

## COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2022

Master's programmes Psychology

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(s) 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:

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|------------------------------------|---|
| 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 Service Center   |
| i. Prospectus                      | The digital prospectus containing specific and binding information about the programme: <a href="https://studiegids.universiteitleiden.nl/">https://studiegids.universiteitleiden.nl/</a> . The   |

Prospectus constitutes an integral part of these regulations, and is included as an appendix.

- j. Enrolment protocol      The enrolment protocol containing specific and binding information concerning enrolment in components, examinations, and final examinations, established by the Executive Board (<https://inschrijfprotocol.universiteitleiden.nl/>). The enrolment protocol constitutes an integral part of these regulations, and is included as an appendix.
- k. 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.
- l. Examiner      The person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act
- m. 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
- n. First/second reader      The first or second examiner to read and assess the thesis/final paper/final report/final programme assignment. The first reader/reviewer is also the supervisor.
- o. Language of instruction      The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held
- p. 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
- q. Level      The level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document<sup>1</sup>
- r. Nominal duration of study      The study load in years of study as established in the Central Register of Higher Education Programmes

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<sup>1</sup> [Leiden Register of Study Programmes Framework Document](#)

- s. 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
- t. 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/final programme assignment,
  - 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
- u. Pre-master's programme Opportunity to compensate for deficiencies in the context of a failure to meet the entry requirements as referred to in Article 7.30 E of the Act
- v. 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.
- w. Student A person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme
- x. The Act The Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*, WHW]
- y. Working day Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board

All other terms have the meaning ascribed to them by the Act.

### 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.<sup>2</sup> The aim of this code is to create a framework for a good, safe and stimulating

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

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 applies<sup>3</sup>; 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.<sup>4</sup> 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

## **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**

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<sup>3</sup> [Code of Conduct on Digital Teaching](#)

<sup>4</sup> [Leiden University Regulations on ICT and Internet Use](#)

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

- 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;
- 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);
- Specific knowledge of the instruments used in the field of Applied Cognitive Psychology;
- Specialised knowledge with respect to the methods and approaches in the field, both experimental and applied;
- Knowledge of research methods in the field of Applied Cognitive Psychology;
- 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:

- 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;
- The ability to apply the instruments used in the field of Applied Cognitive Psychology;
- The skills needed to apply the most important experimental methods in Applied Cognitive Psychology;
- 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

- 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.
- 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;
- 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

- The ability to clearly communicate the results of research in theoretical as well as practical situations to colleagues;

- The ability to report in a clear manner on the results of research, in accordance with the A.P.A. standards.
- e. Learning skills
- 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

- Specialised knowledge of theories on psychological problems among children and adolescents and interventions for these problems;
- 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);
- Specialised knowledge of assessment techniques in the field of Child and Adolescent Psychology;
- Specialised knowledge with respect to the evidence-base for interventions for psychological problems among children and adolescents;
- Knowledge of research methods in the field of Child and Adolescent Psychology;
- 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

- 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;
- The ability to carry out basic level clinical assessments, and then to write a report on the findings;
- Basic skills required to engage in a therapeutic relationship (e.g. the skills required to build a working alliance with children and adolescents);
- Basic skills required to perform evidence-based psychological treatment (or parts thereof) with children and adolescents;
- Specialized skills in the area of interviewing, observing, and reporting.

c. Judgement

- 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.
- 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;

- 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
- The ability to communicate the results of assessment in a clear manner to colleagues and other helping professionals;
  - 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
- 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**

a. Knowledge and Understanding

- 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;
- 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);
- Specific knowledge of disorder diagnosis and therapeutic diagnosis in the field of Clinical Neuropsychology;
- Specialised knowledge with respect to evidence-based neuropsychological interventions in cases of neuropsychological disorders and limitations resulting from suspected or established brain disorders;
- Knowledge of research methods in the field of Neuropsychology;
- Knowledge (from the perspective of Neuropsychology) of legal and ethical issues in the health sector and the organisation of the health sector.

b. Applying Knowledge and Understanding

- 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;
- 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);
- Basic therapeutic skills required to engage in a therapeutic relationship, i.e. the skills required to enter into a therapy/treatment contract, etc.;
- The skills required to perform evidence-based clinical neuropsychological treatment (or parts thereof) at an elementary level;

- Specialised skills in the field of interviewing, observation, treatment and reporting.

c. Judgement

- 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.
- 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;
- 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

- The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues and other social workers;
- 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.

