

Teaching and Examination Regulations

RESEARCH MASTER's Degree Programmes

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Academic year 2014-2015

VU University Amsterdam
Faculty of Psychology and Education

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Section A: faculty section

1. General provisions

Article 1.1 Applicability of the Regulations

1. These Regulations apply to the teaching and examinations for the Research Master's degree programmes:
 - Cognitive Neuropsychology
 - Social Psychology
 - Clinical and Developmental Psychopathology(Hereinafter referred to as: the degree programme) provided by the Faculty of Psychology and Education (hereinafter referred to as: the faculty or FPP) 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 teaching and examinations of the Research Master's degree programmes of the FPP. Section B contains programme-specific provisions. Together, Sections A and B form the Teaching and Examination Regulations for the programme.
3. The Regulations can be declared to apply *mutatis mutandis* to the joint degree programmes and units of study, pursuant to Section 7.3c of the WHW, also provided by the faculty.
4. These Regulations apply to anyone enrolled in the programme, irrespective of the academic year in which the student was first enrolled in the programme.
5. Section B of these Teaching and Examination Regulations may contain additional general provisions for the relevant degree programme.

Article 1.2 Definitions

The following definitions are used in these Regulations:

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|--------------------------|---|
| a. EC (European Credit) | an credit with a workload of 28 hours of study; |
| b. examination: | the final examination of the Master's programme; |
| c. fraud and plagiarism: | the student's acts or failures to act which make it wholly or partially impossible to accurately judge his/her knowledge, understanding and skills; |
| d. 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 degree programme (a degree programme, a major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible; |
| e. component: | a unit of study of the programme within the meaning of the WHW; |
| f. period: | a part of a semester; |
| g. practical exercise: | the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are: <ul style="list-style-type: none">○ researching and writing a thesis○ 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 |
| h. programme: | the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature; |
| i. thesis: | a component comprising literature research and/or a contribution to scientific research, always resulting in a written report; |
| j. SAP-SlcM | student information system, available via www.vu.nl |
| k. course catalogue: | the guide for the degree programme that provides further details of the provisions and other information specific to that programme. The course catalogue is available electronically at www.vu.nl/en/study-guide |

i. workload:	the workload of the unit of study to which an interim examination applies, expressed in terms of credits = EC. (The workload for 1 year (1,680 hours) is 60 EC credits);
m. academic year:	the period beginning on 1 September and ending on 31 August of the following calendar year;
n. 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 examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;
o. Admissions Board	the committee that assesses, on behalf of the faculty board, whether a candidate meets the requirements for admission to the Master's degree programme of his/her choice. If there is no Admissions Board appointed for the degree programme, the Examinations Board (within the meaning of Section 7.12 of the WHW) functions as Admissions Board;
p. University:	VU University Amsterdam
q. WHW:	the Dutch Higher Education and Research Act (<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i> , WHW);
r. VUnet	student and employee web portal
s. student / he	every person studying at VU University

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

2. Previous education and admission

Article 2.1 Previous education

1. In order to qualify for enrolment in a Master's degree programme, a Bachelor's degree obtained in academic higher education (WO) is required. The requirements that the Bachelor's degree must meet are specified in Section B.
2. In the event that a candidate does not have a Bachelor's degree as referred to in paragraph 1, the Admissions Board of the degree programme will assess suitability for admission to the programme on the basis of the requirements stipulated in Section B.
3. In order to qualify for enrolment in a Master's degree programme for teaching in pre-university education, the individual concerned must have been awarded the Master's degree in the relevant subject area, pursuant to Section 7.10a of the WHW.

Article 2.2 Registration and enrolment

1. The deadline for registering for the Master's programme is stipulated in Article 3.4 (Section B).
2. After registering on time, the student must enrol before 1 September.

Article 2.3 Faculty Admissions Board

The faculty board will establish one or more Admissions Boards. The faculty board will appoint its members after consultation with the programme directors and examinations boards of the relevant degree programmes.

