Education- and examination regulations Master's programme Cognitive Neuroscience 2013-2014

General overview

Section 1  General rules
Article 1.1  Applicability of the regulations
Article 1.2  Definitions
Article 1.3  Aims and final attainments of the programme
Article 1.4  Form of the programme
Article 1.5  Examinations in the programme
Article 1.6  Academic weight
Article 1.7  Language
Article 1.8  Communication with students
Article 1.9  Code of conduct

Section 2  The Master's programme
Article 2.1  Composition of the programme
Article 2.2  Set up of tuition
Article 2.3  Choosing specialisation

Section 3  Preliminary examinations and examinations
Article 3.1  Examination board
Article 3.2  Sequence of preliminary examinations
Article 3.3  Times and frequency of preliminary examinations
Article 3.4  Form and requirements of preliminary examinations
Article 3.5  Interim examination registration requirements
Article 3.6  Determining and announcing preliminary examination results
Article 3.7  Period of validity
Article 3.8  Right of inspection
Article 3.9  Course replacement
Article 3.10  Appeals from decisions of examiners
Article 3.11  Final Examination
Article 3.12  Advice
Article 3.13  Degree
Article 3.14  Judicia

Section 4  Prior education
Article 4.1  Admission requirements for the programme
Article 4.2  Certificates of admission
Article 4.3  Admission to the programme

Section 5  Tuition
Article 5.1  Academic progress administration
Article 5.2  Tuition

Section 6  Concluding and introductory regulations
Article 6.1  Transitional regulations
Article 6.2  Determination and amendments
Article 6.3  Promulgation
Article 6.4  Coming into effect

Appendix 1  Fraud and plagiarism
Appendix 2  Rules of conduct
Appendix 3  Rules and Regulations Examination Board
Section 1  General rules

Article 1.1  Applicability of the regulations
These regulations apply to the tuition and examinations in the two-year Master-of-Science programme Cognitive Neuroscience hereinafter referred to as 'the programme'. The programme is the result of collaboration between the Faculties of Social Sciences, Arts, Science, Philosophy and the University Medical Centre Nijmegen, Max Planck Institute for Psycholinguistics and Donders Institute for Brain, Cognition and Behaviour. Coordinating faculty is the Faculty of Social Sciences, hereinafter referred to as 'the faculty'. The prime responsibility of the organization of the programme is lying with the educational institute of Psychology and Artificial Intelligence, hereinafter referred to as 'the institute'.

Article 1.2  Definitions
Those concepts appearing in the regulations which also occur in the Higher Education and Scientific Research Act ('WHW') will have the meaning ascribed to them in this act. The following definitions apply in these regulations:

a. the Act: the Higher Education and Scientific Research Act of October 8, 1992 (GG 593) as it reads currently;
b. programme: the master's programme referred to section 7.3a, subparagraph 1b of the Act;
c. student: a person registered at the Radboud University Nijmegen for tuition in and/or the preliminary examinations and examinations of the programme;
d. bachelor: the bachelor's programme referred to in section 7.3a subparagraph 1a of the Act;
e. practicum: a practical project as referred to in section 7.13, subparagraph 2d of the Act, in one of the following forms:
   - practical training and experience;
   - writing a master thesis;
   - writing an assignment;
   - participating in workshops;
   - conducting a literature study;
   - participating in fieldwork or an excursion;
   - or participating in some other educational activity aimed at the acquisition of certain skills;
f. preliminary examination: an assessment of the student's knowledge, insight and skills in regard to a particular teaching unit, as well as an evaluation of that assessment by at least one examiner appointed for the purpose:
   - by the examination board, irrespective of the form assumed;
   - by such assessment and evaluation;
g. examination: testing by the examination board to determine whether all preliminary examinations of all teaching units pertaining to the master's programme have been successfully completed, inasmuch:
   - as the examination board has not decided that the examination should include an assessment on its own of the knowledge, insight and skills of the examinee as well as an evaluation of the outcomes of such assessment (in terms of section 7.10 of the Act);
h. examination board: the examination board of a programme instituted in terms of section 7.12 of the Act (see also the 'Structuurregeling' of the institution);
i. examiner: a person appointed by the examination board to conduct preliminary examinations in terms of section 7.12 of the Act;
j. programme committee: programme committee in terms of section 9.18 of the Act here meant the programme committee of the programme;
k. work day: Monday till Friday, except legal (statutory) holidays;
l. institution: Radboud University Nijmegen;
m. director: the director of the programme;
n. coordinator: the coordinator/study advisor of the programme;
o. dean: the dean of the faculty;
p. joint faculty meeting: the joint meeting of the 'onderdeelcommissie' and the 'facultaire studentenraad' of the faculty.

