

## **COURSE AND EXAMINATION REGULATIONS**

Valid from 1 September, 2016

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

These course and examination regulations have been drawn up in accordance with the Higher Education and Research Act (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

Pursuant to Article 7.14 of the Act, the Faculty Board regularly evaluates the Course and Examination Regulations (henceforth the OER) and considers, for the purpose of monitoring and adjusting the study load, how much time it takes students to comply with them. In accordance with Article 9.18 of the Act, the Programme Council of LUC The Hague 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 in the Bachelor's programme of Liberal Arts and Sciences: Global Challenges (BA and BSc), 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, at Leiden University College.

### **Article 1.2      Definitions**

In these regulations the following definitions apply:

- a. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW);
- b. Board of Examiners: the Board of Examiners for the programme, established and appointed in accordance with Article 7.12a of the Act;
- c. component: a unit of study in the programme, as defined in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is associated with an examination;
- d. credit: the unit expressing the study load of a component. According to the ECTS, one credit equals 28 hours of study;
- e. degree classification: further degree classification by the Board of Examiners;
- f. ECTS: the European Credit Transfer System;
- g. e-Prospectus: the electronic prospectus containing specific and binding information about the programme. The e-Prospectus is available at <https://studiegids.leidenuniv.nl/en>;
- h. examination: 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) by at least one examiner appointed for this purpose by the Board of Examiners. An examination may consist of several constituent examinations;
- i. examiner: the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- j. final examination: the examinations associated with the components belonging to the programme, including a review to be carried out by the Board of Examiners, as referred to in article 7.10, second paragraph, of the Act;
- k. first reader/supervisor: the first examiner to read and assess the thesis/final paper/final report

- (Capstone);
- l. Leiden Register of Study Programmes: register of the programmes offered by Leiden University,<sup>1</sup> maintained under the supervision of the Executive Board, as referred to in Article 7 of the Executive and Management Regulation;
- m. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document;
- n. nominal duration of study: the study load in years of study as established in the Central Register of Higher Education Programmes;
- o. portfolio: a monitoring and assessment file that makes it possible for students to (1) demonstrate that they have attained 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;
- p. practical: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13, second paragraph, in point (d), of the Act, that takes one of the following forms:
- writing a thesis/final paper/final report (Capstone),
  - writing a paper or creating an artistic work,
  - carrying out a research assignment,
  - participating in fieldwork or an excursion,
  - completing a 5 ECTS credits internship, approved by the Board of Examiners and supervised by a College staff member, or
  - participating in another educational activity aimed at acquiring particular skills;
- q. Pre-University College: a teaching programme offered by Leiden University to selected pupils in the fifth and sixth grades of secondary education (VWO);
- r. programme: the programme to which the OER relate: 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 associated with a final examination;
- s. second reader/supervisor: the second examiner to read and assess the thesis/final paper/final report (Capstone);
- t. student: person enrolled at Leiden University in order to follow the courses and/or sit the examinations and final examinations associated with the

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<sup>1</sup> The Leiden Register of Study Programmes Framework Document can be found on the following website:  
<http://medewerkers.leidenuniv.nl/onderwijs/beleid-regelgeving/leids-register.html>.

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- programme;
- u. working day: Monday to Friday, excluding the official public holidays;
- v. the College: The international honours college of Leiden University which offers a full-time small-scale and intensive Liberal Arts and Sciences BA and BSc study programme within a residential concept to students selected for admission;
- w. Major: a specialisation of 80 ECTS credits within the programme, meeting the requirements stipulated in Article 4.11.2;
- x. Minor: a coherent 30 ECTS credits package of courses, including 10 credits at 300-level (see Article 2.7);
- y. track: a coherent series of a 100-level, 200-level and 300-level course as specified per Major.

The other definitions have the meaning that the Act ascribes them.

### Article 1.3 **Codes of conduct**

1.3.1 The Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students<sup>2</sup> is applicable. 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 lecturers and students respect each other and in which mutual acceptance and trust are important values.

