

Course and Examination Regulations 2007-2008

Master's Programme in Psychology

These course and examination regulations have been drawn up in accordance with Section 7.13 of the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW)¹ and the additional quality marks as set out in the framework document Leiden University Register of Study Programmes [*Leids Universitair Register Opleidingen*].

Contents

1. General Provisions
2. Description of the Programme
3. Curriculum
4. Examinations and Final Examination
5. Admission Requirements
6. Student Counselling
7. Final Provisions

Appendices

¹ The Dutch Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] came into effect on 1 September 1993. It is sometimes referred to by its acronym *WHW*.

Chapter 1 General Provisions

Article 1.1 Scope of the Regulations

These regulations apply to the teaching and examinations of the master's degree programme of Psychology, hereinafter referred to as the programme.

The programme is offered by the Psychology department in the Faculty of Social and Behavioural Sciences of Leiden University, hereinafter referred to as: the faculty.

Article 1.2 Definitions

In these regulations the following definitions apply:

- a. board of admissions: the committee that, under the aegis and on behalf of the faculty board, and in accordance with the admission requirements, decides which students are to be admitted to the programme;
- b. board of examiners: the board of examiners of the programme, established in accordance with Section 7.12 of the Act;
- c. component: a study unit of the programme as defined in Section 7.3 of the Act. The course load of each component is expressed as whole credits. Every component involves an examination;
- d. EC (*European Credit*): the unit expressing the course load of a course component pursuant to the Act. According to the EC one credit equals 28 hours of studying;
- e. ECTS: the European Credit Transfer System;
- f. Examination [tentamen]²: an evaluation of the knowledge, understanding and skills of the student in respect of a particular component, and an assessment thereof, in accordance with Section 7.10 of the Act, by at least one examiner appointed to this purpose;
- g. examiner: the person appointed by the board of examiners to conduct examinations and examinations, in accordance with Section 7.12 of the Act;
- h. final examination [examen]²: evaluation whereby the board of examiners, in accordance with Section 7.10 of the Act, verifies whether the candidate (student) has successfully completed all components and other requirements of the master's degree programme;
- i. Leiden University Register of Study Programmes (*Leids Universitair Register Opleidingen*): register³ of the programmes offered by Leiden University, kept under supervision of the Executive Board;
- j. level: the level of a component according to the abstract structure as defined in the framework document of the Leiden University Register of Study Programmes;

² The *examen* is actually a review of the student's academic achievements to decide whether or not (s)he has completed all requirements for graduation. The Dutch term used for a test of the student's knowledge or skills is '*tentamen*'.

³ The framework document *Leids Universitair Register Opleidingen* [Leiden University Register of Study Programmes] can be found at the following website: www.bamainfo.leidenuniv.nl

- | | | |
|----|------------------------------|---|
| k. | master's project: | The implementation of an empirical research assignment |
| l. | master's thesis and project: | The written report of the master's project |
| m. | practical: | <p>practical assignment as defined in section 7.13 (2) (d) of the Act, in one of the following forms:</p> <ul style="list-style-type: none"> - the writing of a thesis and project, - the writing of a paper, the design and implementation of a project, or the creation of a technological design, - the implementation of a research assignment, - the participation in fieldwork or an excursion, - the completion of a traineeship, - or the taking part in another educational activity aimed at acquiring particular skills; |
| n. | prospectus: | An electronic or printed document containing details and binding information on the programme; |
| o. | student: | a person registered with Leiden University for the purpose of taking courses, the sitting of examinations and the taking of examinations of the programme; |
| p. | the Act: | the Higher Education and Research Act [<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i>] (WHW). |
| q. | working day: | Monday to Friday, excluding public holidays; |
| r. | Enrolment procedure | The procedure at the beginning of the year in which students are to enrol for courses |

Other terms have the meaning given to them by the Act.

Article 1.3 Code of Conduct regarding ICT and Education

The Code of Conduct regarding ICT and Education [*Gedragscode ICT en Onderwijs*]⁴ shall apply to the programme and its courses.

