

Academic and Examination Regulations (OER)

Research Master's Programmes

A. Faculty section

B. Programme-specific section

Academic year 2013-2014

VU University Amsterdam
Faculty of Psychology and Education

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A. FACULTY SECTION

1. General provisions

Article 1.1 Scope of application

1. These regulations apply to the educational activities and examinations of the Master's degree programme in (i) Cognitive Neuropsychology, (ii) Social Psychology: Regulation of Social Behaviour, (iii) Clinical and Developmental Psychopathology (hereinafter referred to on occasion as 'the degree programmes') provided by the Faculty of Psychology and Education (hereinafter referred to on occasion as 'the faculty') of VU University Amsterdam.
2. These regulations consist of a faculty section (A) and a programme-specific section (B). Section A contains general provisions and applies to the educational activities and examinations of the Master's programmes of the Faculty of Psychology and Education. Section B contains programme-specific provisions. Together, Section A and Section B constitute the Academic and Examination Regulations of the programmes, as referred to in Section B.
3. These regulations may be regarded as applying mutatis mutandis to the joint programmes and educational units, as referred to in Article 7.3c of the Netherlands' Higher Education and Research Act (WHW), which are provided by the faculty in collaboration with others.
4. These regulations apply to anyone who has registered for the degree programmes, or who is involved in the running of the programmes.
5. The programme-specific section of the Academic and Examination Regulations may contain additional general provisions that relate to the programme in question.
6. Any provision in the programme-specific section of the Academic and Examination Regulations, or any regulation or any decision by the Examination Board, an examiner or the Admissions Board which is in conflict with the law or with this faculty section of the OER shall be invalid.

Article 1.2 Definition of terms

These regulations use the following definitions:

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| a. specialization: | a coherent section of a programme that has its own clearly defined final qualifications |
| b. credit: | a credit within the European Credit Transfer System (ECTS), as stated in Article 7.4, paragraph 1 of the Netherlands' Higher Education and Research Act (WHW); one credit equals 28 hours of study for an average student. |
| c. disability: | a temporary or permanent condition which affects the student's ability to take a degree programme, to sit examinations or to complete practicals. |
| d. language of instruction: | the language of tuition in the degree programme |
| e. programme-specific section: | the part of the Academic and Examination Regulations relating only to the relevant programme |
| f. practical: | a practical educational exercise as defined in Article 7.13, paragraph 2d of the Act, for example in one of the following forms: student placement, fieldwork, excursion, test, experiment or participation in other educational activities with the aim of developing specific skills |
| g. examination: | an investigation into the knowledge, insight and/or skills of the student relating to a particular part of the degree programme |
| h. constituent examination: | see definition of 'examination', only applied to a separate part of the educational unit |
| h. examiner: | lecturer authorized by the Examination Board to assess an examination, constituent examination or practical |
| i. Admissions Board: | body that acts on behalf of the Executive Board or Faculty Board to assess whether |

- an applicant may be admitted to the programme
- j. working day: Monday to Friday, except for public holidays or days designated as holidays by VU University Amsterdam
- k. the Act: the Netherlands' Higher Education and Research Act (WHW)
- l. regular Master's programme: Master's programme which does not apply its own selection procedure, in particular the follow-up Master's referred to in Article 7.30a of the Act
- m. selective Master's programme: a Master's programme which, in the programme-specific section of the OER, stipulates specific admission requirements regarding the nature and the level of the requisite knowledge, understanding and skills, and determines selection procedures, methods and criteria to this end (also stated in the OER).

The definition of all other terms used is in accordance with the definition used in the Act.

Article 1.3 General aims of the degree programme

1. The Master's has a final attainment level corresponding to the Dublin Descriptors (the Framework of Qualifications for the European Higher Education Area) and the Higher Education Qualifications Framework in the Netherlands. In the programme-specific section, this is expressed in final attainment objectives.
2. The degree programmes aim to:
 - a. educate students by giving them the knowledge, understanding and skills described each in the programme-specific section;
 - b. guide students in scientific practice;
 - c. prepare students for professional practice in the relevant field;
 - d. foster independent, academic thinking and practice as well as communication at an academic level in the language or languages of instruction;
 - e. foster the independent application of specialist academic knowledge in a wider philosophical and social context.
3. The degree programmes focus on the student's personal development and promotes his or her awareness of social responsibility and develops the students' language skills in the language or languages of instruction.

Article 1.4 Structure of the academic year

1. In each degree programme, the academic year is divided into two semesters.
2. Each semester comprises three periods of eight, eight and four weeks respectively.

Article 1.5 Language

1. The language of instruction is Dutch and the examinations are administered in Dutch, unless the programme-specific section determines otherwise based on the nature or the objectives of the programme of the educational unit. Notwithstanding the stipulations of the preceding sentence, literature and course material in another language may be prescribed and recommended.
2. If Dutch is not the language of instruction, then the faculty will act in accordance with the Foreign Language Code of Conduct and Article 7.2 of the Act, and the programme-specific section will indicate the language of instruction for each educational unit or a part thereof. In any case, another language of instruction may be used:
 - in the case of a degree programme relating to the language in question;
 - in the case of a guest lecture by a lecturer whose mother tongue does not correspond to the language of instruction.
3. Master's programmes which target international students and whose objectives include preparing students for professions on the international job market are taught in English.
4. A student may ask the Examination Board for permission to sit one or more examinations in a language other than the language of instruction.

