Teaching and Examination Regulations

Faculty of Behavioural and Movement Sciences
Bachelor's programme Psychology

Academic year 2024-2025

A. Faculty section model
B1. Programme-specific section model
B2. Programme-specific content of programme model

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Section A: Faculty section

1. General provisions

Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled in the programme, irrespective of the academic year in which the student was first enrolled in the programme.
2. These Regulations enter into force on 1 September 2024.
3. An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students.

Article 1.2 Definitions

The following definitions are used in these Regulations (*in alphabetical order*):

a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;

b. EC (European Credit): a course credit with a workload of 28 hours of study;

c. examination: an assessment of the student's knowledge, understanding and skills relating to a unit of education. The assessment is expressed in terms of a final mark. An examination may consist of one or more partial examinations. A resit always covers the same material as the original examination. An examination can be completed in writing, orally or in another way;

d. final examination: A Bachelor's degree examination;

e. internship: period spent working in professional practice as part of a study programme;

f.1 joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a specialisation or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;

f.2 double degree: partnership between two study programmes, either within the institution or with another educational institution inside or outside the Netherlands, whereby students complete all or part of both study programmes and obtain two diplomas on the basis of agreements regarding the mutual recognition of the programme (replacement courses);

g. minor: a set of thematically related units of education totalling 30 credits. Students choose a minor in order to broaden and/or deepen their studies (within the scope for electives) during the Bachelor's programme;

h. period: a part of a semester;

i. practical exercise: participation in a practical training activity or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:

- researching and writing a thesis or dissertation
- carrying out a research assignment
- taking part in fieldwork or an excursion
- taking part in another educational learning activity aimed at acquiring specific skills, or
- participating in and completing a work placement;

j. programme:	the totality and cohesion of the units of education, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
k. SAP/SLM:	the student information system (*Student Lifecycle Management*);
l. semester:	the first (September - January) or second half (February - August) of an academic year;
m. specialisation:	optional route of study within a degree programme indicating a deepening of the context of the programme (e.g. interdisciplinary or multidisciplinary);
n. student statute:	sets out the rights and responsibilities of students on the one hand, and of Vrije Universiteit Amsterdam on the other hand, including those derived from the law and those derived from university regulations. The Executive Board (CvB) officially confirms the student statute once its completeness has been approved by the University Student Council (USC);
o. student:	person studying;
p. study guide:	the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The study guide is available online at *https://www.vu.nl/studiegids*;
q. study monitor:	dashboard for students and academic advisers containing data pertaining to the student, including the student's study progress;
r. subject:	see u. 'unit of education';
s. thesis:	a unit comprising research into the literature and/or a contribution to scientific research, always resulting in a written report;
t. track:	a study pathway within a broader Bachelor's or Master's degree; programme, such as a fully English-language study pathway within a Dutch-language Bachelor's or Master's programme;
u. unit of education:	a unit of study of the programme within the meaning of the WHW;
v. university:	Vrije Universiteit Amsterdam;
w. WHW:	the Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (WHW)).
x. workload:	the workload of the unit of education to which an examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits.

The other terms have the meanings ascribed to them by the WHW.

2. Study programme structure

Article 2.1 Structure of academic year and units of education

1. The study programme will be offered in a year divided into two semesters.
2. Every semester consists of three consecutive periods. The first two periods each consist of eight weeks, and the final period consists of four weeks.
3. A unit of education comprises 6 ECs or a multiple thereof.
4. By way of exception to paragraph 3, the Executive Board may in special cases and on request of the Faculty Board, stipulate that a unit of education comprises 3 EC or a multiple thereof.

Article 2.2 Setup of programme

1. All Bachelor's programmes consist of at least the following components: a. An academic development of at least 24 ECs

b. Major/compulsory components of at least 90 ECs c. Elective components of study of at least 30 ECs
2. In the first year of the programme, the programme will offer at least fourteen contact hours a week.
3. In the second and third years of the programme, the programme will offer at least twelve contact hours a week.
4. Internationalisation is included as part of the Bachelor's programme and reflected in one or more units of education.

3. Assessment and examination

Article 3.1 Signing up for education and examinations

1. Every student must sign up to participate in the units of education of the programme, the examinations and resits. The procedure for signing up is described in an annex to the student statute.
2. Signing up may only take place in the designated periods.

Article 3.2 Type of examination

1. At the examiner's request, the Examination Board may permit a different form of examination than is stipulated in the study guide.

Article 3.3 Oral examinations

1. No more than one student will be examined orally at a time, unless specified otherwise in part B for the relevant unit of education.
2. A second examiner is present when an oral examination is being held, unless the Examination Board has determined otherwise. The oral examination takes place at a time and location to be determined by the examiner within the regular timetable, on campus or online. At the request of the student, and with the approval of the examiners, an audio recording can be made. Should the second examiner not be available unexpectedly, an audio recording of the oral exam can be made. This audio recording is retained by the university for the retention period applicable for examinations.
3. A candidate is permitted to bring a person to the oral examination, provided that the candidate has informed the relevant examiner at least one week before the examination. This person must not be a student of the same program or course, and this person is an observer only.

Article 3.4 Determining and announcing results

1. The examiner determines the result of a written examination within ten working days. However, the marking deadline for theses and final assignments is no longer than twenty working days after submission. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.
2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at the latest within [one or two working days] after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.
3. In the case of assessments other than oral or written examinations, the Examination Board determines in advance how and by what deadline the student will be informed of the results.

