

# **Technische Universität Dresden**

## **School of Science**

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### **Study Regulation for the Consecutive Master Programme Psychology: Cognitive-Affective Neuroscience**

On 22 August 2015

On grounds of section 36 (1) of the Higher Education Act in the Free State of Saxony (Saxon Higher Education Act - SächsHSG), in the version of 15 January 2011 (SächsGVBl. page 3), most recently amended by article 11 of the Act on 29 April 2015 (SächsGVBl. page 349, 354), the Technische Universität Dresden passes the following study regulation as a statute.

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Appendix 1: Module Descriptions

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## **§ 1**

### **Applicability**

This study regulation, on grounds of the Higher Education Act in the Free State of Saxony and examination regulations, governs the objectives, contents, structure and sequence of undertaking the consecutive Master Programme in Psychology: Cognitive-Affective Neuroscience (CAN) at the Technische Universität Dresden as follows:

## **§ 2**

### **Study Objectives**

(1) The students know and understand, beyond the Bachelor level, central approaches, theories and findings of psychological science against the background of fundamental principles, methods and potential applications. On this basis, they are able to develop ideas for research questions and projects independently, carry these out in a methodologically appropriate fashion and critically reflect, evaluate and present their results. Students are able to use the described skills and abilities in new and interdisciplinary research settings and applied contexts, such as in the intersecting areas between Cognitive-Affective Neuroscience, Clinical Psychology and Psychotherapy, and Human Performance as well as adjoining areas of the Life Sciences. Based on this, the students are able to integrate information from different content and methodological sources, while also dealing with the complexity of the respective subjects in the field of psychological science in an appropriate and (methodo-) critical way, if this information is incomplete or contradictory. At the same time, they have the necessary tools to reflect the social and ethical aspects of their actions concerning psychological research and practice in a responsible manner. The students have the ability to communicate the logic, the results and the conclusions drawn from their work in the field of psychology adequately and unambiguously both to professional and nonprofessional audiences. On the basis of the forms of instruction and learning employed in the programme, the students possess those learning skills that enable them to acquire theoretical and methodological knowledge in the field of psychology in a self-directed and independent manner.

(2) After adequate time of familiarization in professional life, the graduates are empowered – through a broad psychological and neuro-scientific knowledge, the knowledge of scientific methods, and the competence of abstraction and transfer of knowledge – to undertake multifaceted and complex tasks in the field of psychology in general and the Cognitive-Affective Neuro-Sciences in particular.

## **§ 3**

### **Admission Requirements**

A prerequisite for the admission is having a higher education degree from the Federal Republic of Germany or recognized by it or having graduated at a national or nationally recognized vocational academy in Psychology or in a comparable programme in which psychological expertise was acquired. Knowledge of the English language on the B2 level according to the European Framework of Reference for Languages is required. Proof of professional and linguistic knowledge is demonstrated in accordance with the regulation concerning the determination of eligibility.

#### **§ 4**

### **Commencement and Duration of Studies**

- (1) The studies can be taken up every winter semester.
- (2) The regular period of study is four semesters and it includes - besides regular attendance - self-study, supervised practice hours and a Master's examination.

#### **§ 5**

### **Forms of Instruction and Learning**

- (1) The content of the curriculum is structured in modules. In each module, teaching contents are taught, strengthened and deepened through lectures, seminars, advanced seminars, self-study and supervised practice hours.
- (2) Lectures give an introduction to the subject areas of the modules. Seminars enable students to inform themselves about a selected problem area based on topical literature or other materials, to present their findings, to discuss these in a group and /or present these in writing. Advanced seminars enable students to practice actual learning objects under guidance in a smaller group and with receiving individual feedback. A supervised work practice serves the purpose of applying the conveyed knowledge and acquiring practical skills in potential career fields. Self-study deepens the learning of the content of the individual modules through study-related reading and other forms of self-organised learning.

