Teaching and Examination Regulations

Faculty of Behavioural and Movement Sciences
Research Master's programme in
- Clinical and Developmental Psychopathology
- Cognitive Neuropsychology
- Genes in Behaviour and Health
- Social Psychology

Academic year 2026-2027

A. Faculty section
B1. Programme-specific section – general provisions
B2. Programme-specific section – content of programme

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Section A: Faculty section

1. General provisions

Article 1.1 Applicability of the Regulations

1.	These Regulations apply to anyone enrolled in the programme, irrespective of the academic year in which the student was first enrolled in the programme.
2.	These Regulations enter into force on 1 September 2026.
3.	An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students.
4.	In certain cases, students may appeal against decisions made on the basis of the Teaching and Examination Regulations, for example decisions made by an examiner, examination board, BSA committee, or admission committee. Whether an appeal can be considered depends on the type of the decision and by whom the decision was made. More information about legal protection can be found in the Student Charter and on the website Complaints, appeals, and objections - Vrije Universiteit Amsterdam.

Article 1.2 Definitions

The following definitions are used in these Regulations (*in alphabetical order*):

a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;

b. EC (European Credit): a course credit with a workload of 28 hours of study;

c. examination: an assessment of the student's knowledge, understanding and skills relating to a unit of education. The assessment is expressed in terms of a final mark. An examination may consist of one or more partial examinations. A resit always covers the same material as the original examination. An examination can be completed in writing, orally or in another way;

d. final examination: Master's examination;

e. internship: period spent working in professional practice as part of a study programme;

f.1 joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a specialisation or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;

f.2 double degree: partnership between a program of a Dutch educational institution with a foreign educational institution, whereby students complete all or part of both study programmes and obtain two diplomas on the basis of agreements regarding the mutual recognition of the programme (replacement courses);

g. period: a part of a semester;

h. practical exercise: participation in a practical training activity or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:

- researching and writing a thesis or dissertation
- carrying out a research assignment
- taking part in fieldwork or an excursion
- taking part in another educational learning activity aimed at acquiring specific skills, or
- participating in and completing a work placement;

i. programme: the totality and cohesion of the units of education, teaching

	activities/methods, contact hours, testing and examination methods and recommended literature;
j. SAP/SLM:	the student information system (*Student Lifecycle Management*);
k. semester:	the first (September - January) or second half (February - August) of an academic year;
l. specialisation:	optional route of study within a degree programme indicating a deepening of the context of the programme (e.g. interdisciplinary or multidisciplinary);
m. student statute:	sets out the rights and responsibilities of students on the one hand, and of Vrije Universiteit Amsterdam on the other hand, including those derived from the law and those derived from university regulations. The Executive Board (CvB) officially confirms the student statute once its completeness has been approved by the University Student Council (USC);
n. student:	the person enrolled, requesting enrolment or who has been enrolled in a course or program at the Vrije Universiteit;
o. study guide:	the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The study guide is available online at *https://www.vu.nl/studiegids*;
p. study monitor:	dashboard for students and academic advisers containing data pertaining to the student, including the student's study progress;
q. subject:	see u. 'unit of education';
r. thesis:	a unit comprising research into the literature and/or a contribution to scientific research, always resulting in a written report;
s. track:	a study pathway within a program, of which the workload and the qualities in terms of knowledge, insight and skills that the student must have acquired by the end of the program are equal to those of the program
t. unit of education:	a unit of study of the programme within the meaning of the WHW;
u. university:	Vrije Universiteit Amsterdam;
v. WHW:	the Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (WHW)).
w. workload:	the workload of the unit of education to which an examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits.

The other terms have the meanings ascribed to them by the WHW.

2. Study programme structure

Article 2.1 Structure of academic year and units of education

1.	The study programme will be offered in a year divided into two semesters.
2.	Every semester consists of three consecutive periods. The first two periods each consist of eight weeks, and the final period consists of four weeks.
3.	A unit of education comprises 6 EC or a multiple thereof.
4.	By way of exception to paragraph 3, the Executive Board may in special cases and on request of the Faculty Board, stipulate that a unit of education comprises 3 EC or a multiple thereof.

3. Assessment and examination

Article 3.1 Signing up for education and examinations

1. Every student must sign up to participate in the units of education of the programme, the examinations and resits. The procedure for signing up is described in the Regulations for registering for courses and examinations.
2. Signing up may only take place in the designated periods.

Article 3.2 Type of examination

1. At the examiner's request, the Examination Board may permit a different form of examination than is stipulated in the study guide.

Article 3.3 Oral examinations

1. No more than one student will be examined orally at a time, unless specified otherwise in part B for the relevant unit of education.
2. A second examiner is present when an oral examination is being held, unless the Examination Board has determined otherwise. The oral examination takes place at a time and location to be determined by the examiner within the regular timetable, on campus or online. At the request of the student, and with the approval of the examiners, an audio recording can be made. Should the second examiner not be available unexpectedly, an audio recording of the oral exam is made. This audio recording is retained by the university for the retention period applicable for examinations.

