide to admit students who have registered for a bachelor’s degree programme and who, after this programme, want to be admitted to a master’s degree programme but who have not yet obtained their bachelor’s degree, to certain components of the masters’s degree programme in anticipation of their enrolment in this master’s degree programme. Admission to interim examinations is not granted. More detailed rules have been laid down in the programme-specific part of these regulations.
2. The provisions set forth in section 1 of this article does not apply to programmes with two entry moments.

Article 3.2  Admission requirements
To be admitted to a master’s degree programme, the student must meet the statutory admission requirements with respect to previous qualifications and, in so far as applicable, the additional admission requirements as laid down in the programme-specific part of these regulations.

Article 3.3  Language requirements
1. In accordance with the stipulations in paragraph 2 of these regulations an adequate command of English is required for participation in the programme and interim examinations of the programme.
2. This requirement is met if the student can supply:
   - a Dutch pre-university education (VWO) diploma; or
   - a secondary education diploma of an English-language programme in the Netherlands or abroad; or
   - a Higher Vocational Education (HBO) or polytechnic diploma; or
   - one of the following language certificates:
     a. a Test of English as a Foreign Language (TOEFL) certificate stating a minimum score of 550 (paper test), 213 (computer test), or 79 (internet-based test);
     b. an International English Language Testing System (IELTS) certificate stating a minimum score of 6.0 in case of programmes offered in the Dutch language and 6.5 in case of programmes offered in the English language;
     c. a Cambridge Certificate of Advanced English or a Cambridge Certificate of Proficiency in English stating a minimum score of C.

Article 3.4  Alternative requirements for deficiencies in previous qualifications
Deficiencies with respect to previous qualifications as referred to in the specific part of these regulations will have to be remedied by taking tests on subjects or components of the bachelor programme to be specified. The Examination Board will be responsible for administering and assessing the test results.

Article 3.5  Programme order and admission requirements
Students who are registered for one of the degree programmes may attend all courses in that programme, regardless the programme order of the degree 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 4  Examinations and interim examinations

Article 4.1  Final examination
The master’s degree programme will be concluded by the master’s final examination.

Article 4.2  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 practical or computer assignments, take home examinations, theses, assignments, reports, internships, presentations or a combination of any of these variants is possible.
2. In addition to provisions set forth in section 1 of this article for components that also comprise a practical and/or tutorial, attendance levels and levels 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, in principle, not more than one person is tested at the same time.

4. Oral interim examinations are administered at least in the presence of 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 examination, the same rules apply. 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 taking a decision in this matter, the Examination Board may seek expert advice.

6. Prior to the commencement of an academic year, information will be provided for each individual component on the way in which the interim examinations will be administered.

7. The course manual which includes materials for the interim examination preparation, dates, examination methods and weighting of various interim examination parts, as well as other interim examination requirements must be published at least one week in advance of the examination.

8. If an interim examination is spread over more than one exam sitting, at least one 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 days must be scheduled between the last class session and the interim examination.

9. If a study component starts on the first day of an academic period, 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.

10. The Examination Board may decide that an interim examination is taken in another form than described in the study guide, if there are legitimate grounds.

Article 4.3 Registration for interim exams

1. Students that register through OSIRIS for courses in the programme they have registered for are also registered for the first following interim examination in the relevant academic year. If a student should not want to sit the interim examination, he or she will have to deregister through OSIRIS, at the latest 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 to sit the interim examination. This may have consequences for granting a judicium. In the case of force majeure students are allowed to deregister later. The OSP will decide whether this is the case.

2. Students will have to register for a resit at the latest 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.

Article 4.4 Frequency of interim examinations

1. Students are allowed to participate in interim examinations - as determined prior to the beginning of the academic year by the Director of Education - twice per academic year. Provisions regarding resits for interim examinations (essays, assignments etc.) are included in the course manual.

2. Contrary to the stipulation in the first paragraph, there will be only one opportunity to take an interim examination for a course that was not taught in that particular academic year.

Article 4.5 Resit of interim examinations

1. Successfully passed interim examinations may be retaken once, but only within the same academic year. Given that feedback has been provided within a reasonable time period, successfully passed examinations (essays, assignments, report etc.) cannot be retaken, unless stated otherwise in the course manual.

2. If a student resits an interim examination, the most recent mark will determine the final result.

3. The degree programme’s study guide contains provisions on retaking modular interim examinations for the different programme components.

4. 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 4.6 Validity term of interim examinations
1. The validity term of any interim examination that has been passed will, in principle, be indefinite.
2. Contrary to the provisions in the first paragraph of the present article it may be indicated in the programme-specific part of these regulations which components in the degree programme will have a restricted validity term.
3. Insofar paragraph 2 has been applied, the Examination Board may extend the validity term of specific interim examinations that have been passed.

