

**Programme-specific appendix to the Education and Examination regulations  
2016-2017**

for the Bachelor of Science programme

**Psychology**

## Contents

### 1. Structure and content of the programme

- a. Programme content (incl. number and structure of interim examinations, mode of assessment, and if applicable arrangements/design of practical exercises)
- b. Study load (of educational programme and units of study)
- c. Programme specific characteristics (including full-time programme, or part-time/dual programme)
- d. Excellence programmes

### 2. Objectives and attainment targets

- a. Objectives
- b. Attainment targets
- c. Continuation to the master's programme

### 3. Examination and exams

- a. Examination
- b. Exams and tests
- c. Prerequisites

### 4. General information

- a. Admission to the programme
- b. Language
- c. International cooperation
- d. Elective options
- e. Programme Committee
- f. Examination Board

### 5. Transitional arrangements

### 6. Specific regulations concerning the first bachelor year

- a. Binding recommendation
- b. Regulation for compensation across first year modules, cohort 2016-2017
- c. Period of validity of B1 module components

### 7. Specific regulations concerning the second and third bachelor year

- a. Period of validity of B2 and B3 module components

### 8. Additional subjects

- a. Test subject hours
- b. Graduation with distinction

## 1. Structure and content of the programme

### 1a. Programme content

The educational programme consists of three academic years (B1, B2 and B3) of 60ECTS's each. The successful completion of the whole programme earns right of admission to the bachelor's exams. An academic year consists of two semesters, each semester (30ECTS) consisting of two period's/blocks (15ECTS). The programme consists of modules of 15ECTS (420 hours) as units of study. The overview of the modules for the B1, B2 and B3 academic years of the Psychology Bachelor's programme (structure) is given below.

Each module is composed of module components. Within each module component various forms of assessment/tests are used, such as individual written tests, individual and group (project) assignments, presentations (etc.), which together result in one integral module grade (the 'exam'). Types of tests in the modules as described in the overview below are defined as follows: 'test' is in written form, unless stated otherwise and can comprise one or more (sub) tests; 'assignment' can be one or more assignments/reports, with or without a presentation. Information about the type and number of tests can be found in the OSIRIS course catalogue and (in more detail) at the Blackboard site of each module. The final grade of a module is based on the weighting and requirements per component as stated in the test plan of the module. The test plan is published at the Blackboard site (by the coordinator of the module). Cases of compulsory attendance at one or more lectures will also be published at the Blackboard site.

### First year bachelor's curriculum: B1

#### Semester 1

<b>Code</b>	<b>Name</b>	<b>ECTS</b>	<b>Module coordinator &amp; examiner</b>	<b>Exam method</b>
201300008	Psychology and Intervention Design	15	A.Z. Bosch, PhD	Test, assignment
201300009	Social Behaviour	15	C.H.C. Drossaert, PhD	Test, assignment

#### Semester 2

<b>Code</b>	<b>Name</b>	<b>ECTS</b>	<b>Module coordinator &amp; examiner</b>	<b>Exam method</b>
201300010	Cognition and Development	15	M.L. Noordzij, PhD	Test (and oral test), assignment
201600104	The Individual	15	G.J. Westerhof, PhD	Test, assignment

The following unit must also be completed; for more information, see 7a.

<b>Code</b>	<b>Name</b>
192901900	Test subject hours, B1

### Second year curriculum: B2

#### Semester 1

<b>Code</b>	<b>Name</b>	<b>ECTS</b>	<b>Module type</b>	<b>Module coordinator &amp; examiner</b>	<b>Exam method</b>
201600006	Health Psychology & Applied Technology <sup>1</sup>	15	Choice of 1 out 3	C. Bode, PhD	Test, assignment
201400121	Psychology in Learning & Instruction <sup>1</sup>	15	Choice of 1 out 3	A. Lazonder, PhD	Test, assignment

201600005	Psychology of Safety <sup>1</sup>	15	Choice of 1 out 3	M. Kuttschreuter, PhD	Test, assignment
201400123	Human Factors & Engineering Psychology <sup>2</sup>	15	Choice of 1 out 2	M. Schmettow, PhD	Test, assignment
201600104	Psychological health <sup>2</sup>	15	Choice of 1 out 2	M. Radstaak, PhD	Test, assignment

<sup>1</sup> Students choose one of the three modules offered in block 1A.