**Article 1.3 Aims and final attainments of the programme**

1. The aims of the programme are:
   a. to offer an interfaculty programme to motivated and talented future researchers in the field of cognitive neuroscience (CNS) in general and for the specializations of Language & Communication; Perception, Action & Control; Learning, Memory & Plasticity; and Brain Networks & Neuronal Communication specifically;
   b. to offer future researchers an interdisciplinary programme with orientation on natural scientific, experimental research which requires scientific skills;
   c. to enable future researchers to gain hands on research experience in unique expert surroundings;
   d. to realise a broad, diverse and qualitatively high incoming stream of students with BSc/BA-diplomas from the various faculties of the institution as well as of various other universities in the Netherlands and abroad.

2. The attainment targets of the master's programme consist of:
   a. general cognitive skills:
      - students will have acquired a way of thinking that will enable them to penetrate and solve problems, while maintaining a critical stance towards established scientific insights. They have a good overview of the scientific literature to develop a critical attitude to well-established theories and to develop new theoretical concepts for open problems in the field of CNS;
      - students will be able to formulate and analyse scientific problems at an abstract level by dividing them into testable sub-problems, differentiating between major and minor aspects;
      - students will be able to synthesize solutions to sub-problems within a scientific framework and thus contribute to the formulation of general theories;
      - students will possess knowledge about paradigms, theory, experimental methods and techniques, methods for data analysis and modelling, insofar as relevant for CNS at the Master's level;
      - students will possess sufficient skills in the fields of computing and computer science, which will enable them to design and implement computer programs and use current application programs;
   b. skills based on knowledge and insights pertaining to the field of CNS:
      - students will have gained adequate knowledge and insights pertaining to the basic sub-areas of CNS. The scope of this basic knowledge will be sufficient to allow them to do practical training in one of the research groups;
      - students will possess sufficient skills in at least one sub-area of CNS to conduct scientific research under supervision;
      - students will be able to understand scientific articles on the chosen specialization. Furthermore, they will be able to follow the developments in the chosen specialization;
      - students will be able to assimilate newly acquired knowledge of CNS and to integrate this knowledge with the knowledge they already possess. In addition, they will have the learning ability to orient themselves at specialist level in a sub-area of CNS that lies outside the chosen specialization;
   c. research methods in CNS:
      - students will be able to find relevant scientific sources relating to CNS problems that need to be solved;
      - students will be able to formulate new questions and hypotheses in the fields of CNS, and to select the appropriate pathways and research methods for solving these questions, taking into account the services and means available;
      - students will be able to set up experimental or theoretical scientific research, to systematically process and critically interpret the research results, and to formulate conclusions;
   d. general communication skills:
      - students will be able to communicate with colleagues in the same discipline about scientific knowledge, both at basic and specialist levels. They will be able to report orally and in writing, and to discuss a scientific topic in English;
- students will be able to hold an oral presentation and to write a lucid article on the research conducted and modern concepts in CNS for a general, non-specialist public;

e. reflection on society and societal problems:
- students will have gained sufficient knowledge of and insights into the role of CNS in society in order to function adequately in their future professions and reflect on societal problems;

f. professional attitude:
- students have developed an attitude of scientific integrity;
- students have the ability to realise any shortcomings or limitations; they have developed a critical attitude towards their performance as a scientist and have learned how to work on improvement in case of limitations in knowledge or expertise;