e. Learning Skills

- 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

- Specialised knowledge of theories in Clinical Psychology concerning the aetiology and persistence of psychopathology and psychological problems;
- Knowledge of assessment and psycho-diagnostic procedures and techniques;
- Specialised knowledge with respect to evidence-based psychological interventions in cases of psychopathology and psychological problems;
- Knowledge of research methods in the field of Clinical Psychology;
- 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

- 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;
- The ability to carry out basic level clinical psycho-diagnostics and write a psychodiagnostic report on the findings;

- Basic therapeutic skills;
  - The skills required to perform evidence-based clinical psychological treatment (or parts thereof) at an elementary level.
- c. Judgement
- 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.
  - 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;
  - 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
- The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues, physicians and other social workers;
  - 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
- 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
- Specialised knowledge of theories on Economic and Consumer Psychology;
  - 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);
  - 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;
  - 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;

- Knowledge of research methods in the field of Economic and Consumer Psychology, for instance field research, questionnaires and experimental research;
- 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

- 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;
- The ability to apply theories and research methods prevalent in the field of Economic and Consumer Psychology;
- The basic analytical, research and advice skills needed to work as a specialised Economic and Consumer Psychologist;
- 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

- 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;
- 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;
- 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

- The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
- 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

- 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

- 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;
- 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);
- Specific knowledge of the instruments and tests used in the field of Health and Medical Psychology;
- Specialised knowledge with respect to evidence-based methods of prevention and psychological interventions in health promotion and chronic illness;
- Knowledge of research methods in the field of Health and Medical Psychology;
- Knowledge of legal and ethical issues in health promotion (e.g. public information) and health care and its organisation.

b. Applying Knowledge and Understanding

- 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;
- The ability to perform basic tests and measurements and to use these to write a psychodiagnostic report and a prevention/intervention programme;
- 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.;
- The skills required to carry out evidence-based health-enhancing programmes or treatment at a basic level;
- Specialised skills in the field of interviewing, observation, advice/consultancy, treatment and reporting.

c. Judgement

- 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.
- 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;
- 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

- The ability to clearly communicate the results of assessment, intervention and research to clients and professionals;
- 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

- 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

- Specialised knowledge of statistical methods and techniques (including Psychometrics) as applied throughout the field of Psychology;
- 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);
- Applied knowledge of the computer programmes used in Statistics and Psychometrics;
- Specific knowledge of data analysis, model construction, hypothesis testing and software development;
- Knowledge of research methods in the field of Methodology and Statistics, such as matrix algebra and simulation studies;
- Practical knowledge of legal and ethical aspects of data management, data analysis and statistical consultation.

b. Applying Knowledge and Understanding

- 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;
- The ability to use computer programmes in the field of Methodology and Statistics and Psychometrics;
- 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;
- The basic skills required to apply new statistical techniques and software;
- Specialist skills in the field of data analysis and statistical reporting.

c. Judgement

- 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;

- 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;
- The ability to reflect on the consequences of one's own actions for clients and colleagues;
- 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

- The ability to clearly communicate the results of statistical analysis to colleagues;
- 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

1. 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

- Specialised knowledge of psychological theories on Occupational Health Psychology;
- 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);
- Specific knowledge of the instruments and tests used in the field of Occupational Health Psychology;
- Specialised knowledge with respect to evidence-based methods and approaches in Occupational Health Psychology, for instance in screening, preventive methods and interventions;
- Knowledge of research methods in the field of Occupational Health Psychology;
- Knowledge of legal and ethical issues of practical applications in the organisations in which graduates are employed.

b. Applying Knowledge and Understanding

- 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;
- The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
- The basic analytical, research and advice skills needed to work as a specialised Occupational Health Psychologist;
- The skills required to carry out evidence-based health and safety-enhancing initiatives in occupational settings.

c. Judgement

- 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;
- 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;
- 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

- The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
- 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

- 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

- Specialised knowledge of theories of School Psychology concerning the origin and persistence of social and learning difficulties;
- 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);
- Specific knowledge of diagnostic tools in School Psychology, as used for instance in school-based assessments of social and learning difficulties;
- Specialised knowledge with respect to methods in School Psychology, for instance in prevention, intervention, model analysis and research;
- Knowledge of research methods in the field of School Psychology, for instance field research, questionnaires and experimental research;
- 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

- 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;
- The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
- The basic analytical, research and coaching skills needed to work as a specialised School Psychologist;
- The skills required to carry out evidence-based initiatives to enhance learning and social functioning in school settings.

