

**Faculty of Social Sciences**  
**Master's programme in Artificial Intelligence**

# Education and examination regulations 2018-2019

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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 Master's degree programme in Artificial Intelligence (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 Master'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 2018-2019.
3. In order to prevent disadvantages to students as a result of regulatory alterations regarding the EER that was in place at the start of the programme, suitable arrangements are made. If no arrangements have been made, students can apply for consideration of the hardship clause (article 12.1).

#### *Article 1.2 Definitions*

1. The terms used in these regulations, which are also used in the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter, 'the Act') will have the same meaning as these terms have in the Act.
2. Apart from the terms referred to in paragraph 1, the following terms will be understood to have the following meaning:
  - EC (European Credit): the course load entity in accordance with the European Credit Transfer System, in which 1 EC is equivalent to 28 hours of study.
  - 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.
  - Free elective unit of study: component to be determined by the student, which is part of the examination programme.
  - Extracurricular elective unit of study: component to be determined by the student, which is not 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 2.
  - 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](http://www.knaw.nl/nl/actueel/publicaties/notitie-wetenschappelijke-integriteit)) and elaborated by the 'Nederlandse Gedragscode Wetenschapsbeoefening' by the VSNU. ([www.vsnul.nl/nederlandse-gedragscode-wetenschapsbeoefening.html](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 Admission and admission requirements*

1. The Admission Board decides on the admission to the programme.
2. The admission requirements are laid down in the programme-specific part of these regulations.

#### *Article 2.2 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 programme will be concluded by the Master's final examination.
2. The student who has passed the Master's final examination will be awarded the Master of Science (MSc) degree.
3. The Examination Board may award a distinction to a student who has successfully passed the Master's final examination. The rules for awarding a distinction have been laid down in the university's Guideline for Distinctions 2015. In order to provide the student with proper and clear information this guideline is attached to these regulations as appendix 1.

#### *Article 3.2 General learning outcomes*

1. The programme has the intention that students:
  - a. acquire knowledge, understanding and skills in the relevant area;
  - b. become qualified to an academic level; and
  - c. prepare for a future (study) career.
2. In addition to the general exit qualifications as described in paragraph 1 of the present article the programme also intends to realize the programme-specific learning outcomes as laid down in article 9.2 of the programme-specific part of these regulations

#### *Article 3.3 Curriculum*

1. The programme comprises the total units of study as described in the programme-specific part of these regulations, aimed at the realisation of well-defined objectives in the areas of the knowledge, insight and skills that those completing the course are deemed to possess.
2. In addition to the units of study referred to in the previous paragraph the student may add extra-curricular elective units of study to the programme.

3. 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 which is subject to an individual report in accordance with applicable academic standards.
4. Notwithstanding the stipulations above, the programme-specific part may detail deviations of this article.

#### ***Article 3.4 Elective programme***

1. The programme's Examination Board decides on a request for permission to attend a elective programme as meant 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***

1. The programme will be offered in an annual schedule consisting of two semesters.
2. A semester is divided in two periods. Each period consists of seven education weeks, one week without education and two examination weeks.
3. 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.
4. In derogation of the provision in paragraph 1 of this article, the Master's programmes can adjust the semester schedule to fit educational needs.

#### ***Article 3.6 Form of education***

1. In article 9.6 of the programme-specific part of these regulations the form of education for each unit of study is established.
2. In article 9.5 of the programme-specific part of these regulations the language/languages in which the units of study are taught is specified.

#### ***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 clause 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 units of study**

1. In special cases a student may, with the permission of the Examination Board, replace an obligatory unit of study of the programme by a unit of study of another programme.
2. The replacing of units of study as meant in paragraph 1 is only allowed before the start of that unit.

### **Article 3.9 Exemptions**

1. Granting exemptions from units of study is permitted, unless provided otherwise in the programme-specific part of these regulations
2. 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 contents 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.
3. Exemptions must be requested before the start of the unit of study.
4. The percentage of exemptions will never be more than 50% of the programme credits.
5. No exemption as referred to in paragraph 1 will be granted for the final paper.
6. In so far as the programme has general exemptions, these are listed in the programme-specific part of these regulations.
7. The Examination Board does not grant exemptions on the basis of results obtained in the period in which the student was banned from sitting interim examinations as referred to in article 7.12b paragraph 2 of the act.

