LUC Faculty Handbook 2023-2024

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Dean's Welcome

Dear Colleagues,

Whether you are part of LUC for many years, you've just joined after a successful job application, or coming in from another institute or faculty – thanks for contributing to this lively, unruly experiment in excellence known as Leiden University College! Through everything we do, we all belong to, represent and give meaning to LUC's Liberal Arts and Sciences programme. This may sound simple and straight-forward, but it is not. What does our programme stand for? It's good to reflect on the basics. Firstly, the Liberal part. It is at heart about freedom and equality, backed by law and bolstered by a profound understanding of active citizenship. It operates according to a powerful ethical compass that keeps us aware of College values. In practice, this refers to curiosity, to a willingness to engage with alternative viewpoints, to empowerment through knowledge, and to an open-ended pursuit of something that we can label 'a better society'. There is no blue-print for what that looks like – that is both its strength and its weakness. Together with our students, we work it out as we go along, which is where the Arts and Sciences come into it. Every discipline offers but one angle – the added value comes from students being able to take and shape those angles into a worldview founded on open enquiry. It's worth reflecting that our students are often ahead of us in their inter-disciplinarity – they carry their findings from course to course, contrasting and comparing, and they challenge us just as we challenge them. That is what sets LUC apart from the rest of the university. The Bachelor of Arts / Bachelor of Science framework of LUC is a **L**aboratory for **U**ndergraduate **C**reativity. I could end by saying you are the waves and the students are the surfers, but that might sound a bit cheesy. Nevertheless, there it is, and it kind of works too.

I wish you all a superb academic year 2023-2024.

Giles Scott-Smith

Dean LUC

1   LUC ORGANISATION

1.1   Profile

Leiden University College The Hague is the international Honours College of Leiden University and offers an innovative Liberal Arts & Sciences programme to highly talented and motivated students from all over the world. LUC teaching is intensive and small-scale, offered in a residential setting that also stimulates students to develop outside the classroom through a range of extra-curricular activities.

LUC started in September 2010. In August 2013, LUC moved to its permanent location at Anna van Buerenplein in the centre of The Hague, where the academic and residential aspects are combined. The College accepts two hundred students per year.

LUC's goal is not only to provide a stimulating and enjoyable learning environment. We also strive to facilitate intercultural experiences, which are essential in the formation of global citizens. Engaging with the global challenges that are central to our program on both an intellectual and a practical level is a core characteristic of global citizenship: the idea that we are all part of an inter-connected society that exhibits respect and tolerance for diverse viewpoints and backgrounds while being aware that local actions can have far-reaching – global – implications. This global citizenship reflects the fundamental interconnectedness of all humans and societies through the fact that they inhabit the same planet, and reside under highly globalized social, economic, and political systems. To be a global citizen means to have a good understanding of this global interconnectedness, to have the ability to think critically, reflect on one's own values, and adopt different perspectives on complex issues, and to fundamentally address one's own responsibilities in the world, and putting these into practice.

1.2   Mission and vision

Mission statement

Leiden University College (LUC) The Hague is an international honour's liberal arts and sciences college that builds knowledge for a better world through excellent research-led interdisciplinary teaching on global challenges. LUC fosters critical, independent, and creative thinking in students, and provides them with the knowledge and skills necessary to become socially responsible and engaged citizens. LUC provides a supportive and inclusive working environment that values and fosters staff initiative and creativity, and invests in staff career development.

Liberal Arts & Sciences

A liberal arts and sciences education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong, transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. The Liberal Arts & Sciences (LAS) central values of providing broad knowledge of the wider world, social responsibility, and application to the real world is further strengthened by the fact that the LUC program – in contrast to other LAS programs – offers thematic majors centred around the overarching theme of global challenges.

Global challenges are the major issues facing humanity across the globe that transcend national, organizational, and disciplinary boundaries, requiring insights from fundamental and applied research in the humanities, social sciences, and natural sciences. They embody a multitude of interlinked intellectual and practical challenges about how individuals, institutes, societies, political systems, and the physical environment interact, and influence the course of planetary and human events that substantially affect the safety and prosperity of future generations.

Internationalisation and Community

There are many Liberal Arts & Sciences colleges in the world, but we posit that LUC is unique, both in terms of our globally conscious focus and also due to our increasingly diverse community. We contend that part of what makes LUC exceptional and distinctive is its global profile and we take pride in the fact that we are an international college.

1.3 LUC within Leiden University and the Faculty

LUC is part of Leiden University and the Faculty of Governance and Global Affairs. The Executive Board of the University consists of a Rector Magnificus & President, a Vice-Rector Magnificus, and a Vice-President.

Executive Board of Leiden University 2023-2024	
Prof. dr. Annetje Ottow	President
Prof. dr. ir. drs. Hester Bijl	Rector Magnificus
Drs. Martijn Ridderbos	Vice- President

Staff and students of Leiden University are represented in the University Council, which has advisory powers and right of approval on a wide range of matters. There are eight student members from across the University. Student member elections take place each year, staff member elections every other year.

The Faculty of Governance and Global Affairs is headed by a Board consisting of a Dean, a Vice-Dean (for educational affairs), a Director of Operational Management, and an Assessor (Student-Member).

Faculty Board of the Faculty of Governance and Global Affairs 2023-2024	
Prof. dr. mr. Erwin Muller	Dean
Prof. dr. Koen Caminada	Vice Dean and Director of Education
Dr. Niels Laurens	Director of Operational Management
Ms Sterre Burmeister	Assessor (student-member)

Staff and students of the Faculty are represented in the Faculty Council, which has the same consultation and advisory rights as the University Council for 'central' affairs. There are four student members from across the programmes offered at the FGGA. Student member elections take place each year, staff member elections every other year.

Faculty Council 2023-2024	
Sanneke Kuipers (Chair)	Archie Archie
Nikki Ikani	Niklas Spilker
Densua Mumford	Anne Roos Roohé
Annemarie Bouwman	Sophie Ritscher

1.4 LUC Organisation

LUC's internal organisation incorporates all legal bodies that are specified in the Higher Education and Research Act (WHW) and is based on the organisational structure of a Leiden University institute. The organisation also reflects the characteristics of a residential Liberal Arts & Sciences College. LUC's internal regulations are currently under review by the Faculty Board. When approved, they will be published on the LUC website.

1.4.1 The Dean

Overall responsibility for all LUC affairs rests with the Dean, who is appointed and dismissed by the Executive Board of Leiden University at the recommendation of the Faculty Board of the Faculty of Governance and Global Affairs. The Dean chairs the College Board, the Programme Board and Board of Admissions of LUC.

1.4.2 College Board

The College Board is the executive organ of LUC and includes the functions of Dean, Educational Director, and Operational Manager. The College Board meets every week and collectively decides upon all LUC affairs under the chairpersonship of the Dean. The Educational Director and Operational Manager have specific delegated responsibilities:

- The Educational Director manages all educational affairs. This includes curriculum development and management, quality management, and educational policy development.
- The Operational Manager is responsible for HR, financial, administrative and campus affairs. She is also the supervisor of the support staff team (see below).

Caitlin Utama is the official Secretary of the College Board. Requests or proposals can be sent to collegeboard@luc.leidenuniv.nl.

College Board 2023-2024	
Prof. Dr. Giles Scott-Smith	Dean (Chair)
Dr. Hanne Cuyckens	Educational Director
Dr. Kim Duistermaat	Operational Manager

Appointments with the Dean, Educational Director and Operational Manager can be made via the LUC Secretary Kasia Pokutycka: k.e.pokutycka@luc.leidenuniv.nl.

1.4.3 Advisory Council

The Advisory Council provides the College Board with advice on important strategic developments regarding issues central to LUC's program and activities, including liberal arts & science education, interdisciplinary research, relations with the city of the Hague and its institutions, student recruitment, labor market orientation, and financial sponsoring.

The Advisory council consists of no more than 6 members, representing different domains of expertise relevant to the functioning of LUC, and always including an LUC alumnus/alumna and a Leiden University professor familiar with LUC. Members are appointed for a period of 4 years by the College Board. Members can be re-appointed for a maximum of one term.

Advisory Council 2023-2024	
Prof. dr. Inge Hutter	Rector of the International Institute of Social Studies, The Hague
Prof. dr. Bruce Mutsvairo	Professor of Media and Culture Studies, Utrecht University
Mikal Tseggai (tbc)	Councillor and group chairman for the PvdA in The Hague
Dr. Georgina Kuipers	Alumna LUC, Researcher and Educational Manager at the Nederlandse School voor Openbaar Bestuur
Prof. dr. Han de Winde	Professor of Industrial Biotechnology Institute of Biology, Leiden University
vacancy	tba

1.4.4 Board of Admissions

The College Board also functions as the Board of Admissions. Decisions on admission applications are made by the Dean on the advice of the Admissions Office (assisted by a team of staff members who are involved in the admission procedure) and with the formal approval of the Faculty Board of the Faculty of Governance and Global Affairs. Specific issues related to admissions should be addressed to the Admissions Office: admissions@luc.leidenuniv.nl.

1.4.5 College Council

The College Council is an internal advisory body to the College Board, consisting of eight members: two academic staff members, two support staff members, and four student members. Elections for the student members take place in the fourth block of the academic year for 2nd and 3rd year representatives and in the first block of the following year for the 1st year representative and are open to the whole student body of LUC. Student members are elected for a one-year period. Staff members are elected for a 2-year term. Staff elections take place in the fourth block of the academic year and are organised by the CC members.

The College Council meets at least four times per year with the College Board. Regular points on the agenda of these meetings are the mid- and long-term strategy of LUC, working and living environment, and social and cultural affairs regarding the whole College. In formal matters (e.g. finances and reorganisation), the College Board has the right to consult staff members on the Council only.

Please note that although the College Council will be informed about issues and decisions with regard to the academic programme, the advisory capacity in this regard lies with the Programme Council (see below).

The College Council can be reached at cc@luc.leidenuniv.nl, they also have a mailbox on the 4th floor.

College Council 2023-2024	
Staff	**Students**
Dr. Jacqueline Hylkema (Chair)	Tomasso Ciocca
Dr. Jyothi Thrivikraman	Ely Nyago Fotso
Jolande de Bos	Isabelle Brassat
Maarten Cremers	vacancy

1.4.6   Programme Director

The Programme Board will be dismantled from AY 2023-2024 onwards. The tasks previously carried out by the Programme Board will be transferred to the Educational Director, who will also become the Programme Director.

The Programme Director is responsible for programmatic decision-making, for managing the BA and BSc programmes as outlined in Appendix 1: the Course and Examination Regulations (OER), for quality control in the programme, for making the annual teaching-plan, and for developing and maintaining relations with academic units external to LUC (within Leiden University and beyond) for the purpose of running the programme.

Structural changes in the programme made by the Programme Director need the compliance of the Programme Council and the College Board before they are sent to the Faculty Board of the Faculty of Governance and Global Affairs for further approval.

The Programme Director can be contacted at education@luc.leidenuniv.nl (this is also the centralized email address for all education related business at LUC from AY 2023-2024 onwards).

1.4.7   Major Team Leads (MTL's) and course conveners

From the AY 2023-2024, Major Conveners will be replaced by Major Team Leads (MTLs); they will combine the role of Major Convenor with the role of Supervisor for the staff in the Major.

Next to their supervisory role, they will be tasked with the coordination of the major and will provide input in the broader coordination of the programme.

Major Team Leads work on the development (programming) and coherence (content) of a Major. For convened first-year courses the course convener has this task. There is also a coordinator for the first year programme (the Dean) who ensures coherence of the various compulsory courses in the first year. Although the Programme Director is formally responsible for LUC's teaching programme as a whole, the recommendations of the Major Team Leads and first year coordinator will be acknowledged, provided that they are fully in line with the learning outcomes as stated in the Course and Examination Regulations, are not in conflict with college-wide interests and constraints (finances and other practical matters, personnel issues, strategic positioning) and provided that the Programme Council supports the proposed changes.

The central role of Major Team Leads and first year coordinator can be further specified along the following lines:

- Programme
  - Meet regularly (usually once per block, more often if needed) with the teaching team to discuss the learning outcomes, courses and further development or renewal of the major. Provide minutes or reports to those who could not attend
  - Provide the ED/PD with input on development of the major when necessary

- o Provide the Educational Director with input for course planning by the deadlines specified in the PB calendar
  - o Work with the Education Coordinator on the scheduling of the courses in the majors and the first year
  - o Discuss course outlines from the major or first year with the major or first year team in order to ensure coherence, logical sequencing and match with learning outcomes of the major or 1st year
  - o Provide advice for new colleagues and affiliated colleagues on content of courses so these fit the LUC curriculum and the learning outcomes of the major
  - o When needed, advise or work with the First Year Coordinator on courses in the first year

- Information
  - o Provide or update descriptions of the major or first year programme for the website, recruitment materials and e-prospectus when required
  - o Present the major at the Major Choice Event and Major office hours, be available for first year students with questions about the major
  - o Provide academic advice to students in the major
  - o Provide students with information about potential master programmes, gather information on master programmes fitting the major. Use historical data provided by alumni officer
  - o Work with external relations officer on internship opportunities.

- Quality Management Cycle
  - o Approve outlines from existing courses in the major before they are being published in the e-Prospectus
  - o Update the 'Toetsplan' when requested
  - o Participate in (preparation of) quality management processes like midterm evaluation or accreditation

- Faculty
  - o Actively build community, including with affiliated colleagues
  - o Provide input for vacancies when needed
  - o Serve on search committees for positions within the major when needed

- Meeting
  - o Meet with the ED and other convenors regularly as specified on the Academic Calendar and share with them a well-informed opinion of the general state of affairs of their major.
  - o Provide PD/ED with input from the major on specific policy issues

All conveners are part of the academic staff of LUC. Conveners are appointed by the Dean for a period of three years.

| Major Team Leads 2023-2024 | |
Majors	
Dr. Paul Hudson	Earth, Energy & Sustainability
Dr. Kristin Makszin	Global Public Health
Dr. Beatrix Futák-Campbell	World Politics
Dr. Joris Larik	International Justice
Dr. Daniela Vicherat-Mattar	Culture, History and Society
Dr. Brandon Zicha	Governance, Economics, and Development
First-year course coordinators	
Prof. Dr. Giles Scott-Smith	1st Year Coordinator
Dr. Jyothi Thrivikraman & Dr. Davina Osei	Global Challenges - Prosperity
Dr. Ajay Gandhi	Global Challenges – Diversity

Dr. Marco Cinelli	Global Challenges – Sustainability
Dr. Barrie Sander	Global Challenges – Peace & Justice
Dr. Adam Buben	General Education – History of Philosophy
Dr. Kristin Makszin	Academic Skills – Introduction to Statistics
Dr. Elisa van Cleemput	Academic Skills - Mathematics
Dr. Densua Mumford	Academic Skills – Academic Writing

1.4.8   Capstone Thesis Team

The Capstone Thesis is the final assessment of LUC's academic programme. Research and writing are overseen by a supervisor. The final product is assessed by a supervisor and a reader. The overall management of the thesis process is in the hands of the Capstone Thesis Coordinator, with support from the Capstone Thesis Administrator. For more information, including the LUC Capstone Repository please contact the capstone team at capstone@luc.leidenuniv.nl.

In exceptional cases, capstones may be supervised by non-LUC staff. Thesis supervision by non-LUC staff from Leiden University is remunerated as is usual with other courses. Non-LUC staff are asked to contact their own institute manager and not to accept a thesis student without prior permission from their own institute and from LUC.

Capstone Team 2023-2024	
Dr. Ingrid Samset	Capstone Thesis Coordinator
Itxaso Ciordia Villanueva	Capstone Thesis Administrator
Najada Sulaj	Capstone Thesis Administrator

1.4.9   Minor Coordinator

From AY 2023-2024 LUC runs a minor on "Sustainability, Climate Change and Food". The academic coordinator of the minor manages the content of the minor and its courses. The academic coordinator is supported by an administrative coordinator, who is in charge of the day-to-day coordination of the minor.

Questions relating to the minor can be sent to foodminor@luc.leidenuniv.nl

Minor Coordination Team 2023-2024	
Dr. Maja Vodopivec	Academic coordinator of the minor
Mr. Esli Verheggen	Administrative coordinator of the minor

1.4.10 Ethics in Research

Student Research:

The LUC Ethics Advisory Board provides advice to students who propose to collect data on human subjects. The board oversees student Capstone thesis research, but also other student oriented research projects. The LUC Ethics Advisory Board consists of three LUC academic staff representatives, as well as the capstone thesis coordinator.

