



## COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2017

### Master's programme in **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;
- the Regulations for Admission to Master's Programmes.

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

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## **Chapter 1      General Provisions**

### **Article 1.1      Scope of the regulations**

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

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

### **Article 1.2      Definitions**

In these regulations the following definitions apply:

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

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

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<sup>1</sup> <http://media.leidenuniv.nl/legacy/kaderdocument-leids-register.pdf>

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

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

### Article 1.3 **Codes of conduct**

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

1.3.2. The Leiden University Regulations on ICT and Internet Use are also applicable.<sup>3</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.

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

## Chapter 2 **Description of the Programme**

### Article 2.1 **Objectives of the programme**

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 10 specialisations:

- Child and Adolescent Psychology
- Clinical Neuropsychology
- Clinical Psychology
- Applied Cognitive Psychology
- Health and Medical Psychology
- Methodology and Statistics in Psychology

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

<sup>3</sup>[Leiden University Regulations on ICT and Internet Use](#)

- Occupational Health Psychology
- School Psychology
- Social and Organisational Psychology
- Economic and Consumer Psychology

The student chooses one specialisation on entering the programme.

### Article 2.3 **Learning outcomes**

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

#### 2.3.1 **Child and Adolescent Psychology**

##### *Knowledge and Understanding*

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

##### *Applying Knowledge and Understanding*

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

##### *Judgement*

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future

professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects.

13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

#### *Communication*

15. The ability to communicate the results of assessment in a clear manner to colleagues and other helping professionals;
16. The ability to report in a clear manner on the results of one's own research in the field of Clinical Child and Adolescent Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### **2.3.2 Clinical Neuropsychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Clinical Neuropsychology, as well as to evaluate the merits of existing research in this field;
8. The ability to assess and carry out basic level clinical neuropsychodiagnostics, and then to write a neuropsychological report on the findings (i.e. writing a letter to the client);

9. Basic therapeutic skills required to engage in a therapeutic relationship, i.e. the skills required to enter into a therapy/treatment contract, etc.;
10. The skills required to perform evidence-based clinical neuropsychological treatment (or parts thereof) at an elementary level;
11. Specialised skills in the field of interviewing, observation, treatment and reporting.

#### *Judgement*

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects.
13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

#### *Communication*

15. The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues and other social workers;
16. The ability to report in a clear manner on the results of one's own research in the field of Neuropsychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### 2.3.3 **Clinical Psychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

6. The ability to carry out academic research in the field of Clinical Psychology, as well as to evaluate the merits of existing research in this field;
7. The ability to carry out basic level clinical psycho-diagnostics and write a psychodiagnostic report on the findings;
8. Basic therapeutic skills;
9. The skills required to perform evidence-based clinical psychological treatment (or parts thereof) at an elementary level.

#### *Judgement*

10. In the context of diagnosis and treatment and in academic research situations, professional conduct will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects.
11. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
12. An awareness of one's ability and willingness to reflect on one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

#### *Communication*

13. The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues, physicians and other social workers;
14. The ability to report in a clear manner on the results of one's own research in the field of Clinical Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### 2.3.4 **Applied Cognitive Psychology**

#### *Knowledge and Understanding*

1. Specialised knowledge of cognitive theories and models of mental functions and the relationship between them, as well as of the use of these models and theories in applied settings;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for applying these theories and models (such as ICT, Project planning and budgeting, Simulation, and Training);
3. Specific knowledge of the instruments used in the field of Cognitive Psychology;
4. Specialised knowledge with respect to the methods and approaches in the field, both experimental and applied;



5. Knowledge of research methods in the field of Applied Cognitive Psychology;
6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.

*Applying Knowledge and Understanding*

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

*Judgement*

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects.
12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

*Communication*

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

*Learning Skills*

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

**2.3.5 Health and Medical Psychology**

*Knowledge and Understanding*

1. Specialised knowledge of theories and models in Health and Medical Psychology on determining factors in health-enhancing behaviour, on stress and stress management and on the psychological influences on and consequences of chronic illness;

2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories and models (such as Clinical Psychology, Social Psychology and Psychophysiology);
3. Specific knowledge of the instruments and tests used in the field of Health and Medical Psychology;
4. Specialised knowledge with respect to evidence-based methods of prevention and psychological interventions in health promotion and chronic illness;
5. Knowledge of research methods in the field of Health and Medical Psychology;
6. Knowledge of legal and ethical issues in health promotion (e.g. public information) and health care and its organisation.

*Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Health and Medical Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to perform basic tests and measurements and to use these to write a psychodiagnostic report and a prevention/intervention programme;
9. The basic preventive and therapeutic skills needed to engage in a professional relationship with clients (individuals or organisations), to enter into a prevention or therapy contact etc.;
10. The skills required to carry out evidence-based health-enhancing programmes or treatment at a basic level;
11. Specialised skills in the field of interviewing, observation, advice/consultancy, treatment and reporting.

*Judgement*

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects.
13. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
14. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

*Communication*

15. The ability to clearly communicate the results of assessment, intervention and research to clients and professionals. ;
16. The ability to report in a clear manner on the results of research in Health and Medical Psychology, in accordance with the standards of academic reporting.

*Learning Skills*

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

### 2.3.6 Methodology and Statistics in Psychology

#### *Knowledge and Understanding*

1. Specialised knowledge of statistical methods and techniques (including Psychometrics) as applied throughout the field of Psychology;
2. Thorough knowledge of the areas in which the application of these methods and techniques may be important (in an area of Psychology of the student's choice);
3. Applied knowledge of the computer programmes used in Statistics and Psychometrics;
4. Specific knowledge of data analysis, model construction, hypothesis testing and software development;
5. Knowledge of research methods in the field of Methodology and Statistics, such as matrix algebra and simulation studies;
6. Practical knowledge of legal and ethical aspects of data management, data analysis and statistical consultation.

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Methodology and Statistics, as well as to evaluate the merits of existing research in this field;
8. The ability to use computer programmes in the field of Methodology and Statistics and Psychometrics;
9. The basic skills required to give statistical advice to others on selecting a suitable method or specifying a model; the ability to translate statistical results into psychological problems and to perform simple adaptations;
10. The basic skills required to apply new statistical techniques and software;
11. Specialist skills in the field of data analysis and statistical reporting.

#### *Judgement*

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects;
13. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
14. The ability to reflect on the consequences of one's own actions for clients and colleagues;
15. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

*Communication*

16. The ability to clearly communicate the results of statistical analysis to colleagues;
17. The ability to report in a clear manner on the results of methodological research, in accordance with the standards of academic reporting.

*Learning Skills*

18. 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 Occupational Health Psychology**

*Knowledge and Understanding*

1. Specialised knowledge of psychological theories on Occupational Health Psychology;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Health Psychology, Organisational Psychology and Cognitive Psychology);
3. Specific knowledge of the instruments and tests used in the field of Occupational Health Psychology;
4. Specialised knowledge with respect to evidence-based methods and approaches in Occupational Health Psychology, for instance in screening, preventive methods and interventions;
5. Knowledge of research methods in the field of Occupational Health Psychology;
6. Knowledge of legal and ethical issues of practical applications in the organisations in which graduates are employed.

*Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Occupational Health Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
9. The basic analytical, research and advice skills needed to work as a specialised Occupational Health Psychologist;
10. The skills required to carry out evidence-based health and safety-enhancing initiatives in occupational settings.

*Judgement*

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists)

professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects;

12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

#### *Communication*

14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
15. The ability to report in a clear manner on the results of research in Occupational Health Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### 2.3.8 **School Psychology**

#### *Knowledge and Understanding*

1. Specialised knowledge of theories of School Psychology concerning the origin and persistence of social and learning difficulties ;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Educational Psychology, Developmental Psychopathology, Developmental Neuroscience, Social- and Organizational Psychology);
3. Specific knowledge of diagnostic tools in School Psychology, as used for instance in school-based assessments of social and learning difficulties;
4. Specialised knowledge with respect to methods in School Psychology, for instance in prevention, intervention, model analysis and research;
5. Knowledge of research methods in the field of School Psychology, for instance field research, questionnaires and experimental research;
6. Knowledge (from the perspective of Child and Adolescent Psychology) of legal and ethical issues in the educational sector and the organisation of the educational sector.

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of School Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
9. The basic analytical, research and coaching skills needed to work as a specialised School Psychologist;

10. The skills required to carry out evidence-based initiatives to enhance learning and social functioning in school settings.