## **Section 4 Examinations**

More detailed provisions regarding the assessment of the units of study are outlined in the Rules and Regulations of the Examination Board

(<https://www.ru.nl/socialewetenschappen/osp/raadplegen/oer-eer-2018-2019/>)

### **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 the 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, by way of special examination facilities, to sit 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. In so far as facilities in the context of a 'digital test' are concerned, the Examination Board, when formatting the facility, may seek advice from the faculty's digital testing coordinator.
6. Prior to the commencement of an academic year 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 five 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 prospectus.

#### ***Article 4.2 Rules when administering interim examinations***

For the proper course of events during examinations that are administered in RU examination rooms, the executive board has adopted House rules. In order to provide the student with proper and clear information these rules have been attached to these regulations as appendix 3.

#### ***Article 4.3 Frequency of interim examinations***

1. Students are allowed to participate in interim examinations twice per unit of study in an academic year, on the dates set by the director, unless provided otherwise in the programme-specific part of these regulations.



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 4.4 Registration and application for interim examinations***

1. Students who register through OSIRIS for a unit of study of the programme 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.

#### ***Article 4.5 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 the academic year they must retake the entire unit of study the following academic year, unless the examiner decides otherwise.

#### ***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 as a number.
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 course manual 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 passed. If the result of the interim examination equals or is less than 5.0 points, the student has 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 takes care of registration in OSIRIS.
2.
  - a. In case of an oral interim examination, the examiner will determine the result immediately or within five days after the interim examination was administered.
  - b. 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.
  - c. 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. Students must be informed before the expiry of the deadline.
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 re-assessment 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 Regulations on Fraud during interim examinations and examinations must be followed (appendix 2).

#### ***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 paragraph 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 of the 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 of the present article.
7. In all events, inspection will take place no later than five working days before the re-sit of the interim examination in question is administered.

#### ***Article 4.9 Validity term of examinations***

1. The validity term of any examination that has been passed is indefinite, unless provided otherwise in the programme specific part of these regulations, with due observance of the stipulations on this matter laid down in the act.
2. In case of a restricted validity term, the Examination Board, in special circumstances and in individual cases, may extend the validity term. In the event a student has been granted financial support under the Profiling Fund, as referred to in the Act, because of an impairment or chronic illness, the board of examiners extends the period, at any time, at least by the number of months that the financial support has been granted by the executive board.
3. The provisions in paragraph 1 of the present article do not apply for modular examinations. The validity term of modular examinations is always limited to the end of the relevant unit of study.

#### ***Article 4.10 Determination of final Master's examination results***

1. When students have completed all interim examinations successfully, they must apply for the final Master's 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 Master's 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 updated overview of the results registered in the system OSIRIS at that moment.
2. The dean is responsible for providing adequate student counselling.

## 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 Access to the degree programme and education

#### *Article 8.1 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 8.2 Admission requirements*

1. Admission to the programme will be granted to:
  - a. those who have obtained a Bachelor's degree in Artificial Intelligence at Radboud University;
  - b. those who have obtained a Bachelor's degree in either:
    - Computing Science with a minor 'transition package for Artificial Intelligence' at Radboud University;
    - Information Science with a minor 'transition package for Artificial Intelligence' at Radboud University;
    - Artificial Intelligence at the University of Amsterdam, of Groningen or of Utrecht;
    - Lifestyle Informatics at the Free University Amsterdam;
    - Data Science and Knowledge Engineering at Maastricht University.
  - c. 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 Admission Board, their suitability to take the degree programme and who have provided proof that they have an adequate command of the English language, as stipulated in article 8.3.
3. The Admission Board may decide that a candidate is admitted to the MSc programme in spite of deficits but may require the candidate to replace some or all of the free-choice elective units of study with one or both of the courses Homologation 1 and/or Homologation 2 within the Master's degree programme Artificial Intelligence.
4. The Examination Board decides on an individual basis upon the content and examination of the courses Homologation 1 and Homologation 2, as mentioned in paragraph 3.

#### *Article 8.3 Language requirements*

1. 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 or higher education diploma of an English-language programme; or

- one of the following language certificates:
  - a. a Test of English as a Foreign Language (TOEFL) certificate stating a minimum score of 575 (paper test), 232 (computer test), or 90 (internet-based test);
  - b. an International English Language Testing System (IELTS) certificate stating a minimum score of 6.5;
  - c. a Cambridge Certificate of Advanced English or a Cambridge Certificate of Proficiency in English stating a minimum score of C.