g. knowledge and skills:
- students have acquired thorough and advanced knowledge of recent international and empirical developments in the field of the three core fields of fundamental cognitive neuroscience, e.g., psycholinguistics, action, perception and consciousness, neurocognition;  
- for the specialisation Language & Communication:
  1. students have acquired a thorough and advanced knowledge of the understanding and production of language, language acquisition, the neural basis of language skills, language and the language sciences;
  2. students have acquired knowledge and skills of research techniques and methodology in the field of language behaviour;
  3. students have acquired skills in research and analysing techniques that are used in the ad art 3.1 sub 2.g.1 mentioned fields such as: speech analysis, eye movement analysis, neuroimaging techniques and computational modelling;
  4. students have acquired the competences for the practical use of knowledge and skills in specialised research in one of the fields;
- for the specialisation Perception, Action & Control:
  1. students have acquired a thorough knowledge of (visual and auditory) perception, the planning and execution of motor actions, the coordination of perception and action and its underlying neural processes;
  2. students have acquired skills in research and analysis techniques that are used in psychophysical, psychophysiological, neuro-imaging and electromyographic studies and 3D movement research;
  3. students have acquired the competencies of the practical use for research of formal (analytical and computational) theories and models of perceptual functions, sensomotoric functions and complex actions;
- for the specialisation Learning, Memory & Plasticity:
  1. students have acquired thorough knowledge of anatomical and neurophysiological aspects of the human brain, as well as knowledge of theoretical models of learning, memory and plasticity;
  2. students have acquired the skills of research methods in neuroimaging and/or neurobiology;
  3. students have acquired active knowledge and research skills for doing independent research in the neurofunctional architecture of central cognitive functions as there are: action, perception, language, learning, memory;
- for the specialisation Brain Networks & Neuronal Communication:
  1. students have acquired thorough knowledge of anatomical and neurophysiological aspects of the human brain; function and structure of neuronal networks; and theoretical and computational models of neural communication, learning, oscillatory brain states and information processing;
  2. students have acquired the skills of research methods in multi-electrode recordings and/or neuroimaging, computational modeling, detecting and characterizing brain networks using various statistical measures of association, and machine learning approaches to characterize and classify brain states;
  3. students have acquired active knowledge and research skills for doing independent research in the structure and function of brain networks underlying central cognitive functions.
**Article 1.4 Form of the programme**
The programme is presented full-time.

**Article 1.5 Examinations in the programme**
In this programme a master's examination may be written to obtain the degree of Master of Science (MSc).

**Article 1.6 Academic weight**
1. The master's examination has a weight of 120 credits (ECs) in accordance with the European Credit Transfer System, in terms of which one European credit (EC) equals 28 hours of study.
2. Only when a student has obtained more than 120 EC of CNS or CNS approved courses, is he/she allowed to drop elective courses at will (e.g. to obtain a judicium).

**Article 1.7 Language**
1. Tuition is conducted in English and preliminary examinations and the examination are written in English.
2. To receive education and take the interim examinations of the components mentioned in Article 2.1.a, students need to have sufficient knowledge of the English language. This requirement is satisfied when the student:
   a. is in the possession of a Dutch VWO diploma; or
   b. is in the possession of a diploma of secondary education, obtained at an English-language institution for secondary education in or outside the Netherlands; or
   c. has successfully completed one of the following tests:
      - TOEFL with a score of 600 (paper test), 250 (computer-based), 100 (internet-based) or higher;
      - IELTS with a score of 7.0 or higher.

**Article 1.8 Communication with students**
1. Communications that pertain to all students will be posted on, or e-mailed through, Blackboard.
2. Communications that pertain to all students during a specific semester or students of a specific course are placed on Blackboard.
3. Communications that pertain to individual students are sent to the email address that is assigned by the university (studentname@student.ru.nl). In special cases communication will take place by post. Letters sent by post will be sent to the address that the student supplied as postal address.

