

# **Teaching and Examination Regulations**

## **Research Master programmes**

- Clinical and Developmental Psychopathology**
- Cognitive Neuropsychology**
- Genes in Behaviour and Health**
- Social Psychology**

## **Faculty of Behavioural and Movement Sciences**

**Academic year 2020-21**

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 2020
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.

#### 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. CvB: the Executive Board of Vrije Universiteit Amsterdam.
- c. EC (European Credit): an EC credit with a workload of 28 hours of study;
- d. educational component: a unit of study of the programme within the meaning of the WHW;
- e. examination: the final examination of the Master's programme;
- f. FGV: Faculty joint assembly – assembly of the faculty student council and faculty staff council;
- g. interim examination: an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;
- h. 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 major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;
- i. OLC: programme committee;
- j. period: a part of a semester;
- k. practical exercise: the participation in a practical training 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;
- l. programme: the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
- m. SAP/SLM: the student information system (*Student Lifecycle Management*);
- n. semester: the first (September - January) or second half (February - August) of an

	academic year;
o. specialization	optional route of study within a degree programme indicating a deepening of the (inter/multi) disciplinary context of the programme;
p. 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 electronically at: <a href="https://www.vu.nl/en/study-guide/">https://www.vu.nl/en/study-guide/</a> ;
q. study monitor ( <i>studiemonitor</i> ):	dashboard for students and academic advisors with data of the student and that provides insight into the student's study progress;
r. subject	see ' <i>educational component</i> ';
s. track	full route of study within a broad bachelor's or master's degree programme or a fully English-language route of study within a Dutch-language bachelor's or master's degree;
t. thesis:	a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
u. university:	Vrije Universiteit Amsterdam;
v. WHW:	the Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );
w. workload:	the workload of the unit of study to which an interim 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 educational components

1. The study programme will be offered in a year divided into two semesters.
2. Every semester consists of three consecutive periods of eight, eight and four weeks
3. An educational component 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 study comprises 3 EC or a multiple thereof.

## 3. Assessment and Examination

### Article 3.1 Signing up for education and interim examinations

1. Every student must sign up to participate in the educational components of the programme, the examinations and resits. The procedure for signing up is described in an annex to the Student Charter.
2. Signing up may only take place in the designated periods.

### Article 3.2 Type of examination

1. At the examiner's request, the Examinations Board may permit a different form of interim examination than is stipulated in the study guide.
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### Article 3.3 Oral interim examinations

1. An oral assessment is public unless the Examinations Board in special cases determines otherwise.
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### Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for papers and interim examinations with at least 50% open questions is no longer than fifteen working days and the marking deadline for theses [and final assignments] is no longer than twenty working days, taking into account article 3.5.3. 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 5 days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.
3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results.
4. A student can submit a request for reassessment to the examiner. A request for reassessment does not affect the time period for lodging an appeal.
5. A student may lodge an appeal against the way in which the result was reached with the Examination Appeals Board within six weeks of the announcement of the result.
6. By way of exception to what is stipulated in paragraph 2, a sufficient result cannot be resit for courses that are concluded with a written assignment / paper.

### Article 3.5 Examination opportunities

1. a. Per academic year, two opportunities to take examinations per educational component will be offered. b. By way of exception to a., the options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.
2. a. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study. b. Notwithstanding paragraph 2a. a sufficiently assessed paper, cannot be taken unless it is possible to generate a new work, independent of the previous work and which does not require new course materials (such as dataset, project). The course manual will indicate whether this possibility is offered.
3. The resit for a (partial) interim examination must not take place within ten working days of the announcement of the result of the (partial) examination being resat. As an exception, resits of period 6 may take place within a minimum of five working days after the announcement of the result of the (partial) exam.
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student: a) is lacking only those credits to qualify for his or her degree, and b) has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons. The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical assignments and the Master's thesis. 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 an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.

### Article 3.6 Marks

1. Partial marks are given on a scale from 1 to 10 with no more than one decimal point.
2. The final marks are given in whole or half points.
3. In deviation from paragraph 2, final marks between 5 and 6 will be rounded off to whole marks: up to 5.50 rounded down; from 5.50 rounded up. To pass a course, a 6 or higher is required.
4. The Examination Board can allow to use symbols rather than numbers, for example; Good (G), Sufficient (V), or Insufficient (OV), or Completed (VD), not completed (NVD)

### 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 the student: <ol style="list-style-type: none"> <li>has passed a course component of a university or higher professional education programme that is equivalent in terms of content and level, and/or</li> <li>has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.</li> </ol>
2. The Master's thesis/ the Master Research Project is excluded from this exemption possibility.