Article 3.4 Determining and announcing results

1. The examiner determines the result of a written examination within ten working days. However, the marking deadline for final projects is no longer than twenty working days after submission. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.
2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at the latest within [one or two working days] after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.
3. In the case of assessments other than oral or written examinations, the Examination Board determines in advance how and by what deadline the student will be informed of the results.

Article 3.5 Examination opportunities

1. a. Per academic year, two opportunities to take examinations will be offered for each unit of education.
   b. By way of exception to a., the options for retaking practical exercises, work placements and final projects are detailed in the relevant work placement manual, course manual or teaching regulations.
2. The most recent mark will apply in the event of a resit. A resit is allowed for both passed and failed units of education.
3. The resit for an examination may not take place within ten working days of the announcement of the results for the original examination. Exceptions are only possible in period 6.
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student:
   a) has completed all but one units of education to meet the requirements of the degree and

b) has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons. This provision excludes the practical exercises and the final project. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.
5. If a unit of education is no longer offered, at least one additional opportunity will subsequently be provided to sit the examination(s) or parts thereof and a transitional arrangement will be included in Section B.

Article 3.6 Marks

1. Grades are given on a scale from 1 to 10 with no more than one figure after the decimal point.
2. A final mark between 5 and 6 will be rounded to the nearest whole number: final marks below 5.5~~0~~, rounded down; final marks of 5.5~~0~~ or higher, rounded up. All other final marks will be expressed in whole or half marks.
3. To pass a given course or unit, a final mark of 6 or higher is required.
4. The Examination Board can allow the use of symbols rather than numbers.

Article 3.7 Exemption

1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if they: a. have either passed a unit of education at a university or university of applied sciences (HBO) or a research university (WO) that is equivalent in terms of content and level; b. or have demonstrated through their work and/or professional experience that they have sufficient knowledge and skills with regard to the relevant unit of education.
2. The Master's thesis/ Research Project is excluded from this exemption possibility

Article 3.8 Validity period for results

1. The validity period of examinations passed and exemption from examinations is unlimited, unless otherwise specified in Section B.

Article 3.9 Right of inspection ~~and post-examination discussion~~

1. Within twenty working days after the announcement of the results of a written examination, but at least ten working days before the resit opportunity for that examination, the student has the right to inspect their graded examination. For course from period 5 the inspection is at least 5 days before the resit opportunity.
2. Students can view the questions and assignments set in the written examination, and the standards applied when assessing the examination, within the period specified in 3.9.1.
3. The examiner determines whether the inspection takes place collectively or individually. In all cases, the time and place of the inspection is announced in the course manual or learning environment.
4. Students are entitled to feedback on their academic performance. The manner in which this is provided in each unit of education is described in the course manual.

4. Academic student counselling and study progress

Article 4.1 Administration of study progress and academic student counselling

1.	The faculty board is responsible for the correct registration of the students' study results. After the assessment of a unit of education has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at their disposal in VU.nl Dashboard.
2.	Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by a. The Student Counsellor b. Student psychologists c. Faculty academic advisers

Article 4.2 Facilities for students with a disability or impairment

1.	Students with a disability or impairment can submit a request via VU.nl Dashboard to qualify for one or more special facilities with regard to teaching, practical exercises and examinations. These facilities will accommodate the student's individual disability or impairment as much as possible, but may not alter the quality or degree of difficulty of a unit of education or an examination. In all cases, the student must fulfil the intended learning outcomes for the study programme.
2.	The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices.
3.	Students who have been diagnosed with dyslexia must provide a statement from a BIG-, NIP- or NVO-registered professional who is qualified to conduct a psychological evaluation.
4.	The faculty board, or the person acting on behalf of the faculty board, decides on teaching facilities and facilities regarding logistics. The Examination Board will decide on requests for facilities with regard to examinations.
5.	In the event of a positive decision in response to a request as referred to in paragraph 1, the student can make an appointment with the academic adviser to discuss the details of the provisions.
6.	A request for one or more facilities can be refused if it would place a disproportionate burden on the organisation or the resources of the faculty or university were it upheld. Any such refusal will be substantiated.
7.	If the disability or impairment justifies an extension of the examination time, the responsible person on behalf of the Examination Board will register in SAP this entitlement to an extension. If a disability or impairment justifies other measures to be taken, the academic adviser can take the necessary measures. The student can consult the study monitor to check which facilities have been granted to them.
8.	The decision as referred to in paragraph 5 may specify a limited validity of the facilities granted.

5. Hardship clause

Article 5.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness or unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examination Board.

