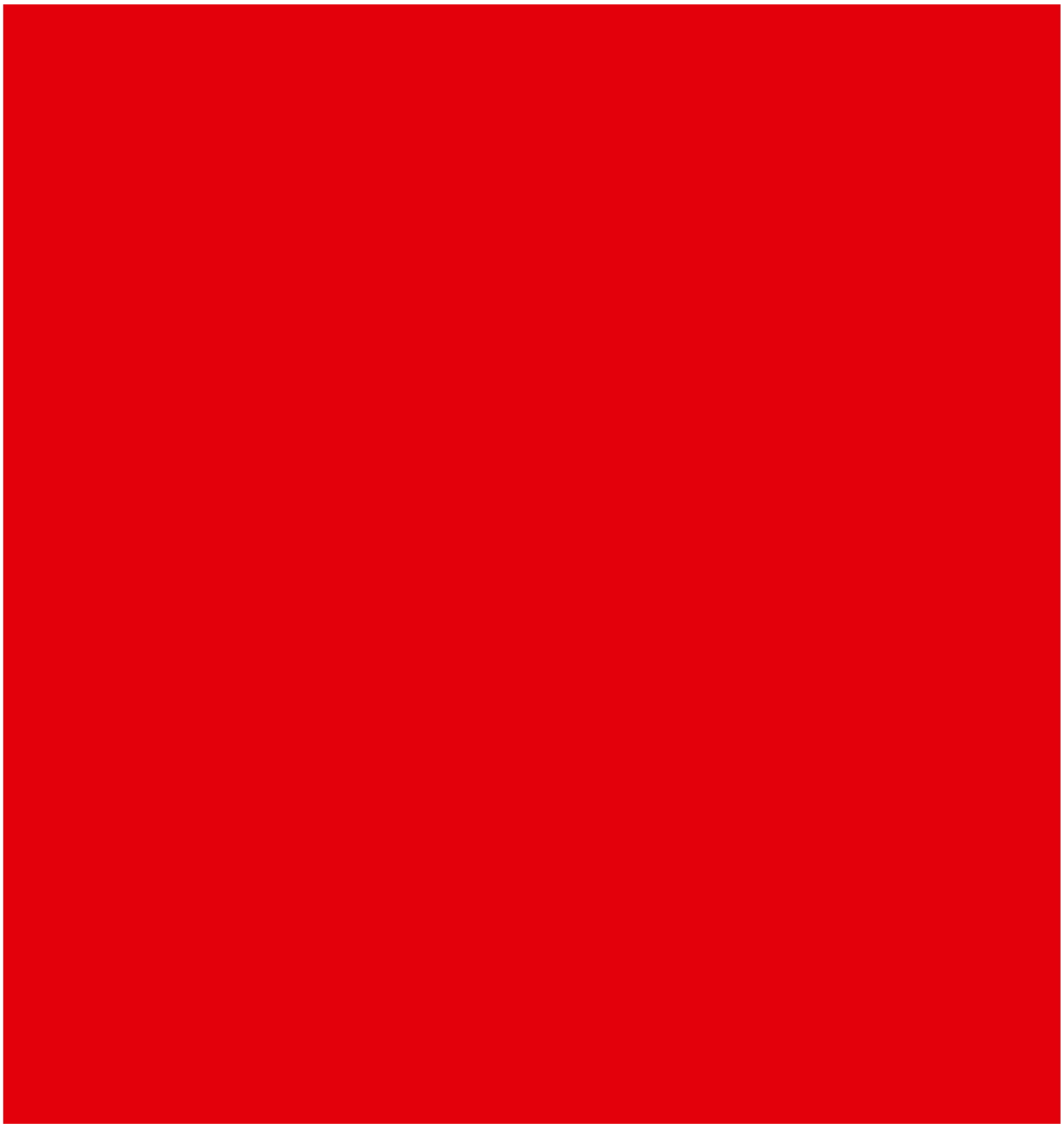
Radboud Universiteit

Master

Psychology

Faculty of Social Sciences

Education and Examination Regulations 2026-2027



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Part 1 General Provisions

Paragraph 1 General Provisions

Article 1.1 Aim and Applicability

Please note: These Education and Examination Regulations are a translation of a Dutch-language document. The original Dutch OER (Onderwijs- en Examenregeling) for Psychologie takes precedence over all its translations and therefore, no rights can be derived from this translation.

These Education and Examination Regulations (EER) (hereinafter, regulations) apply to the Master of Science degree programme, in **Psychology**, CROHO 60260 (hereinafter, the programme). The programme is set up by the Executive Board of Radboud University (hereinafter RU) and is offered by the Faculty of Social Sciences (hereinafter, the faculty). Part 2 of these regulations lists the provisions applicable to all degree programmes of the faculty. Part 3 specifies the additional provisions applicable to this particular programme.

1. The present regulations apply to all students enrolled in the programme in 2026-2027.
2. In order to prevent students from being disadvantaged by changes to these regulations, a programme may decide to make appropriate transitional arrangements (see Article 10). Such transitional arrangements specify the students to whom they are applicable. Transitional regulations are valid for one academic year. If no transitional arrangements are made or if transitional arrangements are terminated, students may apply the hardship clause (Article 11.1).

Article 1.2 Guidelines Executive Board

1. With a view to the organisation and coordination of the provisions in these regulations, the executive board has adopted the following guidelines:
    a. Guidelines Distinctions Regulation

    The provisions in these regulations apply respecting the provisions of the guideline referred to in paragraph 1 of the present article.

Article 1.3 Definitions

1. The terms used in these regulations, which are also used in the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter, the Act) will have the same meaning as these terms have in the Act.
2. Apart from the terms referred to in paragraph 1, it is understood by:
    - Contact hour: an hour of education in which the lecturer is present either in person or virtually or where face-to-face or virtual interaction is possible;
    - EC (European Credit): the course load entity in accordance with the European Credit Transfer System (ECTS), in which 1 EC is equivalent to 28 hours of study;
    - Education week: week in which education is provided, as laid down in the RU's annual time table;
    - Examiner: a person appointed by the Examination Board to administer interim examinations and determine the results;
    - Extra-curricular elective unit of study: component to be determined by the student, which is not part of the regular curriculum;
    - Fraud: any act or omission by a student which, in its nature, is intended to have as an effect that proper

assessment of the knowledge, understanding and skills of that student or another student, is made fully or partially impossible (appendix 1);

- Free elective unit of study: component entirely to be determined by the student, which is part of the free elective room of the regular curriculum;
- Final assignment: individual demonstration of competence for the programme leading to the award of the master degree, in which is assessed if the student has achieved the final qualifications of the degree programme;
- Interim examination: an examination concerning the knowledge, understanding and skills of the examinee belonging to a unit of study, as well as the assessment of the outcomes of that examination (as referred to in article 7.10 paragraph 1 of the Act). It is an umbrella term for all assessment methods, as further described in article 4.1.1;
- Interim examination date: the date on which the interim examination is administered by or on behalf of the examiner;
- Master examination: the entirety of interim examinations, resulting in a Master of Science degree certificate
- Module examination: an examination concerning the knowledge, understanding and skills of the examinee belonging to a unit of study, as well as the assessment of the outcomes of that examination, which in coherence with one or more other examinations referred to here, constitute the interim examination (as referred to in article 7.10 paragraph 1 of the Act). Where these regulations refer to interim examination, this term also includes module examinations, unless stipulated otherwise;
- Pre-master: a programme as referred to in article 7.30e of the Act to support students who do not meet the admission requirements;
- Prospective student: a student who has registered in Studielink, but has not yet enrolled;
- Resit: the re-examination of an interim examination as referred to in article 7.10 paragraph 1 of the Act. Where these regulations refer to interim examination, this term also includes resits, unless stipulated otherwise;
- Unit of study: part of the degree programme (component) as referred to in article 7.3 of the Act;
- Working day: Monday to Friday, with the exception of public holidays as specified in the CAO for Dutch Universities *and* the collective free days designated by the Executive Board;

3. Where these regulations refer to 'the student', the prospective student is included, wherever relevant.

Part 2 General Part

Paragraph 2 Admission to the programme and education

Article 2.1 Decisions on admission to the programme

1. Decisions on admission to the programme are taken, on behalf of the dean, by the Admission Board.
2. The admission requirements are laid down in article 8.1 of the programme-specific part of these regulations.