**Article 1.9 Code of conduct**
The faculty has instituted a code of conduct that both students and employees are intended to follow. This code of conduct is to be found in Appendix 2 of these regulations.

**Section 2 The Master's programme**

**Article 2.1 Composition of the programme**
The cognitive neuroscience master's programme comprises:

1a. five compulsory general courses:
   a. trends in cognitive neuroscience ................................................................................................... 6
   b. neuroimaging I .................................................................................................................................. 6
   c. neurophilosophy .............................................................................................................................. 6
   d. lab rotations ................................................................................................................................... 3
   e. choice from:
      - neuroimaging II: electrophysiological methods ........................................................................... 6
      - neuroimaging II: haemodynamic methods* ................................................................................ 6
* Note: if an internship (c.q., research project) involves fMRI, the course Neuroimaging II: haemodynamic methods is strongly recommended.

1b. skill training (two 3EC courses) ....................................................................................................... 6

2a. for the specialization Language and Communication:
   five core courses:
   a. the mental lexicon ......................................................................................................................... 6
   b. language and the brain .................................................................................................................. 6
c. phonetics and phonology ............................................................................................................... 6

d. multilingualism ............................................................................................................................. 6

e. semantics and pragmatics .............................................................................................................. 6

2b. for the specialization Perception, Action and Control:
   five core courses:
   a. attention and performance ........................................................................................................... 6
   b. perception ..................................................................................................................................... 6
   c. motor control ................................................................................................................................. 6
   d. social neurocognition..................................................................................................................... 6
   e. cognitive control ............................................................................................................................ 6

2c. for the specialization Learning, Memory and Plasticity:
   five core courses:
   a. molecular and cellular neurobiology .......................................................................................... 6
   b. cognitive neuroscience of memory .............................................................................................. 6
   c. psychology of learning .................................................................................................................. 6
   d. early brain development: clinical perspectives ............................................................................. 6
   e. neurobiology of (mal)adaptation .................................................................................................. 6

2d. for the specialization Brain Networks and Neuronal Communications:
   five core courses:
   a. computational neuroscience ....................................................................................................... 6
   b. quantitative brain networks .......................................................................................................... 6
   c. current advances in neuroscience techniques ............................................................................... 6
   d. Bayesian neurocognitive modeling .............................................................................................. 6
   e. brain-computer interfacing practical course ................................................................................ 6

second year:
1. two elective courses .......................................................................................................................... 12
2. practical training and experience, and MSc thesis .......................................................................... 45

Article 2.2 Set up of tuition
1. The programme comprises formal lectures and practica.
2. The practica are compulsory and have to be passed with good results before writing the preliminary examination of the course in question.
3. The programme is concluded with a master thesis in one of the disciplines within the relevant specialised field.
4. The master thesis is an individual effort that meets the academic requirements that apply for the type of study that is conducted.

Article 2.3 Choosing specialisation
1. Each student has to fill out a Training and Supervision Plan, provided on the programme’s Blackboard community site and submit this to the coordinator within the first month of starting the programme.
2. Each specialisation offers five core courses but students may propose an individualized course programme in which they can choose core courses from multiple specialisations. Such individualized curricula need to be approved by the programme’s Examination Committee.
3. Proposals to the programme’s Examination Committee that comprise changes in a curriculum can only be made within the first month of a semester.

Section 3 Preliminary examinations and examinations

Article 3.1 Examination board
1. The examination board establishes rules with respect to the procedures to be followed for interim examinations and relevant measures to be taken. The examination board may offer the examiner regulations and suggestions with respect to the assessment of those who take the interim examination and the ascertainment of the result.
2. In an exceptional case of extreme unfairness the Examination Board will be entitled to make an exception to the Education and Examination Regulations and the present Rules and Regulations.

**Article 3.2 Sequence of preliminary examinations**

1. Students are allowed to begin the MSc research project only after they have gained 42 EC. Also, a 'Research Project Agreement' has to be approved of by the director, as stipulated in the 'MSc CNS Research Project Regulations'.
2. The examination board may lay down a different implementation regulation with respect to the sequence of preliminary examinations.

