

Teaching and Examination Regulations

Master programme in Psychology

Faculty of Behavioural and Movement Sciences

Academic year 2019-2020

A. faculty section

B1. programme specific section - general provisions

B2. programme specific section – content of programme

Index

Section A: Faculty section	4
1. General provisions	4
Article 1.1 Applicability of the Regulations	4
Article 1.2 Definitions	4
2. Study programme structure	5
Article 2.1 Structure of academic year and educational components	5
3. Assessment and Examination	5
Article 3.1 Signing up for education and interim examinations	5
Article 3.2 Type of examination	5
Article 3.3 Oral interim examinations	5
Article 3.4 Determining and announcing results.....	6
Article 3.5 Interim examination opportunities.....	6
Article 3.6 Marks	6
Article 3.7 Exemption	6
Article 3.8 Validity period for results	7
Article 3.9 Right of inspection and post-examination discussion.....	7
4. Academic student counselling and study progress	7
Article 4.1 Administration of study progress and academic student counselling	7
Article 4.2 Adaptations for students with a disability	7
5. Hardship clause	8
Article 5.1 Hardship clause	8
Section B1: Programme specific – general provisions	9
6. General programme information and characteristics	9
Article 6.1 Study programme information	9
Article 6.2 Teaching formats used and modes of assessment	9
7. Further admission requirements	9
Article 7.1 Intake date(s)	9
Article 7.2 Admission requirements.....	9
Article 7.3 Pre-Master’s programme.....	9
8. Interim examinations and results	9
Article 8.1 Sequence of interim examinations	9
Article 8.2 Validity period for results.....	Fout! Bladwijzer niet gedefinieerd.
Article 8.3 Maximum Exemption	10
Section B2: Programme specific – content of programme	11
9. Programme objectives, specializations and exit qualifications	11
Article 9.1 Workload	11
Article 9.2 Specializations.....	11

Article 9.3 Programme objective.....	11
Article 9.4 Exit qualifications	11
10. Curriculum structure	11
Article 10.1 Composition of the programme	11
Article 10.2 Compulsory educational components	11
11. Evaluation and transitional provisions	12
Article 11.1 Evaluation of the education.....	13
Article 11.2 Transitional provisions.....	13

Appendices

Appendix I	Final Qualifications Msc. Programme
Appendix II	Entrance requirements Master programme Psychology
Appendix III	Faculty Evaluation Plan

Section A: Faculty section

1. General provisions

Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled for the programme, irrespective of the academic year in which the student was first enrolled for the programme.
2. These Regulations enter into force with effect from 1 September 2019
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. 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 (or course catalogue) is available electronically at: <https://www.vu.nl/en/study-guide/>;
- p. subject see 'educational component';
- q. thesis/master research project: a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- r. university: Vrije Universiteit Amsterdam;
- s. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- t. 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, Section B may stipulate that a unit of study comprises 3 EC or a multiple thereof. The Executive Board has to give permission for this. |

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 interim 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 student's request, the Examinations Board may permit a different form of interim 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. |
| 2. In case 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 3.3 Oral interim examinations

- | |
|--|
| 1. An oral assessment is public unless the Examinations Board on request determines otherwise. |
|--|

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 examinations with at least 50% open questions is no longer than 15 working days, and the marking deadline for theses [and final assignments] is no longer than twenty working days. 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 least within five working days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.
3. In the case of 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

Article 3.5 Interim examination opportunities

1. a. Per academic year, two opportunities to take examinations per educational component will be offered. b. The options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.
2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study.
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.
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student: <ol style="list-style-type: none"> is lacking only those credits to qualify for his or her degree; 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/research projects. 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.

Article 3.6 Marks

1. 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. Final marks between 5 and 6 will be rounded off to whole marks: up to 5.5 rounded down; from (and including) 5.5 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"> has passed a course component that is at least equivalent in terms of content and level; 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 Master's thesis/the research project are 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 unless otherwise specified in Section B. |

Article 3.9 Right of inspection and post-examination discussion

- | |
|--|
| 1. For twenty working days after the announcement of the results of a written interim examination, the student can, on request, inspect his or her assessed work, the questions and assignments set in it, as well as the standards applied for marking.
The place and time referred to in the previous clause will be announced at the time of the interim examination and/or on Canvas. |
| 2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of his or her own. The discussion shall take place at a time and location to be determined by the examiner. |

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"> a. The Student General Counselling Service b. Student psychologists c. Faculty academic advisors |

Article 4.2 Adaptations 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 special adaptations with regard to teaching, practical training and interim 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 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 recent 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 the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations. |
| 5. In the event of a positive decision (possibly with a limited validity) 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. |

- | |
|--|
| 6. A request for adaptations will 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 Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures. |

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

1. The programme Psychology, CROHO number 60260 is offered on a full-time basis.
The language of instruction is English for the track Work and Organizational psychology. For the tracks Clinical Neuropsychology, Clinical Developmental Psychology and Clinical Psychology the language of instruction is Dutch

Article 6.2 Teaching formats used and modes of assessment

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

7. Further admission requirements

Article 7.1 Intake date(s)

The programme starts on September 1.