Article 2.2 Admission to teaching and interim examinations

1. Students who are enrolled in the programme may attend all units of study in that programme and may sit the corresponding interim examinations.
2. In derogation of the provision in paragraph 1 specific (non-) content related entry requirements may be requested for a unit of study. If so, these requirements are laid down in article 8.2 of the programme specific part of these regulations.
3. In special circumstances, the Examination Board may exempt the student from the entry requirements, with or without imposing alternative requirements.
4. Registration for tuition and interim examinations is not made dependent on financial contributions other than tuition fees, unless costs are involved that are related to participation in any practical exercises, educational excursions or workshops in the degree programme that follow from the special nature of the degree programme. Any decision related to additional costs should be determined by the dean separately. If any costs referred to in this paragraph should be involved, these costs are listed in the Education catalogue. The dean offers an alternative, free of charge, unless the educational facility cannot be replaced.
5. In order to take an elective unit of study from another degree programme, students must meet the applicable admission requirements of that programme.

Artikel 2.3 Pre-master

1. In the event that not all admission criteria of the master programme have been met but the Admission Board is of the opinion that the deficiencies can be remedied within a reasonable period of time, the scope and the content of a pre-master programme will be determined upon request. If applicable, the pre-master programme is attached as an appendix.
2. The student will only be admitted to the master degree programme if the pre-master programme has been completed and all admission requirements have been met.

Paragraph 3 Structure of the programme

Article 3.1 Language

Article 9.2 of the programme-specific part of these regulations stipulates the language/languages in which the units of study are taught.

Article 3.2 Examination, degree and distinction

1. The programme will be concluded by the master examination.
2. The student who has passed the master examination of the Master's degree programme will be awarded the Master of Science (MSc) degree.
3. The Examination Board may award a distinction to a student who has successfully passed the master examination. The rules for awarding a distinction have been laid down in the Guideline for Distinctions.

Article 3.3 Learning outcomes and curriculum

1. The programme comprises the total units of study as described in article 9.5 of the programme-specific part of these regulations, aimed at the realisation of well-defined objectives in the areas of the knowledge, understanding and skills that those completing the course are deemed to possess.
2. The learning outcomes of the programme are laid down in article 9.1 of the programme-specific part of these regulations.
3. As an individual demonstration of competence, students are required to produce a final assignment as part of the programme. A written report must be submitted on the research carried out and its results, whilst it is possible to assess students in other ways as well. The Examination Board can decide this requirement is to be replaced by participation in a research project or by an internship that is subject to an individual report in accordance with applicable academic standards.

Article 3.4 Adding units of study (extracurricular)

1. Adding elective units of study obtained during registration of the programme, outside the curriculum is permitted. These can be either bachelor-level or master-level units of study.
2. No permission of the Examination Board is needed for adding units of study at the Radboud University, Dutch and partner universities abroad. However, permission is required for the incorporation of extra-curricular components from institutions other than those mentioned in this paragraph.
3. In the event that workload of the units of study to be incorporated differ from those provided for in these regulations, conversion will take place with due observance of the Radboud University memo 'Conversion of workload and study results (Conversie van studiebelasting en studieresultaten)'.
4. In the event that study results of the units of study to be incorporated differ from those provided for in these regulations, results achieved at Dutch universities will be registered without changes. Results achieved at foreign universities will be registered as 'sufficient' (voldoende) if indeed the result is sufficient.
5. Added units of study will be listed on the diploma.

Article 3.5 Exemptions

1. Granting exemptions from units of study is permitted, unless provided otherwise in the programme-specific part of these regulations.
2. At the request of a student, the Examination Board may exempt the student from a unit of study, if this student:
    a. has either completed a relevant unit of study of a university or higher professional programme that is similar both regarding contents**,** scope and level; or
    b. demonstrates - after successfully passing an assessment as requested by the examiner - having adequate knowledge and skills regarding the unit of study in question as a result of relevant work experience or professional experience
3. In the assessment of the request referred to in paragraph 2 of the present article, the Examination Board checks with the examiner in case the Examination Board is not able to judge the contents of the knowledge, understanding or skills on the basis of which the exemption is being requested.
4. For units of study in the first period of the first year exemptions may be granted up to two weeks after the start of the unit of study. For all other units of study exemptions must be granted before the start of the unit of study.
5. The percentage of exemptions will never be more than 50 percent of the programme's credits.
6. No exemption will be granted for the final assignment.
7. The Examination Board does not grant exemptions on the basis of results obtained in the period in which the student was banned from sitting interim examinations as referred to in the Regulations on fraud Radboud University (appendix 1).

8. In the case of a Double Degree Programme, the student can address a request to the Examination Boards of both Degree Programmes to perform only one graduation project that meets the final requirements of both Degree Programmes. Such a request will only be honoured if both Examination Boards agree.

Article 3.6 Elective Programme

1. The programme's Examination Board decides on a request for permission to attend an elective programme as intended in article 7.3j of the Act. The Examination Board will verify whether the programme fits within the degree programme's domain for which the Examination Board is accountable, if it is sufficiently coherent and if the level is adequate in the context of the programme's learning outcomes.
2. The request in question will have to be submitted at least two months prior to the start of the programme.

Article 3.7 Teaching periods and interim examinations

1. The programme will be offered in an annual schedule consisting of two semesters, set by the Executive Board.
2. A semester is divided in two periods.
3. At the end of each period interim examinations are scheduled.
4. The programme-specific part specifies in which semester the opportunity is provided to attend courses and to sit the interim examinations of the units of study.
5. In derogation of the provision in paragraph 2 of this article, the Master's programmes can adjust the period division to fit educational needs.
6. In derogation of the provision in paragraph 3 of this article, the Master's programmes can adjust the interim examination schedule to fit educational needs.

Article 3.8 Participation in education

1. Participation in education is optional, unless this has been otherwise specified in the course manual of the relevant unit of study.
2. The exact specifications of the participation requirement and any sanctions related to not satisfying this requirement must also be indicated in the course manual of the relevant unit of study.

Article 3.9 Incorporating electives

1. In case the programme allows the incorporation of free electives, free electives at Master's level can be taken at the RU, other Dutch universities and partner universities outside of the Netherlands. No permission of the Examination Board is needed for the incorporation of free electives at Master's level taken at the aforementioned institutions. For incorporation of free electives at Master's level offered by other institutions, permission of the Examination Board is needed.
2. In case the programme allows the incorporation of free electives, the programme allows for the incorporation of free electives of at most 10 EC in the case of a programme totalling 60 EC, and at most 20 EC in the case of a programme totalling 120 EC. The Dean is authorised to grant exemptions from this provision.
3. In the event that workload of the units of study to be incorporated differ from those provided for in these regulations, conversion will take place with due observance of the Radboud University memo 'Conversion of workload and study results (Conversie van studiebelasting en studieresultaten)'.
4. In the event that study results of the units of study to be incorporated differ from those provided for in these regulations, results achieved at Dutch universities will be registered without changes. Results achieved at foreign universities will be registered as 'sufficient' (voldoende) if indeed the result is sufficient.
5. It is not permitted to let the same unit of study be part of the compulsory curriculum of both the bachelor examination and master examination.
6. Incorporation of units of study from other degree programmes as free electives takes place in accordance with the

prevailing rules with respect to procedures and rights and obligations as referred to in article 7.13, paragraph 2 of the Act, in so far as these procedures relate to that unit of study.