⁴ The Code of Conduct for Teachers and Students in ICT supported education [*Gedragscode docenten en studenten binnen ICT en onderwijs*] was adopted by the Executive Board on 26 May 2005 and can be found at the following website: www.ictbeleid.leidenuniv.nl

Chapter 2 Description of the Programme

Article 2.1 Specialisation(s)

The programme offers the following specialisations:

- Child and Adolescent Psychology
- Clinical Psychology
- Applied Cognitive Psychology
- Health Psychology
- Methodology and Statistics
- Clinical Neuropsychology
- Occupational Health Psychology
- Social and Organisational Psychology

Article 2.2 and Article 2.3 Objectives and achievement levels of the Programme

The programme has the following objectives and achievement levels, arranged by specialisation:

2.2.1. Child and Adolescent Psychology

Knowledge and Insight

1. Specialised knowledge of Child and Adolescent Psychology concerning the origin and persistence of psychopathology, psychological problems and learning 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. Specific knowledge of assessment and psycho-diagnostic techniques in the field of Child and Adolescent Psychology;
4. Specialised knowledge with respect to evidence-based psychological interventions in cases of psychopathology, psychological problems and learning problems;
5. Knowledge of research methods in the field of Child and Adolescent Psychology;
6. Practical experience (from the perspective of Child and Adolescent Psychology) with legal and ethical issues in the health sector and the organisation of the health sector.

Applications of Knowledge and Insight

7. The ability to carry out academic research in the field of Child and Adolescent Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to carry out basic level clinical psycho-diagnostics and indication, and then to write a psycho-diagnostic report on the findings;
9. Basic therapeutic skills required to engage in a therapeutic relationship, i.e. the skills required to enter into a therapy contract, etc.;
10. The skills required to perform evidence-based child and adolescent psychological treatment (or parts thereof) at an elementary level;
11. Specialised skills in the field of interviewing, observation, treatment and reporting.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct, both in the context of diagnosis and treatment and in academic research situations;
13. 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 Child and Adolescent Psychology, in accordance with the standards of academic reporting.

Learning Abilities

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

2.2.2 Clinical neuropsychology

Knowledge and Insight

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. Practical experience (from the perspective of Neuropsychology) with legal and ethical issues in the health sector and the organisation of the health sector.

Applications of Knowledge and Insight

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 neuropsychological diagnostics, 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.

Judgment

12. The ability to reflect critically on the medical and ethical aspects of professional conduct, both in the context of clinical diagnosis and treatment and in academic research situations (clinical or otherwise);

13. 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 Abilities

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

2.2.3 Clinical Psychology

Theoretical objectives

1. Specialised knowledge of theories in Clinical Psychology concerning the origin and persistence of psychopathology and psychological problems;
2. Knowledge of assessment and psycho-diagnostic techniques in the field of Clinical Psychology;
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;

Practical objectives

5. 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;
6. The ability to carry out basic level clinical psycho-diagnostics and write a psycho-diagnostic report on the findings;
7. Basic therapeutic skills
8. The skills required to perform evidence-based clinical psychological treatment (or parts thereof) at an elementary level;

Professional attitude

9. The ability to reflect critically on the ethical aspects of professional conduct, both in the context of diagnosis and treatment and in academic research situations;
10. 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 skills

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

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

2.2.4. Applied Cognitive Psychology

Knowledge and Insight

1. Specialised knowledge of cognitive and cognitive neuroscientific theories and models of mental functions and the relationship between them, as well as control mechanisms to effect flexible and adapted behaviour;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories and models (such as Statistics, IT-programming, Psycholinguistics, Neuroanatomy and Neurophysiology) Health Psychology, Developmental Psychopathology, Cognitive Psychology and Neuropsychology);
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 Cognitive Psychology, both of classical experimental methods and neuroscientific methods;
6. Practical experience with ethical issues.