Ethics Advisory Board 2023-2024
Dr. Jay Huang
Dr. Bernardo Ribeiro de Almeida
Dr. Josien de Klerk

Academic Staff Research:

As of 1 January 2019 all LUC academic staff conducting research that includes data on human subjects must have their research projects reviewed by the Faculty (FGGA) Ethics Committee, in accordance with the university academic integrity regulations and the Netherlands Code of Conduct for Scientific Practice. See section 1.5.4 in LUC Staff Additional Information.

1.4.11 Programme Council

The Programme Council (in Dutch Opleidingscommissie, WHW 9.18) is a legal advisory body, consisting of eight members: four academic staff and four student members. Elections for the student members take place in the last block of the academic year for 2nd and 3rd year representatives and in the first block of the following year for first year students, and are open to the whole student body of LUC. Students are elected for a 1-year term while staff members serve a 2-year term.Staff members are appointed by the Faculty Board from among the academic staff members who are responsible for teaching the programme. Any member of academic staff who is interested in joining the Programme Council can indicate this to his/her supervisor. Staff candidates are put forward by the College Board, after consultations with the sitting Programme Council and the Programme Director, to the Faculty Board for approval, .

The duties of the Programme Council are

(a) to advise on the formulation and amendment of the Course and Examination Regulations of the programme as a whole and to consent on several specific articles relating to the programme;

(b) to evaluate each year the implementation of the Course and Examination Regulations;

(c) to advise, on its own initiative or upon request, on any other matters concerning the teaching programme.

The Programme Council sends its advice to the Programme Director and to the Faculty Council of the Faculty of Governance and Global Affairs for inspection.

The programme council can be contacted via programmecouncil@luc.leidenuniv.nl.

Programme Council 2023-2024	
Staff	Students
Dr. Ayo Adedokun	Alexandra Kolb
Dr. Davina Osei	Sofia Debernardi
Dr. Jay Huang	Steffen Tvedt Brekke
Dr. Wolfgang Steinel	vacancy

1.4.12 Board of Examiners

The Board of Examiners (in Dutch Examencommissie, WHW 7.12) is an independent legal body within LUC's organisation and consists of six members of LUC's academic staff and an external member. Members are appointed by the Faculty Board of the Faculty of Governance and Global Affairs.

The Board has a number of responsibilities. Primarily, it is tasked with determining whether a student meets the requirements, specified in the Course and Examination Regulations (Appendix 4) regarding the knowledge, understanding, and skills that are necessary to obtain a degree from LUC. To this end, it is additionally responsible for ensuring that the outcomes of assessments and examinations adequately reflect the attainment of the learning objectives of LUC's curriculum. It does so by means of a number of quality assurance procedures, including peer review of exams, periodical reviews of grades and evaluations that students receive in LUC's courses. The Board is also responsible for enforcing the regulations concerning fraud and academic misconduct.

Students can write to the Board if they have official requests, concerns, or complaints about issues that fall within the purview of the Board. This includes requests that are directly related to their study programme, such as requests for course exemptions, transfer of credits, course withdrawals, or external courses. The Board endeavours to respond within fifteen working days and will consult specialists in the disciplines for their opinion if needed. In case of grades disputes, the instructor involved will naturally always be asked for his or her assessment.

For more information on the Board of Examiners, including the forms for students to file standard requests, visit the website. The quality assurance procedures are explained in paragraph 3.7.5 – Quality Control of Assessment at LUC.

Shirley Hu is the official Secretary to the Board of Examiners. The Board of Examiners can be contacted at boe@luc.leidenuniv.nl.

Board of Examiners 2023-2024
Dr. Edmund Frettingham (Chair)
Dr. Achim Häger
Dr Sarah Hinman
Dr. Joy Lee
Dr. Maja Vodopivec
Dr. Ann Wilson
Prof. Dr. Teun Dekker (External Member)

Should a student disagree with a decision from the Board of Examiners, they can lodge an appeal at the Examination Appeals Board of Leiden University by sending a letter to the Examination Appeals Board within six weeks of the date of the decision.

1.4.13　　　　LUC Fund

The LUC Fund raises funds for scholarships for LUC students, and contribute to LUC at large. Students and staff regularly organize fundraising activities for the LUC Fund.

Most recently, we started the 'LUC Senior Class Gift', where the graduating class raises money for a chosen goal to support LUC and the student community.

You can donate to the LUC Fund, one-off or by becoming a monthly or annual sponsor, via this link.

Bank transfers are also accepted:
IBAN: NL20 RABO 0330 1371 58
Account holder: Leids Universitair Fonds
BIC: RABONL2U
Reference: 9095018804 LUC Fund

A Spending Committee decides on the allocation of funds to students applying to LUC's Financial Support programme. The committee is also an active ambassador for the Fund, by advising LUC on potential donors and fundraising activities. Members in 2023-24 are:

Caroline Archambault
Josien de Klerk

The Financial Support program can be reached at financial.support@luc.leidenuniv.nl

2   Meet the Staff

2.1 College Board

Prof. Dr. Giles Scott-Smith
Dean
+31 (0)70 800 9512
Office
4.46

Dr. Kim Duistermaat
Operational Manager
k.duistermaat@luc.leidenuniv.nl
+31 (0)70 800 9431
Office 4.36

Dr. Hanne Cyuckens
Educational Director
h.cuyckens@luc.leidenuniv.nl
+31(0)70 800 9503
Office 4.34

Appointments:

For appointments with the Dean, the Educational Director or the Operational Manager, please contact the
LUC Secretary Kasia Pokutycka: k.e.pokutycka@luc.leidenuniv.nl

2.2 LUC Academic Staff

LUC employs about 36 fte Academic staff members. All academic staff have their own information page on the University website. LUC appointed staff is listed on the LUC website.

2.3 Affiliated Academic Staff

LUC's program also has a number of affiliated academic staff from Leiden University and other universities and academic institutions who teach one or more courses at LUC. The vast majority of the affiliated academic staff are active researchers and firmly embedded in the research groups at their home faculty. This contributes to the research-led educational programme at LUC and has the added benefit of offering students access to a wide research context.

Overview of all LUC affiliated academic staff .

2.4 Distinguished Fellows

Distinguished Fellows of Leiden University College The Hague are acknowledged for their extensive and outstanding expertise in the private or public sector, and for their intellectual contributions to LUC's academic programme and scholarly community.

After having been appreciated members of LUC's academic staff, they continue to contribute to LUC for example through guest lectures, providing advice to staff and students, and acting as thesis supervisor. In this way, they form a strong bridge between the professional and academic worlds.

Overview of LUC Distinguished Fellows.

2.5   Support Staff

The educational programme, academic staff and students are supported by LUC's support staff. The support staff is organized in three teams.

Function	Name	e-mail
LUC CS Team Tasks of this team include office support, Customer Services, hospitality, student housing, facilities and supplies, secretarial support, administrative support, financial and HR support.		
Operational manager	Kim Duistermaat	k.duistermaat@luc.leidenuniv.nl
Operational Support Officer	Itxaso Ciordia Villenueva	i.ciordia.villanueva@luc.leidenuniv.nl
Management Assistant	Kasia Pokutycka	k.e.pokutycka@luc.leidenuniv.nl
Information Desk	Bibi Schrijn	b.schrijn@luc.leidenuniv.nl info@leidenuniv.nl
Information Desk	Justyna van der Hulst	j.a.van.der.hulst@luc.leidenuniv.nl info@leidenuniv.nl
DREAM Team Tasks of this team include Development, Recruitment, Events, Admissions, Alumni, Marketing and Communication.		

Senior Recruitment & Communications Officer	Anne Kuijs	a.kuijs@luc.leidenuniv.nl communication@luc.leidenuniv.nl
Event Coordinator Communication Officer	Anique van den Burg	a.f.l.van.der.burg@luc.leidenuniv.nl events@luc.leidenuniv.nl
Admissions Officer	Jolande de Bos	j.c.m.de.bos@luc.leidenuniv.nl admissions@luc.leidenuniv.nl
Admissions & Recruitment Officer	Maarten Cremers	m.n.cremers@luc.leidenuniv.nl admissions@luc.leidenuniv.nl
Recruitment and Communication Student Assistant	Emmeline Ferrard	e.n.z.ferrard@luc.leidenuniv.nl
CORE (Course Organisation Registration Education) Team Tasks of this team include Course organisation and coordination, Course administration and registration, Programme support, Study advisers, support to the Board of Examiners and Programme Board, support of educational policy		
Registrar Education Coordinator	Joppe Brieffies	j.w.m.brieffies@luc.leidenuniv.nl courseadministration@luc.leidenuniv.nl
Secretary to the Board of Examiners	Shirley Hu	s.hu@luc.leidenuniv.nl boe@luc.leidenuniv.nl
Course Administrator Capstone Administrator	Ada Sulaj	n.sulaj@luc.leidenuniv.nl courseadministration@luc.leidenuniv.nl capstone@luc.leidenuniv.nl
Student Affairs Officer	Tessa Thomas	tthomas@fsw.leidenuniv.nl
Study Advisor	Esli Verheggen Carolien Gutteling-Sieverink	e.verheggen@fgga.leidenuniv.nl e.c.gutteling@luc.leidenuniv.nl studyadvisor@luc.leidenuniv.nl
Educational Policy Advisor Secretary to the College Board	Caitlin Utama	c.l.utama@luc.leidenuniv.nl education@luc.leidenuniv.nl collegeboard@luc.leidenuniv.nl
Student Policy Advisor	Donovan Müller	d.k.f.muller@umail.leidenuniv.nl
STUDENT LIFE		
Student Life Counselor	Mariya Shcherbinina Lidia Pardo Alba	slc@luc.leidenuniv.nl
Student Life Officer	Lenore Todd	l.a.todd@luc.leidenuniv.nl
FGGA		
Exchange & International Relations office	Daria Chkalova Gina Forno Laura Kamsma	d.chkalova@fgga.leidenuniv.nl g.m.forno@fgga.leidenuniv.nl international@fgga.leidenuniv.nl

2.6   LUC's Organisational Chart

The chart below illustrates the main organizational structure of LUC. It is important to note that self-organization of staff and students, and internal and external communication are much more diverse than the chart suggests. The College Board regularly organizes college meetings to discuss important issues that need the input of all staff members of LUC. Members of the College Board also have regular meetings with their counterparts across the Faculties of Leiden University.

Students at LUC participate in the organization as members of the Programme Council and the College Council, as well as the Student Policy Advisor.

Finally, the small-scale size of LUC, like any other residential Liberal Arts & Sciences College in the Netherlands, allows for many other forms of initiative and informal activities in which both students and staff are involved.

Staff who have feedback, suggestions or other issues related to either Programme or College, may contact their Major Team Lead or the members of either the Programme Council or the College Council at all times. Opposite the lifts on floor 4, the photos of the members of Boards, Councils, and Major Team Leads are posted for your information.
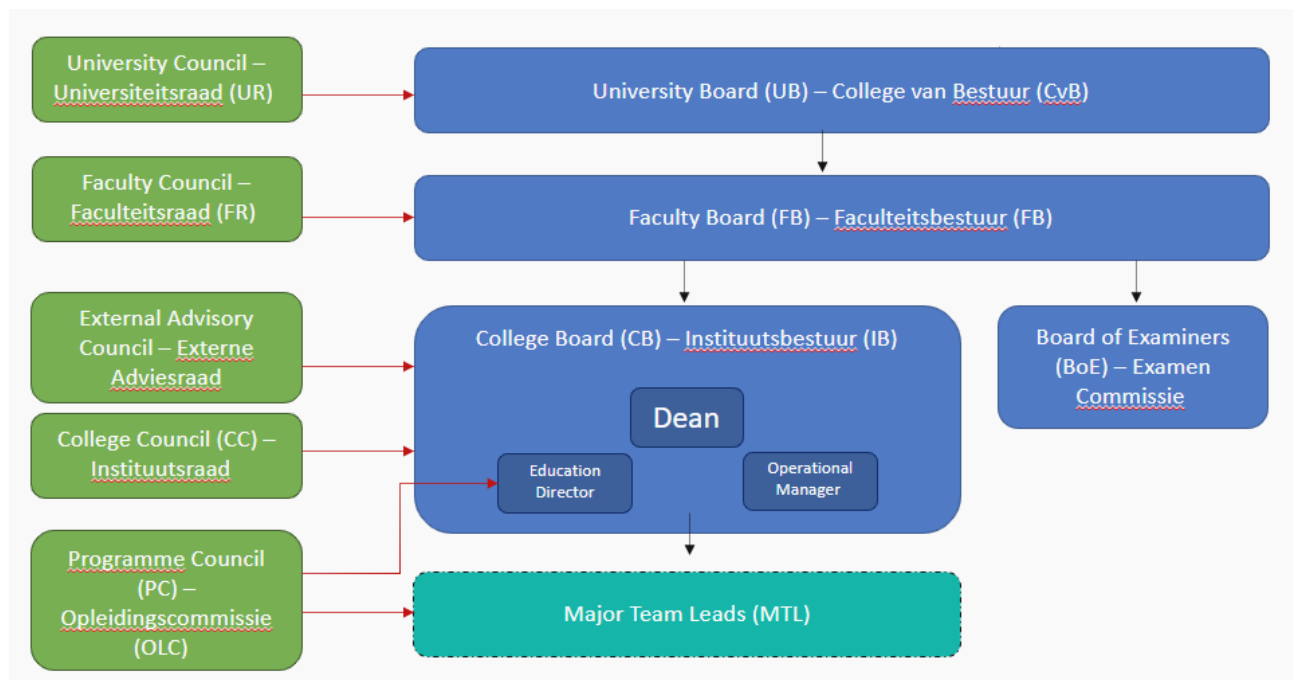
3.   FACILITIES

3.1   Safety and Emergency at AvB

List of contact numbers

In case of life-threatening medical situations, acute psychological crisis, fire, violence, ongoing burglary or intrusion, multiple broken windows, or very serious water damage: call the national emergency number 112.

The AvB building normally has a security guard or receptionist present on the ground floor, 24/7.

Save 112 and 070-8009507 numbers in your phone please.

Medical and safety
Life-threatening: 112

On campus accidents: call the ground floor reception for assistance: 070-8009507, in emergencies call 071-5278360; outside of office hours call 071-5274444.

AED locations: ground floor reception desk, and floor 14 emergency staircase.

Out of hours doctor service (HADOKS) for non-life threatening medical care that cannot wait until office hours: 070-3469669. They will assess the situation first. Costs will be charged on your medical insurance.

During office hours: call your own GP (register with a GP upon arrival in the Netherlands)

Local police office (non-life-threatening): 0900-8844 (Vlaskamp 1, 2592AA The Hague)

Suicide prevention help (24/7): 0900-0113 or 113 Suicide Prevention

Sexual Assault Center (24/7): 0800-0188 or CSG.

Building
Urgent repairs in residential floors (24/7): DUWO Vastgoedservice 015-2516700

Clogged drains in residential floors (24/7): RRS, 070-3368888

Urgent repairs on the college floors: call 071-5278360; outside of office hours call 071-5274444

On campus accidents: call the ground floor reception for assistance: 070-8009507, in emergencies call 071-5278360; outside of office hours call 071-5274444.

Building owner's contractor after hours emergency number: 088-1869480 (VolkerWessels)

Malfunctioning of burglary alarm or fire alarm: Huschka Groep: 071-4020401

Non-urgent repair requests for residential floors: call, mail or whatsapp DUWO Vastgoedservice (via QR codes in the building or via the website.

Non-urgent requests for residential floors (e.g. electricity blackout in your room): RA on call during term time (weekdays from 19.00-8.00 and weekends at any time): 06-28287992

Non-urgent repairs on the college floors: please report to the Information Desk on Floor 4, info@luc.leidenuniv.nl or 070-8009503

LUC student support

RA On-call during term time (weekdays from 19.00-7.00 and weekends at any time): 06-28287992

Student Life Officer, Lenore Todd: l.a.todd@luc.leidenuniv.nl

Student Life Counselor, Mariya Shcherbinina and Lidia Pardo Alba: slc@luc.leidenuniv.nl

Leiden University services

University crisis number (24/7), also for crises during study or work-related stay abroad: +31 - 715276666

Safety department Leiden University: veiligheidszaken@bb.leidenuniv.nl

In case of building safety issues outside of office hours (in case AvB security staff is absent): mobile security surveillance: 088-2981500

Are you worried about the behavior of someone (do you think they may threaten your or someone else's safety?)? You can report this to the university via 071-5278025 (office hours) or 071-5276666 (outside of office hours).

