



# Course and Examination Regulations

Valid from 1 September 2015

## 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.

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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 Board, appointed by the Faculty Board, that is responsible for assessing which applicants will be granted admission to the master's programme. The Board applies the entry requirements, specified in these regulations and, where appropriate, in accordance with the maximum number specified by the Executive Board pursuant to Section 7.30b (3) under (b) of the Act;
- 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 acts, one credit equals 28 hours of study;
- e. ECTS: The European Credit Transfer System;
- f. E-prospectus: The electronic prospectus containing specific and binding information about the programme. The e-prospectus is included as an attachment to these regulations;
- g. Examination [tentamen]: An evaluation of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof, in accordance with Section 7.10 of the Act, by at least one examiner appointed for this purpose by the Board of Examiners. An examination may consist of more than one component;
- h. Examiner: The person appointed by the Board of Examiners to conduct examinations, in accordance with Section 7.12c of the Act;
- i. Final examination [examen]<sup>2</sup>: The interim examinations [tentamens] related to the components of the programme, including, where the Board of Examiners has so decided, an examination in accordance with Section 7.10 (2) of the Act carried out by the Board itself;
- j. Final grade: Grade used to indicate a particular average score or ability;
- k. Leiden University Register of Study Programmes [*Leids universitair register opleidingen*]: Register<sup>2</sup> 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;
- l. 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;

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2. The Leiden University Register of Study Programmes [*Leids universitair register opleidingen*] framework document can be found on the following website: [www.onderwijs.leidenuniv.nl/onderwijsbeleid](http://www.onderwijs.leidenuniv.nl/onderwijsbeleid)

- m. Practical: Practical assignment as defined in section 7.13 (2) (d) of the Act, in one of the following forms:
- writing of a final assignment/thesis/graduation report,
  - writing of a paper, or designing an experiment,
  - executing a research assignment,
  - participating in fieldwork or an excursion,
  - completing a traineeship, or
  - participating in another educational activity aimed at acquiring particular skills;
- n. Programme: A coherent set of components, aimed at the realisation of well-defined goals in the area of knowledge, understanding skills that a graduate of the programme is supposed to have acquired. Each programme ends with a final examination.
- o. Student: A person registered with Leiden University for the purpose of taking courses, and/or the sitting of examinations and the taking of examinations within the programme;
- p. Working day: Monday to Friday, excluding public holidays and compulsory closures;
- q. The Act: The Higher Education and Research Act [ *Wet op het hoger onderwijs en wetenschappelijk onderzoek* ] (WHW);
- q. Thesis supervisor: The primary supervisor of the thesis;
- r. Second reader: A member of the staff appointed to referee the thesis;
- s. Portfolio: A file of monitoring and assessment kept by students (1) to demonstrate that they have attained the level of academic education required for the diploma, (2) offers insight into their personal process of academic development during the programme, and (3) make supervision and study and career advise possible;
- t. Master's thesis: The result of one of the practicals as referred to under j., first bullet;
- u. 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**

1.3.1 The programme and its courses are subject to the rules established in the Code of Conduct for Teachers and Students in ICT-supported Education,<sup>3</sup> as well as (additional) faculty codes of conduct.

1.3.2 The Code of Conduct for Behaviour of Teachers and Students<sup>4</sup> applies and is meant to create a framework for a good, safe and stimulating work and study environment within Leiden University, in which teachers and students associate with each other respectfully and in which mutual acceptance and trust are important values.

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<sup>3</sup> The Code of Conduct for Teachers and Students in ict-supported education was adopted by the Executive Board on 30 June 2005 and can be found on 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)

<sup>4</sup> The Code of Conduct for the Behaviour of Teachers and Students was adopted by the Executive Board on 19 October 2010 and can be found on the following website: <http://media.leidenuniv.nl/legacy/gedragscode-omgangsvormen.pdf>

## 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

The student chooses one specialisation on entering the programme.

### 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.

#### *Professional conduct and 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 helping professionals;
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.

#### *Professional conduct and 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 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;

#### *Professional conduct and 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 Abilities*

15. 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 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.

#### *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.

#### *Professional conduct and 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 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.

#### *Professional conduct and 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 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 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.

#### *Applications of Knowledge and Insight*

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.