Article 4.7 Determination and publication of results
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 the first paragraph, the results of an interim examination will not 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 more 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.
4. 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. In case of an oral interim examination the examiner will determine the result immediately or no longer than five days after the interim examination was administered; in case of written interim examinations no later than fifteen working days after the day the examination was administered. This regulation also applies to written examinations divided in parts. For open question 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.
5. The grading period is mentioned at the examination form.
6. A minimum period of ten working days must be upheld between the date of the announcement of the result and the date of the resit.
7. The Examination Board may, in consultation with the examiner, extend the period referred to in the sixth paragraph of the present article or, as the case may be, reduce this period.
8. 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 4.9 and about the possibility to appeal at the Examinations Appeals Board as well as of the option of reassessment. A request for reassessment shall not defer the submission term for lodging an appeal.
9. During completion of the programme’s final project an independent second reader will be consulted as well as a thesis supervisor.
10. In the case of suspected fraud or plagiarism, the provisions contained in the Rules and Guidelines, mentioned in paragraph 1, must be followed.

Article 4.8 Rules and guidelines Examination Board
1. The Examination Board will have the duties and responsibilities laid down in the Act, including, among other things, safeguarding the quality of the interim examinations and the examinations and laying down guidelines and directions, within the context of these regulations, with respect to the assessment of the interim examinations and the examinations.
2. The Examination Board will lay down the rules with respect to the duties and responsibilities referred to in paragraph 1 and with respect to any measures that should be effected in that context.
3. The rules and guidelines of the Examination Board can be found in appendix 1.

Article 4.10 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, under supervision of at least a teacher and/or
another person with substantive knowledge regarding the course, the questions and the work marked as well as receive an explanation of the formal assessment criteria.

2. Contrary to the first and second paragraph of the present article, 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.

3. Time, date and -preferably- place of the inspection referred to in paragraph 2 will be announced at least five working days in advance.

4. If students are unable to attend the inspection referred to in paragraph 2 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 the first paragraph of the present article.

5. 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 4.11 Retention periods**
The educational institute will archive the interim examinations and other assessments that count towards the results, such as project reports, assignments and the like for at least two years following the date the results of the interim examination were administered. Master theses must be kept for a minimum of seven years.

**Article 4.12 Exemptions**
1. The Examination Board may exempt a student, upon his or her request and having heard the examiner involved, either partially or fully, from sitting an interim examination if this student:
   a. has either completed a relevant component of a university or higher professional programme which is similar both regarding contents and level; or
   b. demonstrates to have 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. No exemption as referred to in paragraph 1 will be granted for the graduation project.

4. Generic exemptions will be listed in the programme-specific part of these regulations.

**Article 4.13 Determination of examination results**
1. When students have completed all interim examinations successfully, they must apply for the final exam 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.

3. Prior to determining the results of the 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.

**Article 4.14 Degree**
1. The student who has passed the examination of the master’s degree programme will be awarded the Master of Science (MSc) degree, subject to the provisions of paragraph 2.

2. The degree referred to in the first paragraph of the present article will only be granted if the student has obtained at least half of the number of EC’s at this university.

**Article 4.15 Judicium**
1. With due observance of the provisions set out in this article, the board of examiners 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 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 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 ranging between 1 and 10, excepting extra-curricular components.
4. The number of ECs 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 and 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 entire examination programme’s
components.

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 at that moment.
2. The dean is responsible for providing adequate student counselling.

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 the
programme’s tab of the student portal or Blackboard. Notices that are intended for students enrolled in a
specific course are placed on the Blackboard community of the relevant course. Notices that are intended for
individual students are sent to the email 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 mail 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 2     Programme-specific regulations Artificial Intelligence

Section 7     General provisions

Article 7.1     Applicability of the regulations
This master's degree programme is subject to the provisions laid down in the general part of these regulations insofar as the following provisions do not state otherwise.

Section 8     Programme structure

Article 8.1     Applicability of this section
1. Article 3 of this section applies to students, first enrolled in the master's programme in 2015-2016.
2. For students who were first enrolled in the programme prior to 2015-2016, the programme in principle applies as described in the EER for the year students started the programme.

Article 8.2     Specific exit qualifications
1. Without prejudice regarding exit qualifications referred to in article 2.1 of these regulations, the programme’s aim is:
   a. to impart to students advanced knowledge, skills and insight in the domain of artificial intelligence;
   b. to impart to students an advanced university education;
   c. to impart that which is described in paragraph 1 sub a and b, at a level that is attuned to the Bachelor’s degree programme in Artificial Intelligence;
   d. to educate students in such a way that after completing the programme they are able to conduct independent research in the domain of artificial intelligence.
2. These aims are specified further in appendix 2.
3. Specific aims for each programme component are included in the course descriptions of the most recent study guide.

Article 8.3     Composition of the programme
1. The Master's degree programme comprises the following components and study load (in ECs; 120 in total):
   (N.B.: Course name details may be subject to change)
   a. Compulsory general core courses:
      - Trends in artificial intelligence ................................................................. 6
      - Advanced research methods for MSc AI .................................................... 3
      - Academic writing and reviewing ............................................................. 3
      - Theoretical cognitive science 2: science and society ............................... 3
      - Choice of: ................................................................................................. 48
      - either:
      - Internship .................................................................................................. 18
      - Condensed master research project ......................................................... 30
      - or:
      - Extended master research project .........................................................
      - Condensed master research project ......................................................... 48
   b. Compulsory courses in one of the three graduation specialisations of the programme:
      b1 Graduation specialisation Web and language interaction:
      - AI on a web scale ..................................................................................... 6
      - App-lab: intelligent mobile apps ............................................................... 6
      - Text mining ............................................................................................. 6
      - Within-specialisation constrained elective components ........................ 18
      b2 Graduation specialisation Robot cognition:
      - Human-robot interaction ........................................................................ 6
      - Advances in human-computer interaction .............................................. 6
      - Motor control or Perception .................................................................. 6
      - Within-specialisation constrained elective components ........................ 18
b3 Graduation specialisation Computation in neural and artificial systems:
- Computational cognitive neuroscience ................................................................. 6
- Cognition and complexity .................................................................................. 6
- Brain-computer interfacing practical................................................................. 6
- Within-specialisation constrained elective components ..................................... 18
- General constrained elective components ...................................................... 12
d. Free elective components .............................................................................. 9

2. A detailed description of all components, contact hours, (summary of) learning objectives and instructional methods included, is provided in the programme's study guide.