### Article 3.8 Validity period for results

1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B.
2. The validity period of a partial examination is limited to the academic year in which it was sat or until the end of the unit of study concerned, as stipulated for the relevant unit of study in Section B.

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

1. A collective post-examination discussion of the results will take place within twenty working days of the announcement of the results of a written examination. The time and location of the review will be announced via Canvas. If no collective post-examination discussion is organized, or if the student was unable to attend the collective post-examination discussion through no fault of his own, an individual post-examination discussion will take place at the student's request within twenty days of the announcement of the results of the examination. The discussion will take place at a place and time to be determined by the examiner.
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## 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 an educational component 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 his or her disposal in VUnet.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by <ol style="list-style-type: none"> <li>The Student General Counselling Service</li> <li>Student psychologists</li> <li>Faculty academic advisors</li> </ol>

#### Article 4.2 Facilities for students with a disability

1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit a request to qualify for one or more special facilities with regard to teaching, practical training and interim examinations. These facilities will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a unit of study or an examination. In all cases, the student must fulfil the exit qualifications for the study programme.
2. The request referred to in the first paragraph must be accompanied by a statement from a physician 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 with a disability that can be assessed by a psycho-diagnostic evaluation (e.g. dyslexia, attention-deficit disorder) must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct such a psycho-diagnostic evaluation.
4. The faculty board, or the responsible person on behalf of the faculty board, decides on teaching facilities and facilities regarding logistics. The Examinations Board will rule on requests for facilities with regard to examinations.
5. In the event of a positive decision (possible with limited validity) in response to a request as referred to in paragraph 1, the student can make an appointment with the study 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 organization or the resources of the faculty or university were it upheld.
7. If the disability justifies an extension of the interim examination time, the responsible person on behalf of the Examinations Board will register in SAP this entitlement to an extension. If a disability 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 him/her.

## 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 and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.



## Section B1: Programme specific – general provisions

### 6. General programme information and characteristics

#### Article 6.1 Study programme information

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|--|
| <p>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..</p> |
|--|

#### Article 6.2 Teaching formats used and modes of assessment

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|--|
| <p>1. The programme uses the teaching formats as specified in the study guide.</p>                 |
| <p>2. The modes of assessment used per educational component are specified in the study guide.</p> |

### 7. Further admission requirements

#### Article 7.1 Intake date(s)

<p>The programmes start on September 1.</p>
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#### Article 7.2 Admission requirements

- |   |
|---|
| <p>1. Admission to the Master's programme is possible for an individual student who can demonstrate that he/she has knowledge, understanding and skills at Bachelor's degree level, obtained at an institution of academic higher education.</p>  |
| <p>2. The Admissions Board will investigate whether the applicant meets the admission requirements.</p>   |
| <p>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:</p> <p><u>A. Programme Clinical and Developmental Psychopathology</u><br/> Students need a bachelor's degree (or equivalent) in Psychology or Educational Science, or a closely related subject area; and a GPA of 7.5 (e.g. B) or higher, with an 8 (B+) or higher for your final thesis;<br/> The student's previous education must have included the following subjects and the minimum study load indicated:</p> <ul style="list-style-type: none"> <li>- research oriented courses (methods, statistics) (12 EC);</li> <li>- introductory courses in clinical diagnosis and assessment of mental health problems and risks. (12 EC).</li> </ul> <p>A satisfactory result in the entrance assignment.</p> <p><u>B. Programme Cognitive Neuropsychology</u><br/> 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 7.8 or equivalent thereof (e.g., A-).<br/> The student's previous education must have included the following subjects and the minimum study load indicated:</p> <ul style="list-style-type: none"> <li>- research oriented courses (methods, statistics) (12 EC)</li> <li>- courses in (cognitive) neurosciences (12 EC)</li> </ul> |