**Article 3.3 Times and frequency of preliminary examinations**

1. In each academic year there will be two opportunities for writing preliminary examinations, with the first opportunity determined according to a timetable in advance.
2. Notwithstanding the stipulation in the first subparagraph above, there will be only one opportunity for taking a preliminary examination in a course that was not taught in that particular academic year.
3. If a student has passed a preliminary exam (grade ≥ 6) retaking the exam is not allowed.
4. If the preliminary examination of a course is in the form of an endpaper, the lecturer of the course may decide to allow students to rewrite their endpaper based upon written feedback from the lecturer. The exact conditions of such resubmissions (e.g., number of rewrites and deadlines) have to be announced at the start of the course.

**Article 3.4 Form and requirements of preliminary examinations**

1. The preliminary examinations are written examinations or written in the form of an assignment.
2. The examination board can decide that a preliminary examination will be passed in another form when a student asks for this by written request.
3. Students with disabilities are given the opportunity to write preliminary examinations in a manner optimally adapted to their individual disability. If necessary the examination board will obtain expert advice before making a decision.
4. If preliminary examinations are passed orally (in case of article 3.4 sub 2 and 3), that examination is public, unless the examination board or the examiner in question have ordained otherwise, or unless the student has made objections against this.
5. Oral interim examinations are administered at least in the presence of of a second examiner or an observer appointed by the examination board. Otherwise the interim examination is to be recorded. This provision does not refer to presentations and practical assignments.
6. All preliminary examination requirements shall be made known at the beginning of a course.
7. A student may request the examination board for dispensation for participation in practical trainings. This dispensation may, for example, be granted because of moral conflict. The examiner determines the alternate requirements the student has to fulfil.

**Article 3.5 Interim examination registration requirements**

1. By enrolling in a course students are automatically registered for all preliminary examinations that are part of the course.
2. If for valid reason a student cannot participate in a preliminary examination, she or he makes individual arrangements with the examiners at a reasonable point in time prior to the examination.

**Article 3.6 Determining and announcing preliminary examination results**

1. Written preliminary examinations, including assignments, are evaluated by the lecturer(s).
2. The examiner determines the result of a written preliminary examination within fifteen workdays from the day on which it was written.
3. The examiner provides, by way of the secretariat's office, the faculty administration OSP with the information required for the recording of the student's result.
4. Between the date of the announcement of the result and the date of the re-examination there has to be a minimal period of two weeks.
5. For preliminary examinations other than oral or written, the examination board decides in advance how and when the student will be provided with documentation of the results. The term for marking a paper or
6. The results of a majority of the courses are expressed in numbers in accordance with the European grading system, as follows:

A: excellent .................................................. (10)
B: very good .................................................. (9)
C: good .......................................................... (8)
D: satisfactory .................................................. (7)
E: sufficient .................................................... (6)
F: fail ............................................................. (lower than 6)

Results can be expressed by using .5 scaling (with the exception of 5.5).

7. In the preliminary examination paper the student's attention is drawn to the right of inspection as defined in article 3.8, sub 1, as well as the possibility of appeal to the Council of Appeal for Examinations within the time of four weeks after having received their grade.

8. The examiner has to keep the written preliminary examination paper for the period of two years. The master thesis has to be kept ten years.

9. In case of possible fraud during the preliminary examination, the fraud regulation is in force, as in Appendix 1 of these regulations. This regulation also concerns plagiarism.

Article 3.7 Period of validity
1. The validity duration of interim examinations is unrestricted.
2. In derogation of the provision of article 3.7.1, the examination board may restrict the validity duration of interim examination results, for didactical or substantive pedagogical reasons.