Emergency Response Team

During office hours on the college floors (floor 1-4), LUC has an Emergency Response Team (Bedrijfshulpverlening or BHV in Dutch). These are members of staff who are trained to take the first action in case of an incident. They will evacuate the building when the slow-whoop evacuation alarm sounds, and they will act as first responders in case of medical emergencies until medical staff arrives. BHV staff is recognizable by their brightly coloured vests. Please cooperate with their instructions or requests for assistance when needed. The BHV team is not responsible for the residential floors.

The BHV team always welcomes new members. Would you like to get First Aid and Fire response training, be part of a great team and get to know our building and staff in a different way? Consider becoming a member of the BHV team! Interested staff can contact our team-leader Jolande de Bos.

On residential floors, RA's have received basic BHV training concerning fire safety and first aid. But every resident has the responsibility to inform themselves of the location of emergency exits, location of fire extinguisher and fire alarm button, and evacuation procedures.

Do you have a disability or chronic illness? Please inform the people around you how they can help you in case you may need it. For example, in case you have epilepsy, diabetes, or severe nut or bee allergy.

Fire safety (prevention, evacuation plan)

Fire Safety

All students and staff are required to follow the following fire safety arrangements:

- Keep rooms and floors safe and ensure that the emergency exits are not blocked. It is not permitted to leave items or trash in the hallway as this can increase fire risk and make it harder to leave the building safely. DUWO will give out fines if corridors and stairwell entrances are not clear.
- Make sure you are informed about the fire evacuation plan (below), the location of the fire extinguisher, the fire alarm button, and the nearest and alternative emergency exit on your floor. Staff should be instructed about this during their on boarding process and can ask the Information Desk staff on Floor 4 for more information. Students can discuss this information with the RA on their floor.
- Smoking is not permitted anywhere on-campus, *including* in the office, the common room and all common spaces including the terrace on floor 4 and the area in front of the main entrance.
- Refrain from blocking or otherwise interfering with the smoke detectors. Please stay with the microwave when using it.
- Refrain from blocking the self-closing doors. These doors are closed to slow down the spreading of smoke and fire.
- Refrain from blocking or otherwise interfering with the sprinklers. The sprinklers will trigger when the red vial behind the sprinkler head shatters, either in the heat of a fire (as they are designed to) or upon receiving an impact. Take care not to shatter this vial as the fire brigade are automatically informed if the sprinklers are triggered and will attend the scene. This may lead to a fine. Triggered sprinklers create a lot of water damage.
- There are unannounced fire drills two or three times per year on the college floors and residential floors. Please participate actively in these so you know what to do in the unlikely event of a true fire or emergency.
- The alarm systems are there to protect the whole community. Intentional damage to the security system (including alarms, emergency exit buttons, sprinklers, misuse of emergency exits, etc.) endangers the entire community and is subject to a fine.

- Press the fire alarm button situated on your floor (red square button). Call 112 and inform the reception desk on 070-8009507 (or 071-5278360; outside of office hours 071-5274444) about your location.
- If possible, fight the fire with the available fire extinguishers, but only if the fire is small.
- Warn others.
- Close doors and windows.
- Evacuate the building via the nearest emergency exit.

Fire Evacuation Plan

The building has a large set of fire prevention measures in place, including sprinklers on every floor and fire retardant construction between floors. Please be aware that when the fire alarm sounds on the academic floors, it does not necessarily also sound on the residential floors and vice versa. Whether the situation is serious enough to evacuate the whole building can only be decided by the fire brigade; LUC will always follow their instructions in this matter.

In case the evacuation alarms (slow-whoop) sounds on your floor, you should leave the building via the closest emergency exit at all times. Take your most important belongings and a coat. Warn others and close doors behind you. If you are on a residential floor, take the nearest secondary stairway to the ground floor. Do not use the lifts. Do not re-enter the academic floors from the stairway.

If you are on one of the academic floors when the emergency sirens sound, students follow the instructions of teachers and the University Emergency Response Team (wearing coloured vests) and leave the building via the emergency stairway. Please do not use the main staircase as this needs to be kept free for the fire services.

Gather at the fire assembly point between LUC and Central Station under the tram tracks (on your left hand side when exiting the college building). Wait for instructions from the Fire Department or BHV staff.

If your mobility is impaired and you cannot descend the emergency stairs without assistance, please stay inside the emergency staircase on your floor and make sure that you or someone else informs the fire brigade about your location. If possible, have someone stay with you.

If you expect to need assistance during an evacuation (for example due to impaired mobility):
- if you are a student let your RA know
- if you are staff member let the Information Desk on floor 4 know

Instructions in case of evacuation can also be reviewed here.

Fire evacuation for teachers
In case the slow-whoop alarm sounds, instruct your class to immediately but calmly gather their belongings and move to the nearest emergency staircase and evacuate the building. Gather at the meeting point outside or follow further instructions.

Do not use the main staircase as this should be kept free for the emergency services.

You are the last one to leave the classroom. Close the door behind you. Inform the Emergency Response Team (BHV) that your classroom has evacuated. Inform the BHV in case you see anyone who needs assistance.

Security

The AvB building normally has 24/7 security staff or receptionists at the ground floor entrance.

Reception staff is permitted to ask staff and students to identify themselves (e.g. via LU-card) or to ask whose guest someone is, when they think this is necessary. At closing time, they will make rounds on the college floors to make sure everyone has left; please follow their instructions.

After office hours, the floors 1-4 are closed and under alarm. Access is prohibited at these times. Security guards make regular rounds checking the entrances and emergency exits; they also liaise with the RA on call during term time.

Your responsibility

All students and staff have a responsibility to keep the building a safe living and working space:

- You are responsible at all times for the actions of non-residents or guests you bring into the building. Guests are welcome to visit, but make sure they do not wander around in the building without you being aware. Do not let people in that you do not know, no matter their story.
- Be vigilant about people walking in as if they belong with a group. If you suspect they do not belong at LUC or with the group, simply ask them for whom they are coming.
- Delivery staff is not allowed up the residential floors. Residents must come down to receive their order or packages. Non-food packages may also be left on the shelves on floor 1. LUC staff is not responsible for packages and cannot receive them for you.
- All technical and cleaning staff in the building should be recognizable by their work uniform. If you notice people on the floors without uniform, please report to DUWO and the reception on floor 0.
- Never, under any circumstance, interfere with the outer doors. Never block them or prevent them from closing in any way. Doing this is a serious hazard and a breach of safety regulations. If you get caught doing this you can expect a fine. Report malfunctioning doors immediately to DUWO.
- Never use the ground floor exits of the emergency staircase, unless you are in an emergency situation (or emergency drill). Using these doors will set off the alarm. Improper use of the emergency doors is subject to a fine.
- In case of situations that make you feel unsafe, call in the assistance of the security guard or receptionist.
- In case you notice unsafe situations or hazards in the college building, report them to the Information Desk.

3.2 College building

3.2.1 The building

Leiden University College The Hague is located in its own dedicated building at Anna van Buerenplein 301 in The Hague, commonly referred to as AvB. In this building studying, academic and residential facilities are combined.

The general lay out is as follows:

Ground floor:	Entrance, lobby, bicycle shed, student mailboxes, laundry room and garbage collection area
1st floor:	Office student association Fortuna, Digital Lab, Performing Arts Room, Coasters student bar, package deliveries, gender neutral and female bathrooms
2nd floor:	Auditorium (lower level entrance), classrooms, study area, student printer room, gender neutral and male bathrooms
3rd floor:	Auditorium (upper level entrance), classrooms, Science Lab, LUC Writing Studio (3.18), lockers, gender neutral and female bathrooms
4th floor:	Information Desk, staff and faculty offices, staff mail pigeon holes, staff lockers, staff printer room, staff bathrooms, roof terrace
5th – 21st floor:	Student housing (staff members are only allowed to enter the residential floors by explicit invitation of the inhabitants)

3.2.2 Opening hours

During term time, the academic floors (1-4) are open:

- Monday to Friday from 8.15 – 22.30 (class rooms/Auditorium open until 20.30)
- Saturday and Sunday from 12.15 – 20:00

Out of term time, the academic floors are open from Monday to Friday between 08:15 and 20:00 and are closed on the weekends. Different opening hours apply during the summer holidays and public holidays. This will be communicated separately via email.

3.2.3　Bicycles

The bicycle shed (fietsenstalling) can be accessed by using the side entrance of the building. Staff members can place their bikes in the designated staff areas, next to the entrance directly on the right. The Information Desk can provide you with a staff key tab, which is required to identify your bike as belonging to a staff member. All bikes without a staff key tab will be removed from the staff area.

Please be advised that the square surrounding the building is a non-parking zone and that bicycles left unattended will promptly be removed by the municipality of The Hague. You will have to go to the Bike Depot at Junostraat 24, in order to reclaim your bike by showing proof of ownership (a key to your bike's lock will suffice) and paying a fee of €25,00 (using a debit or credit card). For more details: http://fietsdepothaaglanden.nl/ (in Dutch only).

There is two white staff bikes available for staff members for use within The Hague. You can get the key at the Information Desk. Please return the bike in good condition and to the designated space and return the key to the Information Desk.

3.2.4　Car parking and access Anna van Buerenplein

LUC is located at Anna van Buerenplein 301 (AvB), right next to the House of Representatives. If you would like to access the square by car, be aware of the following.

The square can be accessed from the princes Irenestraat, between New Babylon and the House of Representatives, where traffic bollards (Municipality of The Hague) and the traffic barriers (House of Representatives) are in place to restrict traffic to the square.

Opening hours bollards -- Municipality of The Hague

- Monday to Friday from 05:00 - 07:00 and from 10:00 - 11:30 and
- Saturday and Sunday from 06:00 - 11:30.

This is when the bollards are open. Outside of these hours, you can request an exemption from the municipality of The Hague to open the bollards.

Traffic barriers registration -- House of Representatives

LUC must register your car and driver through an online portal, so the guards in front of the House of Representatives can open the barriers for your car. You can register by sending an email to the LUC Information Desk, with the following information:

- Your name
- Phone number
- Date of arrival
- Name of the driver (if different from the person requesting access)
- License plate number

- Who is your visit in reference to?
- What is the reason for your visit?

Questions can be directed at the LUC Information Desk (info@luc.leidenuniv.nl).

There is a Q-Park parking garage located underneath Anna van Buerenplein. The Q-park is open 24/7, for parking rates check [Parkeren Q-Park CS New Babylon | Den Haag | Q-Park](#)

3.2.5   Information Desk

The Information Desk, located on the fourth floor, is the first port of call for both staff and students. Should you have any questions and are unsure whom to ask, you can address them to the Information Desk and they will point you in the right direction. You can contact the Information Desk at info@luc.leidenuniv.nl or by phoning 8203 (internal line), or +31 (0)70 8009503 (when calling from outside or using a mobile phone).

Any documents that need to be picked up, such as attendance sheets and survey forms, will be left for you at the Information Desk.

Other things the Information Desk can assist you with:

- Auditorium and classroom reservations
- Staff bike reservations and labels
- Office supplies, white board cleaners and markers
- Borrowing laptops, webcams and conference camera's, laser pointers
- Reporting repairs and damages
- Outgoing mail and mass-emails to reach all students
- First Aid kit
- Reporting printer problems to UFB
- Workplace facilities and IT (at LUC office and/or home workplace)
- Contact person for question related to Audio Visual department (AV), Future Learning Office (FLO)
- Onboarding new colleagues

3.2.6   Office spaces

The offices of the LUC academic and support staff are situated on the fourth floor. There are also several small meeting rooms and flex places on the fourth floor that can be booked for meetings or as workspace if you are an external staff member. All the meeting rooms are equipped with docking stations so you can use your laptop. If you just want to use your laptop in the LUC building, you should connect to Leiden wireless network or Eduroam (see 2.3.6 Network WIFI).

You can check room availability online. Choose 'timetable view'. Press 'Add Timetable' and choose Anna van Buerenplein. In order to book a room: please contact the Information Desk at info@luc.leidenuniv.nl. Please check the availability first, and then send a booking request to the Information Desk.

There are lockers available on the fourth floor at the top of the stairs for affiliated staff to store their belongings. You can get a key for a locker at the Information Desk. There are also lockers (with a code lock) on the third floor next to the auditorium, for students and staff.

The printers are also located on the fourth floor, next to the Information Desk. See 2.3.9 Printers & Copiers.

3.2.7 Staff Kitchen

There is a kitchen on the fourth floor with a coffee machine, microwave and refrigerator for staff use. The quooker tap provides hot water for tea. Although the kitchen is cleaned every day, we do ask that you clean up after yourself so it is a welcoming space for all.

You can use the refrigerator to store your food and beverages. It is your own responsibility to keep this shared refrigerator as clean and tidy as possible so other colleagues can make use of it as well. Please remove perishable foods in time.

The same goes for the shared dishwasher. Cleaning or office staff is not responsible for the dishwasher, *we all are.* Please put your used cups, mugs, and plates <u>in</u> the dishwasher when the sign next to it says 'dirty dishes', so they can be cleaned for the following day. If the sign says 'clean dishes', the dishwasher is on (red light on the floor) or full of clean dishes. In that case, please feel free to put away the clean dishes in the cupboards or otherwise rinse your dirty dishes with water and place them on top of the kitchen counter (not in the sink). **We all like to have clean cups, cutlery and plates, so we all share in the task of loading and unloading the dishwasher.**

Coffee and tea are available free of charge for staff, but please do not supply your classes with tea and coffee since the budget does not allow this.

3.2.8 Classrooms

The classrooms are located on the second and third floors. During term time, the doors are usually open. If the door is locked, you can enter the room by scanning the knob with your LU Card (See 2.3.1 Leiden University Card) and turn the knob when the light turns green. Please use the door handle to open and close the door since using the knob for these purposes will damage the electronic lock. You will need to update your LU Card every month to keep this option working. Please go to the security desk on the ground floor to update your card.

Every classroom is equipped with a desktop with several usb-ports and internet-access, a projector, a

telephone and a whiteboard with markers and wiper. You can log on using your UCLN account (See 2.3.2 UCLN Account). It is also possible to connect your own laptop. Every classroom holds a detailed guideline on the technical devices in the room. **In case of malfunctioning computers or audio-visual (AV) equipment, please call the number that is shown on the phone on the teacher's desk (internal line: 6525).** The audio-visual (AV) support service will assist you with the problem. Please contact the Information Desk (internal line: 8203) if items are missing, or if there are any other complaints regarding classroom facilities.

Classrooms are assigned at the beginning of the semester by the Registrar. If you need to book additional time in classrooms, please contact the Information Desk: info@luc.leidenuniv.nl. Classrooms can only be booked for use during opening hours (see also 2.3.10 Organising Events).

3.2.9   Science Lab, Digital Lab & Writing Studio

Science Lab

The LUC Science Lab is on the third floor of the college (3.10, left of classroom 3.09). The Science Lab provides students and staff with facilities for hands on training and experience with fundamental scientific procedures in the health and natural sciences and is particularly utilized by instructors teaching courses or doing research in the fields of sustainability and global public health. Contact person: A. Häger.

Students are not allowed to be in the Science Lab without staff supervision. Staff interested in using the Science Lab should coordinate this with Achim Häger, and receive proper instruction on lab procedures. To access the lab you need additional rights on your LU-card.

Digital Lab

The Digital Lab is based on the first floor (between the Fortuna office and Coasters). The Digital Lab provides students with support for coursework involving software and data handling, such as statistics and math, GIS, QRM. Several computers that run software used in these courses are available to students. Support is offered in the form of student assistants providing practical support during office hours. All users are asked to keep this place tidy and clean so that it is a nice space for all users. Contact person: P.F. Hudson.

Alternatively, LUC students and staff can make use of the Computer Classroom at the Wijnhaven building. Booking this room can be arranged via the Information Desk or via the Wijnhaven Servicedesk.