<sup>2</sup> Students choose one of the two modules offered in block 1B.

### Semester 2

<b>Code</b>	<b>Name</b>	<b>ECTS</b>	<b>Module type</b>	<b>Module coordinator &amp; examiner</b>	<b>Exam method</b>
201400295	Research methods and research project	15	Compulsory	S. Zebel, PhD	Test, assignment
201400296	Professional and psychological skills	15	Compulsory	A.Z. Bosch, PhD	Test, assignment

The following unit must also be completed; for more information, see 7a.

<b>Code</b>	<b>Name</b>
192902900	Test subject hours, B2 and B3

### Third year curriculum: B3

#### Semester 1

30 EC elective options; see 4d for more information.

#### Semester 2

<b>Code</b>	<b>Name</b>	<b>ECTS</b>	<b>Examiner</b>	<b>Exam method</b>
201500179	History, Ethics and Philosophy of Psychology	15	J.H. Søraker, PhD	Test, assignment
	Bachelor's thesis (more information about the Bachelor's thesis can be found at <a href="http://www.utwente.nl/psy/afstudeerweb">www.utwente.nl/psy/afstudeerweb</a> )	15	<b>Bachelor's thesis committee consists of two examiners, as stated in the thesis contract.</b>	Assignment (individual)

### Information about practical exercises

A practical exercise is a unit of study, or part thereof, the emphasis of which lies on the activity of the individual student, such as conducting a literature study, or assignment, completing a design or research project, participating in practical sessions, practising skills, writing an essay or article, or preparing a public presentation aimed at achieving a particular skill. Practical exercises are generally part of a unit of study supervised by the responsible examiner. The organisation of practical exercises is outlined in the Osiris course catalogue and specified in more detail on Blackboard upon commencement of the programme.

The responsibility when it comes to the bachelor's thesis does not lie with an individual lecturer, rather a Bachelor's committee is formed for each assignment. The bachelor's thesis comprises an individual assignment and thus will be assessed individually. The bachelor's thesis is an exercise and at the same time, a test of competence, in which students integrate their acquired qualifications. The Examination Board has prescribed requirements for bachelor's thesis examiners in order to guarantee

the assessment quality. More practical information about the Bachelor's thesis can be found on the Psychology 'graduation website' ([www.utwente.nl/psy/afstudeerweb](http://www.utwente.nl/psy/afstudeerweb)).

### **Pre-master's programme**

The pre-master's programme and binding regulations of the Psychology pre-master's programme are described in the programme-specific appendix of the master's Education and Examination Regulations (EER). The successful completion of the entire programme earns right of admission to the Psychology Master's Programme at the University of Twente (UT). The completion of the pre-master's programme does not earn right of admission to the bachelor's exams.

#### **1b. Study load (of educational programme and units of study)**

The Bachelor's Programme comprises three academic years (B1, B2 and B3) of 60 ECTS each (totalling 180 ECTS = 5040 hours). The study load per unit of study (in ECTS) can be found under 1a.1 ECTS = 28 hours.

#### **1c. Programme specific characteristics**

The bachelor of science programme in Psychology is a full-time programme.

#### **1d. Excellence programmes**

Students obtaining excellent results can participate in tracks which are broadening as well as deepening bachelor related programmes. The Bachelor Honours Programme is mainly broadening, since content outside one's normal study programme will be taught. The STAR-programme is a programme in which content of one's own study programme are taught more in depth.

#### **The STAR-programme**

Students may be selected for the so-called 'Stars programme' in three modules in year 1 and two modules in year 2 of the Psychology Bachelor's programme. A STAR project is more challenging and/or more in-depth than the standard module projects, and is intended for the top 10% of students in their group. Students can distinguish themselves with a STAR project after being selected during the previous module.

Successful participation in the STAR programme leads to a mention of the Star/Excellence programme for the relevant module on the diploma supplement. Details on the selection process for each module with a STAR project are made known in advance.