<p><b>C. Programme Genes Behaviour and Health</b>  Students need a bachelor's degree (or equivalent) in Psychology, Health Sciences, Biomedical Sciences, Bioinformatics, Educational Sciences 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:</p> <ul style="list-style-type: none"> <li>- research-oriented courses (methods, statistics) (12 EC); and/or</li> <li>- more biologically oriented courses (12 EC)</li> </ul> <p>A personal interview (by telephone) is part of the application process.</p> <p><b>D. Programme Social Psychology: Regulation of Social Behaviour</b>  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:</p> <ul style="list-style-type: none"> <li>- research oriented courses (methods, statistics) (12 EC);</li> </ul> <p>A satisfactory result in the entrance assignment</p>
<p>4. In connection with the Covid-19 restrictions, special rules apply for admission in 2020-2021. These can be found at <a href="https://masters.vu.nl/en">https://masters.vu.nl/en</a> at the relevant programme.</p>

#### Article 7.3 Pre-Master's programme

Not applicable

## 8. Interim examinations and results

#### Article 8.1 Sequence of interim examinations

<p>Students may participate in interim examinations [or practical exercises] of the components below only if they have passed the interim examination or examinations for the components mentioned hereinafter:</p> <ul style="list-style-type: none"> <li>• Programme Clinical and Developmental Psychopathology: Master's thesis only after passing Research Project I</li> <li>• Programme Genes in Behaviour and Health: Internship 2 only after passing Internship 1</li> <li>• Programme Social Psychology: Research Project II + III (Ma-thesis) only after passing Research Project I</li> </ul>
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#### Article 8.2 Validity period for results

<p>The Examination Board may impose a supplementary or replacement examination for a course for which an examination was passed more than 6 years ago in case the examined knowledge or skills are demonstrably outdated.</p>
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#### Article 8.3 Maximum Exemption

<p>A maximum of 24 EC can be exempted from the programme .</p>
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## Section B2: Programme specific – content of programme

### 9. Programme objectives, tracks/specializations, exit qualifications and language

#### Article 9.1 Workload

- |   |
|---|
| 1. The programme has a workload of 120 EC |
|---|

#### Article 9.2 Tracks and/or specializations

Not applicable

#### Article 9.3 Programme objective

The programme aims 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.
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#### Article 9.4 Exit qualifications

The exit qualifications can be found in Appendix I
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#### Article 9.5 Language of instruction

- |   |
|---|
| 1. The language of instruction is English.                                    |
| 2. The 'Gedragscode vreemde taal' (code of conduct foreign languages) applies |

### 10. Curriculum structure

#### Article 10.1 Composition of the programme

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|--|
| 1. The programme comprises at least a package of compulsory components and an individual Master's thesis or academic internship. |
| 2. Additionally the programme can offer:<br>- Practical exercises<br>- Electives   |
| 3. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.      |

#### Article 10.2 Compulsory educational components

A detailed description per educational component can be found in the Study Guide.

#### (i) Clinical and Developmental Psychopathology

Educational component	course code	nr of EC	level
Year 1			
Epidemiological Research in Clinical and Developmental Psychopathology	P_MEPIDRE	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
Aging and age-related disorders	P_MAGEDIS	6	400
Programming for Psychologists	P_PROPSY	6	500
Advanced Data Analysis	P_MADV DAT	6	500
Brain Imaging	P_MBRIMAG	6	500
Choice between: Practical Skills for Researchers	P_MPRACSK	24	500
Clinical Internship RM Cognitive Neuropsychology	P_MKSRMCNP	24	600
Year 2			
Neuropsychiatry	P_MNPSTRY	6	500
Seminar Cognitive Neuroscience	P_MSEMCNS	6	600
Cognitive Electrophysiology: EEG and time series analysis	P_MCOGEPH	6	600
Thesis Proposal	P_MTHPROP	6	600
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_MEPSEQ	6	500
Imaging and Cardiovascular genetics	P_MIMCVG	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

Nature of nurture: gene-environment correlation and interaction in the family	P_MNATNUR	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
Interpersonal Processes	P_MINTPROC	6	400
Advanced Data Analysis	P_MADV DAT	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
Research Project 1	P_MRESPRJ_1	12	500
Year 2			
Bridging Social Psychology	P_MBRIDGI	6	600
Expert Workshop 2	P_MEXPWRK_2	6	600
Evolutionary Principles	P_MEVOPRIN	6	400
Research Projects II& III	P_MRESPRJ_23	36	500

## Article 10.3 Elective educational components

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 2020-21, but not in 2021-2022, XX not in 2020-2021, but in 2021-2020.

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 VUnet.

