UNIVERSITY OF TWENTE.

Programme-specific Part to the Education and Examination Regulations (EER) 2023-2024

For the Bachelor of Science programme

Psychology (PSY)

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1. General provisions

1.1. Admission to the programme

In addition to the stipulations as laid down in the common part of the EER, the document mentioned entitled 'Colloquium Doctum' and the admission website, and in other admission regulations to bachelor's educational programmes, for the academic years 2023-2024 and 2024-2025 a fixed quota procedure applies to the bachelor Psychology (WHW art. 7.53). This means a limited number or places is available. Places will be allocated by a process of selecting students. The selection procedure and selection criteria will be described on the (programme's) website of the university.

1.2. Language of the programme

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

1.3. Connecting Masters' programme(s)

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

1.4. Rights, duties and composition of the programme committee

In line with article 9.18 WHW, each programme has a programme committee, which has the duty to advise programme management on improving and safeguarding the quality of the programme. It has a right of consent regarding a number of topics in the Education and Examination Regulations (EER), e.g. the goals and intended learning outcomes of the programme in terms of knowledge, insight and skills that a student should have acquired at the end of the programme; where necessary the layout of practical exercises; the study load of the programme and its study units. In addition, the programme committee evaluates on a yearly basis the manner in which the EER has been carried out and has the right to advise programme management and the dean – invited or uninvited – on all matters relating to the teaching in the programme.

The composition of the current programme committee can be found here: www.utwente.nl/en/psy/programme-committee

2. Contents and structure of the programme

2.1. Contents and structure of the programme

The educational programme consists of three academic years (B1, B2 and B3) of 60 EC each. The successful completion of the whole programme earns right of admission to the bachelor's final examination. An academic year consists of two semesters, each semester (30 EC) consisting of two period's/blocks (15 EC). An overview of the modules, study units, and test subject hours for the B1, B2 and B3 academic years of the PSY bachelor's programme (structure) is given in Table 1, 2 and 3.

The bachelor's programme is based on the so-called Twente Educational Model (TEM), which means challenging themed project education in modules. Each module is coherent and is an education block consisting of various study units which are logically clustered around a psychological theme. Central to each module is one (or more) project(s) in which students will for example work on an intervention for a real psychological problem.
A module is offered as one educational unity and students take it as such. In other words: students subscribe (every quartile) for one module, not for separate study units. This is the rule that applies to every student. In case of special personal circumstances a deviation could be legitimate, however with the disadvantage of losing – at least partly - the synergy between the study units within a coherent module. This must be discussed with one of the Psychology study advisers.

In the modules the learning trajectories are integrated: 'Theory' (T), 'Research Methods' (RM), 'Professional Academic Skills' (PAS), and 'Design and Research' (D&R). Within each module, there is a strong coherence between the learning trajectory/study units. Also, within each module, there is a strong coherence between the study units and the project; i.e., knowledge and skills that are offered in the study units are integrated in and essential for completing the project.

The teaching and learning approaches that we offer students are adapted to the specific module objectives and intended learning outcomes of the programme: different knowledge, competencies, and skills require diverse teaching and learning approaches. In the *Theory* learning trajectory, students are offered knowledge and insight mainly by (interactive) lectures and/or (video) micro lectures[1], and self-study. Regarding the *RM* learning trajectory, students will obtain knowledge concerning data analysis during lectures and/or (video) micro lectures[1] and apply their knowledge in tutorials[1] in which they work in smaller groups. This is for example based on the flip-the-classroom principle: students watch micro lectures in their own time and practise the material during interactive tutorials. The *PAS* and *D&R* competencies are mainly offered in smaller groups practicals/tutorials during which, under supervision, they learn about and practise their skills.

To attain the module goals/objectives and intended learning outcomes of the programme, our teaching approach requires a variety of assessment methods, such as individual written tests, individual and group (project) assignments, presentations (etc.). More detailed information on the learning goals, examination/test formats, including the assessment plan, can be found in

the module descriptions, in the Osiris course catalogue and on the Canvas site of the module. Cases of compulsory attendance at lectures/tutorials and (mandatory) participation in the practical exercises will also be published at the Canvas site.

