

*OER Bachelor Liberal Arts and Sciences: Global Challenges 2023-2024 EN*

*Adopted on 27 June 2023*

## **COURSE AND EXAMINATION REGULATIONS**

Valid from 1 September 2023

Bachelor's programmes Liberal Arts and Sciences: Global Challenges (BA and BSc) [Leiden University College The Hague (LUC)].

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Regulation on the Binding Study Advice
- the Leiden Register of Study Programmes Framework Document
- the Academic Calendar
- the Regulations for Student Registration, Tuition Fees and Examination Fees
- [the Online Proctoring Protocol](#)
- [the Guidelines for Elective Credits and Minors](#)

The model OER are laid down in Dutch and then translated into English. In the event that there are differences between the two versions, the Dutch version will prevail.

Pursuant to Article 7.14 of the Act, the Faculty Board regularly evaluates the OER and considers, for the purpose of monitoring and – if necessary – adjusting the study load, how much time it takes students to comply. In accordance with Article 9.18 of the Act, the Programme Committee is assigned the task of annually assessing the implementation of the OER.

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## Chapter 1      **General provisions**

### Article 1.1      **Scope of the regulations**

These regulations apply to the teaching and examinations of the Bachelor's programme(s) Bachelor's programme(s) Liberal Arts and Sciences: Global Challenges (BA and BSc), henceforth referred to as the programme. henceforth referred to as the programme.

The programme is instituted in the Faculty of Governance and Global Affairs of Leiden University, henceforth referred to as the Faculty, and is taught in The Hague by the Leiden University College.

### Article 1.2      **Definitions**

In these regulations the following definitions apply:

- |    |                                 |   |
|----|---------------------------------|---|
| a. | Board of Examiners              | The Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act  |
| b. | Component                       | One of the courses or practical assignments of the programme, as referred to in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is concluded with an examination.  |
| c. | Credit                          | The unit in EC that expresses the study load of a component as referred to in the Act. According to the ECTS, one credit equals 28 hours of study.  |
| d. | EC(TS)                          | European Credit (Transfer System)   |
| e. | Education Administration Office | The office in the faculty where students can go for information and to register for courses (education information centre, service desk, education service centre)  |
| f. | Prospectus                      | The digital prospectus containing specific and binding information about the programme: <a href="http://studiegids.universiteitleiden.nl/">http://studiegids.universiteitleiden.nl/</a> . The Prospectus constitutes an integral part of these regulations, and is included as an appendix. |
| g. | Degree classification           | Further degree classification by the Board of Examiners   |
| h. | Digital teaching environment    | A digital environment, such as Brightspace, in which students can work together, communicate and learn  |
| i. | Enrolment protocol              | The digital enrolment protocol containing specific and binding information concerning enrolment in components, examinations, and final examinations. The enrolment protocol constitutes an integral part of these regulations, and is included as an appendix.                              |

- j. Examination (*tentamen*) An inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). The assessment can take place in written form, orally as well as digitally, or a combination of these methods. An examination may consist of several constituent examinations. Credits are only awarded for examinations passed. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examinations and final examinations.
- k. Examiner The person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act
- l. Final examination (*examen*) The examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 (2) of the Act
- m. First/second examiner The first or second examiner to read and assess the thesis/final paper/final report/final programme assignment. The first examiner is also the supervisor.
- n. Language of instruction The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held
- o. Leiden Register of Study Programmes Register of the programmes offered by Leiden University, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Management and Administration Regulations
- p. Level The level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document.<sup>1</sup>
- q. Nominal duration of study The study load in years of study as established in the Central Register of Higher Education Programmes
- r. Portfolio A monitoring and assessment file with which students (1) demonstrate that they have achieved a sufficient level of academic education to be awarded the degree, (2) record their personal process of academic learning during the programme, and (3) receive appropriate supervision and study advice
- s. Practical assignment A practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d), of the Act, and takes one of the following forms:
- writing a thesis/final paper/final report/final programme assignment,

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<sup>1</sup>[Leiden Register of Study Programmes](#)

- writing a paper or creating an artistic work,
  - carrying out a research assignment,
  - participating in fieldwork or an excursion,
  - completing an internship, or
  - participating in another educational activity aimed at acquiring particular skills
- t. Pre-University College      A teaching programme offered by Leiden University to selected pupils in the fifth and sixth grades of secondary (pre-university) education (VWO)
- u. Programme      The programme to which the OER relates: a coherent set of components, aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is concluded with a final examination.
- v. Propaedeuse      The first year of the programme and the part of the programme defined in Article 7.8 of the Act. This phase is concluded with an examination, unless the Faculty determines otherwise in these regulations.
- w. Student      A person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme
- x. The Act      The Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*, WHW]
- y. Working day      Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board
- z. the College      The International honours college of Leiden University, which offers a fulltime small-scale and intensive Liberal Arts and Sciences BA and BSc study programme within a residential concept to students selected for admission
- z. Major      A specialisation of 80-85 ECTS within the programme, meeting the requirements stipulated in Article 4.11.2
- aa. Minor      A coherent 30 ECTS package of courses, including 10 credits at 300-level (see Article 2.7)
- bb. track      A coherent series of a 100-level, 200-level and 300-level course as specified per Major
- cc. Grade Point Average      The average grade point achieved by a student
- dd. Cumulative Grade Point Average:      The average grade point based on all results achieved by a student

- ee. Extracurricular credits Credits obtained by a student which exceed the 180 credits needed to meet the graduation requirements.

All other terms have the meaning ascribed to them by the Act.

### Article 1.3 Codes of conduct

1.3.1 The Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students is applicable.<sup>2</sup> The aim of this code is to create a framework for a good, safe and stimulating work and study environment within Leiden University, in which teachers and students respect each other and in which mutual acceptance and trust are important values.

1.3.2 The Code of Conduct on Remote Teaching applies;<sup>3</sup> this provides guidelines for teaching and learning in digital environments, remote environments or any form of teaching that is primarily dependent on IT services.

1.3.3 The Leiden University Regulations on ICT and Internet Use are also applicable.<sup>4</sup> These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and the consequences that apply.

1.3.4 Furthermore, the following Faculty codes of conduct apply to the programme:

- The Academic Honour Code<sup>5</sup> of the College applies and requires the College community to uphold the values and ideals of LUC The Hague as well as the highest standards of academic conduct as a framework for a good, safe and stimulating academic environment.
- The Social Honour Code<sup>6</sup> of the College applies and requires students to take responsibility to uphold the values and ideals of LUC The Hague as well as the highest standards of social conduct, ensuring a harmonious community including the residential life systems as well as the third year students who live off campus.

## Chapter 2 Description of the Programme

### Article 2.1 Objectives of the programme

The programme has the objective to train students in the tradition of the Liberal Arts and Sciences, with a focus on Global Challenges, leading to graduates who have the knowledge, skills and orientation described in Article 2.3.

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<sup>2</sup>[Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students](#)

<sup>3</sup>[Code of Conduct on Remote Teaching](#)

<sup>4</sup>[Leiden University Regulations on ICT and Internet Use](#)

<sup>5</sup> The Academic Honour Code is published in the Student Handbook of the College. The contents of the Student Handbook apply for the duration of the academic year 2019-2020, or until a new version has been published in the course of that year. Previous versions of the Student Handbook are superseded by the current version. The Student Handbook can be found on the website of the College (<http://www.lucethehague.nl>).

<sup>6</sup> Ibid.

## Article 2.2      **Specialisations**

The programme Liberal Arts and Sciences: Global Challenges has the following specialisations (Majors):

- Earth, Energy, and Sustainability (BSc)
- Global Public Health (BSc) – intended to be titled Global Health, Innovation and Society (BSc) from AY 2025-2026. Graduates in academic year 2025-2026 will see the new name on their diploma.
- Governance, Economics, and Development (BSc)
- Culture, History and Society (BA)
- International Justice (BA)
- World Politics (BA)

For students who enrolled in the programme for the first time before 1 September 2014, the following Majors apply: Global Justice; Global Public Health; Human Interaction; International Development; Policy Science; Political Arts; Sustainability; World Politics.

The learning outcomes per Major are defined in Appendix 2.

## Article 2.3      **Learning outcomes**

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

### a. Knowledge in Major

LUC The Hague graduates:

- a. Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts and discourse of the area of study.
- b. Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases.
- c. Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.

### b. Knowledge in General Education

LUC The Hague graduates:

- a. Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences and humanities.
- b. Have a broad knowledge base that enables them to place global challenges in multiple perspectives.

