

COURSE AND EXAMINATION REGULATIONS MASTER'S PROGRAMME PSYCHOLOGY

Valid from 1 September 2021

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 –if necessary- adjusting the study load, how much time it takes students to comply. 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 Psychology, henceforth referred to as the programme.

The programme is instituted in the Faculty of Social and Behavioural Sciences of Leiden University, henceforth 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: one of the courses or practical assignments of the programme, as referred to in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is concluded 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. digital teaching environment a digital environment, such as Brightspace, in which students can work together, communicate and learn;
- g. ECTS: European Credit (Transfer System);
- h. Education Administration Office the office in the faculty where students can go for information and to register for courses (education information centre, service desk, Student Services Centre);
- i. Prospectus: the digital prospectus containing specific and binding information about the programme: <https://studiegids.universiteitleiden.nl/>; the Prospectus constitutes an integral part of these regulations, as an appendix;

- j. examination:
(*tentamen*) 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). The assessment can take place in written form, orally as well as digitally, or a combination of these methods. An examination may consist of several constituent examinations. Credits are only awarded for examinations passed. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examination and final examinations;
- k. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- l. final examination:
(*examen*) 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 (2) of the Act;
- m. 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;
- n. language of instruction the language of a programme, in which lectures and tutorials are given and examinations and final examinations are held;
- o. 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 Management and Administration Regulations;
- p. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document,¹;
- q. nominal duration of study the study load in years of study as established in the Central Register of Higher Education Programmes;
- r. 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;
- s. practical assignment: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d) of the Act, and 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,

¹ [Leiden Register of Study Programmes Framework Document](#)

- completing an internship, or
 - participating in another educational activity aimed at acquiring particular skills;
- t. programme: the programme to which the OER relates: 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 concluded with a final examination;
- u. student: a person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme;
- v. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW];
- w. working day: Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;

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 Code of Conduct on Digital Teaching applies³; this provides guidelines for teaching and learning in digital environments, remote environments or any form of teaching that is primarily dependent on IT Services.

1.3.3 The Leiden University Regulations on ICT and Internet Use are also applicable.⁴ 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

1.3.4 Furthermore, the following Faculty codes of conduct apply to the programme:

- Not applicable.

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

³ [Code of Conduct on Remote Teaching](#)

⁴ [Leiden University Regulations on ICT and Internet Use](#)

Chapter 2 Description of the Programme

Article 2.1 Objectives of the programme

The programme has the following objectives:

- to gain specialised knowledge, skills and understanding of the field of psychology (art. 2.3);
- academic training (art. 2.3);
- preparation for further studies; in particular post master's level education in psychology (art. 2.3);
- preparation for a career in the field of psychology or a career where a master's degree in psychology is conducive (art. 2.3).

Article 2.2 Specialisations

The programme of Psychology has the following specialisations:

- Applied Cognitive Psychology
- Child and Adolescent Psychology
- Clinical Neuropsychology
- Clinical Psychology
- Economic and Consumer psychology
- Health and Medical Psychology
- Methodology and Statistics in Psychology
- Occupational Health Psychology
- School Psychology
- Social and Organisational Psychology

The student chooses one specialisation on entering the programme.

Article 2.3 Learning outcomes

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

2.3.1 Applied Cognitive Psychology

- a. Knowledge and understanding
 1. Specialised knowledge of cognitive theories and models of mental functions and the relationship between them, as well as of the use of these models and theories in applied settings;
 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for applying these theories and models (such as ICT, Project planning and budgeting, Simulation, and Training);
 3. Specific knowledge of the instruments used in the field of Applied Cognitive Psychology;
 4. Specialised knowledge with respect to the methods and approaches in the field, both experimental and applied;
 5. Knowledge of research methods in the field of Applied Cognitive Psychology;
 6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.

b. Applying knowledge and understanding:

7. The ability to carry out academic and applied research in the field of Applied Cognitive Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to apply the instruments used in the field of Applied Cognitive Psychology;
9. The skills needed to apply the most important experimental methods in Applied Cognitive Psychology;
10. The skills required to apply knowledge of Applied Cognitive Psychology to a practical situation and then to write a report on the findings.

c. Judgement

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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.
12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

d. Communication

14. The ability to clearly communicate the results of research in theoretical as well as practical situations to colleagues;
15. The ability to report in a clear manner on the results of research, in accordance with the A.P.A. standards.

e. Learning skills

16. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.2 **Child and Adolescent Psychology**

a. Knowledge and Understanding

1. Specialised knowledge of theories on psychological problems among children and adolescents and interventions for these problems;
2. Thorough knowledge of the subjects (both within and outside the specialisation) required to be able to use these theories (such as Health Psychology, Developmental Psychopathology, Cognitive Psychology and Neuropsychology);
3. Specialised knowledge of assessment techniques in the field of Child and Adolescent Psychology;
4. Specialised knowledge with respect to the evidence-base for interventions for psychological problems among children and adolescents;
5. Knowledge of research methods in the field of Child and Adolescent Psychology;
6. Knowledge (from the perspective of Child and Adolescent Psychology) of legal, and ethical organisational issues in the youth health sector.

b. Applying Knowledge and Understanding

7. The ability to carry out academic research in the field of Child and Adolescent Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to carry out basic level clinical assessments, and then to write a report on the findings;
9. Basic skills required to engage in a therapeutic relationship (e.g. the skills required to build a working alliance with children and adolescents);
10. Basic skills required to perform evidence-based psychological treatment (or parts thereof) with children and adolescents;
11. Specialized skills in the area of interviewing, observing, and reporting.