Table 1: Curriculum 2023-2024, first year (B1) Psychology (PSY)

Module	Name study unit	Learning trajectory	EC
1. 202000320 Psychology & Intervention Design – block 1A, coordinator J. Pouls, MSc			
202000321	Psychology: an Orientation	Theory (T)	4
202000322	Introduction to Research Methodology	Research Methods (RM)	3
202000324	Project Management & Academic Writing	Professional Academic Skills (PAS)	1
202000323	Systematic Intervention Design	Design & Research (D&R)	7
2. 202000325 Social Behaviour – block 1B, coordinator dr. I. van Sintemaartensdijk			
202000326	Social (Developmental) Psychology	Theory (T)	5
202000327	Data Analysis I	Research Methods (RM)	6
202000329	Group Dynamics & Academic Writing	Professional Academic Skills (PAS)	1
202000328	Needs Assessment & Intervention Design	Design & Research (D&R)	3
3. 202000330 Cognition and Development – block 2A, coordinator dr. R.J.H. van der Lubbe			
202000331	Brain, Cognition and Development	Theory (T)	8
202000332	Data Analysis II	Research Methods (RM)	4
202000333	Design & Evaluation	Design & Research (D&R)	3
4. 202000334 The Individual – block 2B, coordinator dr. E. de Bruin			
202000335	Personality & Clinical Psychology	Theory (T)	5
202000336	Data Collection & Test Construction	Research Methods (RM)	5
202000337	Presentation Skills	Professional Academic Skills (PAS)	1
202000338	Interview Study & Tests	Design & Research (D&R)	4

The following unit must also be completed; for more information, see 2.8.

Code study unit	Name study unit
202000339	Test subject hours, B1

Table 2: Curriculum 2023-2024, second year (B2) Psychology (PSY)

Module	Name study unit	Block	EC
5A. 202000340 Health Psychology & Applied Technology – coordinator dr. T. Dekkers			
202000341	Health Psychology	1A[1,3]	5
202000342	Persuasive Health Technology	1A[1,3]	5
202000343	eHealth applied to Chronic Illness (incl project)	1A[1,3]	5
5B. 202000344 Psychology in Learning & Instruction – coordinator prof.dr. A.J.M. de Jong			
202000345	Theories of Learning and Instruction	1A[1,3]	8
202000346	Research & Teaching Skills	1A[1,3]	4
202000347	Instructional Design Project	1A[1,3]	3
5C. 202000348 Psychology of Safety – coordinator dr. N.M.A. Huijts			
202000349	Theoretical Models of Societal Safety	1A[1,3]	10
202000350	Research & Design in Safety Contexts (incl. project)	1A[1,3]	5
6A. 202000351 Mental Health – coordinator dr. M. Radstaak			
202000352	Psychopathology & Psychodiagnostics	1B[2,3]	7
202000353	Psychodiagnostic Case Report	1B[2,3]	4
202000354	Mental Health in Practice (incl. project)	1B[2,3]	4
6B. 202000355 Human Factors & Engineering Psychology – coordinator M.W. Westerhof, MSc			
202000356	Human Factors Theory	1B[2,3]	7
202000357	Programming	1B[2,3]	4
202000358	Research Projects	1B[2,3]	4
7. 202000359 Research Methods and Research Project – coordinator dr. I. van Sintemaartensdijk			
202000360	To Conduct & Report a Scientific Study (incl project)	2A & 2B	10
202000361	Advanced Research Methods	2A & 2B	4
202000362	Research Poster Presentation	2A & 2B	1
8. 202000363 Professional and Psychological Skills – coordinator dr. A.Z. Bosch			
202000364	Communication Skills Theory	2A & 2B	4
202000365	Applied Communication Skills	2A & 2B	6
202000366	Work Field and Job Orientation	2A & 2B	5

[1] In block 1A the student chooses 1 of 3 elective modules.

[2] In block 1B the student chooses 1 of 2 elective modules.