Applications of Knowledge and Insight

7. The ability to carry out academic 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 and neuroscientific methods in Cognitive Psychology;
10. The basic skills required to apply knowledge of Cognitive Psychology to a practical situation and then to write a report on the findings;
11. Any other specialised skills that may be required.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in practice;
13. The ability to reflect on the consequences of one's own actions for 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 research in theoretical as well as practical situations to colleagues;
16. The ability to report in a clear manner on the results of research, in accordance with the standards of academic reporting.

Learning Abilities

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

2.2.5. Health Psychology

Knowledge and Insight

1. Specialised knowledge of theories in Health 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 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 Psychology;
6. Practical experience with legal and ethical issues in health promotion (e.g. public information) and health care and its organisation.

Applications of Knowledge and Insight

7. The ability to carry out academic research in the field of 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 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 contract 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.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in the context of prevention;
13. 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 research in theoretical as well as practical situations to colleagues;
16. The ability to report in a clear manner on the results of research in Health Psychology, in accordance with the standards of academic reporting.

Learning Abilities

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

2.2.6. Methods and Statistics

Knowledge and Insight

1. Specialised knowledge of statistical methods and techniques (including Psychometry) 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 Psychometry;
4. Specific knowledge of data analysis, model construction, hypothesis -testing and software development;
5. Knowledge of research methods in the field of Methods and Statistics, such as Matrix Algebra and simulation studies;
6. Practical knowledge of legal and ethical aspects of data management, data analysis and statistic consultation.

Applications of Knowledge and Insight

7. The ability to carry out academic research in the field of Methods 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 Methods 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.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in statistical advice settings;
13. The ability to reflect on the consequences of one's own actions for clients 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 statistical analysis to colleagues;
16. The ability to report in a clear manner on the results of methodological research, in accordance with the standards of academic reporting.

Learning Abilities

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

In the table below, you will find specific details of how these concrete objectives are divided among the various courses. Note that the mention of a particular objective in this context implies that it plays an important role in the relevant course.

2.2.7. Occupational Health Psychology

Knowledge and Insight

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 and models (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. Practical experience with legal and ethical issues of practical applications and the organisations in which graduates are employed.

Applications of Knowledge and Insight

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;
11. Specialised skills in the field of analysis, research, intervention and evaluation.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in the Occupational Health Psychology settings;
13. 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 analysis, advice and evaluation to colleagues and clients;
16. 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 Abilities

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

2.2.8. Social and Organisational Psychology

Knowledge and Insight

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 Occupational 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. Practical experience with the ethical issues of practical applications and the organisations in which graduates are employed, for instance with regard to research and advice.

Applications of Knowledge and Insight

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 perform 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;
11. Specialised skills in the field of analysis, research, intervention and evaluation.

Judgment

12. The ability to reflect critically on the ethical aspects of professional conduct;
13. 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 analysis, advice and evaluation to colleagues and clients;
16. 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 Abilities

17. The learning abilities 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 only.

Article 2.5 Start of the programme

The programme will start on September 1st and on February 1st of each year.

Article 2.6 Study Load

The course load of the programme is 60 credits.

Article 2.7 Uniform Structure of the Academic Year

As to taught courses, the programme is based on the uniform structure of the academic year, with the academic year being divided into two semesters⁵.

Article 2.8 Language of Instruction

In compliance with the Code of Conduct regarding Foreign Languages [*Gedragscode Voertaal*] the language of instruction and examination in the programme is English. Students are required to be sufficiently proficient in the language or languages of instruction used in the programme.⁶

Article 2.9 Quality

The programme must comply with the applicable national and international quality requirements, and with the quality standards with regard to education set out in the framework document Leiden University Register of Study Programmes.