Section B1: Programme-specific section

6. General programme information and characteristics

Article 6.1 Study programme information

1. The programmes (i) Clinical and Developmental Psychopathology CROHO number 60513, (ii) Cognitive Neuropsychology CROHO number 60510, (iii) Genes in Behaviour and Health CROHO number 69324, and (iv) Social Psychology: Regulation of Social Behaviour CROHO number 60053, are available on full-time basis.

Article 6.2 Teaching formats used and modes of assessment

1. The programme uses the teaching formats as specified in the study guide.
2. The modes of assessment used per unit of education are specified in the study guide.

7. Further admission requirements

Article 7.1 Intake date(s)

The Master's programme starts on 1 September.

Article 7.2 Admission requirements

1. Admission to the Master's programme is possible for an applicant who has obtained a Bachelor's degree at an institution of academic higher education

2. The Admissions Board will investigate whether the applicant meets the admission requirements.

3. In addition to the requirements referred to in the first paragraph, the Board will also assess requests for admission in terms of the following criteria:

A. Programme Clinical and Developmental Psychopathology

Students need an academic bachelor's degree (or equivalent) in Psychology or Educational Science, or a closely related subject area; and an average grade of 7.5 (equivalent thereof) or higher,
The student's previous education must have included the following subjects and the minimum study load indicated:
- research oriented courses (methods, statistics) (12 EC);
- courses in clinical diagnosis and assessment of mental health problems and risks. (12 EC).

B. Programme Cognitive Neuropsychology

Students need an academic bachelor's degree (or equivalent) in Psychology, Cognitive Science, Artificial Intelligence, Biology, Medicine or a closely related subject area; and an average grade of 8.0 or equivalent thereof (e.g., A).
The student's previous education must have included the following subjects and the minimum study load indicated:
- research oriented courses (methods, statistics) (12 EC)
- courses in (cognitive) neurosciences (12 EC)

C. Programme Genes Behaviour and Health

- Students need an academic Bachelor's Degree (or equivalent) in Psychology, Health Sciences, Biomedical Sciences, Bioinformatics, Educational Science, Biology, Sociology or a closely related subject area
- An active interest in research as demonstrated in research-oriented courses, internships and/or thesis.

- Highly motivated as demonstrated by motivation letter.
- Education must have included research-oriented courses (methods, statistics) (12 EC)
- Good average grades. Your average grade for your academic bachelor's is preferably 7.5 or higher (or the international equivalent). Students with a lower average grade may still be admitted. In its assessment, the admission board focuses on the grades obtained for courses on statistics, research methods, courses related to more biologically orientated courses (biological psychology, neuropsychology, neuroscience, genetics) and thesis. Please note: Exceptions are possible for students who demonstrate a great motivation for the Research Master Genes in Behaviour and Health.
- A personal interview by video call is part of the application process.

D. Programme Social Psychology: Regulation of Social Behaviour

Students need an academic bachelor's degree (or equivalent) in Psychology, or a closely related subject area, and an average grade of 7.5 or equivalent thereof.
The student's previous education must have included the following subjects and the minimum study load indicated:
- research oriented courses (methods, statistics) (12 EC);

All mentioned average grades are related to the Dutch grading system.

4. Applicants should demonstrate that they have a sufficient level of proficiency in English by meeting at least one of the following standards:
   - IELTS Academic: an overall score of at least 6.5;. At the start of the program, the test must not have been taken more than two years ago.
   - TOEFL iBT: an overall score of at least 92;
     At the start of the program, the test must not have been taken more than two years ago.
   - Cambridge C2 Proficiency/Certificate of Proficiency in English (CPE): an overall score of at least 180
   - Cambridge C1 Advanced/Certificate Advanced English (CAE an overall score of at least 180
   - LanguageCert Academic SELT: an overall score of at least 70.
     At the start of the program, the test must not have been taken more than two years ago.
   - Pearson PTE Academic: an overall score of at least 65.
     At the start of the program, the test must not have been taken more than two years ago.

5. Applicants who have completed one of the following meet the English language requirement and therefore are exempted from taking an English language test (as mentioned in the section 4):
   - a secondary education or higher education degree fully taught in English has been completed in Australia, Canada, Ireland, New Zealand, the United Kingdom or the United States of America;
   - a fully English-language, accredited bachelor's or master's degree in the Netherlands, EU/EFTA countries, Singapore or South Africa, or
   - a vwo diploma or equivalent diploma in which the course on English of a comparable level is required has been earned.

Article 7.3 Pre-Master's programme

Not applicable

8. Examinations and results

Article 8.1 Sequence of examinations

Students may participate in examinations [or practical exercises] of the units below only if they have passed the examination or examinations for the components mentioned hereinafter:

- Programme Clinical and Developmental Psychopathology: Master's thesis only after passing Research Project I

- Programme Genes in Behaviour and Health: Internship 2 only after passing Internship 1
- Programme Social Psychology: RM Thesis Social Psychology only after passing the First-Year Research Project

Article 8.2 Validity period for results

1. If a student's knowledge, understanding or skills as evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a unit of education for which an examination was passed more than 6 years ago.
2. The validity period for partial results and exemptions for partial exams is limited. Partial results and exemption for partial exams are only valid in the academic year in which they were obtained, unless otherwise stated in the relevant course manual. The validity period for partial results for a practical exercise is not limited, unless otherwise stated in the relevant course manual.

