



Universiteit Leiden

COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2019

Master's programme in **Psychology (research)**

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees;
- the Regulations for Admission to Master's Programmes.

Pursuant to Article 7.14 of the Act, the Faculty Board regularly evaluates the OER and considers, for the purpose of monitoring and adjusting the study load, how much time it takes students to comply with them. In accordance with Article 9.18 of the Act, the Programme committee is assigned the task of annually assessing the implementation of the OER

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Chapter 1 General Provisions

Article 1.1 Scope of the regulations

These regulations apply to the teaching and examinations of the Master's programme(s) in Psychology (research) henceforth referred to as the programme.

The programme is instituted in the Faculty of Social and Behavioural Sciences of Leiden University hereinafter referred to as: the Faculty, and is taught in Leiden by the Institute of Psychology.

Article 1.2 Definitions

In these regulations the following definitions apply:

- a. Board of Admissions: the Board established by the Faculty Board that has the duty of determining, with the application of the entry requirements referred to in Article 7.30b, (1) and (3) of the Act and the University Regulations for Admission to Master's Programmes, which applicants can be admitted to this Master's programme;
- b. Board of Examiners: the Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act;
- c. component: a unit of study in the programme, as defined in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is associated with an examination;
- d. credit: the unit in EC that expresses the study load of a component as referred to in the Act. According to the ECTS, one credit equals 28 hours of study;
- e. degree classification: further degree classification by the Board of Examiners;
- f. ECTS: European Credit (Transfer System);
- g. Prospectus: the electronic prospectus containing specific and binding information about the programme. The Prospectus is included as an attachment to these regulations;
- h. examination: an inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). An examination may consist of several constituent examinations. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examination and final examinations;
- i. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;

- j. final examination: the examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 of the Act;
- k. first/second reader the first or second examiner to read and assess the thesis/final paper/final report. The first reader/reviewer is also the supervisor;
- l. Leiden Register of Study Programmes register of the programmes offered by Leiden University, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Executive and Management Regulations;
- m. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document¹;
- n. nominal duration of study the study load in years of study as established in the Central Register of Higher Education Programmes;
- o. portfolio: a monitoring and assessment file with which students (1) demonstrate that they have achieved a sufficient level of academic education to be awarded the degree; (2) record their personal process of academic learning during the programme; and (3) receive appropriate supervision and study advice;
- p. practical: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d) of the Act, that takes one of the following forms:
- writing a thesis/final paper/final report,
 - writing a paper or creating an artistic work,
 - carrying out a research assignment,
 - participating in fieldwork or an excursion,
 - completing an internship, or
 - participating in another educational activity aimed at acquiring particular skills;
- q. programme: the programme to which the OER relate: a coherent set of components, aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is associated with a final examination;
- r. student: a person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations associated with the programme;

¹ [Leiden register of Study programmes Framework Document](#)

- s. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW];
- t. working day: Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;
- u. master's thesis: the result of one of the practicals as referred to under p, first bullet;

The other definitions have the meaning that the Act ascribes them.

Article 1.3 **Codes of conduct**

1.3.1 The Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students is applicable.² The aim of this code is to create a framework for a good, safe and stimulating work and study environment within Leiden University, in which teachers and students respect each other and in which mutual acceptance and trust are important values.

1.3.2. The Leiden University Regulations on ICT and Internet Use are also applicable.³ These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and the consequences that apply.

1.3.3 Furthermore, the following Faculty codes of conduct apply to the programme: not applicable.

Chapter 2 **Description of the Programme**

Article 2.1 **Objectives of the programme**

See article 2.3

Article 2.2 **Specialisations**

The programme offers the following specialisations or tracks:

- Developmental Psychology
- Clinical and Health Psychology
- Cognitive Neuroscience
- Social and Organisational Psychology

The student chooses one track on entering the programme.

Article 2.3 **Learning outcomes**

The following achievement levels apply with regard to each track:

²[Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students](#)

³[Leiden University Regulations on ICT and Internet Use](#)

Knowledge and Understanding

Graduates demonstrate advanced knowledge and understanding of

1. classic and contemporary theoretical models to explain decision making and action control in self-regulation of human behaviour, in general and in the domain of specialization.
2. methodologies and data collection techniques designed to answer research questions at the appropriate level of aggregation (society, organization, group, individual) and/or test specific hypotheses.