#### *Professional conduct and 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 Abilities*

18. 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.

#### *Professional conduct and 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 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.

#### *Professional conduct and 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 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, 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.

#### *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.

#### *Professional conduct and 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 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 far as courses are concerned, the programme is based on the uniform structure of the academic year, with the academic year being divided into semesters<sup>5</sup>. Obligatory enrolment for courses will take place approximately a week before the start of the programme in September and February.

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

The programme includes a final examination.

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

In line with the Code of Conduct on the Language of Instruction and Examination [*Gedragcode voertaal*]<sup>6</sup> the language(s) of instruction and examination of the programme is in English. Students are expected to be sufficiently proficient in English.

#### **Article 2.9 Quality**

The programme is accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO)<sup>7</sup> and complies with the applicable national and international quality requirements, and with the quality standards with regard to teaching set out in the framework document Leiden University Register of Study Programmes..

### **Chapter 3 Curriculum**

#### **Article 3.1 Compulsory Components and electives**

- 3.1.1 The programme includes compulsory components totalling a study load of 50, 55 or 60 credits, dependent on the specialisation. These compulsory components include the set components from which a student is 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, the level, the content and the structure of the curriculum components. Entrance requirements are formulated in appendix I and in said prospectus as well.

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<sup>5</sup> 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.

<sup>6</sup> The Code of Conduct on the Language of Instruction and Examination [*Gedragcode voertaal*] was adopted by the Executive Board on 28 May 2013 and can be found on the following website: [media.leidenuniv.nl/legacy/language of instruction.pdf](http://media.leidenuniv.nl/legacy/language%20of%20instruction.pdf)

<sup>7</sup> The Accreditation Organisation of the Netherlands and Flanders.

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 referred to in 3.1.1, students select components totalling a study load of 5 or 10 credits dependent on the chosen specialisation.

3.2.2 The choice of components requires the approval of the Board of Examiners.

3.2.3 In addition to the components taught at this university and subject to the approval of the Board of Examiners, students may also select components offered by other Dutch universities or a foreign university or another legal entity offering accredited programmes (for first-degree programmes). These courses will be evaluated on academic level and relevance for the specialisation. Courses of de MSc Psychology (research) are permitted unless an overlap is determined. Students can add these courses to their programme when they are admitted to these courses. The coordinator of het MSc Psychology (research) decides on admittance to these courses.

3.2.4 Students who are enrolled in the programme can put together their own programme by combining components offered by an institution to which a final examination is attached. This requires the permission of the most appropriate Board of Examiners. In granting this permission, this Board of Examiners also indicates under which programme of the institution the chosen programme should fall<sup>8</sup>. If necessary, the Executive Board will mandate a Board of Examiners to take this decision.

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

3.3.1 The e-prospectus lists for each component which practicals they include, what the nature of these practicals is, and the students' workload for these practicals, as well as 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 which case the Board may or may not impose alternative requirements.

3.3.2 Appendix 1 and the e-prospectus specify the scope and study load of the thesis. It also contains a description of the standards that the thesis must meet and the further procedure applying to the supervision.

### **Article 3.4 Participation in and enrolment 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 if they enrol on time. Certain courses can only be followed once the examination of a previous course has been successfully completed. The programme-specific section lists to which courses this condition applies.

### **Article 3.5 Dissemination of Study Material**

3.5.1 Students are not allowed to make audio or video recordings of lectures without explicit prior permission from the lecturer concerned. Should such permission be granted, the student is only legally allowed to use the recording for his/her own use; all forms of duplication or publication of the recordings are prohibited.

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<sup>8</sup> In accordance with Section 7.3d of the Act ('Individual curriculum in higher education').

3.5.2 Students are not allowed to disseminate or publish study materials in any shape or form. Students are authorised to use the materials for their personal use only.

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

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

4.1.1 Examinations will be held twice during the academic year for each component offered in that 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. Registration for exams is obligatory. See Rules and Regulations of the Board of Examiners for procedures.

4.1.2 If a component contains a practical, students may only sit the examination as referred to in paragraph 4.1.1 once they have successfully completed the practical, unless the Board of Examiners decides otherwise.

