



Universiteit Leiden

# Course and Examination Regulations

Valid from 1 September 2011

## 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*)<sup>1</sup> and additional quality marks as set out in the framework document Leiden University Register of Study Programmes [*Leids universitair register opleidingen*].

Pursuant to Section 7.14 of the Act the faculty board regularly evaluates the course and examination regulations and assesses, for the purpose of monitoring and, if necessary, adjustment of the study load, the time it takes students to comply with the regulations. In conformity with Section 9.18 of the Act is assigned the task of assessing how the course and examination regulations are implemented.

### Contents

1. General Provisions
2. Description of the Programme
3. Curriculum
4. Examinations, the Final Examination and Further Education
5. Admission to the Programme
6. Student Counselling and Student Advice
7. Transitional Provisions
8. Final Provisions

Appendices 1, 2 and 3

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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 in Psychology, hereinafter 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 delivered in Leiden by the Institute of Psychology.

## 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, advises which students are to be admitted to the programme;
- b. board of examiners: the board of examiners of the programme, established and appointed in accordance with Section 7.12a 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. credit: the unit expressing the course load of a course component pursuant to the Act. According to the ECTS one credit equals 28 hours of studying;
- e. ECTS: the European Credit Transfer System;
- f. examination [tentamen]<sup>2</sup>: 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 by the board of examiners;
- g. examiner: the person appointed by the board of examiners to conduct examinations, in accordance with Section 7.12c of the Act;
- h. final examination [examen]<sup>2</sup>: the interim examinations [tentamens] linked to the components of the programme, including, where the board of examiners has so decided, an examination in accordance with Section 7.10 (1) performed by the board itself;
- i. Leiden University Register of Study Programmes [Leids universitair register opleidingen]<sup>3</sup>: register of the programmes offered by Leiden University, kept under supervision of the Executive Board, referred to in Section 7 of the Executive and Management Regulations;
- 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;
- k. practical: practical assignment as defined in section 7.13 (2) (d) of the Act, in one of the following forms:
  - the writing of a thesis,
  - 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,

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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.onderwijs.leidenuniv.nl/onderwijsbeleid](http://www.onderwijs.leidenuniv.nl/onderwijsbeleid)

- 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;
- l. prospectus: a document containing details and binding information on the programme;
- m. student: a person registered with Leiden University for the purpose of taking courses, and/or the sitting of examinations and the taking of examinations of the programme;
- n. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW).
- o. working day: Monday to Friday, excluding public holidays and compulsory closures;
- p. master's thesis: the result of one of the practicals as referred to under k., first bullet
- q. thesis supervisor: the primary supervisor of the thesis
- r. second reader / referee: a member of the staff appointed to referee the thesis
- s. portfolio a dossier of monitoring and assessment kept by students (1) to demonstrate that they have attained the level of academic education required for the diploma, (2) to illustrate the personal process of academic development during the programme, and (3) to facilitate counselling and career advising.
- t enrolment procedure The procedure before the beginning of each semester 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**

The Code of Conduct for Teachers and Students in ICT supported Education [Gedragscode docenten en studenten binnen ICT en onderwijs]<sup>4</sup> shall apply to the programme and its courses.

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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 30 June 2005 and can be found at the following website: [www.regulations.leiden.edu/education-students/code-of-conduct-in-ict-supported-education.html](http://www.regulations.leiden.edu/education-students/code-of-conduct-in-ict-supported-education.html)

## Chapter 2 Description of the Programme

### Article 2.1 Objectives of the Programme

See article 2.3

### Article 2.2 Specialisations

The programme offers the following specialisations:

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

### Article 2.3 Objectives and Achievement Levels

The following achievement levels apply with regard to the programme, ordered as much as possible according to the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) (“Dublin descriptors”), arranged by specialisation:

#### 2.3.1 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. Knowledge (from the perspective of Child and Adolescent Psychology) of 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. Specialized 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.