Article 7.2 Admission requirements

1. The admission requirements are described in Appendix II
2. The Admissions Board will investigate whether the applicant meets the admission requirements.
3. In addition to the requirements referred to in the first paragraph, the Admissions Board can also assess requests for admission in terms of (at least two of) the following criteria: <ol style="list-style-type: none"> a. talent and motivation; b. level of relevant knowledge and understanding; c. proficiency in methods and techniques; d. academic attitude and critical thinking; e. proficiency in the language(s) of instruction

Article 7.3 Pre-Master's programme

Not applicable

8. Interim examinations and results

Article 8.1 Sequence of interim examinations

1. 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:
Internship track Clinical Developmental Psychology after passing Diagnostiek voor de Klinische praktijk: Kinderen en Adolescenten (B) en Klinische Gespreksvoering (B);
Internship track Clinical Neuropsychology after passing Diagnostiek voor de Klinische Praktijk: Klinische Neuropsychologie (B), Neuropsychologie van de Veroudering (B) and Pediatrische Neuropsychologie (B);
Internship track Clinical Psychology after passing Diagnostiek voor de Klinische praktijk: Klinische psychologie (B) en Klinische Gespreksvoering (B);.

2. An equivalent of each of these courses may be accepted at the discretion of the Examination Board.

Article 8.2 Validity period for results

1. If the exam shows that a student's knowledge is insufficient or outdated, or if the student's skills evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a course for which an examination was passed more than 6 years ago.

Section B2: Programme specific – content of programme

9. Programme objectives, specializations and exit qualifications

Article 9.1 Workload

- | |
|--|
| 1. The programme has a workload of 60 EC |
|--|

Article 9.2 Specializations

- | |
|--|
| <p>The programme has the following specializations:</p> <ul style="list-style-type: none"> - Clinical Developmental psychology (in Dutch) - Clinical Neuropsychology (in Dutch) - Clinical Psychology (in Dutch) - Work and Organizational psychology (in English) |
|--|

Article 9.3 Programme objective

<p>The programme aims to equip students with knowledge, skills and insight at such a level of an area of psychology that the graduate is eligible for a function at the labour market at a master's level and for all relevant subsequent education.</p>
--

Article 9.4 Exit qualifications

- | |
|---|
| 1. The final qualifications for the programme are described in appendix I. |
| 2. Language proficiency may be taken into account in the assessment of interim examinations when this is mentioned in the concerning course manual. |

10. Curriculum structure

Article 10.1 Composition of the programme

- | |
|--|
| 1. The programme comprises at least a package of compulsory components and an individual Master's thesis or academic internship. |
| 2. Additionally the programme offers: <ul style="list-style-type: none"> - 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.

Master track Work and Organizational Psychology	codes	EC	level
Master thesis W&O	P_MTHARBO	18	500
Internship A&O	P_MSTARBO	18	500
Choose 4 from the 8 components mentioned below:			
- Advanced Organizational Research Skills	P_MADORS	6	400
- Advanced Human Resources: Appraisal and Reward	P_MADVHR	6	400
- Consumer Behaviour and Economic Decision Making	P_MCBaedm	6	400
- Leadership and Organizations	P_MLEAORG	6	400
- Personality at Work	P_MPERWOR	6	400
- Social Processes and Organizational Change	P_MSOCPROC	6	400

- Work and Health	P_MWORHEA	6	400
- Negotiation	P_MNEGOTI	6	400

This track is taught in English and the examination will be done in English.

Master Track Clinical Neuropsychology	codes	EC	level
Masterthese Neuropsychologie	P_MTHNEUR	18	500
Choose one of the internships mentioned below			
- Stage Klinische Neuropsychologie	P_MSTKLNE	24	500
- Onderzoeksstage Neuropsychologie	P_MSTONNE	18	500
Endocrinologische Neuropsychologie*	P_MENDNEU	6	400
Medical Neuroscience and Neuroanatomy **	P_MMEDINN	6	400
Neuro-Imaging*	P_MNEUIM	6	400
Neuropsychologische Interventiemethoden	P_MNPINTM	6	400

This track is mainly taught in Dutch, and most exams are in Dutch.