### c. Academic skills

LUC The Hague graduates:

- a. Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions.
- b. Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice.
- c. Demonstrate quantitative literacy when consuming information and arguments which rely on mathematical and statistical elements.

d. Interdisciplinary skills

LUC The Hague graduates:

- a. Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods.
- b. Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution.
- c. Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand.
- d. Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge.
- e. Can argue a well-considered stance, making use of the relevant disciplines.

e. Global Citizenship

LUC The Hague graduates:

- a. Are able to identify, reflect upon, and responsibly act upon their social and civic responsibilities.
- b. Are able to apply theoretical concepts related to lived experiences outside of the College setting.
- c. Are able to critically reflect upon their own values and beliefs while coming into contact with others.
- d. Are able to engage in diverse cultural, social and professional situations and environments.

f. Personal skills

LUC The Hague graduates:

- a. Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented.
- b. Have leadership skills and are able to take responsibility to contribute to change.

g. Communication skills

LUC The Hague graduates:

- a. Have excellent written and oral presentation skills and are able to select the proper format and register for a lay or specialised audience.
- b. Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.

- c. Have learned to work in a team, both organizing and contributing to the group process, with respect for all group members.
  - d. Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.
- h. Learning skills  
LUC The Hague graduates:
- a. Are able to continuously expand their knowledge and modify their skillset in an ever-evolving world environment. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organise their own learning.
  - b. Have acquired the skills to detect and remedy deficiencies in their own knowledge and have the tools to obtain, evaluate, and process new information quickly.
  - c. Demonstrate profound respect for academic integrity and ethical scholarship.

#### Article 2.4 **Structure of the programme**

The programme Liberal Arts and Sciences: Global Challenges offers full-time tuition only.

The nominal duration of the part-time programme is 3 years.

#### Article 2.5 **Study load**

The programme has a study load of 180 credits. The first year programme has a study load of 60 credits and forms an integral part of the programme. The norm at the College is that students earn 15 credits per block (30 credits per semester, 60 credits each year), and maintain a cumulative GPA of at least 2.0. If students comply with the norm they are considered to be in good academic standing. Students who maintain a cumulative GPA of 3.3, or with approval of the Board of Examiners, may enroll in additional courses after the first semester of their first year of enrollment at the College, provided places are available.

#### Article 2.6 **Start of the programme; uniform structure of the academic year**

The programme starts on 1 September. In terms of regular courses, the programme is based on the university semester system and comprises 42 teaching weeks. In exceptional cases, the College may allow a student to start on 1 February.

#### Article 2.7 **Minors and Honours education**

*2.7.1 As of Academic Year 2023-2024 LUC will discontinue the four LUC The Hague Minors: Psychology; Gender Studies; Journalism and Philosophy. These Minors will no longer be offered to students starting in 2022-2023 and onwards. Courses required for the completion of these Minors will remain available to students who are currently enrolled in one of these four Minors until they have completed the Minor.*

*LUC students will still have the option to do the LUC The Hague Minor in a Major. Students select a combination of 30 ECTS credits (at least 10 credits at 300-level) within one of the College's six Majors.*

As of AY 2023-2024 the following Minor will be offered by LUC:

- Sustainability, Climate Change and Food



This Minor will be open to all LUC students, LU students and LDE students.

2.7.2 The description of the components belonging to a particular minor can be found in the Prospectus. The Prospectus also specifies which Board of Examiners is authorised to examine the minor.

2.7.3 The educational minors are the responsibility of the ICLON Board of Examiners.

2.7.4 Components that are offered in the context of the Honours tracks are the responsibility of the Honours Academy Board of Examiners.

## Article 2.8 **Final examinations of the programme**

2.8.1 The following final examination(s) can be taken within the programme:

- a. ~~the examination for the propaedeuse~~
- b. the final examination for the bachelor's programme

If the programme has a propaedeutic examination, students may only sit the final examination for the programme once they have passed the propaedeutic examination.

## Article 2.9 **Language of instruction**

2.9.1 Subject to the Code of Conduct on the Language of Instruction and Examination<sup>7</sup> the language(s) in which the instruction is given is English. Students are expected to have an adequate command of the language(s) of instruction used in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.9.2 Contrary to Article 2.9.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.<sup>8</sup>

## Article 2.10 **Quality**

The programme is accredited by NVAO<sup>9</sup> and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

## Chapter 3 **Curriculum**

### Article 3.0 **Exceptions due to *force majeure* situations**

3.0.1 If it is not possible, in the even of a crisis as defined in Article 1 of the Leiden University Regulations on Crisis Management Coordination, or other *force majeure* circumstances, such as

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<sup>7</sup>[Code of Conduct on Language of Instruction](#).

<sup>8</sup>Guideline on Language Policy

<sup>9</sup>The Accreditation Organisation of the Netherlands and Flanders.

coronavirus measures, to provide or take part in components as set out in the OER or the Prospectus, changes will be announced by the authorised body in due time via Brightspace.

### Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 45 ECTS credits. These compulsory components include the set components from which students are obliged to choose.

3.1.2 [not applicable]

3.1.3 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level,<sup>10</sup> content, method of examination and structure of the components of the curriculum.

### Article 3.2 **Optional components**

3.2.1 In addition to the components referred to in 3.1.1, students select components from those on offer worth a total study load of 135 credits. At least 105 of these credits must be earned within the College, except in cases where the Board of Examiners decides otherwise. Language courses taken at Leiden University which are used to fulfil the Global Citizenship requirements are considered to be earned within the College. Students may choose optional components (electives) with a maximum of 45 credits: In the first-year programme students may pursue electives within the College worth 15 credits / Students starting in the Academic Year 2018-2019, in the first year may pursue electives within the College worth 20 credits; in the post-first-year programme students may choose a maximum set of electives worth 30 credits with a maximum of 15 credits at 100-level. These post-first-year credits may also be earned outside of the College with prior approval of the Board of Examiners. Upon enrollment at the College students may request to transfer a maximum of 30 credits completed at a recognised and/or accredited institution of higher education. This includes any credits obtained at LUC as a non-degree student (exchange student, visiting student or independent study abroad student). Such request must be filed to the Board of Examiners during the first year of enrollment, before the end of block 2. Transferred credits are assigned to the (post-first-year) elective space or registered as an exemption (article 4.9).

3.2.2 Students are obliged to register for the minor of their choice according to the Guidelines for Elective Credits and Minors which can be found on the Leiden University website.

3.2.3 The Board of Examiners must approve the student's selection of components. The Board of Examiners bases its evaluation of the student's selection solely on the coherence and level of the components selected. The approval of the Board of Examiners is not required for minor programmes with a study load of 30 credits that are recognised as such by Leiden University nor for the minors recognised by Delft University of Technology and Erasmus University Rotterdam.

3.2.4 In addition to the components taught at this university, and subject to the approval of the Board of Examiners, students may also select components offered by other Dutch or foreign universities, or components offered by another legal entity offering accredited undergraduate higher education programmes.

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<sup>10</sup> In accordance with the 'abstract structure', as specified in the Leiden Register of Study Programmes Framework Document.

3.2.5 Because LUC The Hague is an international honours college, components in which the student participates in the framework of the Honours College of Leiden University can be used as optional courses<sup>11</sup>. The 30 ECTS honours tracks are designed as extra-curricular tracks and cannot be included in their entirety in the LUC elective space.

3.2.6 Students who are enrolled in the programme may assemble their own curriculum of components that are taught by an institution, as long as these are concluded with a final examination. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the curriculum is considered to belong.<sup>12</sup> If necessary, the Executive Board designates a Board of Examiners to take this decision.

3.2.7 *[not applicable]*

### Article 3.3 **Practical assignments**

3.3.1 For each component, the Prospectus specifies which practical assignments are included, the nature and scope of the student's workload for these practical assignments and whether participation in these is a condition of entry to the (other parts of) examination for the component. The Board of Examiners may exempt students from a practical assignment, in which case the Board can choose to apply alternative conditions.

3.3.2 The Prospectus specifies the scope and study load of the final thesis (Capstone), including the requirements that the thesis must meet and the procedure that applies to the supervision.