### 2.3.2 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. Knowledge (from the perspective of Neuropsychology) of 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 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.

#### *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.

### 2.3.3 Clinical Psychology

#### *Knowledge and Insight*

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.

#### *Applications of Knowledge and Insight*

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;

#### *Judgment*

10. 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;
11. 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*

12. The ability to communicate the results of assessment and psycho-diagnostics in a clear manner to colleagues, physicians and other social workers;
13. 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*

14. 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.

#### 2.3.4. Applied Cognitive Psychology

##### *Knowledge and Insight*

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 IT-programming, Project planning and budgeting, Neurophysiology);
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.

##### *Applications of Knowledge and Insight*

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.

#### *Judgment*

11. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in practice;
12. The ability to reflect on the consequences of one's own actions for 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 Abilities*

16. 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.

### 2.3.5. 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. Knowledge of 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.

### 2.3.6. Methodology and Statistics in Psychology

#### *Knowledge and Insight*

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 Methods 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.

#### *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.

### 2.3.7. 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. Knowledge of legal and ethical issues of practical applications in 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.

#### *Judgment*

11. The ability to reflect critically on the ethical aspects of professional conduct, both in research situations and in the Occupational Health Psychology settings;
12. 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 Abilities*

16. 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.

### 2.3.8. 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 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.

#### *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 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.

#### *Judgment*

11. The ability to reflect critically on the ethical aspects of professional conduct;
12. 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 Abilities*

16. 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.

### 2.3.9. Economic and Consumer Psychology

#### *Knowledge and Insight*

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, Judgment 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.

#### *Applications of Knowledge and Insight*

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.

#### *Judgment*

11. The ability to reflect critically on the ethical aspects of professional conduct;
12. 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 Abilities*

16. 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 Study Load**

The course load of the programme is 60 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. As to taught courses, the programme is based on the uniform structure of the academic year, with the academic year being divided into semesters<sup>5</sup>. Enrolment will take place approximately a week before the start of the programme.

### **Article 2.7 Final Examinations**

2.7.1A final examination is attached to the programme:

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5. The uniform structure of the academic year and the explanatory notes to the new semester structure were adopted by the Executive Board on 14 October 2004 and reviewed on 12 January 2010.

2.7.2 Any student enrolled in the programme may, with the permission of the board of examiners, compose a curriculum from components offered by an institution that has an examination attached to it. When granting permission, the board of examiners specifies to which degree programme offered by the institution that curriculum is deemed to belong. In this case no specialisation is indicated on the diploma and the diploma supplement.

### **Article 2.8 Language of Instruction**

In compliance with the Code of Conduct regarding Foreign Languages [*Gedragscode Voertaal*<sup>6</sup>] 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.

### **Article 2.9 Quality**

The programme is accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and complies 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.

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6. The Code of Conduct regarding Foreign Languages [*Gedragscode voertaal*] was adopted by the Executive Board on 11 July 2002 and can be found at the following website: <http://regulations.leiden.edu/education-students/language-of-instruction.html>

## **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 the internship) 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 appendix I and in said prospectus as well.
- 3.1.3 Electives are to be chosen within the master's programme of Psychology. Students who wish to take an elective course from another master's programme need to ask approval 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 Freedom of Choice**

- 3.2.1 In addition to the components taught at this university optional courses may also include, subject to the approval of the board of examiners, components offered by other Dutch universities or a foreign university or components offered by a government-funded or government-approved Institute for Higher Vocational Education.

### **Article 3.3 Practicals and master's thesis**

- 3.3.1 Appendix 1 lists the components which include practicals, stating the nature and the student's workload for these practicals, and indicating whether participation in these practicals is mandatory for entry to the examination of the component. The board of examiners may grant exemption from a practical; in that case, the board may or may not impose alternative requirements.
- 3.3.2 Appendix 3 states the size and study load of the master's thesis. Furthermore, said Appendix states the criteria with which the thesis 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 tasks as such.