2. Educational requirements and admission requirements

Article 2.1 Faculty Admissions Board

The Faculty Board, acting on behalf of the Executive Board, will establish an Admissions Board for Master's programmes and will appoint members to this board after consultation with the Board of Studies and the Examination Board of the relevant programmes. This Admissions Board will consist of five members at most.

Article 2.2 Educational background

1. Anyone who wishes to register for a Master's programme must hold a university Bachelor's degree.
2. The equivalence of a qualification other than that defined in paragraph 1 will be assessed by the programme's Admissions Board.
3. The programme-specific section determines whether the Master's programme is a follow-up programme as referred to in Article 7.30a of the Act, and if so, with regard to which Bachelor's programme or Bachelor's specialization at VU University Amsterdam.
4. Anyone who wishes to register for a Master's in Teaching for pre-higher education levels is required to hold a Master's degree in the relevant discipline, as stated in Article 7.10a of the Act.

Article 2.3 General admission requirements; pre-Master's programme

1. The admission requirements in the programme-specific section are formulated in terms of knowledge, understanding and skills in the field and are derived from the programme's final attainment levels.
2. The admission requirements referred to in paragraph 1 correspond with the final attainment levels of the Bachelor's programmes in the field concerned, taking into account the scope for optional components.
3. Areas in which the applicant fails to meet the admission requirements can be addressed to the satisfaction of the competent Examination Board if the applicant passes assessments in the relevant subjects.
4. Notwithstanding the provisions of Article 2.2 and paragraphs 1 and 2 of this article, the programme-specific section states whether, and if so, which Bachelor's programmes at universities of applied sciences provide access to the pre-Master's programme. The programme-specific section also sets the scope of the pre-Master's programme at 30 credits.
5. A candidate may only register for a Master's programme if he or she has a relevant letter of acceptance from the Admissions Board as referred to in Article 2.1.
6. The Admissions Board as referred to in Article 2.1 will not issue an individual with a letter of acceptance to the pre-Master's programme, unless it is reasonable to expect that he or she will be able to meet the admission requirements for the Master's programme within a reasonable amount of time.
7. On behalf of the university, the Admissions Board as referred to in Article 2.1 issues letters of acceptance to candidates who meet the requirements stated in the Academic and Examination Regulations and candidates whom the Board deems suitable after a subsequent investigation designed to assess their suitability. If applicable, such decisions will take into account the maximum number of students that the programme can accommodate.
8. A certificate stating that the candidate has successfully completed the pre-Master's programme, serves as a letter of acceptance to the stated Master's programme. This is not applicable to the research master programmes.
9. The letter of acceptance relates exclusively to the academic year following the academic year in which the application for the letter of acceptance was submitted, unless the Executive Board decides otherwise.

Article 2.4 Additional admission requirements for Master's programmes with specific selection criteria

1. Notwithstanding the provisions of Articles 2.2 and 2.3, admission to a Master's programme with specific selection criteria can only take place after selection by the Admissions Board as referred to in Article 2.1.
2. The Board referred to in paragraph 1 will in all cases base its judgement on the following:
 - a. talent and motivation;
 - b. the ability to work and think at an academic level;
 - c. level of knowledge;
 - d. command of methods and techniques;
 - e. command of the language of instruction.
3. The programme-specific section contains additional specific admission and selection requirements.

Article 2.5 Admission requirements for Dutch language skills

1. Successful completion of one of the following examinations is regarded as proof that the requirement stated in paragraph 2e of Article 2.3 relating to proficiency in the Dutch language has been met:

- the proficiency examination for Dutch as a Second Language (NT2 II);
- the Dutch Universities' Dutch Admission Test (ITN);
- CNaVT (Dutch as a Foreign Language Certificate), PAT and PTHO exams;
- foreign exams including Dutch and sanctioned by VU University Amsterdam.

2. Those taking a programme with a language of instruction other than Dutch will be exempted from the Dutch exam requirement.

Article 2.6 Admission requirements for English language skills

1. The student seeking admission to a Master's programme in which English is the language of instruction or one of the languages of instruction must prove that he or she is sufficiently proficient in English as referred to in paragraph 2e of Article 2.4, meeting or surpassing the score threshold in the relevant tests¹:

- Academic IELTS test: 6.5
- TOEFL paper-based test: 580
- TOEFL computer-based test: 237
- TOEFL internet-based test: 92-93
- Cambridge Certificate in Advanced English (CAE): A, A&B
- Cambridge Certificate of Proficiency in English (CPE): B

2. The following will be deemed to have met the language requirement stated in paragraph 1:

- anyone who has passed all the distinct components of a test referred to in paragraph 1 no longer than two years before commencement of the programme;
- anyone who has met the requirements of the VU University Amsterdam English-language proficiency test, TOEFL ITP, meeting or surpassing the score threshold as stated in paragraph 1;
- anyone who has obtained a Bachelor's degree in an English-speaking country as specified on the relevant pages of VU University Amsterdam's website.