c. Judgement

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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.
13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

d. Communication

15. The ability to communicate the results of assessment in a clear manner to colleagues and other helping professionals;
16. The ability to report in a clear manner on the results of one's own research in the field of Child and Adolescent Psychology, in accordance with the A.P.A. standards (latest Publication Manual of the American Psychological Association).

e. Learning Skills

17. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.3 Clinical Neuropsychology

f. Knowledge and Understanding

1. Specialised knowledge of theories concerning pathogenesis, pathological physiology and the influence in terms of prevention and intervention of congenital, acquired and degenerative neuropsychological disorders and limitations;
2. Thorough knowledge of the subjects (both within and outside the specialisation) required to be able to use these theories (such as Genetics, Functional Neuroanatomy, Neurology and Behavioural Neurology, Psychiatry, Psychopharmacology, Clinical Psychology, Cognitive Psychology, Health Psychology and Child and Adolescent Psychology);
3. Specific knowledge of disorder diagnosis and therapeutic diagnosis in the field of Clinical Neuropsychology;
4. Specialised knowledge with respect to evidence-based neuropsychological interventions in cases of neuropsychological disorders and limitations resulting from suspected or established brain disorders;

5. Knowledge of research methods in the field of Neuropsychology;
 6. Knowledge (from the perspective of Neuropsychology) of legal and ethical issues in the health sector and the organisation of the health sector.
- g. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Clinical Neuropsychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to assess and carry out basic level clinical neuropsychodiagnostics, and then to write a neuropsychological report on the findings (i.e. writing a letter to the client);
 9. Basic therapeutic skills required to engage in a therapeutic relationship, i.e. the skills required to enter into a therapy/treatment contract, etc.;
 10. The skills required to perform evidence-based clinical neuropsychological treatment (or parts thereof) at an elementary level;
 11. Specialised skills in the field of interviewing, observation, treatment and reporting.
- h. Judgement
12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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.
 13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- i. Communication
15. The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues and other social workers;
 16. The ability to report in a clear manner on the results of one's own research in the field of Neuropsychology, in accordance with the A.P.A. standards .
- j. Learning Skills
17. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.4 **Clinical Psychology**

- a. Knowledge and Understanding
1. Specialised knowledge of theories in Clinical Psychology concerning the aetiology and persistence of psychopathology and psychological problems;
 2. Knowledge of assessment and psycho-diagnostic procedures and techniques;
 3. Specialised knowledge with respect to evidence-based psychological interventions in cases of psychopathology and psychological problems;
 4. Knowledge of research methods in the field of Clinical Psychology;
 5. Knowledge (from the perspective of Clinical Psychology) of legal and ethical issues in the health sector and the organisation of the health sector.

- b. Applying Knowledge and Understanding
 - 6. The ability to carry out academic research in the field of Clinical Psychology, as well as to evaluate the merits of existing research in this field;
 - 7. The ability to carry out basic level clinical psycho-diagnostics and write a psychodiagnostic report on the findings;
 - 8. Basic therapeutic skills;
 - 9. The skills required to perform evidence-based clinical psychological treatment (or parts thereof) at an elementary level.
- c. Judgement
- 10. In the context of diagnosis and treatment and in academic research situations, professional conduct will be assessed in the obligatory components 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.
 - 11. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 - 12. An awareness of one's ability and willingness to reflect on one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
- 13. The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues, physicians and other social workers;
 - 14. The ability to report in a clear manner on the results of one's own research in the field of Clinical Psychology, in accordance with the A.P.A. standards .
- e. Learning Skills
- 15. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.5 **Economic and Consumer Psychology**

- a. Knowledge and Understanding
- 1. Specialised knowledge of theories on Economic and Consumer Psychology;
- 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Economic Psychology, Consumer Psychology, Social Psychology, Judgement and Decision Making, and Methodology of Research);
- 3. Specific knowledge of measurement tools in Economic and Consumer Psychology, as used for instance in social dilemma's, social influence, persuasion, decision making, and behavioural change;
- 4. Specialised knowledge with respect to methods in Economic and Consumer Psychology, for instance in social dilemma's, social influence, persuasion, decision making, and behavioural change;
- 5. Knowledge of research methods in the field of Economic and Consumer Psychology, for instance field research, questionnaires and experimental research;

6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Economic and Consumer Psychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to apply theories and research methods prevalent in the field of Economic and Consumer Psychology;
 9. The basic analytical, research and advice skills needed to work as a specialised Economic and Consumer Psychologist;
 10. The skills required to carry out basic evidence-based work, for instance the ability to refer to research to substantiate advice and interventions in the field of Economic and Consumer Psychology.
- c. Judgement
11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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;
 12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
 15. The ability to report in a clear manner on the results of research in Economic and Consumer Psychology, in accordance with the A.P.A. standards
- e. Learning Skills
16. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.6 **Health and Medical Psychology**

- a. Knowledge and Understanding
1. Specialised knowledge of theories and models in Health and Medical Psychology on determining factors in health-enhancing behaviour, on stress and stress management and on the psychological influences on and consequences of chronic illness;
 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories and models (such as Clinical Psychology, Social Psychology and Psychophysiology);
 3. Specific knowledge of the instruments and tests used in the field of Health and Medical Psychology;