#### ***Article 8.4 Programme-specific entry requirements***

1. Contrary to the provisions in the general part of these regulations, students may not participate in the courses and the interim examinations of the units of study before they have met the following entry requirements.
2. The Internship, the Research Project and the Extended Research Project can only be started if the student has completed at least 48 EC of the Master's programme.
3. Any particular unit of study may have specific prerequisites, as indicated in the programme's prospectus.

#### ***Article 8.5 Double Master's degrees***

1. In collaboration with either the Master's degree programme in Cognitive Neuroscience or that in Computing Science, the Master's degree programme in Artificial Intelligence offers the opportunity to obtain both the Master's degree in Artificial Intelligence and either the Master's degree in Cognitive Neuroscience or that in Computing Science (with a specialization in Data Science) in three years. This possibility is hereinafter referred to as 'double Master's degree'.
2. To qualify for a double Master's degree in Artificial Intelligence and Cognitive Neuroscience, the student must be uninterruptedly enrolled for at least one of the Master's programs in Artificial Intelligence and Cognitive Neuroscience.
3. To qualify for a double Master's degree in MSc Artificial Intelligence and MSc Computing Science (specialisation Data Science), the student must be uninterruptedly enrolled for at least one of the Master's programs in Artificial Intelligence and Computing Science.
4. To qualify for one of the two double Master's degrees, the student must furthermore:
  - be admitted to both Master's programs in accordance with the regular admission requirements;
  - submit a proposal to the Examination Boards of both study programs for a joint study programme of at least 180 EC.
5. Permission for the double Master's degree is granted if the Examination Boards of both relevant Master's degree programs approve the proposal as referred to in paragraph 4. To this end, the proposal must meet the following criteria:
  - it has an extent of at least 180 EC;
  - it meets the full requirements of both Master's degree programs (at the discretion of the relevant Examination Boards);



- it contains a separate graduation project for each of the two Master's degree programs that meets the regulations of that Master's degree program, unless both relevant Examination Boards decide otherwise;
  - for each of the Master's degree programs, it contains at least 60 EC of non-overlapping components;
  - each of the master's degree certificate contains fifty percent of the overlapping courses (expressed in ECs) as a regular course, and the other overlapping courses as an exemption.
6. The Examination Board of one or both Master's degree programs can decide otherwise than what would follow from the criteria mentioned in paragraph 5, on the basis of case specific argumentation.

## Section 9 Programme structure and design

### *Article 9.1 Applicability of this section*

1. Article 9.6 of this section applies to students, first enrolled in the Master's programme in 2018-2019.
2. For students of earlier cohorts, the programme applies as described in article 11.1 of this EER.

### *Article 9.2 Specific learning outcomes*

1. Supplementary to the broad learning outcomes referred to in the general part of these regulations, the aim is that upon completion of the Master's degree programme in Artificial Intelligence:
  - a. the student possesses advanced knowledge, skills and understanding in the domain of artificial intelligence;
  - b. the student has received an advanced university education;
  - c. the student has acquired that described in paragraph 1 sub. a and b, at a level that is attuned to the Bachelor's degree programme in Artificial Intelligence;
  - d. the student is able to conduct independent research in the domain of artificial intelligence.
2. These objectives are specified further in Appendix 5.
3. Specific objectives for each unit of study are included in the course descriptions in the most recent study guide.

### *Article 9.3 Study load of the programme*

The programme will have a study load of 120 EC.

### *Article 9.4 Structure of the programme*

The programme will be offered exclusively as a full-time programme.

### *Article 9.5 Language of instruction*

The programme will be conducted in the English language.