3. No components that form part of a required Bachelor’s examination may be included in the Master’s examination as well. Should such a component be compulsory within the Master’s programme, the Examination board will appoint a substitute component. This also applies to components of a required Bachelor’s examination that, in the opinion of the Examination Board, shows too much overlap with prospective components of the Master’s examination.

4. The constrained elective components in the graduation specialisations mentioned in paragraph 1 sub b should be chosen from the list of constrained elective components for the graduation specialisation, which is published on the Blackboard of the degree programme before the start of the academic year.

5. The general constrained elective components mentioned in paragraph 1 sub c can be chosen from:
   - either a compulsory course of one of the other graduation specialisations;
   - or one of the lists of constrained elective components of the graduation specialisation as mentioned in paragraph 4;
   - or the list of constrained elective components outside a graduation specialisation as posted on the degree programme’s Blackboard at the start of the academic year.

6. The free elective components mentioned in paragraph 1 sub d can be chosen freely, on the condition that the chosen component has an adequate level and is sufficiently relevant to the content of the programme. Assessments of level and relevance are made at the discretion of the Examination Board.

7. Free elective courses may be followed abroad. In case of free elective courses passed at non-European universities, the Examination Board determines how many EC’s are granted. If necessary the board takes care of the conversion of the results.

**Article 8.4 Participation in educational components**

1. In principal - regarding participation in educational components - the following rules apply:
   a. participation in practicals is mandatory, unless the practical includes that students produce assignments which must be handed in under guidance;
   b. participation in lectures is optional;
   c. participation in seminars is optional.

2. Mandatory participation and possible penalties for not participating must be stated in the course manual for the course concerned.

3. If the provisions stipulated in the previous paragraph are not fulfilled, no mandatory requirements may be imposed on students with regard to participation in educational components.

**Section 9 Admission to the programme**

**Article 9.1 Entering the programme**

1. The degree programme has the following entering moments. Interim registration is not possible:
   a. September 1;
   b. February 1.

2. Enrolment for the degree programme is only possible if the graduation date for the prior education degree on which the enrolment is based precedes the enrolment date.

**Article 9.2 Admission requirements**

1. Admission to the programme will be granted when final examinations of the Bachelor’s degree programme Artificial Intelligence at Radboud University have been completed succesfully; as well as:
   a. to those who have obtained a Bachelor’s degree in:
- Computer Science with a minor 'transition package Artificial Intelligence' at Radboud University;
- Information science with a minor 'transition package Artificial Intelligence' at Radboud University;
- Artificial Intelligence at another Dutch university; or

b. those who have obtained the certificate of admission for the academic year in question as provided by the Executive Board on the basis of a degree certificate that is at least equivalent to any of the diplomas mentioned earlier in this paragraph.

2. Admission to the programme will also be granted to students who have demonstrated, in the opinion of the Examination Board, their suitability to follow the degree programme and who have furnished proof that they have an adequate command of the English language, as stipulated in article 3.3.

**Article 9.3 Admission procedure**

1. Decisions on the admission of those who are not suitable to the programme as stipulated in article 9.2.1 are taken on behalf of the dean by the Examination Board.

2. Students who meet the admission requirements or who believe that they will meet these requirements in due time and who wish to be admitted to the Master’s degree programme should submit an application in that effect at the Examination Board in good time.

3. Students referred to in article 9.2.1 will be admitted to the programme without further selection.

4. The decision of the Examination Board referred to in article 9.3.1 can be appealed against at the Examination Appeals Board.

**Article 9.4 Entry requirements**

1. The Internship, the Condensed research project and the Extended research project can only be started after a number of components equal to or exceeding 60 ECs have been completed in the programme.

2. Any particular component may have specific prior knowledge criteria, as specified in the programme’s study guide.

**Section 10 Interim and final examinations**

**Article 10.1 Restricted period of validity of achieved study results**

Contrary to the provision in article 4.6 the Examination Board may - with respect to a component that has been completed more than six years previously, and if there are valid substantive or educational reasons to do so - impose a supplementing or substitute interim examination that must be passed before the student is admitted to the final examination. A supplementary or replacement interim examination of this sort does not yield extra ECs.

**Article 10.2 Participation in interim examinations**

Anyone studying for the Master’s examination who does not pass certain components in a specific academic year can retake the interim examination the following year, but this second examination will be based on the content of the component of that same year, or on the content of a substitute component designated by the Examination Board.

**Article 10.3 Scientific thesis**

1. The student is obliged to write a scientific thesis, as part of the requirements for either the Condensed or Extended research project. This scientific thesis is an individual effort.

