



## COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2016

### Master's Programme in Psychology

These course and examination regulations have been drawn up in accordance with the Higher Education and Research Act (henceforth the Act) and the following Leiden University regulations:

- the Leiden Register of Study Programmes Framework Document
- the Academic Calendar
- the Regulations for Student Registration, Tuition Fees and Examination Fees
- the Regulations for Admission to Master's Programmes

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

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## Chapter 1 General Provisions

### Article 1.1 Scope of the Regulations

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

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

### Article 1.2 Definitions

In these regulations the following definitions apply:

- a. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW);
- b. Board of Admissions: the board established by the Faculty Board whose duty it is to determine which applicants may be admitted to this master's programme by applying the entry requirements pursuant to Article 7.30b, first and third paragraph, of the Act and the University Regulations for Admission to Master's Programmes;
- c. Board of Examiners: The Board of Examiners for the programme, established and appointed in accordance with Article 7.12a of the Act;
- d. component: a unit of study in the programme, as defined in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is associated with an examination;
- e. credit: the unit expressing the study load of a component pursuant to the Act. According to the ECTS, one credit equals 28 hours of study;
- f. degree classification: further degree classification by the Board of Examiners;
- g. ECTS: the European Credit Transfer System;
- h. e-Prospectus: the electronic prospectus containing specific and binding information about the programme. The e-Prospectus is included as an attachment to these regulations;
- i. examination: an inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act) by at least one examiner appointed for this purpose by the Board of Examiners. An examination may consist of several constituent examinations;
- j. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- k. final examination: the examinations associated with the components belonging to the programme, insofar as the Board of Examiners has determined this, including a review to be carried out by the Board of Examiners, as referred to in article 7.10, second paragraph, of the Act;
- l. first reader/supervisor: the first examiner to read and assess the thesis/final paper/final report;

- m. Leiden Register of Study Programmes: register of the programmes offered by Leiden University<sup>1</sup>, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Executive and Management Regulation;
- n. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes framework document<sup>1</sup>;
- o. nominal duration of study: the study load in years of study as established in the Central Register of Degree Programmes;
- p. portfolio: a monitoring and assessment file that makes it possible for students to (1) demonstrate that they have attained a sufficient level of academic education to be awarded the degree; (2) record their personal process of academic learning during the programme; and (3) receive appropriate supervision and study advice;
- q. practical: a practical assignment as defined in Article 7.13, second paragraph, in point (d), of the Act, that takes one of the following forms:
  - writing a thesis/final paper/final report
  - writing a paper or creating an artistic work
  - carrying out a research assignment
  - participating in fieldwork or an excursion
  - completing an internship, or
  - participating in another educational activity aimed at acquiring particular skills;
- r. programme: the programme to which the OER relate: a coherent set of components aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is associated with a final examination;
- s. second reader/supervisor: the second examiner to read and assess the thesis/final paper/final report;
- t. student: a person enrolled at Leiden University in order to follow the courses and/or sit the examinations and final examinations associated with the programme;
- u. working day: Monday to Friday, excluding the official public holidays;
- v. thesis supervisor: the primary supervisor of the thesis;
- w. second reader: a member of the staff appointed to referee the thesis;
- y. master's thesis: the result of one of the practicals as referred to under q, first bullet;

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

z enrolment procedure: the procedure before the beginning of each semester in which students are to enrol for courses.

Other terms have the meaning that the Act ascribes them.

### Article 1.3 **Code of Conduct**

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

1.3.2 The Leiden University Regulations on ICT and Internet Use<sup>3</sup> are also applicable. These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and that consequences that apply.

## **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 and Medical Psychology
- Methodology and Statistics in Psychology
- Occupational Health Psychology
- School Psychology
- Social and Organisational Psychology
- Economic and Consumer Psychology

The student chooses one specialisation on entering the programme.

### Article 2.3 **Learning Outcomes**

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:

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<sup>2</sup> [Regulations of University Leiden](#)

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

### 2.3.1 Child and Adolescent Psychology

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

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

#### *Judgement*

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

#### *Communication*

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

16. The ability to report in a clear manner on the results of one's own research in the field of Clinical Child and Adolescent Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### **2.3.2 Clinical Neuropsychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Clinical Neuropsychology, as well as to evaluate the merits of existing research in this field;
8. The ability to assess and carry out basic level clinical neuropsychodiagnostics, and then to write a neuropsychological report on the findings (i.e. writing a letter to the client);
9. Basic therapeutic skills required to engage in a therapeutic relationship, i.e. the skills required to enter into a therapy/treatment contract, etc.;
10. The skills required to perform evidence-based clinical neuropsychological treatment (or parts thereof) at an elementary level;
11. Specialised skills in the field of interviewing, observation, treatment and reporting.