Applying Knowledge and Understanding

Graduates demonstrate the comprehensive ability to:

3. analyse psychological phenomena at the appropriate level of aggregation (society, organization, group, individual) and translate these analyses into scientific research questions.
4. critically select, study and review literature that is relevant to the issue.
5. develop, implement and evaluate interventions aimed at changing behaviour at the appropriate level of aggregation: society, organization, group, individual.
6. choose and apply appropriate statistical methods and to critically evaluate the outcomes of different statistical analyses.
7. acknowledge the added value of applying scientific knowledge or methods from (sub)disciplines other than one's own domain of specialisation.

Judgement

Graduates demonstrate the comprehensive ability to:

8. form judgements on the basis of a proper selection, understanding, valuation and integration of the available scientific evidence.
9. reflect on the social and ethical responsibilities associated with the application of scientific knowledge, advices or judgements. In the context of diagnosis and treatment and in academic research situations, professional conduct will be assessed in the obligatory components of all Master's programme specializations in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects. The assessment method will be regulated by the Board of Examiners of the Institute of Psychology, and laid down in the Rules and Regulations.

Communication

Graduates demonstrate the comprehensive ability to:

10. communicate (orally and in writing) about scientific knowledge, the empirical evidence on which this knowledge is based, and its theoretical or applied implications, to (non)specialist, multi-disciplinary audiences.

Learning Skills

Graduates demonstrate the comprehensive ability to:

11. critically reflect on the strengths and weaknesses of their own and others' research, in order to design follow-up research.
12. develop autonomy and confidence in designing and conducting research, as well as contribute to a research group by proper management and filing of research data.

Article 2.4 **Structure of the programme**

The programme offers full-time tuition.

The nominal duration of the programme is 2 year.

Article 2.5 **Study load**

The programme has a study load of 120 ECTS credits.

Article 2.6 **Start of the programme; uniform structure of the academic year**

The programme starts on 1 September and on 1 February of each year. In terms of regular courses, the programme is based on the university semester system and comprises 42 teaching weeks.

Article 2.7 **Final examinations of the programme**

The programme is associated with a master's final examination.

Article 2.8 **Language of instruction**

2.8.1 In accordance with the Code of Conduct on the Language of Instruction and Examination⁴ the language of instruction and examination in the programme is *English*. Students are expected to have an adequate command of the language of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.3. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.8.2 Contrary to Article 2.8.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.⁵

Article 2.9 **Quality**

The programme is accredited by NVAO⁶ and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

Chapter 3 Curriculum

⁴ [Code of Conduct on Language of Instruction](#)

⁵ [Guideline on Language Policy](#)

⁶ The Accreditation Organisation of the Netherlands and Flanders.

Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 100 credits. These compulsory components include the pre-defined components from which students are obliged to choose. The components are listed in Appendix 1.

3.1.2 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level⁷, contents and structure of the components in the curriculum. Entrance requirements are formulated in appendix I and in said prospectus as well.

Article 3.2 **Optional components**

3.2.1 Alongside the components referred to 3.1.1, the student selects components worth a total study load of 20 credits depending on the chosen specialisation. Electives are to be chosen from the master programme of Psychology (research) or from appendix 1 article 1.1.f and the list in 1.1.g..

3.2.2 The Board of Examiners must approve the student's selection of components.

3.2.3 In addition to the components taught at this university, and subject to the approval of the Board of Examiners, students may also select components offered by other Dutch or foreign universities, or components offered by another legal entity offering accredited undergraduate higher education programmes.

3.2.4 Students who are enrolled in the programme may assemble their own programme of components that are taught by an institution, as long as a final examination is associated with these. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the programme is considered to belong.⁸ If necessary, the Executive Board appoints a Board of Examiners to take this decision.

Article 3.3 **Practicals**

3.3.1 For each component, the Prospectus specifies which practicals are included, the nature and scope of the student's workload for these practicals and whether participation in these is a condition of entry to (other parts of) the examination. The Board of Examiners may exempt students from a practical, in which case the Board choose to apply alternative conditions.

3.3.2 The Prospectus specifies the scope and study load of the thesis/final paper/final report, including the requirements that the final assignment/thesis/final report must meet.