7. Electives obtained during the period of registration in the programme will be shown with a grade on the diploma, with due observance of 3.9.4. Courses obtained before the start of the current programme are registered with an exemption on the diploma.
8. Interim examination results obtained elsewhere while registered for the study programme, are recorded in OSIRIS as corresponding (non-)numerical results if OSIRIS data or information provided by the student show that these are only included in the diploma application for this study programme. In case it appears from OSIRIS data or information provided by the student that the result has been or will be filed in another diploma application, then the result should be recorded as exemption (EX).
9. If a unit of study has been used as grounds for an exemption in the mandatory curriculum, then that same unit of study cannot be incorporated as a free elective in the same degree programme.
10. If a unit of study is part of the mandatory curriculum, then that same unit of study cannot be incorporated as a free elective in the same degree programme.

Paragraph 4 Examinations

More detailed provisions regarding the assessment of the units of study are outlined in the Rules and Regulations of the Examination Board.

Article 4.1 Structure and requirements of the interim examinations

1. Each unit of study of the programme will be completed by an interim examination. Interim examinations may comprise more than one module examination. For example, written or oral interim examinations and can be taken either physically or digitally. Apart from written or oral interim examinations, tests with multiple choice and/or open questions, papers, theses, assignments, take-home interim examinations, reports, presentations, portfolio's or a combination of any of these is possible.
2. In addition to the provisions set forth in paragraph 1 for units of study that also comprise a practical and/or work group, attendance levels and the degree of active participation may be included in final grading.
3. In principle, oral interim examinations are administered in public, and these interim examinations consist of an individual test in which, normally no more than one person is tested at the same time.
4. Oral interim examinations are administered in the presence of at least a second examiner, or an observer appointed by the Examination Board. Otherwise, the interim examination is to be recorded. In the case that a presentation is part of the assessment of the final assignment or counts for 40% or more of the final grade of an interim examination, the same rules apply. This provision does not refer to practical assignments.
5. At the request of the student, The Examination Board may, on behalf of the dean, decide that students with an impairment, by way of special interim examination facilities, sit the interim examinations in a form adapted to that impairment. Prior to making a decision on this matter, the Examination Board may seek expert advice. In so far as facilities in the context of a 'digital test' are concerned, the Examination Board, when formatting the facility, may seek advice from the faculty's digital testing coordinator.
6. Prior to the commencement of an academic year information will be provided in the Education catalogue for each individual unit of study on the way in which the interim examinations will be administered.
7. Representative sample questions will be made available to the students at least one week prior to the interim examination. The student is given the opportunity to check their answers to the sample interim examination (e.g. via a question & answer lecture or answer model). The sample questions are representative of the format and content of the upcoming interim examination. More sample questions will be available for larger interim examinations. For interim examination forms such as papers, theses, assignments, reports and presentations, the

assessment criteria should be available to students when the assignment is given.

8. The course manual must be published at least one week in advance of the start of the course in the online learning environment. The course manual includes materials for the interim examination preparation, compulsory literature, a table outlining the workload for students, interim examination methods and weighting of various interim examination parts in the determination of the final grade.
9. Interim examination dates must be announced no later than one month before the start of a semester.
10. If a unit of study starts on the first day of an academic period set by the Executive Board, no requirements may be imposed on students regarding literature having been studied or assignments having been completed for that unit of study on that day. Necessary preparatory actions - such as reading course manuals or looking for an internship - are permitted.
11. If there are legitimate grounds for it, the Examination Board may decide in special cases to use an assessment method other than that which is specified in the course manual.

Article 4.2 Rules when administering interim examinations

For the proper course of events during interim examinations that are administered in the interim examination rooms of the Radboud University, the dean has adopted the Regulation on Examinations Rooms Radboud University in a separate decision. In order to provide the student with proper and clear information these rules have been attached to these regulations as appendix 2.

Article 4.3 Frequency of interim examinations

1. For each unit of study opportunity is given for one interim examination and one resit each academic year, on the dates set by the programme director unless provided otherwise in the programme-specific part of these regulations.
2. If the interim examination referred to in paragraph 1 consists of module tests, the resit also consists of module tests, unless stated otherwise in the programme specific part.
3. Contrary to the stipulation in paragraph 1, there will be only one opportunity to take an interim examination for a unit of study that was not taught in that particular academic year.

Article 4.4 Language of the interim examinations

The interim examinations for the units of study are given in the language of instruction of the programme, unless otherwise specified in the programme-specific section.

Article 4.5 Registration and application for interim examinations

1. Students register through OSIRIS for a unit of study of the programme.
2. If students are registered for a unit of study, they are also registered for the first interim examination in the corresponding academic year, provided their registration for the degree programme is completed before the start of the semester. Students whose registration is not fully completed have to register themselves for both the unit of study as well as the first interim examination.

Article 4.6 Resit of interim examinations

1. For each interim examination, there is one opportunity to resit the interim examination within the same academic year.
2. An interim examination that has been successfully completed may be retaken once, exclusively within the same academic year. For degree programmes with an entry date on February 1, an interim examination that has been successfully completed may be retaken once within 12 months.
3. In derogation of the provision in paragraph 2 of this article, a paper (report, essay, assignment, portfolio) that receives a passing grade cannot be resubmitted unless otherwise indicated in the course manual.

4. If a student wants to participate in a resit of an interim examination, they have to register through OSIRIS.
5. Registering for a resit is possible until 11.59 p.m. on the day preceding a period of five working days prior to the date of the resit. This means there must always be at least five full working days between the registration deadline and the date of the resit. The day on which the resit takes place is never included in this period of five working days. After this date registration is no longer possible. The Examination Board, on behalf of the dean, may in special cases decide otherwise as long as this is logistically possible.
6. If a student resits an interim examination, in all cases the most recent grade will determine the final result. The previously recorded result is overwritten in Osiris.
7. The course manual contains provisions on retaking module examinations.
8. If a student does not pass the interim examination within one academic year the student must resit the entire unit of study a following academic year, unless the examiner decides otherwise.

Article 4.7 Determination of results

1. The final grade of a unit of study will be rounded to the nearest whole and half grade points, as follows: 1; 1.5; 2; 2.5; 3; 3.5; 4; 4.5; 5; 6; 6.5; 7; 7.5; 8; 8.5; 9; 9.5; 10 unless the grade is not expressed as a number, see 4.8.
2. Results of module examinations will be rounded to one decimal point (from 0.1 to 0.9). Results with '5' as second decimal will be rounded up (so .25 becomes .3 and .75 becomes .8).
3. As determined in paragraph 1, the results of a unit of study cannot be set at 5.5. For arithmetical scores between 5 and 6, a score lower than 5.50 will be rounded to 5 and a score equal to or higher than 5.50 will be rounded to 6. Results of module examinations can be expressed between a 5.0 and a 6.0.
4. If the result of a unit of study equals or is greater than 6.0 points, the interim examination is passed; If the result of the unit of study equals or is less than 5.0 points, the student has failed the unit of study.

Article 4.8 Alphanumeric results

Without prejudice to the provisions of article 4.7, the following alphanumeric results are established and registered in OSIRIS in the following cases:

1. 'AC' (accomplished**,** voldaan), if the student has met the requirements for completing the unit of study;
2. 'NA' (not accomplished, niet voldaan), if the student does not meet the requirements for completing the unit of study (for example: this is the case when a student has not participated in a compulsory educational activity);
3. 'EX' (exemption, vrijstelling), if the Examination Board has granted an exemption, with due consideration for the provisions in these regulations, for a unit of study of the degree programme;
4. 'SU' (sufficient, voldoende), if the student passed the unit of study;
5. 'INS' (insufficient, onvoldoende), if the student has failed the unit of study;
6. 'FR' (fraud, fraude): if the Examination Board has established that fraud was committed when the interim examination was administered and the Examination Board has declared the result of the interim examination in question invalid, with due consideration of the provisions of the Regulations on Fraud attached to these regulations as appendix 1;
7. 'EFR' – serious fraud ('ernstige fraude'), if the board of examiners has established that serious fraud was committed when the interim examination was administered and the board of examiners has declared the result of the interim examination in question invalid, with due consideration of the provisions of the Regulations on Fraud attached to these regulations.