Article 8.3 Determining and announcing results

By way of deviation from article 3.4.1 the marking deadline for papers and interim examinations with at least 50% open questions is no longer than fifteen working days.

Article 8.4 Examination Opportunities

By way of exception to article 3.5.2, the options for retaking practical exercises work placements and theses are detailed in the relevant work placement manual, course manual or teaching regulations.

Article 8.5 Maximum Exemption

A maximum of 24 EC can be exempted from the programme.

Section B2: Programme-specific section – content of programme

9. Programme objectives, tracks/specializations, intended learning outcomes and language

Article 9.1 Workload

1. The programme has a workload of 120] EC.

Article 9.2 Tracks and/or specialisations
Not applicable

Article 9.3 Programme objective

The programmes aim to provide knowledge, skills and understanding in the field of the programme in question, such that a graduated student is capable of working independently at a professional level. A graduated student should be eligible for a follow-up training programme in scientific research.

Article 9.4 Intended learning outcomes

The exit qualifications can be found in Appendix I

Article 9.5 Language of instruction

1.	The language of instruction is English.
2.	The 'Gedragscode vreemde taal' (Code of conduct for foreign languages) applies.

10. Curriculum structure

Article 10.1 Composition of the programme

1.	The programme comprises at least a package of compulsory components and an individual Master's thesis or academic work placement.
2.	Additionally the programme can offer: - Practical exercises - Electives
3.	Units of education are categorised as specialised (400), research-oriented (500) and highly specialised (600) level.

Article 10.2 Compulsory units of education

A detailed description per unit of education can be found in the study guide.

(i) Clinical and Developmental Psychopathology

Educational component	course code	nr of EC	level
Year 1			
Basics of Epidemiology and Statistics	P_MBEPST	6	500
Psychopathology	P_MPSYPAT	12	400
Theory of therapeutic and preventive intervention	P_MTHEOTH	6	400
Randomized controlled trials of psychological interventions	P_MRANCON	6	500
Scientific writing and presenting	P_MSWPCDP	6	500
Systematic reviews and meta-analyses of psychological interventions	P_MSYSREV	6	500

Research project (CDP)	P_MRPRCDP	12	500
Year 2			
Trends in brain and behaviour	P_MTREBRBE	6	600
Practical I: Skills for clinical research	P_MPRACT1	6	500
Practical II: Initiating and performing academic-clinical research	P_MPRACT2	6	500
Practical III: Advanced research methods in clinical and developmental psychopathology	P_MPRACT3	6	600
Master's thesis	P_MTHECDP	30	600

(ii) Cognitive Neuropsychology

Educational component	**course code**	**nr of EC**	**level**
Year 1			
Medical neuroscience and neuroanatomy	P_MMEDINN	6	400
Seminar experimental psychology	P_MSEMEXP	6	500
Programming for psychologists	P_PROPSY	6	500
Advanced data analysis	P_MADVDAT	6	500
Brain imaging	P_MBRIMAG	6	500
Choice between: Practical skills for researchers Clinical internship RM cognitive neuropsychology	 P_MPRACSK P_MKSRMCNP	 24 24	 500 600
Year 2			
Neuropsychiatry	P_MNPSTRY	6	600
Seminar cognitive neuroscience	P_MSEMCNS	6	500
Cognitive electrophysiology: EEG and time series analysis	P_MCOGEPH	6	500
Thesis proposal	P_MTHPROP	6	500
Master's thesis cognitive neuropsychology	P_MTHCCNP	30	600

(iii) Genes in Behaviour and Health

Educational component	**course code**	**nr of EC**	**level**
Year 1			
Gene finding	P_MGENFIND	6	400
Introduction to omics	P_MINOMICS	6	400
Behavioural genetics	P_MBEHGEN	6	400
Epigenomics and sequencing	P_MEPISEQ	6	500
Brain Imaging Genetics	P_MBRIMG	6	500
Statistical programming in R	P_MSTPRR	6	500
Internship 1	P_MINTERN_1	24	500
Year 2			
Complex trait genetics	P_COMTRGEN	6	600
Causation in a world of Gene-Environment Interplay	P_MCAUSGE	6	500
Personalised health and medicine	P_MPHMED	6	500
Grant writing and science communication	P_MGWSCCOM	6	500
Internship 2	P_MINTERN_2	30	600