4. Specialised knowledge with respect to evidence-based methods of prevention and psychological interventions in health promotion and chronic illness;
 5. Knowledge of research methods in the field of Health and Medical Psychology;
 6. Knowledge of legal and ethical issues in health promotion (e.g. public information) and health care and its organisation.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Health and Medical Psychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to perform basic tests and measurements and to use these to write a psychodiagnostic report and a prevention/intervention programme;
 9. The basic preventive and therapeutic skills needed to engage in a professional relationship with clients (individuals or organisations), to enter into a prevention or therapy contact etc.;
 10. The skills required to carry out evidence-based health-enhancing programmes or treatment at a basic level;
 11. Specialised skills in the field of interviewing, observation, advice/consultancy, treatment and reporting.
- c. Judgement
12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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.
 13. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
15. The ability to clearly communicate the results of assessment, intervention and research to clients and professionals. ;
 16. The ability to report in a clear manner on the results of research in Health and Medical Psychology, in accordance with the A.P.A. standards.
- e. Learning Skills
17. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.7 Methodology and Statistics in Psychology

- a. Knowledge and Understanding
1. Specialised knowledge of statistical methods and techniques (including Psychometrics) as applied throughout the field of Psychology;
 2. Thorough knowledge of the areas in which the application of these methods and techniques may be important (in an area of Psychology of the student's choice);
 3. Applied knowledge of the computer programmes used in Statistics and Psychometrics;

4. Specific knowledge of data analysis, model construction, hypothesis testing and software development;
 5. Knowledge of research methods in the field of Methodology and Statistics, such as matrix algebra and simulation studies;
 6. Practical knowledge of legal and ethical aspects of data management, data analysis and statistical consultation.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Methodology and Statistics, as well as to evaluate the merits of existing research in this field;
 8. The ability to use computer programmes in the field of Methodology and Statistics and Psychometrics;
 9. The basic skills required to give statistical advice to others on selecting a suitable method or specifying a model; the ability to translate statistical results into psychological problems and to perform simple adaptations;
 10. The basic skills required to apply new statistical techniques and software;
 11. Specialist skills in the field of data analysis and statistical reporting.
- c. Judgement
12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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;
 13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 14. The ability to reflect on the consequences of one's own actions for clients and colleagues;
 15. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
16. The ability to clearly communicate the results of statistical analysis to colleagues;
 17. The ability to report in a clear manner on the results of methodological research, in accordance with the A.P.A. standards.
- e. Learning Skills
17. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.8 Occupational Health Psychology

- a. Knowledge and Understanding
1. Specialised knowledge of psychological theories on Occupational Health Psychology;
 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Health Psychology, Organisational Psychology and Cognitive Psychology);

3. Specific knowledge of the instruments and tests used in the field of Occupational Health Psychology;
 4. Specialised knowledge with respect to evidence-based methods and approaches in Occupational Health Psychology, for instance in screening, preventive methods and interventions;
 5. Knowledge of research methods in the field of Occupational Health Psychology;
 6. Knowledge of legal and ethical issues of practical applications in the organisations in which graduates are employed.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Occupational Health Psychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
 9. The basic analytical, research and advice skills needed to work as a specialised Occupational Health Psychologist;
 10. The skills required to carry out evidence-based health and safety-enhancing initiatives in occupational settings.
- c. Judgement
11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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;
 12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
 15. The ability to report in a clear manner on the results of research in Occupational Health Psychology, in accordance with the A.P.A. standards.
- e. Learning Skills
16. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.9 School Psychology

- a. Knowledge and Understanding
1. Specialised knowledge of theories of School Psychology concerning the origin and persistence of social and learning difficulties ;
 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Educational Psychology, Developmental Psychopathology, Developmental Neuroscience, Social- and Organisational Psychology);

3. Specific knowledge of diagnostic tools in School Psychology, as used for instance in school-based assessments of social and learning difficulties;
 4. Specialised knowledge with respect to methods in School Psychology, for instance in prevention, intervention, model analysis and research;
 5. Knowledge of research methods in the field of School Psychology, for instance field research, questionnaires and experimental research;
 6. Knowledge (from the perspective of School Psychology) of legal and ethical issues in the educational sector and the organisation of the educational sector.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of School Psychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
 9. The basic analytical, research and coaching skills needed to work as a specialised School Psychologist;
 10. The skills required to carry out evidence-based initiatives to enhance learning and social functioning in school settings.
- c. Judgement
11. In the context of school-based assessment and interventions and in academic research situations, professional conduct will be assessed in the obligatory components 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;
 12. Assessment involves the following aspects: handling tasks / work; reflection on the ethical aspects of professional conduct (e.g., strict confidentiality); reflection on the consequences of one's own actions for clients, test subjects and colleagues; an awareness of one's own limitations; the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues.
- d. Communication
13. The ability to clearly communicate the results of analysis, coaching, and intervention to colleagues and clients;
 14. The ability to report in a clear manner on the results of research in School Psychology, in accordance with the A.P.A. standards.
- e. Learning Skills
15. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

2.3.10 **Social and Organisational Psychology**

- a. Knowledge and Understanding
1. Specialised knowledge of theories on Social and Organisational Psychology;
 2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Social Psychology, Organisational Psychology, Decision Analysis and Methodology of Research);

3. Specific knowledge of measurement tools in Social and Organisational Psychology, as used for instance in organisational change, conflict, public information and behavioural change;
 4. Specialised knowledge with respect to methods in Social and Organisational Psychology, for instance in interventions, model analysis and research;
 5. Knowledge of research methods in the field of Social and Organisational Psychology, for instance field research, questionnaires and experimental research;
 6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.
- b. Applying Knowledge and Understanding
7. The ability to carry out academic research in the field of Social and Organisational Psychology, as well as to evaluate the merits of existing research in this field;
 8. The ability to apply theories and research methods prevalent in the field of Social and Organisational Psychology;
 9. The basic analytical, research and advice skills needed to work as a specialised Social and Organisational Psychologist;
 10. The skills required to carry out basic evidence-based work, for instance the ability to refer to research to substantiate advice and interventions in the field of Social and Organisational Psychology.
- c. Judgement
11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components 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;
 12. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
 13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.
- d. Communication
14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
 15. The ability to report in a clear manner on the results of research in Social and Organisational Psychology, in accordance with the A.P.A. standards.
- e. Learning Skills
16. The learning skills required to be able to follow post-master's professional training or a PhD training of a largely self-determined or autonomous nature.