Article 3.4 **Sitting examinations and taking part in programme components**

3.4.1 Students who wish to sit an examination must register no later than ten days before the date of the examination, in line with the applicable procedure.

⁷ In accordance with the 'abstract structure', as described in the Framework Document of the Leiden University Register of Study Programmes.

⁸ In accordance with Article 7.3h of the WHW ('free curriculum in higher education').

3.4.2 Students are allocated to components in order of registration, on the provision that, provided they register in the specified time, students who are enrolled in a programme are guaranteed access to the components that are obligatory to the programme. Students may only take certain components once they have passed the examination of a preceding component. The Prospectus and appendix 1 of this OER specifies the components to which this condition applies.

Article 3.5 **Distribution of study materials**

3.5.1 Students are not permitted to make audio or video recordings of lectures or education-related meetings without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the recording for their own use; all forms of distribution or publication of the recordings are prohibited.

3.5.2 Students are prohibited from all forms of distribution or publication of study materials. The materials are for students' own use only.

Chapter 4 Examinations, Final Examination and Further Education

Article 4.1 **Frequency of examinations**

4.1.1 Examinations are held twice during the academic year for each component offered in that year. The Board of Examiners determines the manner of resit for practicals.

4.1.2 If a component comprises a practical, students may only sit the examination as referred to in 4.1.1 if they have passed the practical, unless the Prospectus states otherwise or unless the Board of Examiners decides otherwise.

4.1.3 If the mark for a component results from several constituent examinations, it is possible to depart from the number of examinations and resits as referred to in 4.1.1, on the understanding that students are given the opportunity to resit and pass the component by taking an examination that is representative for the component. If applicable, this is specified in the Prospectus.

4.1.4 In accordance with Article 7.13 (2) (h) of the Act, the Prospectus specifies the dates of the examinations.

4.1.5 The Board of Examiners may set certain rules for taking the resit. These rules are specified in the Rules and Regulations of the Board of Examiners.

4.1.6 Contrary to the provisions of Article 4.1 and at a student's request, the Board of Examiners may in exceptional circumstances allow an additional resit.

4.1.7 If a student has passed an examination linked to a given component but nevertheless resits this examination without the permission of the Board of Examiners, this result is not valid.

Article 4.2 **Obligatory sequence**

4.2.1 The Prospectus and Appendix 1 specifies the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

4.2.2 For the components and their attendant examinations which must be completed in a given sequence, the Board of Examiners may in special cases, and following a substantiated written request by the student, agree to an alternative sequence.

Article 4.3 **Form of examination**

4.3.1 The Prospectus states whether an examination or constituent examination for a component will take the form of a written, oral or other test.

4.3.2 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,⁹ before reaching a decision.

4.3.3 In special cases, the Board of Examiners may, at the request of the student and within the scope of the OER, permit a student to sit an examination in another manner than specified in the Prospectus.

4.3.4 Examinations are held in the language(s) of instruction for this programme that are specified in the OER. At the request of the student, the Board of Examiners may permit him or her to sit an examination in another language.

4.3.5 The final report is a written research report and as specified in the Prospectus.

Article 4.4 **Oral examinations**

4.4.1 Students take oral examinations individually, unless the Board of Examiners decides otherwise.

4.4.2 Oral examinations are public, unless the Board of Examiners or the examiner concerned decides otherwise owing to special circumstances, or unless the student objects.

Article 4.5 **Rules and regulations set by the Board of Examiners**

4.5.1 In accordance with Article 7.12b (3) of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in the event of fraud.

4.5.2 The Board of Examiners must guarantee that students are entitled to appeal against decisions of the Board of Examiners or the examiners.

Article 4.6 **Assessment**

⁹ [Protocol on Studying with a Disability](#)

4.6.1 The examiner determines the mark immediately after an oral examination has been conducted. The student is informed of this through the University study progress system.

4.6.2 The examiner marks any written examination or other form of examinations or constituent examination within 15 working days of the day on which the examination or constituent examination was taken, and informs the departmental office of the result by entering this into the University study progress system. The student is informed of this through the University study progress system. The student will be informed of the result at least five working days before the next resit of the examination. If this deadline is not met, the resit can be postponed.

4.6.3 If the examiner is unable to comply with the period of 15 working days specified in Article 4.6.2, the student is notified accordingly through Blackboard or Brightspace and in a personal mail to the student's u-mail address before this term expires. This notification includes the latest date by which the student will be informed of the result.

