

**Programme-specific appendix to the Education and Examination regulations  
2019-2020**

for the Bachelor of Science programme

**Psychology**

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## **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 exam. 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.

Each module is an education block that combines subjects around a psychological theme. Central to each module is one (or more) project(s) in which students will for example work on an intervention for a real psychological problem.

In the modules the learning trajectories are integrated: 'Theory', 'Research Methods' (RM), 'Professional Academic Skills' (PAS), and 'Design and Research' (D&R). Within each module, there is a strong coherence between the learning trajectories/module components\*. Also, within each module, there is a strong coherence between the module components and the project; i.e., knowledge and skills that are offered in the module components are integrated in and essential for completing the project.

Within each module component various forms of assessment/tests are used, such as individual written tests, individual and group (project) assignments, presentations (etc.). 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 learning goals, and type and number of tests can be found in the OSIRIS course catalogue and (in more detail) at the Canvas 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 Canvas site (by the coordinator of the module). Cases of compulsory attendance at one or more lectures will also be published at the Canvas site.

In addition to the modules in the programme it is 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. Therefore, part of the bachelor's exam 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.

The overview of the modules and test subject hours for the B1, B2 and B3 academic years of the Psychology Bachelor's programme (structure) is given in Table 1, 2 and 3.

\* In the common parts of the Education and Examination regulations a 'module component' is also referred to as 'module part'

**Table 1: First year bachelor's curriculum (B1): modules and module components (incl. study load) per learning trajectory**

		<b>UNITS OF STUDY/MODULES B1 2019-2020</b>			
		<b>Psychology &amp; Intervention Design 15EC 201300008 Semester 1 block 1A</b>	<b>Social Behaviour 15EC 201800108 Semester 1 Block 1B</b>	<b>Cognition and Development 15EC 201700278 Semester 2 Block 2A</b>	<b>The Individual 15EC 201600103 Semester 2 Block 2B</b>
<b>Coordinator &amp; examiner</b>		J. Pouls, MSc	C.H.C. Drossaert, PhD	S. Borsci, PhD	G.J. Westerhof, PhD
<b>Exam Method</b>		Test, assignment	Test, assignment	Test, assignment	Test, assignment
<b>MODULE COMPONENTS PER LEARNING TRAJECTORY</b>	<b>Theory</b>	Psychology: an orientation 4EC	Social (developmental) psychology 5EC	Brain, cognition & development 8EC	Personality & clinical psychology 5EC
	<b>Research Methods (RM)</b>	Introduction to Research Methodology 3EC	Data Analysis I 6EC	Data Analysis II 4EC	Data Collection & Test Construction 5EC
	<b>Professional Academic Skills (PAS)</b>	Project management & academic writing 1EC	Group dynamics & academic writing 1EC		Presentation Skills 1EC
	<b>Design &amp; Research (D&amp;R), incl. project</b>	Systematic Intervention Design 7EC	Needs Assessment & Intervention Design 3EC	Design & evaluation 3EC	Interview Study & Tests 4EC

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

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

**Table 2: Second year bachelor curriculum (B2): modules and module components**

<b>Unit of Study 15EC: module code &amp; name</b>	<b>Block</b>	<b>Module components</b>	<b>Study load (in EC)</b>	<b>Coordinator &amp; examiner</b>	<b>Exam method</b>
201600004 Health Psychology & Applied Technology	1A <sup>1</sup>	Health psychology	5EC	C. Bode, PhD	Test, assignment
		Persuasive health technology	5EC		
		eHealth applied to chronic illness (incl project)	5EC		
201400121 Psychology in Learning & Instruction	1A <sup>1</sup>	Theories of Learning and Instruction	8EC	A.M. van Dijk, PhD	Test, assignment
		Research skills	2EC		
		Teaching skills	2EC		
		Instructional design project	3EC		
201600005 Psychology of Safety	1A <sup>1</sup>	Theoretical models of societal safety	10EC	M. Kuttchreuter, PhD	Test, assignment
		Research & design in safety contexts (incl. project)	5EC		
201400123 Human Factors & Engineering Psychology	1B <sup>2</sup>	Human factors theory	7EC	M. Schmettow, PhD	Test, assignment
		Programming	4EC		
		Research projects	4EC		
201800123 Mental health	1B <sup>2</sup>	Psychopathology & Psychodiagnostics	7EC	M. Radstaak, PhD	Test, assignment
		Psychodiagnostic Case Report	4EC		
		Mental Health in practice (incl. project)	4EC		
201400295 Research methods and research project	2A & 2B	To Conduct & Report a Scientific Study (incl project)	10EC	S. Zebel, PhD	Test, assignment
		Advanced Research Methods	4EC		
		Research Poster Presentation	1EC		
201600268 Professional and psychological skills	2A & 2B	Communication skills theory	4EC	A.Z. Bosch, PhD	Test, assignment
		Applied communication skills	6EC		
		Work field and job orientation	5EC		

<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.