### **Article 3.4 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 courses of the obligatory part of the specialisation.

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

### **Article 4.1 Frequency of Examinations**

4.1.1 For each component, examinations will be held at least twice per academic year.

The prospectus lists the components for which one or more additional dates for examinations are offered on which students may sit the examinations for those components.

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. This is indicated in the prospectus.

4.1.3 In accordance with Section 7.13 (2) (h) of the Act, the examination dates have been included in the prospectus

4.1.4 (not applicable)

4.1.5 (not applicable)

### **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 appendix 1.

### **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 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 The examinations shall comply with the code of conduct on the language of instruction and examination [Gedragscode voertaal<sup>6</sup>].

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 Rules set by the Board of Examiners**

4.5.1 In accordance with Section 7.12b (3) of the Act, the board of examiners has set out rules concerning the execution of their tasks and responsibilities and the measures they can take in that connection. These include the measures to be taken in the event of academic fraud, including plagiarism.

4.5.2 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 supervisor (and a second reader /referee) by the board of examiners, and the procedure regarding the assessment of the master's thesis and the division of responsibilities between the thesis supervisor and the second reader / referee.

#### **Article 4.6 Assessment and Assessment of Master's thesis**

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 institute 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 section 4.6.2, which provides that results must be submitted to the institute'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 result of the examination shall be expressed as a whole or fractional number between 1 and 10, including both limits. The result shall not be expressed as a number between 5 and 6.

4.6.5 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.

4.6.6 The master's thesis shall be presented in public or in another way, to be decided by the board of examiners.

#### **Article 4.7 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 8 years ago.

#### **Article 4.8 Access to Marked Examination Scripts and Evaluation**

4.8.1 Students have the right to view their marked examination script, at their request, for a period of at least twenty working days following the publication of the results of the written examination.

4.8.2 During the period referred to in 4.8.1, the examination questions and assignments, as well as – if possible – the marking criteria may be inspected.

4.8.3 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.

4.8.4 The board of examiners is authorised to decide whether the test will be evaluated collectively or individually.

4.8.5 The board of examiners determines where and when the evaluation will take place.

4.8.6 Students who, due to circumstances beyond their control, are unable to attend the evaluation referred to in paragraph 4.8.5 shall be granted another opportunity for evaluation, 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 involved, the board of examiners may grant the student exemption from one or more examinations or practicals under the following conditions:

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

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

#### **Article 4.10 The Final Examination**

4.10.1 The student is awarded a diploma by the board of examiners when he 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. Students must file their applications for graduation within the period as mentioned in the prospectus.

4.10.2 As part of the final examination, the board of examiners is entitled to perform an additional test of the knowledge, understanding and skills of the student and assess the result.

4.10.3 Graduation will take place 2 times per academic year on dates set by the board of examiners.

4.10.4 Pursuant to the regulation referred to in Section 7.11 (3) of the Act the student who is entitled to graduate may ask the board of examiners to postpone the event.

4.10.5 A supplement written in English complying with the agreed European standard format is attached to the degree certificate.

#### **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 states the degree awarded.

#### **Article 4.12 Further Education**

Persons awarded a master's degree are eligible to pursue a doctorate.

## Chapter 5 Admission to the Programme

### Section 5.1 Direct Admission

#### 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's programme at Leiden University.

### Section 5.2 Conditional Admission

#### 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 Students 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]<sup>7</sup>.

#### 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; including the basic knowledge on university level of the following courses
    - introduction to psychology
    - social and organisational psychology
    - personality psychology
    - cognitive psychology
    - neuropsychology and/or psychophysiology and/or biopsychology
    - clinical psychology
    - developmental and educational psychology

*and*

  - advanced knowledge on the level of a third year Bachelor course on the topic of the master specialisation
- and*
- have sufficient knowledge of Methods and Statistics (at least 20 EC): introductory and more advanced courses in methods and statistics of psychological research (including psychometrics, multivariate data analysis) and the use of SPSS.
  - have earned the degree of Bachelor at a university, or demonstrate to meet the requirements for such a degree; *and*
  - 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).