4.1.3 If the mark for a component is made up of several partial marks, it is possible to deviate from the number of examinations as referred to in 4.1.1, on the condition that the student is at least given the opportunity to successfully complete the component by means of a representative resit test. Where applicable, this is specified 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 *[not applicable]*

4.1.6 (not applicable)

4.1.7 In special cases, the Board of Examiners may allow for an additional resit, at the student's request.

4.1.8 If the examination at the end of a component has been completed successfully, and a student takes the resit of this examination without having obtained permission to do so from the Board of Examiners, the results of the last examination will not be assessed.

### **Article 4.2 Obligatory Sequence of Examinations**

4.2.1 The e-prospectus specifies which examinations cannot be taken before the examinations of one or more other components have been successfully completed. Detailed information on this is included in Appendix 1.

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

4.2.3 A student can only attend obligatory courses from his chosen specialization.

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 : a student is permitted to write only one supervised thesis, and only one supervised internship. Article 4.1.7 applies.



### **Article 4.3 Examination Formats**

- 4.3.1 The e-prospectus states whether an examination or partial examination will take the form of a written or oral test, 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 e-prospectus.
- 4.3.3 Students with a disability or chronic illness may take examinations in a manner that has been adjusted as far as possible to accommodate their particular disability. These adjustments may not affect the quality or level of difficulty the examination. If necessary, the Board of Examiners will seek expert advice, as provided for in the Protocol on Studying with a Disability, before reaching a decision..
- 4.3.4 The Board of Examiners will decide upon requests to adjust the manner in which examinations are taken.
- 4.3.5 The examination will take place in English, in accordance with the Code of Conduct on the Language of Instruction and Examination [*Gedragcode voertaal*].
- 4.3.6 Students will be assessed on an individual basis in case of presentations, research, reports or other course activities that require students to work in groups.
- 4.3.7 Not applicable.

### **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 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 sets out rules concerning the execution of their tasks and responsibilities and the measures they can take in this respect.
- 4.5.2 The Board of Examiners guarantees the right of a student to appeal against decisions of the Board or the examiners.
- 4.5.3 In addition, the Board is responsible for formulating a procedure for the appointment of a first supervisor (and a second reader) for the master's thesis as well as the procedure surrounding the assessment of the master's thesis and how the responsibilities are divided between the first and second supervisor. The assessment of the master's thesis by both readers is registered on the Assessment Form Master Thesis included in the e-prospectus and the Rules and Regulations of the Board of Examiners.

### **Article 4.6 Assessment**

- 4.6.1 Immediately after an oral examination, the examiner will form his or her assessment and will hand the student a written notification of the outcome.
- 4.6.2 The examiner will mark any written examination or other test within fifteen working days after the date of an examination or test, will and provide the administration office of the department with the information necessary to give the student a written notification of the examination results. University regulations shorten this period for examinations in August and January to provide that all results are registered before 15 February and 15 September and a diploma can be issued before these dates.

- 4.6.3 If the examiner is unable to comply with the period of 15 working days specified in article 4.6.2, the student 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 result of the examination shall be expressed as a whole or halve number between 1.0 and 10.0, including both limits. The result shall not be expressed as a number between 5.0 and 6.0.
- 4.6.5 The examination is considered successfully completed if the result is 6.0 or higher.
- 4.6.6 The successful completion of a practical may qualify as the successful completion of an examination in the sense of Section 7.10 of the Act.
- 4.6.7 The written or electronic notification of the examination result informs students of their right to inspect their marked examination papers as referred to in Article 4.8 below and of the appeals procedure.
- 4.6.8 (Not applicable)

#### **Article 4.7 Period of Validity of Results**

- 4.7.1 Every examination and exemption granted has a validity period of a minimum of the nominal duration of the study programme + 1 year i.c. 2 years.
- 4.7.2 The Board of Examiners may, in accordance with the guidelines it has formulated, and at the request of the examination candidate, extend the period of validity by one year each time (Article 4.9 of the Rules and Regulations of the Board of Examiners)
- 4.7.3 The validity period referred to in paragraphs 4.7.1 and 4.7.2 begins on 1 September of the academic year following the date on which the grade or exemption was granted

