

# **Teaching and Examination Regulations**

**Bachelor programme in Psychology**

**Faculty of Behavioural and Human Movement Sciences**

**Academic year 2018-2019**

A. faculty section

B1. programme specific section - general provisions

B2. programme specific section – content of programme

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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 for the programme, irrespective of the academic year in which the student was first enrolled for the programme.
2. These Regulations enter into force with effect from 1 September 2018
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:

- a. EC (European Credit) an EC credit with a workload of 28 hours of study;
- b. examination: the final examination of the Bachelor's programme;
- c. semester: the first (September - January) or second half (February - August) of an academic year;
- d. 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 major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;
- e. educational component: a unit of study of the programme within the meaning of the WHW;
- f. minor: a predetermined, comprehensive, combination of (facultative) educational components.
- gf. period: a part of a semester;
- h. practical exercise: the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:
- o researching and writing a thesis or dissertation
  - o carrying out a research assignment
  - o taking part in fieldwork or an excursion
  - o taking part in another educational learning activity aimed at acquiring specific skills, or
  - o participating in and completing a work placement;
- i. programme: the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
- j. thesis: a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- k. SAP/SLcMVU: the Student Information System;
- l. course catalogue: the guide for the study programme that provides further details of the provisions and other information specific to that programme. The course catalogue (or Study Guide) is available electronically at: <https://www.vu.nl/en/study-guide/>;
- m. workload: the workload of the unit of study to which an interim 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;
n. academic year:	the period beginning on 1 September and ending on 31 August of the following calendar year;
o. interim examination:	an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;
p. University:	Vrije Universiteit Amsterdam;
q. Student Charter	A document which describes all rights and responsibilities as a student of the Vrije Universiteit, and is available on VUnet
r. subject	see educational component
s. WHW:	the Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );
u. OLC	Programme committee;
v. FGV	Faculty joint assembly – assembly of the faculty student council and faculty staff council;
w. CvB	the Executive Board of Vrije Universiteit Amsterdam.

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

## 2. Study programme structure

### Article 2.1 Structure of academic year and educational components

1. The study programme will be offered in a year divided into two semesters.
2. Every semester consists of three consecutive periods of eight, eight and four weeks
3. An educational component comprises 6 EC or a multiple thereof.
4. By way of exception to paragraph 3, Section B may stipulate that a unit of study comprises 3 EC or a multiple thereof. The Executive Board has to give permission for this.

### Article 2.2 Frame study programme

1. The programme consists of 180 EC and consists in any case of the following components: <ol style="list-style-type: none"> <li>Academic development of at least 24 EC</li> <li>Major/compulsory components of at least 90 EC</li> <li>Elective components of study of at least 30 EC</li> </ol>
2. In each year of the programme, the programme will offer at least twelve contact hours a study week.
3. Internationalization is included as part of the Bachelor's programme and reflected in or more educational components.

### Article 2.3 Language test and proficiency in Dutch

1. At the start of his/her first year of study at the institution, every student on a Dutch language Bachelor's study programme must complete the diagnostic Dutch language test.
2. The language test focuses on written skills and includes sections on grammar, spelling, vocabulary, structure and formulation.

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| 3. Any student who does not achieve a pass in the language test must take the Dutch Refresher Course (Bijspijkerkursus Nederlands) organized by the Language Desk (Taalloket). |
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### 3. Assessment and Examination

#### Article 3.1 Signing up for education and interim examinations

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| 1. Every student must sign up to participate in the educational components of the programme, the interim examinations and resits. The procedure for signing up is described in an annex to the Student Charter. |
| 2. Signing up may only take place in the designated periods.  |

#### Article 3.2 Type of examination

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| 1. At the student's request, the Examinations Board may permit a different form of interim examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board.   |
| 2. In the case of a unit of study that is no longer offered, in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period. |

#### Article 3.3 Oral interim examinations

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| 1. An oral assessment is public unless the Examinations Board or examiner determines otherwise in an exceptional case. |
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#### Article 3.4 Determining and announcing results

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| 1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for papers and interim examinations with at least 50% open questions is no longer than 15 working day, and for theses and final assignments is no longer than twenty working days. 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 after the examination has finished, but in any case within 24 hours, and informs the student accordingly. The third clause of the first paragraph applies.   |
| 3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results.   |
| 4. A student may submit a request for reassessment to the examiner. A request for reassessment does not affect the time period for lodging an appeal.   |
| 5. A student may lodge an appeal against the way in which the result was reached with the Examination Appeals Board within six weeks of the announcement of the result  |