#### *Judgement*

11. In the context of school-based assessment and interventions and in academic research situations, professional conduct will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code;
12. Assessment involves the following aspects: handling tasks / work; reflection on the ethical aspects of professional conduct (e.g., strict confidentiality); reflection on the consequences of one's own actions for clients, test subjects and colleagues; an awareness of one's own limitations; the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues.

#### *Communication*

13. The ability to clearly communicate the results of analysis, coaching, and intervention to colleagues and clients;
14. The ability to report in a clear manner on the results of research in School Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### **2.3.9 Social and Organisational Psychology**

#### *Knowledge and Understanding*

1. Specialised knowledge of theories on Social and Organisational Psychology;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Social Psychology, Organisational Psychology, Decision Analysis and Methodology of Research);
3. Specific knowledge of measurement tools in Social and Organisational Psychology, as used for instance in organisational change, conflict, public information and behavioural change;
4. Specialised knowledge with respect to methods in Social and Organisational Psychology, for instance in interventions, model analysis and research;
5. Knowledge of research methods in the field of Social and Organisational Psychology, for instance field research, questionnaires and experimental research;
6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.

*Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Social and Organisational Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to apply theories and research methods prevalent in the field of Social and Organisational Psychology;
9. The basic analytical, research and advice skills needed to work as a specialised Social and Organisational Psychologist;
10. The skills required to carry out basic evidence-based work, for instance the ability to refer to research to substantiate advice and interventions in the field of Social and Organisational Psychology.

*Judgement*

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects;
12. The ability to reflect critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

*Communication*

14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
15. The ability to report in a clear manner on the results of research in Social and Organisational Psychology, in accordance with the standards of academic reporting.

*Learning Skills*

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

2.3.10 **Economic and Consumer Psychology**

*Knowledge and Understanding*

1. Specialised knowledge of theories on Economic and Consumer Psychology;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories (such as Economic Psychology, Consumer Psychology, Social Psychology, Judgement and Decision Making, and Methodology of Research);

3. Specific knowledge of measurement tools in Economic and Consumer Psychology, as used for instance in social dilemma's, social influence, persuasion, decision making, and behavioural change;
4. Specialised knowledge with respect to methods in Economic and Consumer Psychology, for instance in social dilemma's, social influence, persuasion, decision making, and behavioural change;
5. Knowledge of research methods in the field of Economic and Consumer Psychology, for instance field research, questionnaires and experimental research;
6. Knowledge of the ethical issues of practical applications in the organisations in which graduates are employed, for instance with regard to research and advice.

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Economic and Consumer Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to apply theories and research methods prevalent in the field of Economic and Consumer Psychology;
9. The basic analytical, research and advice skills needed to work as a specialised Economic and Consumer Psychologist;
10. The skills required to carry out basic evidence-based work, for instance the ability to refer to research to substantiate advice and interventions in the field of Economic and Consumer Psychology.

#### *Judgement*

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects;
12. The ability to *reflect* critically on the ethical aspects of professional conduct; the ability to reflect on the consequences of one's own actions for clients, test subjects and colleagues;
13. An awareness of one's own limitations and the ability to judge correctly at which point to refrain from action or appeal to the expertise of colleagues in the profession.

#### *Communication*

14. The ability to clearly communicate the results of analysis, advice and evaluation to colleagues and clients;
15. The ability to report in a clear manner on the results of research in Economic and Consumer Psychology, in accordance with the standards of academic reporting.



### *Learning Skills*

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

#### Article 2.4 **Structure of the programme**

The programme offers full-time tuition.

The nominal duration of the programme is 1 year.

#### Article 2.5 **Study load**

The programme has a study load of 60 ECTS credits.

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

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

#### Article 2.7 **Final examinations of the programme**

The programme is associated with a final examination.

#### Article 2.8 **Language of instruction**

In accordance with the Code of Conduct on the Language of Instruction and Examination<sup>4</sup> the language of instruction and examination in the programme is *English*. Students are expected to have an adequate command of the language of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.3. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

#### Article 2.9 **Quality**

The programme is accredited by NVAO<sup>5</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 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 50, 55 or 60 credits, depending on the specialisation. These compulsory components include the set components from which students are obliged to choose. The components are listed in Appendix 1.