#### **The UT Bachelor's Honours programme**

This programme starts every year in February and is for the top 5% of first year students of each study only. In nearly one and a half year students follow a programme of 30 ECTS. Three variants are offered, in science, design and mathematics. Students work in interdisciplinary groups and learn about great scientists or designs, learn to ask questions about everyday scientific situations, will learn how to write their own research proposal and make a joint final work. More information can be found at the website of the honours programme: <https://www.utwente.nl/excellentie/en/honours/>.

## **2. Objectives and attainment targets**

### **2a. Programme objectives**

The objectives and attainment targets of the Psychology Programme (bachelor's and master's) are based on the frame of reference of the specific field; the requirements are based on the subsequent post-graduate course, the professional field and the context of 'Psychology at a technical university'.

The psychology bachelor's graduates possess demonstrable knowledge of the conceptual framework and major and current theories, models and work methods of the fundamental disciplines of psychology, with in-depth knowledge of at least two specialist fields covered by the educational programme. In the specialist fields, using technology as a means and the relationship between technology and man (High Tech, Human Touch) are key focus areas.

On the basic level, psychology bachelor's graduates are equipped to set up and execute (applied) scientific psychological research, and substantiate it both on paper and orally. It is characteristic of UT

students that they have learned to work on design assignments in project teams. At the level of a beginning professional practitioner, graduates are capable of analysing psychological problems and formulating an appropriate intervention based on a systematic approach. They are familiar with factors that influence the implementation process of an intervention and with methods to evaluate implemented interventions.

Based on activities carried out and products and achievements delivered during the degree programme, students demonstrate academic thinking and reasoning abilities, i.e., the ability to think critically, rationally, logically and creatively; to theorise, make connections and reflect. The graduated bachelor students have also had a broad academic training through choosing elective modules in other fields of study, or through national or international exchange schemes.

The competencies obtained through the bachelor's programme qualify graduates for continuing study within the Psychology Master's Programme. In addition, they have knowledge of the psychologist's professional field and hold the vital professional skills to be implemented as a beginning professional practitioner in that field.

## **2b. Attainment targets**

### *1. Specialist knowledge and understanding*

*Graduates of the Psychology Bachelor's Programme at the University of Twente (UT) possess scientific knowledge and understanding relevant to the field, which they can implement for research and design purposes. This includes the following: ...*

- 1.1 knowledge and understanding of the conceptual framework and major and current theories, models and working methods in the fundamental disciplines of psychology; social psychology, developmental psychology, experimental psychology, bio and neuropsychology, test theory and clinical psychology;
- 1.2 knowledge and understanding of the accepted methods and techniques of psychological research;
- 1.3 knowledge and understanding of the history, philosophy and ethics of psychology;
- 1.4 in-depth knowledge and understanding of theories, models, technologies and working methods of at least two of the five specialist fields of the programme stated below:
  - Conflict, Risk & Safety
  - Health Psychology & Technology
  - Human Factors & Engineering Psychology
  - Learning Sciences
  - Positive Psychology & Technology

### *2. Research and design competencies*

*Graduates of the Psychology Bachelor's Programme at the University of Twente (UT) are at the basic level (beginner's level for master's degree, beginning professional practitioner) and are able to:*

- 2.1 clearly formulate a problem statement/question definition/hypothesis for a research assignment; with a design assignment, this implies translating the needs, wishes and requirements of clients (service providers, policy makers) or patients into a tangible problem statement.
- 2.2 place a problem statement in a theoretical framework; this implies that scientific literature of the field concerned and adjoining fields is located, critically evaluated, applied and described;
- 2.3 set up applied psychological research in a systematic, transparent and scientifically responsible manner, and execute this through the substantiated selection and correct application of simple, accepted quantitative and qualitative psychological research methods and techniques for data collection and analysis;
- 2.4 analyse a problem for a design assignment in a thematic manner using a systematic approach, and design an appropriate intervention (where possible, using technological applications), taking into account the characteristics of parties involved in the design process and the people it concerns;
- 2.5 adhere to ethical standards where applicable in setting up and executing research and design activities;
- 2.6 based on reflection and judgement forming, derive clearly expressed conclusions and discussion from an executed research or design assignment; this includes the study of

- specialist scientific knowledge, scientific and practical applications and suggestions for improvement (advice) and, if applicable, social and ethical aspects;
- 2.7 write reports on executed research and design assignments in which current scientific norms and conventions are applied to data reproduction and literature references, such as information sources: reports have a logical, comprehensible structure, correct use of language and an academic style.
  - 2.8 hold a target audience-oriented informative, concise and appealing presentation on an executed research or design assignment with effective use of media, and adequately answer questions about the topic.