1.3.2. The Leiden University Regulations on ICT and Internet Use<sup>3</sup> are also applicable. 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.

1.3.3 Furthermore, the following codes of conduct apply to the degree programme of the College:

- The Academic Honour Code<sup>4</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 of the College<sup>5</sup> 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.

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<sup>2</sup> <http://media.leidenuniv.nl/legacy/code-of-conduct-on-behaviour-okt-15.pdf>

<sup>3</sup> <http://regulations.leiden.edu/university-management/regulations-on-ict-and-internet-use.html>

<sup>4</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 2016-2017, 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>5</sup> Ibid.

## **Chapter 2 Description of the Programme**

### **Article 2.1 Objectives of the programme**

The programme at the College 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.

### **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)
- Governance, Economics, and Development (BSc)
- Human Diversity (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 as far as possible according to the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) (“Dublin descriptors”):

#### **1. 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.

#### **2. 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.

#### **3. Academic skills**

LUC The Hague graduates:

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- 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.
4. 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.
5. Global Citizenship  
LUC The Hague graduates:
- a. Accept and act upon their social and civic responsibilities in a respectful and ethical way.
  - b. Have acquired building blocks allowing them to make a positive contribution to world peace, security, and sustainability, at local, national or global level.
  - c. Have an open mind towards the world they live in, acknowledging that they will have to continue to reflect critically upon their own values and beliefs while coming into contact with others.
  - d. Are able to work and live in different cultural environments.
6. 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.
7. 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.
8. Learning skills  
LUC The Hague graduates:

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- a. Have developed a way of life that is aimed at continuous learning, regardless of their stage of life. 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.

### Article 2.5 **Study load**

The programme has a study load of 180 ECTS 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.

### Article 2.7 **Minors**

2.7.1 The College offers the following Minors, which are the responsibility of the Board of Examiners and which all consist of a coherent 30 ECTS credits package of courses, including 10 credits in 300-level courses:

- LUC The Hague Minors. The College offers five pre-structured Minors: Social and Business Entrepreneurship; Psychology; Gender Studies; Journalism; Languages.
- 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.

Other options for completing a Minor (from the official list of Leiden University Minors or from another university) are listed in Articles 3.2.2 and 3.2.3.

2.7.2 The description of the components belonging to a particular Minor can be found in the e-Prospectus. The e-Prospectus also specifies which Board of Examiners is authorised to examine the individual components that comprise 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.

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

2.8.1 The following final examinations/the following final examination can be taken within the programme:

- a. the final examination for the bachelor's degree programme

### Article 2.9 **Language of instruction**

In line with the Code of Conduct on the Language of Instruction<sup>6</sup> the language of instruction and examination in the programme is English. Students are expected to have an adequate command of the language of instruction and examination of 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.

### Article 2.10 **Quality**

The programme is accredited by NVAO<sup>7</sup> and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards set out in the Leiden Register of Study Programmes Framework Document.

## Chapter 3 **Curriculum**

### Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 45 credits, excluding the final thesis (Capstone).

3.1.2 The e-Prospectus further specifies the actual structure of the programme, i.e. the study load, level<sup>8</sup>, contents and structure of the components on 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; 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 include a maximum of 30 credits completed at a recognised and/or accredited institution of higher education. Such requests must be filed during the first semester of enrollment.

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<sup>6</sup> The Code of Conduct on the Language of Instruction was adopted by the Executive Board on 28 May 2013 and can be found at: <http://reglementen.leidenuniv.nl/gedragscodes/gedragscode-voertaal.html/> <http://www.regulations.leiden.edu/education-students/language-of-instruction.html>.

<sup>7</sup> The Accreditation Organisation of the Netherlands and Flanders.

<sup>8</sup> In accordance with the 'abstract structure', as referred to in the Leiden Register of Study Programmes Framework Document.

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3.2.2 The Board of Examiners must approve the student's selection of components. The Board or Examiners bases its evaluation of the student's selection solely on the coherence and level of the components selected.