#### **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 thirty 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 examination will be reviewed at the request of the student. The opportunity to do so will be announced together with the examination results..
- 4.8.4 The Board of Examiners is authorised to decide whether the test will be reviewed 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 review meeting referred to in paragraph 4.8.3 will be granted another opportunity to review the test, 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 will be awarded a diploma by the Board of Examiners once it becomes clear that the final examination has been successfully completed and the student is in possession of a bachelor's degree as referred to Article 5.2.1 or Article 5.3.1, or a proof of admission as referred to in Article 5.1
- 4.10.2 The Board of Examiners is entitled to perform an additional test of the knowledge, understanding and skills of the examination candidate and assess the results.
- 4.10.3 Graduation will not take place before the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One diploma will be awarded for each programme.
- 4.10.4 Pursuant to the regulations<sup>9</sup> referred to in Section 7.11 (3) of the Act, a student who is entitled to graduate may ask the Board of Examiners to postpone the graduation.
- 4.10.5 This request must be submitted within five working days of the student receiving his or her examination results. In this request the student must state when he or she wishes to graduate.
- 4.10.6 The Board of Examiners will approve the request if the student has not been enrolled in the programme for longer than 4 years. In exceptional cases, the Board of Examiners may decide to act otherwise.
- 4.10.7 A supplement written in English complying with the agreed European standard format is attached to the degree certificate. The certificate also includes a Latin 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 Final Grade**

- 4.12.1 Every result of a final examination is awarded a final grade
- 4.12.2 The final grade is determined on the basis of the weighted average of all the examinations, with the exception of components for which an exemption has been granted and components for which the student only obtained proof of attendance. Components which were completed in other departments including departments abroad have to be approved by the Board of Examiners
- 4.12.3 The weighted average of all grades is determined by multiplying the number of study credits (EC) for each component by the grade awarded for this component, then totalling these figures, and finally dividing the result by the number of study credits obtained.
- 4.12.4 The diploma and the diploma supplement will contain the 'cum laude' distinction if the following conditions are met:
- All components have been completed with a minimum grade of 6.0.
  - The student has a weighted average grade of 8.0 or higher.
  - The grade for the master's thesis is 8.0 or higher

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<sup>9</sup> Leiden University Regulation on postponement of graduation: <http://www.reglementen.leidenuniv.nl/onderwijs-onderzoek/regeling-uitstel-afstuderen-universiteit-leiden.html>

4.12.5 The diploma and diploma supplement will contain the ‘summa cum laude’ distinction if the following conditions are met:

- All components have been completed with a minimum grade of 6.0.
- The student has a weighted average grade of 9.0 or higher.
- The grade for the master’s thesis is 9.0 or higher

4.12.6 In exceptional cases, the Board of Examiners may decide to award a distinction, on the condition that the grades obtained do not diverge from the specifications in paragraphs 4 and 5 above by more than 0.5 points. These exceptional cases might involve such considerations as the development of the student throughout his/her study programme, possible exceptional performances on the part of the student in completing the final assignment or thesis, or other relevant exceptional circumstances.

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

### **Article 4.13 Further Education**

The diploma awarded grants access to the PhD track.

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

### **Section 5.1 Admission**

#### **Article 5.1 Confirmation of Admission**

5.1.1 A confirmation of admission can be issued by the Faculty Board if the student fulfils the entry requirements specified in Articles 5.2 and 5.3 in so far as the maximum number of enrolled students as determined by the Executive Board for the programme is not exceeded.

5.1.2 The confirmation of admission must be applied for according to the rules set out in the Regulations for Admission to the Master’s programmes.<sup>10</sup>

#### **Article 5.2 Admission to the 2015-2016 Academic Year**

5.2.1 Without prejudice to the stipulations of article 5.1.1 regarding maximum capacity, those will be admitted to the programme who possess a bachelor’s degree from the programme BSc in Psychology of Leiden University.

5.2.2 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 specific 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..

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<sup>10</sup> The Regulation on Admission to Master’s Programmes can be found on the following website: [www.reglementen.leidenuniv.nl/onderwijs-onderzoek/regeling-toelating-masteropleidingen.html](http://www.reglementen.leidenuniv.nl/onderwijs-onderzoek/regeling-toelating-masteropleidingen.html)

- 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).