Article 3.5 Examination opportunities

1.	a. Per academic year, two opportunities to take examinations will be offered for each unit of education. b. By way of exception to a., the options for retaking practical exercises, work placements and theses are detailed in the relevant work placement manual, course manual or teaching regulations.
2.	The most recent mark will apply in the event of a resit. A resit is allowed for both passed and failed units of education.
3.	The resit for an examination may not take place within ten working days of the announcement of the results for the original examination. Exceptions are only possible in period 6.
4.	The Examination Board may allow a student an extra opportunity to sit an examination if that student: a) lacks only those credits to qualify for their degree; and b) has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons. The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical exercises and the Bachelor's thesis. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.
5.	For a unit of study that is no longer taught, an additional opportunity to take the examination(s) will be given once in the following academic year and a transitional arrangement will be included in Part B.

Article 3.6 Marks

1.	Grades are given on a scale from 1 to 10 with no more than one figure after the decimal point.
2.	A final mark between 5 and 6 will be rounded to the nearest whole number: final marks below 5.50, rounded down; final marks of 5.50 or higher, rounded up. All other final marks will be expressed in whole or half marks.
3.	To pass a given course or unit, a final mark of 6 or higher is required.
4.	The Examination Board can allow the use of symbols rather than numbers.

Article 3.7 Exemption

1.	At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if they: have either passed a unit of education at a university of applied sciences (HBO) or research university (WO) that is equivalent in terms of content and level; or have demonstrated through their work and/or professional experience that they have sufficient knowledge and skills with regard to the relevant unit of education.
2.	Exemption possibilities based on first year educational components from another institution, can only be considered if the student has successfully completed all components of the first year programme (60 EC) at the other institution.
3.	The Bachelor's thesis/final work is excluded from the possibility of exemption.

Article 3.8 Validity period for results

1.	The validity period of examinations passed and exemption from examinations is unlimited, unless otherwise specified in Section B.

Article 3.9 Right of inspection and post-examination discussion

1.	Within twenty working days after the announcement of the results of a written examination, but at least ten working days before the resit opportunity for that examination, the student can submit a request to review their graded examination.

2. Students can view the questions and assignments set in the written examination, and the standards applied when assessing the examination, within the period specified in 3.9.1.
3. The examiner determines whether the inspection takes place collectively or individually. In all cases, the time and place of the inspection is announced in the course manual or learning environment.

4. Honours programme

Article 4.1 Honours programme

1. Vrije Universiteit Amsterdam offers an honours programme for students who meet the admission requirements. The honours programme consists of units of education taken in addition to the standard curriculum.
2. The honours programme comprises 30 EC, a minimum of 12 EC of which consist of faculty or programme honours components and a minimum of another 12 EC consist of interfaculty honours components. The choices available to the student will be published on the website (www.vu.nl).
3. For admission to the honours programme, the student must have secured all credits from the first year by no later than 31 August of the relevant year, and have been awarded a weighted average mark of at least a 7.5.
4. Students who have met the requirements of the regular Bachelor's programme within the nominal duration of study, who have achieved a weighted average of at least 7.5 for all components of the Bachelor's programme (excluding the honours components) and who have also met the requirements of the honours programme will receive a Bachelor diploma with a transcript indicating that they have successfully completed the honours programme.
5. First-year Bachelor's students can participate in honours components during the second semester, on the condition that they have earned 30 EC during the first semester with a weighted average of at least a 7.5. First-year students can only participate in honours components that are open for first-year students.

5. Academic student counselling, recommendation on continuation of studies and study progress

Article 5.1 Administration of study progress and academic student counselling

1. The faculty board is responsible for the correct registration of the students' study results. After the assessment of a unit of education has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at their disposal in VU.nl Dashboard.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is provided by a. The Student Counsellor b. Student psychologists c. Faculty academic advisers

Article 5.2 Recommendation on continuation of studies

1. The faculty board will issue every student on a full-time Bachelor's programme with a recommendation on continuation of their studies, at the end of the first year of study. The recommendation on continuation of studies is issued on behalf of the faculty board by the faculty BSA committee.
2. Prior to 1 February, the student will receive an overview of their results.
3. Students who have not completed enough credits, will receive a warning stating that if insufficient improvement in their performance is forthcoming by the end of the academic year, they will receive a negative advice regarding the continuation of their studies. These students will also be advised to plan a meeting with an academic adviser.

4.	If the recommendation at the end of the academic year is negative, the provisions of Article 5.3 apply.
5.	A recommendation will not be issued if the student terminates their enrolment before 1 February of their first academic year.