### Article 3.4 **Sitting examinations and taking part in components**

3.4.1 Taking part in components

3.4.1.1 Because of the structure of the programme, participation in components (courses) is allocated on the basis of registration, need to fulfil the programme requirements and preference, with the provision that students who are registered in a particular Major are given priority to courses that are a mandatory part of their programme. Students may only take certain components once they have passed the examination of a preceding component. The e-Prospectus specifies the components to which this condition applies. Each component is usually capped at 20 students.

*For the LUC Minor 'Sustainability, Climate Change and Food' students must register for the component according to the applicable enrolment protocol.<sup>13</sup> Registration is possible up to fourteen calendar days before the start of the component, as stipulated in the Prospectus.*

3.4.1.2 In the case of a component with restrictions on the number of participants, participation takes place in order of enrolment. For students enrolled in the programme, timely enrolment guarantees placement in the components that form part of the mandatory curriculum of the programme.

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<sup>11</sup> See <http://education.leiden.edu/honourscollege>.

<sup>12</sup> In accordance with Article 7.3j of the Act ('free curriculum in higher education').

<sup>13</sup> Course and examination enrolment-Leiden University.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme.*

3.4.1.3 Contrary to Article 3.4.1.1, a different enrolment period may apply for certain components, if approved by the Faculty Board. The relevant components and the corresponding enrolment term can be found in the Prospectus.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme.*

3.4.1.4 Students who have not enrolled on time can report to the Education Administration Office of the faculty of which the study programme is part. The relevant enrolment protocol lists the circumstances on the basis of which students may be enrolled contrary to Article 3.4.1.1.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme.*

### **3.4.2 Sitting examinations and constituent examinations.**

3.4.2.1 At the same time as registering for the component, students register for the corresponding examination. *The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.* Registration for the examination takes place in accordance with the provisions of Article 3.4.1.1.

3.4.2.2 Students who do not register for the component may register only for the examination or constituent examination. To be allowed to sit the examination or constituent examination, a confirmation of registration for the examination is required.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.*

3.4.2.3 In order to sit the examination, students must confirm their participation. They can only sit an examination once confirmation of participation has been given.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.*

3.4.2.4 Students will receive a notification in due time asking them to confirm or cancel their participation. Confirmation of participation in an examination is possible up to ten calendar days before the examination takes place.

*The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences:*

*Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.*

3.4.2.5 Students who have not enrolled on time according to the applicable enrolment protocol may report to the Education Administration Office of the faculty of which the programme forms part. *The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.*

3.4.2.6 A different term applies for the situation as referred to in Article 4.6.2; in this case, students can register up to five calendar days before the examination takes place. *The stipulations in this article are only applicable to the LUC Minor: Sustainability, Climate Change and Food. The stipulations in this article do not apply to the rest of the Bachelor of Liberal Arts & Sciences: Global Challenges programme. For the Bachelor Programme students do not register for examinations separately.*

#### Article 3.5      **Distribution of study materials**

3.5.1 Students are not permitted to take photographs or make audio or video recordings of lectures or education-related meetings, including the feedback sessions after examinations (including examinations assignments and model answers), without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the photograph or recording for their own use; all forms of distribution or publication of the photograph or recording are prohibited. A student has no independent control over these materials, unless the University has explicitly granted this to the student.

3.5.2 Students are prohibited from all forms of distribution or publication of study materials. The materials are for students' own use only.

3.5.3 Students are prohibited from infringing the intellectual property rights of the University, third parties or the person with whom licensing agreements were made.

### **Chapter 4      Examinations and Final Examinations**

#### Article 4.0      **Exceptions due to *force majeure* situations**

4.0.1 If it is not possible, in the event of a crisis as defined in Article 1 of the Leiden University Regulations on Crisis Management Coordination, or other *force majeure* circumstances, such as corona measures, to offer examinations and final examinations in the form and at the point in time set out in the OER or the Prospectus, changes will be announced by the authorised body in due time via Brightspace.

#### Article 4.1      Frequency of examinations

4.1.1 For the regular Liberal Arts & Sciences: Global Challenges programme examinations, excluding the Capstone, are held only once during the academic year for each component offered in that year. The Board of Examiners determines the manner of resit for practical assignments.

For the LUC Minor: ‘Sustainability, Climate Change and Food’ Examinations are held twice during the academic year for each component offered in that academic year. The Board of Examiners determines the manner of resit for practical assignments.

4.1.2 The Faculty Board is responsible for the practical organisation of the examinations and final examinations and ensures, if necessary by means of invigilation, that the examinations and final examinations proceed properly. If online proctoring is used, this is done according to [the Online Proctoring Protocol](#).

4.1.3 If a component includes a practical assignment, students may only sit the examination as referred to in 4.1.1 if they have passed the practical assignment, unless the Board of Examiners decides otherwise.

4.1.4 If the grade for a component results from several constituent examinations, it is possible to vary from the number of examinations and resits as referred to in 4.1.1, on the understanding that students are given the opportunity to resit and pass the component by taking an examination that is representative of the component. If applicable, this is specified in the Prospectus.

This rule will only apply to the LUC Minor: Sustainability, Climate Change and Food. This rule will not apply to any part of the regular LUC *Bachelor of Liberal Arts & Sciences: Global Challenges programme*.

4.1.5 In accordance with Article 7.13 (2) (h) of the Act, the Prospectus specifies the dates of the examinations.

4.1.6 The Board of Examiners may set certain rules for taking the resit. These rules are specified in the Rules and Regulations of the Board of Examiners.

This rule will only apply to the LUC Minor: Sustainability, Climate Change and Food. This rule will not apply to any part of the regular LUC *Bachelor of Liberal Arts & Sciences: Global Challenges programme*, as LUC does not hold resits for failed courses or examinations.

4.1.7 At a student’s request the Board of Examiners may in exceptional circumstances diverge from the provisions of Article 4.1.1 and allow a replacement sitting.

4.1.8 During a bachelor’s programme, students may resit one examination that they passed, without prejudice to the power of the Board of Examiners to deviate from this stipulation in exceptional cases and at the student’s request. This only applies if the resit takes place in the same academic year as the original examination. In the event of such a one-time resit, the highest result obtained applies. The examination referred to in the first sentence may consist of a number of constituent examinations. Registration for this examination should take place in accordance with Articles 3.4.1.1 and 3.4.2.2.

4.1.9 The following are excluded from the resit option as referred to in Article 4.1.8:

- Oral examinations
- Practical assignments
- Minors or components thereof, according to the recognised selection of minors included in the Prospectus
- Examinations that the student passed at a different institution than Leiden University

4.1.10 If a component is included in multiple programmes, the student is only granted one opportunity to resit an examination that they previously passed for this component.

#### Article 4.2 **Obligatory sequence**

4.2.1 The Prospectus specifies whether there are any examinations that students may not sit until they have passed the examinations for one or more other components.

4.2.2 For the components and their attendant examinations which must be completed in a given sequence, the Board of Examiners may in special cases, and following a substantiated written request by the student, agree to an alternative sequence.

#### Article 4.3 **Form of examination**

4.3.1 The Prospectus states whether the examination or constituent examinations for a component take the form of a written, digital or oral examination, or a combination of these.

4.3.2 The procedure during examinations and the guidelines and instructions, as referred to in Article 7.12b (1) (b) of the Act, for assessing and establishing the results of examinations and final examinations are described in the 'Rules and Regulations of the Board of Examiners'.

4.3.3 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,<sup>14</sup> before reaching a decision.

4.3.4 In special cases, the Board of Examiners may, at the request of the student and within the scope of the OER, permit a student to sit an examination in another manner than specified in the Prospectus.

4.3.5 Examinations are held in the language(s) of instruction for the programme that is/are specified in the OER. At the request of the student, the Board of Examiners may permit a student to sit an examination in another language.

#### Article 4.4 **Oral examinations**

4.4.1 Students take oral examinations individually, unless the Board of Examiners decides otherwise.

4.4.2 Oral examinations are public, unless the Board of Examiners or the examiner concerned decides otherwise owing to special circumstances, or unless the student has reservations.

#### Article 4.5 **Rules and Regulations of the Board of Examiners**

4.5.1 In accordance with Article 7.12b (3) of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in the event of fraud.

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<sup>14</sup> [Protocol on Studying with a Disability](#)

4.5.2 The Board of Examiners is responsible for ensuring that the right of students to appeal against decisions of the Board of Examiners or the examiners is guaranteed.

#### Article 4.6 **Assessment**

4.6.1 The examiner determines the grade immediately after an oral examination has been conducted. The student receives a message about the grade via the University study progress system.