### **Article 5.3 Admission to the 2016-2017 Academic Year**

5.3.1 Without prejudice to the stipulations of article 5.1.1 regarding maximum capacity, those will be admitted to the programme who possess a bachelor's degree from the programme BSc in Psychology of Leiden University.

5.3.2 Persons with a bachelor's degree from a university programme or an equivalent degree who possess the skills, understanding and knowledge that are required for earning the bachelor's degree referred to in Article 5.3.1; more specific 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.

### **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 5 EC, may be admitted to the programme if it can be reasonably expected that they will meet the admission requirements within a limited amount of time.

5.4.2 Students who still have deficiencies as referred to in 5.4.1 may follow the programme, once they have been admitted, but they may not take any final examinations or examinations that are specified by the Faculty Board in their decision to allow admission.

5.4.3 For admission as referred to in 5.4.1, the Board of Admissions will formulate a remedial programme with examination opportunities.

5.4.4 If a student is admitted to the programme on the grounds of 5.4.1, the tests that must be completed in order to fulfil the entry requirements do not in any way form part of the curriculum of the master's programme.

### **Article 5.5 Bridging Programme (pre-master programme)**

5.5.1 The institute has established the following bridging programme (= 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 Admissions Board.

5.5.2 Information on the bridging programme can be requested from the Psychology Office.

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

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

6.1.1 The Student Services Centre maintains records of the results of individual students. Students can consult their own results digitally.

6.1.2 The Student Services Centre provides each student on request with a certified copy of the results obtained.

6.1.3 If, in the opinion of the Institute, a student has a serious delay compared with the nominal study progress, the Institute will draw the student's attention to the possibility of support in formulating a study plan.

### **Article 6.2 Introduction and Student Supervision**

The institute provides an introduction and counselling for all students.

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

6.3.1 The student will make a plan together with the supervisor referred to in 3.3.2. This plan will be based on the study load specified for the component in the appendix referred to in 3.3.2.

6.3.2 The plan referred to in 6.3.1 will also specify the frequency and 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 Disability or Chronic Illness**

Where possible, students with a disability or chronic illness are offered the opportunity to adjust their study programme in accordance with the limitations arising from their disability or illness. These adjustments will be made as far as possible in accordance with the limitations resulting from their disability or illness but may not affect the quality or level of difficulty of a course unit or the examination programme.

### **Article 6.6 Stay Abroad and Traineeship**

For students who may suffer from a demonstrable delay in their studies as a result of a stay abroad or traineeship that has been approved by the Board of Examiners, particular measures will be put in place 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 indicate components to replace them. If necessary, components may be proposed 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 which 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 department 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 will enter into force on 1 September 2015.

# 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. Solution-Focused Therapy (practical, 5 EC, level 500)  
or
6. Process Diagnosis of Learning Difficulties 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 if so desired 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 if so desired 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).



### **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 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).
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. 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)
8. 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)
6. Internship in the field of Health 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 Psychology (10 EC, level 600).
8. 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. Statistical Learning and Prediction (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 (level 500).

### **1.1.g. 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)

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)

### **1.1.h. MSc in Psychology, specialisation in 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)

Elective (two out of five):

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

### **1.1.i. 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)
7. Elective: two courses of 5 EC (level 500)

## 1.2. Elective Courses

The master 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. Human Potential: Application (5 EC, level 500)
11. Applied Data Analysis (5 EC, level 500)
12. fMRI Data and Statistics (5 EC, level 500)
13. Multilevel and Longitudinal Data Analysis (5 EC, level 500)
14. Structural Equation Models (5 EC, level 500)
15. Environmental Psychology (5 EC, level 500)
16. The Psychology of Economic Behaviour (5 EC, level 500)
17. 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 Admissions Board 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**

### **1. Regulations for the Master's Thesis**

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

### **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 can not 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 an 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 arrangement

### Choice of Specialisation

In this 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.

Article 4.2.3A 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 : student is permitted to write only one supervised thesis, and only one supervised internship. Article 4.1.7 applies.

- ⇒ Students who have started the master programme prior to September 1<sup>st</sup> 2014 and have a written permission by the study adviser to participate in a second specialization, can continue their study according to the Rules and Regulations 2013-2014 in this respect.