Article 5.3 Binding (negative) recommendation on continuation of studies (BSA)

1.	The recommendation issued at the end of the academic year will contain a binding rejection if the student has not achieved the standard required for a positive recommendation on continuation of studies. A recommendation on continuation of studies will not be issued if the student demonstrates that they have not been able to meet the standard due to personal circumstances as described in Article 2.1 of the Higher Education and Research (Implementation) Act (Uitvoeringsbesluit WHW). The standard is defined in Section B.
2.	As soon as possible after the last resits of the second semester of the first year, a student who has not met the standard will be informed that the faculty board intends to issue them with negative binding recommendation on continuation of studies. The same procedure applies in the next year of enrolment if the student was permitted to continue with their study programme as a result of personal circumstances and has still not successfully met all of the requirements of the first year of study by that time. No recommendation will be issued to students if they demonstrate that they once again did not meet the standard as a consequence of personal circumstances.
3.	Along with the information referred to in the previous paragraph, students will also be informed of the possibility of being heard by the BSA committee and of how they can apply for such a hearing.
4.	As soon as possible (no more than ten working days) after the end of the hearing and after the BSA committee has issued its advice, the faculty board will issue the definitive recommendation on continuation of studies.
5.	Students may lodge an appeal against a decision on a binding negative recommendation on continuation of studies with the Examination Appeals Board of Vrije Universiteit Amsterdam within six weeks of the day of the decision's announcement.
6.	Students who receive a binding negative recommendation on continuation of studies may therefore not enrol in the same Bachelor's programme or Bachelor's programme(s) with the same first year as defined in Article 14.1.2 of section B for a period of three years.

Article 5.4 Personal circumstances

1.	The faculty board will not include a rejection in the binding recommendation on the continuation of studies in the case of personal circumstances, as described in Article 2.1 of the Higher Education and Research (Implementation) Act, as a result of which the student concerned cannot have been reasonably expected to have met the BSA standard.
2.	If a circumstance, as described in Article 2.1 of the Higher Education and Research (Implementation) Act, should occur, students must notify the academic adviser office as soon as possible, providing details of: a. the period in which the circumstance occurs or occurred; b. a description of the circumstance and its seriousness; c. the extent to which they cannot or could not participate in instruction/classes or an examination. It is students' responsibility to submit documentary evidence to substantiate their report.
3.	If required, the academic adviser may advise the BSA committee on the extent to which personal circumstances have influenced the student's study progress.

Article 5.5 Facilities for students with a disability

1.	Students with a disability can submit a request via VU.nl Dashboard to qualify for one or more special facilities with regard to teaching, practical exercises and examinations. These facilities will accommodate the student's individual disability as much as possible, but may not alter the quality or

	degree of difficulty of a unit of education or an examination. In all cases, the student must fulfil the exit qualifications for the study programme.
2.	The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices.
3.	Students who have been diagnosed with dyslexia must provide a statement from a BIG-, NIP- or NVO-registered professional who is qualified to conduct a psychological evaluation.
4.	The faculty board, or the responsible person on behalf of the faculty board, decides on teaching facilities and facilities regarding logistics. The Examination Board will decide on requests for facilities with regard to examinations.
5.	In the event of a positive decision in response to a request as referred to in paragraph 1, the student can make an appointment with the academic adviser to discuss the details of the provisions.
6.	A request for one or more facilities can be refused if it would place a disproportionate burden on the organisation or the resources of the faculty or university were it upheld. Any such refusal will be substantiated.
7.	If the disability justifies an extension of the examination time, the responsible person on behalf of the Examination Board will register in SAP this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures. The student can consult the study monitor to check which facilities have been granted to them.
8.	The decision as referred to in paragraph 5 may specify a limited validity of the facilities granted.

6. Hardship clause

Article 6.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness or unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examination Board.

Section B1: Programme-specific section

7. General programme information and characteristics

Article 7.1 Study programme information

1.	The programme Bachelor Psychology CROHO number 56604 is offered on a full-time basis.

Article 7.2 Teaching formats used and modes of assessment

1.	The programme uses the forms of teaching specified in the study guide.
2.	The modes of assessment used per unit of education are specified in the study guide.

8. Further admission requirements

Article 8.1 Additional previous education requirements

1.	Applicants who meet the previous education requirements as stipulated in the current 'Regulations on Registrations and Admissions in Higher Education' (*'Regeling Aanmelding en Toelating Hoger Onderwijs'* (RATHO, OCW)) will gain access to the programme.
2.	Applicants who do not meet the previous education requirements as stimulated in 'Regulations on Registrations and Admissions in Higher Education' currently in force may still be admitted to the programme by successfully completing one or more of the following exams: - Mathematics (at preparatory higher education level) - English (at preparatory higher education level)
3.	Sufficient command of the English language can be evidenced by successful completion, no later than two years prior to starting the study programme, of: - IELTS (academic) 6.5; - TOEFL paper-based test 580; TOEFL internet-based test 92; - [VU English Language Proficiency Test; TOEFL ITP 580] - Cambridge Certificate of Proficiency in English (CPE) or Cambridge Certificate of Advanced English (CAE): grade A, B or C. Sufficient command of the English language can also be evidenced by successful completion of: - Secondary education state exam: VWO English language and literature - A VWO diploma or equivalent diploma in which English of a comparable level is required Those who have completed English-language education in Canada, the USA, the UK, Ireland, New Zealand or Australia and those who already hold an English-language Bachelor's degree are exempted from the language requirement.
4.	Anyone who does not meet the requirements for previous education but who has passed the propaedeutic examination of a higher professional education programme will be admitted to the programme by successfully completing one or more of the following exams: - Mathematics (at preparatory higher education level) - English (a preparatory higher education level)

Article 8.2 Entrance examination

1.	Persons aged 21 years and older who do not meet the requirements for previous education can submit a request to the Executive Board to take an entrance examination, as stipulated in Article 7.29 of the WHW. The entrance examination concerns the following subjects at final pre-university examination level: - English - Mathematics A or B (old) or Mathematics A (profiles), or Mathematics C (new). - Biology
2.	The proof that the entrance examination has been passed only provides entitlement to admission to the intended programme or programmes for the academic year after the examination was taken.

