

Faculty of Social Sciences
Master's programme in Psychology

Education and Examination Regulations **2019-2020**

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PART 1 GENERAL PROVISIONS

Section 1 General provisions

Article 1.1 Applicability

1. These Education and Examination Regulations (EER) (hereinafter, regulations) apply to the Master's degree programme in Psychology (hereinafter, the programme), that is offered by the Faculty of Social Sciences (hereinafter, the faculty). Part 2 of these regulations lists the provisions applicable to all Master's degree programmes. Part 3 specifies the additional provisions applicable to this particular programme.
2. The present regulations apply to all students enrolled in the programme in 2019-2020.
3. In order to prevent disadvantages to students as a result of regulatory alterations regarding the EER that was in place at the start of the programme, suitable arrangements are made. If no arrangements have been made, students can apply for consideration of the hardship clause (article 11.1).

Article 1.2 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, is understood by:
 - Contact hour: a tuition period during which the lecturer is physically present, then either face to face interaction is possible.
 - EC (European Credit): the course load entity in accordance with the European Credit Transfer System, in which 1 EC is equivalent to 28 hours of study.
 - Examination programme: the entirety of units of study, resulting in a Master's degree certificate.
 - Examiner: a person appointed by the Examination Board to administer examinations and determine the results;
 - Interim examination: umbrella term for all common assessment methods, as referred to in article 7.10 paragraph 1 of the Act and as described in article 4.1.1.
 - Module test: an examination with respect to the knowledge, understanding and the skills of the examinee, 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 include module tests, unless stipulated otherwise.
 - Resit: the re-examination of an examination as referred to in in article 7.10 paragraph 1 of the Act. Where these regulations refer to interim examination, this term also include resits, unless stipulated otherwise.
 - Unit of study: part of the degree programme (component) as referred to in article 7.3 of the Act.
 - 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.

- Extracurricular elective unit of study: component to be determined by the student, which is not part of regular curriculum.
- Fraud: any act or omission by a student that makes forming an accurate opinion of his or her knowledge, understanding and skills partially or entirely impossible. A detailed explanation of this is outlined in Appendix 2.
- Final paper: final paper for the programme, also known as dissertation or thesis.

PART 2 GENERAL PART

Section 2 Admission to the programme and education

Article 2.1 Admission and admission requirements

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

Article 2.2 Entry requirements

1. Students who are registered for the programme may attend all units of study in that programme and may sit the relevant interim examinations.
2. In derogation of the provision in paragraph 1 specific admission requirements may be requested for a unit of study. These are laid down in article 8.3 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. Admission to tuition and interim examinations is not made dependent on other financial contributions than tuition fees, unless costs should be involved that are connected with the unit of study involved. If any costs referred to in this paragraph should be involved, these costs are listed in the prospectus.

Section 3 Structure of the programme

Article 3.1 Master's final examination, degree and distinction

1. The programme will be concluded by the Master's final examination.
2. The student who has passed the final 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's final examination. The rules for awarding a distinction have been laid down in the university's Guideline for Distinctions 2015. In order to provide the student with proper and clear information this guideline is attached to these regulations as Appendix 1.

Article 3.2 General learning outcomes

1. The degree programme has the intention that students:
 - a. acquire knowledge, understanding and skills in the relevant area;
 - b. become qualified to an academic level; and
 - c. are prepared for an advanced study career or future (study) career.
2. In addition to the general exit qualifications as described in paragraph 1 of the present article the programme also intends to realize the programme-specific learning outcomes as laid down in article 9.1 of the programme-specific part of these regulations.

Article 3.3 Curriculum

1. The programme comprises the total units of study as described in 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. In the context of the programme the student is required to write a final paper as an individual proof of competence. The Examination Board may decide this requirement is to be replaced by participation in a research project or by an internship which is subject to an individual report in accordance with applicable academic standards.

Article 3.4 Adding units of study (extra-curricular)

1. Adding elective units of study obtained outside the programme is permitted.
2. In the event that workload and study results of the units of study to be added differ from those provided for in these regulations, conversion will take place. The Examination Board will decide on the conversion, with due observance of the Radboud University memo 'Conversion of workload and study results' (Conversie van studiebelasting en studieresultaten).
3. Added units of study will be listed on the diploma.

Article 3.5 Replacing units of study

1. In special cases a student may, with the permission of the Examination Board, replace an obligatory unit of study of the programme by a unit of study of another programme.
2. The replacing of units of study as meant in paragraph 1 is only allowed if the examination board has given permission before the start of the unit of study.
3. The final paper cannot be replaced, other than stipulated in article 3.3, paragraph 2.

