

Radboud Universiteit

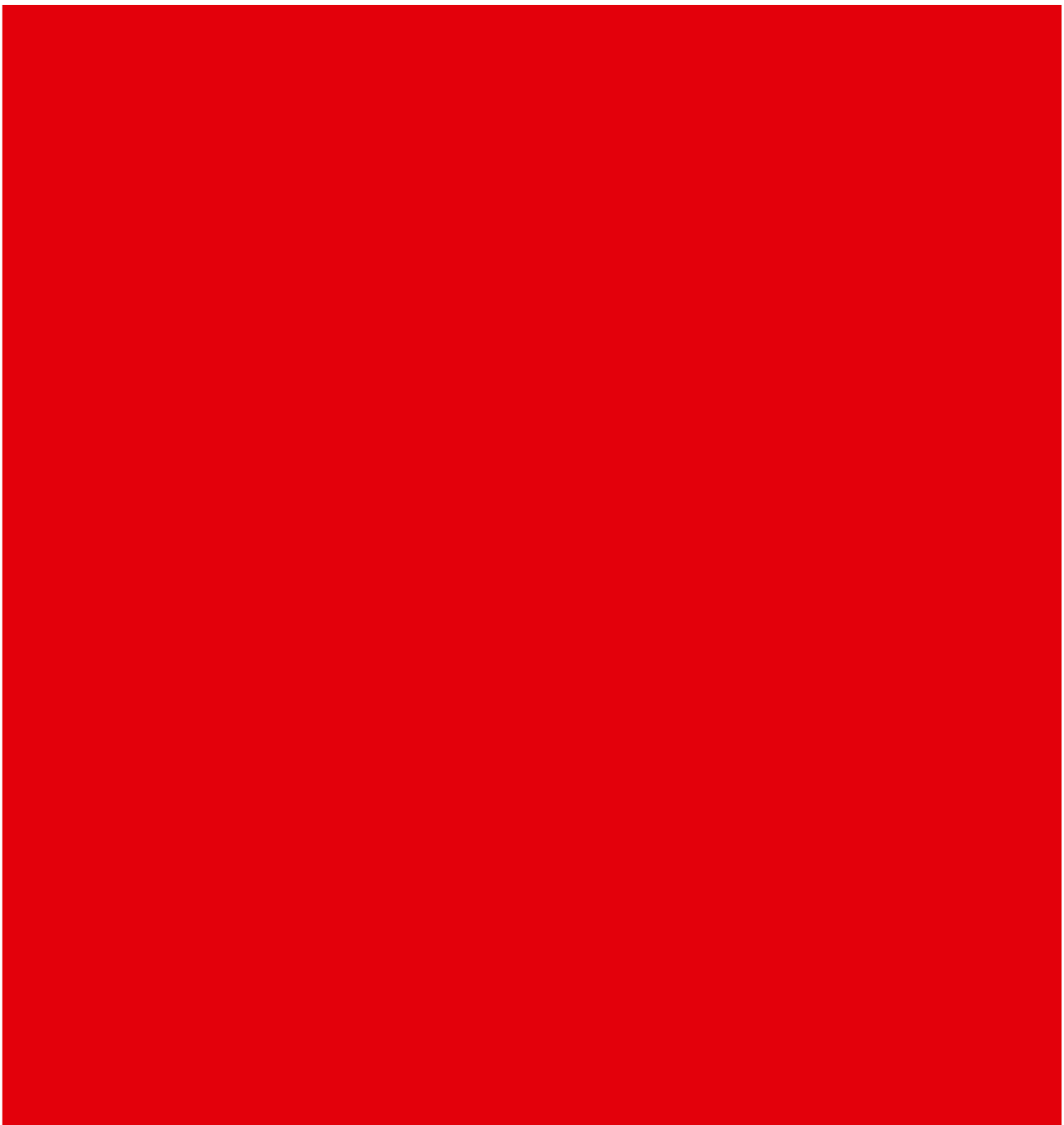


**Master**

**Artificial Intelligence**

**Faculty of Social Sciences**

**Education- and Examination Regulations 2022-2023**



## Table of contents

<b>Part 1 General Provisions</b> .....	3
Paragraph 1 General Provisions .....	3
<b>Part 2 General Part</b> .....	5
Paragraph 2 Admission to the programme and education .....	5
Paragraph 3 Structure and form of the programme .....	5
Paragraph 4 Examinations .....	7
Paragraph 5 Study progress, student counselling and course advice .....	11
Paragraph 6 Teaching evaluation .....	11
Paragraph 7 Miscellaneous stipulations .....	11
<b>Part 3 Programme specific regulations</b> .....	13
Paragraph 8 Access to the degree programme and education .....	13
Paragraph 9 Programme structure and design .....	15
<b>Part 4 Transitional and final provisions</b> .....	21
Paragraph 10 Transitional provisions .....	21
Paragraph 11 Final provisions .....	22
<b>Appendix 1 Regulations of fraud</b> .....	24
<b>Appendix 2 Regulations examination rooms RU</b> .....	27
<b>Appendix 3 Code of Conduct FSS</b> .....	31
<b>Appendix 4 Final Qualifications</b> .....	32

## Part 1 General Provisions

### Paragraph 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), **CROHO number 66981**. The programme is set up by the Executive Board of Radboud University (hereinafter RU) and 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 of the faculty. Part 3 specifies the additional provisions applicable to this particular programme.
2. The present regulations apply to all students enrolled in the programme in 2022-2023.
3. In order to prevent students from being put at a disadvantage due to changes to these regulations, a programme can decide to institute suitable, transitional regulations. These transitional regulations describe the students for whom they are intended. Transitional regulations apply for one academic year. If no transitional regulations are instituted or transitional regulations are terminated, students are able to apply the hardship clause (Article 11.1).