Name of unit of study	Course code	
Autism and Developmental Disorders	P_MAUTDEV	X
Behavioural Genetics	P_MBEHGEN	
Cross-cultural and Global Mental Health	P_MCCGMH	
Clinical Environmental Psychology	P_MCLENVPS	XX
Cognitive Behaviour Therapy	P_MCOGBETH	XX
Juvenile Delinquency and anti-social development	P_MJUVDL	XX
Leadership and Organizations	P_MLEAORG	
Memory and Memory Disorders	P_MMEMORY	X
Neural Models of Cognitive Processes	P_MNEUMOD	XX
Neuroscience and Education	M_MNEURED	X
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 Education: drawing causal inferences	P_MRESED	XX
Seminar Attention	P_MSEMATT	X

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	

\* This course is scheduled in period 4, and is only open to 2<sup>nd</sup> year students.

## 11. Evaluation and transitional provisions

### Article 11.1 Evaluation of the education

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

### 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:

In cases when a component is dropped from the obligatory study programme, two more opportunities will be offered to complete the exam for this component in the ensuing academic year.

Advice and approval by the Programme Committee, on 12 May 2020

Approved by the Faculty Joint Assembly, on 7 July 2020

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 7 September 2020

## Appendix I Learning outcomes

### 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

		Dublin descriptor				
		1	2	3	4	5
<b>1<sup>ST</sup> YEAR</b>	EC					
Psychopathology	12	X	X			
Epidemiological Research in Clinical and Developmental Psychopathology	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

<b>2<sup>ND</sup> YEAR</b>						
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
<b>TOTAL PROGRAMME</b>	<b>120</b>					

### 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 learning outcomes are tested in the following courses

	EC	Dublin descriptor				
		1	2	3	4	5
<b>1<sup>st</sup> YEAR</b>						
programming for Psychologists	6	X	X			
Aging and age-related disorders	6	X				
Medical Neuroscience and Neuroanatomy	6	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

<b>2<sup>nd</sup> YEAR</b>						
Neuropsychiatry	6	X	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
Elective 2	6					
Thesis Proposal	6	X		X	X	X
Master's Thesis Cognitive Neuropsychology	30	X	X	X	X	X
<b>TOTAL PROGRAMME</b>	<b>120</b>					

### 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 learning outcomes are tested in the following courses	EC	Dublin descriptor				
		1	2	3	4	5
<b>1<sup>ST</sup> YEAR</b>						
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	
Imaging and Cardiovascular 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
<b>2<sup>ND</sup> YEAR</b>						

Complex Trait Genetics	6	X	X	X	X	
Nature of nurture: gene-environment correlation and interaction in the family	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
<b>TOTAL PROGRAMME</b>	<b>120</b>					

### 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 learning outcomes are tested in the following courses

		Dublin descriptor
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<b>1<sup>st</sup> YEAR</b>	EC	1	2	3	4	5
Advanced Research methods	6	X		X		
Writing and presenting	6				X	X
Interpersonal Processes	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					
Research Project I	12			X	X	X

<b>2<sup>nd</sup> YEAR</b>						
Evolutionary Principles	6	X	X			
Bridging Social Psychology	6	X	X			
Elective II	6					
Expert Workshop II	6			X		
Research Project II + III (M-thesis)	36	X	X	X	X	X
<b>TOTAL PROGRAMME</b>	<b>120</b>					

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 in yearly	Dublin descriptor				
	1	2	3	4	5
Personality at Work	X	X		X	
Advanced Research Training (not for students RM Cognitive Neuropsychology)			X	X	X
Clinical Environmental Psychology	X	X		X	
Leadership and Organization	X	X		X	
Review Paper (only for students RM Cognitive Neuropsychology)	X	X		X	
Introduction to R for Behavioural Sciences	X	X	X		
<b>Electives taught in 20/21, not in 21/22</b>					
Autism and Developmental Disorders	X	X		X	
Memory and memory disorders	X	X		X	
Neuroscience and Education	X			X	
Seminar Attention	X	X	X	X	X
The Psychology of Emotion Regulation	X	X			
<b>Electives taught in 21/22, not in 20/21</b>					
Cognitive Behaviour Therapy	X	X		X	
Research in Education: drawing causal inferences	X	X	X		
Juvenile Delinquency and Antisocial Development	X	X		X	
Neural Models of Cognitive Processing	X	X		X	
Perception	X	X		X	
Parenting and Mental Health	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 in VUnet 'Digitaal Evalueren' (DE). 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 VUnet 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 VUnet DE
- 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 or 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 VUnet DE. 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.