2. In individual cases the Examination Board can decide to deviate from the regulation in paragraph 1.

**Article 10.4 Standard exemptions**

The Examination Board does not grant any standard exemptions based on previously taken educational programmes.

**Section 11 Final stipulations**

**Article 11.1 Transitional provision for distinctions**

In deviation from the provisions in article 5.15 - judicium rules as listed in the former EER apply to students for three years after starting the programme.
Article 11.2 Safety net scheme and hardship clause
1. In individual cases not covered or insufficiently covered by these regulations, the dean will decide.
2. In individual cases of extreme unfairness, the Examination Board is authorised to make an exception to the provision of these regulations in favour of a student.

Article 11.3 Amendments
Any amendments made to these regulations will not take effect in the present academic year, unless the interests of the students are not disproportionally compromised thereby.

Article 11.4 Publication
1. The dean will be responsible for suitable publication of these regulations, of the rules and guidelines that have been set by the Examination Board and of possible amendments of the regulations mentioned.
2. Each interested party may consult the EER on the faculty’s website.

Article 11.5 Entering into effect
These regulations will enter into effect on September 1, 2015. Any Education and Examination Regulations laid down previously for the degree programmes referred to will cease to apply from that date onwards.
These Education and Examination Regulations are a translation of the Dutch original version (Onderwijs-en examenregeling masteropleiding Artificial Intelligence 2015-2016) as drawn up by the dean, June 18, 2015, which, should any doubts arise concerning the interpretation of the English version, is the legally valid text.
Appendices EER MSc Artificial Intelligence 2015-2016

Appendix 1  Regulations and Guidelines Examination Board Artificial Intelligence

Article 1  Preamble
1. The following Regulations and Guidelines (hereinafter called 'R&G') concern the functioning of the Examination Board for the Bachelor’s degree programme and the Master’s degree programme in Artificial Intelligence, as well as the proper course of events relating to the final examinations of these degree programmes and the interim examinations of their constituting components.
2. The R&G serve to implement the tasks entrusted to the Examination Board by the Higher Education and Scientific Research Act, as indicated in article 4.8 of the Educational and Examination Regulations (EER) for these degree programmes.
3. Where stipulations in these R&G conflict with stipulations in the EER for the same academic year, the latter apply.

Article 2  Definitions
If the terms used in these R&G also occur in regulations pursuant to the Structure Regulation, they have the same meaning as intended in those regulations. In addition, the following definitions apply:
- faculty: the faculty of social sciences at Radboud University;
- Examination Board: the examining board of the Bachelor degree programme and the Master degree programme in Artificial Intelligence;
- education and examination regulations: the education and examination regulations of the Bachelor degree programme and/or the Master degree programme in Artificial Intelligence, hereinafter called the EER;
- examiner: the person designated by the Examination Board to administer interim examinations and establish their result;
- examination components: the courses that have to be taken and their interim examination passed in order to pass for either a propaedeutic, bachelor or master final examination, as stipulated in the EER;
- interim examination: an examination testing the knowledge, understanding and skills of the candidate in relation to a certain unit of study as well as an assessment of the results of that test by at least one examiner designated by the Examination Board to that end; by ‘interim examination’ any type of assessment is meant in these R&G;
- examinee: the person taking, or preparing to take, either the propaedeutic, bachelor or master final examination, and has been registered as such.

Article 3  Applicability of the regulations
1. These R&G apply to the interim and final examinations of the Bachelor’s degree programme and the Master’s degree programme in Artificial Intelligence (hereinafter called: the programmes). The programmes are offered by the educational institute for Psychology and Artificial Intelligence (hereinafter called: the educational institute) within the Faculty of Social Sciences of the Radboud University (hereinafter respectively called: the faculty and the university).
2. These R&G apply to all examinees who have been enrolled in the academic year 2015-2016 as a student in the Bachelor’s degree programme or the Master’s degree programme in Artificial Intelligence.
3. The Examination Board may delegate its tasks as stipulated in these R&G to the examiner(s).

Article 4  Composition and procedures of the Examination Board
1. The faculty dean establishes the number of members of the Examination Board. In the current academic year, the Examination Board consists of four staff members who are charged with providing the education of the degree programmes for an extent of at least 0.3 fte. One member does not belong to the degree programme’s staff. In addition, the student counsellor is an advisory member of the Examination Board.
2. The chairperson and the other members of the Examination Board are appointed for a period of four years by the faculty dean, after consultation with the current Examination Board.
3. The Examination Board appoints one of its members as vice chairperson, who substitutes for the chairperson in case of his or her absence.
4. The Examination Board appoints either one of its members or someone else as secretary, who is charged among other things with preparing its meetings and implementing its decisions.
5. The chairperson and the secretary are charged with the daily affairs of the Examination Board.
6. The Examination Board grants the chairperson and the secretary power to sign documents, together or separately, on behalf of the Examination Board.
7. The Examination Board may establish more specified Rules of Procedure.
8. The Examination Board shall report yearly on its activities, and shall provide the report in writing to the dean.