[3] An elective module prepares, and is hence an obligatory prerequisite, for the corresponding master's specialization.

The following unit must also be completed; for more information, see 2.8.

Code study unit	Name study unit
202000367	Test subject hours, B2 and B3

Table 3: Curriculum 2023-2024, third year (B3) Psychology (PSY)

Module	Name study unit	Block	EC
9.	Minor/elective space, see 4d for more information	1A & 1B	15
10.	Minor/elective space, see 4d for more information	1A & 1B	15
11. 202000368 History, Ethics and Philosophy of Psychology – coordinator dr. Y. Saghai			
202000369	Professional Ethics for Psychologists	2A & 2B	5
202000370	History of Psychology	2A & 2B	5
202000371	Philosophy of Psychology	2A & 2B	5
12.	Bachelor's thesis	2A & 2B	15

Bachelor's Thesis

The bachelor's thesis module at the end of the third year (B3) of the programme has a different structure than the other modules. The responsibility when it comes to the bachelor's thesis does not lie with an individual lecturer, rather a bachelor's committee consisting of two lecturers is formed for each assignment. The bachelor's thesis comprises an individual assignment and thus will be assessed individually. The bachelor's thesis is an exercise and at the same time, a test of competence, in which students integrate their acquired qualifications. The examination board has prescribed requirements for bachelor's thesis examiners in order to guarantee the assessment quality. More practical information about the bachelor's thesis can be found on the Psychology 'graduation website' (www.utwente.nl/psy/graduationweb).

2.2. Study load

The bachelor's programme comprises three academic years (B1, B2 and B3) of 60 EC each. Each EC represents 28 hours of study. This means a total amount of 5040 hours of study. The programme is compiled of 4 themed/coherent modules per year. Each module consists of a various amount of study units as listed in table 1, 2 and 3, adding up to 15 EC (420 hours).

2.3. Programme-specific characteristics

The Bachelor of Science programme in Psychology is a full-time programme.

2.4. Honours programme/STAR programme

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

The STAR programme

Students may be selected for the so-called 'STAR programme' in three modules in year 1 and two modules in year 2 of the Psychology bachelor's programme. A STAR project is more challenging and/or more in-depth than the standard module projects, and is intended for the top 10% of students in their group. Students can distinguish themselves with a STAR project after being selected during the previous module.
Successful participation in the STAR programme leads to a mention of the Star/Excellence programme for the relevant module on the diploma supplement. Details on the selection process for each module with a STAR project are made known in advance.

The UT bachelor's Honours programme

This programme starts every year in February and is geared towards the top 5% of first and second year students of each study only. In nearly one and a half year students follow a programme of 30 EC. Multiple tracks are offered in which students work in interdisciplinary groups and learn about great scientists or designs, learn to ask questions about everyday scientific situations, will learn how to write their own research proposal and make a joint final work. More information can be found on the website of the honours programme: www.utwente.nl/en/honours .

2.5. Elective options

Each student has 30 EC of elective options in the third bachelor's year (B3). Students may complete these electives within or outside the university. General information about all the possibilities for choosing electives can be found on www.utwente.nl/psy/bachelor. In many cases, the choice of these electives requires the approval of the examination board. Further rules and requirements when choosing electives are explained on the website.

The central UT website contains information specifically for minor options at the UT: www.utwente.nl/minor. Subject to the intake requirements/options as set down in the UT matrix of options, students may participate in every UT minor (as stated on the UT website www.utwente.nl/minor) to choose 30 EC worth of electives without the assent of the examination board.

2.6. International cooperation and agreement(s)

The PSY bachelor's programme and its staff cooperate internationally with a large number of institutes and companies. Students are stimulated to benefit from this cooperation for their international experience, and have the opportunity to study abroad as a minor within the framework of their elective options in year 3 (see also 4d). The options are:

- Study abroad: In the first semester of the third year (B3) students can choose for a semester (30 EC) study abroad (exchange) at partner universities. Detailed information on faculty level can be found on the website www.utwente.nl/en/bms/education/study-abroad and the BMS Study Abroad Canvas site.
- The minor 'Crossing Boarders' gives students the opportunity to go abroad for a field study or a study tour. For more information see www.utwente.nl/minor.