4.6.2 The examiner determines the grade of any written or other form of examination or constituent examination within ten working days of the day on which the examination or constituent examination was held. The result is notified to the student. The final grade is recorded in the University progress system, and the student receives a message about it via that system. The student will be informed of the result at least five working days before the next opportunity to take a resit of the same examination. If this deadline is not met, the resit can be postponed.

4.6.3 If the examiner is unable to comply with the periods of ten working days, as specified in Article 4.6.2, the student is notified accordingly within the specified term. The student is also informed of the relevant procedure in such cases.

4.6.4 The examination result will be expressed as a letter ranging from A+ (plus) to F, with A+ representing the highest grade and F the lowest.

4.6.5 The examination result is considered to be a pass if it is 6.0 or higher [or in the case of the LUC: C- or higher].

4.6.6 If students must complete a practical assignment to be permitted to sit an examination, the Board of Examiners may decide that students have sat the examination once they have passed the practical assignment.

4.6.7 Together with the written or electronic notification of examination results, students are also informed of their right to inspect their graded examination papers, as referred to in Article 4.8, as well as of the appeals procedure.

4.6.8 The Board of Examiners may draw up rules that specify under which conditions it may exercise its power as specified in Article 7.12b (3) of the Act to determine that students do not have to pass every examination and/or under which conditions the results of constituent examinations can compensate for each other. These rules are specified in the Rules and Regulations of the Board of Examiners.

#### Article 4.7 **Period of validity of examinations**

4.7.1 The College Board may limit the validity of an examination pass, subject to the authority of the Board of Examiners to extend the period of validity in individual cases. The period of validity of an examination pass may only be limited if the examined knowledge, understanding or skills are demonstrably outdated.

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself. In the event of special circumstances in the sense of Article 7.51 (2), of the



Act, the Board of Examiners shall act in accordance with the pertinent provisions in Article 7.10 (4) of the Act.

4.7.3 The validity period referred to in 4.7.1 starts on 1 September of the academic year following that in which the grade was obtained or the exemption granted.

#### Article 4.8 **Inspection and final feedback session**

4.8.1 Students are entitled to inspect and receive feedback on their graded examination within a maximum period of 30 calendar days following the publication of the results of a written or digital examination, and in any case before the resit takes place.

4.8.2 Within the period referred to in 4.8.1, students may inspect the examination questions and assignments, as well as - if possible - the grading schemes used to grade the examination.

4.8.3 Students may request a feedback session on the marked examination. The opportunity for this is announced together with the examination results.

4.8.4 The Board of Examiners is authorised to decide whether the inspection of the examination papers and the feedback session are to be collective or individual.

4.8.5 The examiner determines where and when the inspection of the examination paper and the feedback session will take place.

4.8.6 Students who are unable to attend the inspection of the examination paper and the feedback session due to demonstrable circumstances beyond their control are granted another opportunity, if possible within the period referred to in 4.8.1.

#### Article 4.9 **Exemption from examinations and/or practical assignments**

4.9.1 At the student's request and after consultation with the examiner in question, the Board of Examiners may grant the student exemption from one or more examinations or practical assignments if the student:

- has completed a component at a research university or university of applied sciences that is similar in content and level to the component for which the student is requesting exemption, or
- has demonstrated, through relevant work or professional experience, that they have acquired sufficient skills and knowledge in relation to the component in question, or
- has passed Pre-University College, in which case, the Board of Examiners determines the component(s) for which the exemption is granted.

4.9.2 If the exemption concerns the components that belong to a minor, the Board of Examiners responsible first consults the Board of Examiners of the programme that provides the minor before deciding whether to grant an exemption.

#### Article 4.10 **Final examination**

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed and that a final GPA of 2.0 or higher has been acquired.

4.10.2 As part of the final examination, the Board of Examiners is entitled to conduct its own evaluation of the knowledge, understanding and skills of the examination candidate and to assess the results.

4.10.3 The degree is only conferred once the Executive Board has declared that all procedural requirements (including the requirement to pay tuition fees) have been met. One degree certificate is awarded for each programme. The degree certificate states that the programme or specialisation was delivered by Leiden University and Leiden University College, Faculty of Governance and Global Affairs.

4.10.4 Pursuant to the regulations referred to in Article 7.11 (3) of the Act, a student who is entitled to graduate may ask the Board of Examiners to postpone graduation, as long as the student has not exceeded the maximum period of enrolment of four years for the programme in question.

4.10.5 This request must be submitted within five working days of the student receiving notification of his or her final examination results. In the request the student must indicate when they wish to receive the degree certificate.

4.10.6 The Board of Examiners may also approve the request if refusing it would result in a considerable injustice.

4.10.7 A supplement in Dutch and/or in English that conforms to the standard European Diploma Supplement format, including the grading table applicable for the degree programme, is attached to the degree certificate. In addition to the degree certificate, students are issued with a translation of the degree certificate and a certificate in Latin.

4.10.8 A student who has studied according to the College's norm as elaborated in article 2.5 and who wants to postpone graduation in order to pursue additional courses over and above 180 credits, draws up a justified extended study plan to be approved by the Board of Examiners.

#### Article 4.11 **The degree**

4.11.1 The degree of Bachelor of Arts or Bachelor of Science is awarded to those who have passed the final examination of the programme. The degree of Bachelor of Arts is awarded to students who successfully completed the Majors Culture, History and Society; International Justice; or World Politics. The degree of Bachelor of Science is awarded to students who successfully completed the Majors Earth, Energy, and Sustainability; Global Public Health [renamed to Global Health, Innovation, and Society for students enrolled from 2024-2025]; or Governance, Economics, and Development.

4.11.2 The degree certificate specifies which degree has been awarded as well as the Major completed.

Students who started before the Academic Year 2018–2019 must meet the following requirements to be able to graduate:

- have obtained 180 credits in total;
- have obtained 60 credits from the first-year curriculum;
- have obtained 80 credits in a Major;
- have obtained 10 credits in the Global Citizenship component (25 credits for students who enrolled in the programme for the first time before 1 September 2014);

- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Students who started from the Academic Year 2018-2019 on must meet the following requirements to be able to graduate:

- have obtained 180 credits in total;
- have obtained 25 credits first year General Education;
- have obtained 15 credits first year Skills Courses;
- have obtained 85 credits towards their Major;
- have obtained 10 credits towards Global Citizenship;
- have obtained 15 credits in electives;
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Within the Major students who started before the Academic Year 2018-2019 should meet the following requirements:

- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- one 5 credits Research Design course at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);

Within a Minor:

- 30 credits, with at least 10 credits at 300-level. See also Article 2.7.

Within the Major students started from the Academic Year 2018-2019 on should meet the following requirements:

- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- one 5 credits Research Design course at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);

Within a Minor:

30 credits, with at least 10 credits at 300-level. See also Article 2.7.

#### Article 4.12 **Degree classification**

4.12.1 The Board of Examiners may attach a degree classification (distinction) to the result of a final examination.

4.12.2 The degree classification is based on the weighted average of the grades obtained for all the examinations that form part of the final examination, with the exception of the examinations for which an exemption was granted or for examinations or for which the student only obtained a proof of attendance. Components completed from other programmes, including components followed abroad, must be approved by the Board of Examiners. For students who enrol in the programme from the academic year 2015-2016 onwards, a distinction is only awarded when a student has completed the study programme within the nominal time plus one semester. In determining the number of years of study, which counts towards the decision to award a distinction, any study delay resulting from board

membership activities or personal circumstances and which has been recorded by the Board of Examiners may be taken into account.

4.12.3 [not applicable]

4.12.4 [not applicable]

4.12.5 [not applicable]

4.12.6 [not applicable]

4.12.7 If a student has been subject to a disciplinary measure as a result of irregularity, fraud or plagiarism, as set out in the Rules and Regulations, a distinction will not be awarded, unless the Board of Examiners decides otherwise.

4.12.8 The degree classification for the curriculum of LUC The Hague are listed in the appendix 'Honours and Grading System LUC The Hague'.

## **Chapter 5 Admission to the programme for the academic year 2023-2024**

### **Article 5.1 Direct admission**

5.1.1 Direct admission to the programme is granted to those persons who meet the requirements set out in Articles 7.24 and 7.25 of the Act, subject to the proviso that, for the LUC and programmes with a fixed quota, the selection criteria and procedure as stated in Articles 5.3.2 and 5.3.3 apply.