3. If necessary for successful completion of the programme, the programme-specific section may specify a higher standard for admission to the programme or for participation in a particular educational unit than that specified in paragraph 1. This standard will be determined by the Faculty Board.

4. Candidates for whom the programme is a follow-up Master's as referred to in Article 7.30a of the Act, are exempt from the requirements of this article. The programme-specific section may determine that the students referred to in the preceding sentence must complete one of the language tests mentioned in this article during their studies and obtain the required score.

Article 2.7 Application

1. The application deadline for registration is stated in the Application and Registration Regulations.

2. It is possible to depart from the date referred to in paragraph 1 in the student's favour if the maximum number of places on the programme have not been filled, but no later than 31 August.

Article 2.8 Refusal or termination of registration

1. In certain cases, the Executive Board may refuse admission to the programme or terminate the student's registration on the recommendation of the Examination Board and the Faculty Board responsible for the programme in question and after careful consideration of the interests involved. These measures will be taken if the student's conduct or statements demonstrate his/her unsuitability to work in the relevant field or discipline, or to take part in the practical training component of this programme. This concerns conduct or statements that may be construed as a threat to others. In such a case, the Executive Board will issue a written decision and state the grounds for its decision. Registration or re-registration for the same programme or a related programme may also be denied on the same grounds.

2. If the board of another institution of higher education decides to refuse or to terminate an individual's registration on the grounds stated in paragraph 1, the Executive Board may decide to adopt that decision. Paragraphs 3 and 4 will apply mutatis mutandis.

¹ See the Guideline for the Master's programmes.

3. Before the Executive Board takes a decision as referred to in paragraph 1, it will give the individual concerned the opportunity to be heard. At this hearing, the individual concerned has the right to be accompanied by counsel.
4. The individual will be informed immediately of the termination or refusal of registration.

3. Structure of the programme

Article 3.1 Structure of the programme

1. The programme contains the educational units included in the programme-specific section of the Academic and Examination Regulations.
2. The size of the programme, expressed in credits, is defined in the programme-specific section.
3. The programme consists of a compulsory section and an individual Master's thesis or an academic student placement and, if applicable, an optional subject-specific section, as specified in the programme-specific section.
4. Prior permission from the Examination Board is required if the student opts for an educational unit other than the those listed in the programme-specific section as his or her optional component.
5. If registration is required to obtain a place on a unit, it may only take place in the designated periods.

Article 3.2 Description of educational unit in Master's programme

Each educational unit is described in the online study guide

Article 3.3 Free programme

Instead of taking the standard programme, a student may ask the relevant Examination Board for permission to take a programme which he or she has composed from educational units taught at VU University Amsterdam or at another institution of higher education. This 'free programme' must satisfy the requirements of a Master's degree programme and lead to a final degree assessment. This programme must equal or surpass the scope, range and depth of a standard Master's programme and it requires prior permission from the Examination Board. A free programme does not give the student the legal status required by the legal profession or judiciary.

4. Exemption, examinations and final degree assessment

Article 4.1 Exemptions

1. After consulting the examiner of the relevant educational unit, the Examination Board may grant an exemption from an examination or practical based on the following:
 - a. a successfully completed examination or practical in higher education in the Netherlands or elsewhere, which in terms of content, level and study load is at least equivalent to the requirements of the component from which exemption is sought, or
 - b. knowledge, understanding and skills acquired outside of higher education, which in terms of content, level and study load are at least equivalent to the requirements of the component from which exemption is sought.
2. If a student wishes to meet the requirements of a specific examination by studying at a different faculty or university, prior approval from the Examination Board is required.
3. No exemptions can be granted for a thesis or final assignment.

Article 4.2 Examination procedures

1. The Examination Board appoints the examiners.
2. The manner and form in which an educational unit is brought to a close are defined in the programme-specific part of the Academic and Examination regulations.
3. On the basis of a well-argued request by the student or the examiner, the Examination Board may decide that it is permissible to deviate from the manner and form referred to in paragraph 1.

Article 4.3 Examinations and resits

1. An educational unit may consist of a number of components. Each component is completed with a constituent examination. The final grade for the educational unit is determined on the basis of the predetermined weight of the constituent examinations.
2. Prior to the start of the semester, a timetable is issued detailing when written examinations and constituent examinations may be taken. This timetable covers all educational units taught in that semester and is published no later than the beginning of the semester.
3. The Examination Board may determine whether compensation between educational units is possible. Any such compensation is stated in the programme-specific section.
4. If an educational unit is no longer taught, then there will be at least one opportunity to sit the examination in the academic year following the end of that unit, and in the subsequent period transitional arrangements will be incorporated into the programme-specific section.
5. The programme-specific section may stipulate that students are not permitted to sit an examination or constituent examination until they have passed another examination or constituent examination.
6. In exceptional circumstances, the Examination Board may decide to deviate from the sequence referred to in paragraph 5.

Article 4.4 Oral examinations

1. Oral examinations will involve no more than one candidate at a time, unless the programme-specific section for the relevant educational unit states otherwise.
2. Oral examinations will be public unless decided otherwise by the Examination Board or the examiner in exceptional cases. Students may submit a corroborated objection against the examination being held in public to the Examination Board. The Examination Board will weigh the student's interest against the interests of holding a public examination.
3. Unless otherwise specified by the Examination Board, a second examiner will be present during an oral examination.