2.7. Pre-master's programme

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

2.8. Test subject hours

Premise:

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

Regulations:

1. In the framework of obtaining the bachelor's examination, students are obliged to participate as a test subject in BMS faculty research for a total of 15 credits (approx. 15 hours). 'BMS faculty research' is understood to mean research that is carried out by or under the responsibility of a lecturer who teaches for the BMS faculty. If the obligation of 10 credits for the B1 is fulfilled, a P or V for Pass is entered on the list of grades under '202000339 B1 test subject hours'. When the obligation of 5 credits for the bachelor's is fulfilled, a V for Pass is entered on the list of grades at '202000367 B2 and B3 test subject hours'.

The registration of credits proceeds electronically through the 'SONA systems' program on utwente.sona-systems.com. Students can view their obtained test subject credits themselves using this system.

2. The test subject hours must have been completed by taking part in at least five different research projects.
3. Research projects registered as 'online study' in SONA receive a maximum of 0.25 credits irrespective of the allocated research time. In general, participation in 'lab study' types will cost more time. Therefore the following applies for lab studies: For lab studies of 1 hour or less, students will obtain the double amount of (credits for) the original research time. For lab studies of 1.5 hours, students will obtain 2 credits. Studies are awarded a maximum 4,5 credits.
4. The length of participation is rounded off to 0.25 credits with a minimum of 0.25 credits.
5. Of the 10 credits for the B1, at least 2 test subject credits must have been completed by taking part in research projects other than (online) survey research.
6. When a student appears as a test subject as agreed, and the research study does not take place, the student will still receive the announced number of test subject credits.
7. Students are deemed to participate seriously in the research and to be motivated in their efforts during an experiment/trial. The researcher may forgo the awarding of test subject points in the event of clear and demonstrable minimal effort on the part of the student.
8. The lecturer or staff member responsible registers the number of obtained test subject credits per research project in 'SONA systems'.
9. The bachelor's diploma can only be obtained if the compulsory test subject credits of the first and second/third bachelor's year are fulfilled.
10. Research for which test subject credits can be earned can be made known through either the notice boards in the Cubicus or through SONA Systems. The recruitment notice must always state the number of test subject credits than can be earned.
11. The research information states where and with whom the student must sign up. The student him/herself is responsible for noting the time, place and contact person (don't forget the room and telephone number!).
12. Any cancellation for an experiment for which a student has signed up, must be effected directly with the contact person for that experiment.
13. The BMS faculty ensures that the number of offered participation opportunities is sufficient. Should a student be of the opinion that their bachelor's diploma cannot be completed because there were insufficient test subject opportunities, they can approach the examination board with a request for exemption for the remaining credits.
14. The Ethics Committee of the BMS faculty assesses (if applicable) whether the research meets the rules and standards set down in the faculty's Regulations for Ethics and Research.

3. Programme objectives and intended learning outcomes

3.1. Programme objectives

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

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

On the basic level, psychology bachelor's graduates are equipped to set up and execute (applied) scientific psychological research, and substantiate it both on paper and orally. It is characteristic of UT students that they have learned to work on design assignments in project teams. At the level of a beginning professional practitioner, graduates are capable of analysing psychological problems and formulating an appropriate (technological) intervention based on a systematic approach. They are familiar with factors that influence the implementation process of an intervention and with methods to evaluate implemented interventions.