5.1.2 [Not applicable]

5.1.3 In certain cases as defined in the Act, the Executive Board may deny admission by virtue of its powers under Article 7.28 (1), second and third sentences, of the Act.

5.1.4 If on the basis of Article 7.53 of the Act, the Executive Board has determined a limited first enrolment for the programme, the procedure described in Articles 5.3.2 and 5.3.3 is applicable.

### **Article 5.2 Admission**

#### **5.2.1 Admission with first year diploma from a university of applied sciences or associate degree**

Pursuant to Article 7.28 (1a) of the Act, the following is required of the holder of an associate degree or the holder of a first year diploma from a university of applied sciences who is not in possession of a diploma as referred to in Article 7.24 (1) of the Act or of a diploma that is considered on the grounds of the second paragraph to be at least equivalent to such a diploma either by virtue of the Ministerial Regulations or by the Executive Board:

a) must demonstrate that they possess knowledge, understanding and skills required to successfully complete the bachelor's programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

### 5.2.2 Equivalent qualifications

A person who is not in possession of a pre-university (VWO) diploma awarded after 2007, but who is nevertheless eligible for direct admission on the basis of the Act, must demonstrate that he or she possesses the knowledge, understanding and skills required to successfully complete the Bachelor's programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

### 5.2.3 Further prior education requirements and deficiencies

5.2.3.1 [Not Applicable]

5.2.3.2 [Not Applicable]

5.2.3.3 [Not Applicable]

### 5.2.4 Dutch and English languages

5.2.4.1 [Not Applicable]

5.2.4.2 [Not Applicable]

5.2.4.3 Holders of a diploma obtained outside the Netherlands meet the requirement of a sufficient command of the English language if they have one of the following diplomas:

- An International Baccalaureate diploma from a programme taught in English (or an IB diploma with English A)
- A diploma of secondary (or higher) education completed in Australia, Canada (except for French-taught programmes in Canada), Germany, Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa

5.2.4.4 Holders of a Dutch diploma meet the requirement of a sufficient command of the English language if they have a pre-university education (VWO) diploma with a final grade of 8.0 or higher.

5.2.4.5 If the student does not meet the requirements in 5.2.4.3, at least one of the following language requirements can be set:

- IELTS Academic test with an overall score of 7.0; where each separate constituent score must be at least 6.0;
- TOEFL (internet-based) test with a minimum score 100; where each separate constituent score must be at least 20.<sup>15</sup>
- Cambridge C2 or C1 Certificate (Proficiency: CPE or Advanced: CAE) with an overall score of 185.

At the time of applying for the programme, the test must have been taken no more than two calendar years previously.

5.2.4.6 If the student does not meet the requirement in 5.2.4.4, but has a pre-university education (VWO) diploma with a final grade of 7.0 in English, the student will be required to sit a supplemental exam in English proficiency at the College in which at least level C1 of the Common European Framework of References for Languages must be obtained.

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<sup>15</sup> See also the comparison table: [English-test-equivalencies.pdf \(universiteitleiden.nl\)](https://www.universiteitleiden.nl)

### 5.2.5 Entrance examination

[Not Applicable]

## Article 5.3 Selection for the programme *[Applies to programmes with a fixed quota and LUC]*

### 5.3.1 Confirmation of admission

The Faculty Board provides confirmation of admission if the student meets the selection criteria specified in Article 5.3.2, as long as the maximum number of students that may be enrolled in the programme has not been exceeded.

### Article 5.3.2 Selection criteria

The selection criteria are:

Proficiency in English. Ideally, the applicant has at least

- A diploma of secondary (or higher) education completed in Australia, Canada (except for French-language programmes in Canada), Germany, Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa
- a grade 8 in English at Dutch VWO, or
- passed a TOEFL Internet-based test with a minimum score 100, or
- an IELTS Academic test with an overall score of 7.0, or
- obtained a Cambridge C2 or C1 Certificate (Proficiency: CPE or Advanced: CAE) with an overall score of 185, or
- a European Baccalaureate English Language 1, or
- a European Baccalaureate English Language 2, with aside the subject English 2L, at least 4 other courses taught in English, other than Ethics/Religion and Physical Education, during the last cycle (years 6&7), or
- A full English-taught International Baccalaureate Diploma, or
- An International Baccalaureate with English A at Higher Level, or
- a Diplôme du Baccalauréat Général – Option International American/English section, or
- a Zeugnis der Allgemeinen Hochschulreife with a final English grade of at least 13, or
- National Senior Certificate (UMALUSI or IEB) with English as home or first language, or
- Maltese Matriculation Certificate from the University of Malta, or
- Singapore three H2-Levels combined with O/N-Levels
- Proficiency in mathematics.<sup>16</sup> Please refer to the list of mathematics requirements on the Admissions web page of the College<sup>17</sup>
- Overall academic strength across multiple academic subjects and domains of activity as demonstrated in the application materials (CV, motivation letter, diploma<sup>18</sup>/transcripts, recommendation letter) and – if applicable – interview;

<sup>16</sup> For students with marginal mathematics scores the Admissions Board may require students to participate in a diagnostic exam and remedial mathematics course at the College.

<sup>17</sup> <https://www.universiteitleiden.nl/en/education/study-programmes/bachelor/liberal-arts--sciences-global-challenges/admission-and-application/entry-requirements#mathematics-requirements>

<sup>18</sup> Please refer to the diploma requirements on the admissions webpage of the College

- Suitability and commitment to study in an international and academically demanding environment as demonstrated in the application materials and – if applicable – interview;
- Suitability and commitment to contribute to the residential campus environment at LUC The Hague in a positive manner as demonstrated in the application materials and – if applicable – interview.

### 5.3.3 Selection procedure

The selection procedure is as follows: Complete applications which meet the minimum admission requirements (see Article 5.3.2) are reviewed by the Board of Admissions, which includes a review of the applicants' academic profile and domains of activity and motivation for studying at the College. In addition, applicants who are deemed admissible may be invited for a personal interview either at the College or via multimedia. Decisions on admission applications are made by the Dean of the College with the formal approval of the Faculty Board. Only complete applications which are submitted via the way specified on the LUC website will be taken into consideration.

5.3.3.2 Students who wish to reregister after a period of deregistration, will be required to contact the Study Advisors to discuss their return.

## Chapter 6 Student Counselling and Study Advice

### Article 6.1 Study progress administration

6.1.1 The College keeps records of the results of individual students.

6.1.2 Students may inspect their results in the study progress system at any time.

6.1.3 From the second year of enrolment, the programme asks all students to submit an annual study plan, indicating the examinations they intend to take, and the extracurricular activities relevant to the programme or recognised by the Executive Board in which they intend to participate.

### Article 6.2 Introduction and student counselling

As referred to in the Leiden University Regulation on the Binding Study Advice, the programme must provide an introduction and counselling for all students who are enrolled in the programme, in order to familiarise them with their study options in the programme and elsewhere and to facilitate their progress in their studies.<sup>19</sup>

### Article 6.3 Study advice

6.3.1 In their first year of enrolment, all students are provided with advice on the continuation of their studies. The Board of Examiners is mandated by the Faculty Board to issue this study advice. For information on the requirements, the number of times and the occasion when the advice is issued, and the possible consequences of this advice, see the Leiden University Regulation on the Binding Study Advice that applies to the academic year in question, as well as 6.3.2.

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<sup>19</sup> [Leiden University Regulation on the Binding Study Advice](#)

6.3.2 In addition to the required minimum of 45 ECTS credits for a positive binding study advice as referred to in the Leiden University Regulation on the Binding Study Advice, the College imposes requirements concerning certain components that students must pass, in order to obtain the positive binding study advice.

For students who started before the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 35 ECTS credits of the other compulsory courses (Global Challenges courses, History of Science, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

For students who started in the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 30 ECTS credits of the other compulsory courses (Global Challenges courses, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

For students who started in the Academic Year 2019-2020 and onwards:

- All students are required to pass the courses Academic Writing and Statistics in the first year of enrolment.

6.3.3 A binding negative study advice with refusal only applies to the programme and associated specialisations in which the student is enrolled. The binding study advice also applies to any bachelor's programme which shares the first year programme within the Bachelor's programme.

6.3.4 Students may request an oral explanation of the study advice as well as information on continuation of their studies within or outside the Faculty and on any other possible education options.

#### Article 6.4 **Supervision of the thesis/final paper/final report/final programme assignment**

6.4.1 Together with the first reader, the student draws up a plan for the thesis (Capstone), as referred to in 3.3.2. This plan is based on the study load for this component as specified in the Prospectus.