Article 8.3 Language requirements for students wo want to follow the track Klinische Psychologie

1.	An applicant who has a foreign diploma from a prior study programme which can provide admission to the programme, will not be allowed to follow (courses from) the track Klinische Psychologie until the applicant has demonstrated that the applicant's level of proficiency in Dutch is such that the track can be pursued successfully, with the exception of those who are exempted from this requirement. a. The applicant can prove the level of proficiency in Dutch by successfully completing: - the second proficiency examination for Dutch as a Second Language (NT2 II) or - CNaVT (Dutch as a Foreign Language Certificate), Educatief Startbekwaam (STRT, previously PTHO) language level B2 and Educatief Professioneel (EDUP, previously PAT) language level C1 exams, or - foreign exams including Dutch and sanctioned by Vrije Universiteit Amsterdam.
2.	Exempted are students who have been admitted to the Dutch track of the programme and/or have at least a sufficient level of Dutch at 4 VWO level.
3.	Students who switch from the International to the Dutch track in year 3 in order to follow the track Klinische Leerlijn can still receive a recognized English BA degree

9. Examinations and results

Article 9.1 Sequence of examinations

1.	Students may participate in the units of education below only if they have passed the examination or examinations for the units of education mentioned hereinafter: - B-thesis after passing all components from year 1 of the bachelor Psychology
2	The results of the educational component below cannot be registered before the requirements of the mentioned components have been met: Psychological Communication Skills 1 after having met the requirements for Participation as research subject.

Article 9.2 Validity period for results

1.	If a student's understanding and skills as evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a unit of education for which an examination was passed more than 6 years ago.
2.	The validity period for partial results and exemptions for partial exams is limited. Partial results and exemptions for partial exams are only valid in the academic year in which they were obtained, unless otherwise stipulated in the relevant course manual. The validity period for partial result for papers and practicals is not limited, unless otherwise stipulated in the course manual.

Article 9.3 Determining and announcing results

3. By way of deviation from article 3.4.1 the marking deadline for papers and interim examinations with at least 50% open questions is no longer than fifteen working days.

Article 9.4 Examination opportunities

1. Notwithstanding paragraph 3.5.2, a sufficiently assessed paper cannot be re-taken unless it is possible to generate a new work, independent of the previous work and which does not require to gather new course materials (such as dataset, project). The course manual will indicate whether this possibility is offered.

Article 9.5 Maximum Exemption

A maximum of 36 EC can be exempted from the programme.

Section B2: Programme-specific section – content of programme

10. Programme objectives, tracks/specialisations, exit qualifications and language

Article 10.1 Programme objective

The programme aims at: providing such knowledge, skills and insight into a particular field of psychology that the graduate qualifies for a job position bachelor's level and entry for a Master's degree programme

Article 10.2 Tracks and/or specialisations

The programme has the following tracks and/or specializations The programme has the following tracks 1. Dutch track (for description see Dutch OER Bachelor Psychologie 2024-25) 2. International track (as described in these TER)

Article 10.3 Exit qualifications

1. The exit qualifications can be found in appendix I

Article 10.4 Language of instruction and language test

1. The language of instruction of the International track is English.
2. The 'Gedragscode vreemde taal' (Code of conduct for foreign languages) applies.
3. At the start of the first year of study every student must complete a diagnostic language test in the language of instruction of the track.
4. Any student who does not achieve a pass on the language test must take the 'Refresher Course' organised by the Language Desk (Taalloket).
5. The language test is part of the following unit of education: Introduction to Psychology. A mark can only be determined if the student has successfully completed the requirements of the unit of education, including a pass on the language test or completing the Refresher Course.

11. Curriculum structure

Article 11.1 Academic development

1. The academic core [*keuze*: academic development] means: (1) Academic development (2) Methods & techniques (3) Philosophical training

Article 11.2 Major

1. The major comprises a package of compulsory and possibly optional units of education.
2. In addition, units of education are categorised as introductory (100), in-depth (200) and advanced (300) level.

Article 11.3 Compulsory units of education of the major

A detailed description per unit of education can be found in the study guide.

Name of educational component	course code	nr of EC	level
Introduction to Psychology	P_BINLPSY	6	100
Research Methods 1	P_BMETHOD_1	6	100
Statistics 1	P_BSTATIS_1	6	100
Biological and Cognitive Psychology	P_BBIOCOG	9	100
Big Data in Psychology	P_BETBDAT	3	100
Measurement Theory and Assessment 1	P_BMETDIA_1	6	100
Developmental Psychology and Psychopathology	P_BOWPSY	9	100
Social Psychology	P_BSOCPSY	6	100
Personality Theory and Assessment	P_BPERSON	6	100
Psychological Communication Skills 1: Basic Skills	P_BPSG1BA	3	100
Neuropsychology	P_BNEUROP	6	200
Philosophy and Psychology	P_BFILPSY	6	200
Measurement Theory and Assessment 2	P_BMETDIA_2	6	200
Work and Organizational Psychology	P_BARORPS	9	200
Psychological Communication Skills 2: Professional Skills	P_BPSG2PV	3	200
Genetic and Environmental Interaction	P_BSAGEOM	6	200
Statistics 2	P_BSTATIS_2	6	200
Research Methods 2	P_BMETHOD_2	6	200

Article 11.4 Elective units of education of the major

1. In the second year of the study, a student can choose one of the following preminors, consisting of two connected courses (part 1 and part 2).