Chapter 3 Curriculum

Article 3.1 Compulsory Components and electives

- 3.1.1 The compulsory components of the programme (*including the master's thesis and project*) are listed in Appendix 1. The study load and level have been stated for each of the components. The number of credits is stated to indicate the study load.
- 3.1.2 The prospectus will include more detailed information on the content and structure of each compulsory component. Entrance requirements are formulated in said prospectus as well.
- 3.1.3 Electives are to be chosen within the masterprogramme of Psychology. Students who wish to take an elective course from another masterprogramme need to ask permission from the Board of Examiners. Requests will be evaluated on academic level and relevance for the specialisation.
- 3.1.4 The electives offered by the different specialisations are listed in Appendix 1. Some mandatory components of other specialisations can be chosen as an elective course. These options will be clarified in the enrolment procedure.

Article 3.2 Practicals

Appendix 1 lists the courses which include practicals. The prospectus contains specific information concerning the nature and scope of the activities carried out by the student.

Article 3.3 Registration for Courses

Participation in courses is in order of registration, with the provision that students who are registered in a specialisation are guaranteed access to compulsory courses of that specialisation, when they have enrolled for these courses in time.

⁵ The uniform structure of the academic year and the explanatory notes to the new semester structure were adopted by the Executive Board of Leiden University on 14 October 2004.

⁶ The code of Conduct regarding Foreign Languages [*iGedragscode voertaal*] was adopted by the Executive Board on 11 July 2002 and can be found at the following website: www.reglementen.leidenuniv.nl

Article 3.4 Master's Thesis and Project

Appendix I states the size and study load of the master's thesis and project. Furthermore, the additional rules and regulations state the criteria to which the thesis and project or the traineeship report must comply, as well as the relevant procedures, including the way in which the supervisor is appointed and a substitution is made if a supervisor is no longer able to perform his/ her tasks as such.

Chapter 4 Examinations and Final Examination

Article 4.1 Frequency of Examinations

- 4.1.1 For each component, examinations will be held at least twice per academic year.
- 4.1.2 If a component contains a practical part, students may only sit the examination as referred to in paragraph 4.1.1. if they have successfully completed the practical, unless the board of examiners provides otherwise.
- 4.1.3 In accordance with Section 7.13 (2) (h) of the Act, the examination dates have been included in the prospectus.

Article 4.2 Obligatory Order

The board of examiners has set an obligatory order of some components of the programme. Detailed information on this will be included in the prospectus.

Article 4.3 Methods of Assessment and Examination Formats

- 4.3.1 The prospectus states whether assessment may take place by means of either a written or an oral examination or a skills test.
- 4.3.2 In special cases, on request of the student, the board of examiners may allow the student to take the examination in a manner that deviates from the one prescribed in the prospectus.
- 4.3.3 Students with a testified disability may take examinations in a manner that has been adjusted to their particular disability, in order to accommodate their disability as much as possible. If necessary, the board of examiners will seek expert advice before reaching a decision.
- 4.3.4 All examinations shall comply with the code of conduct on the language of instruction and examination.
- 4.3.5 Students will be assessed on an individual basis if a component involves presentations, research, reports or other course activities that require students to work in groups.

Article 4.4 Oral Examinations

- 4.4.1 An oral examination may involve only one student at a time, unless the board of examiners has provided otherwise.
- 4.4.2 *Not applicable*
- 4.4.3 Oral examinations are public, unless the board of examiners or the examiner concerned has decided otherwise, owing to special circumstances, or unless the student objects.

Article 4.5 Academic Fraud

- 4.5.1 In accordance with Section 7.12, subsection 4 of the Act, the board of examiners has set out, in the Examination Rules and Regulations [Nadere regels en Richtlijnen] the measures to be taken in the event of academic fraud, including plagiarism.
- 4.5.2 In accordance with Section 7.12, subsection 4 of the Act, the board of examiners shall set out rules regarding the proper procedures during examinations and the measures to be taken to that end. The board ensures the right of the student to appeal against decisions of the board or the examiners; in this respect, it shall at least set out rules regarding
 - the provision of a copy of their marked examination paper to students;

- safeguarding the legal rights of students during oral examinations, for instance by recording those or by having those attended by a second examiner.