* students who choose the Stage Klinische Neuropsychologie choose one of these courses.

** this component is taught in English, and the exam is in English.

Master Track Clinical Developmental Psychology	codes	EC	level
Masterthese Klinische Ontwikkelingspsychologie	P_MTHKLON	18	500
Choose one of the internships mentioned below:			
- Stage Klinische Ontwikkelingspsychologie (24 EC)	P_MSTKLON	24	500
- Beleidsstage Klinische Ontwikkelingspsychologie (18 EC) + 1 extra keuzeonderwijseenheid (6 EC)	P_MSTBKOP	24	500
Choose three out of the four components mentioned below:			
- Psychodiagnostiek in de Praktijk van de Klinisch Ontwikkelingspsycholoog	P_MPSYPRA	6	400
- Evidence-based Interventies bij Kinderen en Adolescenten	P_MEVINTE	6	400
- Jeugd delinquentie en Antisociale Ontwikkeling	P_MJDELIN	6	400
- Problemen op School	P_MPROSCH	6	400

This track is taught in Dutch

Master track Clinical Psychology	codes	EC	level
Masterthese Klinische Psychologie	P_MTHKLPS	18	500
Choose one of the internships mentioned below:			
- Praktijkstage Klinische Psychologie	P_MSTKLPD	24	500
- Beleidsstage Klinische Psychologie (18 EC) + 1 extra keuzeonderwijseenheid (6 EC)	P_MSTBKLP	24	500
Seminarium Gedragstherapie	P_MGEDTHE	6	400
Choose two from the seven components mentioned below:			
- Cross-cultural and Global Mental Health	P_MCCGMH	6	400
- eMental-Health, Praktijk en Onderzoek	P_MEMHPRO	6	400
- Psychosen en Prepsychotische Beelden	P_MPPPBE	6	400
- Mini stage Laag Intensief Behandelen	P_MMSLIB	6	400
- Prevention of Mental Health Problems*	AM_470840	6	400
- Psyche en Soma	P_MPSYSOMA	6	400
- Training Gespreksvaardigheden	P_BTRAINING	6	400

This track is mainly taught in Dutch, and most exams are in Dutch.

*this component is taught in English, and the exam is in English.

11. Evaluation and transitional provisions

Article 11.1 Evaluation of the education

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

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:
Courses that are no longer being taught will have two opportunities to be completed in the following year.

Advice and approval by the Programme Committee Master Psychology, on 7 May 2019

Approved by the Faculty Joint Assembly, on 8 July 2019

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 15 July 2019

Appendix I Final attainment targets of the programme

The general objective is operationalized in (below) general attainment targets and in specific attainment targets per master trajectory. The formulation of the attainment targets is based as far as possible on the Dublin descriptors as formulated for master's programmes.

General final attainment targets of the Master's programme in Psychology

1. Knowledge and insight: has demonstrable knowledge and insight, based on the knowledge and insight at the level of the Bachelor programme and who surpass and / or deepen it, as well as provide a basis or an opportunity to make an original contribution to the development and / or applying to ideas, often in a research context.
2. Apply knowledge and insight: is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context that is related to the discipline; is able to integrate knowledge and deal with complex matter.
3. Judgment: is able to form judgments on the basis of incomplete or limited information and thereby take into account social and ethical responsibilities that are associated with the application of one's own knowledge and judgments.
4. Communication: is able to clearly and unequivocally communicate conclusions, as well as the knowledge, motives and considerations on which they are based, to an audience of specialists or non-specialists.
5. Learning skills: possesses the learning skills that enable him or her to undertake a follow-up study with a largely self-directed or autonomous character.

The specific final objectives of each specialization form sub-discipline-specific operationalisations of the above attainment targets.