LUC Writing Studio

The Writing Studio is a place where LUC students can go to develop their academic writing skills. It is located on the third floor in room 3.18 and it staffed by student Writing Assistants. During 20-minute, one-on-one tutoring sessions, the Writing Assistants can assist their peers with any aspect of the academic writing process: from identifying a topic and organizing ideas, to developing an argument and structuring evidence, to proofreading and revision. The Writing Assistants also offer

support on academic reading and notetaking skills, as well as assistance with research tools like Zotero. In addition to providing individual tutoring, the Writing Studio also hosts workshops and other events focused on writing and research skills, with a particular eye toward thesis writers. For more information, and to schedule an appointment, students can visit https://lucws.simplybook.it/, or log in to the Writing Studio's Brightspace site (where every current student is enrolled). Contact person: A.M. Wilson

3.2.10 LUC Teaching Library

LUC has a small collection of books focusing on teaching. The library is located in room 4.17 and can be accessed when the room is not in use. The library is available to all staff (not to students) at LUC who want to increase their knowledge about teaching and the Liberal Arts & Sciences. To keep track of where the books are, a very simple system is used. A yellow card has been inserted in each book. Please fill out your name and date on the card and place it in the out-tray when you borrow a book. When you return the book, please reinsert the yellow card before placing the book back on the shelf. You can find a list of available books on the same shelf as the out-tray.

It is hoped to increase the teaching library each year so please inform the LUC secretary Kasia Pokutycka of book titles that you feel deserve a place in our library. These will be added to the list and ordered if funds are available.

3.2.11 Coasters – Student Bar

There is a student bar in the building which is organized and run by LUC students. The bar is located on the first floor and is named 'Coasters'. If you are organizing an event it is possible to arrange for drinks at Coasters. The first floor closes at 22:30 and Coasters have pre-arranged late opening hours (until 01.30) for selected evenings per block. Other opening hours should be arranged ahead of time and are billed to the organizer of the event. Please contact them to discuss any cooperation with them: coastersboard@gmail.com.

Please note that our alcohol license stipulates that **it is not allowed to bring your own alcohol** to an event at Coasters. During a Coasters event, please follow instructions from the Coasters floor manager at all times.

Here are the House Rules of 'Coasters':

1. Working foundation ('Stichting Leiden University College Bar') volunteers have the final say during opening hours.

2. All guests of the bar are obliged to follow instructions from the foundation volunteers.

3. The minimum age for students to buy alcoholic beverages is 18.

4. The foundation volunteers have the right to ask for identifications and reserve the right to refuse service if no identification is presented.

5. Any accidents, misunderstandings or other issues related to the bar, staff or students, should be reported to the supervisor or anyone of the foundation's management.

6. Students are allowed to bring guests over whom the student bears full responsibility.

7. The Foundation is not responsible for any personal harm, damages or losses that occur during opening hours.

8. If a student or her/his guest causes damage to the bar facilities or other students, s/he is held accountable.

9. The foundation volunteers have the right to refuse services to overly intoxicated students.

10. Foundation volunteers hold the right to expel them from the bar facilities.

11. Students are strictly forbidden to bring weapons, including but not limited to: knives, pepper sprays or any other kind of harmful gadgets, onto the premises. Those who do will be expelled from the bar.

12. All students have to adhere to the LUC Social Honour Code while being at the bar.

13. Guests are not allowed to bring beverages off the premises of the bar during opening hours. Smokers are required to leave their drinks inside.

14. Guests are not allowed to bring their own beverages to the bar facilities during opening hours.

15. The following actions will result in the ban of serving drinks to a guest until the foundation's management decides otherwise:

- Smoking in the bar facilities
- Use of hard/soft drugs in the bar facilities
- Fighting in the bar
- Stealing from the bar facilities

16. Alcohol may not be stored in the building outside of Coasters. The use of alcohol is limited to designated events outside of working hours and situations.

No alcohol is allowed in classrooms, under any circumstances (during or after class time).

3.3   Workplace facilities

3.3.1   Leiden University Card (LU Card)

All Leiden University staff members are provided with an LU Card. You need this card in order to access university buildings and restricted areas, such as for instance the classrooms, bike shed and elevators in the AvB building. You also need it in order to borrow books from the university libraries and to use the printers. LUMC staff members teaching at LUC can also apply for an LU Card.

If you have activated your ULCN-account, you can immediately apply for your LU Card. You can do this online here or you can collect your LU Card at the Service Desk on the second floor at the Wijnhaven building. You will need to bring valid identification such as a passport or driver's license. You can either e-mail a picture beforehand, or have your picture taken on the spot.

Please note that you need to **update your LU Card monthly** in order to access the classrooms in our building. You can do this **at the ground floor reception desk**.

More information about the LU Card can be found here.

3.3.2   ULCN Account

All Leiden University staff members receive a personal digital account including an (LUC) email address. Our course administration will provide you with access to Brightspace (the virtual learning environment of Leiden University). You can use this personal account to log on to any workplace connected to the university network or to access the 'remote workplace' environment while working from home. Login information, passwords etc. will be sent by e-mail to your private mail account and in hard copy to your home address.

Affiliated teachers without Leiden University contract will only receive login data in order to reach the Brightspace environment.

3.3.3   Workplace

All LUC staff members are provided with a desk in a (shared) office on the fourth floor. Each office has a frame on the outside where office hours should be listed, as well as general presence in the office. It is advised to lock your office when absent.

It is possible to adjust your seat and your desk to suit your height and position. Should you require additional facilities or advice you can contact the General and Technical Services Account Manager, Mrs. Petra Slabber, at p.j.slabber@ufb.leidenuniv.nl.

For affiliated staff members we have a limited number of flexible workspaces available that can be booked through the Information Desk, info@luc.leidenuniv.nl

3.3.4   Computers: support

For questions about hardware, email, ULCN account etc. please contact the helpdesk of ICT Shared Service Centre (ISSC). For urgent matters, please call the helpdesk via internal number 8888. For less urgent matters and change requests, you can use the helpdesk portal or email your question to the helpdesk via helpdesk@issc.leidenuniv.nl. The email is read daily, but at busy times, it can take longer than one day before you will receive an answer to your question.

For questions about uSis, Joppe Brieffies is your first port of call. If needed he can refer you to the Faculty contact person (Quino Broer van Dijk q.j.broer.van.dijk@fgga.leidenuniv.nl)
For questions about Brightspace, you can contact the Brightspace team at the Faculty: brightspace@fgga.leidenuniv.nl

If you need to move a computer or disconnect it from the network, please ask the Information Desk first as there are several security measures in place which may prevent your pc from working if moved unauthorized.

For questions about learning support you can contact the FLO -- Future Learning Office

3.3.5   Computers: software

All LUC computers have a range of basic applications already installed. This includes of course the office suite but also more specialised software. The list of standard software on each pc can be found in the Software Center, by clicking the windows icon in the lower left hand corner. If you need other software, please request this via the helpdesk portal. More information can be found here.

A handy tip: Staff members and students are able to buy software for private use at a discount via http://www.surfspot.nl.

3.3.6   Network (Wi-Fi)

At AvB, you can log on to the Leiden University Wireless Access (LUWA) and Eduroam using your UCLN account. For more information on how to access these networks, visit the website. If you connect your laptop to a docking station, you are using the University wired internet.

3.3.7   J:drive and OneDrive

If you save a document while working on campus via PC or laptop, it will be saved on your personal

P:drive space. While working via laptop, your documents will be saved locally. Documents that concern all internal (academic) staff, or that are shared between staff members, are available on the J:drive. You can ask for permission to access files on the J:drive online.

The most important folder on the J:drive for academic staff is called LUC-ALGEMEEN which holds documents concerning the programme, courses and academic advising. All LUC appointed staff are automatically added to this folder. Please find the files via:

Start > Computer > Public DFS on Network (J:) > Workgroups > FGGA > LUC-ALGEMEEN.

In the 'Course Administration' folder, you can find important templates and guidelines for the e-Prospectus. You can find the funding application forms in the 'Staff forms' folder. All important, non-personal, files concerning student advising and study plans are placed in the folder 'Academic Advice'.

The J:Drive is only accessible when you are inside a University building using the university network, or via Remote Workspace if you are working from home or on the wifi network.

Outlook 365 provides a cloud-based folder called OneDrive. This is also a safe place to keep and share files. OneDrive can be accessed from anywhere.

OneDrive and J:drive are only available to Leiden University employees. If you are collaborating with people outside the university, you can make use of Surfdrive. All information can be found here.

3.3.8 Remote workplace and webmail

Remote Workplace

Remote Workplace gives you access to your University workplace from any location. You can access the files on your personal disc, your email, University information systems such as SAP, Self Service and the desktop of the PC at your workplace. Manuals to install Remote Workplace are here.

Webmail

For managing your LUC email inbox via Webmail, visit this website. On the right side of the webpage, select the direct link to 'Webmail'. You can login to your inbox with an active ULCN account and password. There is no software needed to access Webmail, only an internet browser.

3.3.9 Printers & Copiers

The (full colour) printers at AvB are located on the fourth floor, near the Information Desk. They are programmed to automatically print double-sided A4-copies in black and white. You can adjust these settings manually before printing or copying, should you need it.

Staff need to have an LU Card to be able to use the printers and copiers. When using the printer, you will first need to add the 'LU Card printer' to your personal account:

Click Start > Devices and Printers > Add a printer > Add a network, wireless or Bluetooth printer > Find a printer > Name: LU Card Printer.

When printing: select the 'LU Card printer' as your printer and click 'print' to send your document to the printer. You can then print your document at any printer with LU Card scanner within the university. Hold your LU Card in front of the scanner next to the printer of your choice, select the print option 'Afdrukken' on the scanner, select the documents you would like to print and proceed as directed on the printer screen.

When copying: hold your LU Card in front of the scanner next to the printer, select the copy option 'Kopiëren' on the scanner, and proceed as directed on the printer screen.

Please consider the environment and save paper and toner by copying/printing less.

Both printers can also be used for (colour) scanning. our (LUC) email address is automatically linked to the copier, so the scans will automatically be sent to your email inbox in .pdf.

For Scanning you need your LU card which is directly linked to your e-mail account. In order to scan, please place your LU card on the card reader -> select scanning -> on the printer press scan2mail -> select your settings -> after you press send, DO NOT log out or remove your LU card and WAIT for the light to stop flickering.

Copying paper, staplers, staples, paperclips and all other necessary stationary can be found in the cabinet next to the copiers or at the Information Desk. Please make sure to keep this room tidy at all times.

3.3.10 Organising Events

When organising events at LUC a lot of different factors come into play and a various departments are involved behind the scenes in order to make things runs smoothly. The Events officer, Information Desk, LUC Secretary, Recruitment & Communication Department, UFB Security and the College Board, for instance, all have a stake in organising events. Further information about this is available here.

In order to make sure that everybody is informed on time, we have set up the following procedure:

Please use this contact form at least three weeks prior to the event if you are planning:

- an event in the Auditorium
- a larger event that takes place on floors 2 and/or 3 (more than 30 people attending)
- an event during the weekend
- an event that will be attended by people from outside LUC
- an event that is likely to attract media attention
- an event with high profile (or high risk) guests
- an event that will take place after closing hours

We will then check availability, assess if the event is in line with LUC's mission statement and if there are any risk factors that need to be taken into account. LUC is responsible for the safety when organising events at AvB and because of this, we need to know which events are taking place inside the building beforehand. Please contact events@luc.leidenuniv.nl if you have any questions.

If you are planning a small-scale event during opening hours attended by staff and students only, you can simply ask the Information Desk to book the required classrooms for you.

Opening hours Classrooms and Auditorium during term:

Monday – Friday: 08.15 – 20.30

Additional Security:

Additional security will need to be hired in case you are planning:

- a large scale event (more than 150 people attending)
- an event during the weekend
- an event outside opening hours

We have to retain a 2-4 weeks' notice requirement prior to the event in order to arrange this with the UFB Service Manager. Please note that you will need to arrange a means of paying for the additional costs before we can arrange additional security.

Publicity:

If you want to have your event added to the LUC/FGGA newsletter or advertised on the website or on Facebook, you can use this form. Please bear in mind that we need to know this three weeks in advance so we can adjust our planning accordingly. If you have any questions regarding publicity, please contact the Recruitment & Communication department (communication@luc.leidenuniv.nl)

Catering:

Should you require catering at your event, please note that UFB Catering is the university's official

caterer. After receiving approval for your event, you can contact them directly in order to arrange this: +31 (0)71 527 3290, via their order system or catering@ufb.leidenuniv.nl.

Coasters – Student Bar:

Staff members are allowed to host drinks at the Student Bar Coasters on the first Floor for special approved events. The first floor closes at 22:30 and Coasters have pre-arranged late opening hours (until 01:30 AM) for selected evenings per block. Please contact Coasters to discuss cooperation: coastersboard@gmail.com. Coasters will provide a quote as to the cost of your event based on expected number of guests and level of service (i.e., drinks, bar food – hapjes, etc…). See section 2.2.11 for more information about Coasters. It is not allowed to bring your own drinks to Coasters.

It is not allowed to drink alcohol outside of Coasters during normal office hours.

3.3.11 Internal communication

LUC/FGGA publishes a weekly newsletter for staff and students. LUC news is integrated in the wider FGGA newsletter. All members of the community can contribute news items by using this form.

Please note we have limited capacity to edit your text. When supplying pictures (they are encouraged, to attract readers), please make sure that they are copyright free.

The newsletter includes a variety of news about LUC, its organisation, events happening at LUC or organised by members of the LUC community, academic work, publications and achievements, links to news about LUC or members of our community in the media, announcements, etc. The newsletter only includes items that have a direct link to LUC or Leiden University. Events or messages from non-LUC parties are generally shared via Fortuna or on Teams or LinkedIn.

LUC uses Microsoft Teams for internal communication with staff and students. The main channel is LUC Centraal. All new staff and students are added to this group. We use Teams LUC Centraal for informal exchange of interesting information, links, polls, etc. For LUC staff only, we use Teams Staff 2.0 channel. All new staff are added to this group. Formal need-to-know communication is always shared via email with staff and students. Teams is also used as a shared space by smaller groups of people working together. You can use these groups also as a place to safely keep shared files. For more information about Teams visit the website.

On the first floor, information screens are used for communication with the community. These screens are suitable for posters about LUC events, a link to the Fortuna event calendar (including events outside LUC), etc. Please contact Anique van der Burg events@luc.leidenuniv.nl for more information if you want to have your information included on the screens.

Printed posters and announcements can be put up on the poster boards next to the elevators, on the floor 2 poster wall, or on the felt walls next to the auditorium on floor 2 and the bathrooms on floor 4. Posters are not allowed inside elevators, apart from the poster frames. On the white wall on the second floor you can use magnets to attach posters. Please refrain from using any kind of tape on

any painted surface, as this will damage the paint. All posters should show the date of the event or the date of publication. Posters without date and posters for past events will be removed.

For internal email communication, there are three email groups: LUCstaff@luc.leidenuniv.nl (all LUC staff), LUCwp@luc.leidenuniv.nl (LUC academic staff only) and LUCobp@luc.leidenuniv.nl (LUC support staff only). If you need to send messages to the student community at large, please ask the Information Desk (info@luc.leidenuniv.nl). Please note that the college will not be able to share student contact details, in line with current privacy laws.

LUC maintains several pages on social media such as LinkedIn and Instagram, and students use their own. These are a nice way to stay in touch and exchange ideas with the wider LUC community. All official LUC communication is sent by email. Pages possibly of interest to staff are:

LinkedIn:
Leiden University College The Hague page: https://www.linkedin.com/school/leiden-university-college-the-hague/
Evolucio – LUC The Hague Alumni page: https://www.linkedin.com/company/evolucio-leiden/ and http://www.evolucio.nl/2017/03/luc-the-hague-on-linkedin/

Information about responsible use of social media and the University social media code can be found on the website.

3.4   Academic Facilities

3.4.1   Library

The main location of the University Library is in Leiden, and there is a subsidiary location in The Hague in the Wijnhaven building. For more info, you can go here.

Wijnhaven Building
Turfmarkt 99
2511 DP Den Haag

Opening hours during term:

- Monday – Friday: 09:00 – 22:00
- Saturday and Sunday: 10:00 – 22:00

Library account

To be able to use the Library Learning Centre facilities you need a valid LU-Card (see above, paragraph 2.3.1 – Leiden University Card).