Article 2.4 **Structure of the programme**

The programme Psychology offers full-time tuition.

The nominal duration of the programme is 1 year.

Article 2.5 **Study load**

The programme has a study load of 60 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 concluded with a master's final examination.

Article 2.8 **Language of instruction**

2.8.1 Subject to the Code of Conduct on the Language of Instruction and Examination,⁵ the language in which the instruction is given is *English*, and the language in which the examinations and final examinations are held is: *English*. Students are expected to have an adequate command of the language(s) of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.3. As appropriate, the Faculty publishes 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.⁶

Article 2.9 **Quality**

The programme is accredited by NVAO⁷ 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.

⁵ [Code of Conduct on Language of Instruction](#)

⁶ [Guideline on Language Policy](#)

⁷ The Accreditation Organisation of the Netherlands and Flanders.

Chapter 3 Curriculum

Article 3.0 Exceptions due to coronavirus measures

3.0.1 If, due to coronavirus measures, it is not possible to provide or take part in teaching components as set out in this Regulation or in the Prospectus, changes will be announced by the authorised body in good time via Brightspace.

Article 3.1 Compulsory components

3.1.1 The programme includes compulsory components worth a total study load of 50, 55, 60 ECTS credits. These compulsory components include the set components from which students are obliged to choose.

3.1.2 The Prospectus further specifies the actual structure of the programme, the study load, level,⁸ content, method of examination, and structure of the components of the curriculum.

Article 3.2 Optional components

3.2.1 In addition to the components referred in 3.1.1, the student selects components worth a total study load of 10, 5, 0 ECTS.

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 curriculum of components that are taught by an institution, as long as these are concluded with a final examination. 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 curriculum is considered to belong.⁹ If necessary, the Executive Board designates a Board of Examiners to take this decision.

Article 3.3 Practical assignments

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

⁸In accordance with the 'abstract structure', as described in the Framework Document of the Leiden University Register of Study Programmes.

⁹ In accordance with Article 7.3h of the WHW ('free curriculum in higher education').

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

Article 3.4 **Sitting examinations and taking part in programme components of semester 1**

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.

3.4.2 Students are allocated to components in order of registration, on the provision that, provided they register in good 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 e-Prospectus specifies the components to which this condition applies.

Article 3.4 **Sitting examinations and taking part in programme components of semester 2**¹⁰

3.4.1 Taking part in programme components

3.4.1.1 Students must register for the study component according to the applicable enrolment protocol. Registration is possible up to fourteen calendar days before the start, as stipulated in the programme prospectus.

3.4.1.2 In the case of a programme component with restrictions on the number of participants, participation takes place in order of enrolment. For students enrolled in the programme, timely enrolment guarantees placement in the components that form part of the mandatory curriculum of the programme.

3.4.1.3 Contrary to article 3.4.1.1, a different enrolment period applies for certain components, as approved by the Faculty Board. The relevant components and the corresponding enrolment term can be found in the Prospectus.

3.4.1.4 Students who have not enrolled on time can report to the Education Administration Office of the faculty of which the study programme is part. The relevant enrolment protocol lists the circumstances on the basis of which students may be enrolled contrary to Article 3.4.1.1.

3.4.2 Sitting examinations:

3.4.2.1 At the same time as registering for the programme component, students register for the corresponding examination. A confirmation of registration for the examination is required.

3.4.2.2 In order to sit the examination, students must confirm their participation. They can only sit an examination once confirmation of participation has been given.

3.4.2.3 Students will receive a notification in good time asking them to confirm or cancel their participation. Confirmation of participation in an examination is possible up to ten calendar days before the examination takes place.

¹⁰ If the new enrollment system does not start in semester 2 in the 2021/2022 academic year, article 3.4 for semester 1 will remain valid for semester 2.

3.4.2.4 Students who have not enrolled on time according to the applicable enrolment protocol may report to the Education Administration Office of the faculty of which the programme forms part.

3.4.2.5 A different term applies for the situation as referred to in Article 4.6.2; in this case, students can register up to five calendar days before the examination takes place.

Article 3.5 **Distribution of study materials**

3.5.1 Students are not permitted to take photographs or make audio or video recordings of lectures or education-related meetings, including the feedback sessions after examinations (including examination assignments and model answers), without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to photograph or record for their own use; all forms of distribution or publication of the photograph or recording 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 Examinations and Further Education

Article 4.0 Exceptions due to coronavirus measures

4.0.1 If as a result of coronavirus measures it is not possible to offer exams and examinations in the form and at the point in time set out in this regulation or in the Prospectus, changes will be announced by the authorised body in good time via Brightspace.

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 practical assignments.

4.1.2 The Faculty Board is responsible for the practical organisation of the examinations and final examinations and ensures, if necessary by means of invigilation, that the examinations and examinations proceed properly. If remote invigilation is used, students will be informed of this at least ten days in advance.