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

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

3.2. Intended learning outcomes

1. *Specialist knowledge and understanding*
   Graduates of the Psychology Bachelor's Programme at the University of Twente (UT) possess scientific knowledge and understanding relevant to the field, which they can implement for research and design purposes. This includes the following: …
   - 1.1 knowledge and understanding of the conceptual framework and major and current theories, models and working methods in the fundamental disciplines of psychology; social psychology, developmental psychology, experimental psychology, bio and neuropsychology, test theory and clinical psychology;
   - 1.2 knowledge and understanding of the accepted methods and techniques of psychological research;
   - 1.3 knowledge and understanding of the history, philosophy and ethics of psychology;

1.4 in-depth knowledge and understanding of theories, models, technologies and working methods of at least two of the five specialist fields of the programme stated below:
- Conflict, Risk & Safety
- Health Psychology & Technology
- Human Factors & Engineering Psychology
- Educational Psychology
- Positive Clinical Psychology & Technology

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

2.1 clearly formulate a problem statement/question definition/hypothesis for a research assignment; with a design assignment, this implies translating the needs, wishes and requirements of clients (service providers, policy makers) or patients into a tangible problem statement.

2.2 place a problem statement in a theoretical framework; this implies that scientific literature of the field concerned and adjoining fields is located, critically evaluated, applied and described;

2.3 set up applied psychological research in a systematic, transparent and scientifically responsible manner, and execute this through the substantiated selection and correct application of simple, accepted quantitative and qualitative psychological research methods and techniques for data collection and analysis;

2.4 analyse a problem for a design assignment in a thematic manner using a systematic approach, and design an appropriate intervention (where possible, using technological applications), taking into account the characteristics of parties involved in the design process and the people it concerns;

2.5 adhere to ethical standards where applicable in setting up and executing research and design activities;

2.6 based on reflection and judgement forming, derive clearly expressed conclusions and discussion from an executed research or design assignment; this includes the study of specialist scientific knowledge, scientific and practical applications and suggestions for improvement (advice) and, if applicable, social and ethical aspects;

2.7 write reports on executed research and design assignments in which current scientific norms and conventions are applied to data reproduction and literature references, such as information sources: reports have a logical, comprehensible structure, correct use of language and an academic style.

2.8 hold a target audience-oriented informative, concise and appealing presentation on an executed research or design assignment with effective use of media, and adequately answer questions about the topic.

3. *Academic professional skills and attitudinal aspects of the psychologist*
   Graduates of the Psychology bachelor's Programme at the University of Twente (UT) at the basic level (beginner's level for master's degree, beginning professional practitioner) possess general, academic and professional skills that they are able to implement for research and design objectives and in their later postgraduate career and professional practice. This includes the following: …
   - 3.1 the attitude and skill to be able to critically reflect on and judge the significance and value of scientific knowledge, as well as the ability to reflect on and evaluate their own work and professional actions;
   - 3.2 the attitude and skills to initiate their own learning and work processes, to purposefully and methodically design and direct these processes, and to achieve academic and professional growth;
   - 3.3 information competency: the ability to locate relevant information sources and to critically evaluate their usefulness and trustworthiness;
   - 3.4 dedication and skill in carrying out team projects; to cooperate on assignments in a purposeful and effective manner; to adequately and congenially work together with clients, supervisors, research participants and peers;
   - 3.5 adequate social and oral communication skills (ability to express oneself, present a case, communicate in a professional context, present oneself in a group and in the professional field), specifically in the effective application of the rules and attitudinal aspects for psychological interviewing.

4. Assessment/examination

4.1. Final examination

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

4.2. Assessment format examination/tests

The examinations of the study units within a module consist of a mixture of types of tests, such as written tests, individual and group (project) assignments (in various forms), and different forms of presentations. For each (coherent) module an assessment plan is defined, which is published on the Canvas site of the module, before the start of the concerning module.

Tests can be held online (after approval from the programme management). When a test is held online by means of online surveillance or online proctoring, the examination board and programme management may lay down further rules and conditions for online (proctored) testing. See article 3.2. (of the common elements of the) EER.