c. Judgement

- 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;
- 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

- The ability to clearly communicate the results of analysis, coaching, and intervention to colleagues and clients;
- 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

- 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

- Specialised knowledge of theories on Social and Organisational Psychology;
- 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);
- Specific knowledge of measurement tools in Social and Organisational Psychology, as used for instance in organisational change, conflict, public information and behavioural change;

- Specialised knowledge with respect to methods in Social and Organisational Psychology, for instance in interventions, model analysis and research;
  - Knowledge of research methods in the field of Social and Organisational Psychology, for instance field research, questionnaires and experimental research;
  - 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
- 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;
  - The ability to apply theories and research methods prevalent in the field of Social and Organisational Psychology;
  - The basic analytical, research and advice skills needed to work as a specialised Social and Organisational Psychologist;
  - 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
- 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;
  - 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;
  - 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
- The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
  - 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
- 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 part-time 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,<sup>5</sup> the language(s) 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.<sup>6</sup>

#### Article 2.9 **Quality**

The programme is accredited by NVAO<sup>7</sup> 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**

#### 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 due time via Brightspace.

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<sup>5</sup> [Code of Conduct on Language of Instruction](#)

<sup>6</sup> [Guideline on Language Policy](#)

<sup>7</sup> 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 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,<sup>8</sup> 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.<sup>9</sup> 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.

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

### Article 3.4 **Taking part in components and sitting examinations<sup>10</sup>**

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

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

<sup>10</sup>Should the new enrolment system be ready by 1 September 2022, the following Articles will be deleted:

3.4.1 In order to sit an examination, the student is required to register for the examination in question no later than ten days before the date of the examination in accordance with the relevant enrolment procedure.

3.4.2 Admission to a component takes place in order of enrolment. For students who are enrolled in the programme and who enrol in timely fashion are guaranteed admission to components that are compulsory as

### **3.4.1 Taking part in components**

3.4.1.1 Students must register for the 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 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 component, students register for the corresponding examination. A confirmation of registration for the examination is required.

3.4.2.2 Students who do not register for the component may register only for the examination or constituent examination. To be allowed to sit the examination or constituent examination, a confirmation of registration for the examination is required.

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

3.4.2.4 Students will receive a notification in due 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.

3.4.2.5 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.

3.4.2.6 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

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part of the programme. Some components require students to first have passed the examination for another component before being granted admission. The Prospectus lists the components for which this applies.

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 due 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, this is done according to the Remote Invigilation Protocol.<sup>11</sup>

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 At a student's request the Board of Examiners may in exceptional circumstances diverge from the provisions of Article 4.1.1 and allow an additional resit.

4.1.8 During a master's programme, students may resit one examination that they passed, without prejudice to the provisions of article 4.1.1 and the power of the Board of Examiners to deviate from

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<sup>11</sup> If the Remote Invigilation Protocol is not yet ready on 1 September 2022, the text of this article in the Model OER 2021-2022 will be retained: 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 final examinations proceed properly. If remote invigilation is used, the student will be informed of this at least ten days in advance.

this stipulation in exceptional cases and at the student's request. This only applies if the resit takes place in the same study year as the original examination. In the event of such a one-time resit, the highest result obtained applies.

The examination referred to in the first sentence may consist of a number of constituent examinations. Registration for this examination should take place in accordance to Articles 3.4.1.1 and 3.4.2.2.

4.1.9 The following are excluded from the resit option as referred to in Article 4.1.8:

- Oral examinations
- Practical assignments
- Examinations that the student passed at a different institution than Leiden University

4.1.10 If a component is included in multiple programmes, the student is only granted one opportunity to resit an examination he or she previously passed for this component.

#### 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 take the form of a written, digital or oral examination, or a combination of these.

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,<sup>12</sup> 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.

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<sup>12</sup> [Protocol on Studying with a Disability](#)

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**

4.1.1 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 is responsible for ensuring that the right of students to appeal against decisions of the Board of Examiners or the examiners is guaranteed.

#### 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 within the same fifteen working days. The final grade is recorded in 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 calendar 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.

#### 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 the nominal study duration plus one academic year 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. An exception is made for the resit based on article 4.1.8.)

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. An exception is made for the resit based on article 4.1.8.)

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, unless the Board of Examiners decides otherwise.

Article 4.13 **Further education**

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

**Chapter 5 Admission to the programme per September 2023 or February 2024**

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. If the Executive Board has determined a maximum number of students for the programme, a confirmation of admission will be issued if the student meets the entry requirements and this maximum number is not exceeded.