#### Article 1.2 Guidelines Executive Board

1. With a view to the organization and coordination of the provisions in these regulations, the executive board has adopted the following guidelines:
  - a. [Guidelines Distinctions Regulation](#)
2. Apart from the guidelines referred to above, the executive board has adopted several temporary guidelines, because of measures in relation to the COVID-19 outbreak. If still in effect in 2022-2023, these guidelines can be found [here](#).
3. The provisions in these education and examination regulations apply respecting the provisions of the guidelines referred to in paragraph 1 and 2 of the present article.

#### Article 1.3 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, is understood by:
  - Contact hour: an education hour in which the lecturer is either physically or virtually present, where face-to-face or virtual interaction is possible;
  - EC (European Credit): the course load entity in accordance with the European Credit Transfer System (ECTS), in which 1 EC is equivalent to 28 hours of study;
  - Education week: week in which education is provided, as laid down in the RU's annual time table;
  - Examination programme: the entirety of units of study, resulting in a Master's degree certificate;
  - Examiner: a person appointed by the Examination Board to administer examinations and determine the results;
  - Extracurricular elective unit of study: component to be determined by the student, which is not part of regular curriculum;

- Fraud: 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 (Appendix 2);
  - Free elective unit of study: component entirely to be determined by the student, which is part of the free elective room of the regular curriculum;
  - Final paper: final paper for the programme, also known as dissertation or thesis;
  - Interim examination: umbrella term for all common assessment methods, as referred to in article 7.10 paragraph 1 of the Act and as described in article 4.1.1;
  - Interim examination date: the date on which the interim examination is administered by or on behalf of the examiner;
  - Module examination: an examination with respect to the knowledge, understanding and the skills of the examinee, as well as the assessment of the outcomes of that examination, which in coherence with one or more other examinations referred to here, constitute the interim examination as referred to in article 7.10 paragraph 1 of the Act. Where these regulations refer to interim examination, this term also includes module examination unless stipulated otherwise;
  - Pre-master: a programme as referred to in article 7.30e of the Act to support students who do not meet the admission requirements of the Master's programme;
  - Prospective student: a student who has registered in Studielink, but has not yet enrolled;
  - Resit: the re-examination of an examination as referred to in in article 7.10 paragraph 1 of the Act. Where these regulations refer to interim examination, this term also include resits, unless stipulated otherwise;
  - Unit of study: part of the degree programme (component) as referred to in article 7.3 of the Act;
  - Working day: Monday to Friday, with the exception of public holidays as specified in the CAO for Dutch Universities *and* the collective free days designated by the Executive Board;
3. Where these regulations refer to 'the student', the prospective student is included, wherever relevant.

## **Part 2 General Part**

### ***Paragraph 2 Admission to the programme and education***

#### **Article 2.1 Admission requirements and procedures**

1. Decisions on admission to the programme are taken, on behalf of the dean, by the Admission Board.
2. The admission requirements are laid down in article 8.2 of the programme-specific part of these regulations.

#### **Article 2.2 Pre-master**

1. In the event that not all admission criteria have been met but the Admission Board is of the opinion that the deficiencies can be remedied within a reasonable period of time, the scope and the content of a pre-master programme will be determined upon request.

If applicable, the pre-master programme is part of the programme specific regulations.

2. The student will only be admitted to the master degree programme if the pre-master programme has been completed and all admission requirements have been met.

#### **Article 2.3 Admission to tuition and examinations**

1. Students who are enrolled in the programme may attend all units of study in that programme and may sit the corresponding interim examinations.
2. In derogation of the provision in paragraph 1 specific (non) content-related admission requirements may be requested for a unit of study. These are laid down in article 8.2 of the programme specific part of these regulations.
3. In special circumstances, the Examination Board may exempt the student from the entry requirements, with or without imposing alternative requirements.
4. Admission to tuition and interim examinations is not made dependent on other financial contributions than tuition fees, unless costs should be involved, to be determined by the dean in a separate decision, that these are connected with the special nature of the programme. If any costs referred to in this paragraph should be involved, these costs are listed in the course guide.

### ***Paragraph 3 Structure and form of the programme***

#### **Article 3.1 Master's final examination, degree and distinction**

1. The programme will be concluded by the Master's final examination.
2. The student who has passed the final examination of the Master's degree programme 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 Guideline for Distinctions](#).

#### **Article 3.2 Learning outcomes and curriculum**

1. The programme comprises the total units of study as described in article 9.5 and 9.6 of the programme-specific part of these regulations, aimed at the realisation of well-defined objectives in the areas of the knowledge, understanding and skills that those completing the course are deemed to possess.
2. The learning outcomes of the programme are laid down in article 9.1 of the programme-specific part of these

regulations

3. In the context of the programme the student is required to write a final paper as an individual proof of competence. The Examination Board may 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.

### **Article 3.3 Adding units of study (extra-curricular)**

1. Adding elective units of study outside the programma, obtained during registration of the programme, is permitted.

2. No permission of the Examination Board is needed for adding units of study at the RU, Dutch and partner universities abroad.

3. In the event that workload and study results of the units of study to be added 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).