Article 4.9 Publication of results

1. The examiner will determine the results of an interim examination and is ultimately responsible for the correct registration of results in OSIRIS.

2. In case of:
    a. an oral interim examination, the examiner will determine the result within five working days after the interim examination was administered.
    b. written or digital interim examinations, the grading period is no longer than fifteen working days after the day the interim examination was administered. This also applies to written and digital module examinations and to assignments/papers. If there are more than one hundred participants, a grading period of twenty working days applies to assignments/papers and interim examinations containing open questions.
3. By way of exception the Examination Board may - in consultation with the examiner- extend the period referred to in paragraph 2 or reduce this period. Students must be informed before the expiry of the deadline.
4. The grading period is mentioned on the interim examination form or the digital learning environment.
5. A minimum period of ten working days must be maintained between the date of the announcement of the result and the date of the resit, except for units of study in the fourth period with both the interim examination and the resit in the same period, where this minimum period is five working days, with the results of the first interim examination opportunity being published in OSIRIS no later than 4 p.m. on the sixth working day before the resit is administered.
6. In derogation of paragraph 5, for module examinations the period between the announcement of the result and the date of the resit may be shorter than ten working days.
7. When the results are published, the student will be informed about the right to inspect their marked work as referred to in article 4.10 and about the possibility of appealing at the Examinations Appeals Board.
8. In determining the result of the programme's final assignment, there will be a second assessment that is done independently of the first assessment that is done by the thesis supervisor. This means that no exchange of information takes place concerning the assessment between the two assessors before both have independently reached a conclusion regarding the assessment.
9. In the case of suspected fraud or plagiarism, the provisions contained in the Regulations on fraud during interim examinations and examinations must be followed (appendix 1).

Article 4.10 The right to inspect the interim examinations

1. Within a period of a maximum of twenty working days following the publication of the results of an interim examination, module examination or resit in all cases the student has the right to inspect the questions and the work marked, as well as receive an explanation of the formal assessment criteria.
2. If deemed necessary, the Examination Board can, after consultation with the examiner, extend or shorten the period of twenty working days as mentioned in paragraph 1 of this article.
3. The inspection of the first opportunity will take place under supervision of at least an examiner and/or another person with substantive knowledge regarding the course.
4. The examiner may decide that inspection will take place for all students at the same time, on a date and at a time and place set prior to the start of the unit of study.
5. Time, date and - preferably - place of the inspection will be announced at least five working days in advance.
6. If a student is unable to attend the inspection due to demonstrable circumstances beyond their control a separate inspection can be arranged upon his or her request, preferably within the period of time referred to in paragraph 1.
7. In all events, inspection will take place no later than five working days before the resit of the interim examination in question is administered.
8. The provision in paragraph 6 does not apply to units of study in the fourth period with both the interim examination and the resit in the same period. Inspection will take place no later than two working days before the resit of the interim examination in question is administered.

9. If there is an assessment method that cannot be inspected and reviewed in accordance with the procedure described in paragraph 1, the course manual will describe how it can be inspected in that instance.

Article 4.11 Validity term of interim examinations

1. The validity term of any interim examination that has been passed is indefinite, unless provided otherwise in the programme-specific part of these regulations, with due observance of the stipulations on this matter laid down in the Act.
2. In case of a restricted validity term, the Examination Board, in special circumstances and in individual cases, may extend the validity term. In the event a student has been granted financial support under the Profiling Fund, as referred to in the Act, because of an impairment or chronical illness, the Examination Board extends the period, at any time, at least by the number of months that the financial support has been granted by the Executive Board.
3. The student is notified, at least 16 weeks prior, of the expiry of the validity term applicable for an interim examination that was passed. This notification, by or on behalf of the dean, states that the relevant knowledge, understanding and/or skills are outdated and explains the reasons why.
4. The provisions in paragraph 1 of the present article do not apply to module examinations. The validity term of module examinations is always limited to the end of the relevant unit of study, unless stated otherwise in the course manual.

Article 4.12 Determination of final examination results

1. When students have completed all interim examinations successfully, the student automatically receives a notification that the procedure to apply for the master examination is ready. The student remains responsible for a timely application.
2. The Examination Board will determine the results of the examination as soon as the student has passed the interim examinations forming part of the units of study of the programme in question and has submitted proof thereof. An examination shall be dated on the date of the last successfully passed interim examination, as long as the master examination is requested within four weeks after the last interim examination at the latest. If four weeks or more have passed, the examination date will be the day of the month on which the Master examination was requested.
3. Prior to determining the results of the master examination, the Examination Board itself may conduct an inquiry into the student's knowledge with respect to one or more units of study or aspects of the degree programme. If this is the case, this will be elaborated upon in the programme-specific part of these regulations.

Paragraph 5 Study progress, student counseling and course advice

Article 5.1 Study progress and student counseling

1. The dean is responsible for the registration of the study results in such a way that every student can obtain an updated overview of the results registered in the system OSIRIS at that moment.
2. The dean is responsible for providing adequate student counseling.

Paragraph 6 Teaching evaluation

Article 6.1 Teaching evaluation

With due observance of the quality assurance system of the university, as laid down in the Handbook Quality Assurance System Degree Programmes Radboud University (Handboek Kwaliteitszorg Onderwijs Radboud Universiteit), the dean sees to it that the units of study taught in the programmes will be systematically evaluated.

Paragraph 7 Miscellaneous stipulations

Article 7.1 Code of conduct

The university has instituted a Code of conduct for students and one for employees, that they are expected to follow.

Article 7.2 Scientific integrity

Regarding research and education within the faculty, regulations about scientific integrity are in place as elaborated by the Universities of the Netherlands (UN).

Part 3 Programme Specific Regulations

Paragraph 8 Admission to the programme and units of study

Article 8.1 Registration and admission requirements

1. The annual programme entry date is September 1. The specialisation *Gezondheidszorgpsychologie* additionally has an entry date February 1.
2. The Master's programme has three Specialisations:
    - Work, Organisation and Health (WOH)
    - Behaviour Change (BC)
    - Gezondheidszorgpsychologie(GZP)
3. Admission to both Specialisations *Work, Organisation and Health* as well as the Specialisation *Behaviour Change* is granted to:

    Anyone who obtained a bachelor's or master's degree in Psychology (BSc or MSc) obtained from a Dutch university, and has conducted at least one empirical research project with substantial quantitative data and statistical analysis, resulting in an individually written report in APA style,

    or possesses a bachelor's or master's degree in Psychology from a foreign research university, including the following exam components: Statistics and Data Analysis (at least 15 ECTS), Methods of Psychological Research (at least 20 ECTS), Social Psychology and Work/Organisational/Occupational Psychology (at least 30 ECTS), and has conducted at least one empirical research project with substantial quantitative data and statistical analysis, resulting in an individually written report in APA style
4. Admission to the Specialisation Gezondheidszorgpsychologie is granted to anyone who has successfully passed the Bachelor's or Master's examination Psychology or the Bachelor's examination Medical Sciences with a Specialisation in Mental Health Care at a Dutch or Flemish university and meets the admission requirements as described in 8.4.