6.4.2 The plan referred to in 6.4.1 also specifies the frequency and manner of supervision.

#### Article 6.5 **Top-level sport**

Students who engage in top-level sport are given the opportunity to adjust their study programme to their sporting activities wherever possible. The programme determines who falls within this category in line with the guidelines set out in Section III of the Regulations on Financial Support for Students, drawn up by the Executive Board.

#### Article 6.6 **Disability or chronic medical condition**

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition.<sup>20</sup> The study programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the final examination curriculum itself.

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<sup>20</sup> <https://www.organisatiegids.universiteitleiden.nl/en/regulations/general/protocol-studying-with-a-disability>



**Article 6.7 Study and internships abroad**

Special measures will be taken for students who suffer from a demonstrable delay in their studies as a result of study or an internship abroad that has been approved by the Board of Examiners, in order to limit the delay.

**Chapter 7 Evaluation of the Programme****Article 7.1 Evaluation of the programme**

The education in the programme is evaluated as follows:

- course evaluations (after the block or semester)
- programme evaluation (once a year)

The Programme Board/Programme Director will inform the Programme Committee about the outcomes of the evaluation.

**Chapter 8 Final Provisions****Article 8.1 Amendments**

8.1.1 Amendments to these regulations are adopted by a separate order of the Faculty Board with the prior consent of the Faculty Council or the Programme Council, depending on the topics concerned.

8.1.2 Amendments to these regulations that apply to a particular academic year must be adopted before the start of that year and published in the prescribed manner, unless earlier implementation of an amendment to the regulations is strictly necessary and, in all reasonableness, does not harm the students' interests.

8.1.3 Amendments to these regulations may not adversely affect any prior decision pertaining to students taken by the Board of Examiners on the basis of these regulations.

**Article 8.2 Publication**

The Faculty Board or Programme Board is responsible for publishing these regulations, the Rules and Regulations established by the Board of Examiners, and any amendments to these documents, via the University website.

**Article 8.3 Term of application**

The Course and Examination Regulations apply for the duration of one academic year.

**Article 8.4 Entry into force**

These regulations enter into force on 1 September 2023.

**APPENDIX 1: Honours and Grading System LUC The Hague**

Table 1: Honours Categories

Bachelor degree (without honours)	2.00-2.99
Honours	3.00-3.49
Cum laude	3.50-3.79
Magna cum laude	3.80-3.89
Summa cum laude	3.90-4.00

Table 2: Grade Descriptors

Letter	Grade Point	Description
A+	4.0	Outstanding: An outstanding answer showing an extraordinary understanding of the issues and methodologies; original, independent thinking informs an answer based upon rigorous argument accurately supported by evidence derived from a wide range of source material; could not be bettered at undergraduate level in the time
A	4.0	Very good: An answer demonstrating a high level of understanding of the issues and methodologies; the answer displays independent thought, and strong and well organised argument, using a wide range of sources
A-	3.7	
B+	3.3	Good: A good answer showing most but not necessarily all of the above. The level of independent thinking is a bit lower
B	3.0	
B-	2.7	
C+	2.3	Pass: An answer demonstrating satisfactory understanding of the issues, with a reasonable and reasonably well organised argument supported by a standard range of sources. The answer may display some shortcomings, but no fundamental errors
C	2.0	
C-	1.7	
D+	1.3	Insufficient: An answer which shows minimal, inadequate or limited understanding of some of the issues raised by the question, with substantial omissions or irrelevant material, and limited use of relevant material. Poorly conceived and poorly directed to the question
D	1.0	
D-	0.7	
F	0.0	Fail: Unsatisfactory, but will show skeletal grasp of some relevant issues and necessary material and/or skills. There may be gross misconceptions which nevertheless show some evidence of an elementary grasp of issues. Or: no answer offered. Or: an answer which is totally irrelevant or fundamentally wrong
P	--	Pass: This result is registered when a student passed a course for which no grade is recorded
W	--	Withdrawal: This result is registered when a student has officially withdrawn from the course with permission of the Board of Examiners
VR	--	Vrijstelling [Exemption]: This result is registered when the student received an exemption for the course from the Board of Examiners
CI	--	Course Incomplete: This is a placeholder result for students with pending grades

Table 3: Conversion Table Dutch grades

Dutch Grade	LUC Grade		Dutch Grade	LUC Grade
8.6-10.0	A+		6.4-6.6	C+
8.0-8.5	A		6.0-6.3	C+
7.7-7.9	A-		5.5-5.9	C-
7.4-7.6	B+		5.3-5.4	D+
7.0-7.3	B		5.1-5.2	D
6.7-6.9	B-		4.9-5.0	D-
			0.0-4.8	F

*\*This table may be subject to change in the future*

### Remarks

The Grade Point Average (GPA) is the weighted average of all results the student obtained. This includes not only the regular LUC courses, but also transferred courses, any external classes approved by the Board of Examiners, and Semester Abroad courses. The following results do not affect the GPA:

- Pass (P)
- Exemption (EX; VR)
- Course Withdrawals (W)
- Course Incomplete (CI; this is a temporary result, usually replace by an actual grade or an F)

Results of failed courses (D's, F's) *do* count towards the GPA. Please note that if a student fails a course and then retakes and passes it in a subsequent block, the D or F of the first attempt will remain on the student's transcript, but it will no longer weigh towards the GPA—only the new grade will count towards the GPA in this scenario.

Shortly before graduating, students submit their Study Plans. Any courses marked on the Study Plan as “extracurricular” (i.e. extra courses a student might have taken) will be excluded from the final calculation of the GPA. In effect, this means that upon graduation, the GPA for the majority of students will be calculated over the 180 EC worth of courses which are part of their diploma. Note that extracurricular courses are not formally part of the diploma (because they are “extra”), though the courses *are* mentioned on the diploma supplement.

A final GPA of at least 1,7 (= C-) is required to graduate (Article 4.10.1).

Note that Leiden University does not state GPA information on diploma document, only the latin honours a student might have obtained.

**APPENDIX 2: Learning Outcomes per Major****Earth, Energy, and Sustainability (BSc)**

<b>Learning Outcomes Major Earth, Energy, and Sustainability (BSc)</b>	
The Earth, Energy and Sustainability (EES) Major draws insights from the natural and social sciences to give students the practical skills and knowledge to address key challenges related to anthropogenic impacts on our natural environment. The Major is structured around three core tracks: i) Ecosystem Health, ii) Earth System Science, and iii) Energy and Natural Resources. In addition, students can pursue courses in a co-convened track with the Major Governance, Economics and Development and Global Health, Innovation and Society.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Can generally explain the most important theories, models, concepts and discourse of the EES domain: 1) human and environment interactions; 2) in understanding natural systems; 3) in environmental policies and management.
2.3.1 b	Demonstrate deep knowledge by applying scientific methods to real world cases in the social and natural sciences.
2.3.1 c	Can apply scientific research skills, individually or in a group, within the EES field: field and laboratory techniques; quantitative analysis of data sets; modelling of natural and human systems. Can explain the approach used in the scientific method.
<i>Academic skills</i>	
2.3.3 a	Can analyse the results of independent study using the scientific skills discussed in 2.3.1 c.
2.3.3 b	Can interpret scientific findings from different disciplines within EES; Critically read scientific articles on EES issues; Can conduct and complete, individually or in a group, a research project in the field of EES.
<i>Interdisciplinary skills</i>	
2.3.4 a	Demonstrate knowledge of the multidisciplinary nature of EES by establishing connections with the different disciplines in the natural and social sciences which have shaped the field of EES.
2.3.4 b	Can design a study and defend their chosen approach.
2.3.4 c	Can formulate research questions and hypotheses; Evaluate the strengths and weaknesses of research based publications using theoretical and empirical approaches of the relevant scientific fields.
2.3.4 d	Can analyse and criticise (both by positive and constructive feedback) the methodology used within the scientific literature or by their peers.
2.3.4 e	Can evaluate the strengths and weaknesses in scientific studies (e.g. published work, government reports, or peer-projects) and their own work (self-reflection) or work of their peers.
<i>Communication skills</i>	
2.3.7 a	Can write a project proposal by examining the scientific literature, highlighting important areas of research and formulating hypotheses based on own literature reviews, in a standard scientific format. Students can prepare and present a scientific presentation. They understand the roles and complexity of stakeholders involved in issues of environmental assessment and management. Students can communicate their knowledge about content, the scientific method and scientific skills.
2.3.7 b	Students can write a report in a scientific format, and generalise their findings to a broader context.
2.3.7 c	Students successfully complete a research project in a group or individually within the framework of a class.
2.3.7 d	Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.