Article 3.8 Right of inspection
1. For at least four weeks after the announcement of the result of a written preliminary examination the student may request to inspect her/his evaluated work.
2. During the period stipulated in subparagraph 1 all parties concerned may be notified of the questions and assignments in the relevant preliminary examination, and if possible of the norms according to which the evaluation took place.
3. The examination board may stipulate that the inspection or notification takes place at a specified place and at least two specified times. If a party can demonstrate that he/she was unavoidably prevented from attending at such a specified place and time, he/she must be given another opportunity, if possible within the period mentioned in subparagraph 1.

Article 3.9 Course replacement
If applicable on the basis of the student's academic education preceding the registration for the master Cognitive Neuroscience, the examination board can, after having heard the student, take the decision to replace obligatory courses of the MSc curriculum by other courses. In those cases the student still has to obtain a total of 60 EC per year. As regards the involved procedure, Article 2.3.3 applies here.

Article 3.10 Appeals from decisions of examiners
A student may lodge an appeal to the assessment of his or her work by the examiner. An objection procedure has been designed to do so (Appendix 3).

Article 3.11 Final Examination
1. Before determining the result of the final examination, the examination board will provide a concluding evaluation of the master's thesis.
2. Submission of the master's thesis to the student journal constitutes a prerequisite for completion of the programme.

Article 3.12 Advice
If a student has gained less than 60 EC within 2 academic years, the director, unless there are special circumstances, will strongly advise him/her to leave the programme.
Article 3.13 Degree
1. Candidates who have successfully written the examination will be awarded the Master of Science (MSc) degree.
2. The awarded degree will be recorded on the examination certificate.

Article 3.14 Judicia
1. The examination board recommends students for a judicium, based on the requirements noted in the EER RM Master Cognitive Neuroscience.
2. The following judicia are awarded for the result of the Master's examination. In case more than one judicia are applicable, the highest one counts.
   a. Passed: a grade of 6.0 or higher for all interim examinations.
   b. Bene meritum: a grade of 6.5 or higher for all interim examinations, an average grade point for all interim examinations excluding the Master's thesis of 7.5 or higher and a grade of 7.5 or higher for the Master's thesis.
   c. Cum laude: a grade of 7.0 or higher for all interim examinations, an average grade point for all interim examinations excluding the Master's thesis of 8.0 or higher and a grade of 8.0 or higher for the Master's thesis.
   d. Summa cum laude: a grade of 7.5 or higher for all interim examinations, an average grade point average for all interim examinations excluding the Master's thesis of 9.0 or higher and a grade of 9.0 or higher for the Master's thesis.
3. Dispensations are not taken into account in determining the judicium.
4. No judicium other than Passed will be awarded if:
   a. the student has been granted dispensation covering more than 60 EC;
   b. more than one re-examination has been taken for one of the interim examinations;
   c. the student is caught committing fraud and the examination board has registered this fraud on file;
   d. the student has taken more than two years and four months to complete the programme.
5. The examination board may deviate from any of the rules of this article if the board decides that there is justification to award a higher judicium.

Section 4 Prior education
Article 4.1 Admission requirements for the programme
1. Applicants for this master programme have to apply by sending a letter with motivation to the examination board with copies of the diplomas etc. mentioned in member 3 of this paragraph.
2. The examination board decides on the admission by means of an individual check which includes an interview.
3. To the individual procedure are admitted BA/BSc-graduates who passed with good results a BA/BSc examination in cognitive science, behavioural science, (bio)medical science, linguistics and natural sciences, or related discipline.
4. The criteria for admission may be different for each of the four specializations (language and communication; perception, action and control; learning, memory and plasticity; brain networks and neuronal communication).
5. The examination board may decide that a candidate is admitted to the MSc programme in spite of deficits but may request the candidate to take additional courses in the faculties mentioned in article 1.1.

Article 4.2 Certificates of admission
For admission the following certificates are required:
1. the BA/BSc-diplomas mentioned in article 4.1 sub 3 or diplomas equal to those;
2. written proof of the positive conclusion of the individual check mentioned in article 4.1 sub 2;
3. written proof of the adequate command of the English that is required for the participation in the tuition and preliminary examinations;
4. and, in the case that a student does not have Dutch nationality: a copy of the passport.
Article 4.3 Admission to the programme
1. Students can start the programme on two specific dates. More specifically, a student can enter the programme at the start of either the first semester or at the start of the second semester.
2. At admission, students need to have fulfilled all the requirements for the Bachelor diploma.