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.<sup>13</sup>

Article 5.2 **Admission to the programme**

5.2.1 Holders of one of the following degrees may be admitted to the programme (Article 7.30b (1) of the Act):

- 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.

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<sup>13</sup>[Regulations for Admission to Master's Programmes](#)

c. a bachelor's degree and additionally having passed the prescribed pre-master's programme pursuant to article 5.4.1

5.2.2 Any person who fails to meet the degree requirements or prescribed pre-master's requirement referred to in 5.2.1 may submit a request to the Board of Admissions. The Board of Admissions assesses whether the applicant may be granted admission to the programme.

To this end, the Board of Admissions assesses whether the applicant possesses sufficient knowledge, understanding and skills at the same level as a bachelor's degree or related bachelor's degree as referred to in 5.2.1, under (a) and (b). The Board may also impose further conditions.

The Board of Admissions assesses, where relevant, whether the applicant meets the qualitative selection requirements mentioned referred to in 5.2.4.

### 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 from a programme taught in English (or an IB 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), Germany, 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:

- IELTS 6.5
- TOEFL (internet-based) 90

The test result may not be older than two years at the time of enrolment for the programme.

5.2.3.3 As further clarification of Article 2.8 concerning command of the language of instruction, a student whose mother tongue is not Dutch and who wishes to be admitted to a Dutch-taught master's programme must have passed *TUL-gevorderd*. A Dutch as a Second Language Certificate (*Certificaat Nederlands als Vreemde Taal*) at *Educatief Startbekwaam* level is also sufficient to meet the language requirement. The *TUL-halfgevorderd* requirement can also be met with the State Examination NT2-II.

5.2.3.4 The language requirements in <5.2.3.1, with the exception of the 2<sup>nd</sup> and 3<sup>rd</sup> bullet point, and> 5.2.3.2 do not apply when a higher command of the language is required and included as a qualitative admission requirement (selection requirement) in Article 5.2.4. If a higher language requirement is included in Article 5.2.4, all students are required to fulfil this requirement.

### Article 5.2.4 **Qualitative admission requirements (selection requirements)**

5.2.4.1 If there are qualitative admission requirements: In addition to the requirements specified in 5.2.1 or 5.2.2 or in derogation of the language requirement in 5.2.3, the following qualitative admission

requirements apply for the master's specialisations Child and Adolescent Psychology, Clinical Neuropsychology, Clinical Psychology, Health and Medical Psychology and School Psychology pursuant to Article 7.30b (2) of the Act:

#### 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) on the following topics:
  - Introduction to psychology
  - Social and/or organisational psychology
  - Cognitive psychology
  - Neuropsychology and/or psychophysiology and/or biopsychology
  - Clinical psychology
  - Developmental psychologyGPA  $\geq$ 8: Excellent; 6-8: Sufficient.
- b. The results earned in the bachelor on components pertaining to the clinical domain (at least 3 components, each at least 4 EC) on the following topics:
  - Psychodiagnostics
  - Interpersonal skills, such as interview, counselling
  - Psychopathology and/or Psychological treatmentGPA  $\geq$ 8: Excellent; 6-8: Sufficient.
- 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
  - Skills with statistical softwareGPA  $\geq$ 8: Excellent; 6-8: Sufficient.

#### Requirement 2

Motivational statement according a standardised format, assessed (as (in)sufficient or excellent) on the basis of the quality and structure of the reasoning, the connection between personal interests and motivation with the content of the programme, and language skills and use of language.

GPA  $\geq$ 8: Excellent; 6-8: Sufficient.

5.2.4.2 These qualitative admission requirements (selection requirements) will be measured or assessed according to the following method:

- Weighted average for requirement 1a:  $\geq$  8: *Excellent*; 6-8: *Sufficient* (Dutch grading system; or international equivalent based on conversion by Central Admissions Office Leiden University)
- Weighted average for requirement 1b:  $\geq$  8: *Excellent*; 6-8: *Sufficient* (Dutch grading system; or international equivalent based on conversion by Central Admissions Office Leiden University)
- Weighted average for requirement 1c:  $\geq$  8: *Excellent*; 6-8: *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 of language.

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.

5.2.4.3 Proof that the student meets the qualitative admission requirements (selection requirements) must be provided by the following deadline:

- 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<sup>th</sup> of October for a start in February.