### *3. Academic professional skills and attitudinal aspects of the psychologist*

*Graduates of the Psychology Bachelor's Programme at the University of Twente (UT) at the basic level (beginner's level for master's degree, beginning professional practitioner) possess general, academic and professional skills that they are able to implement for research and design objectives and in their later postgraduate career and professional practice. This includes the following: ...*

- 3.1 the attitude and skill to be able to critically reflect on and judge the significance and value of scientific knowledge, as well as the ability to reflect on and evaluate their own work and professional actions;
- 3.2 the attitude and skills to initiate their own learning and work processes, to purposefully and methodically design and direct these processes, and to achieve academic and professional growth;
- 3.3 information competency: the ability to locate relevant information sources and to critically evaluate their usefulness and trustworthiness;
- 3.4 dedication and skill in carrying out team projects; to cooperate on assignments in a purposeful and effective manner; to adequately and congenially work together with clients, supervisors, research participants and peers;
- 3.5 adequate social and oral communication skills (ability to express oneself, present a case, communicate in a professional context, present oneself in a group and in the professional field), specifically in the effective application of the rules and attitudinal aspects for psychological interviewing.

## **2c. Continuation to the master's programme**

The UT Psychology Master's Programme (MPS) is the designated master's programme following on the bachelor's programme.

## **3. Examination and exams**

### **3a. Examination**

The programme has one examination, the Bachelor's examination after three years. The Bachelor's examination is successfully completed if the exams of the units of study, including the courses/modules of the minor/internship/study abroad phase and the Bachelor's thesis, have been taken successfully.

### **3b. Exams and tests**

The nature of the various units of study (and hence the nature of the learning objectives) brings with it a mix of various types of tests, such as written tests, individual and group (project) assignments, and presentations. See 1a for more information on the exam methods for each unit of study.

### **3c. Prerequisites**

The formal sequence of the modules and their exams is the order as recorded at 1a. There are several prerequisites for specific units of study and within units of study.

#### A. Prerequisites for units of study

<b>Unit of study</b>	<b>Prerequisites</b>
Bachelor's thesis, B3:	- Completion of B1 and B2
Elective courses, B3: - minor (HTHT modules, among others) - elective choices (e.g., at another university - studying abroad	- A minimum of 90 ECTS must have been obtained - A minimum of 90 ECTS must have been obtained - B1 and B2 must have been obtained

#### B: Prerequisites within a unit of study

Should prerequisites apply within a unit of study (e.g., students may only take part in an exam if the previous assignment was successfully completed), then the examiner must inform participating students through Blackboard in advance of the start of the unit of study.

## **4. General information**

### **4a. Admission to the programme**

There are no additional stipulations regarding admission to the educational programme, such as those laid down in section 2 of the common part of the Education and Examination Regulations (EER) and the document mentioned there entitled 'Colloquium Doctum', and in other admission regulations to bachelor's educational programmes.

### **4b. Language of the programme**

First year of the bachelor's programme (B1) 2016-2017:

From September 2016 (starting with the first year), English will be the (instruction) language of study material, lectures and exams of this bachelor's programme. For work groups (such as professional skills, tutorials and projects), students can opt for either a Dutch-speaking or English-speaking group, in which the assignments and projects can be reported/written in the relevant language.

Second and third year of bachelor's programme, 2016-2017:

In principle, the second and third year of the bachelor's programme in 2016-2017 will be in Dutch. As specified in article 3.3 of the common part of this EER, units of study or parts thereof can, however, be taught or assessed in English when, for example, a lecturer/supervisor/tutor does not speak Dutch, or when a student from another non Dutch-speaking programme participates in a unit of study. This applies to four of the five (elective) modules in the first semester of year 2, the elective options in the first semester of year 3 (depending on the chosen modules/courses etc.) and the module History, Ethics & Philosophy of Psychology in the second semester of year 3.