**Article 5**  
**Administering the interim examinations**

1. The Examination Board appoints examiners for administering the interim examinations of the examination components as intended in article 8.5 of the EER, and establishing their results.
2. The examiners as intended in paragraph 1 shall, as much as possible, use an explicit grading scheme when grading the interim examinations, and assess the interim examinations in such a way that the scores and the reasons for them are understandable to the student at an inspection as intended in article 17 of these R&G.
3. The examiners as intended in paragraph 1 shall, at the request of the Examination Board and for the purpose of verification, make the assessment materials for one or more interim examinations available to the Board, and report on the way the materials have been constructed. By assessment materials is meant: the test questions, the grading schemes, as well as any other material relevant to the assessment.
4. The Examination Board establishes whether an examinee meets the requirements for admission to the final examination or any interim examinations.

**Article 6**  
**Interim examination certificate**

A separate grade certificate for an interim examination will be provided by the examiner in question to the examinee who requires such a certificate for compelling reasons.

**Article 7**  
**Certificate, grade list and judicium**

1. To show that the final examination has been successfully passed, the Examination Board issues a certificate. The certificate is signed by at least two examiners who have been appointed to that end by the Examination Board. Presentation of the certificate is made in public, unless the Examination board has decided otherwise in special cases.
2. The components of the final examination and their grades are indicated either on the reverse of the certificate, or on an appendix forming part of the certificate. In addition, names and grades are indicated of components that do not form part of the final examination and in which the examinee has been assessed, at his or her request, before the result of the final examination has been established, provided that those components have been passed successfully.
3. The degree/certificate will be dated on the final school day of the month in which students apply for their graduation.
4. Regarding the provisions as stated in the EER, the examination board grants a judicium when the conditions stated in the EER have been met. Following examination requests OSIRIS determines a judicium based on rules as stated in the EER. Students are allowed to put together their own judicium with the exam board if they do not agree with the judicium which has been provided. The exam board can decide to deviate from the judicium as proposed by OSIRIS.

**Article 8**  
**Registration for programme components (courses)**

1. Students are required to register for a component through OSIRIS at least ten workdays before its starting date. When the enrolment period for the component has expired, participation is only possible after explicit permission of the examiner.
2. If for technical reasons registration for a component through OSIRIS is unfeasible, students must register as soon as possible by email to the faculty’s student administration (OSP).
3. Notwithstanding the stipulations in paragraph 1 and 2, registrations for components provided by other degree programmes are subject to the prevailing regulations at that other programme.

**Article 9**  
**Registration for interim examinations**

1. Registration for a component is also a registration for its interim examination and/or all parts thereof, as well as a registration for the resit and/or partial resits.
2. Notwithstanding the stipulations in paragraph 1, registrations for interim examinations of components provided by other degree programmes are subject to the prevailing regulations at that other programme.

3. If adapted examinations are necessary this can be stated when registering for the course and the examinations in OSIRIS. The request must be made in OSIRIS at least 10 working days prior to the interim examination date.

**Article 10  Place, date and time of written interim examinations**

1. Notwithstanding the provisions as stated in EER the exam board is responsible for the date and times of examinations.

2. The exam board must make sure that the date and times of examinations are made public at least three weeks in advance via the exam timetable website http://rooster.ru.nl, as well as via the digital learning environment Blackboard for the relevant course. After this announcement no changes can be made to the scheduling. Unless the exam board demonstrates force majeure.

**Article 11  Registration for final examinations**

1. Students do not have to register separately for the propaedeutic examination.

2. For the Bachelor’s and Master’s examination, students must register at secretariat, who sends the registration to the Examination Office of the university. Registration must take place at least 45 days before the designated day of presentation of the certificate.

3. Before registering at the Examination Office, the examinee shall, through the secretariat of the programme, file a request with the Examination Board to establish the result of either the Bachelor’s or the Master’s examination.

4. A standard procedure is used to apply for a Bachelor’s or a Master’s examination. This procedure is announced through Blackboard at the beginning of each academic year.

**Article 12  Participation in interim examinations**

1. Examinees have participated in an interim examination occasion for a component if they were legally present at that occasion and/or if students were registered for the examination component.

2. Notwithstanding the stipulations in paragraph 1, for components provided by other degree programmes the prevailing regulations at that other programme with respect to when someone has participated in an interim examination occasion apply.

3. The number of participations in interim examination occasions may be of influence on the judicium.

**Article 13  Order during written interim examination occasions**

1. The examiner may appoint one or more supervisors to assist or represent him or her during the interim examination. If and when the examiner is not present in the examination room, the supervisor must be able to contact him or her by telephone.

2. When participating in a written interim examination, the examinee shall, on request, identify him- or herself by a valid student card or by a valid photo-bearing identification document.

3. The examinee is obliged to follow instructions of the supervisor(s). Failure to do so may be designated as fraud by the Examination Board.

4. It is forbidden to take any books, readers, laptops, portable telephones etc. into the room where the interim examination is held, unless explicitly allowed by the examiner.

5. Eating in examination rooms is not allowed. Drinking in examination rooms is allowed subject to reasonable constraints.

6. Examinees who appear more than half an hour after the officially designated starting time of the interim examination are excluded from participation.

7. It is not permitted to leave the room where the interim examination is taken within half an hour after the officially designated starting time. After that period examinees are allowed to leave the room to visit the toilet, if accompanied by a second supervisor who is present in the room or who can be called and be present within a reasonable time span.

8. When leaving the room where the interim examination is being held, all supplied examination documents have to be handed in or left behind in their entirety.