#### 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 (selection requirements) as referred to in Article 5.2.4.1. The capacity per specialisation is as follows:

Specialisation	September	February
Child and Adolescent Psychology	66	18
Clinical Neuropsychology	90	30
Clinical Psychology	90	60
Health and Medical Psychology	60	30
School Psychology	20	10

5.2.5.2 Where Article 5.2.5.1 applies, and a maximum capacity has been determined, the Board of Admissions will use the following the method of selection on the grounds of the selection criteria:

- Applications marked as Excellent from candidates for whom the specialisation is the first choice will be admitted to the programme. If there are more applications from this category than available positions, the positions will be distributed by a draw from the Excellent applications but only for candidates for whom the specialisation is the first choice.
- If there are positions left after the Excellent applications from candidates for whom the specialisation is the first choice are admitted, a draw will be made from the Sufficient applications from candidates for whom the specialisation is the first choice.
- If there are positions left after the Excellent and the Sufficient applications from candidates for whom the specialisation is the first choice, a draw will made from the other applications (Excellent and Sufficient applications from candidates who have entered the specialisation as a second choice).
- Candidates who didn't get a position will be put on a waiting list. The ranking for this list will be based on a draw.
- The waiting list per specialisation consists of (if applicable) 1. Excellent candidates for whom the specialisation is the first choice, 2. Sufficient candidates for whom the specialisation is the first choice 3. Excellent and Satisfactory candidates who have entered the specialisation as a second choice.
- 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, and a maximum capacity has been determined, the Board of Admissions will apply the following deadlines for selection:

- See 5.2.4.3 for admission deadlines.
- Candidates will be notified before May 31, 2023 whether they are selected (directly or by drawing lots) for placement as of September 1, or before December, 15, 2023 for placement as of February 1, 2024. 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, 2023 and January 31, 2024 respectively.

5.2.5.4 Where article 5.2.5.1 applies, and a maximum capacity has been determined, the Board of Admissions will weigh the selection requirements 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 5.2.4.2:

- 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 a maximum of 5 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      **Pre-master's programmes**

- a. 5.4.1 The programme has developed the following pre-master's programmes (for the following target groups) in order to remove deficiencies: Premaster in Psychology for the following specialisations of the one-year master: Applied Cognitive Psychology, Economic and Consumer Psychology, Methodology and Statistics in Psychology, Occupational Health Psychology, Social and Organisational 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.<sup>14</sup>

5.4.2 Information on the pre-master's programmes can be requested from the programme, and is available via the Prospectus.

## **Chapter 6      Student Counselling and Study Advice**

### Article 6.1      **Study progress administration**

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

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/final programme assignment**

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.<sup>15</sup>

#### 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 education in the programme is evaluated as follows:

- Courses are evaluated annually in a variety of ways, with standard questionnaires and/or qualitative instruments, during and/or at the end of the course after the final test or the last meeting. The results of the standardized evaluations are discussed in the Master's Programme Committee. The Master's Programme Committee will advise the Programme Board about possible measures to improve quality. Course coordinators will inform students on changes made to the course, based on previous evaluations.

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<sup>15</sup>[Protocol on Studying with a Disability](#)

- The programme is evaluated among master students on an annual basis through a standardized evaluation form, possibly supplemented with qualitative measures. The results are discussed in a meeting between the Directors of Studies and Faculty Board, and in the Master's Programme Committee. The Programme Board will take measures to improve quality when needed.

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, 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 2022.

## **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); Students are strongly advised to complete one or more of the compulsory components 1, 2, 3 or 4 before starting with the internship.
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:

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). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with the internship.
7. Internship in the field of Child and Adolescent Psychology (10 EC, level 600). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with the internship.
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). 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). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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). 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. Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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). Students need to complete one or more of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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. Designing Interventions for Behavioural Change (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, presenting the thesis in a master symposium (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). 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). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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). Students need to complete two of the compulsory components 1, 2, 3, 4 or 5 before starting with this internship.
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). Students need to complete two of the compulsory components 1, 2 or 3 before starting with this internship.

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). Students need to complete one of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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). Students need to complete one or more of the compulsory components 1, 2, 3 or 4 before starting with this internship.
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. Giftedness and Talent Development: A Transactional Perspective (5 EC, level 500)
16. Perspectives in Clinical Neuroscience (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. A curriculum vitae which includes the contact data of two referees;
4. A detailed explanation of the curriculum vitae including the motivation and learning objective to participate in the MSc programme;
5. An IELTS score of 6.5. Or equivalent score<sup>16</sup>, the test may not be more than 2 years old;
6. 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.

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<sup>16</sup> [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, places 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.