Name of educational component	course code	nr of EC	level
Behaviour and the Brain part 1: Addiction	P_BBAA_1	6	200
Behaviour and the Brain part 2: Cognitive Neuroscience	P_BBAC_2	6	200
Emotion, Cognition and Behaviour from a clinical Perspective: part 1	P_BEMCG_1	6	200
Emotion, Cognition and Behaviour from a clinical Perspective: part 2	P_BEMCG_2	6	200
Leadership Power and Social Influence part 1: Leadership	P_BLPSI_1	6	200
Leadership Power and Social Influence part 2: Power and Social Influence	P_BLPSI_2	6	200

2. In the third year of their programme students choose for one of these three tracks.

Generally, students take both the minor in semester 1 (see art. 12.2) and subjects as mentioned below from the same track. A student may take the minor of one track, and then the complete second semester of another track. A student who takes both semesters of the same track may exchange one in-depth course for another in-depth course of another track, only B3 PSY-courses (VU), in the second semester

Name of educational component	Course code	Nr of EC	level
Genes, Cognition and Behaviour			
Obligatory courses:			
• Methodology 3 and start B-thesis	P_BM3BTHE	6	300
B-thesis	P_BTHESEGHG	12	300
Electives (choose 2)			
• Cognition and Emotion	P_BCOGNEM	6	300
• Molecular Genetics	P_BMOLGEN	6	300

• Sensation and Perception • Stress and Health	P_BSENPER P_BSTRHEA	6 6	300 300
Social and Organizational psychology Obligatory courses: • Statistics 3 and start B-thesis • B-thesis Electives: (choose 2) • Cooperation and Competition • Emotion and Social Cognition • Human Resource Development • Management and Organization	 P_BST3BTSOP P_BTHESESOP P_BCOCOM P_BEMSCOG P_BHRDEVE P_BMANORG	 6 12 6 6 6 6	 300 300 300 300 300 300
Clinical Track *This track is only offered in Dutch. For more information see the Dutch OER Ba Psychologie 2024-25.* *For language requirements see art. 8.3*			
Track Psychopathology, Health and Prevention Obligatory courses: • Low Intensity treatments for common mental health problems • Statistics 3 • B-thesis Suggested Elective courses (choose 2) • Cognition and Emotion • Cooperation and Competition • Neuropsychology of Ageing • Psychological Interventions for Complex Problems	 P_BKPSIN P_BSTAT3KL P_BTHESEKLI P_BCOGNEM P_BCOCOM P_BNPSOUD P_BPSINCP	 6 6 12 6 6 6 6	 300 300 300 300 300 300 300

Article 11.5 Practical exercise

1. In the case of a practical training, (in working groups, seminars or training sessions) the student must attend at least 80 % of the practical sessions. Should the student attend less than 80 %, the student will be excluded from participation in the test to which the meetings are related and the student must repeat the practical training in the next year.
2. For students who need to retake the course but did fulfil the attendance requirement in the previous year as mentioned in paragraph 1, this obligation to be present does not apply. Exceptions to this rule are the following skills courses: Psychological Communication skills 1: Basic skills; Psychological Communication skills 2: Professional skills; Big Data in Psychology; Klinische Gespreksvoering; S&O Professional skills.
3. In special cases, as formulated in part A, article 5.4 the Examination Board can, at the request of the student, grant exemption for the attendance obligation in case in her opinion the evaluation of the intended skills can also be reached by attending a fewer percentage of meetings. Additional requirements may be added.

12. Electives

Article 12.1 Electives

1. The first semester of the third year of the curriculum comprises at least 30 EC of elective units of education.
2. For this elective period, the student can take:

	a. a minor (as a coherent package of related units of education) b. individual choice of at least five units of education at the faculty or elsewhere, of which at least two (12 EC) must be at level 300
3.	Prior consent must be obtained from the Examination Board.

Article 12.2 Minors

1. Students who meet the admission requirements can take a 'University minor' without prior consent from the Examination Board.
   Note: The University minor Psychology and the Brain cannot be followed by students from the bachelor Psychology

2. The student can take one of the following minors without prior consent from the Examination Board:

Minor Genes, cognition and behaviour
- Analyses Toolbox (6 EC)
- Current Topics in Cognitive Psychology and Neuroscience (6 EC)
- Research Toolbox (6 EC)
- Genes in Behaviour and Health (6 EC)
- Psychophysiological Measurements (6 EC)

Minor Social and Organizational Psychology
- Evolutionary Psychology (6 EC)
- M&D3 Individual and organizational diagnosis (6 EC)
- Human Resource Management (6 EC)
- S&O Professional Skills (6 EC)
- Group Dynamics (6 EC)

Minor Psychopathology, Health and Prevention (30 EC)
- Basic Assessment and Coaching skills (6 EC)
- Diversity in clinical practice (6 EC)
- Psychopathology and Prevention (6 EC)
- Research tool kit epidemiology (6 EC)
- Psychopharmacology (6 EC)

Minor Clinical Track (30 EC)
taught in Dutch. (see art. 8.3 for language requirements)
For more information see the Dutch OER Ba Psy 2023- 24