## Global Health, Innovation and Society (BSc)

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### Learning Outcomes Major Global Health, Innovation and Society (BSc)

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The Global Health, Innovation and Society (GHIS) Major provides students with the opportunity to develop skills for both the technical and the critical analysis required to understand how biology, the social and physical environment, new medical innovations and health policy contribute to health and well-being around the world. With training in both quantitative and qualitative methods, students engage with communities in the Hague and beyond to understand health related challenges and approaches to address them. We address Global health challenges, such as socioeconomic inequality in child health, sexual and reproductive health, and proper nutrition, through an interdisciplinary perspective. The goal of the Global Health, Innovation and Society (GHIS) Major at LUC is to foster both an applied and critical theoretical understanding of the social and historical determinants, risk factors, and potential interventions and innovations associated with understanding global health challenges that range from the individual, community, institutional to environmental and societal level. This two-year Major provides students with a strong grounding in health sciences. The courses revolve around five major themes (tracks): Biomedical sciences, Health Data Science, Health and Development, Health Policy and Politics, Health and Environment. Courses include required foundational and thematically oriented course work within biomedical health sciences including biology, infectious diseases, health promotion, medical anthropology, human geography, and data-science in healthcare. Also, students will have methodology courses in statistics, epidemiology, qualitative methods and geographic information systems for health-data analysis.

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#### Article *Knowledge in Major*

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- 2.3.1 a Explain and discuss the most important theories, models, concepts, and discourses within the Global Health field. Identify biological, social, behavioural and environmental determinants of communicable and non-communicable diseases. Describe the impact of communicable and of non-communicable diseases at an individual, interpersonal, community and societal level.
- 2.3.1 b Systematically evaluate the state of the art on global health issues. Analyse real-world data and cases related to global health challenges. Acquire a broad understanding of health and well-being. Examine the evolving health technology and innovative uses of data in health care. Understand historical and colonial legacies and evaluate their relationship to contemporary global health. Understand policy responses to global health challenges
- 2.3.1 c Choose the appropriate design to study global health challenges from a range of epistemological approaches relying on a diverse set of methods. Compare methods used for collecting data for health research purposes (quantitatively and qualitatively). Adequately analyse different types of evidence from global health research.
- 2.3.1 d Examine the evolving health technologies, innovation, and use of data in (public) health care. Evaluate how the latest innovative approaches in health and medical care, such as artificial intelligence and data science for health, shift our understanding of health challenges and alternative solutions.

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#### *Academic skills*

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- 2.3.3 a Demonstrate the ability to critically evaluate and interpret findings from global health research. Distinguish the difference between evidence-based practice, opinion-based practice, and real-world based practice in Global health. Critically reflect on these practices in real-world engagement projects within courses.
- 2.3.3 b Research global health problems in a systematic and evidence-based manner. Critically read scientific articles on global health issues. Evaluate different sources of evidence. Develop evidence-based prevention and health-promotion programs to tackle public health challenges. Apply effective methods of visualization and communication of health data.

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#### *Interdisciplinary skills*

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- 2.3.4 a Understand determinants of communicable and non-communicable diseases at different levels (i.e. at an individual, community, environmental, institutional and societal level).
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- 2.3.4 b Be able to study global health problems in different cultural contexts and at different levels (i.e. at an individual, community, institutional, and societal level).
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- 2.3.4 c Can apply multidisciplinary frameworks and methods (e.g. the social ecological as well as behavioural models) based on different epistemological approaches to study major global health challenges.
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- 2.3.4 d Can apply the different determinants of communicable and non-communicable diseases and related risk factors into multidisciplinary solutions integrated at an individual, community, environmental, institutional and societal level.
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- 2.3.4 e Can compare and evaluate prevention and policy strategies to combat communicable and non-communicable diseases and related risk factors at an individual, community and societal level.
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- Communication skills*
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- 2.3.7 a Present scientific findings through scientific papers and presentations and translate that knowledge for communication to societal and policy actors, as well as the general public.
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- 2.3.7 b Can write scientific articles and study proposals related to global health topics.
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- 2.3.7 c Learn to perform group work through research projects and practical assignments related to global health.
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- 2.3.7 d Learn to work with people from different backgrounds in teamwork and to reflect on own values
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- Learning skills*
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- 2.3.8 c Explain ethical issues that can come along with global health interventions, epidemiological research, quantitative and qualitative methods, and technological and data innovation in healthcare and how to appropriately address these in scientific papers and debates.
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**Governance, Economics, and Development (BSc)**

<b>Learning Outcomes Major Governance, Economics, and Development (BSc)</b>	
The Governance, Economics, and Development (GED) Major draws on scholarship from a range of disciplines and interdisciplinary research fields in the social sciences. Students can choose to focus primarily on either the policy challenges of the rich world (governance) or those of the poorer world (development), and deepen their understanding by selecting specific Additionally, all students take a set minimum of methodology courses in data science ensuring that they master the fundamentals of data analysis and case studies with the most advanced tools used by professionals.	
<i>Article Knowledge in Major</i>	
2.3.1 a	Have an overview of the knowledge base within Governance, Economics, and Development and assess the role and importance of various actors and stakeholders in the generation and evolution of social outcomes.
2.3.1 b	Demonstrate deep knowledge by learning facts about governance and development challenges in different parts of the world and by applying relevant concepts and models to cases of these challenges using appropriate research methodologies.
2.3.1 c	Are able to choose the most appropriate research methods for a given hypothesis or research question in the social sciences.
<i>Academic skills</i>	
2.3.3 a	Can in a manner appropriate to their research question apply and critically evaluate in the work of others the following scientific skills in research within the Major of GED: (a) Individual case study design and analysis; (b) Small-N comparative case study design and analysis; (c) Large-N research design and analysis; (d) Mixed methods approaches.
2.3.3 b	Can write a project proposal using scientific reasoning and research method skills; can research, individually or in a group, a case, problem or issue and successfully complete a research project within the framework of a final thesis; and can integrate knowledge, problem solving, analytical and communication skills to come to a solution, recommendation or advice.
<i>Interdisciplinary skills</i>	
2.3.4 a	Identify questions of governance and development and have an understanding of the main social science disciplines pertinent to these questions, their subject matter, their epistemology, ontology, methodology and research methods.
2.3.4 b	Can formulate research questions and hypotheses and evaluate the strengths and weaknesses of research-based publications using theoretical and empirical approaches of the relevant social-scientific fields.
2.3.4 c	Can combine knowledge and methods from various social science disciplines to come to an integrated approach to research and address issues of governance and development.
2.3.4 e	Can argue a well-considered stance, making use of relevant social-scientific theories and methods.
<i>Communication skills</i>	
2.3.7 a	Can write a project proposal using scientific reasoning and research method skills. Can construct succinct analytical arguments in well-structured written and spoken English. Can deploy the above skills conversationally with non-experts.
2.3.7 b	Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
2.3.7 c	Have developed the skills to work in a team, respecting the variety in backgrounds and making sure all can contribute to the final product.
2.3.7 d	Can use and appreciate the variety in academic disciplines in the GED Major and can be attentive to cultural and personal differences.
<i>Learning skills</i>	

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2.3.8 c Can identify and explain ethical issues that arise in research on issues related to governance and development and are able to suggest solutions to address these issues.