#### *Judgement*

12. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection

on these aspects. The assessment method will be regulated by the Board of Examiners of the Institute of Psychology, and laid down in the Rules and Regulations;

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

#### *Communication*

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

#### *Learning Skills*

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

### **2.3.3 Clinical Psychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

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

#### *Judgement*

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

practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects. The assessment method will be regulated by the Board of Examiners of the Institute of Psychology, and laid down in the Rules and Regulations;

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

#### *Communication*

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

#### *Learning Skills*

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

### **2.3.4 Applied Cognitive Psychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

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

### *Judgement*

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

### *Communication*

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

### *Learning Skills*

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

## **2.3.5 Health and Medical Psychology**

### *Knowledge and Understanding*

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

### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of Health and Medical Psychology, as well as to evaluate the merits of existing research in this field;

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

#### *Judgement*

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

#### *Communication*

15. The ability to clearly communicate the results of 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 and Medical Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

### **2.3.6 Methodology and Statistics in Psychology**

#### *Knowledge and Understanding*

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

6. Practical knowledge of legal and ethical aspects of data management, data analysis and statistical consultation.

#### *Applying Knowledge and Understanding*

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

#### *Judgement*

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

#### *Communication*

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

#### *Learning Skills*

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

### **2.3.7 Occupational Health Psychology**

#### *Knowledge and Understanding*

1. Specialised knowledge of psychological theories on Occupational Health Psychology;
2. Thorough knowledge of the subjects (both within and outside the specialisation) that might be of use for these theories 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.

#### *Applying Knowledge and Understanding*

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

#### *Judgement*

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

#### *Communication*

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

#### *Learning Skills*

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

### 2.3.8 School Psychology

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

7. The ability to carry out academic research in the field of School Psychology, as well as to evaluate the merits of existing research in this field;
8. The ability to perform basic tests and measurements and to use these to formulate a prevention/intervention programme;
9. The basic analytical, research and coaching skills needed to work as a specialised School Psychologist;
10. The skills required to carry out evidence-based initiatives to enhance learning and social functioning in school settings.

#### *Judgement*

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

#### *Communication*

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

14. The ability to report in a clear manner on the results of research in School Psychology, in accordance with the standards of academic reporting.

#### *Learning Skills*

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

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

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

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

#### *Judgement*

11. In the context of diagnosis and treatment and in academic research situations, professional *conduct* will be assessed in the obligatory components in which relevant aspects of professional conduct can be observed, discussed and assessed. Professional conduct will be assessed on the basis of the student's observable behaviour and reflection on this behaviour, with regard to the student's future professional practice as a psychologist and to the NIP (Dutch Association of Psychologists) professional code. This involves the following aspects: handling tasks/work, relating to others, relating to oneself, and the student's reflection on these aspects. The assessment method will be regulated by the Board of Examiners of the Institute of Psychology, and laid down in the Rules and Regulations;

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

#### *Communication*

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

#### *Learning Skills*

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

### **2.3.10 Economic and Consumer Psychology**

#### *Knowledge and Understanding*

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

#### *Applying Knowledge and Understanding*

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

### *Judgement*

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

### *Communication*

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

### *Learning Skills*

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

#### **Article 2.4 Structure of the Programme**

The programme offers full-time tuition only.

#### **Article 2.5 Study Load**

The programme has a study load of 60 ECTS credits.

#### **Article 2.6 Start of the programme; Uniform Structure of the Academic Year**

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

#### **Article 2.7 Final Examinations**

The programme is associated with a final examination.

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

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

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<sup>4</sup> [The Code of Conduct on the Language of Instruction](#) was adopted by the Executive Board on 28 May 2013

## Article 2.9 **Quality**

The programme is accredited by NVAO<sup>5</sup> and meets the applicable national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards set out in the Leiden Register of Study Programmes Framework Document.

## Chapter 3 **Curriculum**

### Article 3.1 **Compulsory Components**

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

3.1.2 The e-Prospectus further specifies the actual structure of the programme, i.e. the study load, level, contents and structure of the components in the curriculum.