Publications from the various UBL locations may be borrowed at the Library Learning Centre by requesting them using the Catalogue. Please choose 'Campus Den Haag' from the pick-up locations shown in the drop-down menu. Your publications will then be transported to The Hague for you to collect. You will receive an email as soon as requested items are ready for pick-up from the Library Learning Centre book lockers in the library at Wijnhaven.

To collect the items please scan your LU-Card at the locker system scan point. The number of the locker in which your items have been placed will be shown on the scan point display and the locker door will open. The books are now on loan: please take all items from the locker.

Borrowed items may be returned at the UBL location of your choice. The collection shelved at the Library Learning Centre itself may only be used within the library.

General information on borrowing, renewals, overdue notices and fines, and the UBL circulation policy can be found on the Leiden University [Library webpage](#).

If you need help to find information or if you have questions about using the library, you can contact a librarian here: https://www.library.universiteitleiden.nl/about-us/contact/ask-a-librarian.

Purchase of books for teaching

In principle, LUC does not buy books for students or staff, but encourages you to make use of the [University Library](#).

If you miss a title that you would like to add to the collection of the University Library, you may contact LUC's subject librarian Nathaniël Linssen (n.f.g.linssen@library.leidenuniv.nl or 071 527 2727) with a request for [adding it to the UBL collection](#). Please note that LUC has to pay for this from our own budget. In case of costly purchases or subscriptions, or in case the library tells you there is no budget left for this year, please contact the LUC Library representative (vacant) on the FGGA Library Committee, or the Operational Manager. Priority is given to literature needed for teaching.

Sometimes you can obtain the publication from another collection through the university library. In that case, you will have to pay Interlibrary Loan costs. Please check [this webpage](#) for more information.

You may claim reimbursement of costs you incur in this way up to a maximum of 100,- Euro per calendar year.

Only in exceptional cases, LUC will buy books to be used by individual staff for teaching purposes. As procurement rules apply, please contact the Operational Manager.

Other libraries of interest

- The website of the Leiden University Libraries contains a link to PiCarta, the portal to the NCC (Dutch Central Catalogue) and to other databases. The NCC database is connected to the Interlibrary Loan System (IBL), which makes it possible to send requests for books or photocopies of articles from other Dutch libraries with a LU card.
- The Royal Library of The Netherlands (Koninklijke Bibliotheek), and the National Archives, which are situated right next to the Anna van Buerenplein building. Please consult the websites for details on how to register.
- The Peace Palace Library, which houses the world's most renowned library collection of public international law materials. Valid ID is required in order to visit the library.
- The Public Library of The Hague.

4.   Teaching at LUC

4.1   Educational Philosophy

4.1.1   Liberal Arts & Sciences

The programme taught at LUC is called Liberal Arts & Sciences: Global Challenges. The Liberal Arts & Sciences educational philosophy dates back to medieval Europe and developed into a modern educational concept in the United States. Typically, an American Liberal Arts & Sciences curriculum is offered at the undergraduate level and includes the Humanities, the Sciences, and the Social Sciences, either studied by themselves or in combination. The curricula all include an emphasis on the development of general academic skills, critical thinking, and problem-solving skills. Most often Liberal Arts & Sciences Colleges in the US are residential: students, and frequently staff as well, live and work together in a community. The development of social and civic skills is considered to be as essential as the academic skills.

Liberal Arts & Sciences education was reintroduced in the Netherlands at the end of the 20th century when the first University College opened in Utrecht in 1998. Since then there has been a steady growth in the development of Liberal Arts & Sciences programmes in the Netherlands as well as in Europe.

4.1.2   University Colleges

University Colleges (UC) in the Netherlands can be quite different from what a university college is

elsewhere. Currently there are ten UC's in the Netherlands and they all share these defining characteristics:

- they offer an interdisciplinary Liberal Arts & Sciences curriculum
- they are honours programmes: students are selected on motivation and grades and once admitted are expected to develop their talents fully
- they are international communities, with students and staff from all over the world, the language of instruction is English, and they strive for diversity in their student population
- they are usually residential, meaning that students live and study together
- teaching at the UC's is small-scale and intensive; students take responsibility for their own learning, there is a high level of interaction between instructors and students, and students amongst each other
- they offer dynamic environments in which teaching innovation is stimulated;
- co- and extra-curricular activities form an integral part of the College

The ten UC's work together in the University Colleges Deans of the Netherlands network. More information can be found at University Colleges in the Netherlands – International, small-scaled, multidisciplinary, challenging. Within this network, LUC staff regularly meet their counterparts at other Dutch UC's to discuss Academic matters, Educational affairs, Operational Management, Recruitment, Admissions and Student Support.

European cooperation is also starting to take shape, for example in the consortium of European Colleges of Liberal Arts and Sciences (ECOLAS, http://www.ecolas.eu/eng/).

4.1.3   Programme Characteristics

The LUC Liberal Arts & Sciences curriculum can be characterised as follows:

- a broad basic education in which students study sciences, social sciences and humanities in conjunction
- an interdisciplinary approach in combination with specialisation in a major
- a strong emphasis on academic skills
- specific attention for the development of global citizenship

These four aspects are all essential features of the LUC curriculum as well as the learning environment in our residential College. The educational components will help students to place issues and knowledge in a broader context, while the specialisation gives them deeper knowledge about specific disciplines, which is needed for graduate study and professional life. The interdisciplinary approach connects broad and in-depth knowledge while the academic skills will be invaluable in any chosen career. In addition, students develop learning skills that will help them to detect and fill their own knowledge gaps, and personal skills that will encourage open-mindedness and ethical behaviour. Global citizenship is an essential part of the learning community and will prepare students for living in a globalised world.

4.1.4   Educational Concept

All of the above comes together in the LUC Educational Concept, which can be described as follows.

Small Scale and Intensive Teaching:

We believe that students learn through interaction, with each other and with the instructor, and though active engagement with the literature they read. Students have 2x2 contact hours per week per course, with the exception of the language courses which meet 3x2 hours per week.[1] There is always at least one day between classes so students have time to prepare for the next session. Through assignments, readings and projects, students use the time between classes optimally to learn. Attendance is compulsory as the classes build upon and discuss the prepared materials, rather than repeating basic material that could be covered by the students themselves in advance. Missing class means missing an essential part of learning. We are aiming for an average of 20 students per class while avoiding classes above twenty-two students. This creates an environment in which instructor and students really get to know each other, can interact closely and share a responsibility for a high level of learning. Students cannot but participate and be involved in the learning process, not only their own, but also that of their peers. Group work is often used in classes, training communication and intercultural skills in context. Students usually do not take more than three classes at the same time, allowing them to really focus and not having to work on too many topics at once.

Continuous Assessment:

The intensive format of classes at LUC is also reflected in course assessments. During the block continuous and formative assessment is used: assessment aimed at testing students' progress and giving them feedback on how to improve their learning. No single assessment item can count for more than 45% of the final grade, which means that there are at least three different moments of assessment in an eight-week period.[2] At least one assessment has to count for 20% or more. The assessment is spread across the course and consists of various methods, testing students' knowledge and skills throughout. Feedback is given promptly so students can include this in their learning process. Continuous assessment allows for problems to be detected and addressed early on, often in cooperation with the academic or Study Advisors. Within this general framework, instructors select the most appropriate didactical methods and assessment depending on the level, discipline and learning outcomes of their course, leading to a dynamic and stimulating learning environment for the students.

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[1] Given that block 4 is often interrupted by many public holidays a strict adherence to the 2x2 contact hours per week model is sometimes challenging during that block. If public holidays prevent the instructor from strictly adhering to this model, they are allowed to replace 1-2 sections max. by another form of instruction (for ex. a pre-recorded lecture or a podcast or self-study/take at home exercise, as long as the students are giving ample opportunity to ask questions about those materials in the next available in-class session.

[2] During the AY 2023-2024 there will be an exception for the research design courses on the basis of a pilot the aim of which is to outline how assessments can be optimized for a research focused methodology course such as research design.

Research & Teaching:

Research and teaching go hand-in-hand at LUC, as is reflected in the Leiden University Vision on Education and we use the model developed by Healy, Jenkins and Lea[3] that distinguishes four ways to combine research and teaching: (1) Research-led teaching ensures that students are informed about current research in their courses for example through reading academic articles. (2) Research-tutored teaching refers to the use of research as a basis for discussions and debates about the content and methodology of different scholarly works; (3) For research-oriented teaching, each major has at least two research methodology courses, in which students acquire skills in the methodologies that are prevalent in their major. These courses also assist the student with acquiring the skills they will need later for their capstone/bachelor thesis; (4) In research-based teaching students actively participate in research, either their own in the bachelor thesis or in a research clinic with one or more of LUC professors.

	Students are participants		
Emphasis on research content	Research-tutored	Research-based	Emphasis on research processes and problems
	Research-led	Research-oriented	
	Students are an audience		

Learning Community

LUC students and staff form a strong community. The small scale of the College and the classes as well as the residential setting and the opportunities for co-curricular activities ensure that students know almost all their peers and most of the academic staff. With most of the community in one exclusive building, there are plenty of opportunities to meet and interact, so that learning continues outside the classroom, at different levels and in various settings. LUC actively encourages community building by already including students during the application process. During the introduction week, new students meet both their peers, the senior students and the staff at various formal and informal events. Other examples of student-staff interaction are the Global Challenges Film series that runs every semester, but also the annual Christmas Pantomime and the spring Dies Fatalis in which students and staff reflect on the past year in creative, funny and touching performances. LUC emphasises the connections with practice in addition to theory, expanding the community through excursions, site-visits, guest speakers and fieldwork on various scales (see website for a more complete overview). This results in a very special community in which interaction between staff and students happens on a daily basis and where thresholds of formality are low. The expanding alumni community is also connected through a variety of events and media.

4.1.5   Didactics

The variety of courses at LUC requires and allows for a diversity of didactical principles to be used,

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[3] Healy, M, Jenkins, A and Lea, J., Developing research-based curricula in College-based higher education. The Higher Education Academy, York: 2014. P. 18.

depending on the learning outcomes of the individual course. What is the same in all courses however is that the didactical principles used aim at actively involving and engaging all students in the class, individually, collectively or in groups. This fits the educational theory of Constructivism in which learners integrate new knowledge with previous experiences. Examples of this approach to teaching are:

- Student presentations in which they have to explain newly acquired information to their peers
- Student-led discussions (facilitated by instructor)
- Moot courts or other simulations which compel students to use their knowledge in a new environment
- Case studies, linking theory to practice
- Group projects in which students work together and learn from each other
- Reflections on their own learning process
- Web posts, short essays, and critical reflections, reviews, which all challenge the student to understand and critically review the assigned materials and form his or her own opinion on the topic.

4.1.6   Honours

LUC offers an honours programme, which is reflected in various aspects of the organisation. Students are selected to come and study at LUC after an admissions procedure which includes an interview with a member of staff. They are selected on their potential to excel in the programme, their motivation to do so and their potential fit and contribution to the community. The learning environment is created in a way that students are encouraged to reach their potential.

When a student accepts the invitation to study at LUC this can be seen as a contract: LUC will provide a stimulating and supportive environment in which a student can develop his/her talents. The student on his/her side, agrees to use this environment and accepts that this means that s/he should for example come to class prepared, take responsibility for their own learning process, use the opportunities offered, form a part of the community and actively take charge of their own individual programme.

Pedagogically this means teachers can challenge the students: coming to class unprepared is not an option because they are not only not learning themselves, they are also not contributing to the learning of others. Deadlines are strictly observed and feedback given timely so that students can learn from their mistakes. Using a variety of didactical principles can also work to push students to go just a little further than they thought they were able, but be careful when doing this as you might a have a mixed class with students from various years.

As LUC uses continuous assessment within an honours programme, there are no resits. If students do the work and meet their deadlines, they should be able to pass.

Students have to meet the Leiden University Binding Study Advice requirement in their first year. They should pass at least 45 EC, including 5 EC for Academic Writing and 5 EC for Introduction to Statistics. However, as an Honours College we expect all students to be more ambitious and to strive

for excellence. The norm at LUC is that students pass all courses, earn 30 EC per semester (60 EC 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.

Underachieving students are monitored by the Study Advisors, who help the students to focus while offering them the support they need to succeed.

4.1.7   Co-curricular activities

LUC offers more than only an academic programme; co-curricular activities are organised regularly and are an essential part of college life. All students are members of Fortuna, the LUC student association. A range of committees and teams organises a great number of activities: sports, music, art, the LUC student journal PAX, Fortune TV, 22FM, a yearbook, Model United Nations, Amnesty International, Language Clubs, social events, and much more. For more information, see [Fortuna (google.com)](google.com).

Many activities are shared by staff and students alike and we would like to mention particularly the Christmas Pantomime, a play in which students and staff sing, act and dance together. This takes place at the end of the first semester. The Dies Fatalis is an end-of-year event where short plays, songs and videos are shown, looking back at the year that has just passed and highlighting special occasions. All this is presented with a great deal of humour. Also in sports events, staff and students come together: the annual soccer match between student and staff teams, running in the Peace Run together are examples of this. All staff involved at LUC, including staff from other institutes, are more than welcome to join in these events.

Residential Setting: Because all first- and second-year students live at the LUC building at Anna van Buerenplein, many co-curricular activities occur within AvB. Third-year students move out and find accommodation in The Hague, or surrounding cities. The residential setting results in a close-knit community where students quickly get to know each other and have to find ways to live together by balancing the wishes of the individual with those of the community. In this way they continue their learning outside the classroom.

For more information on how to organise events at LUC, please refer to section 2.3.10.

4.2   The Students

LUC admits 200 new students per year. Exceeding this limit is not possible because of the number of residential spaces as well as LUC wanting to ensure that the community does not become so large that it becomes impersonal. To make sure the match between student and LUC is optimal, all LUC students are individually selected. The admissions procedure is aimed at selecting students who have the intellectual capacity, motivation and study skills that make them likely to succeed in the LUC programme, as well as the social skills and engagement that would make them interesting and active members of the LUC community. A personal interview with a member of academic staff can be part

of the procedure. The admissions team consists of LUC academics supported by the Admissions Officers and with final decisions taken by the Dean.

4.2.1 Student profile

The student profile used to find the best match includes the following characteristics:

- is intelligent, talented, and likes to work hard
- enjoys being challenged, has a strong motivation to develop his/her skills, and is willing to take on responsibility
- has broad interests, an international orientation, and is genuinely concerned about the world we share

When a student accepts the LUC offer for a place, they commit to this environment. As a teacher, you may expect your students to be interested in your course, come prepared, work hard and cooperate with others. This is something all students share, but you will also encounter a lot of variety in your classes.

- Your students will have a great diversity in cultural and economic backgrounds, genders, racial and ethnic identities, sexualities, (dis)abilities, mother tongues, religions, value systems, and more. Many LUC students have more than one nationality, or have lived in more than one country, or have parents who come from different cultures. Some will be living in the Netherlands for the first time and may experience significant adjustment to this new culture. There will also be Dutch students who have lived in the Netherlands all their lives and who may feel less "cosmopolitan" than their peers. Some students may wish to be addressed by another name or pronoun than the one suggested in uSis. Some may observe religious holidays that are not represented in the academic calendar. And finally, there will be students who juggle paid work alongside their studies, while other classmates are fully funded by family or scholarships.

  It is important to be aware of the differences in cultures, identities, knowledges, capabilities, and sensibilities when teaching. At LUC, we have a few resources that can support you. For example, the DISC (Diversity and Inclusion Student Committee) is always available to talk to, and reports of our Decolonisation Working Group and information on D&I topics are available on the FGGA D&I Teams or from the working group members (ask Ingrid Samset). For Leiden University and FGGA resources on culturally sensitive teaching, please refer to the website of the D&I office.
  The university has also adopted guidelines concerning gender-inclusive communication – please consult this site for further information.

- You will have students from a great variety of secondary school backgrounds. LUC has students with diplomas from over 45 countries, including national diplomas like Dutch VWO (roughly 30%) or German Abitur, but also international diplomas like the International Baccalaureate (roughly 30%). This will give a different dynamic in your classroom than having students who all have the same secondary schooling. History in the International Baccalaureate, for example, is quite different from AP United States History, or History in an Italian school.