    Minimum study credits already obtained in the following relevant fields (part of the Admission Requirements for LOGO):

    a. 2 EC: Conversational skills, observation, and reporting;
    b. 4 EC: Psychological treatment of Psychotherapy;
    c. 6 EC Psychodiagnostics of Neuropsychological diagnostics;
    d. 6 EC Psychopathology (including Neuropsychology).

    At the time of the application, a maximum of 4 EC from the 18 EC mentioned above may still be missing.
5. Also admissible to the programme is anyone who, in the opinion of the admissions committee, has demonstrated sufficient suitability for participation in the degree programme.

Article 8.2 Entry requirements

Contrary to the provisions in the general section of these regulations, participation in the education and interim examinations of the education modules listed below is not possible until the following admission requirements have been met:

1. For the Specialisation *Work, Organisation and Health* – (WOH), 24 EC of the compulsory course-specific portion must have been passed before the graduation project can be started. The compulsory course-specific education of the Specialisation WOH comprises:

a. the course Introduction to WOH part A & B (PSMWOH10A & PSMWOH10B);

b. two in-depth courses; Personnel Psychology (PSMWOH11) and Organisational Development (PSMWOH13) and

c. two practical courses; Human Resource Management & Development (PSMWOH14) and Work, Sport and Health Consultancy (PSMWOH15)

2. For the Specialisation Behaviour Change (BC):

a. In order to successfully complete DRIVE II (PSMBC13), DRIVE I (PSMBC12) must be passed.

b. Psychology of Behaviour Change (PSMBC10), DRIVE I (PSMBC12) and II (PSMBC13), and Models of Behaviour Change (PSMBC15) must be successfully completed before beginning a graduation project.

3. For the Specialisation Gezondheidszorgpsychologie (GZP), the course-specific part (total 30 EC) must have been completed before the internship can be started.

Article 8.3 Language requirements

1. To be admissible to the specialisations Behaviour Change and Work, Organisation and Health, a prospective student should be sufficiently proficient in English, to be proven by one of the following examinations:
   a. a bachelor diploma from a Dutch research university;
   b. a bachelor diploma from a country with English as a first language (see the Registration Regulations for a specification of countries);
   c. TOEFL iBT: ≥ 90 & subscores ≥ 22;
   d. IELTS Academic: ≥ 6,5 overall. Subscores ≥ 6,0, writing subscore ≥ 6,5;
   e. Cambridge C1 Advanced: Overall minimum score 176, minimum component score 169, minimum writing component score: 176;
   f. C2 Proficiency: Overall minimum score 180, minimum component score 169, minimum writing component score: 176
   g. Pearson PTE Academic: ≥ 67 overall & subscores ≥ 61
   h. LanguageCert Academic: ≥ 75 overall, subscores: listening, reading ≥ 65; writing ≥ 70; speaking ≥ 75

2. To be eligible for the Master's specialization in Health Psychology, an applicant must have sufficient proficiency in the Dutch language, as evidenced by: https://www.ru.nl/en/education/application-and-admission/language-requirements/dutch-language-requirements

Article 8.4 Selection requirements

In addition to the admission requirements described above, the following qualitative criteria apply for the selection to the specialization in Health Psychology:

- Suitability for the program and the professional field. The maximum number of admissions is also based on the expected number of available internship positions and regional GZP (Health Psychology) training placements. If the number of candidates exceeds the expected number of available internships, the following qualitative admission criteria will determine the ranking for admission:
- The average grade of the Bachelor's degree (earned up to the time of submission);
- Motivation for the program;
- Ambition for a career as a psychologist in healthcare;
- Strong communication skills and the ability to reflect on personal and professional development as a psychologist in healthcare (in training).

Paragraph 9 Structure and design

Article 9.1 Programme-specific learning outcomes

1. For the Master's degree programme in Psychology the following learning outcomes have been established.
    a. *Acquiring knowledge and understanding*

The graduate has both essential and up-to-date knowledge and advanced understanding in the field of the psychology in the chosen Master's Specialisation (as described in Article 9.4) and is capable of carrying out scientific research in this area, independently and with others. To this end, the graduate has a thorough knowledge of and insight into:

- the relevant scientific literature and their prevailing, “evidence-based” practical applications;
- the relevant general and specialist (research) methods;
- the organisation of the fields of psychology linked to the Specialisation;
- current issues within the field.

b. Application of knowledge and understanding

The graduate is able to carry out scientific research in the area of the chosen Master's Specialisation, independently and with others, and is able to integrate and apply knowledge in new situations. Knowledge and understanding and their application are connected through the scientist-practitioner model. This implies that the graduate:

- is capable of basing their own professional actions on current, scientific knowledge;
- is able to frame and analyse complex problems and to use or, if possible, develop and implement relevant, “evidence-based” interventions;
- possesses the psychological professional skills necessary for the specific work field.

c. Forming an opinion

The graduate, on the basis of professional and scientific knowledge, is capable of forming balanced judgements, taking into account the social and ethical responsibilities connected to the application of their own knowledge and judgements. To this end, the graduate possesses:

- a critical scientific attitude;
- the ability to observe and evaluate the consequences of his/her own actions;
- the ability to understand shortcomings in their own actions and to remain open to feedback about these actions;
- insight into the value and relativity of the results of scientific research and interventions.

d. Communication

The Master’s graduate has good communication skills. The graduate has, in particular:

- conversational and communication skills relevant to the work field;
- the skill to communicate professionally with both peers in their field and non-peers;
- skill in carefully crafting reports.

e. Learning skills

The Master’s graduate is able to continually learn new professional knowledge and skills.

2. A further elaboration of clause 1 for each Master’s Specialisation is found in Appendix 3 of these regulations.

Article 9.2 Language of the programme

1. The Specialisation Gezondheidszorgpsychologie is taught in Dutch. The Specialisations Work, Organisation and Health and Behaviour Change are taught in English.
2. Dutch students in the English-language Specialisations are given the opportunity to take certain exams in Dutch, only where possible and where it concerns written individual exams.
3. Contrary to the provisions in clause 1 and 2, the units of study may partially or fully be taught in English and interim examinations may be administered in English.

Article 9.3 Structure of the programme

The programme is only offered full time. The programme's form is determined by the Executive Board, in a separate decision.

Article 9.4 Study load of the programme

The degree programme has a study load of 60 EC. The programme's study load is determined by the Executive Board, in a separate decision.

Article 9.5 Composition of the Programme

1. The Master's Specialisation *Work, Organisation and Health* includes the following units of study (with the relevant semester stated) and the study load in EC, which can be started on 1 September:

Cursuscode	Cursustitel	EC	Semester
PSMWOH10A/ PSMWOH10B	Introduction to Work, Organisation and Health (part A, 4 EC and part B, 2 EC)	6	1
PSMWOH11/ PSMWOH13	Two specialisation courses (each 6 EC) - Personnel Psychology - Organisational Development	12	1
PSMWOH14/PSMWOH15	Two application courses (each 6 EC) -Human Resource Management & Development - Work, Sport and Health Consultancy	12	1
PSMWOH70	Master's Project/ Integrated Internship and Master's Thesis	30	2

2. The Master's Specialisation *Behaviour Change* includes the following units of study, which can be started on 1 September:

Course code	Course title	EC	Semester
PSMBC10	Psychology of Behaviour Change: Theories and Interventions	8	1
PSMBC12	DRIVE I	6	1
PSMBC13	DRIVE II	6	1
PSMBC15	Models of Behaviour Change	3	1
PSMBC16	Approaching Behaviour Change	3	1

PSMBC14	Being a Behaviour Change Professional	4	1 + 2
PSMBC75	Master's Project / Integrated Internship and Master's Thesis	30	2

3. The Master's Specialisation *Gezondheidszorgpsychologie* includes the following units of study, which can be started on 1 September and 1 February:

Cursuscode	**Cursustitel**	**EC**	**Semester**
MPSGP14A	Psychodiagnostiek	8	1
MPSGP12	Psychopathologie	7	1
MPSGP12b	Mentor groep	1	1
MPSGP11	Psychologische interventies	8	1
	Twee van de vaardigheidstrainingen (keuze uit 5):	6	
MPSGP13A	Interpersoonlijke interventies		
MPSGP13B	Interventies bij kinderen		
MPSGP13C	Klachtgerichte interventies		
MPSGP13D	Neuropsychologische revalidatie		
MPSGP13F	Interventies bij oudere volwassenen		
MPSGP80	Klinische stage	20	2
MPSGP90	Masterthese	10	2

4. A description of the units of study listed in clauses 1, 2, and 3 including teaching methods, examination methods, a (summary of) the learning objectives, and contact hours is included in the degree programme study guide.
5. The final project as described in Article 3.4.3 consists of both the Master's thesis (MPSGP90) and the clinical internship (MPSGP80).