### **4c. International cooperation**

Students of the Psychology Bachelor's programme have the opportunity to study abroad (see also 4d) as a minor within the framework of their elective options in year 3. More information about the possibilities can be found on the central UT website [www.utwente.nl/minor](http://www.utwente.nl/minor).

### **4d. Elective options**

Each student has 30 ECTS of elective options in the third bachelor's year (B3). Students may complete these electives within or outside the University. Information about the possibilities for choosing electives can be found on [www.utwente.nl/psy/bachelor](http://www.utwente.nl/psy/bachelor), and on the central UT website, [www.utwente.nl/minor](http://www.utwente.nl/minor). In many cases, the choice of these electives requires the approval of the Examination Board. Subject to the intake requirements/options as set down in the UT matrix of options, students may participate in every UT minor (as stated on the UT website [www.utwente.nl/minor](http://www.utwente.nl/minor)) to choose 30 ECTS worth of electives without the assent of the Examination Board.



#### **4e. Programme committee**

A programme committee (OLC) has been set up for the Psychology Bachelor's and Master's programmes. The Dean of the faculty appoints the members of this programme committee. The programme committee consists of Psychology lecturers and students. The OLC's current members can be found on the website <http://www.utwente.nl/psy/onderwijsorganisatie/>.

#### **4f. Examination Board**

The Dean of the faculty appoints the members of the Examination Board. The Examination Board's current board members can be found on the website <http://www.utwente.nl/bms/onderwijs/regelgeving/>.

### **5. Transitional arrangements**

There are no transitional arrangements.

### **6. Specific regulations concerning the first bachelor year**

#### **6a. Binding recommendation**

The Programme Board issues a recommendation for every student at the end of the first academic year. This recommendation is based on the student's study results, and can either be a positive recommendation or one connected with a rejection. **A negative recommendation is binding.** Students receiving such a recommendation cannot enrol in the UT Psychology Programme for the next three academic years.

To receive a positive recommendation, students must satisfy the following standards (in accordance with the University of Twente Binding Recommendation Guidelines).

1. At least 45 ECTS were obtained.

The units of study in year 1 (that count for the Binding Recommendation) consist of modules of 15 ECTS. To obtain the 45 ECTS standard for a positive recommendation, students must successfully complete at least three of the four modules in year 1 (in accordance with the requirements as stated in the test plan of the module). In addition to this 'standard way' of achieving a module (in the case of a fail or near fail), students perhaps may be eligible for the 'regulation for compensation across first year modules' that applies to year 1 of the bachelor's. The regulation for compensation across first year modules offers - under certain conditions - an extra possibility for compensation (to pass the module), by which the results over the entire first year are considered, per module and per course of learning. See 6b for more information about the 'regulation for compensation across first year modules'.

A short explanation of the recommendations to be issued is given below.

<b>Number of course credits obtained</b>	<b>Number of modules obtained</b>	<b>Recommendation</b>
60 ECTS	4 out of 4 modules	B1 obtained, study may continue. Positive recommendation.
45 ECTS	3 out of 4 modules	Study may continue. Positive recommendation.
Less than 45 ECTS	Less than 3 out of 4 modules	End of study, negative binding recommendation (BSA).

More information about recommendations and their practical consequences is available from the study adviser.

#### **6b. Regulation for compensation across first year modules, bachelor's cohort 2016**

See below for information about the so-called regulation for compensation across first year modules that applies to the first year of enrolment in the Psychology Bachelor's. Students are informed of this regulation upon commencement of the academic year.