## Article 9.6 Composition of the programme

1. In accordance with the relevant provisions in the general part of these regulations, the Master's degree programme comprises the following units of study with reference to the corresponding semester (x) and corresponding study load (in EC; 120 in total):

*Note: Course name details may be subject to change.*

a. Compulsory general core courses:

- SOW-MKI66 Advanced Academic and Professional Skills (1)..... 6
- SOW-MKI67 Societal Impact of AI (1) ..... 6
- Choice of: ..... 6

*either:*

Statistical Machine Learning (1) ..... 6

*or:*

Machine Learning in Practice (2) ..... 6

- Choice of:..... 45

- *either:*

Internship ..... 15

*plus*

Master Research Project ..... 30

- *or:*

Extended Master Research Project ..... 45

b. Expansion of knowledge in one of the two graduation specialisations of the programme:

b1 Graduation specialisation in Neural Computing:

- Choice of three units of study from:..... 18
  - SOW-MKI56 Theoretical Foundations of Cognitive Agents (2) ..... 6
  - SOW-MKI49 Neural Information Processing Systems (1) ..... 6
  - SOW-MKI40 Cognition and Complexity (2) ..... 6
  - SOW-MKI46 Advanced Brain-Computer Interfacing (2) ..... 6
- Limited elective units of study within the specialisation ..... 18

b2 Graduation specialisation in Interactive Agents:

- Choice of three units of study from:..... 18
  - SOW-MKI68 Cognitive Robotics (1) ..... 6
  - SOW-MKI49 Neural Information Processing Systems (1) ..... 6
  - SOW-MKI52 New Media Lab (2) ..... 6
  - LET-LCEX-06 Text and Multimedia Mining (1) ..... 6
- Limited elective units of study within the specialisation ..... 18

c. Free-choice elective units of study ..... 21

2. A detailed description of the units of study outlined in paragraph 1, including contact hours, (a summary of) learning objectives and instructional and examination methods included, is provided in the programme's prospectus.
3. No units of study that form part of a required Bachelor's final examination may be included in the Master's final examination as well. Should such a unit of study be compulsory within the Master's

programme, the Examination Board will appoint a substitute unit of study. This also applies to units of study of a required Bachelor's final examination that, in the opinion of the Examination Board, shows too much overlap with prospective units of study of the Master's final examination.

4. The limited elective units of study within the graduation specialisations mentioned in paragraph 1 sub b should be chosen from the list of limited elective units of study for the graduation specialisation, which is published through Brightspace before the start of the academic year.
5. The free elective units of study mentioned in paragraph 1 sub c can be chosen freely, on the condition that the chosen unit of study has an adequate level, is sufficiently relevant to the content of the programme, and has little or no overlap with other units of study. Assessments of level, relevance and overlap are made at the discretion of the Examination Board.

#### ***Article 9.7 Participation in education***

1. Unless otherwise indicated in the prospectus, the following rules apply to participation in education:
  - a. participation in practicals is mandatory, unless the practical is meant to provide assistance with doing assignments that have to be handed in;
  - b. participation in lectures and question & answer lectures is optional;
  - c. participation in work groups is optional.
2. Mandatory participation and possible penalties for not participating must be stated in the course manual for the unit of study concerned.
3. If the provisions stipulated in the previous paragraph are not fulfilled, mandatory participation may not be imposed.

#### ***Article 9.8 Exemptions***

1. The Examination Board does not grant any standard exemptions based on previously-taken educational programmes.
2. An exemption that has been granted cannot be withdrawn at the request of the student.

## **Section 10 Examinations**

#### ***Article 10.1 Participation in interim examinations***

Anyone studying for the Master's final examination who does not pass certain units of study 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 unit of study of that same year, or on the content of a substitute unit of study designated by the Examination Board.

## PART 4 TRANSITIONAL AND FINAL PROVISIONS

### Section 11 Transitional provisions

#### *Article 11.1 Transitional provisions for the programme*

1. For students who were first enrolled in the programme prior to 2018-2019, the programme in principle applies as described in the EER for the year in which they started the programme.
2. Contrary to the provisions in paragraph 1, students of cohort 2017-2018 with specialisation “Robot Cognition” who did not pass the unit of study “Developmental Robotics” (SOW-MKI57) in their first Master’s year, must substitute that unit of study by “Cognitive Robotics” (SOW-MKI68).
3. Students of earlier cohorts who cannot complete the curriculum of their starting year due to delay should contact the study advisor for an individually adapted curriculum.

### Section 12 Final provisions

#### *Article 12.1 Safety net scheme and hardship clause*

1. The dean will make decisions in individual cases not covered or insufficiently covered by these regulations.
2. In individual cases of extreme unfairness, the Examination Board or the dean is authorised to make an exception to the provisions of these regulations in favour of a student.