- LUC has a steady number of incoming exchange students who may well be in your class. Occasionally, students enrolled in Leiden University's Honours Academy may join an LUC class.
- You may have students from a variety of majors in your course; some courses are part of multiple majors and thus students will have different knowledge from the courses they have taken so far. Even if you have students who are all in the same major, they all will still have their own specific selection of courses. Use this to your advantage and challenge your students to connect your course to what they already know.
- Finally you may have students from various years in your course, a mix of first, second and third year students. Here the challenge is to make sure the younger students are not overwhelmed by the older students, yet to make sure the older students do pull their weight.

4.2.2 Student Support System

A range of (personal) issues can hamper the student's well-being and progress. To support students who are facing personal issues LUC has set up a Student Support System which consists of academic and social support both on individual and collective levels.

The academic part of the Student Support System consists of the study advisors, the academic advisors and Major Team Leads. The personal part of the system is formed by the student life counselors, student life officer and the residential assistants. All form an important link between students, administration, instructors and procedures. They play a key role in the College, making sure LUC is not an anonymous organisation.

If you worry about a student

If you as an instructor notice that a student is not doing well or if you are worried about progress, frequent absences, behaviour in class, or have other concerns about a student's (mental) health or wellbeing, please contact the Study Advisors. The Study Advisors can be contacted via email: studyadvisor@luc.leidenuniv.nl. You may also refer the student to the Student Life Counselors: slc@luc.leidenuniv.nl.

Study Advisors

The Study Advisors are responsible for advising students on their academic choices on the administrative side: study load, graduation requirements, study plan, what to do when a student experiences extenuating circumstances, advice on rules and regulations. In addition, they monitor progress for all students, making sure no students are delayed unnecessarily or unsupported. Students who are suffering delay in their studies will be invited for a meeting to discuss and address the reasons for the delay. If needed the Study Advisors can refer to the Student Life Counselors or other professionals within Leiden University. The Study Advisors also handle requests for Reduced Course Load and Leave of Absence, and follows up with these students.

The [Leiden Study System](#) is executed by the Study Advisors and they also advise students with a physical or learning disability. As for all parts of the Student Support System, trust and confidentiality are essential. LUC's study advisors are Carolien Gutteling-Sieverink and Esli Verheggen.

Social

Guiding
Student Life Officer
Residential Assistants

Counseling
Student Life
Counselor

Collective ← → **Personal**

Informing
Conveners
Study Advisors

Advising
Academic Advisor
- First year
- Major specific

Monitoring
Study Advisors
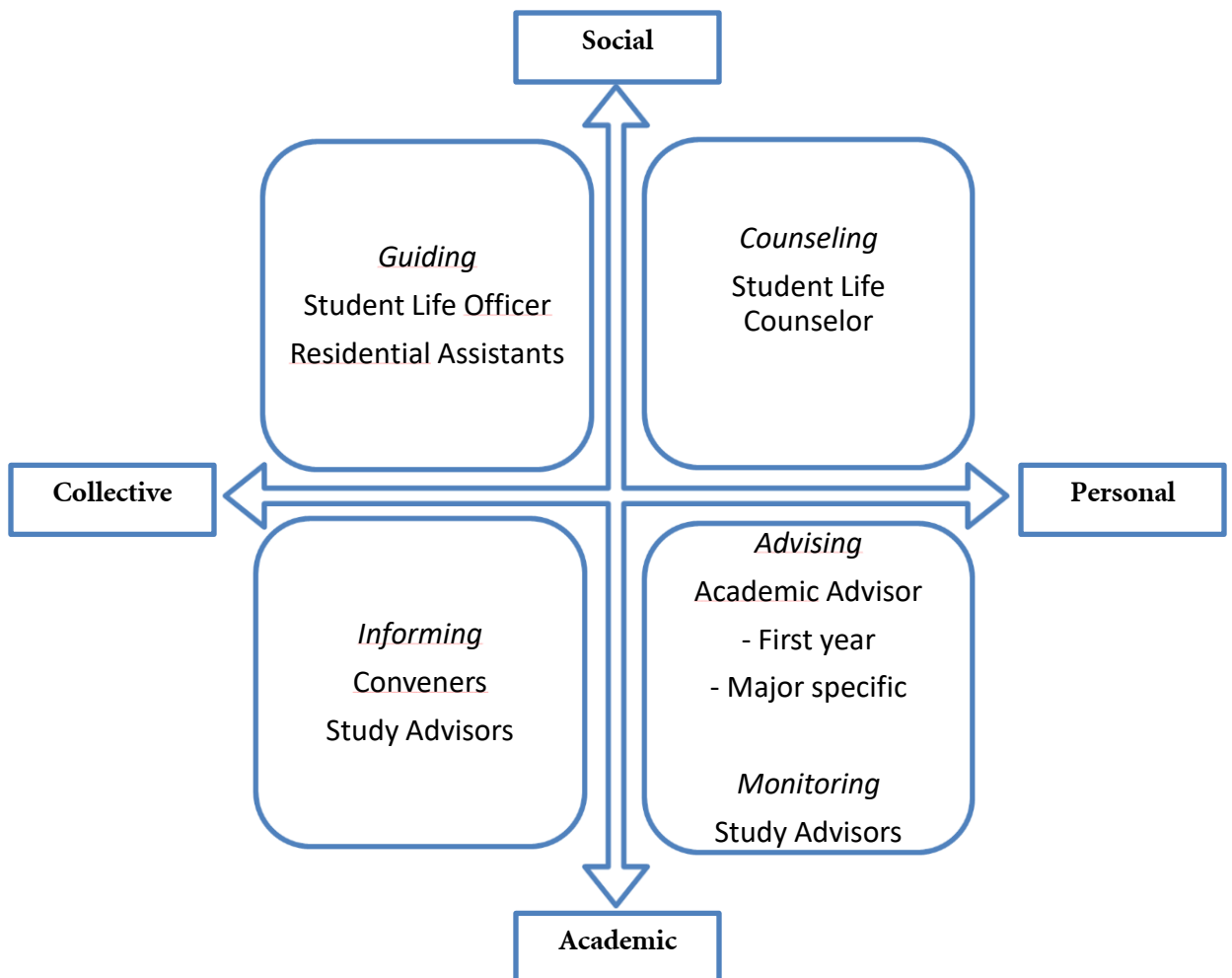
Academic

Academic Advisors

Academic Advisors are LUC academic staff. They are well versed in the academic programme and can advise students through the choices they have to make.

Upon arrival, students are assigned to an Academic Advisor who will assist the students in making the transfer to an academic and demanding environment; they can help with decisions concerning for example the choice of major and possibly minor, going on exchange, but also on study skills. There are several individual and/or group meetings per academic year. Students are also encouraged to contact their Academic Advisor early on if they have worries, doubts or concerns about their studies. The first year academic advisors are supported by Student Mentors to help new students settle into the community. The coordinator of the academic advisors is dr. Ann Wilson.

Near the end of the first year students declare their major. From their 2nd year on student can then approach the academics in the major and/or their Major Team Lead for advice on specific courses, tracks, methodology course, external courses, study abroad, internship or capstone ideas and postgraduate study.

For the 2023-24 academic year, the five Academic Advisors are:

Dr. Diana Branduse, advisor team coordinator (d.m.branduse@luc.leidenuniv.nl)

Dr. Min Cho (m.j.cho@luc.leidenuniv.nl)

Dr. David Ehrhardt (d.w.l.ehrhardt@luc.leidenuniv.nl)

Dr. Aisa Manlosa (a.o.manlosa@luc.leidenuniv.nl)

Dr. Joeri Reinders (j.b.reinders@luc.leidenuniv.nl)

At the end of the first year students declare their major. Each Major Team Lead organizes a Nuts & Bolts meeting at the end of block 4. In these meetings the structure, courses and options of the major are explained. Major Team Leads are fully informed about the major in which they teach. All Major Team Leads have office hours which students are encouraged to attend.

Student Life Counselors (SLCs)

LUC has two part-time Student Life Counselors. These trained psychologists can help students who need individual help with issues like homesickness, study skills, culture shock, stress, depression or other (mental health) issues. If needed the SLCs will refer students to other professionals. If you as a teacher have concerns about a student's psychological wellbeing, you can contact the SLCs at slc@luc.leidenuniv.nl. LUC's Student Life Counselors are Mariya Shcherbinina and Lidia Pardo Alba.

Student Life Officer (SLO) and Resident Assistants (RAs)

LUC students live on campus in the first two years of their studies at LUC. There are 17 floors with 20-28 students per floor. One student per floor is appointed as Resident Assistant; a senior student

whose task it is to foster a healthy living and learning environment, and a strong sense of inclusive community within LUC. During term time, there is always one RA on call for emergencies in the residential areas. A list next to the elevator on each floor indicates which RA is on call. The RAs fall under the supervision, leadership and guidance of the Student Life Officer.

The Student Life Officer has a wide range of duties relating to the LUC community, including the provision of guidance and counselling to students on community issues and initiatives, residential concerns, or welfare concerns. As mentioned above, they are also the supervisor of the Residential Assistants. LUC's Student Life Officer is Dr. Lenore Todd.

4.3 The Main Programme

4.3.1 Global Challenges

As you can read in the mission statement (see paragraph 1.2 – Mission Statement) LUC has a strong normative mission with its programme: building knowledge for a better world. Our contribution as staff to this mission is offering an environment in which students can develop the knowledge, skills and attitude they need to have a positive impact on the world. LUC strives to educate students, not only as skilled academics but also as successful professionals who are able to use their knowledge and skills in a world that is rapidly changing.

The LUC curriculum is defined by the Global Challenges, which we contend can only be understood through an interdisciplinary approach. Global Challenges are problems that affect the whole world, be it people, the Earth and especially their interaction. Such issues can only be addressed with a combined effort and dedication from multiple nations, inter- and transnational institutions and individuals. The impact of these global issues can have unique local and regional manifestations. In all cases global challenges can only be understood by studying them from various and diverse angles and disciplines.

LUC is focused around four main Global Challenges:

- Peace & Justice
- Sustainability
- Prosperity
- Diversity

These challenges are studied in various ways, and form the backbone of the first year programme, and all six majors directly engage with one or more of these challenges.

4.3.2   Programme description

LUC students compose their own curriculum in a framework (see table below) in consultation with Study Advisers to ensure a coherent programme that includes the necessary depth and breadth to meet all requirements to graduate with 180-EC in three years. For a full description of all courses and parts of the curriculum, please consult the e-prospectus.

Schematic framework of LUC's academic programme. Note that years 2 and 3 include more flexibility than herein represented.				
	Semester I		Semester II	
	Block 1	Block 2	Block 3	Block 4
Year 1	Global Challenges: Diversity (5 EC)	Global Challenges: Sustainability (5 EC)	Global Challenges: Peace & Justice (5 EC)	Global Challenges: Prosperity (5 EC)
	Academic Writing (5 EC)		Elective (5 EC)	Mathematics (5 EC)
	History of Philosophy (5 EC)			
	Intro to Statistics (5 EC)	Elective (5 EC)*	Elective (5 EC)	Elective (5 EC)
Year 2	Major, including all required 100-level Core courses and all required 200-level Methodology courses (8 courses = 40 EC)			
	Global Citizenship (10 EC)		Minor/Free Electives (10 EC)	
Year 3	Major: 200/300-level courses (4 courses = 20 EC)			
	Minor/Free Electives (20 EC)/1st Semester only: Study Abroad (30 EC)			
	Major: 200/300-level courses (2 courses = 10 EC)		Capstone/Bachelor thesis (10 EC)	

Highlighted courses are compulsory courses (first year only)

Majors are organised by tracks, with sequenced levels starting at an introductory 100-level and leading to advanced at 300-level and the Capstone project/Bachelor thesis (10 EC) at 400-level. The course levels, with appropriate didactical methods, reading materials and assessments are available in Appendix 1 - Course level descriptions.

The LUC curriculum consists of five main components which in their own way contribute to the learning outcomes of the programme. These include (i) compulsory first-year courses (40-EC), (ii) elective first-year courses (15-EC), (iii) major (85-EC), (iv) minor/electives (30-EC), and (v) global citizenship (10-EC).

1. *Compulsory First Year courses (40 EC): This consists of four courses within Global Challenges (20 EC), two in General Education (10 EC) and two in Academic Skills (10 EC).*
    1.1 *Global Challenges (20 EC):* Includes four signature Global Challenge courses, one in each block of the first year. Specifically this includes Diversity, Sustainability, Peace & Justice, and Prosperity. These are also the only courses in which students will have a large plenary lecture once per week with all 200 first year students. In the plenary lectures the various facets of global challenges are addressed from a variety of perspectives, including Law, Natural and Life Sciences, Social Science, and Humanities. Each plenary lecture is followed by a weekly small-scale seminar.
    1.2 *General Education (10 EC):* Includes History of Philosophy and Mathematics, the latter offered as a choice of Mathematical Reasoning or Mathematical Modelling.
    1.3 *Academic Skills (10 EC):* Includes Academic Writing and Statistics.

2. Elective first-year courses (20 EC): students also enrol in several 100-level elective courses that are foundational courses within LUC majors. This allows students to 'sample' various majors before making a decision at the end of the first year.

3. *Major (85 EC):* Students specialise in their major, which they select at the end of their first year. LUC offers six majors. Three majors lead to a BA degree: Culture, History and Society (CHS), International Justice (IJ), World Politics (WP), and three majors lead to a BSc degree: Earth, Energy and Sustainability (EES), Global Public Health (GPH), Governance, Economics and Development (GED). Each major consists of three core tracks and one or more additional and/or co-convened tracks. To fulfil the requirements of the major, students must complete:
   - at least three 5 EC 100-level courses, one in each core track, as specified per Major
   - two or three 5 EC methodology courses at 200-level, as specified per Major
   - at least 20 EC at 300-level in at least two core tracks, as specified per Major, with the other 300-level courses possibly coming from co-convened major tracks
   - a 10 EC 400-level Capstone thesis/Bachelor thesis
   - an additional 20 or 25 EC in at least two tracks, as specified per Major
   - the Research Design course in their major

   Full descriptions of the majors are available in the e-prospectus. The schematic overviews per major can be found in the Major Grids available in the e-prospectus under the major tab.

4. *Minors or electives (20 EC in year 1, 30 EC spread over years 2 and 3)*: In years 2 and 3 students can select 30 EC worth of courses outside their major. For example, by doing a minor, or going on exchange at another university within the Netherlands or study abroad. Minors are an important means by which students add breadth or specialisation to their individual programme. Students may complete a Minor in one of the following four ways:
    3.1 Minor in a Major – In consultation with their Academic Advisor, students select a combination of 30 EC courses (at least 10 EC at 300-level) within one of LUC's six Majors
    3.2 A Minor included in the official list of [Leiden University Minors](#)
    3.3 A student, who wants to include a Minor from another university, can do so, but needs to ask permission from the Board of Examiners beforehand

Optionally, rather than completing a Minor, students can also choose a set of elective courses (30 EC) in their second and third year, including a maximum of 15 EC at 100-level. The selection should be made in consultation with the student's Academic Advisor. For external electives outside of LUC, permission from the Board of Examiners is needed.

Finally, a student can use the elective space to go on exchange to another university. LUC has its own network of nearly 25 partners, and students can also use the University exchange network that gives access to hundreds of study abroad partners across the globe.

5. *Global Citizenship (10 EC):*

The global citizenship component of the programme currently can be completed by taking language courses and specifically designed global citizenship courses that involve service-learning, a field course or another form of societal engagement.

4.4. The LUC Minor on "Sustainability, Climate Change and Food"

As of AY 2023-2025, LUC organizes a LU minor open to all LU students, as well as students from Erasmus and Delft. By placing food at the centre of investigation and using multi-disciplinary and inter-disciplinary approaches, the Minor "Sustainability, Climate Change, and Food" explores current-day debates on political, environmental, economic and cultural change at both the local and global levels. [4]

The central learning objective of this minor is to critically examine, through a set of multi-disciplinary and inter-disciplinary approaches spread over six courses, the complexities of food sustainability through ecological, socio-economic, political, legal and cultural systems. Analysing those complexities requires the involvement of the natural and applied sciences (biology, ecology, earth sciences), the social sciences (anthropology, sociology, international relations, economics), the humanities (history, philosophy, cultural studies), and law. Leiden University College is unique within Leiden University in that its Liberal Arts and Sciences programme holds expertise across the alpha, beta, and gamma fields, enabling the minor to provide a broad range of critical approaches. The study of food production, distribution and consumption opens up crucial questions related to a changing climate, water and soil quality, and disease, as well as issues of social injustice, violence and war, historical legacies, and cultural traditions and norms. These challenges are shared at the global level, but create diverse realities at the local level depending on specific circumstances.