#### Article 3.5 Examination opportunities

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| 1. a. Per academic year, two opportunities to take examinations per educational component will be offered.<br>b. The options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations. |
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2. The most recent mark will apply in the event of a resit. A resit is allowed for both passed and failed units of study.
3. The resit for a (partial) interim examination must not take place within ten working days of the announcement of the result of the (partial) examination being resat.
4. The Examination Board may allow a student an extra opportunity to sit an interim examination if that student is lacking only those credits to qualify for his degree. This is conditional to the student's having failed the examination during a previous attempt. Furthermore, there may be no more regular opportunities for resitting the interim examination in the current academic year. If necessary, the method of examination may deviate from the provisions in the study guide. This provision excludes the practical assignments (including the Bachelor's thesis). Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July.

#### Article 3.6 Marks

1. Marks are given on a scale from 1 to 10 with no more than one decimal point.
2. The final marks are given in whole or half points.
3. Final marks between 5 and 6 will be rounded off to whole marks: between 0.1 - 0.4 rounded down; between 0.5 - 0.9 rounded up. To pass a course, a 6 or higher is required.
4. The Examination Board can allow to use symbols rather than numbers, for example; Good (V), Sufficient (V), or Insufficient (OV), or Completed (VD), not completed (NVD)

#### 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 the student: <ol style="list-style-type: none"> <li>has passed a course component that is at least equivalent in terms of content and level;</li> <li>has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.</li> </ol>
2. Exemption possibilities based on first year units of study from other educational institutions, can only be considered when the student has met the conditions and obligations of the first year.
3. For the Bachelor thesis there is no exemption possibility

#### Article 3.8 Validity period for results

1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B.
2. The validity period of a partial examination is limited to the academic year in which it was sat unless otherwise specified in Section B.

#### Article 3.9 Right of inspection and post-examination discussion

1. For at least twenty working days after the announcement of the results of a written (or digital) interim examination, the student can, on request, inspect his/her assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the interim examination and/or on Canvas.
2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if he/she was unable to attend the collective discussion through no fault of his/her own.
3. Students who meet the requirements stipulated in paragraph 2 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at

a time and location to be determined by the examiner.

#### 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 educational components taken in addition to the standard curriculum.
2. The Honours programme comprises 30 EC, a minimum of 12 EC of which consist of faculty honours components and a minimum of another 12 EC consist of interfaculty honours components. The choices available to the student will be published via the website ([www.vu.nl](http://www.vu.nl)).
3. For admission to the Honours programme, the student must have secured all credits from the first year and have been awarded a weighted average mark of 7.5 or higher.
4. A student who has met the requirements of the regular Bachelor's programme within the nominal duration of study, who has achieved an average (weighted) mark of at least 7.5 for all components of the Bachelor's programme and who has also met the requirements of the Honours programme will receive a Bachelor diploma with a transcript indicating that he/she has successfully completed the Honours programme.

#### 5. Academic student counselling, advice regarding 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 an educational component has been registered, every student has the right to inspect his/her result for that component and also has a list of the results achieved at his/her disposal in VU.net.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is provided by
  - a. The Student General Counselling Service
  - b. Student psychologists
  - c. Faculty academic advisors

##### Article 5.2 Advice regarding continuation of studies

1. The faculty board will issue every student on a full-time Bachelor's programme with a recommendation on continuation of his or her 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 his or her results.
3. Students who have not completed enough EC, will receive a warning stating that sufficient improvement is necessary to reach the standard for a positive recommendation on continuation of studies at the end of the academic year, and will be urgently advised to plan a meeting with an academic advisor.
4. If the recommendation contains a rejection ('negative recommendation on continuation of studies') the provisions of Article 5.3 apply.
5. A recommendation will not be issued if the student terminates his/her enrolment before 1 February of his/her 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 positive recommendation on continuation of studies. Recommendation on continuation of studies will not be issued if the student demonstrates that he/she did not meet the standard as described in Section 2.1 of the Implementation Regulation of the Higher Education and Research Act. The standard is defined in Section B2.
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 in writing that the faculty board intends to issue him/her 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 his/her 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 the student if he/she demonstrates that he/she again did not meet the standard as a consequence of personal circumstances.
3. Along with the information referred to in the previous paragraph, the student will also be informed of the possibility of being heard by the BSA committee and of how he/she can apply for such a hearing.
4. As soon as possible (no more than 10 working days) after the hearing and on the advice of the BSA committee, the faculty board will determine which students will be issued with a negative binding 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 (or very similar) Bachelor's programme during a subsequent number of academic years as defined in Section B.