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

3.2.4 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. See <http://education.leiden.edu/honourcollege>.

3.2.5 Students who are enrolled in the programme can assemble their own programme of components that are taught by the institution as long as a final examination is associated with these. 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 programme is considered to belong.<sup>9</sup> If necessary, the Executive Board appoints a Board of Examiners to take this decision.

3.2.6 *[not applicable]*

### Article 3.3 **Practicals**

3.3.1 For each component, the e-Prospectus specifies which practicals are included, the nature and scope of the student's workload for these practicals and whether participation in these is a condition of entry to the examination for the component. The Board of Examiners may grant a student exemption from a practical, in which case the Board may choose to apply alternative conditions.

3.3.2 The e-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 **Allocation to components**

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.

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

3.5.1 Students are not permitted to make audio or video recordings of lectures without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the recording for their own use; all forms of distribution or publication of the recordings are prohibited.

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<sup>9</sup> In accordance with Article 7.3d of the Act (free curriculum in higher education).

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

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

##### **Article 4.1 Frequency of examinations**

4.1.1 Examinations are held only once during the academic year for each component offered in that year, unless the Board of Examiners decides otherwise.

4.1.2 *[not applicable]*

4.1.3 *[not applicable]*

4.1.4 In accordance with Article 7.13, second paragraph under (h) of the Act, the e-Prospectus specifies the dates of the examinations. Examinations take place during the block (or semester, if applicable) in which the course is offered unless extenuating circumstances apply.

4.1.5 *[not applicable]*

4.1.6 Contrary to the provisions of Article 4.1 and at a student's request, the Board of Examiners may in exceptional circumstances allow a replacement sitting.

4.1.7 *[not applicable]*

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

4.2.1 The e-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 e-Prospectus states whether an examination or the constituent examinations for a component will take the form of a written, oral or other examination. With the exception of the final thesis (Capstone), no single assessment element of a course can count for more than 40% of the final examination grade. Participation in class never counts for 20% or more of the final grade.

4.3.2 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, before reaching a decision.

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4.3.3 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 e-Prospectus.

4.3.4 Examinations are held in the language(s) of instruction for this programme that are specified in the OER (Article 2.9).

### 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 objects.

### Article 4.5 **Rules set by the Board of Examiners**

4.5.1 In accordance with Article 7.12b, third paragraph, of the Act, the Board of Examiners establishes rules concerning the performance of its tasks and responsibilities and the measures it can take in this respect.

4.5.2 The Board of Examiners must guarantee that students are entitled to appeal against decisions of the Board of Examiners or the examiners.

### Article 4.6 **Assessment**

4.6.1 The examiner determines the mark immediately after an oral examination has been conducted. The student is informed of this through the University study progress system.

4.6.2 The examiner marks any written examination or constituent examination within 10 working days of the day on which the examination or constituent examination was taken, and provides the departmental office with the information necessary to provide the student with electronic notification of the examination results. The student is informed of this through the University study progress system.

4.6.3 If the examiner is unable to comply with the period of 10 working days 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 in letter grades ranging from A plus (A+) to F, with A+ representing the highest mark and F the lowest.

4.6.5 The examination result is considered to be a pass if the result is C minus (C-) or higher.

4.6.6 If students have to complete a practical in order to be permitted to sit an examination, the Board of Examiners may decide that they have passed the examination once they have successfully completed the practical.

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

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4.6.8 The Board of Examiners may draw up regulations that specify the conditions under which it may exercise its authority as specified in Article 7.12b, third paragraph, of the Act to determine whether every examination needs to be passed and/or under what conditions the results of constituent examinations can compensate for one another. These regulations are included in the Rules and Regulations of the Board of Examiners.

### Article 4.7 **Validity of results**

4.7.1 *[not applicable]*

4.7.2 *[not applicable]*

4.7.3 Every examination and exemption granted is valid for a minimum of four years.

4.7.4 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 for a period to be specified by the Board itself.