3. Free minor (30 EC)
   The student, enrolled in the programme can request the Examination board to approve a programme that the student put together. The free minor has the following requirements:
   - the individual components form a coherent package
   - at least two of the study components are at level 300
   - no more than one study component is at level 100
   - components should not have overlap with obligatory or elective components of the student's curriculum

Permission from the Examination Board is required to fill in the free minor space. A request for approval of the optional components must be submitted by a student by means of a form on VUweb

4. The student can take one of the following minors outside their programme without prior consent from the Examination Board:
   All minors from the bachelor pedagogical sciences:

- Minor Orthopedagogen in de klinische praktijk* (only in Dutch) - Minor Orthopedagogen en passend onderwijs* (only in Dutch) - Minor Pedagogen en goed onderwijs (only in Dutch) - Minor Gezin, Recht en Forensische Gedragswetenschappen (interfaculty minor (only in Dutch) - Minor Sport and Sport Psychology (from Ba Human Movement Sciences) (mostly in Dutch) * Psychology students cannot take the course Ontwikkeling en Psychopathologie due to overlap with their regular programme. Instead they follow the course Ontwikkeling van Antisociaal Gedrag.
5. Students who want to follow a (mainly) Dutch taught minor should meet the language requirements as mentioned in art. 8.3

13. Honours programme

Article 13.1 Honours components

The components of the honours programme offered by the faculty or the programme are:

Name of educational component	Course code	No. EC	level
Cooperation and Competition (HP)	P_HCOCOM	6	300
Cognition and Emotion (HP)	P_HCOGNEM	6	300
Current Topics in Cognitive Psychology (HP)	P_HCTCPN	6	300
Diversity in Clinical Practice (HP)	P_HDIVCP	6	300
Emotion and Social Cognition (HP)	P_HEMSCOG	6	300
Group Dynamics (HP)	P_HGRPDYN	6	300
Human Resource Development (HP)	P_HHRDEVE	6	300
Management and Organization (HP)	P_HMANORG	6	300
Mind, Brain and Education (HP)	P_HMBEDUC	6	300
Molecular Genetics (HP)	P_HMOLGEN	6	300
Psychopathology and Prevention	P_HPSPAPR	6	300
Psychopharmacology	P_HPSYFAR	6	300
Research Toolbox (HP)	P_HRESTBX	6	300
Sensation and Perception (HP)	P_HSENPER	6	300
Street Psychology (HP)	P_HSTRPSY	6	300
Stress and Health (HP)	P_HSTRHEA	6	300
Values, Philosophy and Education (HP)	P_HVLPHE	6	300
Honour Star credits 1*	P_HSTAR_1	3	300
Honour Star credits 2*	P_HSTAR_2	3	300

14. Binding recommendation on continuation of studies (BSA)

Article 14.1 Binding (negative) recommendation

1. In order to obtain a positive recommendation on continuation of studies, the student must have obtained: a. at least 42 EC by the end of the first year of enrolment;
2. Students who receive a binding negative recommendation on continuation of studies cannot enrol in the following Bachelor's programme(s) offered by the Faculty during the subsequent three [Dentistry: five] academic years: Psychology

15. Evaluation and transitional provisions

Article 15.1 Evaluation of the programme

The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework.

Article 15.2 Transitional provisions

In case a course is no longer given and there are students who haven't yet successfully completed that course, these students get a least one opportunity in the next following year to still do so.

Advice and/or approval by the Programme Committee, on 11 April 2024
Approved by the Faculty Joint Assembly, on 8 April 2024

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 24 April 2024

Appendix I

Final qualifications of the programme

The general objective is operationalized (below) in general terms and minor-specific outcomes. The wording of the qualifications is based as much as possible on the Dublin descriptors, as formulated for bachelor programmes.

Knowledge and insight
1. To be able to describe, understand and summarize key concepts, as present in the sub-disciplines: biological and cognitive psychology; social psychology; developmental psychology and clinical psychology; neuropsychology; work and organisational psychology; and behavioural genetics.
2. To be able to use and relate concepts and principles of the main areas of application of psychology as identified in the sub-disciplines: work and organization; personality theory and personality research; and psychological conversation.

Application of knowledge and insight
3. To be able to relate and reflect on psychological knowledge from different sources and sub-disciplines using general skills, such the ability to conduct scientific research under supervision, to record this research in a scientific report, and verbally present this knowledge.
4. To be able to describe, understand and use knowledge and scientific skills regarding methodology and statistics, in such a way that the student is able to assess the formal and empirical validity of current general or individual psychological hypotheses and statements.
5. To be able to apply professional skills, such as conversational skills and diagnostics, related to the knowledge and skills obtained in the general part of the bachelor's programme psychology in preparation for the three distinct learning tracks.

Judgment
6. To be able to critically think about and judge knowledge and skills from a historical, societal, philosophical and ethical perspective.

Communication
7. To be able to explain in writing and verbally the main characteristics of the sub-disciplines within psychology, as described under end term 1, and the scientific findings within these sub-disciplines, to laymen and scientists in the work field.

Learning Skills
8. To be able to connect to knowledge of and skills in a subdiscipline within psychology or another field of study as laid down in three tracks, in preparation for the job market at bachelor level or to continue the scientific education at the level of master's education.