Article 3.6 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 and having heard the examiner involved, the Examination Board may exempt the student either partially or fully from sitting an interim examination, 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 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. Exemptions must be granted before the start of the unit of study.
4. The provisions in paragraph 3 of this article do not apply to units of study in the first period of the first year.
5. The percentage of exemptions will never be more than 50 percent of the programme's credits.
6. No exemption as referred to in paragraph 1 will be granted for the final paper. 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.

7. In so far as the programme has general exemptions, these are listed in the programme-specific part of these regulations.
8. 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 (Appendix 2).

Article 3.7 Elective programme

1. The programme's Examination Board decides on a request for permission to attend a elective programme as meant in article 7.3d of the Act. The Examination Board will verify whether the programme fits within the degree programme's domain which the Examination Board is accountable to, 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 3.8 Teaching periods and interim examinations

1. The programme will be offered in an annual schedule consisting of two semesters.
2. A semester is divided in two periods.
3. At the end of each period interim examinations are scheduled.
4. The programme-specific part at least arranges 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 1 and 2 of this article, the Master's programmes can adjust the semester schedule to fit educational needs.

Article 3.9 Language

Article 9.4 of the programme-specific part of these regulations stipulates the language/languages in which the units of study are taught.

Section 4 Examinations

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

(<https://www.ru.nl/fsw/stip/facultaire-informatie/regelingen/onderwijs-examenregeling-oer/>)

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 modular interim examination and can be taken either in writing, online or orally. Apart from written or oral examinations, tests with multiple choice and/or

open questions, papers, theses, assignments, take-home examinations, reports, presentations 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 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 final examination, the same rules apply. The same applies to presentations that count for more than 40% of the final grade. This provision does not refer to practical assignments.
5. The Examination Board may allow students with an impairment, by way of special examination facilities, to sit the interim examinations in a form adapted to their individual 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. In the prospectus information will be provided for each individual unit of study on the way in which the interim examinations will be administered.
7. Representative sample questions, both in number, form and content will be made available to the students at least one week prior to the examination. For interim examinations with open questions at least one sample question and model answer are made available; for multiple choice examinations at least three questions and answers.
8. The course manual must be published at least one week before the start of the unit of study on the online learning environment. The course manual includes materials for the interim examination preparation, examination methods and weighting of various interim examination parts in the determination of the final grade. For all students assessment criteria have to be available for final assignments, theses, assignments, reports and presentations.
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, the Examination Board may decide that an interim examination is taken in another form than described in the prospectus.

Article 4.2 Rules when administering interim examinations

For the proper course of events during examinations that are administered in the examination rooms of the Radboud University, the dean has adopted House rules. In order to provide the student with proper and clear information these rules have been attached to these regulations as Appendix 3.

Article 4.3 Frequency of interim examinations

1. Students are allowed to participate in interim examinations twice per unit of study in an academic year, on the dates set by the director, unless provided otherwise in the programme-specific part of these regulations.
2. 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. The examiner may decide otherwise.

Article 4.4 Registration and application for interim examinations

1. Students register through OSIRIS for a unit of study of the programme.
2. If student is registered for a unit of study he or she is also registered for the first interim examination in the corresponding academic year.
3. If a student should not want to sit the interim examination, he or she will have to deregister through OSIRIS, no later than five working days before the interim examination date.

Article 4.5 Re-sit of interim examinations

1. Interim examinations may be retaken once within the same academic year, even when the result is a pass.
2. Students will have to register for a re-sit no later than five working days before the interim examination date in conformity with the provisions laid down to that purpose by or on behalf of the Examination Board.
3. If feedback has been provided within a reasonable time period, successfully passed interim examinations (essays, assignments, report etc.) cannot be retaken, unless stated otherwise in the course manual. A final paper for a programme that receives a passing grade may only be redone in the sense that an entirely new paper is written.
4. If a student re-sits an interim examination, in all cases the most recent grade will determine the final result.
5. The course manual contains provisions on retaking modular interim examinations.
6. If a student does not pass the interim examination within the academic year he or she must retake the entire unit of study the following academic year, unless the examiner decides otherwise.

Article 4.6 Determination of results

1. The final grade of an examination 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.
2. As determined in paragraph 1, the results of an interim examination 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. The degree programme's course manual contains provisions on rounding scores of modular interim examinations for the different units of study.