(iv) Social Psychology

Educational component	**course code**	**nr of EC**	**level**
Year 1			
Writing and presenting	P_MWRITPR	6	500
Evolutionary Social Psychology	P_MEVOLSP	6	400
Advanced data analysis	P_MADVDAT	6	500
Advanced research methods	P_MADVRES	6	500
Motivation and emotion	P_MMOTEMO	6	400
Moral and political psychology	P_MMPPSY	6	500
Expert workshop 1	P_MEXPWRK_1	6	600
First Year Research project	P_MRESPRJ_1	12	500
Year 2			
Bridging social psychology	P_MBRIDGI	6	600
Expert workshop 2	P_MEXPWRK_2	6	600
Close Relationships	P_MCLRELP	6	400
Research Master thesis in Social Psychology	P_MRMTHESSP	36	600

Article 10.3 Elective units of education

In all programmes in each year of study, except in the first year of the RM GBH, the student can choose electives from the list below, without requesting permission of the Examination Board. Some courses are offered once every two years: X in 2026-27, but not in 2027-2028, XX **not** in 2026-2027, but in 2027-2028.
Students can choose electives from other programmes but in that case need to request permission to follow such a course from the Examination board from this faculty as well as from the faculty that offers that course. More details can be found on VUweb.

Name of unit of study	Course code	
Aging and age-related disorder	P_MAGEDIS	
Autism	P_MAUTISM	X
Behavioural genetics	P_MBEHGEN	
Cross-cultural and global mental health	P_MCCGMH	
Clinical environmental psychology	P_MCLENVPS	XX
Cognitive behaviour therapy	P_MCOBETH	XX
Juvenile delinquency and anti-social development	P_MJUVDEL	X
Leadership and organizations	P_MLEAORG	
Memory and memory disorders	P_MMEMORY	X
Neural models of cognitive processes	P_MNEUMOD	XX
Parenting and mental Health	P_MPARMEN	XX
The Psychology of emotion regulation	P_MPEMREG	X
Perception	P_MPERCEP	XX
Personality at work	P_MPERWOR	
Research in the Social Sciences: Causal Inferences	P_MRESSS	XX
Only for students from Clinical Developmental Psychopathology and Social Psychology		
Advanced research training	P_MADVRT	
Introduction to R for Behavioural Sciences	P_MINRBS	
Only for students from Cognitive Neuropsychology		
Review Paper	P_MREVPAP	

11. Evaluation and transitional provisions

Article 11.1 Evaluation of the programme

1.	The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework.	Approval OLC (7.13 a1)

Article 11.2 Transitional provisions

By way of departure from the Teaching and Examination Regulations currently in force, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations: - For Neuroscience and Education no transitional provisions are necessary.	Advice OLC (7.13 a)

Advice and/or approval by the Programme Committee, on 6 May 2026

Approved by the Faculty Joint Assembly, on 12 May 2026

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 26-May 2026

Appendix I Intended learning outcomes

Intended learning outcomes Clinical and Developmental Psychopathology

1. *Dublin Descriptor Knowledge and insight*
   - 1.1. Knowledge of and insight into current research questions with regard to biological, (neuro)physiological and psychological aspects of healthy and pathological cognitive, social and emotional development, and clinical issues, including their historical background
   - 1.2. Knowledge of and insight into formulation of plans, including set-ups, methods, procedures and analyses, for tackling fundamental and clinical research questions
   - 1.3. Knowledge of and insight into basic and complex analyses of diagnostic, observational, self-report and test (DOST) data derived from general population and clinical samples of human participants
   - 1.4. Knowledge of hardware and software to collect, process and analyse DOST data
   - 1.5. Knowledge of advanced research techniques and methods used in the study of psychopathology and development
2. *Dublin Descriptor Application of knowledge*
   - *2.1.* The ability to integrate knowledge from different disciplines (e.g., biology, neuroscience and psychology) relevant to fundamental and clinical science of psychopathology
   - *2.2.* The ability to apply knowledge from fundamental and clinical science of psychopathology to frame and answer research questions relevant to this field of study, and to apply knowledge on diagnostics in the choice and evaluation of interventions
   - *2.3.* The ability to design and conduct experimental and field research in the domain of clinical and developmental psychopathology science

3. *Dublin Descriptor Judgment formation*
   - 3.1. The ability to evaluate the methods used and the results obtained in studies on clinical and developmental psychopathology
   - 3.2. Insight into the scientific relevance and societal value of research achievements in the field of study
   - 3.3. The ability to reflect on social and ethical issues pertaining to the dissemination and application of research results

4. *Dublin Descriptor Communication*
   - 4.1. The ability to comprehensively and engagingly present results and interpretations thereof to a specialist and non-specialist audience
   - 4.2. The ability to write a scientific report in the form of a scientific (peer-reviewed) paper
   - 4.3. The ability to contribute to scientific discussions about research plans and results
   - 4.4. The ability to work in an interdisciplinary research environment