The minor consists of 6 courses of 5 ECTS each and takes place during the first semester. The semester is divided into two blocks of eight weeks.

Block 1: Production, Distribution and Consumption

- Sustainable Food Systems in an Era of Climate Change
- The Economics of Poverty and Global Inequalities

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[4] For more information see https://studiegids.universiteitleiden.nl/en/studies/9545/sustainability-climate-change-and-food#tab-1

- Wasted Cities: A Critical Look Into Our Waste and Our Resources

Block 2: Natural Resources, Rights and Conflict

- Climate Change and Sustainable Water Resource Management for Food Production
- SDGs, Human Rights and International Law
- Food Insecurity, Conflict, and Social Justice in an Era of Climate Change

4.5 The Courses

Combining the flexible curriculum with the honours aspect of the programme means that LUC uses a set of regulations to make sure processes run smoothly. This is often different from other programmes due to the specific nature of the LUC environment. This section discusses the practical implications of the flexible programme and honours nature of the programme.

4.5.1 Course Outlines and Syllabi

LUC students all select their own specific pathway through the curriculum with support from their Academic Advisor. They use a document called the study plan to plot their way towards graduation and in order to do so, they need sufficient information. One of the most important sources of information is the e-prospectus in which the course outlines are published. **The e-prospectus is an extension of the Course and Examination Regulations (see Appendix 4 - OER) and is as such a legally binding document.** This means that once published, outlines and specifically assessment cannot be changed anymore without prior consent of the Board of Examiners (BoE).

An outline is a short description of a course (2-3 pages) in which the content, learning outcomes (both in content and in skills), class proceedings, assessment and literature are provided. Instructors are asked to submit their outlines in late March of each year for the next academic year using the template provided by the Education Coordinator or available on the J:drive (see 2.3.6 J:drive). Outlines should give the students sufficient information to know what they can expect and help them to make an informed choice. Outlines are also a source of information for admissions committees of Master Programmes or for students who are considering coming and studying at LUC. Outlines have to be discussed with the convener of the major or minor of which it is part and are approved by the Programme Board and Board of Examiners (assessment). This is also true for changes in the outline of an existing course. Once approved, outlines (and thus syllabi) can only be changed with the Board of Examiner's permission.

The outline template comes with a manual explaining the various fields in the template and which information should go where. Please read these instructions carefully and pay specific attention to the learning outcomes, which should describe what students can do after completion of the course. These aims can be separated into content and skills. Assessments should be clear, contain no single assessment item that counts for more than 45% towards the final grade and should be linked to the

learning outcomes. If you want your students to be able to critically evaluate a topic in your field, a multiple-choice exam, for example, would not be the most logical choice for assessment. See 3.6 Assessment and Grading for more information and an example of an assessment matrix.

Participation is usually part of course assessment, but cannot exceed 19%, and usually ranges from 10% or 15%. A clear indication for students about what the participation grade covers is strongly recommended (see 'participation' on p. 64). At least one assessment has to count for 20% or more. All written exams counting for 20% or more of the final grade will have to be reviewed by a peer, assigned through the Board of Examiners. Specific information about this process can be found under paragraph 3.6 - Assessment and Grading. Oral exams always have to be recorded. Hardware is available at the Information Desk for this purpose, which you can book. If the oral exam counts for 20% or more, the recording has to be submitted. At the end of the course, you should also submit all other assignments, answer keys, the exam papers, essays or other forms of written assessment which count for 20% or more for the archive. The Course Administration colleagues will alert you about this towards the end of the course. This is a formal requirement and we kindly ask you to cooperate in this. The Board of Examiners is tasked with the quality assurance of examinations and assessments in the context of the educational programme of the College. In aid of this purpose, the Board annually reviews the assignments and assessments of a selection of the courses that were provided by the College during the academic year.

The course syllabus is an extended version of the outline and does not follow a strict format. It should obviously contain a weekly overview with assigned readings and assignments, expanded information on the assessment in the course and any other relevant information that helps the student to plan his or her work well. Please note that as already specified above, the information contained in the e-prospectus is legally binding (especially concerning the format and percentage of assessments) and you are hence not allowed to deviate from what is stated in the e-prospectus without requesting special permission from the BoE. In addition, if your course is offered multiple times throughout the Academic Year, the assessments need to be similar in terms of format and weighing for all the different sections within the same Academic-Year.

Determining the number of pages to be read per session can be difficult. One guideline you can use is that it will take students about 1,5-2 times as much time to read an article/chapter/book as it would take you. This depends on the complexity of the text and concepts that are discussed but also what the purpose of the text is: reading to get the main points and as background information requires less time than using the text for discussion, papers or presentations. For a 5 EC course that takes 8 weeks, students are expected to use 6-7 hours preparation per class, around 14 hours per week. If you assign more in one week, try to compensate in the next one.

Syllabi have to be made available to students before the course starts and they have to correspond with the information provided in the outline. This is specifically true for assessments, which cannot be changed without permission from the Board of Examiners. Such changes should only happen in exceptional cases, by sending a request at the latest two weeks prior to the start of the course. Courses which are offered multiple times throughout the year should follow the same outline and same assessment. In case there is a conflict between the syllabus and the published outline (e.g., assessment percentage weights), the outline is binding.

4.5.2   Schedule

To allow students optimal choice in courses while making sure there is no overlap, LUC uses a timeslot system. A timeslot is a fixed combination of 2x2 hours or 3x2 hours per week for the language courses. As long as students select courses in three different timeslots, they will never have overlaps. For instructors this means that teaching has to be scheduled within these combinations of days and times and that no exceptions can be made.

Classes at LUC are one hour and 45 minutes long including usually a ten-minute break after the first fifty minutes. The timeslots, fixed combinations of two class sessions, in which a seminar or a plenary session may be scheduled, are shown in a table below.

Timeslots			
T1	Mondays 09:15-11:00	Wednesdays 09:15-11.00	Fridays 09:15-11:00
T2	Mondays 11:15-13.00	Wednesdays 11:15-13.00	Fridays 11:15-13.00
T3	Mondays 13:15-15:00	Thursdays 09:15-11:00	
T4	Mondays 15:15-17:00	Thursdays 11:15-13:00	
T5	Mondays 17:15-19:00	Thursdays 13:15-15:00	
T6	Tuesdays 09:15-11:00	Thursdays 15:15-17:00	
T7	Tuesdays 11:15-13:00	Thursdays 17:15-19:00	
T8	Tuesdays 13:15-15:00	Fridays 17:15-19:00	
T9	Tuesdays 15:15-17:00	Fridays 13:15-15:00	
T10	Tuesdays 17:15-19:00	Fridays 15:15-17:00	

4.5.3   Capstone Thesis

All students write a 10EC bachelor thesis ("Capstone") in their final semester. In the semester preceding the capstone, students must identify a Capstone thesis supervisor. To help them in this process major conveners organise a special "Capstone thesis session" for second year students in their major in bk-4 of the second semester. Here academic staff present their specialisations and topics that they are interested in supervising. Students are expected to find a supervisor from core staff within LUC.

The thesis process, including all deadlines, is described in the Capstone Thesis Handbook which is made available via the Capstone Brightspace environment. Students and supervisors are added to

this Brightspace site by the capstone thesis administrator. Please ensure you read and follow the guidelines closely.

LUC has an Ethics Advisory Board (see Sec. 1.4.9) that provides advice to students who intend to undertake research that includes human subjects. The Ethics Advisory Guide can also be found on the Capstone Brightspace environment.

4.5.4   Course Evaluations

Every course at LUC is evaluated every time it is taught. LUC usually uses Evasys hard copy forms. You are requested to plan time for the evaluations in your last week of the block. Specific dates will be communicated by Course Administration.

The results of the course evaluations are usually available some weeks after the end of the block. Individual reports are sent to individual instructors only *after all assessment* materials and grades have been submitted to Course Administration. Directors of Studies from participating institutes in Leiden University receive the course evaluations for their staff. Using the mean scores for all questions, evaluation overviews are created for the various categories of courses, using a cumulative norm to which the results are compared. In case of scores below the norm, the instructor is contacted.

Results are also formally reviewed by the Programme Council. Instructors should add their course evaluations to their Performance & Development Interviews, at their respective institute.

4.5.5   Programme Evaluation

In addition to the course evaluations, LUC runs a Programme Evaluation (Grand Survey) at the end of each academic year. There are two questionnaires, one for the first year students and one for the students in the upper years. In these surveys we ask students about for example the first year programme, as a whole, structure and coherence of the major, residential life, social life at LUC, studying in The Hague, career orientation and the LUC programme as whole. Results are discussed with the Programme Council and College Council. Leiden University has recently added a standard 'exit' survey among recent graduates.

4.6 The Classroom

4.6.1 Class Registration & prerequisites

LUC students register for courses twice per year, before the start of each semester. The LUC Registrar is responsible for all aspects of course enrolment. All students submit a list of preferred courses via an online format, and are ultimately assigned their courses based on year (graduating students first, second year second and first years last) and Major (major students first, then minor students, then students who take the course as an elective) as well as other requirements within their study plans (i.e., Global Citizenship, etc…). Students are informed of course registration results two weeks ahead of the start of the semester. For oversubscribed courses, a waiting list is created.

A digital copy of your course attendance list will be emailed to you after the Wednesday of Week 1 of the block, once all course registrations are final. This because of the fact that during the first three days of each block (i.e., one class session for courses that meet twice per week), students are allowed to request a change in classes if places are available. This process is managed by the LUC Registrar (course.administration@luc.leidenuniv.nl), who has a waiting list and can assign places as they become available. Students might approach you to ask if they can participate in your course. If that happens, please refer them to the LUC Registrar. Academic staff are not permitted to assign students to their own classes. LUC aims for an average of 20 students per class, with a maximum of 22 students. As mentioned above, please refer all students who want to join your class to the LUC Registrar, regardless of the number of students in your class. The Registrar has the overview of all courses and students who want to enrol in particular classes. Only students registered in uSis will receive a grade.

It is possible that a student approaches you to ask permission to register for your course without the listed prerequisites. Should this happen, please ask the student to provide you with evidence that they have the required knowledge to successfully complete the course, only then give permission and communicate to the LUC Registrar via email. It is possible that the student has completed similar courses at another university; in this case, they should be able to provide you with the course description or syllabus. If you have exchange students in your class, it might be wise to talk to them in first week to see if they have the prerequisite knowledge to complete the course successfully. Please note that your permission does not mean the student is registered for the course, see the process described above, but it means that you have no objection to having the student in your class without the prerequisites.

Students are not permitted to audit courses, as it does not provide the same learning opportunities and could detract from the enrolled students learning experience. The only exception to this rule are 'students for a day', who are secondary school students interested in studying at LUC and are paired with an LUC student in the major to experience a typical day of an LUC student. The LUC recruitment and communication office organises these visits throughout the year and they take care not to have more than one student for a day per course.

4.6.2   Withdrawal

Students may change courses within the first three days of the teaching block. Withdrawal after the Wednesday deadline is only allowed if unexpected extenuating circumstances (such as physical or mental health or personal circumstances) would otherwise prevent them from successfully completing the course. Students must request course withdrawal with the Board of Examiners. In this case you will be asked to confirm that the student in question is in 'good academic standing', which is to say that the student has not missed more than the allowed number of classes and has successfully completed all necessary course work up to that moment. Students must continue to attend your class until a withdrawal has been formally approved by the Board of Examiners: absences during the period between applying and approval do count towards the total of absences.

4.6.3   Fourth course

From their second semester onwards, students can request to take a fourth course per block if their grades are good enough to confidently let them take on an additional course. Students discuss this with the Study Advisors and the requirement is then checked by the Registrar before students are enrolled. A fourth course can only be taken if the course has available places and students for whom it is a fourth course will have lowest priority. Withdrawal from a fourth course is subject to the same regulations as a regular course. If a student is enrolled in four courses, they are expected to fully take part in the course and meet all deadlines and requirements, just like their other courses.

4.6.4   Attendance & Participation

Students are required to attend all class sessions of all courses. This is rooted in the belief that the class sessions build upon the preparation before class and are an essential part of the course. You are thus requested to keep track of attendance on the attendance list that is provided at the start of the block. This list should be signed and handed in at the end of the course with all other assessment materials. If a student in your class is not showing up repeatedly and without notification or if you have other concerns, please contact the Study Advisors at studyadvisor@luc.leidenuniv.nl. More details are explained in the Attendance Policy.

Attendance Policy

Students are required to attend all class meetings of their courses at LUC. In addition, students should be punctual, prepared, ready to engage, and equipped with learning materials and readings.

As classes are interactive it is not possible to replicate the learning that occurs in class with assignments or additional readings. However, it may happen that due to circumstances, students need to miss a class. To accommodate illness or other unforeseen events, students are allowed to miss up to 15% of the total number of sessions for a single course. If students miss more than 15% of the total number of sessions for a single course without extenuating circumstances, they will fail the course.

Extenuating circumstances are recognized and properly documented unforeseen circumstances that are serious and beyond the control of students, and which demonstrably impact on their academic performance. Absences are dealt with by study advisors and instructors of the concerned courses. If students have extenuating circumstances, they should inform their instructor(s) and study advisors. In case of more than 15% absences, students should submit supporting documentation for **all** absences, so it can be assessed. Although students are encouraged to keep their instructors informed, in sensitive personal cases the supporting documentation may only be assessed by the study advisors, who will then inform the instructor(s). The study advisors advise the instructor(s) whether the extenuating circumstances justify the absences; the individual course instructor decides to what extent the absences affect students' course work and assessment, if a replacement assignment is feasible, or whether it is no longer possible to pass a course. The Board of Examiners' involvement may be necessary in unclear or controversial cases, or when the quality of assessment could be at risk.

Leiden University attendance policy 2023-2024

For academic year 2023-2024 Leiden University will offer only physical in-class education, essentially our pre-Covid format. LUC's small-scale approach is very much based on in-class exchanges and its campus environment relies on social interaction.

All lectures are expected to be given in class, unless related to a field trip or event at another location. Academic staff with queries should contact the LUC Education Director Dr. Hanne Cuyckens.

For students normal attendance policy applies (see Student Handbook). In situations where students cannot attend a class, online alternatives are not permitted unless there are highly exceptional circumstances, such as chronic illness.. Should a student miss more than 15% of their classes, they are expected to:
- provide supportive documentation for their absences;
- contact their instructors and/or the study advisors.
Lecturers are expected to take this into account regarding student attendance.

If students need to miss a class, they should ensure to document this, so it can be assessed in case of more than 15% absences (see table below).

Course Format	Class Meetings*	15% Absences
5 EC Regular 1-block course (7 weeks of classes)	2/wk (14 classes)	2 classes
5 EC semester courses (14 weeks of classes)	1/wk (14 classes)	2 classes
10 EC semester language course (14 weeks of classes)	3/wk (42 classes)	6 classes

Does not include Reading Week (last week of the scheduled course)

- A student who misses 50% or more of a course (e.g., classes, lectures, seminars, field trip, etc.), regardless of having extenuating circumstances, does not meet the attendance requirement and will fail the course
- If a student is over ten minutes late, or if a student leaves a class early without permission of the instructor, they will be counted as absent for that class meeting
- If a student is over ten minutes late, they may not be allowed to enter the class, at the discretion of the instructor
- Students must notify their instructor and the study advisors when they become aware that they will miss a class meeting
- Students are responsible for completing assignments for missed classes (if necessary). It is up to the discretion of the instructor whether or not the student will be permitted to complete replacement assignments/exams or receive extensions. Requests for extensions or replacement assignments/exams that go beyond one week after the block has ended must be submitted to the Board of Examiners and will only be approved in case of clear extenuating circumstances. *See the BoE app on the Student website for the appropriate request form*
- When possible, students should plan medical visits in a way that does not interrupt their LUC class schedule. Students who miss class for medical reasons should request a note from their healthcare professional to document the medical visit. *See the BoE app on the Student website for a doctor's note template*
- Students must always submit the final assignment or sit the final exam of a course with reasonable effort. The final assignment or exam usually assesses if all learning aims have been achieved
- If students disagree with the decision taken by the instructor and the decision affects their grade for an assessment or the entire course, they could submit a complaint to the Board of Examiners or lodge an appeal to the Examination Appeals Board in Leiden. Students are always allowed to continue with the course, until the final outcome of the appeal is known.