Article 2.4 Admissions procedure

1. The Admissions Board is responsible for admission to the programme.
2. With a view to admission to the programme, the Admissions Board assesses the candidate's knowledge, understanding and skills. The Board may request experts within or outside the University to test certain types of knowledge, understanding and skills, in order to supplement written evidence of the programme/programmes the student has already completed. In its assessment, the Board includes knowledge of the language in which the programme will be taught.
3. Candidates receive either confirmation of admission or a negative decision. An appeal against a negative decision can be lodged with the Examination Appeals Board within six weeks.

Article 2.5 Refusal or termination of enrolment (unsuitability/*judicium abeundi*)

1. Based on the provisions of Section 7.42a of the WHW, the faculty board or the Examinations Board may, in exceptional cases, ask the Executive Board to terminate or refuse a student's

enrolment in a programme, if that student's actions or remarks show that he/she is unsuitable either for practising one or more of the professions for which the programme in question is preparing the student or for the practical preparation for professional practice.

2. If a student is suspected of being unsuitable as described in paragraph 1, the Examinations Board or the faculty board will institute an inquiry, of which the student will be informed immediately. The Examinations Board or the faculty board will not issue any recommendation without carefully considering the interests involved and giving the student the opportunity to be heard.

3. Degree programme structure

Article 3.1 Structure of academic year

1. Every degree 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.

Article 3.2 Organisation of the programme

1. The programme comprises the units of study included in Section B.
2. The size of the degree programme in EC is stipulated in Section B.
3. A unit of study comprises 6 EC or a multiple thereof.
4. By way of exception to paragraph 3, Section B may stipulate that a unit of study comprises 3 EC.
5. The programme is made up of a compulsory part and an individual Master's thesis or academic work placement and, if applicable, a subject-specific optional component as specified in more detail in the programme-specific section.
6. If the student wishes to choose a different unit of study than those stipulated in Section B as part of his/her electives, prior permission is required from the Examinations Board.
7. If students must sign up for participation in a unit of study, this will only be possible in the periods designated for that purpose.

4. Examinations

Article 4.1 Signing up for examinations

1. Every student must sign up for every examination opportunity they plan to take. The procedure for signing up is described in the course catalogue. Participation in the examination may be refused if the student does not sign up or fails to do so in time.
2. By way of exception to the provisions of paragraph 1, any student who has correctly signed up for participation in the instruction/classes for a particular course and has been admitted will also be signed up for the subsequent examination, unless the degree programme stipulates a different approach.

Article 4.2 Type of examination

1. Section B stipulates the way in which a unit of study is concluded and the form any examination will take.
2. At the student's request, the Examinations Board may permit a different form of examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board.
3. In the case of a unit of study that is no longer offered, in the academic year following its termination, at least one opportunity will be provided to sit the examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.

Article 4.3 Oral examinations

1. Unless otherwise specified for the relevant unit of study in Section B, no more than one student will be examined orally at the same time.
2. An oral examination is public unless the Examinations Board or examiner determines otherwise in an exceptional case. A student may submit a reasoned request to the Examinations Board to depart from the public nature of the oral examination. The Examinations Board will balance the interests of the student against the interests of a public examination.

3. Unless otherwise specified by the Examinations Board, an oral examination will be taken in the presence of a second examiner.

Article 4.4 Determining and announcing results

1. The examiner determines the result (= mark) of a written examination as soon as possible, but at the latest within ten working days. Contrary to the provisions of the first sentence, the marking deadline for theses is no longer than twenty working days. The examiner ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.
2. The examiner determines the result (= mark) of an oral examination within 5 working days after the examination and informs the student accordingly. The third sentence 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. Together with the result of an examination, the student's attention will also be drawn to their right to inspect the assessed work and have a post-examination discussion as stipulated in Articles 4.8 and 4.9, as well as his/her option to appeal to the Examinations Appeals Board (Cobex).
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.