Article 4.5 Assessment

1. Examinations are assessed on the basis of written assessment criteria that are published in advance. Subject to the approval of the Examination Board, the examiners may revise the assessment standards applied based on the work submitted.
2. Students are deemed to have passed the examination if they meet the prescribed standards as determined by the examiner.
3. Assessment will take place in such a way that the students can see how their examination results were established.
4. If an examination consists of several constituent examinations, the final grade is determined after all constituent exams have been taken.
5. The assessment of a student placement or an external research assignment will be issued by the examiners after consultation with the relevant supervisor at the company or research institute where the student has completed the placement or assignment. When assessing a student placement, the opinion of the organization where the placement took place serves as a recommendation to the examiner.

Article 4.6 Determining and publishing study results

1. The examiner will determine the results of a written examination as soon as possible, but at the latest within ten working days of the date of the examination. Notwithstanding the provisions of the first sentence, the assessment period for theses is determined after consultation between the assessors and the student, but may not exceed twenty working days. The examiner provides the Education Office of the programme with the necessary information and the Education Office then registers the assessment immediately. The Education Office also ensures that the student is promptly notified of the assessment, taking into account the applicable standards of confidentiality.
2. If, as a result of exceptional circumstances, the examiner is likely to exceed the deadline stated in paragraph 1, he or she must inform the Examination Board, stating reasons. The Examination Board will then take action and make any measures known to the students who have taken the examination.
3. The examiner will determine the result of an oral examination immediately after the examination in question and will give the student a written explanation of this decision. The third sentence of paragraph 1 applies.

4. With regard to examinations that are neither written nor oral, the Examination Board will decide in advance how the student will be informed of the results and how long that will take.
5. When notified of the result for an examination, the student will also be informed of the right of inspection and reflective discussion as referred to in Articles 4.8 and 4.9, as well as the option of appealing to the Examination Appeals Board.

Article 4.7 Period of validity for results

1. The validity of examination results and exemptions from examinations is ix years, unless otherwise stated in the programme-specific section.
2. The validity of the results of a constituent examination is limited to the academic year in which it took place, unless the programme-specific section for the relevant educational unit states otherwise.
3. The Examination Board may extend the limited validity of an examination or exemption if a student submits a request stating reasons to this effect. The Examination Board may decide to extend the validity only after the student making the request has passed an additional examination in the relevant subject matter.

Article 4.8 Right to inspection

1. For a period of at least twenty working days following publication of the results of a written examination, the student will be given the opportunity to inspect his or her assessed work on request, including the questions and assignments set, the model answers and the standards used for assessment.
2. The Examination Board may decide that the inspection referred to in paragraph 1 will take place at a particular place and at a particular time. The place and time referred to in the previous sentence will be announced at the examination and on the Faculty's website (VUnet).
3. If the student can demonstrate that he or she was unable to attend at the place and time referred to in paragraph 2, he or she will be granted another opportunity to do so.
4. If a student intends to appeal against the way in which his or her work has been assessed, he or she may be issued with a copy of the assessed work.

Article 4.9 Reflective discussion

1. As soon as possible after the results of an examination have been announced, a reflective discussion will be held between the examiner and the student at the request of the student or on the initiative of the examiner. In this discussion, the examiner will provide a justification for the assessment given.
2. For a period of twenty days after the publication of the results of a written examination, the student may request a reflective discussion with the relevant examiner. The reflective discussion will take place within a reasonable period at a time and location determined by the examiner.
3. If a reflective discussion is organized collectively (i.e. with a group of students), an individual discussion will take place only if the student was present at the collective discussion or if the student was unable to attend the collective discussion through no fault of his or her own.

Article 4.10 Resits

1. There are two opportunities to take examinations in the degree programme in each academic year:
 - a. the first time immediately following the teaching period in which the educational unit is offered
 - b. the second time during the resit period.
 The Examination Board may depart from this provision for the benefit of students who have submitted a request to this effect, stating reasons.
2. Paragraph 1 does not apply to a second opportunity if a student has received an unsatisfactory grade for a student placement or a thesis. The opportunities for resits are stated in the relevant student placement guidelines or graduation regulations.
3. If the student has achieved a pass, then a resit is not possible unless the programme-specific section for the relevant educational unit states otherwise.
4. The student who has passed all but one of the examinations necessary to meet the degree requirements and who is unable to sit that examination in the [next period], may submit a reasoned request to the Examination Board asking for the opportunity to take this examination at an earlier date and, if necessary, by alternate means.

Article 4.11 Final Master's degree assessment and declaration

1. If the examinations for the educational units relating to the degree programme have been completed successfully, taking exemptions into account, then the requirements of the degree programme have been met, unless the programme-specific section determines otherwise.
2. As proof that the student has met all of the degree requirements, the Examination Board awards a degree certificate in accordance with the procedure prescribed by law. The model for the degree certificate is determined by the Executive Board. The Examination Board will append a diploma supplement to the degree certificate outlining the nature and content of the degree programme. The diploma supplement is drawn up in Dutch or in English and meets the requirements of the European format.
3. Those who have passed more than one examination but who are not entitled to a certificate as referred to in paragraph 2 may, on request, receive a statement issued by the relevant Examination Board which at the very least states the examinations passed, and is accompanied by a specification as to which educational units are concerned, the number of credits thus obtained and when the examination results were achieved.