4. Added units of study will be listed on the diploma.

### **Article 3.4 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 from a unit of study, 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. For units of study in the first period of the first year exemptions may be granted up to two weeks after the start of the unit of study. For all other units of study exemptions must be granted before the start of the unit of study.

4. The percentage of exemptions will never be more than 50 percent of the programme's credits.

5. No exemption will be granted for the final paper.

6. In the case of a Double Degree Programme, the student can address a request to the Examination Boards of both Degree Programmes to perform only one graduation project that meets the final requirements of both Degree Programmes. Such a request will only be honoured if both Examination Boards agree.

2. 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 the Regulations on fraud (Appendix 1).

### **Article 3.5 Elective programme**

1. The programme's Examination Board decides on a request for permission to attend an 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 3.6 Teaching periods and interim examinations**

1. The programme will be offered in an annual schedule consisting of two semesters, set by the Executive Board.
2. A semester is divided in two periods.
3. At the end of each period interim examinations are scheduled.
4. 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.
5. In derogation of the provision in paragraph 1 and 2 of this article, the Master's programmes can adjust the semester schedule to fit educational needs.

### **Article 3.7 Language**

Article 9.5 of the programme-specific part of these regulations stipulates the language/languages in which the units of study are taught.

### **Article 3.8 Participation in education**

1. Participation in education is optional, unless this has been otherwise specified in the course manual of the relevant unit of study;
2. The exact specifications of the participation requirement and any sanctions related to not satisfying this requirement must also be indicated in the course manual of the relevant unit of study.

## ***Paragraph 4 Examinations***

### **Article 4.1 Structure and requirements of the interim examinations**

More detailed provisions regarding the assessment of the units of study are outlined in [the Rules and Regulations of the Examination Board](#).

1. Each unit of study of the programme will be completed by an interim examination. Interim examinations may comprise more than one module examination. For example, written or oral examinations and can be taken either in physically or digitally. 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 40% or more of the final grade. This provision does not refer to practical assignments.
5. At the request of the student the Examination Board may, on behalf of the dean, decide that students with an impairment, by way of special examination facilities, sit the interim examinations in a form adapted to that 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. In the prospectus 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 will be made available to the students at least one week prior to the examination. The questions are proportionately representative of the format and content of the upcoming interim examination. More sample questions will be available for interim exams with a substantial amount of content. For all students assessment criteria have to be available for final assignments, theses, assignments, reports and presentations.

8. The course manual must be published at least one week before the start of the unit of study on the online learning environment. The course manual includes materials for the interim examination preparation, compulsory literature, a table outlining the workload for students, examination methods and weighting of various interim examination parts in the determination of the final grade.

9. Interim examination dates must be announced no later than one month before the start of a semester.

10. If 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.

11. If there are legitimate grounds for it, the Examination Board may decide in special cases to use an assessment method other than that which is specified in the course manual.

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

For the proper course of events during examinations that are administered in the examination rooms of the Radboud University, the dean has adopted the Regulation House rules Examinations in a separate decision. In order to provide the student with proper and clear information these rules have been attached to these regulations as Appendix 2.

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

1. For each unit of study opportunity is given for one interim examination and one resit each academic year, on the dates set by the programme director unless provided otherwise in the programme-specific part of these regulations.

2. If the examination referred to in paragraph 1 consists of module tests, the resit also consists of module tests, unless stated otherwise in the programme specific part.

3. 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 Examination Board may decide otherwise.

#### **Article 4.4 Language of the interim examinations**

The interim examinations are offered in the programme's language of instruction, unless provided otherwise in the programme specific part of these regulations.

#### **Article 4.5 Registration and application for interim examinations**

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

2. If students are registered for a unit of study they are also registered for the first interim examination in the corresponding academic year.

3. If students should not want to sit the interim examination, they will have to deregister through OSIRIS. If the student wants to deregister after 5 working days before the interim examination, the student has to deregister via STIP.



#### **Article 4.6 Resit of interim examinations**

1. Interim examinations may be retaken once within the same academic year, even when the result is a pass.
2. If a student wants to resit an interim examination, they have to register themselves.
3. Registering for a resit is possible until 11.59 pm on the day before a period of five working days preceding the date of the resit, meaning there must always be five full working days between the registration deadline for a particular resit and the date of that resit. The day on which the resit takes place is never included in this period of five working days. After this date registration no longer is possible.
4. A paper (report, essay, assignment) that receives a passing grade cannot be resubmitted unless otherwise indicated in the course manual.
5. If a student resits an interim examination, in all cases the most recent grade will determine the final result.
6. The course manual contains provisions on retaking modular interim examinations.
7. If a student does 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 4.7 Determination of results**

1. The final grade of an interim 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, see 4.8.
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 4.8 Alphanumeric results**

Without prejudice to the provisions of article 4.7, the following alphanumeric results are established and registered in Osiris in the following cases:

- a. 'V' (pass, 'voldaan'), if the student has met the requirements for completing the unit of study;
- b. 'NVD' (not fulfilled, niet voldaan), if the student does not meet the requirements for completing the unit of study;
- c. 'VR': (exemption, 'vrijstelling'), if the Examination Board has granted an exemption, with due consideration for the provisions in these regulations, for a unit of study of the examination programme;
- d. 'VLD' (sufficient, 'voldoende'), if the student has passed the unit of study;
- e. 'ONV' (fail, 'onvoldoende'), if the student has failed the unit of study;
- f. 'FR': fraud (fraud, 'fraude'): if the Examination Board has established that fraud was committed when the interim examination was administered and the Examination Board has declared the result of the interim examination in question invalid, with due consideration of the provisions of the Regulations on Fraud attached to these regulations as Appendix 1.