Furthermore, the board shall set out the procedure involved in the appointment of the thesis and project supervisor (and a second reader /referee) by the board of examiners, and the procedure regarding the assessment of the master's thesis and project and the division of responsibilities between the thesis and project supervisor and the second reader / referee.

Article 4.6 Assessment

- 4.6.1 Immediately after the oral examination, the examiner shall inform students of their result and hand them a written notification of that result.
- 4.6.2 Within fifteen working days after the date of the examination, the examiner shall mark any written or other test and provide the administration office of the department with the information necessary to present the student with a written notification of the result of the examination.
- 4.6.3 If the examiner is unable to comply with in article 4.6.2, which provides that results must be submitted to the department's administration within fifteen working days, the student shall be notified thereof within said time limit. The student shall also be informed of the relevant procedure in such cases.
- 4.6.4 The written or electronic notification of the examination result shall inform students of their right to view their marked examination scripts – referred to in article 4.8 below which provides for the access of students to examination scripts – and of appeals procedure.
- 4.6.5 At the request of the student, a written proof of the examination result shall be sent to the student.

Article 4.7 Assessment of the Master's Thesis and project

- 4.7.1 The Rules and Regulations referred to in article 3.4 provides for the procedure regarding the assessment of the master's thesis and project and the division of responsibilities between the thesis and project supervisor and the second reader / referee.
- 4.7.2 The master's thesis and project shall be presented in public or in another way, to be decided on by the board of examiners.

Article 4.8 Period of Validity of Results

The board of examiners may oblige students to take an additional or a substitute test for examinations that were passed more than 10 years ago.

Article 4.9 Access to Marked Examination Scripts and Evaluation

- 4.9.1 Students have the right to view their marked examination script, at their request, for a period of at least thirty days following the publication of the results of the written examination. Students are provided with a copy of their marked examination paper at their request (*at cost price*).
- 4.9.2 During the period referred to in the first paragraph, the examination questions and assignments, as well as – if possible – the marking criteria maybe inspected.
- 4.9.3 The marked test will be evaluated with the examiner if the student so requests. An opportunity for evaluation will be announced together with the examination results.
- 4.9.4 The board of examiners is authorised to decide whether the test will be evaluated collectively or individually.
- 4.9.5 The examiner determines where and when the evaluation will take place.

- 4.9.6 Students who, due to circumstances beyond their control, are unable to attend the evaluation referred to in article 4.9.5 shall be granted another opportunity for evaluation, if possible within the period referred to in paragraph 1 above.

Article 4.10 Exemption from examinations and/or practicals

At the student's request and after consultation with the examiner involved, the board of examiners may grant the student exemption from one or more examinations or practicals under the following conditions:

- a. The student has successfully completed, at a research university or a university of applied sciences, one of a programme's components that is similar in content and level to the component for which the student requests exemption;
- b. The student has demonstrated, through relevant work or professional experience, sufficient skills and knowledge in relation to the component.

No exemption will be granted for the master's project and thesis.

Article 4.11 The Final Examination

- 4.11.1 The board of examiners determines the result of the final examination when the student provides sufficient proof that all tests have been passed. Furthermore, the student must have earned a bachelor's degree as referred to in Article 5.1, or possess proof of admission as referred to in article 5.2.
- 4.11.2 Before determining the result of the final examination, the board of examiners may itself conduct an examination to establish whether the student has achieved the programme's attainment level.
- 4.11.3 The final examination will be held at least 2 times per academic year.

Article 4.12 The Master's Degree

- 4.12.1 The title of Master of Science in psychology is awarded to those who have passed the final examination.
- 4.12.2 The degree certificate states the degree awarded.
- 4.12.3 A supplement complying with the guidelines of the Leiden University Register of Study Programmes (*Leids Universitair Register Opleidingen*) is attached to the degree certificate.
- 4.12.4 Persons awarded a master's degree are eligible to pursue a doctorate.