5. Study guidance

Article 5.1 Records of study progress

The Faculty Board is responsible for the proper registration of students' degree programme results in VU.net. Once an examination that counts towards the final degree has been assessed, the student may inspect the results of that examination on VU.net, where the student will also find a summary of the results achieved.

Article 5.2 Study guidance

1. The Faculty Board is responsible for student guidance and for monitoring the study progress of students registered for a programme that is taught under the responsibility of the faculty, and it also draws up regulations to this end.
2. The forms of student guidance are listed in the programme-specific section.

Article 5.3 Adaptations for students with disabilities

1. Students with a disability may qualify for special adaptations to the teaching provided, examinations and practicals, based on a written request submitted for that purpose to the study advisor. These adaptations will be tailored as far as possible to the individual disability of the student, but are not permitted to affect the quality or level of difficulty of a subject or examination.
2. The request referred to in paragraph 1 must be accompanied by a recommendation from a student counsellor. This recommendation should be no more than twelve weeks old and partly based on a recent statement from a doctor or psychologist. In the case of dyslexia, no recommendation from a student counsellor is required and a recent statement from a BIG, NIP or NVO accredited testing centre will suffice. Where possible, the statement referred to in this paragraph should include an estimation of the extent to which study progress will be hindered.
3. With regard to requests for adaptations to the educational programme and logistical arrangements, decisions will be made by the Faculty Board or the Director of Education or Director of Studies acting on the Board's behalf. The Examination Board will decide on any requests for adaptations relating to the process of examination.
4. If a positive decision is made in response to a request as referred to in paragraph 1, the student will make an appointment with the study advisor to discuss how the necessary adaptations can be facilitated.
5. A request for adaptation may be declined if granting it would constitute a disproportionately large drain on the organizational resources of the faculty or university.
6. If the student's disability constitutes grounds for an extension of examination time, the Examination Board will issue a statement detailing the entitlement to an extension. If a student's disability constitutes grounds for other additional facilities, the study advisor can assign a VIB (*Voorzieningen Inzake Bepalingen*) pass, which clearly shows which facilities the holder is entitled to.
7. The validity of the declaration and pass referred to in paragraph 6 may not exceed one year. This period of validity may be extended at the recommendation of a student counsellor.

B PROGRAMME-SPECIFIC SECTION Programmes

(i) Cognitive Neuropsychology, (ii) Social Psychology: Regulation of Social Behaviour, (iii) Clinical and Developmental Psychopathology

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Article 1 Programme information

1. The programmes (i) Cognitive Neuropsychology CROHO number 60510, (ii) Social Psychology: Regulation of Social Behaviour CROHO number 60053, and (iii) Clinical and Developmental Psychopathology CROHO number 60513 are available in full-time, and taught in English.
 - 1a. The full-time programme has an official duration of 2 years.
2. The successful completion of all of the requirements of the programme leads to the degree of Master in Science
3. An educational unit comprises 6 credits or a multiple thereof.

Article 2 Programme objective and final attainment levels

1. The programmes objectives are as follows: 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.
2. The general final attainment levels of the programmes are as follows.
 - a. Students are able to describe and define traditional and recent principles and theories in their field, and possess domain-specific knowledge regarding that field.
 - b. Students are able to recognize field specific principles in different contexts and apply them to new situations.
 - c. Students are able to design, conduct, and analyze experimental research both within and outside their chosen area of psychology or education
 - d. Students are able to develop research questions on the basis of relevant literature and know the caveats and limitations of the theories, methods, and (clinical) applications of their chosen field.
 - e. Students are able to write and verbally report their work according to international standards; are able to write a comprehensive research report in the style laid down by the American Psychological Association (APA); and possess an adequate level of verbal and writing skills in communicating their psychological views to non-scientific audiences.
 - f. Students have analytical and independent problem-solving capacities at an academic level
 - g. More specific final attainment levels per programme are included in the study guide.

- h. The degree programmes also promote the academic education of the student, in particular with reference to:
 - Independent, academic thought processes and performance;
 - Communicating at an academic level;
 - Applying specialist academic knowledge in a wider and/or philosophical and social context.
 - i. The degree programmes focus on the student's personal development, in order to promote his or her awareness of social responsibility.
3. More information on the learning outcomes can be found in Appendix IV.