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**Culture, History and Society (BA)**

<b>Learning Outcomes Major Culture, History and Society (BA)</b>	
<p>The Culture, History and Society (CHS) Major draws insights from the humanities and social sciences to give students the knowledge and skills necessary to understand the challenges of living together peaceably, equitably, sustainably and respectfully in plural and complex societies. The major is arranged in three interdisciplinary components or tracks: Cultural Expressions; Historical Processes; and Social Forms - CHS. In addition, students can pursue co-convened tracks in Gender Studies, Philosophy and Languages.</p>	
Article	<i>Knowledge in Major</i>
2.3.1 a	Explain and discuss themes and concepts in the study of culture and history in different social formations across the world. In the Cultural Expressions track studying themes related to cultural representations, political memory, visual arts, black literature, intersectionality. In the Historical Process track students learn about nationalism, slavery, imperialism, migration, industrialization, globalization and social movements, like environmentalism, in various parts of the world. In the Social Forms track students explore themes related to power, legitimacy, self/other dichotomies, social inequalities, urban and regional dynamics, based on the work of major social, political and anthropological scholarship.
2.3.1 b	Make comparisons and draw connections between a variety of conceptual repertoires informing the humanities and social sciences, and explain how they relate to one another and can be used to understand the complexity of socio-political and cultural real-world issues.
2.3.1 c	Ability to choose and decide among different methodological approaches in the humanities and interpretive social sciences the most appropriate route to carry out a viable research design.
<i>Academic skills</i>	
2.3.3 a	Ability to collect, organise, analyse, and evaluate different types of sources. Critically engage with difficult texts, doing research using different types of evidence, and distinguishing between facts, arguments and opinions. Ability to explain, compare, contrast, synthesise, and position one's own perspective in relation to scholarship in the humanities and interpretive social sciences.
2.3.3 b	Can apply their research skills, individually and in teams, on a case, problem or issue at stake. Can do this by systematically integrating their conceptual knowledge on an issue with empirical research, deploying problem solving, analytical, critical and communication skills.
<i>Interdisciplinary skills</i>	
2.3.4 a	Have an understanding of various fields of study that inform the humanities and interpretive social sciences, including their subject matter, historical development, alternative epistemological, ontological and methodological approaches.
2.3.4 b	Can analyse the complexity of the human and social worlds to question and determine which disciplinary approaches and research methods are most applicable to further their understanding.
2.3.4 c	Can combine knowledge and methods from various disciplinary backgrounds within the humanities and interpretive social sciences to come to an integrated approach.
2.3.4 d	Are able to pose relevant questions, create new ideas and contribute to imagine possibilities to address the challenges that human societies face, drawing on historical evidence, the study of cultural production and various conceptual repertoires in the social sciences and humanities.
2.3.4 e	Can write and speak argumentatively and synthetically using a range of source materials as evidence, and position themselves in various disciplinary approaches within the humanities and interpretive social sciences.
<i>Global Citizenship</i>	
2.3.5 c	Have the ability to position oneself as part of diverse and plural communities, at local, national, regional and global levels, taking into consideration the diversity of historical backgrounds, cultural repositories and forms of social organization that exist in the world.
<i>Communication skills</i>	
2.3.7 a	Demonstrate the ability to take position, elaborate an argument and present their findings, both in written and oral form, to a variety of audiences.

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2.3.7 b Can pose relevant research questions and design a research inquiry using appropriate methodological approaches and tools.

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2.3.7 c Are able to work in teams constructively and respectfully to attain a timely result.

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2.3.7 d Can identify and take position regarding the ethical questions associated to the production of knowledge in the various disciplinary fields that inform the Major, acknowledging there are multiple ways of thinking and knowing the world.

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**International Justice (BA)**

<b>Learning Outcomes Major International Justice (BA)</b>	
	The International Justice (IJ) Major explores conceptions of justice in our global society as responses to conflict and transnational threats, such as organised crime and terrorism, are increasingly international in scope and supported by a growing framework of norms and institutions tasked with enhancing sustainable peace and security. The International Justice Major is built around three key themes (a) law and enforcement, (b) human security, and (c) organization and integration. As justice issues related to human rights, peace, security and environment present legal and policy challenges for governmental and non-governmental actors, international institutions, and civil society that extend beyond national borders and single disciplines, the International Justice Major is also connected to the Governance, Economics and Development Major. Through these cross links students can explore issues related to governance and development, as well as comparative justice systems and gender, media and conflict.
Article	<i>Knowledge in Major</i>
2.3.1 a	Identify and articulate the national, regional and global context in which international justice operates. Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Demonstrate knowledge of the nature and settlement of international disputes.
2.3.1 b	Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Describe and critically assess the international institutional framework.
2.3.1 c	Research and analyse real world cases especially those that pertain to compliance and violations of international law. Identify the core elements of an international dispute.
	<i>Academic skills</i>
2.3.3 a	Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguish relevant facts and identify and analyse the appropriate sources and principles of law.
2.3.3 b	Can research, individually or in a group, a case or issue related to international justice and integrate knowledge and legal methods of reasoning to come to a recommendation or conclusion.
	<i>Interdisciplinary skills</i>
2.3.4 a	Explain the structure of legal argumentation and differentiate between the various methodologies used to explore justice issues.
2.3.4 b	Analyse a complex case and deconstruct and evaluate the argumentation of relevant actors in the field.
2.3.4 c	Objectively evaluate, compare, contrast and synthesise evidence to support an argument.
2.3.4 d	Formulate a clear argument evidenced by appropriate sources.
2.3.4 e	Develop, present a well-considered stance, and defend an argument in both written and oral motions. Can carry out independent research, within the framework of the capstone thesis.
	<i>Global Citizenship</i>
2.3.5 b	Use their knowledge gained in the Major, both in terms of content and methodology, to constructively participate in key dialogues related to international justice.
	<i>Communication skills</i>
2.3.7 a	Research and prepare a legal argument. Develop, present and defend an argument in both written and oral motions.
2.3.7 b	Prepare and present an oral presentation on a given topic. Students can advocate, in both oral and written form. Students can write a case note.
2.3.7 c	Students can convey information in a clear and persuasive manner in a group or individually.

**World Politics (BA)****Learning Outcomes Major World Politics (BA)**

The World Politics (WP) Major is organised around the global challenge Peace and Justice, locating issues of security and peace within the broader context of international relations and transnational politics. The Major will equip students with the knowledge and skills to understand the shape of political relations in a globalizing world and their connection to peace and security. Students will become familiar with the most important theories, actors, institutions and issues in world politics at the global and regional levels. World Politics is fundamentally an interdisciplinary subject that draws on several academic disciplines, including Politics, History, Philosophy, and Sociology. It is organized into three core tracks, each of which contains courses examining a different aspect of the global political order:

1. International Relations and Diplomacy focuses on interstate relations and its dominant patterns: conflict and cooperation. This track will also introduce students to the most influential theories of international politics, including realism, liberalism and social constructivism.
2. Transnational Politics draws primarily on History and Sociology to explore dimensions of world politics that fall outside of International Relations' traditional focus on the state. This includes mass phenomena such as nationalism, religion and memory, as well as non-state and transnational actors.
3. Peace and Conflict Studies examines issues of security and peace in more detail, drawing primarily on the interdisciplinary fields of Security Studies and Peace and Conflict Studies.

*Article Knowledge in Major*

2.3.1 a Understanding of the major concepts, theories and methodological approaches used in the analysis of world politics, and the ability to critically evaluate them; understanding of the implications of different approaches, and the terms of relevant debates among scholars concerning their strengths and weaknesses.

2.3.1 b Understanding of the significance of the most important issues at the heart of world politics, including nuclear proliferation, nationalism, religion, terrorism, regionalism, humanitarian intervention, etc.; understanding of key events associated with them, their historical context, and the ways they have shaped the development of international affairs.

2.3.1 c Understand the significance and roles of key actors in world politics including individuals, states, intergovernmental organizations, non-governmental organizations, transnational corporations, global civil society.

*Academic skills*

2.3.3 a Demonstrate the ability to apply conceptual and theoretical tools to analyse key events and processes in contemporary world politics; the ability to critically evaluate key concepts, theories and methods using relevant case studies.

2.3.3 b The ability to distinguish good and bad arguments; the ability to make logical and well-reasoned arguments supported by evidence drawn from appropriate sources.

*Interdisciplinary skills*

2.3.4 a The ability to demonstrate knowledge of the multi-disciplinary nature of world politics by establishing connections among the disciplines that have shaped the study of world politics.

2.3.4 b/c Demonstrate an understanding of the relationship between theory, methodology and methods; the ability to critically evaluate the strengths and weaknesses of the major methodologies and method used in the study of world politics; the ability to develop research projects; the ability to select and rigorously apply methods appropriate to the nature of the research; the ability to gather, analyse and interpret relevant data.

2.3.4 d Conduct research and evaluate evidence-based arguments and methodologically sound studies.

2.3.4 e Can argue a well-considered position on issues in world politics, making use of relevant disciplines.

*Communication skills*

2.3.7 a/b Write well-organised, informed, logically argued, clear, persuasive, and stylistically correct essays and papers. Display confidence to present their arguments clearly, logically and persuasively in relevant academic contexts (seminars, workshops, conferences) to other students of world politics.