### Article 3.2 **Optional components**

3.2.1 In addition to the components referred to in 3.1.1, students select components worth a total study load of 5 or 10 credits depending on the chosen specialisation.

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

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

3.2.4 Students who are enrolled in the programme can assemble their own programme of components that are taught by the institution as long as a final examination is associated with these. They will require the permission of the most appropriate Board of Examiners. When granting such permission, this Board of Examiners also indicates to which University programme the programme is considered to belong<sup>6</sup>. If necessary, the Executive Board appoints a Board of Examiners to take this decision.

### Article 3.3 **Practicals**

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

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

### Article 3.4 **Allocation to components**

Students are allocated to components in order of registration, on the provision that students who are enrolled in a programme are guaranteed access to the components that are obligatory to the programme. Students may only take certain components once they have passed the examination of a preceding component. The

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

<sup>6</sup> In accordance with Section 7.3d of the Act ('Individual curriculum in higher education').

programme-specific section of the OER or the e-Prospectus specifies the components to which this condition applies.

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

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

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

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

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

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

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

4.1.3 If the mark for a component comprises the results from several constituent examinations, it is possible to depart from the number of examinations and resits referred to in 4.1.1, on the condition that the student is at least given the opportunity to pass the component in a resit that is representative of this component. If this is applicable, this is stated in the e-Prospectus.

4.1.4 In accordance with Section 7.13, second paragraph under (h) of the Act, the e-Prospectus specifies the dates of the examinations.

4.1.5 Certain conditions set by the Board of Examiners may apply to examination resits. These conditions are specified in the Rules and Regulations of the Board of Examiners.

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

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

#### **Article 4.2 Obligatory sequence**

4.2.1 The e-Prospectus specifies whether there are any examinations that students may not sit until they have passed the examinations for one or more other components.

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

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

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

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

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

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

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

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

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

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

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

4.5.1 In accordance with Article 7.12b, third paragraph, of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in this respect.

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

#### Article 4.6 **Assessment**

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

4.6.2 The examiner will mark any written examination or constituent examination within fifteen working days of the day on which the examination or constituent examination was taken, and will provide the departmental office with the information necessary to provide the student with electronic notification of the examination results. The student will be informed of this through the University study progress system.

4.6.3 If the examiner is unable to comply with the period of fifteen working days specified in article 4.6.2, the student will be notified thereof within the specified time limit. The student will also be informed of the relevant procedure in such cases.

4.6.4 The examination result will be expressed as a whole number or a number to a maximum of one decimal place up to and including 1.0 and 10.0. The result will not be expressed as a number between 5.0 and 6.0.

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

4.6.6 If students have to complete a practical in order to be permitted to sit an examination, the Board of Examiners may decide that they have passed the examination once they have successfully completed the practical.

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

4.6.8 The Board of Examiners may draw up regulations that specify the conditions under which it may exercise its authority as specified in Article 7.12b, third paragraph, of the Act to determine whether every examination needs to be passed and/or under which conditions the results of constituent examinations can compensate for one another. These regulations are included in the Rules and Regulations of the Board of Examiners.

#### Article 4.7 **Validity of results**

4.7.1 Every examination and exemption granted is valid for at least the nominal study duration plus one year.

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

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

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

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

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

4.8.3 Students may request feedback on the marked examination. The opportunity for this will be announced together with the examination results.

4.8.4 The Board of Examiners is authorised to decide whether the feedback session is held in a group or individually.

4.8.5 The Board of Examiners determines where and when the feedback session takes place.

4.8.6 Students who are unable to attend the feedback session referred to in paragraph 4.8.3 due to circumstances beyond their control will be granted another opportunity, if possible within the period referred to in 4.8.1.

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

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

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

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

#### Article 4.10 **Final examination**

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed.

4.10.2 As part of the final examination, the Board of Examiners is entitled to conduct its own evaluation of the knowledge, understanding and skills of the examination candidate and to assess the results.

4.10.3 The degree is only conferred once the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One degree certificate is awarded for each programme. The degree certificate states that the programme or specialisation was delivered by Leiden University.

4.10.4 Pursuant to the regulations referred to in Article 7.11, third paragraph, of the Act, a student who is entitled to graduate may request the Board of Examiners to postpone graduation as long as the student has not exceeded the nominal term of study plus one academic year.