Specific final objectives specialization Work and Organizational Psychology (W & O)

1. Knowledge and insight: The graduate has gained knowledge of - and insight into - the field of work and organizational psychology and its applications on the basis of (scientific) literature, In particular scientifically sound knowledge and insights about the behaviour of individuals and groups in organizations and the relationships between individual and group behaviour on the one hand and group and organizational processes and structures on the other. In addition, the graduate learned about recent scientific research and developments in practice in the field of Work and organizational psychology. The graduate is also able to evaluate scientific literature on quality.
2. Applying knowledge and insight: The graduate of the W & O master trajectory has / is capable of:
 - a. to show insight at an advanced level in the application of psychological knowledge in the field of work and organizational psychology.
 - b. use knowledge in the field of work and organizational psychology to adequately analyze psychological issues in the relevant field;
 - c. to carry out individual and group assessments in organizations on a basic level;
 - d. to draw up organizational interventions at a basic level;
 - e. to set up, carry out and report scientific research in the specific area..
3. Judgment: The graduate can - based on scientific knowledge - look critically at the actions within and between organizations, especially where this action is based on unfounded knowledge and insights. In addition, he or she is expected to be able to deal critically and reflectively with scientific theories and findings in W & O psychology.
4. Communication: The graduate is able to report scientific findings and recommendations to a scientific and practice-oriented audience. The graduate is also able to present and defend scientifically founded conclusions and recommendations to a critical (scientific or practice oriented) audience. Moreover, the graduate can enter into a professional working relationship with employees, clients and clients in organizations in a responsible and respectful manner.
5. Learning skills: The graduate possesses autonomous learning skills, and is able to independently track and study both scientific and practice-oriented literature, and to translate the insights from this into practice in the workplace. In addition, the graduate is able to acquire knowledge by making use of an

oral transfer of knowledge and expertise, feedback on academic knowledge and self-reflection and guidance.

Work and Organizational Psychology	EC	Final terms				
		1	2	3	4	5
Master thesis	18	X	X	X	X	X
Internship	18	X	X	X	X	X
<i>Choice of 4 out of 8 educational units below:</i>						
Consumer Behaviour and Economic Decision Making	6	X				
Leadership and Organizations	6	X				
Social Processes and Organizational Change	6	X	X		X	
Personality at Work	6	X	X		X	
Advanced Organizational Research Skills	6	X	X	X		
Work and Health	6	X	X		X	
Advanced Human Resources: Appraisal and Reward	6	X	X	X		
Negotiation	6	X	X			X
Total	60					

Specific final objectives specialization Clinical Neuropsychology

1. Knowledge and insight: The graduate has acquired knowledge and understanding of the most common disorders in cognition, motor skills and / or behaviour as a result of brain dysfunctions on the basis of (scientific) literature. In addition, the graduate has taken note of recent scientific and societal developments in the field of neuropsychological diagnostics and neuropsychological intervention methods. The graduate is also able to evaluate scientific literature on quality.
2. Applying knowledge and insight: The graduate of the Master's program in Clinical Neuropsychology has / is capable of:
 - a) to apply psychological knowledge at an advanced level within the field of Clinical Neuropsychology;
 - b) to use knowledge in the field of Clinical Neuropsychology to adequately analyse psychological issues in the relevant field;
 - c) perform diagnostics in the relevant professional field at basic level;
 - d) to argue which neuropsychological interventions best can be applied to a specific case;
 - e) to set up, carry out and report scientific research in the specific area.
3. Judgment: The graduate can critically consider the consequences of his or her actions as a professional towards patients and participants in research and their social environment and can handle the medical-ethical aspects of diagnostics, treatment and / or scientific research in a careful and responsible manner in the domain of Clinical Neuropsychology. The graduate has a critical attitude in dealing with scientific theories and findings within Clinical Neuropsychology.
4. Communication: The graduate is able to report scientific and clinical findings and recommendations to both a scientific audience and to a practice-oriented audience. The graduate is also able to present scientifically founded conclusions and recommendations (from both scientific research and clinical observations) and to defend them against a critical (scientific or practice-oriented) audience. Moreover, the graduate can approach patients, clients, participants in research and / or colleagues in a responsible and respectful way, and enter into a corresponding working relationship with them.
5. Learning skills: The graduate possesses autonomous learning skills, and is able to independently track and study both scientific and practice-oriented literature, and to translate the insights from this into practice in the workplace. In addition, the graduate is able to acquire knowledge by making use of an

oral transfer of knowledge and expertise, feedback on academic knowledge and self-reflection and guidance.