Article 3 Additional general provisions

Not applicable

Article 4 General admission requirements

The following general admission requirements apply to programme admissions, as derived from the final attainment levels of the Master's programme :

- a. Knowledge in psychological theories
- b. Understanding in psychological theories
- c. Skills in psychological theories

Article 5 Selection procedure and method

The following selection procedure and method apply to programme admissions:

- A. Programme Cognitive Neuropsychology
Students need a bachelor's degree (or equivalent) in Psychology, Cognitive Science, Artificial Intelligence, Biology, Medicine 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)
- B. Programme Social Psychology: Regulation of Social Behaviour
Students need a 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);
 The admission procedure includes an assignment.
- C Programme Clinical and Developmental Psychopathology
Students need a bachelor's degree (or equivalent) in Psychology or Educational Science, 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);
 - introductory courses in clinical diagnosis and assessment of mental health problems and risks. (12 EC);

Article 6 Pre-Master's programme

Not applicable

Article 7 Programme composition

1. The programmes consist of the following units:

- a. Compulsory educational units
- b. Electives

*(i) Cognitive Neuropsychology**a. Compulsory educational units*

First year of studies:

- A Medical Neuroscience and Neuropsychology
- B: Aging and Dementia
- C: Programming for Psychologists
- D: Seminar Attention
- E: Advanced Data Analysis

Second year of studies:

- A Brain Imaging
- B Neuropsychological Dysfunctioning in Psychiatric Disorders
- C Seminar Cognitive Neurosciences
- D. Review Paper
- E. Master's thesis Clinical and Cognitive Neuropsychology

b. Electives

The following electives are offered

- a. Memory and Memory Disorders (not in 2013/14)
- b. Neural Models of Cognitive Processes
- c. Neuroscience and Education (not in 2013/14)
- d. Thinking and Deciding
- e. Human Information Processing
- f. Perception
- g. Klinische stage Cognitive Neuropsychology
- h. Practical Skills for researchers

Other optional subjects

The student who wishes to take a course other than those specified first needs to obtain prior written permission from the Examination Board.

(ii) Social Psychology: Regulation of Social Behaviour*a. Compulsory educational units*

First year of studies:

- A: Advanced Research Methods
- B. Scientific Writing and Presenting
- C. Evolutionary Processes in Social Behaviour
- D. Applied Social Psychology
- E. Research Project I
- F. Advanced Data Analysis
- G. Expert workshop I
- H. Motivation and Emotion

Second year of studies:

- A: Bridging Social Psychology
- B: Group Processes
- C: Expert workshop II
- D: Research Projects II + III (Ma-thesis)

b. Electives

The following electives are offered

- a. Free choice course I
- b. Free choice course II
- c. Advanced Research Training

(iii) Clinical and Developmental Psychopathology

a. Compulsory educational units

First year of studies:

- A: Epidemiological Research in Clinical and Developmental Psychopathology
- B: Psychopathology
- C: Scientific Writing and Presenting
- D: Randomized Controlled Trials of Psychological Interventions
- E: Systematic Reviews and Meta-analysis of Psychological Interventions
- F: Theory of Therapeutic and Preventive Intervention
- G: Research Project I

Second year of studies:

- A: Trends in Brain and Behaviour
- B: Practical I: Skills for Clinical Research
- C: Practical II: Initiating and Performing Academic-clinical Research
- D: Practical III: Advanced Research Methods in Clinical and Developmental Psychopathology
- E: Master's thesis

b. Electives

The following electives are offered

- a. Parenting and mental health
- b. Juvenile Delinquency and antisocial development
- c. Cognitive Behaviour Therapy
- d. Brain, Cognition, and mental health
- e. Autism and mental disorders (not in 2013-14)
- f. Aging and mental health

[Article 8 The sequence of examinations](#)

A student cannot take part in the examinations for the components referred to below until he/she has passed the examinations of the components specified:

Programme Social Psychology:

Research Project II + III (Ma-thesis) only after passing Research Project I

[Article 9 Final Master's degree assessment and declaration](#)

1 Students who have successfully met the requirements of the degree programme and all other legal requirements will have the title of 'Master' conferred upon them by the Executive Board. The predicate Science will be added to this title, which can then be abbreviated to MSc. Details of the degree awarded will be recorded on the degree certificate in question. The Examination Board will issue the student with the degree certificate and the degree supplement as referred to in Article 7.11 of the Act, once the Executive Board has declared that all of the relevant procedural requirements have been met. The student may ask the Examination Board not to proceed with issuing the certificate, unless he or she has already submitted a request for the certificate to be issued.

Transitional and final provisions

[Article 10 Amendment and periodic review](#)

1. An amendment to the Academic and Examination Regulations will be adopted by the Faculty Board on the recommendation of the relevant Programme Committee. A copy of this recommendation will be sent to the faculty's Joint Meeting.
2. An amendment to the Academic and Examination Regulations requires the endorsement of the faculty's

Joint Meeting for those sections which do not relate to the subjects of Article 7.13 paragraphs 2 a to g, and paragraph 3 of the Act.

3. An amendment to the Academic and Examination Regulations may only relate to an academic year already in progress if the interests of the students are not demonstrably harmed.
4. If changes are made to the form, structure, content or composition of a programme, then the programme-specific section will contain transitional arrangements in cases where registered students cannot reasonably be required to alter their study schedules. In any case, these transitional arrangements will include a regulation relating to exemptions that may be awarded on the basis of examinations already passed and will state the duration of the transitional arrangements.
5. In cases where no consensus can be reached on the competent body to implement the Academic and Examination Regulations, the Executive Board will appoint such a body.
6. The Faculty Board is responsible for carrying out a regular review of the Academic and Examination Regulations. In the process, it will give due consideration to the recommendations of the relevant programme committees. Other bodies may also be asked to provide recommendations.