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

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

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

#### Article 4.11 **The Degree**

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

4.11.2 The degree certificate specifies which degree has been awarded.

#### Article 4.12 **Degree classification**

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

4.12.2 The final mark is based on the weighted average of the marks obtained for all examinations that belong to the final examination, with the exception of the examinations for which an exemption was granted or examinations for which the student only obtained a proof of attendance. Components that the student has

completed from other programmes, together with components followed abroad must be approved by the Board of Examiners.

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

4.12.4 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and the diploma supplement includes the 'cum laude' classification if the following conditions are met:

- the weighted average for all components is 8.0 or higher;
- the mark for the master's thesis is 8.0 or higher;
- the examination was passed within the nominal study duration plus one year.

4.12.5 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and the diploma supplement includes the 'summa cum laude' classification if the following conditions are met:

- the weighted average for all components is 9.0 or higher;
- the mark for the master's thesis is 9.0 or higher;
- the examination was passed within the nominal study duration.

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

4.12.7 If a student has been subject to disciplinary measures as a result of irregularity, fraud or plagiarism, no classification will be awarded.

#### Article 4.13 **Further Education**

The degree awarded grants access to a PhD programme.

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

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

5.1.1 The Faculty Board confirms the student's admission if he or she meets the entry requirements specified in Articles 5.2 or 5.3, insofar as the maximum number of enrolled students as determined by the Executive Board for the programme is not exceeded. If admission is on the basis of article 5.2.1, the confirmation of registration is also confirmation of admission.

5.1.2 Students must apply for confirmation of admission according to the rules specified in the Regulations for Admission to Master's Programmes<sup>7</sup>.

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<sup>7</sup> [The Regulations for Admission to Master's Programmes](#)

## Article 5.2 Admission to the programme

5.2.1 Pursuant to Article 7.30b, first paragraph, of the Act holders of one of the following degrees may be admitted to the programme and one of its specialisations: a Bachelor's degree from the programme BSc in Psychology of Leiden University.

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

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

5.2.4 Persons with a bachelor's degree or an equivalent degree who possess the skills, understanding and knowledge that are required for earning the bachelor's degree referred to in Article 5.2.1; more specifically the knowledge on university level of the following topics:

- introduction to psychology
- social and organisational psychology
- personality psychology
- cognitive psychology
- neuropsychology and/or psychophysiology and/or biopsychology
- clinical and abnormal psychology
- developmental and educational psychology
- theory or training in interpersonal skills, such as interview, counselling, discussion techniques..
- theory or training in psycho diagnostics
- advanced courses (at least 30 EC) on a third year Bachelor level on topics pertaining to the preferred master specialisation within the MSc Psychology.
- and
  - have sufficient knowledge of Methodology and Statistics (at least 20 EC): introductory and more advanced courses in methodology and statistics of psychological research (including psychometrics, multivariate data analysis) and the use of SPSS.
  - have earned the degree of Bachelor at a university.
- have proof of thorough proficiency in written and spoken English, e.g. by means of an IELTS score of 7 or a TOEFL score of 100/250/600 or equivalent (for non-native speakers of English) with at least an IELTS score of 6,5 on partial scales of this test and at least a TOEFL score of 22 (reading), 22 (listening), 22 (speaking) and 25 (writing) on partial scales of this test.

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

## Article 5.3 Deficiencies

5.3.1 Students who possess a bachelor's degree from a research university or an equivalent diploma, but who have 5 credits of deficiencies, may be admitted to the programme if it can be reasonably expected that they will meet the admission requirements within a reasonable term.

5.3.2 Students who still have deficiencies as referred to in 5.3.1 after admission to the programme may participate in the programme but may not sit any examinations or tests as specified by the Faculty Board in its decision to grant admission.

5.3.3 When a student is admitted under the terms of 5.3.1, the Board of Admissions puts together a programme with examination opportunities to enable the student to catch up.

5.3.4 If students are admitted to the programme on the basis of 5.3.1, the examinations that they must sit to meet the entry requirements are not considered part of the curriculum of the master's programme.

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

5.4.1 The Institute of Psychology has established a bridging programme(= Pre-Master's) 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 Admissions Board.

5.4.2 Information about the bridging programme can be requested from the Psychology Office.

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

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

6.1.1 The Student Services Centre keeps records of the results of individual students.

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

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

The Institute of Psychology is responsible for the introduction and student counselling.

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

6.3.1 The student draws up a plan for the final report together with the first supervisor. This plan is based on the study load specified in the e-Prospectus for this component.

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

#### Article 6.4 **Professional Sports**

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

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

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition. The programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the programme itself<sup>8</sup>.