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

### Article 4.8 **Inspection and final evaluation**

4.8.1 Students are entitled to view their marked examination for a period of 30 days following the publication of the results of a written examination.

4.8.2 During the period referred to in 4.8.1, students may inspect the examination questions and assignments, as well as – if possible – the marking schemes used to mark 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 feedback session takes place in a group or individually.

4.8.5 The Board of Examiners determines where and when the feedback session takes place.

4.8.6 Students who are unable to attend the feedback session referred to in paragraph 4.8.3 due to 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 practicals**

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 practicals if the student:

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- 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 he or she has 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 components that belong to a Minor offered outside the College, 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.

4.10.4 Pursuant to the regulations referred to in Article 7.11, third paragraph, 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 he or she wishes to receive the degree certificate.

4.10.6 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.

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

4.10.8 A supplement in English that conforms to the standard European Diploma Supplement format is attached to the degree certificate. In addition to the degree certificate, students are also issued with a translation of the degree certificate in Latin.

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### 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 Human Diversity; 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; or Governance, Economics, and Development.

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

Within the Major students should have completed:

- 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;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);
- an additional 20 or 25 credits in at least two tracks, as specified per Major.

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 distinction is determined on the basis of the weighted average of all the components of the post-first-year phase, with the exception of the components for which an exemption was granted or components for which the student only obtained a proof of attendance. Components from other programmes, including foreign programmes, count towards the distinction. 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 Executive Board 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]*

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4.12.7 If a student has been subject to repeated disciplinary measures as a result of irregularity, fraud or plagiarism, he or she is not awarded a distinction.

4.12.8 The final GPA and the degree classifications for the programme of LUC The Hague are listed in Appendix 1: 'Honours and Grading System LUC The Hague'.

### **Chapter 5 Admission to the Programme 2017–2018**

#### **Section 5.1 Direct Admission**

##### **Article 5.1 Direct Admission**

5.1.1 Direct admission to the programme is granted to any person who meets the requirements set out in Articles 7.24 and 7.25 of the Act, under the assumption that for LUC, pursuant to Article 6.7 of the Act, the person must also meet the selection requirements included under Articles 5.3.2 and 5.3.3.

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, first paragraph, second and third sentence, 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.

#### **Section 5.2 Admission**

##### **Article 5.2.1 Admission with first year diploma from a university of applied sciences**

The holder of a first year (propaedeuse) diploma from a university of applied sciences who is not in possession of a diploma as referred to in Article 7.24, first paragraph, of the Act or of a diploma that is considered on the grounds of the second paragraph to be at least equal to such a diploma either by virtue of the Ministry Regulations or by the Executive Board:

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.

##### **Article 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.

##### **Article 5.2.3 Further requirements and deficiencies**

5.2.3.1 *[not applicable]*

5.2.3.2 *[not applicable]*

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### 5.2.3.3 *[not applicable]*

## Article 5.2.4 **Dutch and English languages**

### 5.2.4.1 *[not applicable]*

### 5.2.4.2 *[not applicable]*

5.2.4.3 Students must demonstrate an adequate command of the English language at the level described in Article 5.3.2.

## Article 5.2.5 **Entrance examination**

*[not applicable]*

## Article 5.3 **Selection for the programme**

### Article 5.3.1 **Confirmation of admission**

The Faculty Board confirms the student's admission if he or she meets the selection requirements specified in Article 5.3.2 insofar 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
  - obtained or will obtain a secondary or higher education diploma from one of the following countries: United States, Canada, United Kingdom, Ireland, Australia or New Zealand, or
  - a grade 8 in English at Dutch VWO, or
  - passed an internet TOEFL-test with a minimum score 100, or
  - an IETLS test with an overall score of 7.0 (at least 7.0 in each of the four components), or
  - obtained a Certificate of Proficiency in English (grade C) or a Certificate in Advanced English (grade A), or
  - a European Baccalaureate Eng. Lang. 1, or
  - an International Baccalaureate (English A);
- Proficiency in mathematics.<sup>10</sup> Ideally, the applicant has at least
  - a VWO Wiskunde B grade 6, or VWO Wiskunde A grade 7, or VWO Wiskunde C grade 8, or
  - an International Baccalaureate (standard level math) grade 5, or
  - GCE AS-level grade B, or
  - AP Calculus grade 4, or
  - German Abitur grade 10 (average for each year), or
  - SAT 1 or 2 score 650 in mathematics, or
  - an ACT score of 28 in mathematics;

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<sup>10</sup> For students with marginal mathematics scores the Admissions Board may require students to participate in a remedial mathematics course at LUC.