4.1.3 If a component includes a practical assignment, students may only sit the examination as referred to in 4.1.1 if they have passed the practical assignment, unless the Board of Examiners decides otherwise.

4.1.4 If the grade for a component results from several constituent examinations, it is possible to vary 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 of the component. If applicable, this is specified in the Prospectus.

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

4.1.6 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.

4.1.7 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.

4.1.8 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, the result is not valid.

Article 4.2 Obligatory sequence

4.2.1 The Prospectus 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 the constituent examinations for a component will take the form of a written, oral or other test.

4.3.2 The procedure during examinations and the guidelines and instructions, as referred to in article 7.12b, paragraph 1 under b of the Act, for assessing and establishing the results of examinations and examinations are described in the 'Rules and Guidelines of the Board of Examiners'.

4.3.3 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,¹¹ before reaching a decision.

4.3.4 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.

4.3.5 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.

4.3.6 The final report is a written research report 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 has reservations.

Article 4.5 **Rules and Regulations of 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**

4.6.1 The examiner determines the grade immediately after an oral examination has been conducted. The student receives a message about the grade via the University study progress system.

4.6.2 The examiner determines the grade of any written or other form of examination or constituent examination within fifteen working days of the day on which the examination or constituent examination was held. The result is notified to the student. The final grade is recorded in

¹¹ [Protocol on Studying with a Disability](#)

the University study progress system, and the student receives a message about it via that system. The student will be informed of the result at least five working days before the next opportunity to resit the relevant examination. If this deadline is not met, the resit can be postponed.

4.6.3 If the examiner is unable to comply with the periods of fifteen and five working days respectively, as specified in Article 4.6.2, the student is notified accordingly in a message sent to the student's u-mail address before this term expires. This message 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) will be expressed as a whole number or a number to a maximum of one decimal place (only 0,5), between and including 1.0 and 10.0. The result is not 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.

4.6.5 The examination result is considered to be a pass if it 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 graded 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 **Period of 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, (2) of the Act the Board of Examiners will act in accordance with the pertinent provisions in article 7.10 (4) of the Act.

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

Article 4.8 **Inspection and feedback session**

4.8.1 Students are entitled to inspect their graded examination within a maximum period of 30 days following the publication of the results of a written or digital 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 grading schemes used to grade the examination.

4.8.3 The time and manner of the inspection and feedback session on the examination are specified in the Prospectus or the digital teaching environment.

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

4.8.5 The examiner determines where and when the inspection 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 practical assignments**

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 practical assignments 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 four 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 and/or in English that conforms to the standard European Diploma Supplement format, including the grading table applicable for the degree programme, 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 degree classification for the final examination.

4.12.2 The final degree classification is based on the weighted average of the grades obtained for all examinations that form part of the final examination, with the exception of the components for which an exemption was granted or 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 grades is determined by multiplying the number of ECTS credits for each component by the grade 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 grade for the final assignment of the master's programme is 8.0 or higher;
- the examination was passed within the nominal duration of study + 1 year.
- none of the (partial) examinations or practical assignments were taken more than once.

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 grade for the final assignment of the master's programme is 9.0 or higher;
- the examination has been passed within the nominal duration of study.
- none of the (partial) examinations or practical assignments were taken more than once.

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 grade does not differ by more than 0.5 from the grades 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 a disciplinary measure as a result of irregularity, fraud or plagiarism, as set out in the Rules and Regulations, 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.¹²

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 or persons who have successfully completed the following prescribed pre-masters programme may be admitted to the programme and one of its specialisations:

- a. a Bachelor's degree from the programme BSc in Psychology of Leiden University with the appropriate specialisation course for the chosen specialisation
- b. Persons with a bachelor's degree or an equivalent degree from a university who possess the skills, understanding and knowledge that are required for earning the bachelor's degree referred to in Article 5.2.1a. Alongside the requirements specified in 5.2.1a and 5.2.2, the following admission requirements apply for the programme pursuant to Article 7.30b (2) of the Act, 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.
 - 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.
- c. a prescribed pre-master's programme pursuant to article 5.4.1

5.2.2 The Board of Admissions may, on request, admit persons to the programme 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, points a and b, possibly under further conditions, without prejudice to the requirements specified in 5.2.4.

¹² [Regulations for Admission to Master's Programmes](#)

Article 5.2.3 Dutch and English languages

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 or must meet the criteria of:

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

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, with at least an IELTS 6.5 on partial scales of this test. Or equivalent score¹³, the test may not be more than 2 years old.

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-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.a In addition to the requirements specified in 5.2.1 or 5.2.2 the following admission requirements apply for the master's specialisation Clinical Psychology:

Requirement 1

A good academic record as indicator for academic excellence:

- a. The results earned in the bachelor on general psychology components (each at least 4 EC, total 28-35 EC) on 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
- b. The results earned in the bachelor on components pertaining to Clinical Psychology (at least 3 components, each at least 4 EC, total 12-20 EC) on the following topics:
 - Psychodiagnostics
 - interpersonal skills, such as interview, counselling
 - Psychopathology
 - Psychological treatment

¹³ [English language proficiency – Master's programmes](#)

- c. The results earned in the bachelor on components on knowledge and skills in methodology and statistics (each at least 4 EC, total at least 20 EC on basic and advanced level) including the following topics:
- Psychometrics
 - Multivariate Data Analysis
 - SPSS

Requirement 2

- Motivational statement in which the applicant explains why he or she is interested in this programme and elaborates on his or her plans for the future and the part the programme would play in these plans. Format provided by the programme.