4.3. Period of validity of test results

1. Each module is a total of 15 EC consisting of one or more study units in which the student's programme-specific knowledge, skills and attitude are developed and assessed as far as possible in an integrated and/or coherent manner (see article 1.1 EER).
2. A study unit is completed with an examination. The examination is based on one or more test results. An examination result is defined as a test, or series of tests, for which one result is registered in OSIRIS (see article 7.10 WHW). The study units are stated in Tables 1, 2 and 3.
3. Article 3.3.5 (of the common elements of) EER states that examination results are expressed in half grades from 1.0 up to and including 5.0 and from 6.0 up to and including 10.0 whereby:
    a. Grades will only be rounded in the last phase of the assessment of the study unit;
    b. The rounding is done in accordance with the following scheme:

In case n≠5	
Grade≥ n.00 and <n.25	⇨ n.0
Grade ≥n.25 and <n.75	⇨ n.5
Grade ≥n.75 and <(n+1).00	⇨ (n+1).0
In case n=5	
Grade ≥ 5.00 and < 5.50	⇨ 5.0
Grade ≥ 5.50 and <6.00	⇨ 6.0

4. Test results (within a study unit) are expressed in a grade from 1 to 10, with one decimal place, or as 'pass / fail'.
5. If a written test has been completed (passed with (at least) a 5.5), the student may retake the test in the same academic year during a regular, scheduled repair/re-sit. For all other types of tests (such as assignments and presentations) the grade of a test that has been completed (passed with (at least) 5.5) is final. If a student likes to upgrade his grade for these other types of tests (due to exceptional circumstances) he must have a written permission of the examination board.
   a. In case of assignments: if the quality of an assignment is not sufficient (less than 5.5) the student cannot score a higher grade than 6.0 at the repair/second attempt. This also applies if the student did not hand in an assignment at the first attempt.
6. A study unit has been successfully completed with an examination grade of ≥ 6.0, this grade remains valid indefinitely. A study unit that was not completed successfully, has to be repeated completely in the next academic year, including all tests.
7. To repair parts of a study unit, the assessment and format in which these are offered in the current academic year need to be used.
8. If a student receives more than one result for the examination in the same study unit, the highest grade applies (see article 3.3.9. EER). This also applies to the results of tests

4.4. Maximum number of attempts for tests / examinations

For each study unit one resit will be offered in the same academic year (see article 3.1.5 EER).

4.5. Specific pass-fail regulations

Not applicable

4.6. Prerequisites / required sequence of examinations

The formal sequence of the modules and their examinations is the order as recorded in Table 1, 2 and 3. There are several prerequisites for specific study units and within study units.

A. Prerequisites for study units

Module[1]	Prerequisites
Module 5 - all three elective modules	At least 9 EC of module 1 have been obtained **OR** at least 21 EC of modules 1 and 2 have been obtained
Module 6 - both elective modules	At least 9 EC of module 2 have been obtained **OR** at least 21 EC of modules 1 and 2 have been obtained
Module 7	At least 45 EC of the first year's modules (B1) have been obtained **AND** 3 out of 4 Research Methods study units of B1 have been finished
Module 8	At least 45 EC of the first year's modules (B1) have been obtained **AND** at least 21 EC of modules 3 and 4 have been obtained
Module 11	The EC of the first year's modules (B1) have been obtained
Module 12 - bachelor's thesis	The EC of the first and second year's modules (B1 & B2) have been obtained
Minor/elective space - B3:	
UT minors (HTHT modules, among things) and other elective choices (for example from another Dutch university)	The EC of the first year's modules (B1) have been obtained **AND** at least 30 EC of the second year's modules (B2) have been obtained
Studying abroad	The EC of the first year's modules (B1) have been obtained **AND** the EC of the first semester (modules 5 & 6) of the second year (B2) have been obtained
Elective UT master's courses[2,3,4]	The EC of the first and second year's modules (B1 & B2) have been obtained **AND** prerequisites from the offering programme have been met.

[1] The prerequisites apply to all study units within each module
[2] BSc PSY students are not allowed to take master's study units/courses from the Psychology master's programme (e.g. specialisations Health Psychology and Applied Technology, Educational Psychology, Conflict, Risk and Safety, Human Factors & Engineering Psychology and Positive Clinical Psychology and Technology).
[3] BSc PSY students who want to take master's study unit(s)/course(s) as part of their B3 elective space must send in a motivated request to the programme management PSY in time. If the request is approved by the programme management PSY, approval for the study unit(s)/course(s) from the programme management of the corresponding offering MSc programme is also needed.
[4] Students from outside the PSY programme who would like to take courses can submit a motivated request to the programme management PSY no later than 4 weeks before the start of course. Also see the course descriptions in the course catalogue.