### 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 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 Section 2.1 of the Implementation Regulation of the Higher Education and Research Act, should occur, the student must notify the academic adviser office as soon as possible, providing details of: <ol style="list-style-type: none"> <li>the period in which the circumstance occurs or occurred;</li> <li>a description of the circumstance and its seriousness;</li> <li>the extent to which he/she cannot or could not participate in instruction/classes or an interim examination.</li> </ol> It is the student's responsibility to submit documentary evidence to substantiate his/her report.
3. If required, the academic advisor may advise the BSA Committee on the extent to which personal circumstances have influenced the student's study progress.

### Article 5.5 Adaptations for students with a disability

1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit a request to qualify for special adaptations with regard to teaching, practical training and interim examinations. These adaptations 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 study or an
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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 recent statement from a physician 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 with a disability that can be assessed by a psycho-diagnostic evaluation (e.g. dyslexia, attention-deficit disorder) must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct such a psycho-diagnostic evaluation.
4. The faculty board, or the responsible person on behalf of the faculty board, decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations.
5. In the event of a positive decision (possibly with a limited validity) in response to a request as referred to in paragraph 1, the student will make an appointment with the study adviser to discuss the details of the provisions.
6. A request for adaptations will be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld.
7. If the disability justifies an extension of the interim examination time, the Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures.

## 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 and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.

## **Section B1: Programme specific – general provisions**

### **7. General programme information and characteristics**

#### **Article 7.1 Study programme information**

1. The programme Psychology CROHO number 56604 is offered on a: full-time basis.
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1b The language of instruction is English for student who follow the English track.
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#### **Article 7.2 Teaching formats used and modes of assessment**

1. The programme uses the teaching formats as specified in the Study Guide.
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2. The modes of assessment used per educational component are specified in the Study Guide.
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### **8. Further admission requirements**

#### **Article 8.1 Additional previous education requirements**

1. Students who do not meet the previous education requirements as stimulated in ‘Regulations on Additional Prior Education Requirements for Higher Education’ (Ministry of Education Culture and Science) currently in force may still be admitted to the programme by successfully completing one or more of the following exams:
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- Mathematics (at higher education level)
- Biology (at higher education level)

2. Students who do not meet the previous education requirements but have successfully completed the first year of a higher professional education programme can gain admission to the programme by successfully completing one of the following tests: Mathematics test (Wiskundetoets).
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#### **Article 8.2 Colloquium doctum (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 (colloquium doctum), as stipulated in Section 7.29 of the WHW. The entrance examination concerns the following subjects at final pre-university examination level:
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Biology  
English

Mathematics A or B (old) or Mathematics A (profiles), or Mathematics C (new).

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.
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### Article 8.3 English language requirement for English-language Bachelor's programmes

1.	The proficiency requirement in English as the language of instruction can be met by the successful completion of one of the following examinations or an equivalent, with at least the scores specified: <ul style="list-style-type: none"> <li>- IELTS: 6.5</li> <li>- TOEFL paper based test: 580</li> <li>- TOEFL internet based test: 92</li> <li>- Cambridge Advanced English: A, B or C.</li> </ul>
2.	Exemption is granted from the examination in English referred to in the first paragraph to students who, within two years of the start of the programme: <ul style="list-style-type: none"> <li>- met the requirements of the VU test in English language proficiency TOEFL ITP (Institutional Testing Program) , with at least the score of 580 (<a href="http://www.taalloket.nl/nl/toefl-itp">www.taalloket.nl/nl/toefl-itp</a>), or</li> <li>- had previous education in secondary or tertiary education in an English-speaking country as listed on the VU website, or</li> <li>- have an English-language 'international baccalaureate' diploma.</li> <li>- graduated from a Dutch VWO institute with a grade of 7 or higher for English</li> </ul>

## 9. Interim examinations and results

### Article 9.1 Sequence of interim examinations

1.	Students may participate in interim examinations [or practical exercises] of the components below only if they have passed the interim examination or examinations for the components mentioned hereinafter:
	B- thesis after passing all components from year 1 of the bachelor Psychology