3. If the result of an interim examination equals or is greater than 6.0 points, the interim examination is passed. If the result of the interim examination equals or is less than 5.0 points, the student has failed the interim examination.

Article 4.7 Publication of results

1. The examiner will determine the results of an examination and takes care of registration in OSIRIS.
2. a. In case of an oral interim examination, the examiner will determine the result immediately or within five days after the interim examination was administered.
b. In case of written or online interim examinations, the grading period is no longer than fifteen working days after the day the interim examination was administered. The last regulation also applies to written or online examinations divided into parts. For open-ended questions examinations with more than 100 participants, a grading period of twenty working days applies.
c. With respect to written assignments/papers, the rule of assessment within fifteen working days applies. If there are more than 100 papers to be marked, a period of twenty working days applies.
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 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 re-sit
6. When the results are published, the student will be informed about the right to inspect his or her marked work as referred to in article 4.8 and about the possibility of appealing at the Examinations Appeals Board as well as of the option of reassessment within the period for appeal. A request for re-assessment must be lodged with the Examination Board and shall not defer the submission term for lodging an appeal.
7. During completion of the programme's final project an independent second reader will be consulted as well as a thesis supervisor.
8. In the case of suspected fraud or plagiarism, the provisions contained in the Regulations on Fraud during interim examinations and examinations must be followed

Article 4.8 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 a written interim examination the student will be allowed 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 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 referred to in 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 his or her control a separate inspection can be arranged upon his or her request, preferably within the period of time referred to in paragraph 1 of the present article.
7. In all events, inspection will take place no later than five working days before the re-sit of the interim examination in question is administered.

Article 4.9 Validity term of examinations

1. The validity term of any 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 chronic 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 provisions in paragraph 1 of the present article do not apply for modular examinations. The validity term of modular examinations is always limited to the end of the relevant unit of study.

Article 4.10 Determination of final Master's examination results

1. When students have completed all interim examinations successfully, they must apply for the final Master's examination themselves.
2. The Examination Board will determine the results of the examination as soon as the student has passed the interim examinations forming part of either the units of study of the programme in question or of the phase of the programme in question and has submitted proof thereof.
3. Prior to determining the results of the final Master's 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.

Section 5 Study progress, student counselling and course advice

Article 5.1 Study progress and student counselling

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 counselling.

Section 6 Teaching evaluation

Article 6.1 Teaching evaluation method

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.

Section 7 Miscellaneous stipulations

Article 7.1 Code of conduct

The faculty has instituted a Code of conduct that both students and employees are expected to follow. This Code of conduct is attached in Appendix 4 of these regulations.

Article 7.2 Scientific integrity

Regarding research and education within the faculty, regulations are in place as formulated by the 'Notitie Wetenschappelijke integriteit' at the KNAW (www.knaw.nl/nl/actueel/publicaties/notitie-wetenschappelijke-integriteit) and elaborated by the 'Nederlandse gedragscode wetenschapsbeoefening' by the VSNU. (www.vsnul.nl/wetenschappelijke_integriteit.html).

PART 3 PROGRAMME-SPECIFIC REGULATIONS

Section 8 Admission to the degree programme and education

Article 8.1 Admission requirements

1. Admission to the degree programme is granted in any case to:
 - a. anyone who has successfully passed the Bachelor's examination for Psychology at Radboud University;
 - b. those who have obtained a degree for one of the Bachelor's programmes mentioned below and satisfy the specialisation-specific admission requirements as established in Appendix 6;
 1. one of the Dutch or Flemish university programmes in Psychology;
 2. the Medical Sciences Bachelor's programme with a specialisation in Mental Healthcare (admission to the *Gezondheidszorgpsychologie* specialisation).
 - c. Anyone in possession of a document of proof of admission provided by or on behalf of the Executive Board for the academic year in question on the basis of the possession of a degree certificate that is minimally equivalent to the Bachelor's degree certificate referred to in clauses a or b.
2. 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 Qualitative admission requirements

In addition to the abovementioned admission requirements, the following qualitative admission requirements apply for admission to the *Gezondheidszorgpsychologie* specialisation:

- a. Must have at least earned the listed study credits in the following relevant disciplines (pertaining to the LOGO requirements for prior education):
 - 2 EC Gespreksvoering, observatie en rapportage;
 - 4 EC Psychologische behandeling or Psychotherapie;
 - 6 EC Psychodiagnostiek or Neuropsychologische diagnostiek;
 - 6 EC Psychopathologie (including Neuropsychologie).