9. Examinees are required to refrain from disturbing any of the attendees in any way, both during the examination and when entering or leaving the room.
10. Examinees who do not meet the requirements imposed by or pursuant to paragraph 1 through 9 may be excluded from further participation in the interim examination by the examiner. The supervisor in attendance is authorized to act on behalf of the examiner in this matter.

11. Examinees will be allowed sufficient time (known in advance), in a reasonably suitable room, to properly take the interim examination.

12. Notwithstanding the stipulations in the previous paragraphs, the order during interim examinations of components provided by other degree programmes are subject to the prevailing regulations at that other programme.

Article 14  Fraud and plagiarism

1. Without prejudice to the definition in article 1.2, paragraph 2 of the EER, fraud at written examinations with multiple-choice and/or open-ended questions may consist of:
   a. copying from others or using a cheat sheet;
   b. using study aids (e.g. dictionaries, calculators, mobile telephone and cameras) during an interim examination without permission;
   c. exchanging information inside or outside the examination room during the examination;
   d. impersonating someone else during an interim examination or allowing someone else to represent oneself during an interim examination;
   e. being in possession of the assignments for an interim examination before that interim examination is held;
   f. photographing, copying or in any other way reproducing an interim examination and/or answer sheets and/or answer models during an interim examination or review and/or distributing them. Interim examinations, answer sheets and/or answer models may only be distributed if the examiner has given written permission for this.

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 may consists of:
   a. copying the 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.

5. If the proctor believes he/she has discovered a student committing fraud during a written interim examination, the proctor 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 such as Ephorus 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 examination or interim examination in question, as well as from participation in other interim examinations 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.

Article 15 Registration of results
1. The result of an interim examination is registered by the Educational Service Point of the faculty (OSP, Montessorilaan 3, A.01.07) and put at the disposition of the Examination Board.
2. The Examination Office of the university takes care of registering the results of the final examinations. This office also registers which certificates have been handed out to examinees.
3. The examinee may file an appeal against the result of the interim or final examination within six weeks after the result has been published, in accordance with the procedure as stipulated in article 18 of these R&G.

Article 16 Inspection and review of interim examinations
1. The provisions in this article do not invalidate the provisions in article 5.8 of the EER, but serve as additions to or implementations thereof.
2. Concurrent with the results of an interim examination, the examiner of an interim examination will announce on Blackboard when and where the written examination may be inspected, and how any registration for the inspection and the inspection itself are arranged.
3. The examiner will appoint the time and date of the inspection, taking into account the conditions upon them as stipulated in article 5.8 of the EER.
4. At the inspection, the examinee, at his or her request and under supervision of a staff member, has a right to inspect the examination questions and his or her own assessed answers, as well as receive an explanation of the formal assessment criteria.
5. At the inspection, at his or her request and at cost price, the examinee will be provided with a copy of the assessed work (the answers, but not the questions). This facility does not apply in the case of multiple choice examinations.
6. The time and place of a possible collective review shall be announced on Blackboard.
7. The examiner decides on how the collective review is arranged.

Article 17 Objection procedure regarding the assessment of interim examinations
1. Examinees who disagree with the assessment of an interim examination may present their objection to the examiner during or after the inspection or review.
2. If and when the student has not reached an agreement with the examiner about the assessment, he or she can file an appeal with the Board of Appeals for Examinations. The appeal has to be filed within a period of six weeks after the announcement of the examination results. If the examiner has not reacted to the student’s objection within that period, the student can file a so-called pro forma appeal with the Board of Appeals for Examinations, in which he/she requests postponement of the appeal.

Article 18 Complaints procedure
1. Complaints and appeals pertaining to the course of events at an interim examination can be filed with the Examination Board.
2. To be submitted complaints and appeals must meet the following format requirements:
   a. a written and signed letter (no email);
   b. on behalf of one individual (no groupwise letter);
   c. containing a personal argumentation (no standard letter).
3. Complaints and appeals will only be considered if they meet the requirements as stipulated in paragraph.

Article 19 Amendments of these R&G
Amendments of these R&G pertaining to the current academic year shall only be implemented if this is - in all fairness - not to the detriment of the examinees.

Article 20 Entry into force
These regulations shall enter into force on September 1, 2015.
Thus decided by the Examination Board of the degree programme in Artificial Intelligence.
Appendix 2  Further specification of objectives and final qualifications of the programme

For both BSc/MSc-programmes, the integration of knowledge and skills, as well as imparting a critical and academic stance are central goals. The intended learning outcomes reflect the Nijmegen AI profile. They can be operationalized in terms of five AI learning objectives that fully adhere to the five Dublin descriptors, which describe the level of bachelor and master’s programmes.

The five AI learning objectives are implemented through ten final qualifications for the bachelor and eleven for the master. Both the learning objectives and final qualifications fit the description of the KION domain-specific frame of reference (KION-FoR), while doing justice to the AI profile in Nijmegen. The final qualifications form an excellent means to enforce the five objectives on the one hand, and to provide solid requirements for the implementation of the educational learning environment on the other hand. As illustrated in Fig. 1, it is through the specification, assessment and evaluation of the learning goals of each individual course that the BSc/MSc-programmes implement a high-quality educational learning environment, which adheres to academic standards as well as to the KION-FoR.