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<sup>4</sup> <http://www.reglementen.leidenuniv.nl/gedragcodes/gedragcode-voertaal.html>

<sup>5</sup> The Accreditation Organisation of the Netherlands and Flanders.

3.1.2 The e-Prospectus further specifies the actual structure of the programme, i.e. the study load, level,<sup>6</sup> contents and structure of the components on the curriculum.

#### Article 3.2 **Optional components**

3.2.1 Alongside the components referred to 3.1.1, the student selects components worth a total study load of 0, 5 or 10 credits depending on the chosen specialisation.

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

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

3.2.4 Students who are enrolled in the programme may assemble their own programme of components that are taught by an institution, as long as a final examination is associated with these. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the programme is considered to belong.<sup>7</sup> If necessary, the Executive Board appoints a Board of Examiners to take this decision.

#### Article 3.3 **Practicals**

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

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

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

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

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

#### Article 3.5 **Distribution of study materials**

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<sup>6</sup>In accordance with the 'abstract structure', as described in the Framework Document of the Leiden University Register of Study Programmes.

<sup>7</sup>In accordance with Article 7.3d of the WHW ('free curriculum in higher education').

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

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

## **Chapter 4 Examinations, Final Examination and Further Education**

### **Article 4.1 Frequency of examinations**

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

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

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

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

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

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

4.1.7 If a student has passed an examination linked to a given component but nevertheless resits this examination without the permission of the Board of Examiners the result of the last sitting will not be assessed.

### **Article 4.2 Obligatory sequence**

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

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

### **Article 4.3 Form of examination**

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

4.3.2 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,<sup>8</sup> before reaching a decision.

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

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

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

#### Article 4.4 **Oral examinations**

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

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

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

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

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

#### Article 4.6 **Assessment**

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

4.6.2 The examiner marks any written examination or constituent examination within 15 working days of the day on which the examination or constituent examination was taken, and informs the departmental office of the result by entering this into the University study progress system. The student is informed of this through the University study progress system.

4.6.3 If the examiner is unable to comply with the period of 15 working days specified in Article 4.6.2, the student is notified accordingly through Blackboard and in a personal mail to the student's u-

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<sup>8</sup> <http://media.leidenuniv.nl/legacy/protocol-studeren-met-een-functiebeperking-2012-versie-cvb-28-08-12.pdf>

mail address before this term expires. This notification includes the latest date by which the student will be informed of the result.

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

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

4.6.6 Not applicable.

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

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

#### Article 4.7 **Validity of examinations**

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

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself.

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

#### Article 4.8 **Inspection and final evaluation**

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

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

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

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

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

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

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

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

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

#### 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 two years for the programme in question.

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

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

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

Article 4.11 **The degree**

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

4.11.2 The degree certificate specifies which degree has been awarded.

Article 4.12 **Degree classification**

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

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

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

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

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

The Faculty Board sets corresponding conditions for part-time programmes.

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

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

The Faculty Board sets corresponding conditions for part-time programmes.

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

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

#### Article 4.13 **Further education**

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

### **Chapter 5 Admission to the Programme**

#### Article 5.1 **Confirmation of admission**

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

5.1.2 Confirmation of admission must be applied for according to the rules set out in the Regulations for Admission to Master's Programmes.<sup>9</sup>

#### Article 5.2 **Admission to the programme**

5.2.1 Pursuant to Article 7.30b (1) of the Act holders of one of the following degrees may be admitted to the programme and one of its specialisations:

- a Bachelor's degree from the programme BSc in Psychology of Leiden University with the appropriate specialisation course for the chosen specialisation)

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

5.2.3 As further clarification of Article 2.9 concerning the student's command of the language of instruction, the language requirement for English-taught master's programmes is IELTS overall 7.0 and band scores 6.5/ TOEFL IBT 100, band scores 22 (reading), 22 (listening), 22 (speaking) and 25 (writing)/Cambridge CPE-C. The Board of Admissions may request that applicants demonstrate an adequate command at this level. If required, language requirements can be included as one of the qualitative admission requirements referred to in Article 5.2.4.