#### 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.

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7. The Regulation for Admission to Master's Programmes [Regeling toelating masteropleidingen Universiteit Leiden] was adopted by the Executive Board on 27 April 2005 and reviewed on 20 December 2005 and 6 March 2007; it can be found at [www.regulations.leiden.edu/](http://www.regulations.leiden.edu/)

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 (pre-master programme)**

5.5.1 The institute can compile a bridging (= pre-master) programme in order to make up for deficiencies for the assigned students in the admission process up to 60 EC. Upon the successful completion of the bridging programme within a year the student can be granted admission to the master programme by the admission committee.

5.5.2 Information on the bridging programme may be obtained from the Psychology Office.

## **Chapter 6 Student Counselling**

### **Article 6.1 Student Progress Report**

6.1.1 The institute keeps records of the results of individual students.

6.1.2 The institute provides each student with a copy of the results obtained at least once a year.

6.1.3 If the institute 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 institute takes care of the student's introduction to the programme and student counselling.

### **Article 6.3 Supervision of the Master's Thesis**

6.3.1 The student draws up a graduation plan together with the supervisor referred to in 3.3.2. This plan is based on the study load laid down in the appendix referred to in 3.3.2.

6.3.2 The plan referred to in 6.3.1 includes details on the frequency of sessions with the thesis 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 institute follows the guidelines drawn up by the Executive Board 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 Transitional Provisions**

### **Article 7.1 Provisions concerning Students Previously Enrolled in the Programme**

7.1.1 For students who were newly enrolled in the programme no longer than three years prior to the date these Regulations came into force, Chapters 3 of the Course and Examination Regulations remains applicable as they were formulated at the time of first enrolment.

7.1.2 Not applicable

7.1.3 In case components as referred to in 3.1.1 and 3.2. of the Course and Examination Regulations applicable pursuant to 7.1.1 and 7.1.2 are no longer on offer the board of examiners will indicate components to replace them.

## **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 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.

8.1.3 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 8.2 Publication**

The institute 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 8.3 Entry into Force**

These regulations will enter into force on 1 September 2011.

# 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 (practical, 5 EC, level 500)
2. Behaviour Training with Children (practical, 5 EC, level 500)
3. Thesis in the field of Child and Adolescent Psychology (20 EC, level 600)

#### Two out of three:

4. Cognitive-Behavioural Therapy with Young People (practical, 5 EC, level 500)  
or
5. Social Skills Training (practical, 5 EC, level 500)  
or
6. Process Diagnosis of Learning Disabilities and Remedial Teaching (practical, 5 EC, level 500)

#### Either/or:

7. Internship in the field of Child and Adolescent Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and/or supervision on BAPD-reports). Students need to complete the course Advanced Psycho-diagnostics before starting with this internship.  
or
8. Internship in the field of Child and Adolescent Psychology (10 EC, level 600).
9. Electives (10 EC, level 500).

### 1.1.b. 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/or

10. Internship in the field of Clinical Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and/or supervision on BAPD-reports). Students need to complete compulsory components 1 to 4 before starting with this internship.  
or
11. Internship in the field of Clinical Psychology 10 EC, level 600.
12. Electives (10 EC, level 500).

#### or for international students:

6. Psychological Coaching in Life and Life style issues (10 EC level 500)

7. Electives (10 EC, level 500).

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

Compulsory components (1 and 2 ór 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/or

8. Internship in the field of Clinical Neuropsychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and/or 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).
10. Electives 10 EC (level 500).

### **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 in Applied Cognitive Psychology (20 EC, level 600)
3. Internship in the field of Applied Cognitive Psychology (10 EC, level 600)

Five courses out of the following:

4. Decision making: Theory and Practice (5 EC, level 500)
5. Human Error at Work (5 EC, level 500)
6. Human Computer Interaction (5 EC, level 500)
7. Human Potential: Theory (5 EC, level 500)
8. Human Potential: Application (5 EC, level 500)
9. Elective: one course of 5 EC (level 500).