Article 11 Transitional provisions

1. If a subject in the compulsory degree programme is discontinued, a further two opportunities will be offered after the final class to sit the examination in the subject.
This is applicable for the programme components:
 - Klinische stage neuropsychology (18 EC) (Cognitive Neuropsychology)
 - Supervisie (6 EC) (Cognitive Neuropsychology)
 - Emotional Disorders and suicide (6 EC) (Clinical and Developmental Psychopathology)
2. If a subject is not taught in a given academic year, at least one opportunity to sit an interim examination in that subject will be offered during the course of that year.
This is applicable for the programme components:
 - Memory and Memory Disorders (Cognitive Neuropsychology)
 - Neuroscience and Education (Cognitive Neuropsychology)
 - Autism and Mental Disorders (6 EC) (Clinical and Developmental Psychopathology)

Article 12 Hardship clause

In cases where the Academic and Examination Regulations do not provide and where there is disproportionate disadvantage or significant unfairness, the relevant Programme Board will decide, having consulted the Examination Board, taking into account the scope of the Academic and Examination Regulations and the due exercise of administrative diligence, reasonableness and fairness.

Article 13 Publication

1. The Faculty Board will ensure that these regulations are published in an appropriate manner. This also applies to the Rules and Guidelines drawn up by the Examination Board, and to any amendments to these documents.
2. The Academic and Examination Regulations will be posted on the faculty's website and shall be included in the study guide.

Article 14 Entry into force

These regulations take effect on 1 September 2013.

Programme Committee Recommendation, dated May 30, 2013

Endorsement by Joint Meeting, dated June 6, 2013

Adopted by the Board of the Faculty of Psychology and Education on June 20, 2013.

Appendix I Information to be provided for each subject (programme component)

More information can be found in the online study guide, as well as in course manuals. Course manuals don't have an official standing, the information in the online study guide and this AER is leading.

Appendix II Registration and post-registration for courses and exams

Article 1: Registration procedure

1. Students are required to register for subjects and examinations on VUnet by fixed deadlines. Results can only be processed for students who are registered for courses and examinations. These deadlines correspond with the structure of the academic year and are published annually on VUnet.
2. Students use VUnet to register for courses and examinations in the programmes on which they are enrolled. A separate procedure applies for students who wish to take courses outside of their programme(s). Information on this procedure is provided on VUnet, www.vu.nl and/or faculty websites. The registration procedure for modules such as student placements, the thesis or practicals may differ. If this is the case, the relevant information can be found on the faculty websites.
3. Students who have registered for courses or examinations and who have decided not to proceed are required to cancel their registration. Students can cancel their registration on VUnet during the set registration periods.

Article 2: Late registration procedure

1. Registering for courses and examinations after the deadline is only possible with the permission of the Faculty Board, and after paying the administration charge of €25 for each course or exam. If a student registers for several courses or exams at the same time after the deadline, the maximum charge is €50. In order to obtain the permission of the Faculty Board and complete late registration, the student should contact the programme secretariat prior to the start of the educational activity in question. Provided that the Faculty Board agrees, late registration is possible up to the end of the first week of the teaching period in which the subject starts.
If participation in the first session is required for a particular subject, then it will not be possible to register once the course has started. If this is the case, it will be indicated for the relevant subject in the study guide.
2. Students cannot register late for an examination in the period after the expiry of the deadline and before the examination takes place. If the student is allowed to participate in the examination without registering, then he or she may pay a fee to register retroactively after sitting the examination.
3. The Faculty Board's permission for late registration takes the form of the lifting of the registration restriction in VUnet.
4. If registration during the designated period fails due to a technical failure involving VUnet or a defect that is attributable to VU University Amsterdam, then the student should contact the programme secretariat with a request to register. In that case, the student will not have to pay an administration fee.
5. A student who registers after the deadline may submit a written request to the Faculty Board within three weeks of the date on which he or she registered, asking for a refund of the administration fee, provided that he or she can produce sufficient evidence to prove that the cause of the late registration was outside of his or her control. The refund request does not negate the student's initial obligation to pay the fee.
6. A student who believes that he or she has paid the administration fee without due cause can obtain a fee refund form from the programme secretariat. The form is not required for requesting a fee refund, however.
7. The Faculty Board will assess the student's refund request within six weeks. The Faculty Board will offer the student the opportunity to be heard. The student is not required to make use of this offer.

8. The student may ask the Executive Board to evaluate the Faculty Board's decision regarding the refund request. The Executive Board will offer the student the opportunity to be heard. The student is not required to make use of this offer.

Appendix III Examination schedule

See the online timetable

Appendix IV Learning outcomes

Learning outcomes Cognitive Neuropsychology

1. *Dublin Descriptor Knowledge and Insight.*
 - 1.1. The student knows the state of the art in theory and research in the field of cognitive neuropsychology.
 - 1.2. The student can recognize and describe neuropsychological dysfunction 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, execute and analyze experiments.
 - 2.2. The student can examine cognition in patients.
3. *Dublin Descriptor judgment formation*
 - 3.1. The student is able to judge what is adequate science and what is misapplication and misuse of scientific findings.
 - 3.2. The student understands the ethics of running studies involving subject groups such as 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 article (APA) style.
 - 4.2. The student can defend his study in front of fellow researchers.
5. *Dublin Descriptor learning skills*
 - 5.1. The student can find his or her way in the relevant literature, and can develop research questions on the basis of this literature.