4.6.4 The examination result (final grade; not a partial grade) is expressed as a whole number or a number to a maximum of one decimal place up to and including 1.0 and 10.0 (only 0,5). The result is not to be expressed as a number between 5.0 and 6.0. A partial result is expressed as a whole number or a number to a maximum of one decimal place up to and including 1.0 and 10.0.

4.6.5 The result of the examination is considered to be a pass if the result is 6.0 or higher.

4.6.6 Not applicable.

4.6.7 Together with the written or electronic notification of examination results, students are also informed of their right to inspect their marked examination papers, as referred to in Article 4.8, as well as of the appeals procedure.

4.6.8 The Board of Examiners may draw up rules that specify under which conditions it may exercise its power as specified in Article 7.12b (3) of the Act to determine that students do not have to pass every examination and/or under which conditions the results of constituent examinations can compensate for each other. These rules are specified in the Rules and Regulations of the Board of Examiners.

Article 4.7 **Validity of examinations**

4.7.1 The Faculty Board may limit the validity of an examination pass, subject to the authority of the Board of Examiners to extend the period of validity in individual cases. The period of validity of an examination pass may only be limited if the examined knowledge, understanding or skills are demonstrably outdated.

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself. In the event of special circumstances in the sense of article 7.51, second clause, of the law, the Board of Examiners will act in accordance with the pertinent provisions in article 7.10, fourth clause of the law.

4.7.3 The validity period referred to in Article 4.7.1 starts on 1 September of the academic year following that in which the mark was obtained or the exemption granted.

Article 4.8 **Inspection and feedback session**

4.8.1 Students are entitled to view their marked examination for a period of 30 days following the publication of the results of a written examination.

4.8.2 During the period referred to in 4.8.1, students may inspect the examination questions and assignments, as well as the marking schemes used to mark the examination.

4.8.3 The time and manner of the inspection and feedback session on the examination is specified in the Prospectus.

4.8.4 The Board of Examiners is authorised to decide whether the viewing of the examination paper and the feedback session are to be collective or individual.

4.8.5 The examiner determines where and when the viewing of the examination paper and the feedback session will take place.

4.8.6 Students who are unable to attend the feedback session due to demonstrable circumstances beyond their control are granted another opportunity, if possible within the period referred to in 4.8.1.

Article 4.9 **Exemption from examinations and/or practicals**

At the student's request and after consultation with the examiner in question, the Board of Examiners may grant the student exemption from one or more examinations or practicals if the student:

- has completed a component at a research university or university of applied sciences that is similar in content and level to the component for which the student is requesting exemption, or
- has demonstrated, through relevant work or professional experience, that he or she has acquired sufficient skills and knowledge in relation to the component in question.

In principle, no exemption will be granted for the master's internship. No exemption will be granted for the master's thesis.

Article 4.10 **Final examination**

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed.

4.10.2 As part of the final examination, the Board of Examiners is entitled to conduct its own evaluation of the knowledge, understanding and skills of the examination candidate and assess the results.

4.10.3 The degree is only conferred once the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One degree certificate is

awarded for each programme. The degree certificate states that the programme or specialisation was delivered by Leiden University.

4.10.4 Pursuant to the regulations referred to in Article 7.11 (3) of the Act, a student who is entitled to graduate may ask the Board of Examiners to postpone graduation, as long as the student has not exceeded the maximum period of enrolment of three years for the programme in question.

4.10.5 This request must be submitted within five working days of the student receiving notification of his or her final examination results. In the request the student must indicate when he or she wishes to receive the degree certificate.

4.10.6 The Board of Examiners may also approve the request if refusing it would result in a considerable injustice.

4.10.7 A supplement in Dutch or in English that conforms to the standard European Diploma Supplement, including the grading table applicable for the degree, is attached to the degree certificate. In addition to the degree certificate, students are issued with a translation of the degree certificate and a certificate in Latin.

Article 4.11 **The degree**

4.11.1 The degree of Master of Science is awarded to those who have passed the final examination of the programme.

4.11.2 The degree certificate specifies which degree has been awarded.

Article 4.12 **Degree classification**

4.12.1 The student is awarded a mark for the final examination.

4.12.2 The final mark is based on the weighted average of the marks obtained for all examinations that form part of the final examination, with the exception of the examinations for which an exemption was granted or examinations for which the student only obtained a proof of attendance. Components completed from other programmes, including components followed abroad, must be approved by the Board of Examiners.