### **1.1.e. MSc in Psychology, specialisation in Health 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 (practical, 5 EC, level 500)
5. Thesis in the field of Health Psychology (20 EC, level 600)
  
13. Internship in the field of Health Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and/or supervision on BAPD-reports). Students need to complete compulsory components 1 to 4 before starting with this internship.
- or
14. Internship in the field of Health Psychology 10 EC, level 600.
15. Electives (10 EC, level 500).
  
- or for international students:
8. Psychological Coaching in Life and Life style issues(10 EC level 500)
9. Electives (10 EC level 500)

#### **1.1.f. 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. Applied Multivariate Analysis (5 EC, level 500)
4. Item Response Theory (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)
8. Elective: one course of 5 EC.

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

Compulsory components:

1. Human Error at Work (5 EC, level 500)
2. Interventions in Occupational Health Psychology (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)

Either/or

6. Motivation, Power and Leadership (5 EC, level 500)
7. Elective courses up to 10 EC.

Or

8. The Social Psychology of Organisational Behaviour (10 EC, level 500)
9. Elective course of 5 EC.

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

Compulsory Components:

1. Intergroup Relations (5 EC, level 500)
2. The Social Psychology of Organisational Behaviour (10 EC, level 500)

3. Applied Data Analysis (5 EC, level 500)
4. Thesis in the field of Social and Organisational Psychology (20 EC, level 600)
5. Internship in the field of Social and Organisational Psychology (10 EC, level 600)

Elective (two out of four):

6. Mediation Skills(practical, 5 EC, level 500),
7. Policy and Social Behaviour. Introduction to Environmental Psychology (5 EC, level 500),
8. The Psychology of Economic Behaviour (5 EC, level 500),
9. Motivation, Power en Leadership (5 EC, level 500)
10. Elective: one course of 5 EC.

### **1.1.i. MSc in Psychology, specialisation in Economic and Consumer Psychology**

Compulsory Components:

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

### **1.2. Elective Courses**

The master programme offers the following elective courses:

1. Advanced Child and Adolescent Psychiatry (5 EC, level 500)
2. Trainers Course Communication Skills (practical, 10 EC, level 500)
3. The Psychodynamic Perspective (5 EC, level 500)
4. Transdiagnostic Approach to Eating Disorders (5 EC, level 500)
5. Health Psychology in Practice (5 EC, level 500)
6. Adult and Old Age Clinical Neuropsychology: Theory and Assessment (5 EC, level 500)
7. Child Neuropsychology: Theory and Assessment of Neurodevelopmental Disorders (5 EC, level 500)
8. Decision Making: Theory and Practice (5 EC, level 500)
9. Human Potential: Application (5 EC, level 500)
10. Applied Data Analysis (5 EC, level 500)
11. fMRI Data and Statistic (5 EC, level 500)
12. Multilevel Analysis (5 EC, level 500)
13. Structural Equation Models (5 EC, level 500)
14. Policy and Social Behaviour (5 EC, level 500)
15. The Psychology of Economic Behaviour (5 EC, level 500)
16. Motivation, Power en Leadership (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. 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);
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 5.3. The final decision concerning admission rests with the board of admissions.

# Appendix 3 Master's Thesis and Internship Regulations

## 1. Criteria for the Assessment of Master Theses

Content Description of Area Examples

### Abstract

To what extent is the Abstract prepared in accordance with the requirements of relevant journals?

e.g., does the student clearly and concisely describe the objective, method, major results, and conclusions?

### Introduction

To what extent does the Introduction reflect a good range of relevant literature, a good conceptual flow and relevant aims and hypotheses?

e.g., has the student included the key sources of literature (classic references)?

e.g., has the student included recent literature?

e.g., how much did the student rely on secondary sources?

e.g., is there a satisfactory 'funnel effect', such that the aims and hypotheses flow logically from the literature review?

e.g., is each hypothesis grounded in the reviewed literature?

e.g., did the student give information on the (practical/scientific) contribution of the study?