Clinical Neuropsychology	EC	Final terms				
		1	2	3	4	5
Master thesis Neuropsychology	18	X	X	X	X	X
<i>Choice from the following internships:</i>						
Internship Clinical Neuropsychology	24	X	X	X	X	X
Research internship Neuropsychology	18	X	X	X	X	X
Endocrinological neuropsychology *	6	X		X	X	X
Medical Neuroscience & Neuroanatomy	6	X		X		X
Neuro-Imaging *	6	X	X	X		
Neuropsychological Intervention methods	6	X	X		X	X
Total	60					

*students take part in the internship clinical neuropsychology choose one of these courses

Specific final objectives specialization Clinical Developmental Psychology

1. Knowledge and insight: The graduate has acquired knowledge and understanding of the theory, diagnostics and intervention methods in the field of clinical developmental psychology on the basis of (scientific) literature. In addition, the graduate has taken note of recent scientific research and developments in clinical development psychology practice in the field of diagnostics and intervention methods. The graduate is also able to evaluate scientific literature on quality.
2. Applying knowledge and insight: The graduate of the Master's program in Clinical Developmental Psychology has / is capable of:
 - a) to show insight at an advanced level in the application of psychological knowledge in the field of Clinical Developmental Psychology;
 - b) to use knowledge in the field of Clinical Developmental Psychology to adequately analyze psychological issues in the relevant field;
 - c) perform diagnostics in the relevant professional field at a basic level;
 - d) intervention strategies that are applied in the professional field at a basic level;
 - e) to set up, carry out and report scientific research in the specific area.
3. Judgment: The graduate can critically consider the consequences of his own actions as a professional towards patients and participants in research and their social environment and can handle the medical-ethical aspects of diagnostics, treatment and / or scientific research within the domain of clinical developmental psychology. The graduate has a critical attitude in dealing with scientific theories and findings within clinical developmental psychology.
4. Communication: The graduate is able to report scientific findings and recommendations to both a scientific audience and a practice-oriented audience. The graduate is also able to present scientifically founded conclusions and recommendations and to defend them against a critical (scientific or practice oriented) audience. Moreover, the graduate can approach patients, clients, participants in research and / or colleagues in a responsible and respectful way, and enter into a corresponding working relationship with them.
5. Learning skills: The graduate possesses autonomous learning skills, and is able to independently track and study both scientific and practice-oriented literature, and to translate the insights from this into practice in the workplace. In addition, the graduate is able to acquire knowledge by making use of an oral transfer of knowledge and expertise, feedback on academic knowledge and self-reflection and guidance.

Clinical Developmental Psychology	EC	Final terms				
		1	2	3	4	5
Master thesis in Clinical Developmental Psychology	18	X	X	X	X	X
<i>Choose from one of the following internships:</i>						
Internship Clinical Developmental Psychology (24 EC)	24	X	X	X	X	X
Policy internship Psychology (18 EC)	18	X	X	X	X	X
<i>Choice of 3 out of 4 educational units * below:</i>						
Juvenile delinquency and Antisocial Development	6	X	X	X		X
Problems at school	6	X	X	X	X	X
Psychodiagnostics in the Practice of the Clinical Developmental Psychologist	6	X	X	X	X	X
Evidence-based Interventions in Children and Adolescents	6	X	X	X	X	X
Total	60					

Specific final objectives specialization Clinical Psychology

1. Knowledge and insight: The graduate has acquired knowledge and understanding of the theory, diagnostics and intervention methods in the field of clinical psychology based on (scientific) literature. The graduate is taking knowledge of recent scientific studies and developments in the practice of clinical psychology in the field of diagnostics and intervention methods. The graduate is also able to evaluate scientific literature on quality.
2. Applying knowledge and insight: The graduate of the Master's program in Clinical Psychology has / is capable of:
 1. to show insight at an advanced level into the application of psychological knowledge in the field of clinical psychology;
 2. to use knowledge in the field of clinical psychology to adequately analyse psychological issues in the relevant field;
 3. to perform diagnostics in the relevant professional field at basic level
 4. intervention strategies that are applied in the professional field at a basic level;
 5. to set up, carry out and report scientific research in the area in question.
3. Judgment: The graduate can critically consider the consequences of his own actions as a professional towards patients and participants in research and their social environment and can handle the medical-ethical aspects of diagnostics, treatment and / or scientific research within the domain of clinical psychology. The graduate has a critical attitude in dealing with scientific theories and findings within clinical psychology.
4. Communication: The graduate is able to report scientific findings and recommendations to both a scientific audience and a practice-oriented audience. The graduate is also able to present and defend scientifically founded conclusions and recommendations to a critical (scientific or practice oriented) audience. Moreover, the graduate can approach patients, clients, participants in research and / or colleagues in a responsible and respectful way, and enter into a corresponding working relationship with them.
5. Learning skills: The graduate possesses autonomous learning skills, and is able to independently track and study both scientific and practice-oriented literature, and to translate the insights from this into practice in the workplace. In addition, the graduate is able to acquire knowledge by making use of an

oral transfer of knowledge and expertise, feedback on academic knowledge and self-reflection and guidance.