4.12.3 The weighted average of all marks is determined by multiplying the number of ECTS credits for each component by the mark awarded for this component, adding these together and then dividing the result by the number of credits earned.

4.12.4 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and diploma supplement include the 'cum laude' classification if the following conditions are met for the full-time programmes:

- the weighted average for all components is 8.0 or higher;
- the mark for the Master's thesis is 8.0 or higher;
- the examination was passed within the nominal duration of study + 1 year.
- none of the examinations required a resit.

The Board of Examiners sets corresponding conditions for part-time programmes, proportionate to the nominal duration of the study programme.

4.12.5 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and the diploma supplement include the 'summa cum laude' classification if the following conditions are met for the full-time programmes:

- the weighted average for all components is 9.0 or higher;
- the mark for the Master's thesis is 9.0 or higher;
- the examination has been passed within the nominal duration of study.
- none of the examinations required a resit.

The Board of Examiners sets corresponding conditions for part-time programmes, proportionate to the nominal duration of the study programme.

4.12.6 The Board of Examiners may also decide to award a distinction in other, exceptional cases, on the condition that the weighted average mark does not differ by more than 0.5 from the marks stipulated in the fourth and fifth paragraphs above. This may involve such considerations as the student's development throughout his or her study programme, any exceptional performances on the part of the student in completing the final paper or thesis and any other relevant exceptional circumstances.

4.12.7 If a student has been subject to disciplinary measures as a result of irregularity, fraud or plagiarism, he or she is not awarded a distinction.

Article 4.13 **Further education**

The degree awarded grants the holder access to a PhD programme.

Chapter 5 Admission to the Programme

Article 5.1 **Confirmation of admission**

5.1.1 The Faculty Board provides confirmation of admission if the student meets the entry requirements specified in Articles 5.2 and 5.3, as long as the maximum number of students that the Executive Board has determined may be enrolled in the programme has not been exceeded. If admission is on the basis of Article 5.2.1, the proof of registration is also confirmation of admission.

5.1.2 Confirmation of admission must be applied for according to the rules set out in the Regulations for Admission to Master's Programmes.¹⁰

Article 5.2 **Admission to the programme**

5.2.1 Pursuant to Article 7.30b (1) of the Act holders of one of the following degrees may be admitted to the programme and one of its specialisations or who have successfully completed the following pre-master's programme::

¹⁰[Regulations for Admission to Master's Programmes](#)

Without prejudice to the stipulations in article 5.1.2 regarding maximum capacity, persons with a bachelor's degree from a university programme or an equivalent degree will be granted admission to the programme who:

- possess the skills, understanding and knowledge that are required for earning the bachelor's degree in Psychology or a related field; including the basic knowledge on university level of the following components, more specifically the knowledge on university level of the following topics:
 - introduction to psychology
 - social and organisational psychology
 - personality psychology
 - cognitive psychology
 - neuropsychology and/or psychophysiology and/or biopsychology
 - clinical and abnormal psychology
 - developmental and educational psychology
 - theory or training in interpersonal skills, such as interview, counselling, discussion techniques.
 - theory or training in psycho diagnostics
 - advanced courses (at least 30 EC) on a third year Bachelor level on topics pertaining to the preferred master specialisation within the MSc Psychology.

and

- have sufficient knowledge of Methodology and Statistics (at least 20 EC): introductory and more advanced courses in methodology and statistics of psychological research (including psychometrics, multivariate data-analysis) and the use of SPSS.

and

- A high grade for the bachelor thesis (at least 7.5 or equivalent).
- A high average grade for bachelor coursework (at least 7.5 or equivalent).

5.2.2 The Board of Admissions may, on request, admit persons to the programmes who do not meet the requirements specified in 5.2.1 but who can demonstrate to the satisfaction of the Board of Admissions that they possess the same level of knowledge, understanding and skills as holders of a degree specified 5.2.1, possibly under further conditions, without prejudice to the conditions specified in 5.2.4.