B: Prerequisites within a study unit

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

4.7. Criteria examiner theses

In addition to the rules as laid down in the Rules and Guidelines in regards to the criteria for the appointment of an examiner to assign and validate grades of bachelor's theses, one of the two examiners, who supervise the student, should be part of one of the programme's Psychology departments.

4.8. Examination board

The examination board is the body that determines in an objective and expert manner whether a student meets the conditions set under the Education and Examination Regulations (EER) concerning the knowledge, insight and skills required to obtain a degree. Members of the examination board are appointed by the dean of the faculty.

More information, including the most up-to-date composition of the examination board can be found on its website: www.utwente.nl/en/bms/examboard. All information for students, examiners and educational support staff about the examination boards of BMS is published there, including their Rules and Guidelines, and the procedures and conditions for submitting a request.

5. Transitional arrangements

Article 8.4 of the EER 2023–2024 of the Faculty of Behavioural, Management and Social Sciences for bachelor's programmes is applicable. This means that if a study unit or part of a study unit that does not involve a practical exercise is removed from the programme, then students are to be given two opportunities in the following academic year to take the relevant examination/test, either orally or in writing, or to undergo another form of assessment. This only applies when examination/test results from the removed study unit are registered in the Student Information System.

6. Other topics

6.1. (Binding) recommendation on continuation of studies

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

To receive a positive BSA, there are two options:

1. The student has completed **three modules** of the first year successfully (of 45 EC in total)

OR

2. The student has completed **45 EC** of the first year study load successfully **AND** has no more than one insufficient study unit examination grade in each learning trajectory. The four learning trajectories (Theory, RM, PAS & D&R) and the study load (in EC) for each study unit are described in paragraph 1a (Programme content).

More information and rules about recommendations and their practical consequences is available on the website www.utwente.nl/psy and from the Psychology study adviser.

6.2. Graduation with distinction

Distinction/'cum laude' (cohort 2020/2021/2022/2023)

1. When a student has demonstrated exceptional ability in their bachelor's examinations, this can be stated on the diploma with the words, 'Cum Laude'. Exceptional ability is the case when each of the conditions below is met:
   a. No study units (excluding 30 EC for all elective options in the third year/B3*) were assessed with an examination grade of 6,0 (or lower);
   b. the weighted average of the study units' examination grades (excluding 30 EC for elective options B3) is at least an 8,0**;
      OR;
      at least three of the maximum five Excellence stars (STAR-programme) were obtained AND the weighted average of the (study units' examination) grades obtained in the B1, B2 and B3 modules for the bachelor's final examination (excluding 30 EC for all elective options in the third year*) amounts to at least 7.5;
   c. the modules for which exemption was granted are excluded from the above mentioned average (1b);
   d. a maximum of one graded test result throughout the entire bachelor's programme has been re-done, excluding 30 EC for all elective options in the third year/B3*;
   e. the final grade for the final unit of study (bachelor's thesis) is at least an 8;
   f. exemption is granted for a maximum of one third of the total programme;

g. the bachelor's programme is completed within 3 years, unless, in the judgement of the examination board, exceptional circumstances justify a greater exceedance. The acknowledged circumstances for granting graduate support are in any case included in such exceptional circumstances.

2. If these guidelines are not fully met, then a proposal for awarding the designation of 'with distinction' may be submitted to the examinations board(s) of the BMS faculty. In that case, the special circumstances and exceptionality of the achievement must be especially substantiated. See the rules and regulations of the examination board for more information.

* This also applies when a module of the Psychology curriculum (B2 elective module) has been included in the minor/(third year elective) space.

6.3. Grade Point Average

The GPA (weighted average) is stated on the diploma supplement and is *the average of all the student's numerical grades, weighted in credits (EC).*