### Article 9.2 Validity period for results

1.	If the exam shows that a student's knowledge is insufficient or outdated, or if the student's skills evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a course for which an examination was passed more than 6 years ago.
2.	The validity period of the results of partial examinations and exemptions from partial examinations is limited and they are valid only in the academic year in which the partial result or exemption for the partial result has been obtained. Exceptions to this are the partial results of the following courses from the Methodology track: <ul style="list-style-type: none"> <li>- Research Methods 1</li> <li>- Measurement Theory and Assessment 1</li> <li>- Statistics 1</li> <li>- Personality Theory and Personality Research</li> <li>- Research Methods 2</li> <li>- Measurement Theory and Assessment 2</li> <li>- Statistics 2</li> <li>- Methodology 3 and start B-thesis</li> <li>- Statistics 3, Clinical track</li> <li>- Statistics 3, Social and Organizational Psychology track</li> </ul>

## Section B2: Programme specific – content of programme

### 10. Programme objectives, specializations and exit qualifications

#### 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 Majors (specializations)

Not applicable

#### Article 10.3 Exit qualifications

The exit qualifications of the programme are listed in Appendix I

### 11. Curriculum structure

#### Article 11.1 Academic development

1. Academic development is part of the study programme. This includes::
  - (1) Academic skills/critical reasoning
  - (2) Methods & techniques
  - (3) Philosophical training

#### Article 11.2 Major

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

#### Article 11.3 Compulsory educational components of the major

*A detailed description per educational component 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
E-testing and Big Data	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_BSOCPY	6	100
Personality Theory and Personality Assessment	P_BPERSON	6	100
Psychological Interview Skills 1: Basic Skills	P_BPSG1BA	3	100
Neuropsychology	P_BNEUROP	6	200
Philosophy and Psychology	P_BFILPSY	6	200
Measurement Theory and Assessment II	P_BMETDIA_2	6	200
Work and Organizational Psychology	P_BARORPS	9	200
Psychological Interview Skills 1: 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

\* For Research Methods 1 no exemption can be granted.

#### Article 11.4 Elective educational components of the major

In the second year of the study, a student can choose one of the following preminors, consisting of two 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: Attention	P_BBAA_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 and Cooperation: part 1	P_BLECO_1	6	200
Leadership and Cooperation: part 2	P_BLECO_2	6	200

#### Article 11.4.1 Elective educational components of the major

In the third year of the study, a student can choose one of the following tracks, each consisting of obligatory and elective courses

Name of educational component	course code	nr of EC	level
Genes, Brain and Behaviour: Compulsory courses: <ul style="list-style-type: none"> <li>Methodology 3 and start B-thesis</li> <li>B-thesis Genes, Brain and Behaviour</li> </ul> Electives <ul style="list-style-type: none"> <li>Cognition and Emotion</li> <li>Molecular Genetics</li> <li>Sensation and Perception</li> <li>Stress and Health</li> </ul>	P_BM3BTH P_BTHESEGHG	6 12	300 300
Social and Organisational Psychology Compulsory courses: <ul style="list-style-type: none"> <li>Statistics 3</li> <li>B-thesis*</li> </ul> Electives: <ul style="list-style-type: none"> <li>Cooperation and Competition</li> <li>Emotion and Social Cognition</li> <li>Human Resource Development</li> <li>Management and Organization</li> </ul>	P_BSTAT3SOP P_BTHESESOP  P_BCOCOM P_BEMSCOG P_BHRDEVE P_BMANORG	6 12  6 6 6 6	300 300  300 300 300 300
Clinical Track Compulsory courses: <ul style="list-style-type: none"> <li>Statistics 3</li> <li>B-thesis*</li> </ul> Electives: <ul style="list-style-type: none"> <li>Anxiety and Depression in Children and Adolescents</li> <li>Low intensity treatments for common mental</li> </ul>	P_BSTAT3KL P_BTHESEKLI  P_BANDEKA P_BKPSIN	6 12  6 6	300 300  300 300

health problems		6	300
• Neuropsychology of Ageing	P_BNPSOUD	6	300
• Developmental disorders in Children and Adolescents	P_BONWKA	6	300
• Paediatric Neuropsychology	P_BPEDNEU	6	300
• Psychological Interventions in complex problems	P_BPSINCP		

#### Article 11.5 Participation in 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 %, he/she must repeat the practical training, or the Examinations Board may have one or more supplementary assignments issued.
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.
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 Elective period

1. The first semester of the third year of the curriculum comprises elective educational components.
2. For this elective period, the student can take:
  - a. a minor (a coherent package of related courses)
  - b. individual choice of at least five components 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 Examinations Board.