Article 5.2.3 **Dutch and English languages**¹¹

5.2.3.1 As further clarification of Article 2.8 concerning command of the language of instruction, a student who wishes to be admitted to an English-taught master's programme must have one of the following diplomas:

- An International Baccalaureate diploma (or other with English A);
- A diploma of secondary or higher education completed in the US, the United Kingdom, Ireland, New Zealand, Australia or Canada (with the exception of French-taught education in Canada);
- A diploma of an English-taught university degree programme completed at a Dutch research university;
- A pre-university education (VWO) diploma.

¹¹ Letter of the Minister of Education, Culture and Science of 11 July 2018, decision on costs of standardised tests.

- A high school (or higher) diploma determined by SEA (Admissions Office) in an EER country, where English has been studied up to and including the final year of the programme, and where the level of English can be considered comparable to Dutch VWO (pre-university education).

5.2.3.2 If a student who wishes to be admitted does not meet the requirements in 5.2.3.1, at least one of the following language requirements can be set:

An IELTS score of 7,5 or a TOEFL score of 113/263/625 or a Cambridge CPE/CAE score of 191 (for non-native speakers of English) with at least an IELTS score of 7,0 on partial scales of these tests and at least a TOEFL score of 25 (reading), 25 (listening), 23 (speaking) and 27 (writing) on partial scales of these tests and at least a Cambridge CPE/CAE score of 185 on partial scales of these tests.

5.2.3.3 As further clarification of Article 2.8 concerning command of the language of instruction, a student who is not a native Dutch speaker and who wishes to be admitted to a Dutch-taught master's programme must have passed TUL-*halfgevorderd* (equivalent to state examination NT2-II) or TUL-*gevorderd*.

5.2.3.4 If so wished, the language requirements specified in this article can be included as one of the qualitative admission requirements referred to in Article 5.2.4.

Article 5.2.4 **Qualitative admission requirements**

5.2.4.1 In addition to the requirements specified in 5.2.1 or and 5.2.2, the following qualitative admission requirements apply for the programme pursuant to Article 7.30b (2) of the Act:
not applicable

5.2.4.2 Where article 5.2.4.1 applies, the admission requirements will be implemented as follows:
not applicable

5.2.4.3 Where article 5.2.4.1 applies, the deadline for the admission requirements is as follows:
not applicable

Article 5.2.5 **Capacity limitation**

5.2.5.1 If the Executive Board has determined a maximum capacity for the programme, the order of admission will be determined by the qualitative admission requirements as referred to in Article 5.2.4.1.

5.2.5.2 Where article 5.2.5.1 applies, the method of selection on the grounds of the criteria will be as follows: not applicable

5.2.5.3 Where article 5.2.5.1 applies, the deadlines for selection are as follows: not applicable

5.2.5.4 Where article 5.2.5.1 applies, the weighting of the criteria will be as follows: not applicable

Article 5.3 **Deficiencies**

5.3.1 Holders of a bachelor's degree from a research university, a related university bachelor's diploma as referred to in 5.2.1, point b or an equivalent diploma with 5 credits of deficiencies, may be

admitted to the programme, as long as it may reasonably be expected that they will meet the entry requirements within a reasonable period of time.

5.3.2 Students who still have the deficiencies referred to in 5.3.1 when admitted to the programme may participate in the programme but may not sit any final examinations or examinations that the Faculty Board has specified in its decision to grant admission.

5.3.3 For the admission referred to in 5.3.1 the Board of Admissions assembles a catch-up programme with examination opportunities.

5.3.4 If students are admitted to the programme on the basis of 5.3.1 and must sit examinations to meet the entry requirements, these are not considered part of the curriculum of the Master's programme.

Article 5.4 **Bridging programmes** (Pre-master's)

Not applicable.

Chapter 6 Student Counselling and Study Advice

Article 6.1 **Student progress report**

6.1.1 The Faculty Board keeps records of the results of individual students.

6.1.2 Students may inspect their results in the student progress system at any time.

Article 6.2 **Introduction and student counselling**

The department is responsible for the introduction and student counselling.

Article 6.3 **Supervision of the thesis**

6.3.1 The student draws up a plan for the thesis together with the first reader, as referred to in 3.3.2. This plan is based on the study load for this component, as specified in the Prospectus.