It can occur that a (good) student, after having made use of the possibilities to pass the module anyway, closely missed successfully passing one or two modules by the end of the year. For such cases, the so-called regulation for compensation across first year modules has been introduced for the

first year of the Psychology Bachelor's only. The regulation for compensation across modules offers - under certain conditions - an additional possibility for compensation by which the results over the entire first year are considered, per module and per course of learning. The regulation for compensation across modules means that a student may complete a maximum of two first-year module components with a fail, provided that each of the following conditions is met:

- a) the student has not obtained a maximum of 2 module components (i.e. course of learning within the module, grade 5.0 to 5.5) out of the entire first year, all other module components were obtained/successfully completed;
- b) the student achieved a grade of at least 5.0 for the module components that were not passed;
- c) the student has (seriously) taken part in the re-sit possibilities of the not-obtained module component(s); which therefore also means that the student was eligible for the re-sit of the module(s);
- d) the student has obtained a weighted, average final grade of at least 5.5 for the not-obtained module or modules\*;
- e) the student has obtained a weighted, average grade of at least 5.5 for each course of learning in the first year, based on all 4 modules\*.

\* The weights of the module components (i.e. courses of learning within the module) for determining the weighted average is set out in the module test plan.

If the student meets these conditions, he/she still completes/passes the not-obtained module or modules, therefore achieving 60 ECTS in the first year, and may begin year 2 without any delay.

Please note: The module final grades and the module component grades are both stated on the student's list of grades. If a student makes a claim on regulation for compensation across first year modules, the final grade for the module is a pass (rounded-off average grade), but the fails (between 4.5 and 5.5) of the module component(s) are also stated on the list of grades for the first year/diploma.

#### **6c. Period of validity of B1 module components**

The period of validity of obtained module components (a so-called 'test-result' in OSIRIS\*) in B1 modules is extended until the end of the next academic year, if one of the following conditions is met:

1. A student has obtained three of the four modules in year 1 (i.e. has received a positive recommendation);
2. The student has received a postponed Binding Recommendation (e.g., due to acknowledged circumstances).

Should a student be eligible for an extension of the validity of obtained module components, he/she must still obtain the non-obtained module components in the next academic year, and in the form in which the module components are offered in the next academic year. Should the module have changed in set-up and/or content to such an extent that the weight of the module components in the next year is changed, there will be a transitional arrangement for that module (e.g. the student will in most cases get the opportunity to re-sit the module component (or components) in the next academic year in the 'old' form).

\* 'Test result' is understood to mean, "a test result that is registered in the Student Information System (SIS)". In B1 2016-2017 this concerns the following test results/module components of the four first year modules.

<b>Test result/component</b>	<b>Theory</b>	<b>M&amp;T</b>	<b>Prof. ac. skills</b>	<b>Design &amp; Research</b>
<b>Year 1 modules</b>				
<b>201300008 Psychology &amp; Intervention Design</b>	Psychology: an Orientation	Introduction to Research Methodology	Project Management & Academic Writing	Systematic Intervention Design
<b>201300009 Social Behaviour</b>	Social (developmental) Psychology	Descriptive & Inferential Statistics	Group Dynamics & Academic Writing	Needs Assessment & Intervention Design
<b>201300010 Cognition &amp; Development</b>	Brain, Cognition and Development	Regression and Analysis of Variance		Design & Evaluation
<b>201300011 The Individual</b>	Personality & Clinical Psychology	Data collection & Test Construction	Presentation Skills	Interview Study & Tests

## 7. Specific regulations concerning the second and third bachelor year

### 7a. Period of validity of B2 and B3 module components

The period of validity of obtained module components (a so-called 'test result' in OSIRIS\*) in B2 and B3 modules is extended until the end of the next academic year, if the following conditions are met: A student has obtained an average grade of at least 5.0 for the module **and** has satisfied any compulsory attendance requirements.

Should a student be eligible for an extension of the validity of obtained module components, he/she must still obtain the non-obtained module units in the next academic year, and in the form in which the module components are offered in the next academic year. Should the module have changed in set-up and/or content to such an extent that the weight of the module components in the next year is changed, there will be a transitional arrangement for that module (e.g. the student will in most cases get the opportunity to re-sit the module component (or components) in the next academic year in the 'old' form).

\* 'Test result' is understood to mean, "a test result that is registered in the Student Information System (SIS)". In B2 and B3 this concerns the following test results/module components of second and third year modules.