At the time of the admission application, 4 EC of the 18 EC stated here may still be missing. However, by the time the degree programme begins, the requirements must have been met.
- b. The maximum number of persons admissible is partly based on the number of available internship spots anticipated and regional GZP education spots. If the expected number of candidates exceeds the number of available internships, the following qualitative admission criteria are used to determine the ranking order for admission:
 - The average grade of the third-year degree programme modules (earned up to the time of submission);
 - Motivation for the programme;
 - Ambition for a job as a psychologist in healthcare;
 - Good communication skills and the ability to reflect on the personal and professional development as a psychologist in healthcare (in training).

Article 8.3 Programme-specific 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 *Arbeid, organisatie en gezondheid* (Work, Organisation and Health - AOG), 24 EC (4 courses) 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 AOG comprises:
 - a. the course Inleiding AOG;
 - b. two out of three in-depth courses; and
 - c. two out of three practical courses.
2. For the specialisation *Gedragsverandering* (Behaviour Change - GV), Psychology of Behaviour Change (MPBC10), Science in Practice I (MPBC12) and II (MPBC13), and Integrative Models and Approaches of Behaviour Change (MPBC11) must be successfully completed before beginning an internship.
3. For the specialisation *Gezondheidszorgpsychologie* (GZP), the course-specific portion (total 30 EC) must have been completed before the internship can be started.

Section 9 Structure and design

Article 9.1 Programme-specific learning outcomes

1. In addition to the general learning outcomes in the general provisions of these regulations, the following learning outcomes have been established for the Master's degree programme in Psychology.
 - 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 9.5) 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 5 of these regulations.

Article 9.2 Programme study load

The degree programme has a study load of 60 EC.

Article 9.3 Programme types

All degree programmes are offered exclusively as full-time programmes.

Article 9.4 Language

1. The specialisation *Gezondheidszorgpsychologie* is taught in Dutch. The specialisations *Arbeid, Organisatie en Gezondheid* (Work, Organisation and Health) and *Gedragverandering* (Behaviour Change) are taught in Dutch and English.
2. Students in the bilingual specialisations are entitled to speak and write in Dutch (active language production).
3. Contrary to the provisions in clause 1 and 2, the educational modules may partially or fully be taught in English and examinations may be administered in English.

Article 9.5 Composition of the programme

1. Taking into account the relevant provisions in the general part of these regulations, the Master's programme has three specialisations.
 - *Arbeid, organisatie en gezondheid* (Work, Organisation and Health);
 - *Gedragverandering* (Behaviour Change);
 - *Gezondheidszorgpsychologie*.

2. The Master's specialisation in *Arbeid, organisatie en gezondheid* (Work, Organisation and Health) includes the following educational modules (with the relevant semester stated) and the study load in EC, which can be started on 1 September:

Course code	Course title	EC	Semester
PSMWOH10	Introduction to Work, Organisation and Health	6	1
PSMWOH12 PSMWOH11 PSMWOH13	Choice of two out of three specialisation courses (each 6 EC) Work, Health and Performance Personnel Psychology Organisation Development and Behavioural Change	12	1
PSMWOH15 PSMWOH14 PSMWOH16	Choice of two out of three application courses (each 6 EC) Work, Sport and Health Human Resource Management* Organisational Change and advice**	12	1
PSMWOH70	Master's Project / Integrated Internship and Master's Thesis	30	2

3. The Master's specialisation in *Gedragsverandering* (Behaviour Change) includes the following educational modules, which can be started on 1 September:

Course code	Course title	EC	Semester
MPBC10	Psychology of Behaviour Change: Theories and Interventions	8	1
MPBC12	Science in Practice I: Developing evidence-based interventions	6	1
MPBC13	Science in Practice II: Testing and Reporting Interventions	6	1
MPBC11	Integrative Models and Approaches of Behaviour Change	6	1
MPBC14	Being a Behaviour Change Professional	4	
MPBC15	Master's Project / Integrated Internship and Master's Thesis	30	2

4. The Master's specialisation in *Gezondheidszorgpsychologie* includes the following educational modules, which can be started on 1 September and 1 February:

Course code	Course title	EC	Semester
MPSGP14A	Psychodiagnostiek	8	1
MPSGP12	Psychopathologie	8	1
MPSGP11	Psychologische interventies	8	1
MPSGP13A	Two of the skills training courses (5 options): Interpersoonlijke interventies Interventies bij kinderen Klachtgerichte interventies Neuropsychologische revalidatie Interventies bij oudere volwassenen	6	
MPSGP13B			
MPSGP13C			
MPSGP13D			
MPSGP13F			
MPSGP80	Klinische stage	20	2
MPSGP90	Masterthese	10	2

5. A description of the educational modules listed in clauses 2, 3, and 4, including teaching methods, examination methods, a summary of the learning objectives, and contact hours is included in the degree programme study guide.