6.3.2 The plan referred to in 6.3.1 also specifies the frequency and manner of supervision.

Article 6.4 **Professional sports**

Students who play sports at a professional level are given the opportunity to adjust their study programme to their sporting activities wherever possible. The department determines who falls within this category in line with the guidelines drawn up by the Executive Board.

Article 6.5 **Disability or chronic medical condition**

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical

condition. The programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the programme itself.¹²

Article 6.7 Study and internships abroad

Special measures will be taken for students who suffer from a demonstrable delay in their studies as a result of study or an internship abroad that has been approved by the Board of Examiners, in order to limit the delay.

Chapter 7 Evaluation of the Programme

Article 7.1 Evaluation of the programme

The programme is evaluated as follows:

- students fill out questionnaires upon completion of each course of the programme. The results are presented to the research master programme committee. The committee advises the programme board on measures for quality improvement.
- Students fill out a questionnaire at the end of their programme on all aspects of the programme. The results are presented to the master programme committee. The committee advises the programme board on measures for quality improvement.
- Course coordinators will inform students on changes made to the course, based on previous evaluations.

The Programme Board/Programme Director will inform the Programme Committee about the outcomes of the evaluation.

Chapter 8 Final Provisions

Article 8.1 Amendments

8.1.1 Amendments to these regulations are implemented by a separate order of the Faculty Board or the programme committee, depending on the topics concerned, with the prior consent of the Faculty Council.

8.1.2 Amendments to these regulations which apply to a particular academic year must be implemented before the start of that year and published in the prescribed manner, unless earlier implementation of an amendment to the regulations is strictly necessary and in all reasonableness does not harm the students' interests.\

8.1.3 Amendments to these regulations may not adversely affect any prior decision pertaining to students taken by the Board of Examiners on the basis of these regulations.

Article 8.2 Publication

The institute is responsible for publishing these regulations, the rules and guidelines set by the Board of Examiners, and any amendment to these articles via the University website.

¹²[Protocol on Studying with a Disability](#)

Article 8.3 **Term of application**

The OER apply for the duration of one academic year.

Article 8.4 **Entry into force**

These regulations enter into force on 1 September 2019.

Appendix 1: Programme Contents

1a. Compulsory Coursework

All students must follow the compulsory coursework (80 EC in total). It includes the following courses:

1. Responsible Research in Practice (5 EC, level 500)
2. Evaluating an Empirical Study (5 EC, level 500)
3. Applied Multivariate Data Analysis - Spring (5 EC, level 500)
4. Applied Multivariate Data Analysis - Fall (5 EC, level 500)
5. Experimentation I: Programming Psychological Experiments (5 EC, level 500)
6. Experimentation II: Neuroscientific research methods (5 EC, level 500)
7. Scientific Writing (5 EC, level 500)
8. Presenting Your Research (practical, 5 EC, level 500)
9. Thesis, including colloquiums (20 EC, level 600)
10. Research Internship (20 EC, level 600)

The remaining credits are divided between obligatory track specific courses (20 EC) see list below per track, and (track-specific) electives (20 EC). For more information on the electives offered, besides the ones offered by the specific tracks (specialisations), see the Course and Examination Regulations (OER) of the 1-year Master's Programme in Psychology and the Prospectus

1b. Track (Specialisation) Clinical and Health Psychology

Compulsory courses:

1. Research Topics in Health Promotion (5 EC, level 500)
2. Evaluating Interventions in Patients with Chronic Disease (5 EC, level 500)
3. Advanced Topics in Experimental Clinical Psychology (5 EC, level 500)
4. Biological Underpinnings of Psychopathology (5 EC, level 500)

1c. Track (Specialisation) Developmental Psychology

Compulsory courses:

1. Developmental Cognitive Neuroscience (5 EC, level 500)
2. Dynamic Assessment (5 EC, level 500)
3. Developmental Psychophysiology and Psychopathology (5 EC, level 500)
4. (A)typical Emotional Development: Autism, Deafness and Somatisation (5 EC, level 500)

1d. Track (Specialisation) Cognitive Neuroscience

Compulsory courses:

1. Cognitive Neuroscience of Action Control (5 EC, level 500)
2. Neuromodulation of Cognition (5 EC, level 500)
3. Social Cognitive Neuroscience (5 EC, level 500)
4. Reinforcement Learning and Decision Making: Neural and Computational Mechanisms (5 EC, level 500)

1e. Track (Specialisation) Social and Organisational Psychology

Compulsory courses:

1. The Neuro-economics of Conflict and Cooperation (5 EC, level 500)
2. Improving Intergroup Perceptions (5 EC, level 500)
3. Social Judgment and Decision Making (5 EC, level 500)
4. Behavioural Economic Insights (5 EC, level 500)

1f. Elective on offer for all tracks:

Research Apprenticeship (5 EC, level 500) (in the first year of the programme.)