5. *Dublin Descriptor Learning skills*
   - 5.1. The ability to reflect on one's own learning skills and abilities
   - 5.2. The ability to evaluate one's functioning and to formulate final aims
   - 5.3. Working experience in a research environment and awareness of one's own scientific weaknesses and strengths
   - 5.4. Working experience in a clinical environment and awareness of one's own weaknesses and strengths
   - 5.5. The ability to autonomously collect scientific information and to analyse and evaluate this information critically

These outcomes are tested in the following courses

		Dublin descriptor				
1ST YEAR	EC	1	2	3	4	5
Psychopathology	12	X	X			
Basics of Epidemiology and Statistics	6	X	X			
Scientific writing and presenting	6				X	
Randomized controlled trials of psychological interventions	6	X	X	X	X	X

Systematic reviews and meta-analysis of psychological interventions	6	X				
Theory of therapeutic and preventive Intervention	6	X	X			
Elective I	6					
Research project	12	X	X	X	X	X

2ND YEAR						
Trends in brain and behaviour	6	X	X			
Elective II	6					
Practical I: Skills for clinical research	6	X				
Practical II: Initiating and performing academic-clinical research	6			X		
Practical III: Advanced research methods in clinical and developmental psychopathology	6	X		X		
Master's thesis	30	X	X	X	X	X
TOTAL PROGRAMME	**120**					

Intended learning outcomes Cognitive Neuropsychology

1. *Dublin Descriptor Knowledge and insight*
   - 1.1. The student knows the state of the art in the field of cognitive neuropsychology and understands the concepts, theories, and methods used in experimental cognitive neuroscience and clinical neuropsychology.
   - 1.2. The student can recognize and describe neuropsychological functioning in health and disorder.
   - 1.3. The student knows the caveats and limitations of the theories, methods, and clinical implications involved in cognitive neuropsychology.

2. *Dublin Descriptor Application of knowledge*
   - 2.1. The student can design and conduct experiments and analyse their results.
   - 2.2. The student can examine cognition in human participants such as patients, non-patients, elderly, and children.
   - 2.3. The student has gained hands-on experience in experimental research and diagnostics.
     - 2.3.1. The student following the research trajectory has gained hands-on experience in two different research projects in the field of cognitive neuropsychology and has learned to perform the neuropsychodiagnostic process in a non-clinical setting.
     - 2.3.2. The student following the clinical trajectory has gained hands-on experience in one research project in the field of cognitive neuropsychology and has learned to perform the neuropsychodiagnostic process in a clinical setting.

3. *Dublin Descriptor Judgment formation*
   - 3.1. The student is able to judge what good science is and what is entailed by misapplication and misuse of scientific findings.
   - 3.2. The student understands the ethics of running studies involving human participants such as patients, non-patients, elderly, and children.
   - 3.3. The student shows self-criticism and awareness of the limitations of his or her own experimental findings.

4. *Dublin Descriptor Communication*
   - 4.1. The student can write a comprehensive research report in APA style.
   - 4.2. The student can defend his or her study in front of other researchers.

4.3. The student can communicate information, ideas, problems, and solutions to non-specialist audiences.

5. Dublin Descriptor Learning skills

5.1. The student can adequately interpret the relevant literature and can develop research questions based on it.

These outcomes are tested in the following courses

		Dublin descriptor				
1st YEAR	EC	1	2	3	4	5
Programming for psychologists	6	X	X			
Seminar experimental psychology	6	X	X	X	X	X
Medical neuroscience and neuroanatomy	6	X	X			
Elective 1	6					
Brain imaging	6	X		X	X	X
Advanced data analysis	6	X	X	X		
Practical skills for researchers / Clinical internship RM Cognitive neuropsychology	24	X	X	X	X	X

2nd YEAR						
Neuropsychiatry	6	X		X	X	X
Seminar cognitive neuroscience	6	X		X	X	X
Cognitive electrophysiology: EEG and time series analysis (6 EC)	6	X	X	X	X	X
Elective 2	6					
Thesis proposal	6	X		X	X	X
Master's thesis Cognitive neuropsychology	30	X	X	X	X	X
TOTAL PROGRAMME	**120**					

Intended learning outcomes Genes in Behaviour and Health

1. Dublin Descriptor Knowledge and Insight.

1.1. Knowledge of and insight into current research questions with regard to genetic and environmental contributions to individual differences in behaviour and health

1.2. Knowledge of and insight into formulation of plans, including set-ups, methods, procedures and analyses, for tackling research questions in the genetics of behaviour and health

1.3. Knowledge of and insight into basic and complex analyses of genetic data obtained in the general population, (twin) family populations and clinical populations

1.4. Knowledge of advanced research techniques and methods used in the field of behaviour genetics and genetic epidemiology

1.5. Knowledge of the experimental methods used to collect psycho(physio)logical data within genetically informative designs and insight into the way these data can provide insight into the pathway from genes to behaviour and health.