Section 5 Tuition

Article 5.1 Academic progress administration
The faculty will record students' individual academic results.

Article 5.2 Tuition
The dean is responsible for the introduction and tuition of students registered for the programme.

Section 6 Concluding and introductory regulations

Article 6.1 Transitional regulations
These tuition and examination regulations apply to students who commence their studies in cognitive neurosciences with effect from the 2013/2014 academic year.

Article 6.2 Determination and amendments
1. Determination or amendment of these tuition and examination regulations takes place by the dean of the faculty after consultation with the programme committee and consent by the Joint Faculty Meeting.
2. An amendment may moreover not influence any other decision taken by the examination board about a student in terms of these regulations to the prejudice of the student.

Article 6.3 Promulgation
1. The dean of the faculty is responsible for promulgating these regulations, the regulations and guidelines laid down by the examination board and any amendments to these documents in an appropriate manner.
2. Any interested party can obtain a copy of the documents referred to in subparagraph 1 from the faculty office.

Article 6.4 Coming into effect
These regulations will come into effect on September 2, 2013.
Any education and examination regulations laid down previously for the degree programmes referred to will cease to apply from that date onwards.
As confirmed by the Dean, June 27, 2013.
Appendices EER M Cognitive Neuroscience 2013-2014

Appendix 1 Fraud and plagiarism

Fraud
1. If a participant is found to have committed fraud while undertaking a written examination, the invigilator will immediately take note of this on the available protocol document. The invigilator will also make a note of this on the answer sheets of the participant suspected of fraud, either immediately when the fraud is detected or later when the participant submits the examination booklet. At the end of the examination, the invigilator makes a written report about the fraud. The student is given the opportunity to add his/her own written comments. The written report and any comments are given to the examiner involved, who must then contact the Examination Board for further processing.
2. In the event of fraud, in whichever form, during an examination, the Examination Board can exclude the student from participating further in the examination in question, as well as other examinations for a period not exceeding one year after the detection of the fraud.
3. In the event of serious fraud, the student's enrolment in the degree programme can be permanently cancelled at the Examination Board's proposal.
4. Paragraphs 2 and 3 are also valid in the event of fraud in written papers and other written (or digital) products.

Plagiarism
1. Plagiarism will be understood to mean: the copying of texts, thoughts or arguments belonging to others which the student has presented as his or her own work.
2. To check for plagiarism, the examiner is permitted to use the anti-plagiarism program Ephorus.
3. In the event that the examiner has detected plagiarism, the Examination Board will decide which sanctions will be imposed on the student.
4. Depending on the gravity and the extent of the plagiarism, the Examination Board can impose different sanctions, varying from a reprimand to exclusion from participating in examinations for one year and, for serious or repeated cases, exclusion from the degree programme. These sanctions are the same for other forms of fraud.

Appendix 2 Rules of conduct

The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct in the faculty. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to take care of them.

Points of reference
The faculty seeks to provide an atmosphere characterized by:
- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that
- everyone should be treated with respect, without being offensive or hurtful. Treat others as you want to be treated by others. This goes for all forms of communication including verbal, written, e-mail, blackboard, chat-rooms, course evaluations, contacts with secretary and supporting staff;
- everyone makes sure to familiarize themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, users' regulation RU-network and Surf-net) as well as the agreements made with respect to attendance, deadlines, review period, completing assignments, among others;
- one sticks to an agreement once made;
- students and lecturers are jointly responsible for the successful functioning of the educational process. They can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and last minute changes in the educational organisation and content, for instance via Blackboard;
- everyone respects each other's properties and takes care of locations and materials used.

Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

Appendix 3  Rules and Regulations Examination Board

Article 1 Scope
The following is in regards to the regulations introduced by the Examination Board for the degree programme in Cognitive Neuroscience to ensure a smooth procedure during all examinations and related degree components.