#### **Article 4.9 Publication of results**

1. The examiner will determine the results of an examination and takes care of registration in OSIRIS.

2. Grading period:

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. This also applies to written or digital examinations divided into parts and to assignments/papers. For open-ended questions examinations and assignments/papers with more than 100 participants, a grading 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 resit, except for units of study in the fourth period with both the interim examination and the resit in the same period, where this minimum period is five working days.

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.

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 1).

**Article 4.10 The right to inspect the interim examinations**

1. Within a period of a maximum of twenty working days following the publication of the results of a interim examination, module examination or resit the student in all cases has the right to inspect the questions and the work marked, as well as receive an explanation of the formal assessment criteria.

2. 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.

3. The inspection will take place under supervision of at least an examiner and/or another person with substantive knowledge regarding the course.

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 will be announced at least five working days in advance.

6. If a student is unable to attend the inspection 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 resit of the interim examination in question is administered.

8. The provision in paragraph 7 does not apply to units of study in the fourth period with both the interim examination and the resit in the same period, where this minimum period is two working days.

9. If there is an assessment method that cannot be inspected and reviewed in accordance with the procedure described in paragraph 1, the course manual will describe how it can be inspected in that instance.

#### **Article 4.11 Validity term of examinations**

1. The validity term of any interim 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 Examination Board 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 student is notified, in due time, of the expiry of the validity term applicable for an examination that was passed. This notification, by or on behalf of the dean, states that the relevant knowledge, understanding and/or skills are outdated and explains the reasons why.
4. 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 4.12 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 the units of study of the programme in question and has submitted proof thereof. The examination date is the date of the last interim examination successfully completed.
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.

### ***Paragraph 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.

### ***Paragraph 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.

### ***Paragraph 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 3 of these regulations.

**Article 7.2 Scientific integrity**

Regarding research and education within the faculty, [regulations about scientific integrity](#) are in place as elaborated by the Universities of the Netherlands (UN). (in Dutch only)

## Part 3 Programme specific regulations

### **Paragraph 8 Access to the degree programme and education**

#### **Article 8.1 Admission requirements**

1. Admission to a specialisation of the programme can be granted to those who have obtained a bachelor's degree in Artificial Intelligence from a research university like Radboud University, or a bachelor's degree from a related programme with a comparable content that sufficiently prepares for a Master's programme in advanced AI.
2. Admission to a specialisation of the programme will also be granted to students who have demonstrated, in the opinion of the Admissions Board, their suitability to take that specialisation of the programme and who have provided proof that they have an adequate command of the English language, as stipulated in article 8.3.
3. For the Master specialisation Cognitive Computing students who meet the admission requirements will be included in a selection process. During this selection process, the Admissions Board determines which of the admissible candidates can be offered a place to study in the Master's programme based motivation, academic performance and background knowledge.

#### **Article 8.2 Programme-specific entry requirements**

1. In accordance with to the provisions in article 2.3.1 of these regulations, students can only participate in the Internship, the Research Project and the Extended Research Project if they have completed at least 48 EC of the Master's programme.

#### **Article 8.3 Dual Degree Programme**

In cooperation with the University of Glasgow, Radboud University offers the collaborative Masters programme in *AI and the Digital Society*. Upon completion of this programme, the student is entitled to a Master's diploma of both Radboud University and the University of Glasgow. These regulations apply to all units of study that are followed at the Faculty of Social Sciences at Radboud University.

1. The dual degree programme comprises the following units of study and study load in EC:

<b>Year 1: Radboud University, MSc Intelligent technology</b>	<b>1 and 2</b>	<b>45</b>
<b>Compulsary courses</b>	<b>1 and 2</b>	<b>21</b>
SOW-MKI66: Advanced Academic and Professional Skills (6 EC)	1	
SOW-MKI67: Ethics for AI (6 EC)	1	
SOW-MKI71: AI Research Colloquium (3 EC)	2	
SOW-MKI75: Applied Machine Learning (6 EC)	2	
<b>Specialisation Courses</b>		<b>24</b>
<i>Choose 24 EC of:</i>		
SOW-MKI70: Human-Robot Interaction (6 EC)	1	

LET-LCEX-06: Text & Multimedia Mining (6 EC)	1	
SOW-MKI72: AI for Healthcare (6 EC)	1	
SOW-MKI73: AI for Neurotechnology (6 EC)	2	
SOW-MKI95: Computer Graphics & Computer Vision (6 EC)	2	
SOW-MKI52: New media lab (6 EC)	2	
SOW-MKI74: Advanced Brain-Computer Interfacing (6 EC)	2	
NWI-IMC037: Intelligent Systems in Medical Imaging (6 EC)	2	
<b>Year 2 – Glasgow University, MSc Digital Society</b>	<b>1 and 2</b>	<b>80</b>
Courses at MSc Digital Society	1	50
Master thesis Project	2	30

2. The following entry requirements apply:

- a. Holding an equivalent of a 2.1 undergraduate degree for entry into Year 2 at University of Glasgow.
  - b. Completion of Year 1 (45 ECTS) at Radboud University at Master level for entry into Year 2 at Glasgow University.
3. A detailed description of all units of study in Year 1, including study load calculation, instructional methods, form of interim examinations, and learning objectives, is provided for in the programme's prospectus.
4. Regulations concerning the submission, supervision and assessment of the Master's thesis are provided for in the Memorandum of Agreement between Radboud University and the University of Glasgow. In case of conflict with the regulations pertaining to the Master's thesis as stipulated in the Artificial Intelligence programme, the Memorandum of Agreement takes precedence.
5. Students choose whether they graduate at Radboud University or the University of Glasgow at the end of Year 2.