Article 9.6 Programme Specific fill-ins of the General Part

Section 1 Double Master's Programme

- The Master's program in Psychology offers students who follow the specialization in Health Care Psychology the opportunity to simultaneously follow the research Master's program in Behavioural Science or Cognitive Neuroscience at the Faculty of Social Sciences, thereby obtaining two separate degrees. This option will be referred to as the "double master's programme" hereafter.
- To be eligible for this Dual Master's program, the student must be continuously enrolled in at least one of the Master's programs.
- Additionally, to qualify for this double master's programme, the student must:

a. Be admitted to both Master's programs according to the respective admission and selection requirements;

b. Submit a proposal to the examination committees of both programs for a joint program at the start of the academic year.

- Permission for this double master’s programme will be granted if the examination committees of both relevant Master's programs approve the proposal mentioned in section 3. The proposal must meet the following criteria:

  a. It meets the full requirements of both Master's programs (to be assessed by the respective examination committees);

  b. It includes a Master's thesis that complies with the regulations and final qualifications of the Master's program in Behavioural Science or Cognitive Neuroscience (including relevant topic and scope), as well as the regulations and final qualifications for the Master's thesis within the Master's program in Psychology (human, empirical research on a topic relevant to Health Psychology). If both examination committees agree, the Master's thesis in Psychology will be registered as an exemption.

- Students who combine the Master's program in Psychology with the research Master's program in Behavioural Science or Cognitive Neuroscience may fill the elective space in the research Master's program with mandatory courses from the Master's program in Psychology.
- The Examination Committee of one or both Master's programs may decide differently from the criteria mentioned in sections 3 and 4 based on case-specific reasoning.

Part 4 Transitional and final provisions

Paragraph 10 Transitional regulations

Article 10.1 Transitional regulations

Not applicable for 2026-2027.

Paragraph 11 Final provisions

Article 11.1 Safety net scheme and hardship clause

1. The dean will make decisions in individual cases not covered or insufficiently covered by these regulations.
2. In individual cases of extreme unfairness, the Examination Board or the dean is authorised to make an exception to the provisions of these regulations in favour of a student.

Article 11.2 Adoption, co-participation and amendments

1. Notwithstanding the provisions in article 7 of the Structure Regulations of Radboud University, these regulations are drawn up or amended by the dean after receiving advice from the programme committee and after having obtained the approval of the faculties' general assembly (Facultaire Gezamenlijke Vergadering, FGV).
2. In special cases, an amendment made to these regulations can take effect in the present academic year, only if this does not disproportionally compromise the interests of the students.

Article 11.3 Publication

1. The dean will be responsible for suitable publication of these regulations and of possible amendments to these.
2. Any interested party may consult the EER on the faculty's website.

Article 11.4 Coming into effect

These regulations will come into effect on **01-09-2026**.

Any Education and Examination Regulations laid down previously for the degree programme will cease to apply from that date onwards.

As established by the dean on **11-06-2026** .

Appendix 1

Regulations on Fraud Radboud University

Paragraph 1 Introductory provisions

Article 1 Purpose and scope of these regulations

To prevent fraud during interim examinations and bachelor/master examinations as referred to in article 7.12b WHW, relating to the education and examination in the degree programme mentioned in article 1.1 of this EER, the dean of the faculty of Social Sciences of Radboud University (hereinafter: RU), adopts the following regulations.

Article 2 Definitions

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: WHW) - have the same meaning that is given to these terms in the WHW or the EER.

Paragraph 2 Definition fraud, procedure and sanctions

Article 3 Definition of fraud

1. At RU, fraud is understood to mean any act or omission by a student which, in its nature, is intended to have as an effect that proper assessment of the knowledge, understanding and skills of that student or another student, is made fully or partially impossible.
2. Fraud is in any case understood to mean:
    a. fraud when taking written interim examinations, including
        - having materials available which are not permitted under the House Rules Examinations Rooms RU Regulations (Regeling Huisregels Tentamenruimten RU);
        - copying or exchanging information;
        - passing oneself off as someone else, or being represented by someone else during interim examinations;
    b. fraud when producing theses and other papers, including
        - plagiarism in the sense of using or copying someone else' s texts, data or ideas without complete and correct source references, plagiarism in the sense of copying the work of another student and presenting this as one' s own work and other specifically academic forms of plagiarism; insofar as it leads to the description in paragraph 1.
        - fabricating (making up) and/or falsifying (distorting) research data;
        - submitting a thesis or another paper that was written by someone else.
    c. other fraud in the context of interim examinations or examinations, including
        - taking possession of assignments, answer keys and the like, prior to the time the interim examination or examination is to take place;

- changing answers to assignments in an interim examination or examination after it has been handed in for assessment;
- providing incorrect information when applying for an exemption, extension of validity period, and the like, of an interim examination or an examination.

3. An attempt to commit fraud will also be seen as fraud for the purpose of these regulations.

Article 4 Procedure for establishing fraud

1. When fraud is suspected, the examination board or the examiner immediately informs the student of this suspicion. If the suspicion of fraud is established when the interim examination or the examination is administered, the examination board or the examiner will allow the student to complete the interim examination or the examination.
2. The examination board or the examiner may order the student to make any material related to the suspicion of fraud available to them.
3. For the purposes of the provisions in paragraphs 1 and 2 of the present article, examiner is also understood to mean the invigilator or any other RU member of staff.
4. The examination board or the examiner drafts a report of the suspicion of fraud. lf the examiner drafts the report, he will send this report to the examination board without delay.
5. The examination board makes the report referred to in article 5 available to the student without delay and then starts an investigation into the matter. The examination board of provides the student with the opportunity to respond to the report in writing. The examination board of hears both the examiner and the student.
6. Within four weeks following the date the report was made available to the student, the board of examiners decides whether fraud was actually committed. The examination board informs both the student and the examiner of their decision in writing. The four-week period may be extended by two weeks.

Article 5 Remedial action

If the examination board has established fraud:

a. the examination board declares the relevant interim examination or examination invalid, and
b. the examination board includes a statement in the student's student file that it has established fraud and, if applicable, which sanctions have been imposed.

Article 6 Sanctions

1. If the examination board has established fraud has been committed, the board may:
    a. determine that the student may not sit one or more interim examinations or examinations during a period to be set by the examination board, which period will be a maximum of one year;
    b. determine that no distinction will be awarded on the degree certificate;
    c. make a recommendation to the Dean of the Honours Academy that the student should not be admitted to the honours programme of the university or the faculty or recommend that the student's participation in the honours programme of the university or the faculty should be ended.

2. If the examination board has established that serious fraud has been committed, the board may also
    a. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.
3. After the examination board has established that serious fraud has been committed, the executive board - upon examination boards' recommendation - may terminate the student's registration for a programme with definitive effect.
4. The sanctions as referred to in this article are imposed as from the day following the date the student is notified of the decision that sanctions are imposed.

Paragraph 3 Transitional provisions

Does not apply.