#### *Article 12.2 Adoption and 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 committee and after having obtained the approval of the faculties’ general assembly (facultaire gezamenlijke vergadering).
2. In special cases, an amendment made to these regulations can take effect in the present academic year, only if this does not disproportionately compromise the interests of the students.

#### *Article 12.3 Publication*

1. The dean will be responsible for suitable publication of these regulations and of possible amendments to these.
2. Any interested party may consult the EER on the faculty’s website.

#### *Article 12.4 Coming into effect*

These regulations will come into effect on 1 September 2018.

Any Education and Examination Regulations laid down previously for the degree programme will cease to apply from that date onwards.

As established by the dean on 21 June 2018.

## 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 therefore.
6. The distinction will not be awarded if fraud was established in one of the examination programme's units of study.

## APPENDIX 2 REGULATIONS ON FRAUD

### Paragraph 1 Introductory provisions

#### *Article 1 Purpose of these regulations*

1. To prevent fraud during interim examinations and examinations as referred to in article 7.12b WHW, the executive board of Radboud University (hereinafter: RU) adopts the following regulations.
2. For the harmonisation of the provisions in these regulations between faculties, these regulations have been laid down as 'comply-explain' regulations (pas-toe-leg-uit-regeling).

#### *Article 2 Scope of these regulations*

1. These regulations apply both to the initial RU programmes and for the students who have registered for these programmes.
2. The executive board may decide, in a separate decision, to apply these regulations mutatis mutandis to the other programmes offered by RU.

#### *Article 3 Definitions*

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: WHW) - have the same meaning that is given to these terms in the WHW.

### Paragraph 2 Definition fraud, procedure and sanctions

#### *Article 4 Definition of fraud*

1. At RU, fraud is understood to mean any act or omission by a student which, in its nature, is intended to have as an effect that proper assessment of the knowledge, understanding and skills of that student or another student, is made fully or partially impossible.
2. Fraud is in any case understood to mean:
  - a. fraud when taking written interim examinations, including
    - having materials available which are not permitted under the House Rules Examinations Rooms RU Regulations (Regeling Huisregels Tentamenruimten RU);
    - copying or exchanging information;
    - passing oneself off as someone else, or being represented by someone else during interim examinations;
  - b. fraud when producing theses and other papers, including
    - plagiarism in the sense of using or copying someone else's texts, data or ideas without complete and correct source references, plagiarism in the sense of copying the work of another student and presenting this as one's own work and other specifically academic forms of plagiarism; insofar as it leads to the description in paragraph 1.
    - fabricating (making up) and/or falsifying (distorting) research data;



- submitting a thesis or another paper that was written by someone else.
- c. other fraud in the context of interim examinations or examinations, including
  - taking possession of assignments, answer keys and the like, prior to the time the interim examination or examination is to take place;
  - changing answers to assignments in an interim examination or examination after it has been handed in for assessment;
  - providing incorrect information when applying for an exemption, extension of validity period, and the like, of an interim examination or an examination.
- 3. An attempt to commit fraud will also be seen as fraud for the purpose of these regulations.

#### ***Article 5 Procedure for suspicion of fraud***

1. When fraud is suspected, the examination board or the examiner immediately informs the student of this suspicion. If the suspicion of fraud is established when the interim examination or the examination is administered, the examination board or the examiner will allow the student to complete the interim examination or the examination.
2. The examination board or the examiner may order the student to make any material related to the suspicion of fraud available to them.
3. The examination board or the examiner drafts a report of the suspicion of fraud. If the examiner drafts the report, he will send this report to the examination board without delay.
4. The examiner can have him- or herself be represented by an invigilator or another RU employee.

#### ***Article 6 Procedure for investigation and determination of fraud***

1. The examination board makes the report referred to in article 5 available to the student without delay and then starts an investigation into the matter. The examination board provides the student with the opportunity to respond to the report in writing. The examination board hears both the examiner and the student.
2. Within four weeks following the date the report was made available to the student, the board of examiners decides whether fraud was actually committed. The examination board informs both the student and the examiner of their decision in writing. The four-week period may be extended by two weeks.
3. If fraud is established, the examination board declares the relevant interim examination or examination invalid.
4. If fraud is established, the examination records both the fact that fraud was committed and the sanction imposed in the student's student file.