#### **Article 8.4 Double Degree Programme**

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 specialisation in Data Science) in 180 EC. This possibility is hereinafter referred to as 'double Master's programme'.
2. To qualify for a double Master's programme in Artificial Intelligence and Cognitive Neuroscience, the student must be uninterruptedly enrolled for at least one of the Master's programmes in Artificial Intelligence and Cognitive Neuroscience.
3. To qualify for a double Master's programme 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 programmes in Artificial Intelligence and Computing Science.

4. To qualify for one of the two double Master's programmes, the student must furthermore:
  - be admitted to both Master's programmes in accordance with the regular admission requirements;
  - submit a proposal to the Examination Boards of both study programmes for a joint study programme of at least 180 EC.
5. Permission for the double Master's programme is granted if the Examination Boards of both relevant Master's degree programmes 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 programmes (at the discretion of the relevant Examination Boards);
  - it contains a separate graduation project for each of the two Master's degree programmes that meets the regulations of that Master's degree program, unless both relevant Examination Boards decide otherwise;
  - for each of the Master's degree programmes, it contains at least 60 EC of non-overlapping components;
  - each of the Master's degree certificates contains fifty (50) 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 programmes can decide otherwise than what would follow from the criteria mentioned in paragraph 5, on the basis of case specific argumentation.

## ***Paragraph 9 Programme structure and design***

### **Article 9.1 Specific learning outcomes**

1. The aim of the programme upon completion of the Master's degree programme in Artificial Intelligence is that:
  - 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 what is described in paragraph 1 sub. a and b, at a level that is attuned to the Master'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 course guide of the programme.

### **Article 9.2 Study load of the programme**

The programme will have a study load of 120 EC. The programme's study load has been set by the Executive Board in a separate decision.

### **Article 9.3 Structure of the programme**

The programme will be offered exclusively as a full-time programme. The programme's form is determined by the Executive Board in a separate decision.

### **Article 9.4 Language of instruction**

The programme will be conducted in the English language.

**Article 9.5 Composition of the programme of the first year**

1. In accordance with the relevant provisions in the general part of these regulations, the first year of the Master's degree programme comprises the following units of study with reference to the corresponding semester (x) and corresponding study load (in EC; 60 in total):

Note: Course name details may be subject to change.

Expansion of knowledge in one of the two specialisations of the Master Programme:

*1. Specialisation Cognitive Computing*

Course Code	Name	Semester	EC
a	<i>Compulsory courses Cognitive Computing</i>		21
SOW-MKI66	Advanced Academic and Professional Skills	1	6
SOW-MKI67	Ethics for AI	2	6
SOW-MKI71	AI Research Colloquium	2	3
	<i>Choose 6 EC from:</i>		
SOW-MKI75	Applied Machine Learning	2	6
NWI-IMC056	Statistical Machine learning	1	6
NWI-IMC030	Machine learning in practice	2	6
SOW-MKI69	Probabilistic Deep learning	2	6
b.	<i>Specialisation Courses Cognitive Computing</i>		18
	<i>Choose three units of study from:</i>		
SOW-MKI196	Neuromorphic Computing	1	6
SOW-MKI49	Complex Adaptive systems	1	6
SOW-MKI68	Cognitive Robotics	1	6
SOW-MKI40	Cognition and Complexity	2	6
SOW-DGCN03	Neurophilosophy	2	6
c.	<i>Specialisation Electives Cognitive Computing</i>		18
d.	free electives		3

*2. Specialisation Intelligent Technology*



Course Code	Name	Semester	EC
a.	<i>Compulsory courses Intelligent Technology</i>		21
SOW-MKI66	Advanced Academic and Professional Skills	1	6
SOW-MKI67	Ethics for AI	2	6
SOW-MKI76	AI in the Professional Workfield	2	6
	<i>Choose 6 EC from:</i>		
SOW-MKI75	Applied Machine Learning	2	6
NWI-IMC056	Statistical Machine learning	1	6
NWI-IMC030	Machine learning in practice	2	6
SOW-MKI69	Probabilistic Deep learning	2	6
b	<i>Specialisation Track Courses for Intelligent Technology</i>		
	<i>Specialisation Track Courses Neurotechnology and Healthcare .</i>		18
	<i>Choose 18 EC from:</i>		
SOW-DGCN02	Neuroimaging 1	1	6
SOW-MKI72	AI for Healthcare	1	6
SOW-MKI73	AI for Neurotechnology	2	6
NWI-IMC037	Intelligent Systems in Medical Imaging	2	6
SOW-MKI74	Advanced Brain Computer Interfacing	2	6

Course Code	Name	Semeseter	EC
	<i>Specialisation Track Courses Interactive agents</i>		18
	<i>Choose 18 EC from:</i>		
SOW-MKI70	Human-Robot Interaction	1	6
LET-LCEX-06	Text and Multimedia Mining	1	6
SOW-MKI95	Computer Graphics and Computer Vision	2	6
SOW-MKI52	New Media Lab	2	6
SOW-MKI79	Sensorimotor Neuroscience & Technology	2	6

	<i>Specialisation Track Courses Societal Impact</i>		18
	<i>Choose 18 EC from:</i>		
SOW-MKI72	AI for Healthcare	1	6
SOW-MKI70	Human-Robot Interaction	1	6
LET-LCEX-06	Text and Multimedia Mining	1	6
SOW-MKI73	AI for Neurotechnology	2	6
SOW-MKI74	Advanced Brain Computer Interfacing	2	6
SOW-MKI95	Computer Graphics and Computer Vision	2	6
SOW-MKI52	New Media Lab	2	6
c.	<i>Specialisation Electives</i>		18
d.	<i>Free Elective Courses</i>		3

2. A detailed description of the units of study outlined in paragraph 1, a (summary of) learning objectives and instructional and examination methods included, is provided in the programme's course guide.