These learning outcomes are tested in the following courses (with codes giving the kind of testing):

Eo = exam, open end questions; Emc = exam, multiple choice; A = assignments; P=paper

			Dublin descriptor			
1st YEAR	EC	1	2	3	4	5
Computer programming	6	Eo	Eo, A			
Aging & Dementia	6	Eo				
Neuroanatomy	6	Eo				
Elective 1	6	Eo, P	A*		P	
Seminar attention	6	P		A,P	A,P	P

Advanced data analysis	6	Eo	Eo, A	A		
Pract. skills research / Clin. internship	18		Eo, A,P	P	P	P
Elective 2	6	Eo, P	A*		P	

2nd YEAR						
Brain imaging	6	Eo	Eo,A			
Review paper	6	P		P	P	P
Neuropsychol. psychiatric disorders	6	Eo				
Seminar Cognitive Neuroscience	6	P		A,P	A,P	P
Elective 3	6	Eo, P	A*		P	
Thesis project	30	A,P	A,P	A,P	A,P	A,P
TOTAL PROGRAMME	120					

* in some electives

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 the designing of methods and procedures, for investigating fundamental 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 fundamental 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 in one's own research paper or proposal.

These learning outcomes are tested in the following courses (with codes giving the kind of testing):

Eo = exam, open end questions; Emc = exam, multiple choice; A = assignments; P=paper

			Dublin descriptor			
1st YEAR	EC	1	2	3	4	5
Advanced Research methods	6	A		A		
Writing and presenting	6				A;P	A;P
Evolutionary Processes in Social Behaviour	6	A;P		A;P		
Motivation and Emotion	6	A;P	A;P			
Advanced Data Analysis	6	Eo	Eo; A	A		
Applied Social Psychology	6	Eo	A		P	
Expert Workshop I	6			A;P		
Free choice course I	6	Eo*	A;P*			
Research Project I	12			P	P	P

2nd YEAR						
Group Processes	6	Eo	A			
Brigding Social Psychology	6	Eo	A			
Free Choice course II	6	Eo*	A;P*			
Expert Workshop II	6			A; P		
Research Project II	18			P	P	P
Research Project III	18			P	P	P
TOTAL PROGRAMME	120					

* in some electives

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 learning outcomes are tested in the following courses (with codes giving the kind of testing):
 Eo = exam, open end questions; Emc = exam, multiple choice; A = assignments; P=paper

			Dublin descriptor			
1ST YEAR	EC	1	2	3	4	5
Psychopathology	12	Eo	P			
Epidemiological Research in Clinical and Developmental Psychopathology	6	P	P			
Scientific Writing and Presenting	6				P	
Randomized Controlled Trials of Psychological Interventions	6	Eo	P	P	A	A
Systematic Reviews and Meta-analysis of Psychological Interventions	6	Eo; P				
Theory of Therapeutic and Preventive Intervention		Eo	A			
Elective I	6	Eo*; A				
Research Project	12			A	A	P

2ND YEAR						
Trends in Brain and Behaviour	6	Eo	A			
Elective II	6	Eo*; A				
Practical I: Skills for Clinical Research	6	P				
Practical II: Initiating and Performing Academic-clinical Research	6			A; P		
Practical III: Advanced Research Methods in Clinical and Developmental Psychopathology	6	Eo		A; P		
Master's Thesis	30			P	P	P
TOTAL PROGRAMME	120					

* in some electives

Appendix V Master's thesis

Each student is entitled to 25 hours supervision time from supervising staff member (henceforth: supervisor) for his/her master's thesis. This includes all of the time that supervisor spends on the student's thesis project - both contact hours with the student as well as time spent reading and evaluating (parts of) the thesis. Within these 25 hours supervision time the student is entitled to hand in two concept versions and one end version of (parts of) the master's thesis. The student will receive feedback on these concepts from the supervisor. Whether partial texts or the thesis as a whole are handed in for feedback is matter of agreement between the student and the supervisor. The final grade will be given by the supervisor and a second evaluator on the basis of the final draft. If the supervisor and second evaluator are not able to reach consensus on a grade, an independent third supervisor will be asked to evaluate the thesis. This third evaluation then decides the grade.

In the case in which a student is not able to come to a thesis of sufficient quality within this amount of supervision, and the supervisor as well as the second evaluator think this cannot be done within a reasonable time frame, an insufficient grade will be decided on. The student receives feedback on the master's thesis one more time with an explanation for the (negative) evaluation. After this the student has two weeks' time to hand in a revision of the master's thesis. During this time, the student will receive no supervision. If this revision is still of insufficient quality, the insufficient grade becomes final. The student has the right to lodge an appeal with the exam committee against the "insufficient" evaluation.

In the case a student takes the opportunity of a resit, the student needs to complete a new thesis with a different supervisor, on a different subject, unless the original supervisor indicates a willingness to supervise the student for a new master's thesis.