2. Dublin Descriptor Application of knowledge

2.1. The ability to integrate genetic knowledge with knowledge from different disciplines (e.g., psychology, education science, psychiatry, neurosciences, biomedical sciences, movement sciences, ethics and philosophy of science).

2.2. The ability to design and conduct experimental research in the domain of behaviour genetics and genetic epidemiology.

2.4. The ability to use psycho(physio)logical and brain imaging data to frame and answer research questions concerning the pathways from genes to health.

2.5. The ability to conduct big data analyses and record linkage

3. Dublin Descriptor judgment formation

3.1. The ability to evaluate the methods used and the results obtained in studies on behaviour genetics and molecular genetics

3.2. Insight into the scientific relevance and societal value of research achievements in the field of study

3.3. The ability to reflect on social and ethical issues pertaining to the dissemination and application of research results

4. Dublin Descriptor communication

4.1. The ability to write a scientific report in the form of a scientific (peer-reviewed) paper

4.2. The ability to comprehensively and engagingly present results and interpretations thereof to a specialist and non-specialist audience

4.3. The ability to contribute to scientific discussions about research plans and results

4.4. The ability to work in an interdisciplinary research environment and act as part of international consortia

5. Dublin Descriptor learning skills

5.1. The ability to reflect on one's own learning skills and abilities

5.2. Working experience in a research environment and awareness of one's own scientific weaknesses and strengths

5.3. The ability to autonomously collect scientific information and to analyse and evaluate this information critically

5.4. International competence: The ability to work in multicultural international teams, good communication skills, and the ability to form international networks

These outcomes are tested in the following courses		Dublin descriptor				
1ST YEAR	EC	1	2	3	4	5
Behavioural Genetics	6	X	X	X		
Epigenomics and sequencing	6	X	X	X	X	
Gene finding: GWA studies and beyond	6	X	X	X	X	
Brain Imaging Genetics	6	X	X		X	X
Introduction to omics	6	X	X	X		
Statistical programming in R	6	X	X			
Internship 1	24	X	X	X	X	X

2ND YEAR						
Complex Trait Genetics	6	X	X	X	X	
Causation in a world of Gene-Environment Interplay	6	X	X	X	X	X
Grant Writing and Science communication	6			X	X	X
Personalized health and medicine	6		X	X	X	
Research project 2	30	X	X	X	X	X
TOTAL PROGRAMME	**120**					

Intended learning outcomes Social Psychology

1. *Dublin Descriptor Knowledge and insight*
   - 1.1. Knowledge of and insight into basic theories and current research questions with regard to social psychological issues, and their relations to adjacent disciplines.
   - 1.2. Knowledge of and insight into the formulation of hypotheses and designing methods and procedures for investigating basic and applied research questions that are related to social psychology.
   - 1.3. Knowledge of and insight into the strengths and limitations of social psychological theories, as well as of the various research methods used to acquire knowledge in social psychology.
   - 1.4. Knowledge of advanced statistical techniques used in the study of social psychology

2. *Dublin Descriptor Application of knowledge*
   - 2.1. The ability to integrate knowledge from adjacent disciplines (e.g., social neuroscience, economics, and various sub-disciplines within psychology) relevant to theory development and empirical research questions within social psychology
   - 2.2. The ability to apply knowledge from basic and experimental social psychology to frame and answer research questions relevant to societal issues that are related to social psychology
   - 2.3. The ability to design and conduct experimental and field research in the domain of social psychology

3. *Dublin Descriptor Judgment formation*
   - 3.1. The ability to evaluate the methods used and the results obtained in studies on social psychology
   - 3.2. Insight into the scientific relevance and societal value of research findings in the field of social psychology
   - 3.3. The ability to reflect on social and ethical issues pertaining to conducting research and the dissemination and application of research results

4. *Dublin Descriptor Communication*
   - 4.1. The ability to comprehensively and engagingly present research findings at scientific conferences as well as for non-specialist audiences.
   - 4.2. The ability to write a scientific report in the form of a research proposal, or a (review or empirical) paper suitable for submission to an international scientific journal.
   - 4.3. The ability to respond to critical remarks by peers, as well as to constructively contribute to scientific discussions about research plans and results.

5. *Dublin Descriptor Learning skills*
   - 5.1. Increasing awareness of one's own scientific weaknesses and strengths.
   - 5.2. Gaining work experience in an academic environment.
   - 5.3. The ability to independently search for relevant scientific literature, and to critically integrate this information into one's own research paper or proposal.