#### Article 12.2 Minors

1. The student who meets the admission requirements can take a 'University minor' without prior consent from the Examination Board. The 'University minors' are listed on the VU website.
2. The student can take one of the following minors without prior consent from the Examination Board:
 

Minor Clinical Track (30 EC)

  - Clinical Assessment: choose between Clinical Psychology, Clinical Neuropsychology and Children and Adolescents (each 6 EC)
  - Clinical Lessons (6 EC)
  - Clinical field and intervention methods (6 EC)
  - Clinical Interviewing (6 EC)
  - Psychopharmacology (6 EC)

Minor Genes, Brain and Behaviour (30 EC)

  - Analyses Toolbox (6 EC)
  - Cognitive Neuroscience (6 EC)
  - Research Toolbox (6 EC)

<ul style="list-style-type: none"> <li>• Genes in Behaviour and Health (6 EC)</li> <li>• Psychophysiological and Cognitive Applications (6 EC)</li> </ul> <p>Minor Social and Organisational Psychology (30 EC)</p> <ul style="list-style-type: none"> <li>• Evolutionary Psychology (6 EC)</li> <li>• M&amp;D3 Individual and organizational diagnostics (6 EC)</li> <li>• Human Resource Management (6 EC)</li> <li>• S&amp;O Professional Skills (6 EC)</li> <li>• Group dynamics (6 EC)</li> </ul>
<p>3. The student can take one of the following minors outside their programme without prior consent from the Examination Board</p> <ul style="list-style-type: none"> <li>- Minor Orthopedagogen in de klinische praktijk (only in Dutch)</li> <li>- Minor Orthopedagogen en passend onderwijs (only in Dutch)</li> <li>- Minor Pedagogen en goed onderwijs (only in Dutch)</li> <li>- Minor Gezin, Recht en Forensische Gedragswetenschappen (interfaculty minor (only in Dutch)</li> <li>- Minor Sport and Sport Psychology (from Ba Human Movement Sciences) (mostly in Dutch)</li> </ul>

### 13. Honours programme

#### Article 13.1 Faculty Honours components

The components of the Honours programme offered by the faculty are:

Name of educational component	course code	nr of EC	level
Cooperation and Competition (HP)	P_HCOCOM	6	300
Cognition and Emotion (HP)	P_HCOGNEM	6	300
Cognitive Neuroscience and Neuropsychology (HP)	P_HCOGNNN	6	300
Emotion and Social Cognition (HP)	P_HEMSCOG	6	300
Evolutionary Psychology (HP)	P_HEVOLPS	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
Molecular Genetics (HP)	P_HMOLGEN	6	300
Research Toolbox (HP)	P_HRESTBX	6	300
Sensation and Perception (HP)	P_HSENPER	6	300
Stress and Health (HP)	P_HSTRHEA	6	300
Education and the Good Life (HP)	P_HEDGL	6	300
Mind Brain and Education (HP)	P_HMBEDUC	6	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 at least 48 EC by the end of the first year of enrolment.
3. Students who receive a binding negative recommendation on continuation of studies cannot



enrol for the following Bachelor's programme(s) offered by the Faculty during the subsequent three academic years:  
Bachelor Psychology

## 15. Evaluation and transitional provisions

### Article 15.1 Evaluation of the education

1. 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

By way of departure from the Teaching and Examination Regulations currently in force, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations

In case a unit of study is dropped from the obligatory part of the study programme there will be two more opportunities to complete the unit of study after the last time the unit of study has been offered.

Advice and approval by the Programme Committee, on 25 May 2018

Approved by the Faculty Joint Assembly, on 26 June 2018

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 16 July 2018.