Chapter 5 Admission to the Master's Programme

Article 5.1 Direct Admission

Requirements for direct admission to the master's programme are:
A bachelor's degree in Psychology obtained after completion of the bachelor programme at Leiden University.

Article 5.2 Proof of Admission

- 5.2.1 The faculty board must grant proof of admission to students who meet the admission requirements laid down in Article 5.3, insofar as the maximum number of students to be enrolled will not be surpassed. The maximum number is set by the Executive Board.
- 5.2.2 Student may apply for proof of admission in accordance with the rules laid down in the Regulation for Admission to Master's Programmes [*Regeling toelating masteropleidingen*]⁷.

Article 5.3 Admission Requirements

Without prejudice to the provision in article 5.2.1 regarding the capacity, those will be admitted to the programme who:

- possess the skills, understanding and knowledge that are required for earning the bachelor's degree referred to in Article 5.1; *and*
- have earned the degree of Bachelor at a university not being a university of professional education, or demonstrate to meet the requirements for such a degree; *and*
- are sufficiently proficient in the language of instruction, to be assessed by the board of admissions.

Article 5.4 Deficiencies

- 5.4.1 Students who have obtained a bachelor's degree or an equivalent degree, but who still have a deficiency of 9 credits, may be admitted to the programme if it can be reasonably expected that they will meet the admission requirements within a limited amount of time.
- 5.4.2 Students with the deficiencies referred to in paragraph 5.4.1 may participate in the programme after admission, but will not be allowed to take examinations nor the tests named by the faculty board when granting admission to the programme.
- 5.4.3 For the admission referred to in paragraph 5.4.1, the board of admissions will compile a bridging programme with tests.
- 5.4.4 If a student is admitted to the programme under paragraph 5.4.1, tests that are taken in order to meet the admission requirements cannot be part of the curriculum of the master's programme.

Article 5.5 Bridging Programme

Not applicable

Chapter 6 Student Counselling

Article 6.1 Student Progress Report

⁷ The Regulation for Admission to Master's Programmes [*Regeling toelating masteropleidingen*] was adopted by the Executive Board on 27 April 2005 and reviewed on 20 December 2005; it can be found at www.reglementen.leidenuniv.nl

- 6.1.1 The department keeps records of the results of individual students.
- 6.1.2 The department provides each student with a copy of the results obtained at least one time a year.
- 6.1.3 If the department concludes that a student is experiencing a significant delay in comparison to the nominal study progress, it shall inform the student of the support available for drawing up an individual study plan.

Article 6.2 Introduction and Student Counselling

The department takes care of the student's introduction to the programme and student counselling.

Article 6.3 Supervision of the Master's Thesis and project

- 6.3.1 The student draws up a graduation plan together with the supervisor referred to in article 3.4. This plan is based on the study load laid down in the rules and regulations referred to in article 3.4.
- 6.3.2 The plan referred to in the first paragraph includes details on the frequency of sessions with the thesis and project supervisor and the manner of supervision.

Article 6.4 Professional Sports

Students who play sports at a professional level are offered the opportunity to adjust their study programmes to their sporting activities wherever possible. The department follows the guidelines drawn up by the Executive Board of the University to determine who fits into this category.

Article 6.5 Permanent Disabilities

Where possible, students with a disability or chronic illness are offered the opportunity to adjust their study programmes in accordance with the limitations resulting from their disability or illness.

Chapter 7 Final Provisions

Article 7.1 Amendments

- 7.1.1 Amendments to these regulations are implemented by a separate order of the faculty board with the prior consent of the faculty council.
- 7.1.2 Amendments to these regulations which also apply to a particular academic year shall be implemented before the beginning 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 students' interests.
- 7.1.3 Furthermore, amendments to the regulations may not adversely affect any prior decision pertaining to students taken by the board of examiners on the basis of these regulations.