These outcomes are tested in the following courses

		Dublin descriptor				
1st YEAR	EC	1	2	3	4	5
Advanced research methods	6	X		X		
Writing and presenting	6				X	X
Evolutionary Social Psychology	6	X	X			
Motivation and emotion	6	X	X			
Advanced data analysis	6	X	X	X		
Moral and political psychology	6	X		X		
Expert workshop I	6			X		
Elective I	6					
First Year Research project	12			X	X	X

2nd YEAR						
Evolutionary Social Psychology	6	X	X			
Close Relationships	6	X		X		
Elective II	6					
Expert workshop II	6			X		
Research Master thesis in Social Psychology	36	X	X	X	X	X
TOTAL PROGRAMME	**120**					

Electives from Electives Pool

1. *Dublin Descriptor Knowledge and insight*
2. *Dublin Descriptor Application of knowledge*
3. *Dublin Descriptor Judgment formation*
4. *Dublin Descriptor Communication*
5. *Dublin Descriptor Learning skills*

Electives taught every year		**Dublin descriptor**				
		1	2	3	4	5
Aging and age-related disorders		X	X			
Advanced research training				X	X	X
Behavioural Genetics		X				
Clinical environmental psychology		X	X		X	
Cross-cultural and Global Mental Health		X				
Leadership and organization		X	X		X	
Review paper		X			X	X
Introduction to R for Behavioural Sciences		X	X	X		
Personality at Work		X	X		X	
Electives taught in 2026-27						
Autism Research Project		X	X		X	
Juvenile Delinquency and anti-social development		X				
Memory and memory disorders		X	X		X	X
The Psychology of emotion regulation		X	X			
Electives taught in 2027-28						
Clinical Environmental psychology		X				
Cognitive behaviour therapy		X	X		X	
Neural models of cognitive processing		X	X		X	
Perception		X	X		X	
Parenting and mental health		X	X			
Research in the Social Sciences: Causal Inferences		X	X	X		

Appendix II

Evaluation plan FGB

Aim

The evaluation of courses and/or groups of courses (minors, learning continuity pathway) is part of the PDCA cycle at the level of the course as formulated in the 'VU toetskader'. Curriculum evaluations are carried out at programme level.

The evaluation of education aims to gain insight into the quality of the education provided and/or the coherence between courses. This insight is used at various levels within FGB to maintain the quality of education and, where necessary, to improve it and to communicate about this to students.

Course evaluations

The courses of the FGB programmes are evaluated annually via the digital evaluation form Evalytics. Below is described which actors are involved in the evaluation of courses and which tasks these actors have in the process of evaluation.

Student

- Fills in the digital course evaluation form after the course has ended

Course coordinator

- Encourages students to complete the evaluation form
- Makes the evaluation form suitable for his/her course, and includes questions on the exam(s) used in the course
- Responds to students via VUweb on the results of the evaluation and indicates whether and, if so, which changes will be made to the course

Evaluation coordinator

- Monitors whether all courses appear in Evalytics
- Is available for questions of lecturers regarding the adjustment of evaluation forms
- Saves the evaluation reports
- Processes the evaluation results in an overview sheet
- After each teaching period, makes the overview sheets and the evaluation reports available for programme directors, programme committees and the examination committee

Programme directors

- Inspects the overview sheet and, where necessary, the evaluation reports
- Discusses, where necessary, the course evaluation with the course coordinator, the programme committee and/or examination committee and may take action based on these discussions
- Discusses the course evaluations in general and any taken actions during the annual interview with the portfolio holder for education and the director of education
- Inserts the results of the course evaluations in midterm reviews and critical self-reflections
- Provides, on request, supervisors with input on education for the annual interview with the lecturer

Programme committee

- Discusses the evaluation reports after each teaching period
- Invites, if desired, course coordinators to the meeting of the programme committee to discuss the results
- Provides the programme director with solicited and unsolicited advice on the quality of the courses
- Discusses the course evaluations and any actions taken in the annual report
- Indicates in the annual plan whether there will be special attention for a course or group of courses

Examination committee

- Inspects the overview sheets and, if desired, the evaluation reports

- If necessary, takes action based upon the results of a course evaluation and discusses the action taken with the programme director and course coordinator
- Discusses the course evaluations and any actions taken in the annual report
- Indicates in the annual plan whether there will be special attention for a course of group of courses

Supervisors of lecturers

- Supervisors may ask the programme director of the programme in which the lecturer participates to provide input for the annual interview, in which the interpretation of the programme director forms an important part of the information the supervisor receives

Portfolio holder for education /Director of education

- Discusses course evaluations in a general sense with programme directors during the annual interview
- Discusses the quality of education in the annual education report

Evaluations of groups of courses

Evaluation of groups of courses as minors, learning continuity pathways or methodology pathways, are carried out at the initiative of the programme director, programme committee or examination committee. There are no formats for these kinds of evaluations; a questionnaire must be created by the parties involved and distributed among students. Results of the evaluations are discussed in consultation between the programme director and the programme committee and/or the examination committee and noted in annual reports. Where possible, planned evaluations of groups of courses are included in the annual plan of, for example the programme committee or examination committee.

Evaluation of (parts of) the curriculum

The evaluation of (parts of) the curriculum takes place automatically via Evalytics. The results are sent by the evaluation coordinator to the programme directors and programme committees and are discussed in consultation between the programme committee and programme director.