Article 2 Definitions
Any terms used in the present regulations that are also contained in or arise from the Structure Regulations will retain the meaning given to them in those regulations. Furthermore the following terms will be understood to mean:
1. Education and Examination Regulations: the education and examination regulations that apply for the Master's programmes in Cognitive Neuroscience, introduced by the faculty dean, and hereinafter referred to as the EER;
2. Examination Board: the Examination Board of the Bachelor's and Master's programme in Cognitive Neuroscience;
3. Examiner: a person appointed by the Examination Board to administer examinations and determine the results;
4. Examination components: the courses listed in the EER that the student must follow and the related examinations that the student must complete successfully to obtain the Master's degree;
5. Examination: an evaluation of the student's knowledge, understanding and skills concerning a specific degree component and the assessment given for this evaluation by at least one of the examiners appointed by the Examination Board; the term 'examination' is understood to mean all test forms;
6. Student: a person enrolled for and preparing to complete a Master's degree;
7. Graduation candidate: a person who has completed the requirements for the Master's degree;
8. OSP: the faculty's education service centre, Montessorilaan 3, A.01.07;
9. OSIRIS: the university's student information system;

Article 3 Composition
1. The Examination Board consists of three or five members, the majority of whom must be part of the academic teaching staff in the relevant degree programme(s).
2. The student advisor also acts as an advisor to the Examination Board.
3. After consulting with the director of the relevant education institute and hearing the other members of the board, the dean will appoint the members and the chair for a period of four years.

Article 4 Day-to-day affairs
1. The Examination Board will appoint a vice chair who will replace the chair when he or she is absent.
2. The Examination Board will appoint a secretary from among its members who is responsible for preparing meetings and implementing decisions, among other things.
3. The chair and the secretary are responsible for handling day-to-day affairs.
4. The Examination Board authorises the chair and the secretary to sign certain documents, either jointly or separately, on behalf of the Examination Board.

Article 5 Work procedure
1. The Examination board convenes twice a year, in the second month of each semester.
2. The agenda is set by the secretary and the advisor.
3. Decisions by the Examination board are communicated through email by the secretary.
Article 6  Specific tasks of the examiner
1. The examiner ensures an orderly course of an examination.
2. The examiner may determine that the student is not permitted to take the examination papers with him/her at the end of an examination.
3. The examiner determines in advance and publishes in due time which auxiliary materials may be used by the student during the examination.

Article 7  Unforeseen circumstances and hardship clause
1. In individual cases not covered by these regulations, or insufficiently covered by these regulations, the Examination Board will be authorised to decide.
2. In exceptional cases of extreme unfairness, the Examination Board will be entitled to make exceptions, in favour of the student, to the Education and Examination Regulations and the present Rules and Regulations.

Article 8  Appeal procedure for assessment of a degree component
1. If a student does not agree with the assessment of an examination, he/she can lodge an appeal with the examiner during or after the review or feedback session for the examination.
2. If a student has not been able to reach an agreement with the examiner, he/she can lodge an appeal with the Board of Appeal for Examinations. This appeal must be lodged within a period of four weeks after the examination results have been determined. If the examiner has not provided the results within this period of four weeks, the student can lodge a 'pro forma' appeal with the Board of Appeal for Examinations to request an extension for the appeal.

Article 9  Complaints
1. Complaints and appeals with regard to procedures during an examination can be lodged with the Examination Board.
2. The complaint or appeal must meet the following formal requirements:
   a. written and signed letter (not an email);
   b. individual letter (not a group letter);
   c. personal letter with reasons (not a standard letter);
   Complaints and appeals will only be processed if they meet the requirements stipulated in a. to c.

Article 10  Amendments
Amendments applicable to the current academic year will only be introduced if they have not reasonably been considered detrimental to the interests of examinees or graduation candidates.

Article 11  Entry into force
These regulations shall enter into force with retroactive effect to September 2, 2013.