Learning outcomes	EC	1	2	3	4	5	6	7	8
B1 Introduction Psychology	6	X	X						
B1 Research Methods 1	6		X	X	X		X	X	
B1 Biological and Cognitive Psychology	9	X	X						
B1 Statistics 1	6			X	X				
B1 Big Data in Psychology	3		X	X	X			X	
B1 Social psychology	6	X	X						
B1 Measurement Theory and Assessment 1	6			X	X			X	
B1 Developmental Psychology and Psychopathology	9	X	X						
B1 Personality Theory and Personality Research	6	X	X			X			
B1 Psychological Communication 1: Basis skills	3					X		X	
B2 Neuropsychology	6	X	X						
B2 Philosophy and Psychology	6						X		
B2 Genetic and Environmental Interaction	6	X	X						

B2 Work and Organisational Psychology	9	X	X						
B2 Psychological Communication 1: Professional skills	3					X		X	
B2 Measurement Theory and Assessment 2	6			X	X			X	
B2 Statistics 2	6			X	X				
B2 Preminor	12	X	X	X		X	X	X	X
B2 Research Methods 2	6		X	X	X		X	X	
B3 Tracks									
Genes, Cognition and Behaviour									
- Cognition and Emotion	6	X	X					X	X
- Genes in Behaviour and Health	6	X	X					X	X
- Sensation and Perception	6	X	X					X	X
- Stress and Health	6	X	X					X	X
- MINOR Genes,Cognition and Behaviour	30	X	X	X	X	X	X	X	X
- Methodology 3 and start B-thesis	6			X	X		X	X	
- B-thesis	12			X	X	X	X	X	X
Social and Organizational Psychology									
- Cooperation and Competition	6	X	X					X	X
- Emotion and Social Cognition	6	X	X					X	X
- Human Resource Development	6	X	X					X	X
- Management and Organization	6	X	X					X	X
- MINOR Social and Organizational Psychology	30	X	X	X	X	X	X	X	X
- Statistics 3 and start B-thesis, track SOP	6			X	X			X	
- B-thesis	12	X	X	X	X	X	X	X	X
Clinical track									
This track is taught in Dutch. For more information see the Dutch OER Ba Psychologie 2024-25									
Track Psychopathology, Health and Prevention									
- Minor Psychopathology, Health and Prevention	30	X	X	X	X	X	X	X	X
- Low Intensity treatment for common mental health problems	6		X			X		X	X
-Cooperation and Competition	6	X	X					X	X
-Cognition and Emotion	6	X	X					X	X
- Neuropsychology of Ageing	6	X	X					X	X
- Statistics 3, clinical track	6			X	X			X	
- B-thesis	12	X	X	X	X	X	X	X	X

<u>Aim and qualifications Psychology tracks</u>

Track Genes, Cognition and Behaviour

At the end of the track Genes, Cognition and Behaviour, students have:
1. Knowledge of and insight into the most important literature in the field of cognition, neuroscience, behavioural genetics and stress
2. Knowledge of and insight into the relationship between genes and behaviour and (psychological) disease, between cognition, brain and behaviour and the function of the autonomic nervous system in relation to disease
3. Knowledge and skills to perform simple psychophysiological and neurocognitive experiments
4. Knowledge and skills to analyse (genetic) data sets and report scientific findings
5. The ability to critically reflect on literature in the field of cognition, neuroscience, behavioural genetics and stress
6. The ability to explain scientific findings to scientists and laymen within the field of study.
7. Knowledge of and insight into the ethical standards that scientific research must comply with

The track Genes, Cognition, and Behaviour focuses strongly on fundamental science and its applications in the beta and biomedical domains. The track focuses on conducting scientific research. It is the first choice for the student who has the ambition of working in science or entering a job in which research skills are important. The track focuses on fundamental theoretical knowledge, and on the thinking, writing, technical and computational skills which will be gained while conducting research. Most students will choose to follow a Research Master after the bachelor, possibly followed by a PhD trajectory or a job at TNO, in the biotechnology or pharmaceutical and medical industry.
Upon graduating from this track with a BSc, students may view themselves as an analyst and upcoming researcher in the field of genes, brain and behaviour.
All courses in Ba3 of this track will be taught in English, and are in principle open to foreign exchange students.

Track Social and Organizational Psychology

After following the Social and Organizational Psychology track, the students have:
1. Knowledge of and insight into the most important theories in the field of social and Organisational psychology, as well as the application of that knowledge to organisational and societal issues;
2. Knowledge and skills in the for the field of social and organizational psychology most important methods, statistics and psychometrics, in such a way that the student is able to test the validity of current hypotheses in social and organizational psychology;
3. The ability to critically assess make scientific publications in the field of social and organizational psychology, to conduct scientific research under supervision and to report on it systematically and clearly (verbally and in writing);
4. The ability to - under supervision – establish and conduct assessments and interventions aimed at individuals, relationships and organizations and the ability to communicate about this in a systematic and clear manner;
5 Knowledge of and insight into ethical standards as laid down in the professional ethical guidelines for social and organizational psychologists, and the ability to act in accordance with these standards.