Paragraph 4 Final provisions

Article 7 Decisions and legal protection

1. Decisions pursuant to these regulations may be sent to the student digitally and/or by email.
2. The student can appeal against any decision made under these regulations, within six weeks following the date on the relevant decision, by lodging a notice of appeal at the Examinations Appeals Board (College voor Beroep van de Examens [CBE]).

Article 8 Adoption, medezeggenschap and amendment

1. These regulations are adopted by dean.
2. In so far as the content of these regulations relates to the duties and powers of the degree programme' s examination board, the content must also be confirmed by that examination board.

Article 9 Effect

These regulations take effect on 1 September 2019. These regulations will then replace any previous regulations.

Article 10 Publication

1. The dean ensures the appropriate publication and possible amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospect students, the dean includes these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling, OER) and as an appendix to the Rules and Guidelines (Regels en Richtlijnen, RR) of the programme.

Appendix 2

Regulations on Examination Rooms Radboud University

Paragraph 1 Introductory provisions

Article 1 Purpose and scope of the regulations

For the proper course of events during interim examinations and bachelor/master examinations relating to the education and examination of the degree programme mentioned in article 1.1 of this EER that are administered in examination rooms at the Radboud University (hereinafter: RU), the dean of the faculty of Social Sciences of the RU adopts the following regulations.

Article 2 Definitions

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: the Act) or the Education and Examination Regulations of the degree programme (hereinafter: the EER) - have the same meaning that is given to these terms in the Act and the EER.

Article 3 Examiners and invigilators

For the administration of examinations, the examination board of the degree programme as mentioned in article 1 (above) has appointed one or more examiners.

The examiners appointed as referred to in paragraph 1 are responsible for the supervision and execution of the provisions in these regulations. On behalf of the examiner(s) appointed, one or more invigilators may be present in the examination rooms, assigned by or on behalf of the executive board. When invigilators have been assigned, at least one appointed examiner is also present in the examination room or, as appropriate, available on call.

Article 4 Instructions by the executive board

1. These regulations include instructions in the sense of article 7.57h of the Act. In view of the executive board's mandating decision dated 15 May 2019, the dean is authorised to adopt these instructions on behalf of the executive board. The student is obliged to comply with the instructions laid down in these regulations.
2. A student who fails to comply with any instructions under these regulations may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (*Regeling Fraude*).

Article 5 Guidelines for examiners

These regulations include instructions in the sense of Article 7.12b of the Act. The examiner is obliged to comply with the instructions laid down in these regulations.

Article 6 Instructions by examiners for students

1. The examiner may give instructions, in the context of the instructions described in these regulations, to a student in the RU examination room if a concrete situation should be cause for this. The student is obliged to comply with these instructions.
2. The student who fails to comply with the instructions referred to in paragraph 1 may be denied access to the examination room by or on behalf of the examiner. Non-compliance with the instructions may also lead to a suspicion of fraud in the sense of the Regulations on Fraud (*Regeling Fraude*).

Paragraph 2 House Rules

Article 7 Admission to the examination room and leaving it

1. With respect to entering and leaving the examination rooms, the following applies:
    a. the examination room is accessible for the student at least 15 minutes before the examination starts;
    b. except in the circumstances described in paragraphs c and d of the present article, the student is no longer admitted into the examination room after the examination has started;
    c. the student who arrives too late at the examination room is given the opportunity, 15 minutes following the start of the examination, to be as yet admitted into the examination room;
    d. the student is permitted to use the toilet during the examination;
    e. the student is not allowed to leave the examination room within the first 30 minutes following the start of the examination.
2. In special circumstances the examiner may act contrary to the provisions in paragraph 1. If the provisions in paragraph 1 are departed from, the student will be informed of this in due time.

Article 8 Student ID

1. In the examination room the student must be able to furnish proof of identity, at any time, by producing a valid identity document.
2. The student who cannot furnish proof of identity as laid down in the first paragraph of the present article will not be admitted into the examination room or can as yet be denied access to that room.

Article 9 Start and duration of the examination

The examiner starts the examination at the time scheduled. If the examination starts at a later moment in time because of relevant circumstances, the examiner ensures that de scheduled duration of the examination can be fully used by the student.

Article 10 Materials permitted in examinations

1. When taking the interim examination, the student is not allowed to have materials available that serve or could serve as auxiliary materials for the examination paper, unless the use of that material has been explicitly permitted by the examiner before the start of the examination.

2. Materials for the purpose of these regulations include, amongst other things: textbooks and dictionaries, notes and lecture notes, and watches, laptops, tablets, telephones and other smart device's and/or wearables.

Article 11 Handing in examination papers

1. When the examination ends, the student is obliged to hand in the examination paper.
2. The student may also be required to hand in other examination materials, such as examination question papers and/or note paper used during the examination.

Article 12 Peace and order, furniture and fixtures in the examination room

1. Coats, satchels, bags, etc. must be put away in compliance with the examiner's instructions.
2. In order to prevent interference with the WIFI signal, any devices that are present in the examination room, such as watches, laptops, tablets, telephones, and any other devices or smart devices and/or wearables, must be switched off in compliance with the examiner's instructions.
3. Without prejudice to the provisions in the previous paragraphs, the examiner ensures, both during and after completion of the examination, that any measures are taken as required for adequate surveillance and for maintaining the necessary peace and order in the examination room.
4. Whenever an examination is administered, the examination room has at least one clock which is clearly visible for each student.
5. Eating and drinking is allowed during the examination, unless this should prevent appropriate surveillance and/or maintaining the necessary peace and order.

Paragraph 3 Transitional provisions

Does not apply.

Paragraph 4 Final provisions

Article 13 Departure from rules and house rules

In special circumstances the examiner may depart from the provisions in these regulations.

Article 14 Adoption and amendment

1. These regulations are adopted and amended by the dean.
2. In so far as the content of these regulations relates to the duties and powers of the programme's examination board, the content must also be confirmed by that examination board.

Article 15 Effect

These regulations take effect on 1 September 2019. These regulations then replace any previous regulations.

Article 16 Publication

1. The dean ensures the appropriate publication and any amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospective students, the dean includes these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling (OER). The examination board includes these regulations accordingly as an appendix to the Rules and Guidelines (Regels en Richtlijnen (RR)) of the programme that are laid down by that board.

Thus, adopted by the dean on June 26, 2019 and ratified by the examination board.

APPENDIX LEARNING OUTCOMES FOR EACH MASTER'S SPECIALISATION

Specialisation Gezondheidszorgpsychologie

The aim of this Master's Specialisation is to train psychologists who are broadly employable in mental and somatic healthcare and who possesses knowledge of the phenomenology of disorders in behaviour and experience, and an understanding of the behavioural and cognitive-neuroscientific background of these disorders in children, young people and (older) adults. The following are the learning outcomes of this Master's Specialisation:

1. Acquiring knowledge and understanding

The Master's graduate possesses essential knowledge of and insight into the professional field of the psychologist working in health care. To this end, the graduate possesses:

1.1 sufficient knowledge of the phenomenology of disorders in behaviour and experience, and of cognitive neuroscience and behavioural science with regard to the origin, persistence and impact of these disorders;

1.2 good insight into the life cycle perspective: knowledge and insight into the development and aging of the individual and of the individual in social contexts; knowledge and insight into the development and aging of the brain;

1.3 good understanding of the principles that serve as the foundation for change as a result of intervention methods. Understanding of social (family, social class, ethnic group) and psychological sustaining factors; how to influence pathological behaviour and contribute to this through training, insight and therapeutic contact;

1.4 good understanding of intervention-effect research, an overview of research findings and an overview of evidence-based psychological treatments;

1.5 thorough knowledge of diagnostic tools for cognitive diagnostics, personality diagnostics, and diagnosis of mental symptoms and syndromes; the ability to select, reduce, and interpret these. Knowledge of the usage conditions of these types of diagnostic tests for different client groups;

1.6 thorough knowledge of the organisation of (mental) healthcare and knowledge of common legal and ethical questions that arise in healthcare;

1.7 thorough knowledge of research methods specific to client-bound research.