Year 2 modules	Test results/module units
201600004 Health Psychology & Applied Technology	Health psychology
	Persuasive health technology
	eHealth applied to chronic illness
201400121 Psychology in Learning & Instruction	Theories of Learning and Instruction
	Research skills
	Teaching skills
	Instructional design project
201600005 Psychology of Safety	Theoretical models of societal safety
	Research & design in safety contexts
201400123 Human Factors & Engineering Psychology	Human factors theory
	Programming
	Research projects
201400124 Psychological health	Psychopathology
	Psychodiagnostics
	Project: perspectives on psych. health
201400295 Research methods and research project	How to Conduct & Report a Scientific Study
	Advanced Research Methods
	Research Poster Presentation
201400296 Professional and psychological skills	Communication skills
	Professional field and labour market orientation
Year 3 modules	Test results/module units
201500179 History, Ethics and Philosophy of Psychology	History of psychology
	Philosophy of psychology
	Professional ethics for psychologists

## 8. Other

### 8a. Test subject hours

*Premise:*

The Psychology programme considers it important that the bachelor's students gain experience in empirical research in the role of test subject. This allows them to gain familiarity with different types of research and they can better prepare themselves for their own research activities in the context of their study. With these efforts, students contribute to the research of bachelor's and master's students, and academic staff. Part of the bachelor's examination is a compulsory test subject unit for a total of 15 hours, of which 10 hours must be completed during the first bachelor's year.

*Regulations:*

1. In the framework of obtaining the bachelor's examination, students are obliged to participate as a test subject in BMS faculty research for a total of 15 hours. 'BMS faculty research' is understood to

mean research that is carried out by or under the responsibility of a lecturer who teaches for the BMS faculty. If the obligation of 10 hours for the B1 is fulfilled, a V for Pass is entered on the list of grades under '192901900 B1 test subject hours'. When the obligation of 5 hours for the bachelor's is fulfilled, a V for Pass is entered on the list of grades at '192902900 B2 and B3 test subject hours'.

2. For passing the foundation year (concerns students of the 2012 group and earlier), 10 hours of these 15 hours must be completed. The remaining 5 hours must be completed before the bachelor's examination.
3. The test subject hours must have been completed by taking part in at least five different research projects.
4. The length of participation in a research project is rounded off to 15 minutes with a minimum of 15 minutes.
5. When a student appears as a test subject as agreed, and the research study does not take place, the student will still receive the announced number of test subject hours.
6. When a student does not appear as a test subject as agreed (and has not cancelled before the deadline), 5 credits are deducted as 'penalty points'.
7. Students are deemed to participate seriously in the research and to be motivated in their efforts during an experiment/trial. The researcher may forgo the awarding of test subject points in the event of clear and demonstrable minimal effort on the part of the student.
8. The registration of points proceeds electronically through the 'Sona systems' program at <http://utwente.sona-systems.com/>. Students can view their obtained test subject points themselves using this system.
9. The lecturer or staff member responsible registers the number of obtained test subject hours per research project in 'Sona systems'.
10. The bachelor's diploma can only be obtained if the compulsory test subject hours of the first and second/third bachelor's year are fulfilled.
11. Research for which test subject hours can be earned can be made known through either the notice boards in the Cubicus or through Sona Systems. The recruitment notice must always state the number of test subject hours than can be earned.
12. The research information states where and with whom the student must sign up. The student him/herself is responsible for noting the time, place and contact person (don't forget the room and telephone number!).
13. Any cancellation for an experiment for which a student has signed up, must be effected directly with the contact person for that experiment.
14. The BMS faculty ensures that the number of offered participation opportunities is sufficient. Should a student be of the opinion that their bachelor's diploma cannot be completed because there were insufficient test subject opportunities, they can approach the Examination Board with a request for exemption for the remaining hours.
15. The Ethics Committee of the BMS faculty assesses (if applicable) whether the research meets the rules and standards set down in the faculty's Regulations for Ethics and Research.
16. This regulation applies to students who joined the intake in one of the bachelor's courses in Psychology and Communication Science after 1 September 2006.