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- Overall academic strength across multiple academic subjects and domains of activity as demonstrated in the application materials and interview;
- Suitability and commitment to study in an international and academically demanding environment;
- Suitability and commitment to contribute to the residential campus environment at LUC The Hague in a positive manner.

### Article 5.3.3 **Selection procedure**

5.3.3.1 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 motivation for studying at the College. Applicants who are deemed admissible are then 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 subject to re-evaluation of the admissions requirements.

## **Chapter 6 Student Counselling and Study Advice**

### Article 6.1 **Student progress report**

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

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

6.1.3 From the beginning of the second year of enrolment, the College 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 Regulation on the Binding Study Advice,<sup>11</sup> the College provides a compulsory 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.

### 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 authorised by the Faculty Board to issue this study advice. For information on the requirements, the number of times the advice is issued, as well as the possible consequences of this advice, see the Leiden University Regulation on the Binding Study Advice that applies to the study year in question as well as 6.3.2.

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<sup>11</sup> <http://reglementen.leidenuniv.nl/onderwijs-onderzoek/regeling-bindend-studieadvies.html> / <http://regulations.leiden.edu/education-students/regulation-on-the-binding-study-advice.html>

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6.3.2 *[not applicable]*

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 with the bachelor's programme.

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

### Article 6.4 **Supervision of the final thesis**

6.4.1 The student draws up a plan for the final thesis (Capstone) together with the supervisor referred to in 3.3.2. This plan is based on the study load specified in the e-Prospectus for this component.

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

### Article 6.5 **Professional sports**

Students who play sports at a professional level are given the opportunity to adjust their study programme to their sporting activities wherever possible. The College determines who falls within this category in line with the guidelines 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>12</sup> The 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 programme itself.

### 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 **Transitional Provisions**

### Article 7.1 **Provisions concerning students already enrolled in the programme**

7.1.1 As of 1 September 2012, the OER apply for the duration of one year for students who enrol for the first time in the programme.

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<sup>12</sup> <http://media.leidenuniv.nl/legacy/protocol-studeren-met-een-functiebeperking-2012-versie-cvb-28-08-12.pdf> / <http://regulations.leiden.edu/education-students/protocol-on-studying-with-a-disability-at-leiden-university.html>.

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7.1.2 For students who enrolled in the programme for the first time before 31 August 2012 and at a point in time no longer than five years before the date on which these regulations entered into force, Chapters 3 and 4 of the OER still apply in the form they took at the time of the first enrolment.

7.1.3 *[not applicable]*

7.1.4 If components as referred to in Articles 3.1.1 and 3.2 of the OER that are applicable pursuant to 7.1.1 and 7.1.2 are no longer offered, the Board of Examiners specifies alternative components. These may be components that are offered by another institution.

## **Chapter 8 Final provisions**

### **Article 8.1 Amendments**

8.1.1 Amendments to these regulations are implemented by a separate order of the Faculty Board with the prior consent of the Faculty Council.

8.1.2 Amendments to these regulations which apply to a particular academic year will be implemented 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 College is responsible for publishing these regulations, the rules and guidelines set by the Board of Examiners and any amendment to these articles via the university website.

### **Article 8.3 Entry into force**

These regulations enter into force on 1 September 2016.