2. Application of knowledge and understanding

The Master's graduate is able to integrate and apply the different knowledge components in new situations. To this end, the Master's graduate has the following skills:

2.1 the ability to stay up to date on current research developments in the field of healthcare psychology, and the skill to carry out and report on independent research in this area;

2.2 the skill to carry out anamnestic interviews with clients/patients in a professional manner, to select and apply the correct diagnostic tools and to interpret and report on the data from anamnestic and diagnostic tools.

2.3 basic skill in applying the widely used "evidence-based" psychological interventions in perception and behavioural disorders.

3. Forming judgements

With respect to diagnosis, advice and treatment, The Master's graduate is able to form balanced judgements on the problems of clients, in accordance with professional and scientific expertise and with social and ethical values. This means that the Master's graduate:

3.1 has the ability to predict the consequences of his/her own clinical actions and to weigh these consequences in accordance with the standards and values in Dutch society;

3.2 is able to assume responsibility for his/her own clinical actions, while also being aware of the limits of diagnostic and treatment options;

3.3 possesses insight into shortcomings in his/her own actions and openness to feedback during peer reviews and supervision;
3.4 possesses insight into the value and relativity of the results of scientific research.

4. Communication
The Master's graduate has good social communication skills, namely:
4.1 skill in therapeutic conversation, consultation, professional consultation with client stakeholders and with colleagues and other care providers;
4.2 skill in writing reports;
4.3 ability to justify one's own clinical actions and professionally communicate with various individuals, groups and media.

5. Learning skills
The Master's graduate is willing and able to continually learn new professional knowledge and skills and is open to training, retraining and self-study. The Master's graduate is aware of the importance of science-based knowledge and "evidence-based" work.

Specialisation Work, Organisation and Health

The purpose of the Master's Specialisation is to train psychologists who possess academic knowledge and insight in the field of work and health psychology, staff psychology, and organisational psychology and who possess the research and professional skills necessary for the (research) practice of work, organisation, and health (WOH). The following are the learning outcomes of this Master's Specialisation:

1. Acquiring knowledge and understanding
The WOH Master's graduate possesses relevant and up-to-date knowledge and advanced understanding of the psychology of work, organisation, and health. This refers to knowledge and insight regarding:
1.1. the three sub-domains of work and health psychology, personnel psychology, and organisational psychology as well as the relationships between these sub-domains;
1.2. social and current developments in the field of WOH;
1.3. the mutual relationships between work (behaviour), organisation, health, performance and physical activity, and the psychosocial processes that play a role in these;
1.4. personnel psychology, in particular the themes of recruitment, selection, personnel development, and strategic issues within Human Resource Management;
1.5. organisational development and behavioural change in the context of work and organisations;
1.6. work and person-specific interventions to prevent certain situations, such as psychosocial overload, and to encourage recovery, physical activity, health, motivation, and performance;
1.7. research and intervention methods that are relevant for the three areas of WOH psychology;
1.8. "evidence-based" applications of WOH knowledge in the practical field of WOH.

2. Application of knowledge and understanding
The WOH Master's graduate is capable of integrating different knowledge components, as mentioned under 1, and apply them in new, complex practical situations. Knowledge and understanding how to apply this knowledge are connected through the scientist-practitioner model. The Master's graduate is able to:
2.1. apply WOH knowledge and professional skills in a scientifically sound and effective way to issues/problems from the practical field of WOH;
2.2. set up and conduct scientifically sound research in the field of WOH;
2.3. design effective evidence-based interventions for questions from the field of WOH practice, taking into account the crucial process factors;
2.4. base their own professional actions on current scientific knowledge and test this against criteria

for effectiveness, efficiency, and ethics;
2.5. build and maintain effective relationships with stakeholders in research and practice.

3. Forming judgements

The WOH Master's graduate is able to, on the basis of professional and scientific knowledge, form balanced judgements on WOH issues, taking into account the social and ethical considerations and responsibilities. The Master's graduate is able to:
3.1. see the consequences of their own professional actions from the perspective of the standards and values in Dutch and international society as well as the standards that apply within the WOH professional domain, including professional/trade associations.
3.2. see the effectiveness of their own professional actions from the perspective of scientific quality and interests as well as practical constraints;
3.3. critically reflect upon the quality of scientific research, research results, and interventions, while also assessing and considering the value, boundaries, and possibilities in complex practical situations.

4. Communication

The WOH Master's graduate has good social communication skills, namely:
4.1. the social and communication skills necessary to act professionally and effectively in relation to employers, clients and colleagues;
4.2. the skill to submit carefully crafted, written and oral reports;
4.3. the ability to justify his/her own professional actions and professionally communicate this.

5. Learning skills

The WOH Master's graduate is able to continually learn new professional knowledge and skills. The Master's graduate possesses:
5.1. the skill to continually update their knowledge in the field of WOH and to independently acquire new knowledge in this domain;
5.2. the ability to critically reflect on their own professional actions and on the consequences of these in order to make informed choices for their own professional development;
5.3. an understanding of the need to remain abreast of recent developments in WOH research.

Specialisation Behaviour Change

The Master's Specialisation Behaviour Change (BC) aims to train students to become practice oriented behavioural researchers focussed on changing behaviour. To achieve this goal, students acquire knowledge, skills and attitudes needed to carry out research and to implement interventions as a starting professional. The following are the learning outcomes of this Master's Specialisation:

1. Acquiring knowledge and understanding

The Master's graduate in BC possesses essential, up-to-date and advanced knowledge and understanding of the psychology of behavioural change. To this end, the graduate possesses:
1.1 fundamental scientific knowledge about regulating and influencing behaviour as well as an understanding of which psychological processes can and cannot be influenced;
1.2 insight into the possible translation of scientific research into practical interventions and their limitations;
1.3 knowledge of existing and commonly used interventions in the field of behavioural change;
1.4 a thorough knowledge of research methods that are applicable in practice in regard to psychological effect research.

2. Application of knowledge and understanding

The BC Master's graduate is able to apply their knowledge in new situations or cases

Knowledge, insight, and the application of these are connected through the scientist-practitioner model.
The Master's graduate is capable of:
2.1 translating scientific knowledge and findings for use in practical situations and specific new casesor themes; addressing systematic and independent issues regarding behaviour. That means putting the situation into perspective, describing the scientific context, developing interventions, testing, and clearly reporting the relevant conclusions and primary matters;
2.2 planning a research cycle regarding a specific case in a project-based manner and directing it effectively and efficiently in practice.

3. Forming judgements
The Master's graduate BC is able to, on the basis of professional and scientific knowledge, form balanced judgements on issues concerning behaviour and how to influence this behaviour. This implies that the Master's graduate:
3.1 can weigh and assess the balance between scientific quality and interests as well as practical constraints;
3.2 can predict the consequences of his/her own professional actions and can assess these in the light of their social and ethical responsibilities;
3.3 possesses insight into the value and relativity of the results of scientific research.

4. Communication
The BC Master's graduate possesses good social and communication skills, namely:
4.1 the skill to communicate professionally with both peers and clients;
4.2 the skill to prepare written and oral reports;
4.3 the ability to justify his/her own professional actions.

5. Learning skills
The Master's graduate BC is able to continually learn new professional knowledge and skills. The Master's graduate:
5.1 understands the importance of scientific knowledge and "evidence-based" working in professional practice;
5.2 has the ability to critically reflect on his/her own actions and can thus make informed choices regarding his/her professional development.
5.3 has the ability to stay informed of the latest knowledge in BC and to acquire new knowledge in this field.