#### **§ 6**

### **Structure and Course of Study**

- (1) The content of the studies is structured in modules. The curriculum is divided into three semesters. The fourth semester has been purported for the preparation of the Master's thesis.
- (2) The Master Programme is structured in eight modules in the compulsory area and modules in the compulsory elective area, with a total of 15 credit points, which enable to focus on the student's preferred speciality. Modules of Human Performance in Socio-Technical Systems, Clinical Psychology and Psychotherapy, Behavioural Epidemiology and Intervention and Psychiatry can be selected. The choice is binding. The choice can be changed once by submitting a written application to the Examination Office, whereas both the module to be replaced and the newly selected module are to be named.
- (3) Contents and objectives, forms of instruction and learning, conditions, availability, frequency, workload and the duration the individual modules can be found in module descriptions (Appendix 1).
- (4) As specified in module descriptions, the courses will be held in German or English.
- (5) The appropriate distribution of the modules to individual semesters, the adherence to which allows for the completion of studies within the purported period of time as well as the nature and scope of each included lecture and the number and regular times of the required study records and examinations can be reviewed in the attached study curriculum (Appendix 2).

(6) The offering of compulsory elective modules and the curriculum can be modified upon proposal of the Study Commission by the Faculty Board. The current offering of compulsory elective modules is to be announced at the beginning of the semester as it is usual throughout the department. The revised study plan is binding for the students to whom it is announced at the beginning of studies. The Examination Committee rules on exceptions concerning subsection 3 upon request.

## **§ 7**

### **Study Content**

The Master Programme CAN is strongly research-oriented. The programme contents are:

1. Basics of Cognitive-Affective Neurosciences (Cognitive and Developmental Neurosciences, Psychology and Neurobiology of Individual Differences)
2. Methods of Cognitive Affective Neurosciences (Methods of Cognitive Neurosciences, Advanced statistical methods);
3. Application of Cognitive Affective Neurosciences (Applied Cognitive Neurosciences).

In addition, the content of the compulsory elective modules from other areas of Psychology or related fields, such as Clinical Psychology and Psychotherapy, Epidemiology, Psychiatry, Health Psychology, Occupational and Organisational Psychology, Pedagogical Psychology or Engineering Psychology are offered. Professional activities in psychological research and fields of application as well as general qualifications are elements of study content.

## **§ 8**

### **Credit Points**

(1) ECTS credits document the average workload of students and their individual academic progress. One credit point equals a workload of 30 hours. As a rule, 60 credits are awarded per academic year, i.e., 30 per semester. The total workload for the programme equals 120 credits and includes the forms of instruction and learning as designated by type and scope in the module descriptions (Appendix 1), the performance records and examinations as well as the Master's thesis.

(2) The module descriptions (Appendix 1) indicate how many credit points can be acquired through each module. Credit points are awarded when the module examination is passed. Whereas § 28 of the Examination Regulations remains unaffected by this.

## **§ 9**

### **Study Counselling**

(1) General study counselling is provided by the Student Service at TU Dresden and encompasses issues of study possibilities and matriculation as well as general student matters. Study-related counselling is in the area of responsibility of the Student Service at the Department of Psychology. Their offering of study counselling assists students in particular issues of planning their studies.

(2) At the beginning of the third semester, every student who has not attained any performance record up to this point has to participate in a student counselling session.

## **§ 10**

### **Modification of Module Descriptions**

(1) In order to adapt to changing conditions, the module descriptions can – in the context of an optimal organisation of the programme – be modified in a simplified procedure with the exception of the fields “Module name”, “Contents and objectives”, “Forms of instruction and learning”, “Conditions for the award of credits” and “Credits and grades”.

(2) In the simplified procedure, the Faculty Board decides on modifications of the module description upon proposal of the Study Commission. The changes are to be announced as usual in the department.

## **§ 11**

### **Coming-Into-Effect and Publication**

This regulation comes into effect on 1 October 2013 and will be published in the official announcements of the Technische Universität Dresden.

Issued on grounds of the ruling of the Department Council of the School of Science at the Technische Universität Dresden of 17 December 2012 with the consent of the Rector on 25 November 2014.

Dresden, on 22 August 2015  
The Rector  
Technische Universität Dresden

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