5.2.4.1.b Where article 5.2.4.1.a applies, the admission requirements will be implemented as follows:

- Weighted average for requirement 1a: ≥ 7.5 : *Excellent*; 6-7.5: *Sufficient* (Dutch grading system; or international equivalent based on conversion by Central Admissions Office Leiden University)
- Weighted average for requirement 1b: ≥ 7.5 : *Excellent*; 6-7.5: *Sufficient* (Dutch grading system; or international equivalent based on conversion by Central Admissions Office Leiden University)
- Weighted average for requirement 1c: ≥ 7.5 : *Excellent*; 6-7.5: *Sufficient* (Dutch grading system; or international equivalent based on conversion by Central Admissions Office Leiden University)
- Score on requirement 2 based on:
 - quality and structure of the reasoning,
 - connection of personal interests and motivation with the content of the programme
 - language skills and use.

Possible scores: *Excellent*, *Sufficient*, *Insufficient*.

All three criteria must be scored *Excellent* for requirement 2 to be *Excellent*. If one of the criteria is scored as *Sufficient*, the total score for requirement 2 is *Sufficient*. If one of the three criteria for requirement 2 is *Insufficient*, the total score for requirement 2 is *Insufficient*.

If a ranking needs to be made, motivational statements will be scored on a scale 1-10 ≥ 7.5 : *Excellent*; 6-7.5: *Sufficient*; < 6 : *Insufficient*.

5.2.4.1.c Where article 5.2.4.1.a applies, the deadline for the admission requirements is as follows:

- Submission of all the required application documents on the first of April for a start in September.
- Submission of all the required application documents on the 15 October for a start in February.

5.2.4.2.a In addition to the requirements specified in 5.2.1 or 5.2.2 the following admission requirements apply for the master's specialisations Clinical Neuropsychology:

- Knowledge of various neurological and psychiatric disorders, their underlying pathology, as well as the methods and techniques used to diagnose and treat them; Knowledge of the neurocognitive domains and associated impairments; and knowledge of the field of work for (clinical) neuropsychologists, demonstrated by a good grade (minimum 7) on the Clinical Neuropsychology entry assessment.

5.2.4.2.b Where article 5.2.4.2.a applies, the admission requirements will be implemented as follows:

- Students who pass the Clinical Neuropsychology entry assessment with a score of at least 7 out of 10 can be admitted to the programme.

5.2.4.2.c Where article 5.2.4.2.a applies, the deadline for the admission requirements is as follows:

- Submission of all the required application documents on 15 June for a start in September (or 1 April if visa or residence permit is required).
- Submission of all the required application documents on 15 November for a start in February (or 15 October if visa or residence permit is required).

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.a. The Executive Board has determined a maximum capacity for the master's specialisation Clinical Psychology:

- A maximum of 90 candidates can be admitted in September.
- A maximum of 60 candidates can be admitted in February.

If the number of admissible candidates exceeds this capacity limitation there will be a selection procedure.

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:

- Applications marked as Excellent will be admitted to the programme. If there are more Excellent applications than available positions, the positions will be distributed by a draw from the Excellent applications.
- If there are positions left after the Excellent applications are admitted, a draw will be made from the Sufficient applications.
- Candidates classified in the Sufficient category who didn't get a position will be put on a waiting list. The ranking for this list will be based on a draw.
- Insufficient applications won't be admitted.

The draw is done by the Selection Committee using software.

5.2.5.3 Where article 5.2.5.1 applies, the deadlines for selection are as follows:

- See 5.2.4.1.c for admission deadlines.
- Candidates will be notified before May 31, 2022 whether they are selected (directly or by drawing lots) for placement as of September 1, or before December 15, 2022 for placement as of February 1, 2023.
- Students must accept the offered place within 2 weeks, otherwise the place will be forfeited to the next student on the waiting list.
- In case of cancellation by selected candidates, candidates from the waiting list are placed up to the maximum capacity. Post-placement can take place until August 31, 2022 and January 31, 2023 respectively.

5.2.5.4 Where article 5.2.5.1 applies, the weighting of the criteria will be as follows:

Candidates who meet the admission requirements in 5.2.4.1 will be classified into one of the following categories based on article 5.2.4.1.b:

- Excellent: the candidate falls into this category only if the scores on 1.A and 1.B and 1.C and 2 are Excellent
- Sufficient: one or more Sufficient scores on 1.A, 1.B, 1.C or 2
- Insufficient: Insufficient score on requirement 2.

If the motivational statement (requirement 2), is scored as insufficient, the student is invited for a conversation with the selection committee. Based on that conversation the application will be classified in the sufficient category or turned down.

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 (may vary from 1 to 15) ECTS 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)

5.4.1 The programme has developed the following bridging programmes in order to remove deficiencies:

- a. Premaster in Psychology for all specialisations of the one year master, except Clinical Psychology. This Premaster in Psychology is intended for students with a bachelor from a Dutch institute of higher education in a field closely related to psychology, who can remove the deficiencies with the bachelor in psychology within one year.¹⁴

5.4.2 Information on the bridging programmes can be requested from the programme, and is available via the Prospectus.

¹⁴ [List of eligible bachelors for admission to the premaster psychology.](#)

Chapter 6 Student Counselling and Study Advice

Article 6.1 Study progress administration

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

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

Article 6.2 Introduction and student counselling

The programme is responsible for the introduction and student counselling.