**Figure 1.** Implementation scheme for the intended learning outcomes of the BSc/MSc-programmes: profile, objectives, final qualifications and course goals.

**Objectives for the MSc-programme**

MSc students are trained at a level of academic and scientific competence that extends and builds on those competences developed in an academic BSc-programme, in terms of independence, critical judgment and the ability to systematically apply their knowledge, skills, understanding, and problem solving abilities in new or unfamiliar environments within a multidisciplinary context related to their field of study. MSc-students obtain advanced competences, knowledge and understanding of the field of AI that is founded upon and extends and/or enhances that typically associated with a BSc-level training, and that provides a basis or opportunity for originality in developing and/or applying ideas in a specific subdomain of AI, e.g. Linguistic web interaction, Robot Cognition and Neural Computation. The focus on scientific research and research methods constitutes one of the main principles in the educational programme. As such, the final qualifications of the MSc-programme reflect a decidedly scientific orientation. Graduated MSc students are fully capable to work in professional research environments or at academic research institutes, e.g. as junior researchers pursuing their PhD.

**Objective 1  Acquisition of knowledge and understanding**

Students acquire up-to-date and in-depth knowledge and understanding on AI informed by current scholarship and research that covers the breadth of the field of specialisation. This involves core concepts and theories, as well as research techniques and methods in the subject area.

**Objective 2  Application of knowledge and understanding**

Students are able to apply acquired knowledge, skills and insight to theoretical and applied problems in AI. They are independently capable of formalising a given AI research question and producing an answer, solution or application in creative and innovative ways to the question, typically by computational means.
Objective 3  Critical judgment
Students are able to reason in a critical, academic manner enabling them to go beyond the state of the art and contribute to the forefront of their research field. This entails that students have a critical awareness of current research and advanced scholarship in the discipline. They are capable of evaluating methodologies and develop critiques of them and, where appropriate, proposing new hypotheses. Students are conscious of presuppositions and societal consequences of research and are able to reflect critically on their own professional actions.

Objective 4  Communication
Students are able to adequately express their knowledge, insights and findings, both orally and in writing. They are trained in presenting, understanding, and judging research findings, allowing them to communicate effectively to specialist and non-specialist audiences in a variety of media and for a variety of purposes (scientific publication, general public information, initiating/maintaining collaboration, acquiring funding).

Objective 5  Learning skills
Students take initiative and take responsibility for their own education and are able to steer their own learning process, enabling them to continue to learn independently and to develop professionally, including the ability to pursue further research, e.g. as a PhD student at a research or professional institute.

Final qualifications of the MSc-programme
Compared to the BSc-programme, the MSc-programme develops higher levels of self-management, independence and critical self-reflection, and allows students to specialise in advanced, state-of-the-art themes in AI. Each individual course contributes to the training of, in total, eleven final qualifications for the MSc-programme. This is the case for the specialisation Web and language interaction, the Robot Cognition and Computation in Neural and artificial Systems. As illustrated in Figure 1, the eleven final qualifications implement the five AI learning objectives, which operationalize the five Dublin objectives with respect to the AI profile in Nijmegen:

1. Relevant level: the master student has demonstrated knowledge and understanding in the field of AI, founded upon the knowledge and understanding associated with a bachelor’s level qualification, that extends and/or enhances the latter, and paves the way for an original contribution in developing and/or applying ideas, often within a research context. The level of the MSc-programme exceeds that of the BSc-programme in that it uses more advanced course material (such as scientific papers), work forms (such as the design of innovative interaction platforms) and amount of independence and responsibilities for, e.g., designing/performing experiments and for scientific communication, both orally and in writing.

2. Relevant disciplines: the master student has obtained relevant knowledge and understanding in the fields of psychology, computer science, mathematics, logic, linguistics, philosophy and neuroscience, at a level at which s/he can actively relate AI to those fields, and is able to incorporate the contributions of scientists in different fields into AI projects.

3. Cognition: the master student has obtained relevant knowledge and understanding of several human cognitive functions and skills, such as problem solving, perception, language processing and motor behaviour, at a level that enables an original contribution to the computational modeling of such a functionality.

4. Paradigms: the master student has obtained knowledge and understanding of the similarities and differences in architecture and working between different model types, such as the classical-symbolic, the connectionist and the more recent dynamic and probabilistic model types. The master also has an understanding of the theoretical implications thereof, and of the relevance of different model types for different application domains.

5. Analytical skills: the master student is able to make an independent analysis of an abstract problem that is complex and underspecified, in such a way that a solution can be sought by means of a working computer programme, and, if relevant, a theoretical generalisation can be made. In addition, (s)he has the ability to translate a theory into an algorithm or a computational model, deduce model predictions, and test those predictions.

6. Research: the master is able to independently design, execute and analyse empirical research in a methodologically correct way.
7. *Practical application:* the master is able to think and act in a rational way, and to translate complex and/or extensive practical requirements (for instance those of a user group) into a work plan for developing, improving or extending a computer programme.

8. *Philosophy:* the master has an eye for the philosophical foundations and implications of the influential paradigms and model types in AI, as well as for the social and ethical implications of developments in the field.

9. *Critical attitude:* the master has a critical, scientific attitude towards research in general and AI in particular, and is able to form a well-founded opinion about the latest developments in several areas of AI.