**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

**Remarks**

1. The College uses a criterion-based grading system, meaning that students are assessed by their ability to meet specific predetermined learning outcomes (see Article 2.3 and Appendix 2).
2. A final GPA of 2.0 (= C) or higher is required to graduate (Article 4.10.1). The final GPA will be calculated on the basis of the weighted average of all the components of the post-first-year phase (last four semesters of the programme; 120 credits or more), excluding the components for which an exemption was granted or components for which the student only obtained a proof of attendance (Article 4.12.2). Note that the requirement of a final GPA of 2.0 automatically entails that each individual C- will always have to be compensated by at least a C+.

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3. If students fail a course (D or F grade) they will have to repeat the whole course (also see Article 4.6.5).
4. For students who were enrolled in the programme for the first time before 1 September 2014: these students are allowed to have two D-grades (D-/D/D+) among the final grades and will earn up to 10 credits for these courses. However, they will not count for the BSA-requirement of Leiden University. Note that the requirement of a final GPA of 2.0 automatically entails that D's will always have to be compensated by at least B's (D+ by B-, D by B, D- by B+). D-grades are not allowed for a number of crucial elements in the curriculum: (1) all compulsory courses in the first year; (2) all courses counting towards the Major; (3) the bachelor's thesis. D-grades are also not permitted as prerequisites for sequential (100-200-300 level) courses.

## 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.	
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 Public Health (BSc)

<b>Learning Outcomes Major Global Public Health (BSc)</b>	
<p>The world has made tremendous progress in medicine, education and hygiene. Nevertheless, global public health challenges such as socioeconomic inequality in child health, sexual and reproductive health and proper nutrition exist. The goal of the Global Public Health (GPH) Major at LUC is to foster both an applied and critical theoretical understanding of the risk factors and potential interventions associated with public health challenges that range from the individual, community, to societal level. This two-year Major provides students with a strong grounding in health sciences. The courses revolve around three major themes (tracks): Biomedical sciences, Health &amp; Development and Health, Behaviour &amp; Society. Courses include required foundational and thematically oriented course work within health sciences including biology, chemistry, epidemiology, medical anthropology, human geography and psychology. Also, students will have methodology courses in biostatistics and geographic information systems for health-data analysis.</p>	
Article	<i>Knowledge in Major</i>
2.3.1 a	Explain and discuss the most important theories, models, concepts and discourse of the Global Public 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 public health issues. Analyse real-world global public health data and cases.
2.3.1 c	Choose the appropriate design to study public health challenges. Compare methods used for collecting data for public health research purposes (quantitatively and qualitatively). Adequately analyse actual data from public health research.
<i>Academic skills</i>	
2.3.3 a	Demonstrate the ability to critically evaluate and interpret findings from public health research. Distinguish the difference between evidence-based practice, opinion-based practice and real-world based practice in public health.
2.3.3 b	Research public health problems in a systematic and evidence-based matter. Critically read scientific articles on global public health issues. Develop evidence-based prevention and health-promotion programs to tackle public health challenges.
<i>Interdisciplinary skills</i>	
2.3.4 a	Understand determinants of communicable and non-communicable diseases at different levels (i.e. at an individual, community, and societal level).
2.3.4 b	Be able to study public health problems in different cultural contexts and at different levels (i.e. at an individual, community, and societal level).
2.3.4 c	Can apply multidisciplinary frameworks and methods (e.g. the social ecological as well as behavioural models) to study major global public health challenges.
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 and societal level.
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.
<i>Communication skills</i>	
2.3.7 a	Present scientific findings through scientific papers and presentations, and to the general public.
2.3.7 b	Can write scientific articles and study proposals related to public health topics.
2.3.7 c	Learn to perform group work by performing a research project and practical assignments related to global public health.
2.3.7 d	Learn to work with people from different backgrounds in team work.
<i>Learning skills</i>	
2.3.8 c	Explain ethical issues that can come along with global public health interventions and epidemiological research and how to appropriately address these in scientific papers and debates.