Article 6.3 Supervision of the thesis/final paper/final report

6.3.1 The student draws up a plan for the thesis/final paper/final report 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 Top-level sport

Students who engage in top-level sport at a professional level are given the opportunity to adjust their study programme to their sporting activities wherever possible. The programme 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 study 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 final examination curriculum itself.¹⁵

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.

¹⁵ [Protocol on Studying with a Disability](#)

Chapter 7 Evaluation of the Programme

Article 7.1 Evaluation of the programme

The education in the programme is evaluated as follows:

- students fill out questionnaires upon completion of each course of the programme. The results are presented to the 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 adopted by a separate order of the Faculty Board Faculty Board, with the prior consent of the Faculty Council or the Programme Committee, depending on the topics concerned.

8.1.2 Amendments to these regulations which apply to a particular academic year must be adopted 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 Faculty Board or Programme Board is responsible for publishing these regulations, the Rules and Regulations established by the Board of Examiners, and any amendments to these documents via the University website.

Article 8.3 Term of application

The Course and Examination Regulations apply for the duration of one academic year.

Article 8.4 Entry into force

These regulations enter into force on 1 September 2021.

Appendix 1: Programme Contents

1a. MSc in Psychology, specialisation in Applied Cognitive Psychology

Compulsory components:

1. The Art of Applying Psychology (5 EC, level 500)
2. Psychology of Digital Design (5 EC, level 500)
3. Evidence Based Cognitive Enhancement (5 EC, level 500)
4. Improving Human Performance in Practice (5 EC, level 500)
5. Thesis in Applied Cognitive Psychology, attending 5 colloquia (20 EC, level 600)
6. Internship in the field of Applied Cognitive Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.
7. Electives(10 EC, level 500)

1b. MSc in Psychology, specialisation in Child and Adolescent Psychology

Compulsory Components:

1. Advanced Psycho-diagnostics in Children and Adolescents (practical, 5 EC, level 500)
2. Behaviour Training with Children (practical, 5 EC, level 500)
3. Cognitive-Behavioural Therapy with Young People (practical, 5 EC, level 500)
4. Solution-Focused Therapy (practical, 5 EC, level 500)
5. Thesis in the field of Child and Adolescent Psychology (20 EC, level 600)

Either 6 or 7+8: students need to complete one of the four compulsory courses before starting with the internship:

6. Clinical Practical Internship in the field of Child and Adolescent Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports).
7. Internship in the field of Child and Adolescent Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.
8. Electives (10 EC, level 500).

1c. MSc in Psychology, specialisation in Clinical Neuropsychology

Compulsory components:

1. Diagnostics in Clinical Neuropsychology (5 EC, level 500)
2. Neurocognition (5 EC, level 500)
3. Intervention Strategies in Clinical Neuropsychology (5 EC, level 500)
4. Innovations in Clinical Neuropsychology (5 EC, level 500)
5. Thesis in the field Clinical Neuropsychology (20 EC, level 600)

Either 6 or 7+8:

6. Clinical Practical Internship in the field of Clinical Neuropsychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with this internship.

or

7. Internship in the field of Clinical Neuropsychology (10 EC, level 600); entry requirements are listed in the Prospectus.
8. Electives (10 EC, level 500).

1d. MSc in Psychology, specialisation in Clinical Psychology

Compulsory components:

1. Basic Therapeutic Skills (practical, 5 EC, level 500)
2. Clinical Interviewing and Assessment (practical, 5 EC, level 500)
3. Cognitive-Behavioural Interventions (practical, 5 EC, level 500)
4. Experimental Clinical Psychology (5 EC, level 500)
5. Thesis in the field of Clinical Psychology (20 EC, level 600)

Either 6 or 7+8:

6. Clinical Practical Internship in the field of Clinical Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports). Students need to complete compulsory components 1 to 3 before starting with this internship.

or

7. Internship in the field of Clinical Psychology 10 EC, level 600; entry requirements are listed in the Prospectus.
8. Electives (10 EC, level 500).

1e. MSc in Psychology, specialisation in Economic and Consumer Psychology

Compulsory Components:

1. The Psychology of Media and Communication (practical, 5 EC, level 500)
2. Emotions and (Ir)rationality in Economic Behaviour (practical, 5 EC, level 500)
3. The Psychology of Selling and Advertising (practical, 5 EC, level 500)
4. Applied Data Analysis (5 EC, level 500)
5. Thesis in the field of Economic and Consumer Psychology (20 EC, level 600)
6. Internship in the field of Economic and Consumer Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.
7. Elective: two courses of 5 EC (level 500)

1f. MSc in Psychology, specialisation in Health and Medical Psychology

Compulsory components:

1. Basic Therapeutic Skills (practical, 5 EC, level 500)
2. Cognitive-Behavioural Interventions (practical, 5 EC, level 500)
3. Health Promotion and Disease Prevention (5 EC, level 500)
4. Psychological Assessment and Interventions in Chronic Disease (5 EC, level 500)
5. Thesis in the field of Health and Medical Psychology (20 EC, level 600)

Either 6 or 7+8:

6. Clinical Practical Internship in the field of Health and Medical Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports). Students need to complete compulsory components 1 and 2 before starting with this internship.

or

7. Internship in the field of Health and Medical Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.
8. Electives (10 EC, level 500).