Article 7.2 Publication

The department takes care of the appropriate publication of these regulations, of the rules and guidelines set by the board of examiners, and of any amendment to these articles.

Article 7.3 Entry into Force

These regulations will enter into force on September 1st 2007

o – o – o

Appendix 1

Article 1 Programme Contents

1.1.a. MSc in Psychology, specialisation in Child and Adolescent Psychology

Compulsory Components:

1. Advanced Psycho-diagnostics in Children and Adolescents (10 EC, level 500)
2. Behavioural Modification with Children (5 EC, level 500)
3. Cognitive-Behavioural Therapy with Young People (5 EC, level 500)
4. Play therapy and Social Skills Training (5 EC, level 500)
5. Process Diagnosis of Learning Disabilities and Remedial Teaching (5 EC, level 500)
6. Thesis (20 EC, level 600)
7. Internship (10 EC, level 600)

1.1.b. MSc in Psychology, specialisation in Clinical Psychology

Compulsory components:

1. Basic Therapeutic Skills (5 EC, level 500)
2. Clinical Interviewing and Assessment (5 EC, level 500)
3. Cognitive-Behavioural Interventions (5 EC, level 500)
4. Research Designs in Clinical Psychology (5 EC, level 500)
5. Thesis (20 EC, level 600)
6. Internship (10 EC, level 600)

Two out of the following courses:

1. Biological Underpinnings of Psychopathology (5 EC, level 500)
2. Experimental Psychopathology (5 EC, level 500)
3. The Psychodynamic Perspective (5 EC, level 500)
4. A transdiagnostic approach to eating disorders (5 EC, level 500)

1.1.c. MSc in Psychology, specialisation in Clinical Neuropsychology

Compulsory components:

1. Adult and Old Age Clinical Neuropsychology: Theory and Assessment (5 EC, level 500)
2. Adult and Old Age Clinical Neuropsychology: Clinical Practice (5 EC, level 500)
3. Child Neuropsychology: Theory and Assessment of Neurodevelopmental disorders (5 EC, level 500)
4. Child Neuropsychology: Clinical practice of Neurodevelopmental disorders (5 EC, level 500)
5. Intervention Strategies in Clinical Neuropsychology (5 EC, level 500)
6. Intervention Strategies in Clinical Neuropsychology: Practical Training (5 EC, level 500)
7. Thesis (20 EC, level 600)
8. Internship (10 EC, level 600)

1.1.d. MSc in Psychology, specialisation in Applied Cognitive Psychology

Compulsory components

1. The Art of Applying Psychology (5 EC, level 500)
2. Thesis (20 EC, level 600)
3. Internship (10 EC, level 600)

4 out of the following courses

1. Cognitive Aging (5 EC, level 500)
2. Decision making in practice (5 EC, level 500)
3. Human Error at Work I: Managing the Risks of Organisational Accidents (5 EC, level 500)
4. Human Error at Work II: Integrating Cognitive and Social Determinants of Safety Behaviour (5 EC, level 500)

5. Human Computer Interaction (5 EC, level 500)
6. Cognitive Robotics Workshop (5 EC, level 500)

Elective components: another 5 EC course.

1.1.e. MSc in Psychology, specialisation in Health Psychology

Compulsory components:

1. Basic Therapeutic Skills (5 EC, level 500)
2. Cognitive-Behavioural Interventions (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. Paradigms and Controversies in Health Psychology (5 EC, level 500)
6. Research Projects in Health Psychology (5 EC, level 500)
7. Thesis (20 EC, level 600)
8. Internship (10 EC, level 600)

1.1.f. MSc in Psychology, specialisation in Methodology and Statistics

Compulsory components:

1. Interaction Models (5 EC, level 500)
2. Statistical computing and programming in R (5 EC, level 500)
3. Multivariate Analysis and Structural Equation models (5 EC, level 500)
4. Test Theory and Scale Development (5 EC, level 500)
5. Statistical Consulting (5 EC, level 500)
6. Thesis (20 EC, level 600)
7. Internship (10 EC, level 600)

Elective components: another 5 EC course (see 1.2).