Clinical psychology	EC	Final terms				
		1	2	3	4	5
Master thesis Clinical Psychology	18	X	X	X	X	X
<i>Choice from the following internships:</i>						
Policy internship Psychology (18 EC) *	18	X	X	X	X	X
Practical internship Clinical Psychology	24	X	X	X	X	X
Seminar Behavioral therapy	6	X	X		X	X
<i>Choice of two out of seven educational units below</i>						
Masterclass Psychosis and Prepsychotic Images	6	X	X	X	X	X
Prevention of Mental Health Problems	6	X		X		X
eMental -Health, Practice and Research	6	X	X			X
Training Interview Skills	6	X	X		X	X
Cross-cultural and Global Mental Health	6	X	X		X	X
Psyche and Soma	6	X	X		X	X
Mini Internship Low Intensive Treatment	6	X	X	X	X	X
Total	60					

Appendix II Entrance requirements Master programme Psychology 2020-2021

Students with a bachelor's degree from a Higher Professional Education programme (HBO):
Are not admissible to the Master programme in Psychology at Vrije Universiteit Amsterdam.

Student with a not yet completed programme Bachelor Psychology:
Are not admissible to the Master programme in Psychology at Vrije Universiteit Amsterdam.

For several tracks of the master's programme some bachelor components are required for admission

1. Students with a bachelor degree in Psychology need to fulfil these requirements before they are admitted into that master track.
2. Students with a different bachelor's degree need to eliminate these deficiencies before they can start with their master programme.

The entrance requirements for each track can be find below:

For students with a bachelor's degree in Psychology:

1. Master track Work and Organizational Psychology

Applicants need to have successfully completed courses related to the core of this programme, consisting of (or equivalents of):

Courses related to Psychology (at least 24 EC), for example:

- Work & Organizational Psychology (6 EC)
- Introduction to Psychology (6 EC);
- One more psychology course, such as personality, social, clinical, developmental or cognitive psychology course (6 EC);
- A more specialized organizational psychology course (e.g., Human Resource Management, Management and Organization, Human Resource Development, Organizational Behavior, of Organizational Development) (6 EC)

Courses related to Quantitative methods (at least 18 EC should be more EC), for example:

- Statistics (6 EC)
- Research methods (6 EC)
- A more specialized quantitative methods course (e.g., psychometrics, multivariate statistics, multiple regression, or structural equation modelling) (6 EC)

2. Master Track Clinical Neuropsychology:

Students need to speak Dutch

- Diagnostiek voor de Klinische Praktijk: Klinische Neuropsychologie, and
- Pediatrische Neuropsychologie, and
- Neuropsychologie van de Veroudering

Or an equivalent of these, this to the discretion of the examination board. The components mentioned are part of the Clinical track in the VU bachelor Psychology.

3. Master Track Clinical Developmental Psychology

Students need to speak Dutch

- Diagnostiek voor de Klinische Praktijk: Kinderen en Adolescenten, and
- Klinische Gespreksvoering

Or an equivalent of these, this to the discretion of the examination board. The components mentioned are part of the Clinical track in the VU bachelor Psychology.

4. Master Track Clinical Psychology:

Students need to speak Dutch

- Diagnostiek voor de Klinische Praktijk: Klinische Psychologie, and
- Klinische Gespreksvoering

Or an equivalent of these, this to the discretion of the examination board. The components mentioned are part of the Clinical track in the VU bachelor Psychology.

The examination board can decide, in response to a written request of the student, to grant exemption to taking one or more of the mentioned examinations, in case the student:

- a) Either has completed a component that is analogous qua content and level,
- b) Or shows to have a sufficient knowledge and skill acquired by work and/or professional experience

Students with a other Bachelor degree or a Master degree:

1. Master track Work and Organizational Psychology:

Bachelor business administration, Management and Organization studies, Communication and Information studies; Human resource management studies

plus all the requirements for students with a bachelor psychology

2. Master track Clinical and Developmental Psychology

Bachelor Pedagogical, or Educational Science, plus:

All the requirements for students with a bachelor psychology

3. Master track Clinical Neuropsychology

Not possible

4 Master track Clinical Psychology

Not possible.

Appendix III 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 like 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.