3. The specialisation electives within the graduation specialisations Cognitive Computing and Intelligent Technology should be chosen from the list of limited elective units of study included in the degree programme's course guide.

4. 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.

5. No units of study that form part of a required Bachelor's final examination may be included in the Master's final examination. Should such a unit of study be compulsory within the student's 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.

#### **Article 9.6 Composition of the programme of the second year**

1. In accordance with the relevant provisions in the general part of these regulations, the second year of the Master's degree programme comprises the following units of study with reference to the corresponding semester (x) and corresponding study load (in EC; 60 in total):

Note: Course name details may be subject to change.

##### *1. Specialisation Cognitive Computing*

Course Code	Name	Semester	EC
a.	<i>Choice of</i>		45

	<i>either</i>		
SOW-MKI83	Internship	1 and/or 2	15
	<i>plus</i>		
SOW-MKI92	Master Research Project	1 and/or 2	30
	<i>or</i>		
SOW-MKI94	Extended Master Research Project	1 and/or 2	45
b.	<i>Free elective courses</i>		15

## 2. Specialisation Intelligent technology

Course Code	Name	Semester	EC
a.	<i>Specialisation Tracks Neurotechnology and Healthcare and Interactive Agents</i>		45
	<i>Choice of</i>		
	<i>either:</i>		
SOW-MKI83	Internship	1 and/or 2	15
	<i>plus:</i>		
SOW-MKI92	Master Research Project	1 and/or 2	30
	<i>or:</i>		
OW-MKI94	Extended Master Research Project	1 and/or 2	45
	<i>plus</i>		
b.	Free elective courses		15
a	<i>Specialisation Track Societal Impact</i>		
SOW-MK194	Extended Master Research Project		45
	<i>plus:</i>		
b.	Free elective courses		15

2. A detailed description of the units of study outlined in paragraph 1, a (summary of) learning objectives and

instructional and examination methods included, is provided in the programme's course guide.

3. The specialisation electives 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.

4. No units of study that form part of a required Bachelor's final examination may be included in the Master's final examination. Should such a unit of study be compulsory within the student's 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.

## Part 4 Transitional and final provisions

### *Paragraph 10 Transitional provisions*

#### **Article 10.1 Transitional provisions for the programme**

Curriculum Changes & Transitional Regulations 2022-2023 Master of Science, Artificial Intelligence

The Artificial Intelligence department continuously reviews and refines the MSc curriculum to ensure that it is at the forefront of AI education, meets the highest learning outcomes and standards, and is responsive to the needs of our students. Changes are made with due consideration to minimize negative impact, safeguard academic standards and maintain or improve the quality of the learning experience.

A transitional regulation applies when curriculum requirements change, and the regulation ensures that the consequences of changes to the curriculum are minimal. A transitional regulation can be helpful if a course that you have not yet passed is no longer offered, has changed in significant ways, or has shifted to another curriculum year of the programme. Transitional regulations contain information about when resits are scheduled, when courses are (re)scheduled, and/or which academic requirements students have to fulfil instead of, or in addition to, diversified, renewed, or expired courses.

The Education and Examination Regulations (EER) contains rules applicable to teaching and exams, as well as explanations of transitional regulations, you will find them [here](#).

Please review the current curriculum in [the AI Course Guide](#).

The transitional regulations in this document apply to students:

- who started the AI master's degree in academic year 2020-2021 or later
- and have complied with the official curriculum requirements since academic year 2020-2021
- and have not yet completed one or more curriculum requirements

Basis of these transitional regulations:

1. Each student has the opportunity to continue studying the programme in which he/she started (cohort), provided that he/she studies nominally
2. For courses that are offered for the last time, an examination opportunity will be offered once in the next academic year.

If you are experiencing delays to your academic progress, you are strongly advised to contact Student Advisor [Johanna Glimmerveen](#) to discuss your academic progress and plan for the remainder of your studies.

#### Questions

If you have questions about the transitional regulations, please contact the Student Advisor, [Johanna Glimmerveen](#).

#### Disclaimer

The information contained in this document is for guidance purposes only. It has been compiled with the utmost care and is, to the best of our knowledge, true and accurate at the time of publication. Information covered by this document is subject to change due to a continuous process of review, and to unanticipated circumstances. No rights or liabilities may be derived from its content or as a result of use or reliance on this guide, or on the information therein, or in relation to information accessed via any links from or to any webpages. Where

necessary, the AI Examining Board decides on course-specific or student-specific transitional regulations that differ from the arrangements in this document.<sup>1</sup>

## CURRICULUM CHANGES MSc ARTIFICIAL INTELLIGENCE, 2022-2023

### 1. **New courses** (see course descriptions in prospectus for more information)

**N.B.** Any Compulsory or Specialisation Core Course in one specialisation may be taken as a Specialisation Elective in the other specialisation. Any master's course may be taken as a regular elective (Free Choice). New courses that are enlisted as specialization core in one of the tracks of Intelligent Technology per 2022-23 may be taken as specialization core in the 2021-221 Intelligent Technology curriculum unless they are indicated as mutually exclusive with an existing course that was selected in the specialization core courses.