### **8b. Graduation with distinction**

*Distinction/Cum laude' (cohort 2016 - TOM)*

1. When a student has demonstrated exceptional ability in their bachelor's exams, this can be stated on the diploma with the words, 'Cum Laude'. Exceptional ability is the case when each of the conditions below is met:
  - a. all B1, B2 and B3 modules of the bachelor's examination (excluding 30 ECTS for elective options in the third year) were assessed with an exam grade of 7 or higher;
  - b. at least seven of the B1, B2 and B3 modules of the bachelor's examination (excluding 30 ECTS for elective options in the third year) were assessed with an exam grade of 8 or higher, OR;  
at least three of the maximum five Excellence stars (STAR-programme) were obtained AND the weighted average of the (exam grades obtained in the B1, B2 and B3 modules for the bachelor's examination (excluding 30 EC for elective options in the third year) amounts to at least 7.5;

- c. the modules for which exemption was granted are excluded from the above mentioned average (1b);
  - d. graded work was re-done to a maximum of one occasion;
  - e. the final grade for the final unit of study (bachelor's thesis) is at least an 8;
  - f. exemption is granted for a maximum of one third of the total programme;
  - g. the bachelor's programme is completed within 3 years, unless, in the judgement of the Examination Board, exceptional circumstances justify a greater exceedance. The acknowledged circumstances for granting graduate support are in any case included in such exceptional circumstances.
2. If these guidelines are not fully met, then a proposal for awarding the designation of 'with distinction' may be submitted to the Examinations Board(s) of the BMS faculty. In that case, the special circumstances and exceptionality of the achievement must be especially substantiated. See the rules and regulations of the Examination Board for more information.

*Distinction/'Cum laude' (cohort 2013, 2014 and 2015 - TOM)*

1. When a student has demonstrated exceptional ability in their bachelor's exams, this can be stated on the diploma with the words, 'Cum Laude'. Exceptional ability is the case when each of the conditions below is met:
- a. the weighted average of the exam grades obtained in the B1, B2 and B3 modules for the bachelor's examination (excluding 30 ECTS for elective options in the third year) amounts to at least 7.5; or at least three of the maximum five Excellence stars were obtained;
  - b. the final grade for the final unit of study (bachelor's thesis) is at least an 8;
  - c. all B1, B2 and B3 modules of the bachelor's examination (excluding 30 ECTS for elective options in the third year) were assessed with an exam grade of 7 or higher;
  - d. the modules for which exemption was granted are excluded from the average;
  - e. exemption is granted for a maximum of one third of the total programme;
  - f. the bachelor's programme is completed within 3 years, unless, in the judgement of the Examination Board, exceptional circumstances justify a greater exceedance. The acknowledged circumstances for granting graduate support are in any case included in such exceptional circumstances.
2. If these guidelines are not fully met, then a proposal for awarding the designation of 'with distinction' may be submitted to the Examinations Board(s) of the BMS faculty. In that case, the special circumstances and exceptionality of the achievement must be especially substantiated. See the rules and regulations of the Examination Board for more information.

*Distinction/'Cum Laude' for the 2012 cohort and earlier (non-TOM)*

1. In the case of a student demonstrating exceptional ability in their bachelor's exams, this can be stated on the diploma with the words, 'Cum Laude'. Exceptional ability is the case when each of the conditions below is met:
- a. the average of the exam grades is at least an 8.0;
  - b. the courses for which no assessment in the form of a grade was given, or exemption was granted, are excluded from the average grade referred to above;
  - c. the extent of the exemptions is less than one third of the total extent of the programme;
  - d. no unit of study in the Bachelor's Programme was awarded a fail and, at most, one unit of study awarded a grade of 6;
  - e. no more than one re-sit was made following a pass or fail grading (see art. 4.7, par. 8);
  - f. the final grade for the final unit of study (bachelor's thesis) is at least an 8;
  - g. the bachelor's programme is completed in 3 years, unless, in the judgement of the Examination Board, exceptional circumstances justify a greater exceedance. The acknowledged circumstances for granting graduate support are in any case included in such exceptional circumstances.
2. When not all the above criteria for the bachelor's laureate are met, the chair of the graduate committee, examiner and/or study adviser, and/or programme director may submit to the Examination Board a proposal to award the designation of 'Summa Cum Laude'. In that case, the special circumstances and exceptionality of the achievement must be especially substantiated.