1.1.g. MSc in Psychology, specialisation in Occupational Health Psychology

Compulsory components:

1. Human Error at Work I: Managing the Risks of Organisational Accidents (5 EC, level 500)
2. Interventions in Occupational Health Psychology (5 EC, level 500)
3. Work and Stress (5 EC, level 500)
4. Thesis (20 EC, level 600)
5. Internship (10 EC, level 600)

One out of the following two courses:

6. Culture and Diversity at Work (5 EC, level 500)
7. Motivation, Power and Leadership (5 EC, level 500)

Elective components: another 5 EC course (see 1.2).

1.1.h. MSc in Psychology, specialisation in Social and Organisational Psychology

Compulsory Courses

1. Intergroup Relations (5 EC, level 500)
2. The Social Psychology of Organisational Behaviour (10 EC, level 500)
3. Thesis (20 EC, level 600)
4. Internship (10 EC, level 600)

One out of the following two courses:

5. Applied data analysis (5 EC, level 500)
6. Applied Regression and Analysis of Variance (5 EC, level 500)

The following course (7) or one out of courses 8 - 11:

7. Mediation (5 EC, level 500)

- 8 Policy and Social Behaviour (5 EC, level 500)
- 9 The Psychology of Economic Behaviour (5 EC, level 500)
- 10 Culture and Diversity at work (5 EC, level 500)
- 11 Motivation, Power en Leadership (5 EC, level 500)

Elective components: another 5 EC course (see 1.2).

1.2. Elective Courses

The different specialisations offer the following elective courses:

The specialisation *Child and Adolescent Psychology* offers the following elective:

- 1. Child and Adolescent Psychiatry (5 EC, level 500)

The specialisation *Clinical Psychology* offers the following electives:

- 1. Trainers Course Communication Skills (10 EC, level 500)
- 2. Sexual dysfunctions (5 EC, level 500)
- 3. Psychopharmacology (5 EC, level 500)
- 4. Intercultural aspects in health care (3 EC, level 500)*
- 5. Organisational, ethical and legal aspects of health care (3 EC, level 500)*

* The course will be given in Dutch only and is focused on the Dutch health care system.

The specialisation *Applied Cognitive Psychology* offers the following electives:

- 1. Experimentation I (5 EC, level 500)

The specialisation *Methods and Statistics* offers the following electives:

- 1. Quasi- Experimental Design for Intervention Studies (5 EC, level 500)
- 2. Applied Data Analysis (5 EC, level 500)
- 3. Applied Regression and Analysis of Variance (5 EC, level 500)
- 4. Optimisation (5 EC, level 500)
- 5. Multidimensional Scaling and Cluster Analysis (5 EC, level 500)
- 6. Mathematical Statistics (5 EC, level 500)
- 7. fMRI Data and Statistics (5 EC, level 500)

The specialisation *Social and Organisational Psychology* offers the following electives:

- 1 Policy and Social Behaviour (5 EC, level 500)
- 2 The Psychology of Economic Behaviour (5 EC, level 500)
- 3 Culture and Diversity at work (5 EC, level 500)
- 4 Motivation, Power en Leadership (5 EC, level 500)

Article 2 Master's Thesis and project and Internship Regulations

The demands placed upon the master's thesis and project and the internship are laid down in the Rules and Regulations of the board of examiners.

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. Proof of thorough proficiency in written and spoken English, e.g. by means of an IELTS score of 7 or a TOEFL score of 600/250 or equivalent (for non-native speakers of English);
7. Proof of payment of the application fee.

The board of admissions will appoint a committee of relevant experts, including the professor responsible for the field of study in which the student wishes to specialise. The committee will evaluate the application for admission in terms of the criteria set out in article 5.2. The final decision concerning admission rests with the board of admissions.