### Method

To what extent does the Method section include all major elements, such as description of the sample, measures, procedures, and statistical choices in such a way that the study could be readily replicated?

e.g., has the sample been precisely described?

e.g., has the procedure, regarding the selection of participants, been concretely and clearly stated?

e.g., have the measuring instruments been precisely and clearly described?

e.g., have choices concerning qualitative and/or quantitative methods been adequately explained?

### Results

To what extent does the Results section report on analyses appropriate to the research questions?

e.g., are the statistical analyses justified in the context of the research questions?

e.g., are the results presented in a concise, coherent and focused fashion, such that it is easy for the reader to see the relationship between the research questions and the results?

### Discussion

To what extent does the Discussion section include all major elements?

e.g., has the student succinctly summarized aim and results of the study, but then also gone on to discuss the results?

e.g., have the results been discussed with reference to previous research?

e.g., are seemingly conflicting results from the study discussed in relation to each other?

e.g., has the student discussed the practical and/or theoretical significance of the results for the field of research?

e.g., does the student give suggestions for future research?

e.g., has the student discussed the most important limitations pertinent to the current study?

e.g., does the content of the Discussion logically relate to the content of the Introduction?

### Overall presentation

Is the presentation of the thesis adequate with regards to overall lay-out, structure, title, references, tables, appendices, etc.?

e.g., is the structure of the thesis logically organized (overall lay-out, cover, chapters, paragraphs, subparagraphs, table of contents)?

e.g., is the title concise, clear and representative of the topic?

e.g., is there a good correspondence between references included in the text and in the reference list?

e.g., has the student conformed references and tables to APA guidelines?

e.g., are the appendices appropriately presented / referred to in the text?

## **2. Regulations for the Internship**

Students need to do a mandatory internship of at least 10 credits. There are various ways to fulfil an internship. Most students find an internship of their own choice in a professional institution in the region. The internship coordinator may have a short list of addresses of institutions that have offered internships in the past.

Within the professional institution, a qualified staff member will be responsible for the daily supervision of the student. In most cases, an internship contract has to be signed by the student, the staff member and the supervisor in the professional institution in order to formally describe the mutual agreement about the internship requirements. Other students prefer to do their internship within the university setting, for instance by participating in an ongoing research project or by teaching Bachelor students in a training course on interpersonal and professional skills. In all cases, a staff member of the university will supervise the internship on an individual basis or in group meetings. As part of the intake procedure of the internship, the university staff member will be clear about the criteria for his or her final assessment of the internship.

An internship in a Dutch professional institution is only available for students who master the Dutch language sufficiently. International students are strongly advised to look for possibilities for internships in their home country or in an English speaking country. Internships for English speaking students in the Netherlands are very scarce. The Master specialisation can not guarantee the availability of internships. The Master specialisations Clinical Psychology and Health Psychology offer individual or group wise internship arrangements for international students.

Students of the Master specialisations Clinical Psychology, Clinical Neuropsychology, Health Psychology and Child and Adolescent Psychology extend their internship to a Clinical Internship of 20 credits (code MPINORG). This is to practise skills, to optimize their career opportunities and their chances of application for a postmaster training in Health Care. As part of such an internship of 20 credits, the subject

“Organisational, Juridical and Ethical Aspects of Health Care” has to be addressed as part of the final report on the internship.

Students of the Master specialisations Clinical Psychology, Clinical Neuropsychology, Health Psychology and Child and Adolescent Psychology can apply for supervision on psycho diagnostic cases during their internship to obtain the Basisaantekening Psychodiagnostiek, a Dutch registration. The supervision on psycho diagnostic cases starts preferably during the internship but has to start within a month after the ending of the internship.