Professional Qualifications of the B3 track Social and Organizational Psychology:
The courses offered in the B3 provide students with general knowledge and skills in the field of social and organizational psychology. After following the Social and Organizational Psychology course, students can be trainees or junior employees in an assessment, coaching, consultancy, or marketing agency / (government) institution. The course in the B3 enable the students to apply psychological principles in this field of work to problems that are related to Human Resource Management & Development, administration, Management, and marketing / sales. The activities at work that may be done under the guidance of a Senior social and / or organizational psychologist include doing assessments, Supporting and giving training, setting up and implementing organizational changes, the guidance and coaching of (groups of) employees, the Drafting (scientific) advisory reports, and designing an (advertising) campaign. In addition, the track Social and Organizational Psychology allows students to follow a Master in Occupational (or Work) and Organizational Psychology or Social Psychology. Student who graduated Cum Laude are also considered eligible for the Research Master Social Psychology or an Associated Research Master.

Track Psychopathology, Health and Prevention

After following the track Psychopathology, Health and Prevention, students have:

1. Knowledge of and insight in the incidence, prevalence and presentation of psychopathology from a developmental, clinical and neuropsychological perspective.
2. Knowledge of and insight in the most important biological, psychological, neurological, and social risk- and protective factors that may play a role in the development of psychopathology.
3. The ability to show a good understanding of the main features of various preventive interventions and psychological treatments, including their theoretical framework, treatment goals, effective components and treatment intensity.

4. The ability to show knowledge and skills in assessment and coaching in clinical-, developmental-, and neuropsychology during seminars and while working on assignments about psychopathology, health and prevention.
5. The ability to apply research skills within the context of clinical, developmental and neuropsychology and to conduct research under supervision and report about the results.
6. The ability to show good understanding and critical awareness of the most important research designs, measures, and concepts that are used within the field of clinical, developmental and neuropsychology, and related ethics and integrity issues.

This track focuses on psychopathology, health, and prevention from a clinical, neuropsychological and developmental perspective. The courses will provide students with the knowledge and skills that enable them to work in clinical practice at a bachelor level, and to do scientific research on clinically relevant topics, such as the effectiveness of mental health prevention programs. All courses are taught in English and the track is open to international students.

Appendix II

Evaluation plan FGB

Aim
The evaluation of courses and/or groups of courses (minors, learning continuity pathway) is part of the PDCA cycle at the level of the course as formulated in the 'VU toetskader'. Curriculum evaluations are carried out at programme level.
The evaluation of education aims to gain insight into the quality of the education provided and/or the coherence between courses. This insight is used at various levels within FGB to maintain the quality of education and, where necessary, to improve it and to communicate about this to students.

Course evaluations
The courses of the FGB programmes are evaluated annually via the digital evaluation form in Evalytics. Below is described which actors are involved in the evaluation of courses and which tasks these actors have in the process of evaluation.

Student
• Fills in the digital course evaluation form after the course has ended

Course coordinator
• Encourages students to complete the evaluation form
• Makes the evaluation form suitable for his/her course, and includes questions on the exam(s) used in the course
• Responds to students regarding the results of the evaluation and indicates whether and, if so, which changes will be made to the course

Faculty evaluation coordinator
• Monitors whether all courses appear in Evalytics
• Is available for questions of lecturers regarding the adjustment of evaluation forms
• Saves the evaluation reports
• Processes the evaluation results in an overview sheet
• After each teaching period, makes the overview sheets and the evaluation reports available for programme directors, programme committees and the examination committee

Programme director
• Inspects the overview sheet and, where necessary, the evaluation reports
• Discusses, where necessary, the course evaluation with the course coordinator, the programme committee and/or examination committee and may take action based on these discussions
• Discusses the course evaluations in general and any taken actions during the annual interview with the portfolio holder for education and the director of education
• Inserts the results of the course evaluations in midterm reviews and critical self-reflections
• Provides, on request, supervisors with input on education for the annual interview with the lecturer

Programme committee
• Discusses the evaluation reports after each teaching period
• Invites, if desired, course coordinators to the meeting of the programme committee to discuss the results
• Provides the programme director with solicited and unsolicited advice on the quality of the courses
• Discusses the course evaluations and any actions taken in the annual report
• Indicates in the annual plan whether there will be special attention for a course or group of courses

Examination committee
• Inspects the overview sheets and, if desired, the evaluation reports
• If necessary, takes action based upon the results of a course evaluation and discusses the action taken with the programme director and course coordinator
• Discusses the course evaluations and any actions taken in the annual report
• Indicates in the annual plan whether there will be special attention for a course of group of courses

Supervisor of lecturers
• Supervisors may ask the programme director of the programme in which the lecturer participates to provide input for the annual interview, in which the interpretation of the programme director forms an important part of the information the supervisor receives

Portfolio holder for education /Director of education
• Discusses course evaluations in a general sense with programme directors during the annual interview
• Discusses the quality of education in the annual education report

Evaluations of groups of courses
Evaluation of groups of courses like minors, learning continuity pathways or methodology pathways, are carried out at the initiative of the programme director, programme committee or examination committee. There are no formats for these kinds of evaluations; a questionnaire must be created by the parties involved and distributed among students. Results of the evaluations are discussed in consultation between the programme director and the programme committee and/or the examination committee and noted in annual reports. Where possible, planned evaluations of groups of courses are included in the annual plan of, for example the programme committee or examination committee.

Evaluation of (parts of) the curriculum
The evaluation of (parts of) the curriculum takes place automatically. The results are sent by the evaluation coordinator to the programme directors and programme committees and are discussed in consultation between the programme committee and programme director.