Article 4.5 Resits

1. An opportunity will be offered to take a resit in the degree programme once in each academic year.
2. Paragraph 1 does not apply in the case of a fail for a work placement or a thesis. The options for retaking work placements and theses are detailed in the relevant work placement manual or thesis regulations.
3. The most recent mark will apply in the event of a resit.
4. The resit for an examination must not take place within ten working days of the announcement of the result of the examination in question.

Article 4.6 Marks

1. Intermediate marks are given on a scale from 1 to 10, with a maximum of one decimal after the point. Final grades are given from a scale from 1 to 10, and rounded off to the nearest whole or half grade.
2. The final mark 5.5 is not awarded.

Article 4.7 Exemption

1. At the written request of the student, the Examinations Board may exempt the student from taking one or more examination components, if the student:
 - a) has passed a course component of a university or higher professional education programme that is equivalent in both content and level; or
 - b) 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.
2. The Examinations Board will make a decision within twenty working days of receiving the written request.
3. This exemption does not apply to the Master's thesis.

Article 4.8 Validity period for results

1. The validity period of examinations passed and examination exemptions is limited to six years unless otherwise specified in Section B.
2. The validity period of an interim examination is limited to the academic year in which it was sat or until the end of the course concerned, as stipulated for the relevant units of study in Section B.
3. The Examinations Board can extend the limited validity period of an examination or exemption if a student submits a reasoned request to that effect. The Examinations Board can decide to permit the extension of the validity only after the individual making the request has successfully completed a supplementary examination on the relevant subject matter.

Article 4.9 Right of inspection

1. For at least twenty working days after the announcement of the results of a written examination, the student can, on request, inspect his/her assessed work, the questions and assignments set, as well as the standards applied for marking.
2. The Examinations Board can determine that the inspection or post-examination discussion referred to in paragraph 1 take place exclusively at a specified place and at a specified time. The place and time referred to in the previous clause will be announced at the time of the examination and on the faculty website.
3. If the student was unable to attend at the place and time referred to in paragraph 2 through no fault of his/her own, an alternative option will be offered.
4. If a student intends to appeal against the way in which his/her mark was assessed, he/she can be issued with a copy of the marked work at his/her request.

Article 4.10 Post-examination discussion

1. If a collective post-examination discussion has been organised, individual post-examination discussions will be held only if the student has attended the collective discussion or if he/she was unable to attend the collective discussion through no fault of his/her own.
2. Students who meet the requirements stipulated in the first paragraph can submit a request for an individual post-examination discussion to the relevant examiner. The discussion will take place at a time and location to be determined by the examiner.

Article 4.11 Master's final examination

1. The Examinations Board determines the final examination result and the date on which the student obtains his/her degree after it has been established that the student has passed all the units of study belonging to the programme.
2. A diploma can only be awarded after the Executive Board has declared that the student has satisfied all the procedural requirements, including the payment of tuition fees.

Article 4.12 Diplomas and transcripts

1. The Examinations Board grants a diploma as proof that the student has passed his/her final examination. The Executive Board sets the model for the diploma. The Examinations Board adds a diploma supplement to the diploma providing information on the nature and content of the degree programme completed. The diploma supplement is drawn up in English and complies with the European format.
2. Individuals who have successfully completed one or more components of the programme and who cannot be awarded a diploma as stipulated in paragraph 1 will, on request, receive a statement to be issued by the relevant Examinations Board stating at least the components that have been successfully completed together with the units of study they involved, the number of EC obtained and the way in which the examinations were taken.
3. The student can, without needing to provide reasons, request that the Examinations Board not proceed to award a diploma, unless the student him-/herself submitted the request for its issue.

Article 4.13 Fraud and plagiarism

1. The provisions of the Rules and Guidelines for the Examinations Board apply in full.
2. Electronic detection software programs may be used to detect plagiarism in texts. In submitting a text, the student implicitly consents to the text being entered into the database of the detection program concerned.

5. Study supervision and study progress

Article 5.1 Administration of study progress and academic student counselling

1. The faculty board is responsible for the correct registration of the students' study results VUnet. After the assessment of an examination component has been registered, every student has the right to inspect the result for that component via VUnet and also has a list of the results achieved at his/her disposal VUnet.
2. Enrolled students are eligible for academic student counselling. The types of academic student counselling available are listed in Section B.