5.2.4 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 5.2.1. Alongside the requirements specified in 5.2.1 and 5.2.2, the following qualitative 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:

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<sup>9</sup>[Regulations for Admission to Master's Programmes](#)



- 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.
- have proof of thorough proficiency in written and spoken English, e.g. by means of an IELTS score of 7 or a TOEFL score of 100/250/600 or equivalent (for non-native speakers of English) with at least an IELTS score of 6,5 on partial scales of this test and at least a TOEFL score of 22 (reading), 22 (listening), 22 (speaking) and 25 (writing) on partial scales of this test.

5.2.5 If the Executive Board has determined a maximum capacity for the programme, the order of admission will be determined by the qualitative admission requirements as referred to in sub-article 5.2.4.

### Article 5.3 **Deficiencies**

5.3.1 Holders of a bachelor's degree from a research university or an equivalent diploma with 5 credits of deficiencies, may be admitted to the programme, as long as it may reasonably be expected that they will meet the entry requirements within a reasonable period of time.

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

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

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

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

5.4.1 The institute of Psychology has developed the following bridging programmes (for the assigned target groups) in order to remove deficiencies. Upon the successful completion of the bridging programme within a year the student can be granted admission to the master programme by the Admissions Board

5.4.2 Information on the bridging programmes can be requested from the institute and is available via the e-Prospectus.

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

### **Article 6.1 Student progress report**

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

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

### **Article 6.2 Introduction and student counselling**

The department is responsible for the introduction and student counselling.

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

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

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

### **Article 6.4 Professional sports**

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

### **Article 6.5 Disability or chronic medical condition**

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition. The programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the programme itself.<sup>10</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 programme is evaluated as follows:

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<sup>10</sup>[Protocol on studying with a disability](#)

- students fill out questionnaires upon completion of each course of the programme. The results are presented to the master programme committee. The committee advises the programme board on measures for quality improvement.
- Students fill out a questionnaire at the end of their programme on all aspects of the programme. The results are presented to the master programme committee. The committee advises the programme board on measures for quality improvement.

## **Chapter 8      Final Provisions**

### **Article 8.1      Amendments**

8.1.1    Amendments to these regulations are implemented by a separate order of the Faculty Board with the prior consent of the Faculty Council.

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

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

### **Article 8.2      Publication**

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

### **Article 8.3      Term of application**

The OER apply for the duration of one academic year.

### **Article 8.4      Entry into force**

These regulations enter into force on 1 September 2017.

## **Appendix 1: Programme Contents**

### **1a. 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 Clinical Child and Adolescent Psychology (20 EC, level 600)

Either 6 or 7+8:

6. Clinical Practical Internship in the field of Clinical 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 four compulsory courses before starting with this internship.

or

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

### **1b. MSc in Psychology, specialisation in Clinical Psychology**

Compulsory components:

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

Either 6 or 7+8:

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

or

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

### **1c. MSc in Psychology, specialisation in Clinical Neuropsychology**

Compulsory components (1 and 2 or 3 and 4):

1. Adult and Old Age Clinical Neuropsychology: Theory and Assessment (5 EC, level 500)  
and
2. Adult and Old Age Clinical Neuropsychology: Clinical Practice (practical, 5 EC, level 500)

or

3. Child Neuropsychology: Theory and Assessment of Neurodevelopmental Disorders (5 EC, level 500)  
and
4. Child Neuropsychology: Clinical Practice of Neurodevelopmental Disorders (practical, 5 EC, level 500)

and

5. Intervention Strategies in Clinical Neuropsychology (5 EC, level 500)
6. Intervention Strategies in Clinical Neuropsychology: Practical Training (practical, 5 EC, level 500)
7. Thesis in the field Clinical Neuropsychology (20 EC, level 600)

Either 8 or 9+10:

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

or

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

#### **1d. MSc in Psychology, specialisation in Applied Cognitive Psychology**

Compulsory components:

1. The Art of Applying Psychology (5 EC, level 500)
2. Human Computer Interaction (5 EC, level 500)
3. Human Potential: Theory (5 EC, level 500)
4. Human Potential: Application (5 EC, level 500)
5. Thesis in Applied Cognitive Psychology, including 5 colloquia (20 EC, level 600)
6. Internship in the field of Applied Cognitive Psychology (10 EC, level 600); entry requirements are listed in the e-Prospectus.
7. Electives: two courses of 5 EC (level 500)