1g. Electives on offer for students with profile Brain and Cognition

From Master programme Education and Child Studies

1. Learning, cognition and the brain
2. Attachment and developmental psychopathology: theory, research, and clinical applications
3. Neuroscience (clinical assessment and treatment)
4. Child Abuse and Neglect: neurobiological aspects and intervention
5. Developmental Clinical Neuroscience

From Master programme Linguistics

6. Cognitive Neuroscience of Language

From Master programme Biomedical Sciences

7. Clinical Pharmacology
8. Imaging in Neurosciences
9. Translational Neurogenetics

From Master programme Computer Science

10. Evolutionary Algorithms
11. Neural Networks
12. Bayesian Networks

Appendix 2: Admission Procedure for the Master's Programme (research)

2.1 Applications for the master's programme should include:

1. A completed application form;
2. Certified copies of university certificates, degrees and diplomas. Translations into English are required.
3. Two letters of recommendation from academic staff members for applicants not having graduated from Leiden University;
4. A personal statement of motivation including the learning objective to participate in the MSc programme;
5. A curriculum vitae;
6. A proof of thorough proficiency in written and spoken English, e.g. by means of an IELTS score of 7,5 or a TOEFL score of 113/263/625 or a Cambridge CPE/CAE score of 191 (for non-native speakers of English) with at least an IELTS score of 7,0 on partial scales of these tests and at least a TOEFL score of 25 (reading), 25 (listening), 23 (speaking) and 27 (writing) on partial scales of these tests and at least a Cambridge CPE/CAE score of 185 on partial scales of these tests;
7. Proof of payment of the application fee.

The Admissions Board advised by the staff will evaluate the application for admission in terms of the criteria set out in article 5.2 and decide upon the admission.

2.2 Applications for courses of the master's programme

Students from other master's programme at Leiden University, who want to add one of the courses of the MSc Psychology (research) to their programme, need the approval of the research master coordinator of this programme to enter a course. He will base his approval on his evaluation of the entry level of the student and the capacity of the course.

Appendix 3: Master's Thesis and Internship Regulations

3.1 Regulations for the Master's Thesis

The procedure for assessing the grades for master's thesis is part of the Prospectus.

3.2 Regulations for the Internship

As part of the programme students need to do a mandatory internship of 20 credits. The criteria for the supervision and grading of internships are listed in the Prospectus.

Appendix 4: Regulations regarding the choice of Track and Courses from other tracks and specialisations

4.1 Choice of Track

In these Course and Examination Regulations the students are prohibited to choose more than one track. They are also prohibited to write more than one thesis or to do more than one internship, except students from the tracks Clinical and Health and Developmental Psychology, they have permission to add a second clinical internship.

4.2 Courses from other Tracks and Courses from the Specialisations of the one year MSc. in Psychology

A student can attend obligatory courses from all tracks from the MSc. in Psychology (research).

A student can only attend obligatory courses from the related specialisation¹³ from the MSc. in Psychology. If a student wants to attend obligatory courses of another specialisation, he is permitted to do so if he meets the following condition:

- The student has passed one year of study, i.e. two semesters from the MSc. in Psychology (research).
- In addition, the student has obtained the prerequisite advanced-level subject (that gives access to the other specialisation) or a positive decision by the study adviser authorised by the Board of Examiners. The student asks permission of the study adviser, who verifies that the student has met the relevant requirements. The additional courses will be added to the supplement.

The following limitation applies: a student is permitted to write only one supervised thesis, and to do only one supervised internship, except students from the tracks Clinical and Health and Developmental Psychology, they have permission to add a second clinical internship.

Article 3.4.2. applies.

¹³Developmental Psychology & Child and Adolescent Psychology/School Psychology
Clinical and Health Psychology & Clinical Psychology/Health Psychology