Course	Specialisation	Compulsory/elective	Instructions/Remarks
SOW-MKI84 Modelling & Analysis of Complex Networks	Cognitive Computing	Specialisation Elective	Available for all cohorts
SOW-MKI86 Neural computation	Cognitive Computing	Specialisation Elective	Available for all cohorts
SOW-MKI87 Agent-based Computational Modelling	Cognitive Computing	Specialisation Elective	Available for all cohorts

### 2. Courses no longer offered

Course	Specialisation	Compulsory/elective 2020 or earlier	Instructions/Remarks
MKI56 Theoretical Foundations of Cognitive Agents	Intelligent Technology  Cognitive Computing	Specialisation elective Neurotechnology and Interactive Agents Specialisation core	Students who failed the course will get one more examination possibility. They must register for the course in Osiris.

## **Paragraph 11 Final provisions**

### **Article 11.1 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 11.2 Adoption, employee participation 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 11.3 Coming into effect**

These regulations will come into effect on 5 september 2022.

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 23 juni 2022.

**Article 11.4 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.

## Appendix 1

### Regulations on Fraud Radboud University

#### Paragraph 1 Introductory provisions

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

To prevent fraud during interim examinations and bachelor/master examinations as referred to in article 7.12b WHW, relating to the education and examination in the degree programme mentioned in article 1.1 of this EER, the dean of the faculty of Social Sciences of Radboud University (hereinafter: RU), adopts the following regulations.

##### *Article 2 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 or the EER.

#### Paragraph 2 Definition fraud, procedure and sanctions

##### *Article 3 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 4 Procedure for establishing 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. For the purposes of the provisions in paragraphs 1 and 2 of the present article, examiner is also understood to mean the invigilator or any other RU member of staff.
4. 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.
5. 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.
6. 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.

*Article 5 Remedial action*

If the examination board has established fraud:

- a. the examination board declares the relevant interim examination or examination invalid, and
- b. the examination board includes a statement in the student's student file that it has established fraud and, if applicable, which sanctions have been imposed.

*Article 6 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.

2. If the examination board has established that serious fraud has been committed, the board may also
  - a. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.
3. 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.
4. 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 7 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 8 Adoption, medezeggenschap and amendment*

1. These regulations are adopted by dean.
2. In so far as the content of these regulations relates to the duties and powers of the degree programme's examination board, the content must also be confirmed by that examination board.

#### *Article 9 Effect*

These regulations take effect on 1 September 2019. These regulations will then replace any previous regulations.

#### *Article 10 Publication*

1. The dean ensures 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 includes 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 2

### Regulations on Examination Rooms Radboud University

#### Paragraph 1 Introductory provisions

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

For the proper course of events during interim examinations and bachelor/master examinations relating to the education and examination of the degree programme mentioned in article 1.1 of this EER that are administered in examination rooms at the Radboud University (hereinafter: RU), the dean of the faculty of Social Sciences of the RU adopts the following regulations.

##### *Article 2 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: the Act) or the Education and Examination Regulations of the degree programme (hereinafter: the EER) - have the same meaning that is given to these terms in the Act and the EER.

##### *Article 3 Examiners and invigilators*

For the administration of examinations, the examination board of the degree programme as mentioned in article 1 (above) has appointed one or more examiners. The examiners appointed as referred to in paragraph 1 are responsible for the supervision and execution of the provisions in these regulations. On behalf of the examiner(s) appointed, one or more invigilators may be present in the examination rooms, assigned by or on behalf of the executive board. When invigilators have been assigned, at least one appointed examiner is also present in the examination room or, as appropriate, available on call.

##### *Article 4 Instructions by the executive board*

1. These regulations include instructions in the sense of article 7.57h of the Act. In view of the executive board's mandating decision dated 15 May 2019, the dean is authorised to adopt these instructions on behalf of the executive board. The student is obliged to comply with the instructions laid down in these regulations.
2. A student who fails to comply with any instructions under these regulations may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (*Regeling Fraude*).

##### *Article 5 Guidelines for examiners*

These regulations include instructions in the sense of Article 7.12b of the Act. The examiner is obliged to comply with the instructions laid down in these regulations.

##### *Article 6 Instructions by examiners for students*

1. The examiner may give instructions, in the context of the instructions described in these regulations, to a student in the RU examination room if a concrete situation should be cause for this. The student is obliged to comply with these instructions.
2. The student who fails to comply with the instructions referred to in paragraph 1 may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions 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. With respect to entering and leaving the examination rooms, the following applies:
  - a. the examination room is accessible for the student at least 15 minutes before the examination starts;
  - b. except in the circumstances described in paragraphs c and d of the present article, the student is no longer admitted into the examination room after the examination has started;
  - c. the student who arrives too late at the examination room is given the opportunity, 15 minutes following the start of the examination, to be as yet admitted into the examination room;
  - d. the student is permitted to use the toilet during the examination;
  - e. the student is not allowed to leave the examination room within the first 30 minutes following the start of the examination.
2. In special circumstances the examiner may act contrary to the provisions in paragraph 1. If the provisions in paragraph 1 are departed from, the student will be informed of this in due time.