Article 5.2 Adaptations for students with a disability

1. A student with a disability can submit a written request to the study adviser to qualify for special adaptations with regard to teaching, practical training and examinations. These adaptations will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a course or an examination. In all cases, the student must fulfil the exit qualifications for the degree programme.
2. The request referred to in the first paragraph must be accompanied by a recommendation from a student counsellor. The recommendation must be no more than twelve weeks old and must in part be based on a recent statement from a physician or psychologist.
3. The faculty board or, on its behalf, the College/Graduate School director or the programme director decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations.
4. In the event of a positive decision in response to a request as referred to in paragraph 1, the student will make an appointment with the study adviser to discuss the details of the provisions.
5. A request for adaptations will be refused if it would place a disproportionate burden on the organisation or the resources of the faculty or university were it to be upheld.
6. If the disability justifies an extension to the time in which the examination may be sat, the Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures being taken, the study adviser can initiate the necessary measures/issue a Disability Provisions Pass. The pass will indicate the provisions to which the individual involved is entitled.
7. The statement referred to in paragraph 6 is valid for a maximum period of one year. The period of validity can be extended on the recommendation of a student counsellor.

6. Hardship clause

Article 6.1 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 degree programme will decide, unless the matter concerned is the responsibility of the Examinations Board.

Article 6.2 Effective date

These Regulations enter into force with effect from 1 September 2014

Thus drawn up by the faculty board Psychology and Education on 23 June 2014.

Advice from Board of Studies,
Research masters WJGS, 17 April 2014

Advice from Examination Board
Research masters WJGS, 26 May 2014

Approved by authorised representative advisory body on 10 June 2014

Adopted by the faculty board Psychology and Education on 23 June 2014

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APPENDICES

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Section B: Programme-specific section

1. General provisions

Article 1.2 Degree 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 on full-time basis, and taught in English.
2. The programme has a workload of 120 EC.
3. A unit of study comprises 6 EC or a multiple thereof.

Article 1.3 Intake dates

The programme is offered starting in the first semester of the academic year only (1 September). The intake date mentioned in this paragraph ensures that a programme can be completed within the nominal study duration set for the programme.

2. Programme objectives and exit qualifications

Article 2.1 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.

Article 2.2 Exit qualifications

In all events, a graduate of the degree programme will have the following:

1. Students are able to describe and define traditional and recent principles and theories in their field, and possess domain-specific knowledge regarding that field
2. Students are able to recognize field specific principles in different contexts and apply them to new situations
3. Students are able to design, conduct, and analyse experimental research both within and outside their chosen area of psychology or education
4. 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
5. 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.
6. Students have analytical and independent problem-solving capacities at an academic level
7. 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

More information on the learning outcomes can be found in Appendix V

3. Further admission requirements

Article 3.1 Admission requirements

1. Admission to the Master's programme is possible for an individual who can demonstrate that he/she has the following knowledge, understanding and skills at the Bachelor's degree level, obtained at an institution of academic higher education:
 - a. knowledge: in psychological theories
 - b. understanding of psychological theories
 - c. skills in psychological theories

2. The Admissions Board will investigate whether the interested person meets the admission requirements.
3. In addition to the requirements referred to in the first paragraph, the Board will also assess requests for admission in terms of the following criteria:
 - A. Programme 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);
4. When the programme commences, the candidate must have fully completed the Bachelor's programme allowing admission to this Master's programme.

Article 3.2 Pre-Master's programme

Not applicable.

Article 3.3 Limited programme capacity

1. The faculty board will, if necessary, announce the maximum programme capacity by 1 May prior to the start of the academic year.
2. If the programme capacity determined by the faculty board is exceeded, the available places will be allocated by means of an unweighted draw procedure among the candidates who have registered at least two months before the start of the academic year.

Article 3.4 Final deadline for registration

Under exceptional circumstances, the Examinations Board may consider a request submitted after this closing date.