#### ***Article 7 Sanctions***

1. If the examination board has established fraud has been committed, the board may:
  - a. determine that the student may not sit one or more interim examinations or examinations during a period to be set by the examination board, which period will be a maximum of one year;
  - b. determine that no distinction will be awarded on the degree certificate;

- c. make a recommendation to the Dean of the Honours Academy that the student should not be admitted to the honours programme of the university or the faculty or recommend that the student's participation in the honours programme of the university or the faculty should be ended.

If the examination board has established that serious fraud has been committed, the board may also

- d. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.

2. After the examination board has established that serious fraud has been committed, the executive board - upon examination boards' recommendation - may terminate the student's registration for a programme with definitive effect.
3. The sanctions as referred to in this article are imposed as from the day following the date the student is notified of the decision that sanctions are imposed.

### Paragraph 3 Transitional provisions

Does not apply.

### Paragraph 4 Final provisions

#### *Article 8 Decisions and legal protection*

1. Decisions pursuant to these regulations may be sent to the student digitally and/or by email.
2. The student can appeal against any decision made under these regulations, within six weeks following the date on the relevant decision, by lodging a notice of appeal at the Examinations Appeals Board (College voor Beroep van de Examens (CBE)).

#### *Article 9 Adoption and amendment*

1. These regulations have been adopted by the executive board in accordance with the 'comply-explain' principle.
2. In so far as the content of these regulations relates to the duties and powers of the faculty's dean or the duties and powers of the programme's examination board, the content must also be confirmed by that dean or that examination board. Without any comments by the dean or the examination board as referred to in the first paragraph of the present article, confirmation will take place five months after the regulations have been adopted.

#### *Article 10 Effect*

With due observance of the provisions in Article 9, these regulations take effect on 1 September 2018. These regulations will then replace any previous regulations.

#### *Article 11 Publication*

1. The executive board sees to the appropriate publication and possible amendments of these regulations.

2. For the purpose of appropriate and clear provision of information to students and prospect students, the dean and the examination board will include these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling, OER) and as an appendix to the Rules and Guidelines (Regels en Richtlijnen, RR) of the programme.

## APPENDIX 3 REGULATIONS EXAMINATION ROOMS RU

### Paragraph 1 Introductory provisions

#### *Article 1 Purpose of the regulations*

1. For the proper course of events during examinations that are taken in examination rooms at the Radboud University (hereinafter: RU), the executive board of RU adopts the following regulations.
2. For the harmonisation of the provisions in these regulations between faculties, these regulations have been laid down as 'comply-explain' regulations (pas-toe-leg-uit-regeling).

#### *Article 2 Scope of the regulations*

1. These regulations apply both to the initial RU programmes and for the students who have registered for these programmes.
2. The executive board may decide, in a separate decision, to apply these regulations mutatis mutandis to the other programmes offered by RU.

#### *Article 3 Definitions*

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: WHW) - have the same meaning that is given to these terms in the WHW.

#### *Article 4 Examiners and invigilators*

1. For the supervision and execution of the provisions in these regulations, the relevant examination board appoints at least one examiner. On behalf of the examiner(s) appointed, one or more invigilators may be present in the examination rooms, by or on behalf of the executive board.
2. When invigilators are deployed, as referred to in the first paragraph of this article, the relevant examiner is also present in the examination room or, as appropriate, contactable.

#### *Article 5 Guidelines and instructions*

These regulations include guidelines for the purpose of article 7.1 2b WHW. The examiner must comply with the guidelines laid down in these regulations.

#### *Article 6 Rules and instructions*

1. These regulations include instructions for the purpose of Article 7.57h WHW. The examiner can also give instructions to the student. The student must comply with the rules and instructions laid down in these regulations.
2. The student who fails to comply with the rules under these regulations, or who fails to follow the instructions, may be denied access to the examination room by or on behalf of the examiner. Not complying with the rules or not following instruction may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (Regeling Fraude).

## Paragraph 2 House Rules

### *Article 7 Admission to the examination room and leaving it*

1. The examination room is accessible for the student at least 15 minutes before the interim examination starts.
2. Except in the circumstances described in paragraphs 3 and 4 of the present article, the student is no longer admitted into the examination room after the interim examination has commenced.
3. The student who arrives too late at the examination room is given the opportunity, 15 minutes following the commencement of the interim examination, to be as yet admitted into the examination room.
4. During the interim examination the student is permitted to use the toilets.
5. For 30 minutes following the commencement of the interim examination and for 30 minutes before the end of the interim examination, the student is not permitted to leave the examination room.