### *Article 8 Student ID*

1. In the examination room the student must be able to furnish proof of identity, at any time, by producing a valid identity document.
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 Start and duration of the examination*

The examiner starts the examination at the time scheduled. If the examination starts at a later moment in time because of relevant circumstances, the examiner ensures that the scheduled duration of the examination can be fully used by the student.

### *Article 10 Materials permitted in examinations*

1. When taking the interim examination, the student is 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 start of the examination.

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*

1. When the examination ends, the student is obliged to hand in the examination paper.
2. The student may also be required to hand in other examination materials, such as examination question papers and/or note paper used during the examination.

*Article 12      Peace and order, furniture and fixtures in the examination room*

1. Coats, satchels, bags, etc. must be put away in compliance with the examiner's instructions.
2. In order to prevent interference with the WIFI signal, any devices that are present in the examination room, such as watches, laptops, tablets, telephones, and any other devices or smart devices and/or wearables, must be switched off in compliance with the examiner's instructions.
3. Without prejudice to the provisions in the previous paragraphs, the examiner ensures, both during and after completion of the examination, that any measures are taken as required for adequate surveillance and for maintaining the necessary peace and order in the examination room.
4. Whenever an examination is administered, the examination room has at least one clock which is clearly visible for each student.
5. Eating and drinking is allowed during the examination, unless this should prevent appropriate surveillance and/or maintaining the necessary peace and order.

**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 are adopted and amended by the dean.
2. In so far as the content of these regulations relates to the duties and powers of the programme's examination board, the content must also be confirmed by that examination board.

*Article 15      Effect*

These regulations take effect on 1 September 2019. These regulations then replace any previous regulations.

*Article 16 Publication*

1. The dean ensures the appropriate publication and any amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospective students, the dean includes these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling (OER). The examination board includes these regulations accordingly as an appendix to the Rules and Guidelines (Regels en Richtlijnen (RR)) of the programme that are laid down by that board.

Thus, adopted by the dean on June 26, 2019 and ratified by the examination board.

## APPENDIX 3

### 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.

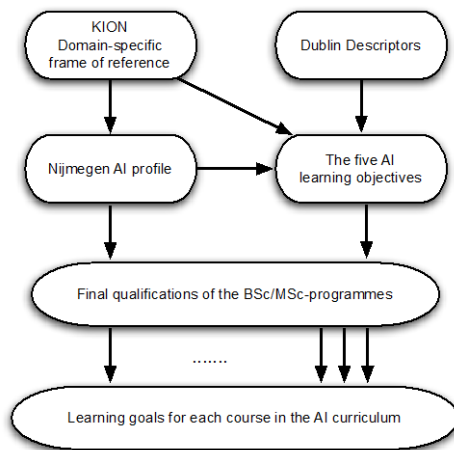
This implies that

- 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, Brightspace, 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 4 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. Cognitive Computing and Intelligent Technology. 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 both the specialisations Cognitive Computing and Intelligent Technology. 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.

There are eight general qualifications that hold for the programme in general and three qualifications that diverge per specialisation.

1. Relevant level: Master's graduates (henceforth graduates) have general knowledge in the full breadth of the field, detailed knowledge with respect to either the use of AI as a means of studying natural intelligence or the application of state-of-the-art AI in technology, and specialist knowledge on the topic of the master's thesis.
2. Relevant disciplines: Graduates have obtained relevant knowledge and understanding in the fields of psychology, computer science, mathematics, logic, linguistics, philosophy and/or neuroscience, at a level at which they can actively relate AI to those fields, and are able to incorporate the contributions of scientists in different fields into AI projects.
3. Cognition: Graduates have 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 modelling of such a functionality.
4. Societal implications: Graduates have obtained knowledge and understanding of the ethical and societal implications of recent developments in AI at a level that allows them to form an independent opinion on these aspects.
5. Methodology: Graduates have obtained knowledge and understanding of the similarities and differences in AI methodology, ranging from empirical research, algorithm design and comparison, computational and formal modeling, to conceptual analysis. Graduates also have an understanding of the theoretical implications thereof, and of the relevance of different AI methods for different application domains.
6. Critical attitude: Graduates have 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.
7. Communication: Graduates are able to express themselves in writing according to the accepted norms for scientific AI publications and to effectively digest articles in relevant journals. In addition, graduates have 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.
8. Independent learning skills: Graduates have obtained the necessary learning skills to enable further learning in an independent self-directed manner. Next to these general final qualifications, we identify the following specialisation-specific final qualifications:  
Cognitive Computing specialisation
9. Analytical skills: Graduates are able to independently translate a theory, approach, or hypothesis into a formal or computational model, identify inconsistencies or ambiguities in the theory, deduce model predictions, and test those predictions.
10. Research skills: Graduates are able to independently design, execute and analyse fundamental scientific research in a methodologically correct way.
11. Practical application: Graduates are able to both develop and apply new techniques in AI to increase understanding in natural intelligence, as well as to incorporate insights from cognitive (neuro)science and related areas into new AI techniques and models.

#### Intelligent Technology specialisation

12. Analytical skills: Graduates are 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 or implications can be evaluated by means of a working application, computational model, guideline design, or artifact, and, if relevant, a theoretical generalisation can be made.
13. Research skills: Graduates are able to use state-of-the-art AI methods and techniques in applied research and development.
14. Practical application: Graduates are able to translate complex and/or extensive practical requirements into a work plan for developing, improving or extending a computer program, design or artifact.