Before 1 March for VU Fellowship applicants, 1 April for international students, 1 June Dutch students.

Article 3.5 English language requirement for English-language Master's programmes

1. The proficiency requirement in English as the language of instruction can be met by the successful completion of one of the following examinations or an equivalent:
 - IELTS: 6.5
 - TOEFL paper based test: 580
 - TOEFL internet based test: 92-93
 - Cambridge Advanced English: A, B or C.
2. Exemption is granted from the examination in English referred to in the first paragraph to students who, within two years of the start of the programme:
 - met the requirements of the VU test in English language proficiency TOEFL ITP, with at least the scores specified in paragraph 1, or
 - had previous education in secondary or tertiary education in an English-speaking country as listed on the VU website, or
 - have an English-language 'international baccalaureate' diploma

Article 3.6 Free curriculum

Not applicable

4. Curriculum structure

Article 4.1 Composition of programme

1. The programme consists of the following components:
 - a. compulsory units of study
 - b. electives

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Article 4.2 Compulsory units of study

More information on the units of study can be found in the online study guide at www.vu.nl

i) Cognitive Neuropsychology

a. Compulsory educational units

First year of studies:

A Medical Neuroscience and Neuroanatomy

B: Aging and Dementia

C: Programming for Psychologists

D: Advanced Data Analysis

E. Brain Imaging

F: 1 elective from the WJGS Electives Pool

G: Either Elective Package 1: Clinical Internship or Elective Package 2: Practical Skills for Researchers + Seminar Attention

Second year of studies (*for students started in 2013-14*)

A Brain Imaging

B Neuropsychological Dysfunctioning in Psychiatric Disorders

C Seminar Cognitive Neurosciences

D. Review Paper

E. 1 elective from the WJGS Electives Pool

E. Master's thesis Clinical and Cognitive Neuropsychology

b. Electives

The following electives are offered specific for the Cognitive Neuropsychology programme

a. Review Paper

(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

I. One elective from the WJGS electives pool

Second year of studies (*for students started in 2013-14*)

A: Bridging Social Psychology

B: Group Processes

C: Expert workshop II

D. One elective from the WJGS electives pool

E: Research Projects II + III (Ma-thesis)

b. Electives

The following electives are offered specific for the Social Psychology programme

a. Free choice course

(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

H: One elective from the WJGS electives pool

Second year of studies: (*for students started in 2013-14*)

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. One elective from the WJGS electives pool

G: Master's thesis

Article 4.3 not applicable.

Article 4.4 Electives

The following electives are offered in the William James Electives Pool

- Thinking and Deciding
- Advanced Structural Models
- Leadership and Organization
- Advanced Research Training
- Aging and Mental Health (in 14/15, not in 15/16)
- Autism and Developmental Disorders (in 14/15, not in 15/16)
- Memory and Memory Disorders (in 14/15, not in 15/16)
- Neuroscience and Education (in 14/15, not in 15/16)
- Juvenile Delinquency and Antisocial Development (not in 14/15, in 15/16)
- Brain, Cognition and Mental Health (not 14/15, in 15/16)
- Cognitive Behavior Therapy (not in 14/15, in 15/16)
- Parenting and Mental Health (not in 14/15, in 15/16)
- Neural Models of Cognitive Processes (not in 14/15, in 15/16)
- Perception (not in 14/15, in 15/16)
- Human Information Processing (not in 14/15, in 15/16)

If the student wishes to take a different course than the units of study listed, advance permission must be obtained in writing from the Examinations Board.

Article 4.5 Sequence of examinations

Students may participate in examinations for the units below only if they have passed the examination or examinations for the units mentioned:

Programme Social Psychology:

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

Programme Clinical and Developmental Psychopathology

Master's thesis only after passing Research Project I

Article 4.6 not applicable

Article 4.7 Maximum exemption

A maximum of 18 EC of the curriculum can be accumulated through granted exemptions.