### *Article 8 Student ID*

1. In the examination room the student must be able to furnish proof of identity, at any time, by producing an RU student card or a valid identity card.
2. The student who cannot furnish proof of identity as laid down in the first paragraph of the present article will not be admitted into the examination room or can as yet be denied access to that room.

### *Article 9 Commencement interim examination*

The examiner starts the interim examination in time and sees to it that the examination time available can be fully used by the student.

### *Article 10 Materials permitted in interim examinations*

1. When taking the interim examination, the students are not allowed to have materials available that serve or could serve as auxiliary materials for the examination paper, unless the use of that material has been explicitly permitted by the examiner before the interim examination's commencement.
2. Materials for the purpose of these regulations include, amongst other things: textbooks and dictionaries, notes and lecture notes, and watches, laptops, tablets, telephones and other smart device's and/or wearables

### *Article 11 Handing in examination papers*

When the interim examination ends, the student must hand in the examination paper to the examiner. In relevant circumstances, the student may also be requested to hand in other examination materials, such as examination question papers and/or note paper used during the interim examination.

### *Article 12 Peace and order and layout of the examination room*

1. Both during and after completion of the interim examination, the examiner sees to it that measures are taken that are required for adequate surveillance and for maintaining the necessary peace and

order in the examination room. Eating and drinking is allowed during the interim examination, with due observance of the provisions in these regulations.

2. When interim examinations take place, each examination room will have at least one clock which is clearly visible for each student.

### **Paragraph 3 Transitional provisions**

Does not apply.

### **Paragraph 4 Final provisions**

#### ***Article 13 Departure from rules and house rules***

In special circumstances the examiner may depart from the provisions in these regulations.

#### ***Article 14 Adoption and amendment***

1. These regulations have been adopted by the executive board in accordance with the 'comply-explain' principle.
2. In so far as the content of these regulations relates to the duties and powers of the faculty's dean or the duties and powers of the programme's examination board, the content must also be confirmed by that dean or that examination board. Without any comments by the dean or the examination board as referred to in the first paragraph of the present article, confirmation will take place five months after the regulations have been adopted.

#### ***Article 15 Effect***

With due observance of the provisions in Article 14, these regulations take effect on 1 September 2018. These regulations will then replace any previous regulations.

#### ***Article 16 Publication***

1. The executive board sees to the appropriate publication and possible amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospect students, the dean and the examination board will include these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling (OER) and as an appendix to the Rules and Guidelines (Regels en Richtlijnen (RR)) of the programme.



## 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.

The faculty seeks to provide an atmosphere characterised by:

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

This implies that

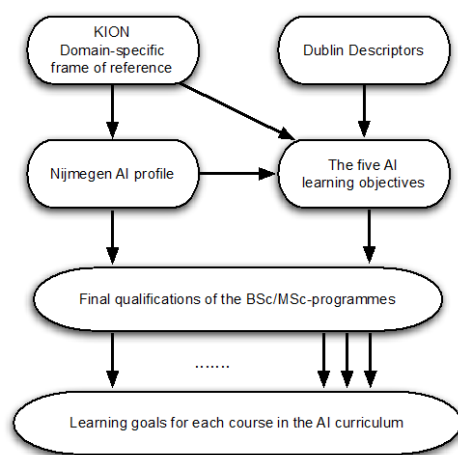
- everyone should be treated with respect, without being offensive or hurtful;
- you should treat others as you wish to be treated. This goes for all forms of all contact on campus that occurs between staff and students and for all forms of communication, including verbal, written, e-mail, Blackboard, 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 examiners are jointly responsible for the successful functioning of the educational process and 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 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 figure 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 Neural Computing and Interactive Agents.

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, computing 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.

	1 Levl.	2 Disc.	3 Cogn.	4 Para.	5 Ana.	6 Res.	7 Pract.	8 Phil.	9 Crit.	10 Com.	11 Ind.
1. Acquisition K/U	x	x	x	x							
2. Application K/U	x	x	x	x	x	x	x		x		
3. Critical Judgment		x			x	x	x	x	x	x	x
4. Communication			x				x		x	x	
5. Learning skills							x	x	x		x

**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. K/U represents Knowledge and Understanding.

## APPENDIX 6 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, fabricate, 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.