## Appendix I

### 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 as 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 e-Testing and Big Data	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	
<b>B3 Tracks</b>									
<b>Genes, Brain and Behaviour</b>									
- 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, Brain 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
<b>Social and Organisational Psychology</b>									
- 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 Organisational Psychology	30	X	X	X	X	X	X	X	X
- Statistics 3, track SOP	6			X	X			X	
- B-thesis	12			X	X	X	X	X	X
<b>Clinical track</b>									
- Anxiety and depression in children and adolescents	6	X	X					X	X
- Short term psychological interventions	6		X			X		X	X
- Neuropsychology of aging	6	X	X					X	X
- Pediatric Neuropsychology	6	X	X					X	X
- Developmental Disorders in Children and Adolescents	6	X	X					X	X
- Psychological Interventions at complex problems	6	X	X			X		X	X
MINOR Clinical track	30	X	X			X	X	X	X
- Statistics 3, clinical track	6			X	X			X	
- B-thesis	12			X	X	X	X	X	X

### Aim and qualifications Psychology tracks

#### **Track Genes, Brain and Behavior**

At the end of the track Genes, Brains and Behaviour, students have:

- Knowledge and insight into the most important literature in the field of cognition, neuroscience, behavioural genetics and stress
- 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
- Knowledge and skills to perform simple psychophysiological and neurocognitive experiments
- Knowledge and skills to analyse (genetic) data sets and report scientific findings
- Reflecting critically on literature in the field of cognition, neuroscience, behavioural genetics and stress
- The ability to explain scientific findings to scientists and laymen within the field of study.
- Knowledge and insight into the ethical standards that scientific research must comply with

The track Genes, Brain, 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 the Master in Occupational and Organizational Psychology or Social Psychology. Cum Laude Graduate students are also considered capable of being a Research Master Social Psychology or an Associated Research Master.

### **Track Clinical Psychology**

#### **Knowledge and insight**

- Describe, understand and summarize the normal and deviant cognitive, emotional, neuronal and behavioural function during the course of life and the underlying factors that influence this function.
- Describe and explain the most common psychological disorders across the course of life, including neuropsychological functional disorders and developmental disorders.
- Be able to describe, understand and critically analyse the main features of various psychological treatments, including treatment goals, effective components and treatment intensity.

#### **Applying knowledge and insight**

- Understand and use knowledge and skills in diagnostics in clinical psychology, clinical developmental psychology or clinical neuropsychology.

- Being able to conduct clinical discussions, including taking a history / intake, and being able to reflect on the course of the conversation through (group) intervisions and reflection reports.

**Judgment**

- Describe, critically reflect on and apply ethical standards, as stipulated in the Professional Code for Psychologists.

**Communication**

- Respond to diversity in clinical practice (age, religion, culture, etc.).
- Describe and explain the tasks, organization and policies of the GHS and related organizations.

**Learning skills**

- Reflect on group-wide problems, find relevant literature, discuss them critically, and reflect together on possible solutions.

## Appendix II Supervision and assessment of the B-thesis

As part of the B-thesis process, each student is entitled to fifteen hours of supervision time by the supervising teacher. This includes all the time spent by the supervising teacher on the student, both contact time with the student and time spent reading and assessing (parts of) the bachelor's thesis. Within this fifteen hours of supervision, the student is entitled to submit one draft version and a final version of (parts of) the bachelor's thesis. The student receives feedback on these drafts from the supervising teacher. The extent to which sections or the total bachelor thesis will be handed in is determined in an agreement between the student and the supervision teacher.

The student is responsible for the planning and progress of his B-thesis. The student is advised to discuss this with the supervisor. A considerable degree of independence is expected. The assessment of the B-thesis focuses on the quality of the work delivered, the practical and / or theoretical importance of the research, and the quality of the reporting. The participation in conducting the research must be sufficient. The B-thesis is assessed using standardised criteria and a standard assessment form.

When the student with this amount of supervision has been unable to produce a final product of sufficient quality by the end of the period in which the B-thesis was planned, the B-thesis received a grade indicating a fail. The student will then receive feedback on the thesis. Following this, the student will receive another two weeks to submit an improved version of the thesis. During this period, the student will no longer receive supervision. If after this period, the thesis is still judged to be of insufficient quality, a final fail grade is given and registered as such. The student is entitled to appeal to the Examination Board against the manner in which the judgment has been made.

After obtaining an insufficient final grade, the student can again follow the B-thesis track in the next year of study. This should be done with another supervising teacher and with a new topic, unless the supervising teacher indicates that he or she wishes to supervise the student again at the new Bachelor's thesis.

## Appendix III

### Evaluation plan FGB

*Kirsten Bijker, Director of Education, May 2018*

#### 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 VUNet Digitaal Evalueren (DE). 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 via VUNet on the results of the evaluation and indicates whether and, if so, which changes will be made to the course

#### Evaluation coordinator

- Monitors whether all courses appear in VUNet DE
- 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 directors

- 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

**Supervisors 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 via VUnet DE. 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.