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<sup>8</sup> [The Leiden University Protocol on studying with a disability](#)

## Article 6.6 **Study and internships abroad**

Special measures will be taken for students who suffer from a demonstrable delay in their studies as a result of study or an internship abroad that has been approved by the Board of Examiners, in order to limit the delay.

## **Chapter 7 Transitional Provisions**

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

7.1.1 As of 1 September 2012, the Course and Examination Regulations apply for the duration of one year for those students who are enrolled in the programme for the first time.

7.1.2 For students who were enrolled in the programme for the first time before 31 August 2012 at a point in time no longer than five years prior to the date on which these regulations entered into force, Chapters 3 and 4 of the Course and Examination Regulations continue to apply in the form as at the time of the first enrolment.

7.1.3 For students who were enrolled in the programme for the first time before 31 August 2012 the Board of Examiners may decide - at a time no longer than five years prior to the date on which these regulations entered into force, or at the request of the student - to apply the Course and Examination Regulations as they applied in any year no more than five years prior to the date on which these regulations entered into force.

7.1.4 If components as referred to in 3.1.1 and 3.2 of the Course and Examination Regulations pursuant to 7.1.1, 7.1.2 or 7.1.3 are no longer offered, the Board of Examiners will specify alternative components. These may be components that are offered by another institution.

## **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 that apply to a particular academic year will 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 the students' interests.

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

### Article 8.2 **Publication**

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

### Article 8.3 **Entry into force**

These regulations enter into force on 1 September 2016.

## **Appendix 1: Programme Contents**

### **1a. MSc in Psychology, specialisation in Child and Adolescent Psychology**

Compulsory Components:

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

Either/or:

6. Internship in the field of Clinical Child and Adolescent Psychology (20 EC, level 600: including Organisational, Ethical and Legal Aspects of Health Care and if so desired supervision on BAPD-reports). Students need to complete the course Advanced Psycho-diagnostics before starting with this internship.

or

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

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

Compulsory components:

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

Either/or

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

or

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

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

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

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

or

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

and

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

Either/or

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

or

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

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

Compulsory components:

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

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

Compulsory components:

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

Either/or

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

or

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

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

Compulsory components:

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

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

Compulsory components:

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

15 EC chosen from

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

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

Compulsory components:

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

Either/or:

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

or

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

### **1i. MSc in Psychology, specialisation Social and Organisational Psychology**

Compulsory Components:

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

Electives (two out of five):

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

### **1j. MSc in Psychology, specialisation in Economic and Consumer Psychology**

Compulsory Components:

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

## **2. Elective Courses**

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

1. Advanced Child and Adolescent Psychiatry (5 EC, level 500)
2. Trainers Course Communication Skills (practical, 10 EC, level 500)
3. E-Health Interventions in Mental Health Practice (5 EC, level 500)
4. Innovations in eHealth Care (5 EC, level 500)
5. Transdiagnostic Approach to Eating Disorders (5 EC, level 500)

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

## **Appendix 2: Admission Procedure for the Master's Programme**

Students who are not in possession of the degrees referred to in article 5.1 are subject to the Admission Procedure.

Applications should include:

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

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

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

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

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

### **3.2 Regulations for the Internship**

As part of their programme 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. The Master specialisation cannot guarantee the availability of internships in professional institutions.

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. Only one internship will be supervised and graded per student (article 4.2.3 and 4.1.7)

An internship in a Dutch professional institution is usually 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.

Students of the Master specialisations Clinical Psychology, Clinical Neuropsychology, Health Psychology and Child and Adolescent Psychology may 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 as a Health Care Psychologist. 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.

## **Appendix 4: Transitional arrangements**

### **4.1 Choice of Specialisation**

In these Course and Examination Regulations the students are prohibited to choose more than one specialisation. They are also prohibited to write more than one thesis or to do more than one internship.

### **4.2 Courses from other Specialisations**

A student can only attend obligatory courses from his chosen specialisation.

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

- The student has passed one year of study, i.e. two semesters, in the specialisation of his choice.
- In addition, the student has obtained the prerequisite advanced-level subject (that gives access to the other specialisation) or a positive decision by the study adviser authorised by the Board of Examiners. The student asks permission of the study adviser, who verifies that the student has met the relevant requirements. On graduation, a student who has taken obligatory courses from another specialisation, will receive a diploma with a supplement that stipulates only the chosen specialisation. The additional courses will be added to the supplement.

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