10. *Communication:* the master is able to express him/herself in writing according to the accepted norms for scientific AI publications (both formally, e.g., IEEE (Institute of Electrical and Electronics Engineers) Computer Society, APA (American Psychology Association), and in terms of content), and to effectively digest articles in relevant journals. In addition, the master has obtained oral skills that enable reporting on performed research, and communicating on an equal basis with specialists in AI and the fields mentioned in the second point, as well as with non-specialists.

11. *Independent learning skills:* the master has obtained the necessary learning skills to enable further learning in an independent self-directed manner.

### Table M1

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K/U represents Knowledge and Understanding.

Table M1. Correspondence between the five AI learning objectives and eleven final qualifications (FQ) of the MSc-programme. A marked cell represents the FQ that covers the corresponding objective most significantly.

### Appendix 3  Foreign language Code of Conduct

At Radboud University, the Foreign language Code of Conduct as stipulated below applies. This code of conduct is based on article 7.2 sub c of the Higher Education and Scientific Research Act.

**Article 1**

At Radboud University, education and examination may take place in another language than Dutch if the specific nature, organisation or quality of the education and/or the origin of the students necessitates it.

**Article 2**

The decision to use a foreign language is taken by the dean of the respective faculty after having consulted the Degree Programme Committee. The dean will consider the following principles:
- the need for the use of another language than Dutch must be established;
- interim and final examinations of English-language degree programmes are taken in English; interim examinations of English-taught courses are taken in English, unless the Examination Board decides otherwise;
- the education in a foreign language meets the same quality requirements as the education in Dutch.

**Article 3**

The Education and examination regulations of the degree programme describe the dean’s decision.

**Article 4**

The dean reports annually to the Executive Board of Radboud University on the decisions he/she has made.

### Appendix 4  Rules of conduct at the Faculty of Social Sciences

The Faculty of Social Sciences seeks to offer an environment that lets employees and students work or study in a motivated, fulfilled and effective way. To facilitate this, the faculty has adopted a number of rules...
governing conduct in the faculty. These rules of conduct are taken to form the foundation for a motivating and inspiring work environment. It is the mutual responsibility of employees and students to comply with these rules.

**Points of reference**
The faculty seeks to provide an atmosphere characterized by:

- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

**This implies that**

- everyone is treated with respect, and no one is offensive or hurtful to others. Others should be treated as one would want to be treated by them. This applies to all forms of communication including verbal, written or email communication, on blackboard, in chat-rooms, during course evaluations and when in contact with secretary and support staff;
- everyone familiarises themselves with and acts in accordance with the rules in the various regulations (e.g. EER, Student Act, Regulation on Academic Integrity, RU network Users’ Regulation and Surf-net) as well as the agreements made with respect to attendance, deadlines, review period, completion of assignments, and more;
- an agreement that has been made is never broken;
- students and educators are jointly responsible for the successful functioning of the educational process. They can and may appeal to this responsibility;
- one must always assume that the other has good intentions and does not adhere to prejudicial judgements;
- everyone familiarises themselves with relevant information and last-minute changes in educational organisation and content, for instance via Blackboard;
- everyone respects each other’s property and takes proper care of locations and materials used.

Basically, this can be summarised in the following phrase: treat each other with respect. The faculty trusts that students and employees will act accordingly.

**Appendix 5 Scientific integrity**

Scientific integrity has been an ongoing topic of attention in the world of research. In 2012, a severe breach of scientific integrity has shocked the national and international research communities. As a result, in 2012 and early 2013, several reports have been published on this topic (e.g., by the Executive Board, KNAW (commission Schuyt) and FSW). The commission Schuyt has identified three categories where the breaching of scientific integrity is evident:

- fabrication: fraud with research data; to make up, fabulate, or fabricate research data;
- falsification: to manipulate or falsely present research data and findings, e.g. by leaving out outcomes that negatively influence the research outcomes;
- plagiarism: the practice of taking someone else's work or ideas and passing them off as one's own, without appropriately referring to the source of the work or ideas.

Scientific integrity is not just a matter for researchers, students and teaching staff must obey and promote internationally recognized principles of scientific integrity as well. Pending detailed instructions from the CvB and FSW, the following rules of conduct should be obeyed in any research project, be it for the graduation thesis or any other course assignment. These hold for both the student performing the research and the supervisor(s) guiding the student:

- Strictly avoid the three categories of breaching scientific integrity listed above.
- When using work from others, make the use clear by proper referencing. Never claim credit for work from others (software/ideas/text), neither implicitly (not mentioning the original author) nor explicitly (claiming authorship yourself).
- Respect each other and your peers.
- In case of questionable practices, or cases where it is unknown which procedure to follow, consult the Examination Board.
- Each research report must contain (a reference to) a detailed justification of methods and data used in the research, unless such justification is obvious.
- After performing the research, the student must hand over all data, source code and results that the supervisor deems relevant, in a format as required by the supervisor. The supervisor must take care of proper archiving of these materials, following the standards and guidelines of the Master programme in AI.

Please note that these rules of conduct are not exhaustive. A careful and professional attitude is expected from the supervisors. Furthermore, it is expected that students have acquired this attitude already during the Bachelor and Master programmes and that they will further develop an appropriate level of scientific integrity during the project.