**Governance, Economics, and Development (BSc)**

<b>Learning Outcomes Major Governance, Economics, and Development (BSc)</b>	
<p>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 tracks within comparative political institutions, regional studies, economics, political economy, and data science. 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.</p>	
Article	<i>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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## Human Diversity (BA)

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### Learning Outcomes Major Human Diversity (BA)

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The Human Diversity (HD) Major draws insights from the humanities and social sciences to give students the knowledge and skills necessary to address the challenge of living together peaceably, equitably, and respectfully in socially diverse communities. It is arranged in three interdisciplinary components: Global and Contemporary History; Culture in Society; and Social and Political Thought. In addition, students can pursue co-convened tracks in Gender Studies and Language & Society.

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#### Article *Knowledge in Major*

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- 2.3.1 a Explain and discuss major themes and concepts in Global History, Culture in Society, and Social and Political Thought. Within Global History, this includes such themes as: nationalism, slavery, imperialism, migration, industrialization, and globalization. Within Culture in Society, this includes: deconstruction, postmodernism, Postcolonialism, gender trouble, the 'canon', intertextuality, and representation. Within Social and Political Thought, this includes: authority, power, legitimacy, justice, and freedom, based on the work of major thinkers in political philosophy.
- 2.3.1 b Make comparisons and draw connections between varied social theories informing the humanities and social sciences, and explain how social theories relate to real-world cases.
- 2.3.1 c Explain how interdisciplinary methodologies in the humanities and interpretive social sciences can be employed to answer concrete research questions.
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#### *Academic skills*

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- 2.3.3 a Ability to collect, organise, analyse, and evaluate a variety of source materials. Ability to critically engage with difficult texts, respond to complex arguments, and distinguish between facts and opinions. Ability to explain, compare, contrast, synthesise, and add one's own perspective to the work of scholars in the humanities and interpretive social sciences.
- 2.3.3 b Can apply their research skills, individually and collectively, on a case, problem or issue and can systematically analyse the issue integrating their knowledge, problem solving, analytical and communication skills.
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#### *Interdisciplinary skills*

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- 2.3.4 a Have an understanding of various fields of study within the humanities and interpretive social sciences, including their subject matter, their epistemology, ontology, methodology and research methods.
- 2.3.4 b Can analyse a complex human diversity question and determine which disciplines and research methods are most applicable to further understanding.
- 2.3.4 c Can combine knowledge and methods from various disciplines within the humanities and interpretive social sciences to come to an integrated approach.
- 2.3.4 d Are able to create new ideas and contribute to solutions to challenges of human diversity, drawing together and reapplying existing knowledge.
- 2.3.4 e Can write argumentatively and synthetically about a range of source materials, and about varied disciplinary approaches within the humanities and interpretive social sciences.
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#### *Global Citizenship*

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- 2.3.5 c Have the ability to see oneself as part of heterogeneous local community, nation, and world, with an understanding of world history and the character of the diverse groups that inhabit it.
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#### *Communication skills*

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- 2.3.7 a Demonstrate the ability to present their findings, both written and orally, to a variety of audiences.
- 2.3.7 b Can present their research and analyses and select the appropriate communication method for the situation.
- 2.3.7 c Are able to work in teams with a respectful and constructive attitude so all contribute to the final result.
- 2.3.7 d Respect and value the various disciplines in the Major as well as differences in cultural backgrounds.
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## International Justice (BA)

<b>Learning Outcomes Major International Justice (BA)</b>	
<p>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 and the Gender Studies Minor. Through these cross links students can explore issues related to governance and development, as well as comparative justice systems and gender, media and conflict.</p>	
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)**

<b>Learning Outcomes Major World Politics (BA)</b>	
<p>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:</p> <ol style="list-style-type: none"> <li>1. International Relations and Diplomacy focuses on interstate relations and its dominant patterns: conflict and cooperation. This track will also introduce you to the most influential theories of international politics, including realism, liberalism and social constructivism.</li> <li>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.</li> <li>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.</li> </ol>	
<i>Article Knowledge in Major</i>	
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.
<i>Academic skills</i>	
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.
<i>Interdisciplinary skills</i>	
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.
<i>Communication skills</i>	
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.