1g. MSc in Psychology, specialisation in Methodology and Statistics in Psychology

Compulsory components:

1. Regression Modelling (5 EC, level 500)
2. Computational Statistics with R (5 EC, level 500)
3. Statistical Learning and Prediction (5 EC, level 500)
4. Latent Variable Models (5 EC, level 500)
5. Statistical Consulting (5 EC, level 500)
6. Thesis in the field of Methodology and Statistics (20 EC, level 600)
7. Internship in the field of Methodology and Statistics (10 EC, level 600); entry requirements are listed in the Prospectus.
8. Elective: one course of 5 EC (level 500)

1h. MSc in Psychology, specialisation in Occupational Health Psychology

Compulsory components:

1. Improving human performance in practice (5 EC, level 500)
2. Interventions in Occupational Health (practical, 5 EC, level 500)
3. Work and Stress (5 EC, level 500)
4. Thesis in the field of Occupational Health Psychology (20 EC, level 600)
5. Internship in the field of Occupational Health Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.

15 EC chosen from

6. Motivation, Power and Leadership (5 EC, level 500)
7. Negotiation and Social Decision Making (5 EC, level 500)
8. Organisational Management (5 EC, level 500)
9. Elective courses up to 10 EC (level 500)

1i. MSc in Psychology, specialisation in School Psychology

Compulsory components:

1. School-based Prevention and Intervention (5 EC, level 500)
2. Educational Neuroscience (5 EC, level 500)
3. Needs Based Assessment (5 EC, level 500)
4. Coaching in Inclusive Education (5 EC, level 500)
5. Thesis in the field of School Psychology (20 EC, level 600)

Either 6 or 7+8:

6. Clinical Practical Internship in the field of School Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports). Students need to complete compulsory components 1 or 3 before starting with this internship.

or

7. Internship in the field of School Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.
8. Electives (10 EC, level 500).

1j. MSc in Psychology, specialisation Social and Organisational Psychology

Compulsory Components:

1. Intergroup Relations (5 EC, level 500)
2. Negotiation and Social Decision Making (5 EC, level 500)
3. Organisational Management (5 EC, level 500)
4. Applied Data Analysis (5 EC, level 500)
5. Thesis in the field of Social and Organisational Psychology (20 EC, level 600)
6. Internship in the field of Social and Organisational Psychology (10 EC, level 600); entry requirements are listed in the Prospectus.

7. Electives (10 EC, level 500)

2. Elective Courses

The master's programme offers the following elective courses, if there are prerequisite courses they will be stated in Prospectus:

1. Advanced Child and Adolescent Psychiatry (5 EC, level 500)
2. Trainers Course Communication Skills (practical, 10 EC, level 500)
3. E-Health Interventions in Mental Health Practice (5 EC, level 500)
4. Innovations in eHealth Care (5 EC, level 500)
5. Trauma and Mental Health: Etiology, Prevention, Diagnostics and Treatment (5 EC, level 500)
6. Health Psychology in Practice (5 EC, level 500)
7. Decision Making: Theory and Practice (5 EC, level 500)
8. Applied Data Analysis (5 EC, level 500)
9. fMRI Data and Statistics (5 EC, level 500)
10. Environmental Psychology (5 EC, level 500)
11. The Psychology of Economic Behaviour (5 EC, level 500)
12. Motivation, Power and Leadership (5 EC, level 500)
13. Social Animals at Work (5 EC, level 500)
14. Statistical Mediation and Moderation (5 EC, level 500)
15. International Perspectives on Practicing School Psychology (5 EC, level 500)
16. Child Neuropsychology: Theory and Assessment of Neurodevelopmental Disorders (5 EC, level 500)
17. Methods in Clinical Neuropsychological Research (5 EC, level 500)
18. Introduction to R (5 EC, level 500)

Appendix 2: Admission Procedure for the Master's Programme

Students who are not in possession of the degrees referred to in article 5.2 are subject to the Admission Procedure for specialisations without a selection

Applications 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;
4. A detailed explanation of the curriculum vitae including the motivation and learning objective to participate in the MSc programme;
5. A curriculum vitae;
6. An IELTS score of 7, with at least an IELTS score of 6,5 on partial scales of this test. Or equivalent score¹⁶, the test may not be more than 2 years old
7. Proof of payment of the application fee.

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

¹⁶ [English language proficiency – Master's programmes](#)

Appendix 3: Master's Thesis and Internship Regulations

3.1 Regulations for the Master's Thesis

The regulations for the thesis are part of the Prospectus and the Rules and Regulations from the Board of Examiners.

3.2 Regulations for the Internship

The regulations for the internship are part of the Prospectus.

Appendix 4: Regulations regarding the choice of Specialisation

4.1 Choice of Specialisation

All specialisations are part of the MSc Psychology, therefore you can only graduate in one specialisation within Psychology. In these Course and Examination Regulations the students are prohibited to choose more than one specialisation. They are also prohibited to write more than one thesis or to do more than one internship.

4.1.1 Switching specialisations

If a student wants to change their specialisation this can be allowed if:

- the admission requirements for the specialisation are met;
- it is discussed with, and approved by, the study adviser;
- the enrolment for the first specialisations was not longer than one semester;
- the thesis didn't start yet;
- the internship didn't start yet.

It's only possible to start in a different specialisations with the start of a new semester.

4.2 Courses from other Specialisations

A student can in his or her first year only attend obligatory courses from his chosen specialisation.

If a student wants to attend obligatory courses of another specialisation, he is permitted to do so if he meets the following conditions:

- The student has passed one year of study, i.e. two semesters, in the specialisation of his choice.
- 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. On graduation, a student who has taken obligatory courses from another specialisation, will receive a diploma with a supplement that stipulates only the chosen specialisation. The additional courses will be added to the supplement.
- In addition, spots must be available. New incoming students have priority.

The following limitation applies: a student is permitted to write only one supervised thesis, and to do only one supervised internship.