The research projects and master thesis can never be subject of an exemption

Article 4.8 Validity period for results

The validity period of examinations and exemptions from examinations is limited to 6 years

Article 4.9 Degree

Students who have successfully completed their Master's final examination are awarded a Master of Science degree. The degree awarded is stated on the diploma. If it is a joint degree, this will also be stated on the diploma.

5. Transitional and final provisions

Article 5.1 Amendments and periodic review

1. Any amendment to the Teaching and Examination Regulations will be adopted by the faculty board after taking advice from the relevant Board of Studies. A copy of the advice will be sent to the authorised representative advisory body.
2. An amendment to the Teaching and Examination Regulations requires the approval of the authorised representative advisory body if it concerns components not related to the subjects of Section 7.13, paragraph 2 sub a to g and v, as well as paragraph 4 of the WHW and the requirements for admission to the Master's programme.
3. An amendment to the Teaching and Examination Regulations can only pertain to an academic year that is already in progress if this does not demonstrably damage the interests of students.

Article 5.2 Transitional provisions

Notwithstanding the current Teaching and Examination Regulations, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations:

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.
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.

Article 5.3 Publication

1. The faculty board will ensure the appropriate publication of these Regulations and any amendments to them.
2. The Teaching and Examination Regulations will be posted on the faculty website and deemed to be included in the course catalogue.

Article 5.4 Effective date

These Regulations enter into force with effect from 1 September 2014

Thus drawn up by the faculty board Psychology and Education on 23 June 2014

Advice from Board of Studies,
Research masters WJGS, 17 April 2014

Advice from the Examination Board
Research masters WJGS, 26 May 2014

Approved by authorised representative advisory body on 10 June 2014

Adopted by the faculty board Psychology and Education on 23 June 2014

Appendix I

List of articles that must be included in the OER pursuant to the WHW (articles in framed boxes):

Section A

Art. 1.1	7.13, para 1, WHW
Art. 2.1	7.13, para 2 sub w
Art. 3.2	7.13, para 2 sub e
Art. 4.2	7.13, para 2 sub h and l
Art. 4.3	7.13, para 2 sub n
Art. 4.4	7.13, para 2 sub o
Art. 4.5	7.13, para 2 sub j, h
Art. 4.7	7.13, para 2 sub r
Art. 4.8	7.13, para 2 sub k
Art. 4.9	7.13, para 2 sub p
Art. 4.10	7.13, para 2 sub q
Art. 4.11	7.13, para 2 sub a
Art. 5.1	7.13, para 2 sub u
Art. 5.2	7.13, para 2 sub m

Section B

Art. 1.2	7.13, para 2 sub i
Art. 2.1	7.13, para 1 sub b, c
Art. 2.2	7.13, para 2 sub c
Art. 3.1	7.25, para 4
Art. 4.1	7.13, para 2 sub a
Art. 4.2	7.13, para 2 sub e, h, j, l
Art. 4.3	7.13, para 2 sub t
Art. 4.4	7.13, para 2 sub e, h, j, l
Art. 4.5	7.13, para 2 sub s
Art. 4.6	7.13, para 2 sub d
Art. 4.8	7.13, para 2 sub k

Appendix II 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 III 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/en/index 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.

Appendix IV Examination schedule

See the online timetable: rooster.vu.nl

Appendix V 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 analyse 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
programming for Psychologists	6	Eo	Eo, A			
Aging & Dementia	6	Eo				
Medical Neuroscience and 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		
Brain Imaging	6	Eo	Eo,A			
Pract. skills research / Clin. internship	18		Eo, A,P	P	P	P

2nd YEAR						
Brain imaging	6	Eo	Eo,A			
Neuropsychol. psychiatric disorders	6	Eo				
Seminar Cognitive Neuroscience	6	P		A,P	A,P	P
Elective 2	6	Eo, P	A*		P	
Thesis Proposal	6	P		P	P	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		
Elective I	6	Eo*	A;P*			
Research Project I	12			P	P	P

<u>2nd YEAR</u>						
Group Processes	6	Eo	A			
Bridging Social Psychology	6	Eo	A			
Elective 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 VI 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.