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 bachelor curriculum: B3**

#### *Semester 1*

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

**Table 3: Curriculum second semester of the third year (B3): modules and module components**

<b>Unit of Study 15EC: module code &amp; name</b>	<b>Block</b>	<b>Module components</b>	<b>Study load (in EC)</b>	<b>Coordinator &amp; examiner</b>	<b>Exam method</b>
201500179 History, Ethics and Philosophy of Psychology	2A & 2B	Professional ethics for psychologists	5EC	Y. Saghai, PhD	Test, assignment
		History of psychology	5EC		
		Philosophy of psychology	5EC		
Bachelor's thesis (more information about the Bachelor's thesis can be found at <a href="http://www.utwente.nl/psy/graduationweb">www.utwente.nl/psy/graduationweb</a> )		Not applicable	15EC	<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 Canvas 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 consisting of two lecturers 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/graduationweb](http://www.utwente.nl/psy/graduationweb)).

**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 EC each (totalling 180 EC = 5040 hours). The study load of the units of study making up the programme can be found in Paragraph 1a.1 EC = 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: [www.utwente.nl/en/excellence](http://www.utwente.nl/en/excellence).

## 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, the relationship between technology and man (High Tech, Human Touch), and using technology as a means to investigate psychological processes and/or a means for solutions for societal problems 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 (technological) 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.

In addition to Article 4.1 of the common elements of this EER, in the bachelor's programme in Psychology the following rules apply:

- If a written test has been completed (passed with (at least) a 5,5 or 6), the student may retake the test in the same academic year during a regular, scheduled repair/re-sit. For all other types of tests (such as assignments and presentations) the grade of a test that has been completed (passed with (at least) 5,5 or 6) is final. If a student likes to upgrade his grade (due to exceptional circumstances) he must have a written permission of the Examination Board.
- In case of assignments: if the quality of an assignment is not sufficient (5.49 or less) the student cannot score a higher grade than 6 at the repair/second attempt. This also applies if the student did not hand in an assignment at the first attempt.

### **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 a test if the previous assignment was successfully completed), then the examiner must inform participating students through Canvas 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**

English is the (instruction) language of study material, lectures and exams of this bachelor's programme.

##### **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 <https://www.utwente.nl/en/education/electives/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/en/education/electives/minor/](http://www.utwente.nl/en/education/electives/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/en/education/electives/minor/](http://www.utwente.nl/en/education/electives/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 [www.utwente.nl/psy/staff\\_committees](http://www.utwente.nl/psy/staff_committees).

##### **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 [www.utwente.nl/en/bms/examboard](http://www.utwente.nl/en/bms/examboard).

#### **5. Transitional arrangements**

Not applicable.

#### **6. Binding recommendation in the first bachelor year**

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 in the PSY programme must satisfy the following standards (in accordance with the University of Twente Binding Recommendation Guidelines):

1. Completed at least three (entire) modules (45EC obtained)

**OR**

2. Completed at least 75% of the first year study load (45 out of 60 EC module components as described in paragraph 1a) **AND** have no more than one insufficient module component grade in each learning trajectory. The four learning trajectories (Theory, RM, PAS & D&R) and the study load (in EC's) for each module-component are described in paragraph 1a (Programme content).

More information about recommendations and their practical consequences is available on the website ([www.utwente.nl/psy](http://www.utwente.nl/psy)) and from the study adviser.

## **7. Period of validity of module components**

For all PSY modules<sup>1</sup> the module components are specified in Paragraph 1a (Programme content). The period of validity of obtained module components (a so-called 'test-result' in OSIRIS<sup>2</sup>) in B1, B2 and B3 modules is unlimited. (Sub)test results *within* a module-component are only valid in the academic year they were obtained.

If a student did not successfully complete the (entire) module, he/she can still obtain the non-obtained module components in the next academic year. The student can then obtain the non-obtained module-components in the form in which the (entire) module component(s) are offered in the next academic year. In that case the student has to inform the module coordinator about the module components he/she will re-do, ultimately one week prior to the start of the module. Next to that the student has to enroll for the module in OSIRIS (in a regular manner).

If a module is 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 (see Paragraph 5). This could also mean that a student has to follow one or even more new module components.

<sup>1</sup> PSY modules are the modules for which the PSY programme has the organisational responsibility. All modules in the curriculum in Table 1, 2 and 3 are PSY modules. For the elective options in the third bachelor's year, with another programme being responsible, other periods of validity may be applicable.

<sup>2</sup> 'Test result' is understood to mean, "a test result that is registered in the Student Information System (SIS)". The module-components/test results in 2019-2020 are described in Paragraph 1a (programme content).

## **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. Of the 10 hours for the B1, at least 2 test subject hours must have been completed by taking part in research projects other than (online) survey research.
5. The length of participation in a research project is rounded off to 15 minutes with a minimum of 15 minutes.
6. 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.
7. 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'.
8. 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.

9. The registration of points proceeds electronically through the 'Sona systems' program at [utwente.sona-systems.com](http://utwente.sona-systems.com). Students can view their obtained test subject points themselves using this system.
10. The lecturer or staff member responsible registers the number of obtained test subject hours per research project in 'Sona systems'.
11. 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.
12. 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.
13. 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!).
14. Any cancellation for an experiment for which a student has signed up, must be effected directly with the contact person for that experiment.
15. 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.
16. 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.
17. 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 2016/2017/2018/2019)*

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. a maximum of one graded test result throughout the entire bachelor's programme has been re-done;
  - 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 2013/2014/2015)*

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.