Article 9.6 Participation in education

- In principle, the following applies to participation in education:
 - participation in practicums is compulsory;
 - participation in lectures and question-and-answer sessions is optional;
 - participation in work groups is optional.
- Meeting the participation requirement and any sanctions resulting from failure to meet this requirement must be outlined in the course manual of the relevant educational module.
- If the conditions described in clause 2 have not been met, mandatory participation cannot be enforced.

Section 10 Testing

Article 10.1 Exemptions

- Before the start of educational modules for which exemption is being requested, the student may submit a request for exemption, as referred to in Article 3.9.
- The Examination Board must make a decision on this within six weeks.
- The Examination Board may, in response to an individual, written request from the student and after hearing from the examiner in question, grant exemption to (a part of) a theoretical educational module, so long as proof can be provided by the student that an equivalent module in terms of content, study load, and level has been taken at another academic degree programme in the Netherlands or abroad.

4. The Examination Board may, in response to an individual, written request and after hearing from the examiner in question, grant exemption to (a part of) a practical educational module, so long as proof can be provided by the student that an equivalent module in terms of content, study load, and level has been taken at, preferably, another academic or HBO degree programme in the Netherlands, or abroad, and/or proof can be provided of work activities having been carried out that are equivalent in value to the relevant educational module in terms of content, time investment, and level.

PART 4 TRANSITIONAL AND FINAL PROVISIONS

Section 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 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).
2. In special cases, an amendment made to these regulations can take effect in the present academic year, only if this does not disproportionately 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 1 September 2019.

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 13 June 2019.

APPENDIX 1 DISTINCTIONS

1. With due observance of the provisions set out in this article, the Examination Board will determine whether a distinction will be awarded and, if so, which distinction will be awarded.
2. The distinction:
 - a. 'cum laude' will be awarded if the weighted average result of the final assessment of the units of study referred to in paragraph 3 equals or is higher than 8.0; or
 - b. 'summa cum laude' will be awarded if the weighted average result of the final assessment of the units of study referred to in paragraph 3 equals or is higher than 9.0.
3. The distinction will be calculated on the basis of all units of study of the examination programme for which a mark has been awarded on a scale of 1 to 10, except for extra-curricular units of study.
4. The number of EC of the units of study referred to in paragraph 3 will serve as the weighting ratio for the calculation of the weighted average result, unless provided otherwise in the programme-specific part of these regulations.
5. The distinction will not be awarded if more than 10 per cent of the total study load of the examination programme (being one or more units of study) has been resat or if interim examinations have been resat more than once, notwithstanding the authority of the Examination Board to decide otherwise, stating reasons therefore.
6. The distinction will not be awarded if fraud was established in one of the examination programme's units of study.

APPENDIX 2 REGULATIONS ON FRAUD

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 Psychology of Radboud University (hereinafter: RU) the dean of the faculty of Social Sciences 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. If 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 provides the student with the opportunity to respond to the report in writing. The examination board 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.

If the examination board has established that serious fraud has been committed, the board may also

- d. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.

2. 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.
3. 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 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 include 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 3 REGULATIONS EXAMINATION ROOMS RU

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 Psychology 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

1. For the administration of examinations, the examination board of the degree programme Psychology has appointed one or more examiners.
2. 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.
3. 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 7.57 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 7.12bh 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 the 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 4 FACULTY OF SOCIAL SCIENCES CODE OF CONDUCT

The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct within the faculty. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to follow them.

The faculty seeks to provide an atmosphere characterised by:

- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that

- everyone should be treated with respect, without being offensive or hurtful;
- you should treat others as you wish to be treated. This goes for all forms of all contact on campus that occurs between staff and students and for all forms of communication, including verbal, written, e-mail, Blackboard, chat rooms, and course evaluations;
- everyone makes sure to familiarise themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, the terms of use for the RU-network and SURFnet) as well as the agreements made with respect to attendance, deadlines, review periods, completing assignments, among others;
- one sticks to the rules and agreements once made;
- students and examiners are jointly responsible for the successful functioning of the educational process and they can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and recent changes in the educational organisation and content;
- everyone respects each other's property and takes good care of spaces and materials used.

Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

APPENDIX 5 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 Arbeid, organisatie en gezondheid (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 (AOG). The following are the learning outcomes of this Master's specialisation:

1. *Acquiring knowledge and understanding*

The AOG 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, staff psychology, and organisational psychology as well as the relationships between these sub-domains;
- 1.2 social and current developments in the field of AOG;
- 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 AOG psychology;
- 1.8 “evidence-based” applications of AOG knowledge in the practical field of AOG.

2. Application of knowledge and understanding

The AOG 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 AOG knowledge and professional skills in a scientifically sound and effective way to issues/problems from the practical field of AOG;
- 2.2 set up and conduct scientifically sound research in the field of AOG;
- 2.3 design effective evidence-based interventions for questions from the field of AOG 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 AOG Master’s graduate is able to, on the basis of professional and scientific knowledge, form balanced judgements on AOG 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 AOG 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 AOG 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 AOG 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 AOG 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 AOG research.

Specialisation Gedragsverandering (Behaviour Change)

The Master's specialisation in *Gedragsverandering* (Behaviour Change) aims to instil students with the knowledge, skills and attitudes needed to carry out optimal research and/or to implement interventions as a starting professional in the practical field of behavioural change. This knowledge and skill is acquired in direct interaction with the field, with a key focus on an academic attitude. The following are the learning outcomes of this Master's specialisation:

1. *Acquiring knowledge and understanding*

The Master's graduate in *Gedragsverandering* (Behaviour Change) 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 in the field of behavioural regulation and behavioural influence as well as an understanding of which processes within it can and cannot be influenced;
- 1.2 insight into the possible translation of scientific research into practical interventions and their limitations;
- 1.3 overview 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 Master's graduate can apply his/her knowledge in new situations or cases. Knowledge and understanding how to apply this knowledge are connected through the scientist-practitioner model. The Master's graduate is able to:

- 2.1 translate scientific knowledge and findings into real-life situations and specific cases or themes;

- 2.2 according to the SWITCH model, independently address issues regarding behaviour. This means locating, describing the scientific context, developing, and testing interventions and clearly reporting the relevant conclusions and primary issues;
- 2.3 plan a SWITCH cycle with regard to a specific case in a project-based manner and to effectively and efficiently lead this in practice.

3. *Forming judgements*

The Master's graduate 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 *Gedragverandering* (Behaviour Change) 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 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.

APPENDIX 6 SPECIALISATION-SPECIFIC ADMISSION REQUIREMENTS

For the Master's specialisations (i) *Work, Organisation and Health* and (ii) *Behaviour Change*, the following specialisation-specific admission requirements apply in accordance with Article 1, clause 2:

1. Those who have not completed a Bachelor's or Master's in Psychology at Radboud University can be admitted provided that they have:
 - sufficient knowledge of statistics and data analysis as well as hands-on experience with the statistical package SPSS (at least 15 EC, i.e. 420 study hours). Subsequently, you must be able to conduct basic statistical analyses such as t-tests, F-tests, correlation analyses, regression analyses, analyses of variance, and Chi-square tests;
 - sufficient knowledge of methods of psychological research (at least 20 EC, i.e. 560 study hours). Additionally, you must be able to distinguish between different types of reliability tests and different types of validity tests and be able to provide a motivated judgement on the quality of different types of research designs for different research questions;
 - academic knowledge and understanding at the Bachelor's level in social psychology, work psychology, organisational psychology and/or occupational psychology (at least 40 EC, i.e. 1120 study hours);
 - Experience with conducting at least three empirical research projects that vary in complexity, contain statistical analyses with quantitative measures, and that resulted in written reports of which at least one is an individually written report in the APA format.
2. Has proficiency in both written and spoken English. This requirement will be satisfied when you meet one of the following conditions:
 - Obtained a Bachelor's degree in Psychology from Radboud University.
 - Obtained a Bachelor's or Master's degree in an English-taught programme in the Netherlands.
 - Completed a Bachelor's (or Master's) programme that was taught entirely in English in one of the following countries: EU/EEA countries, Australia, Canada, New Zealand or the United States of America.

All other students need one of the following certificates:

- IELTS Academic: an overall score of at least 7.0 and band scores of at least 6.5;
- TOEFL iBT: a total score of at least 100, and sub-scores of at least 22 (reading), 22 (listening), 22 (speaking) and 25 (writing);
- CAE/CPE: a grade of at least C.