#### **1e. MSc in Psychology, specialisation in Health and Medical Psychology**

Compulsory components:

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

Either 6 or 7+8:

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

or

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

#### **1f. MSc in Psychology, specialisation in Methodology and Statistics in Psychology**

Compulsory components:

1. Categorical Data Analysis (5 EC, level 500)
2. Introduction to R and Statistical Computing (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 Methodology and Statistics (20 EC, level 600)
7. Internship in the field of Methodology and Statistics (10 EC, level 600); entry requirements are listed in the e-Prospectus.
8. Elective: one course of 5 EC (level 500)

#### **1g. MSc in Psychology, specialisation in Occupational Health Psychology**

Compulsory components:

1. Human Potential: Application (5 EC, level 500)
2. Interventions in Occupational Health (practical, 5 EC, level 500)
3. Work and Stress (5 EC, level 500)
4. Thesis Occupational Health Psychology (20 EC, level 600)
5. Internship in the field of Occupational Health Psychology (10 EC, level 600); entry requirements are listed in the e-Prospectus.

15 EC chosen from

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

#### **1h. MSc in Psychology, specialisation in School Psychology**

Compulsory components:

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

Either 6 or 7+8:

6. Clinical Practical Internship in the field of School Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on

BAPD-reports). Students need to complete compulsory components 1 or 3 before starting with this internship.

or

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

### **1i. 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, including 4 colloquia (20 EC, level 600)
6. Internship in the field of Social and Organisational Psychology (10 EC, level 600); entry requirements are listed in the e-Prospectus.

Electives (two out of five):

7. Social Animals at Work (5 EC, level 500)
8. Environmental Psychology (5 EC, level 500)
9. The Psychology of Economic Behaviour (5 EC, level 500)
10. Motivation, Power en Leadership (5 EC, level 500)
11. Elective: one course of 5 EC(level 500)

### **1j. 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, including 4 colloquia (20 EC, level 600)
6. Internship in the field of Economic and Consumer Psychology (10 EC, level 600); entry requirements are listed in the e-Prospectus.
7. Elective: two courses of 5 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 e-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. Transdiagnostic Approach to Eating Disorders (5 EC, level 500)

6. Health Psychology in Practice (5 EC, level 500)
7. Adult and Old Age Clinical Neuropsychology: Theory and Assessment (5 EC, level 500)
8. Child Neuropsychology: Theory and Assessment of Neurodevelopmental Disorders (5 EC, level 500)
9. Decision Making: Theory and Practice (5 EC, level 500)
10. Applied Data Analysis (5 EC, level 500)
11. fMRI Data and Statistics (5 EC, level 500)
12. Multilevel and Longitudinal Data Analysis (5 EC, level 500)
13. Environmental Psychology (5 EC, level 500)
14. The Psychology of Economic Behaviour (5 EC, level 500)
15. Motivation, Power en Leadership (5 EC, level 500)
16. Social Animals at Work (5 EC, level 500)
17. Statistical Mediation and Moderation (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 5.1 are subject to the Admission Procedure.

Applications should include:

1. A completed application form;
2. Certified copies of university certificates, degrees and diplomas. Translations into English are required;
3. Two letters of recommendation from academic staff members;
4. A personal statement of motivation including the learning objective to participate in the MSc course;
5. A curriculum vitae;
6. A proof of thorough proficiency in written and spoken English, e.g. by means of an IELTS score of 7 or a TOEFL score of 100/250/600 or equivalent (for non-native speakers of English) with at least an IELTS score of 6,5 on partial scales of this test and at least a TOEFL score of 22 (reading), 22 (listening), 22 (speaking) and 25 (writing) on partial scales of this test;
7. Proof of payment of the application fee.

The Board of Admissions will evaluate the application for admission in terms of the criteria set out in article 5.3 and decide upon the admission.

**Appendix 3: Master's Thesis and Internship Regulations**

**3.1 Regulations for the Master's Thesis**

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

**3.2 Regulations for the Internship**

The regulations for the internship are part of the e-Prospectus.

## **Appendix 4: Regulations regarding the choice of Specialisation**

### **4.1 Choice of Specialisation**

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.

### **4.2 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.

The following limitation applies:  student is permitted to write only one supervised thesis, and to do only one supervised internship. Article 4.1.7 applies.