All LUC instructors record attendance in their courses on the attendance sheet, which is submitted along with the final grades to the LUC Registrar at the end of the course. If there are extenuating circumstances that justify a missed class, this should be noted in the comments field on the grade sheet.

Participation

Class participation is often part of the final grade of a course, but never for more than 19%. To measure participation is difficult. You can use the following guidelines to determine a grade for participation:

- Has the student attended all classes?
- Was the student prepared, ready to engage, equipped with the materials and able to participate in class in an informed manner?
- Did the student participate in class discussions in a respectful and constructive way? Given the diversity of the average LUC classroom, being able to listen and be open to other points of view is also an important element of this.

A student compiled handbook of tips and recommendations on how to improve active student participation in class is available from the Information Desk, or find it on J:drive LUC-ALGEMEEN> Academic Advice> Guides-Advice

Students can experience LUC as a high pressured environment. There are many deadlines to meet and the presence of many motivated and ambitious students can lead to unhealthy competition. Some teachers have experimented with focussing exercises at the start of their class. The mindfulness exercise is quite simple. By doing this at the beginning of the class, students are likely to start the class more focused and calmer, which is, ultimately, beneficial for their class participation and performance as well as their stress levels. Once everybody is in and seated, ask them to sit comfortably, clear their minds of preoccupations, and take one deep preparatory breath to settle, and then mentally focus on following each of their ten subsequent breaths and count them in their mind each time they exhale. Allow students some time to finish these breaths and then begin the class as normal. This will not take more than two minutes but experience so far shows good results. If you notice that a student is extremely stressed, please talk to them and refer them to the Student Life Counselors.

4.6.5   Brightspace

Brightspace is used to provide students with information about the course, such as the course syllabus, links to materials, sometimes also the discussion boards or other features. It is also possible to give feedback to students using Brightspace. The University offers [workshops and manuals about Brightspace](#). If you have questions about Brightspace, please contact the Faculty's Brightspace team at: FLO@FGGA.leidenuniv.nl

4.7   Assessment and Grading

4.7.1   Assessment at LUC

In paragraph 3.1. – Educational Philosophy, LUC's educational concept has been explained, including assessment in paragraph 3.1.5 - Didactics. At LUC, the focus is very much on formative assessment: assessment for learning. Formative assessment means that students learn through assessment, get feedback on their progress throughout the course, rather than only at the end. With timely and constructive feedback, their learning will be more rewarding. Additionally, we encourage instructors to assess a range of skills and knowledge in order to get a full picture of the students' abilities. See Article 4.2 of the Rules and Regulations of the Board of Examiners (Appendix 5 – Rules and Regulations BoE) for more information on the formal requirements of assessments. At LUC, this means:

- no single assessment item can count for more than **45%;**
- at least one assessment item has to count for 20% or more;

- continuous assessment: assessments should be spread across the block and not only at the end of the course;
- participation and presentation are usually part of the final grade, but never count for more than 19% of the final grade. 10-15% is recommended.

The course syllabus must stipulate one of these requirements: (1) students must always submit the final graded assessment with reasonable effort (*minimal requirement*) OR (2) students must submit all graded assessments with reasonable effort in order to pass the course. Otherwise, a Fail must be noted as final grade.

When planning your assessment, keep the above in mind. It is required to add an assessment matrix to your course syllabus, in which the connection between learning outcomes and assessment is made clear. It is a good tool to check if all learning outcomes are assessed and helps students to understand what is being assessed. See below example for the fictional course 'Designing courses for learning'.

Courses which are offered multiple times throughout the year must follow the same outline and same assessment. Please consult with your colleagues who teach the same course before making changes. Course administration can provide you with their contact details. Written examinations may not be reused in identical form, but there can be some overlap between examinations in consecutive iterations of the same course, as long as you ensure that there is no risk of dissemination among students that will affect the quality of your course and assessment. **Please note that the assessment listed in the published course outline cannot be changed without approval from the Board of Examiners, requested at least two weeks prior to the start of the course in order to allow the Board of Examiners sufficient time to assess the request.** Assessment in outline and syllabus must correspond; in case of differences, the outline is binding.

Students at LUC are ambitious and like to achieve high grades. This in itself is good, they want to learn, they want to develop and they like to see that reflected in their grades. To avoid unpleasant discussions after you give back grades, you should make sure that you have clear grading criteria for each assignment and make these clear to students before they take the assessment. Students will know what is expected of them and for you as a teacher it helps to guide your grading and it is helpful for review purposes.

Assessment	Percentage	deadline	student is able to compare and contrast various learning theories	student is able to write clear learning outcomes appropriate for the learners and select the appropriate content and method of delivery for the course	Student is able to link assessment to learning outcomes	student is able to systematically design a course	student is able to reflect on his/her own learning process
Exam (individual)	40%	Week 4, Tuesday	++		+		
Course design (group)	40%	Week 8, Thursday		++	++	++	
weekly reflections (individual)	10 %	Ongoing weeks 1-7					++
In class participation (individual)	10%	Ongoing weeks 1-7	+	+	+	++	+

For frequently used assessment methods standard assessment rubrics are available. Please use these sheets to assess your students' performance. See Appendix 2 – Grading Rubric/Sheet. As an honours college using formative assessment, there are no resit exams. If students fail a course, they will have to retake the course if they want to include it in their programme. The failing grade will remain on record.

If you would like to develop your assessment skills, training is available at LLINC.

Students have the legal right to inspect and discuss their exams. Therefore, instructors need to offer them this opportunity by organising a review session. Students cannot review their exams without the instructor present (see below 3.6.2 Organisation of exams) and are not allowed to take pictures of the exam.

4.7.2   Organisation of exams

Once the course registration is final, an examination schedule is drawn up for the final week of the block so that there are no overlaps between exams, and locations are available. If you want to have an on campus exam, you should photocopy your own exams and keep them in a safe, locked, place until the exam takes place. Due to the small class size, LUC does not employ invigilators; *you are expected to proctor your own exams*. Exams, which are held during the block, can be scheduled in your own class times. Exams should be made on official examination paper, which you can collect from the Course Administration Office. Please return left over examination paper to them as well and do not leave it in the classroom in order to avoid fraud. You will also receive a template cover sheet for your exam. It is required to use this cover sheet, but you can adjust it where appropriate. Further regulations can be found in Appendix 6: 'Written Exams at LUC'.

4.7.2.1   Regulations during written examinations

A student must provide valid proof of identity when so requested by or on behalf of the examiner. Students may not enter the room where the examination is being held after the specified starting time, and may not leave the room before the specified ending time of the examination, unless permitted to do so by the examiner. This also applies to toilet visits, which is only allowed in special circumstances. Communication equipment, including mobile telephones, must be switched off and put away while the examination is taking place. Other electronic equipment may not be used, except with the permission of the examiner.

Students are required to comply with all instructions of the Board of Examiners or the examiner that were published before the start of the examination, and all instructions that are given during and immediately after the examination.

Any student who creates a disturbance during the exam will receive a warning. If the student continues to create a disturbance, the examiner or invigilator can ask the student to leave the room. The examiner will then write an official report, and will inform the student concerned that the examination will not be assessed until the Board of Examiners has reached a decision.

In the event of observation or serious suspicion of any irregularity or fraud during the examination, the examiner will notify the student of this immediately. The student will be permitted to finish the examination. The examiner may confiscate any items in the possession of the student that could be relevant in assessing the irregularity or fraud. After the examination, the examiner will report the irregularity to the Board of Examiners, using the official report form. The student should receive a copy. See article 6.3 of the Rules & Regulations of the Board (Appendix 5) and Appendix 6 'Written Exam at LUC' policy for further details and a template for the report.

4.7.2.2   Oral examinations

Oral examinations are generally heard by one examiner only. Oral examination may *only in exceptional circumstances* count toward 20% or more of the final course grade. At the request of the student, the oral examination can be conducted by two or more examiners. If only one authorised examiner is present at the oral examination, then both written notes and an audio recording should be made. If the examination counts for 20% or more of the final course grade, the written notes and recordings should be submitted to the Course Administration. See article 4 of the Rules and Regulations of the Board of Examiners (Appendix 5 – Rules and Regulations BoE).

4.7.2.3   Inspection of written examination scripts

Within 6 weeks after the examination, instructors must make the questions and assignments of the examination available for inspection by the students, together with the criteria that were used in making the assessment. During such an inspection, students are not permitted to make copies of the questions and assignments in any way whatsoever. The instructor must be present during the inspection. It is not allowed to leave exams or essays or other assignments at the information desk for students to peruse at their convenience.

If ten or more candidates have taken a written examination, the examiner will hold a collective evaluative discussion at a time and place to be specified by the examiner. See article 4.10 of the Rules and Regulations of the Board of Examiners (Appendix 5 – Rules and Regulations BoE). Please include a copy of your invitation to students for this review when you submit your course materials (see above).

4.7.3   Deadlines & Extensions

At LUC a deadline is a deadline; students know that they have to work towards those deadlines and should plan their work accordingly. As explained in 3.6.1 – Assessment at LUC, assessments should be spread across the block so the workload is more or less equally distributed. Clearly communicate your deadlines in your syllabus, with a specific time when assignments need to be submitted.

With the intensive teaching format in eight-week blocks, it is possible that students who are ill or have other personal issues to deal with will request an extension. If the requested extension is within or shortly after the end of the block, you are free to decide to grant the extension or not. Extensions should only be given for valid reasons like illness or family circumstances (see 3.5.4 Attendance & Participation) and be limited to the time needed to complete the assignment.

It is assumed that the student will do everything possible to finish the assignment as early as possible and lengthy extensions are not encouraged. As working on an assignment from a previous block distracts the student from the courses in the next block, this should be avoided if possible. If an extension goes beyond one week after the end of the block, the student should request a formal

extension from the BoE, along with supporting documentation. As an institution, LUC wants to be aware and keep track of which students receive extensions, when and how often. This way we can help the student if needed for example with planning or study skills. Without the teacher's permission no extension is given.

For granting extensions for the capstone course please see paragraph 1.4.8 – Capstone Coordinator.

4.7.4 Students with learning disabilities (and the use of laptops during exams)

Students with a learning or physical disability or chronic disease (psychological or physical) are entitled to extra facilities. This can range from extra time to sit the exam, the use of a laptop, or more time to hand in essays. Students with a learning disability are assessed by Fenestra Disability Center at Leiden University. The psychologists at Fenestra will assess the impact of the learning disability or chronic disease and sends its recommendations to the Board of Examiners. The BoE decides which extra facilities are allowed for the student and communicates this in writing to the student and the Study Advisors. The student will inform you about the granted facilities by showing the BoE letter at the start of the course. The Study Advisors can help you with the practicalities or any questions you or the students may have. LUC has specific laptops that students can use for examinations, when they are entitled to. New students are advised to go to Fenestra to organize these special facilities as soon as they can.

Practical information regarding the use of a laptop during exams:

Students who have been granted the use of a laptop during exams will contact you at the beginning of the block to show you their letter of approval from the BoE. The students themselves are responsible for arranging a laptop from the Information Desk prior to the exam.

Students using a laptop will also be provided an empty USB stick to save their work on. They will hand over the USB stick to you after the exam for you to copy their work to your own files. They need to hand in (and sign for) both the laptop and empty USB stick at the Information Desk immediately after the exam, so please return the USB stick to them after you have copied the file.

4.7.5 Quality Control of Assessment at LUC

In accordance with article 7.11 of the Higher Education Act, LUC has a Board of Examiners (examencommissie). This Board consists of seven members: six from LUC and one external member. An official secretary supports the BoE. The BoE can be contacted via email: boe@luc.leidenuniv.nl

Article 7.12b of the Act stipulates the tasks and competences of the Board of Examiners; this includes the quality control of examinations. At LUC, this task is carried out as follows:

Review of quality of examinations *ex ante*: for all midterm and final exams that count for 20% or more of the final grade, the exam must be peer reviewed. If your exam is subject to peer review, you will receive a request from the Board of Examiners to send the exam, model answers, and the syllabus of your course to the assigned peer reviewer at the latest 10 working days prior to the exam. If you are assigned as peer reviewer, please review the exam within 5 working days after receiving the material from the examiner, in line with the instructions you will receive from the Board of Examiners.

Assessment of quality of examinations *ex post*: At the end of each academic year, the BoE takes a sample from all courses and evaluates the full assessment of this course. This is one of the reasons why you are asked to hand in all your assessment materials, answer keys, grading rubrics and other materials at the end of the course. A sample of capstone theses is also assessed annually.

A report on the finding of these assessments and recommendations is sent to the Programme Board for consideration.

Another task prescribed by law to the BoE is to appoint examiners for setting examinations and/or practicals and for determining the results of these examinations and practicals, as well as the results for capstones and for internships. Prior to the start of the academic year, and if and when necessary, the Board of Examiners assesses and appoints the examiner(s) for each course. You will receive a letter of appointment from the Board of Examiners at the start of the semester.

4.7.6   Grading & GPA

As an international programme, LUC uses an international grading scheme: letter grades. Letter grades include A-B-C-D-F and can be complemented by a + or -. Each letter grade expresses a level of performance ranging from outstanding (A) to fail (F). This may be different to other grading schemes you have used and it may take some time to get used to. Please read the descriptors below very carefully and determine the standards for each category for your course. It is not recommended to mix grading schemes (the Dutch 1-10 scale or percentages).

To calculate the, weighted, average of grades so called grade points are used: a value is assigned to each letter (A=4, B=3, C=2, D=1, F=0), with 0,3 added for + and 0,3 subtracted for -. There is one exception: A+ = 4.0.

LUC uses a criterion-based grading system, meaning that students are assessed by their ability to meet specific predetermined learning outcomes. Grading on a curve is not used.

In the second week of your course, when all course registrations are final (students may still switch or drop classes during Week 1), you will receive a grades sheet in Excel from the Registrar. After inputting the assessment weights and letter grades, the sheet will calculate a final letter grade for the course. The grading sheet, with your signature, should be submitted at the end of the course together with your course materials.

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/Fail: 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

You may hear students talk about their GPA. Two different grade point averages have been used at LUC: the **cumulative GPA** and the **Final GPA.** The difference between them lies in how they are calculated. Simply put, the cumulative GPA is based on the results of all the courses a student took as part of the programme at LUC, whereas the final GPA is calculated from the results of all the courses a student passed, excluding the results of courses taken during that student's first year (first two semesters).

The **cumulative GPA**, which was previously already used to establish eligibility for a Semester Abroad and eligibility for extra courses, will now become **the default method** to calculate the GPA for all purposes. The main implication of this change is that only the cumulative GPA will be stated on the diploma and hence whether—and if so, which—latin honours are to be awarded to a student will also depend on the student's cumulative GPA. For more detailed information as to how the cumulative GPA is exactly calculated, please see appendix 1 of the OER.

Please note that this change will only apply to those students graduating July 2026 onwards. For students graduating during AY 2023-2024 and 2024-2025, as a way to ensure a fair transition to the new system, both the cumulative and final GPA will still be mentioned on the transcripts, and the final GPA will still be used to determine whether—and if so, which—latin honours are to be awarded.

4.7.7　　　　Plagiarism and Fraud

Unfortunately, plagiarism sometimes also occurs at LUC. In their first semester at LUC, all students take Academic Writing, a course in which they learn how to properly cite and reference others' work, the definition of plagiarism, and how to avoid it. You can therefore assume that all students know how to avoid plagiarism. Further, plagiarism (and other types of fraud) is specified in LUC's Academic Honour Code (Appendix 3 – Honour Codes) and in the Leiden University Codes of Conduct on Academic Integrity.

However, you can never be sure and therefore all written assignments like for example papers, web posts, essays and take home exams must be submitted using Turnitin on Brightspace. Turnitin not only compares the assignments against publicly available internet sources, but also against earlier submitted assignments by other students and the student him/herself (self-plagiarism is not allowed either). Turnitin will provide a plagiarism report, but it is up to the instructor to interpret these results. Please thoroughly check the Turnitin reports. Do not simply rely on the Turnitin score but also compare the assignment with the original sources in cases where plagiarism is suspected. A Turnitin manual can be found on Brightspace.

Please refer to the policy on plagiarism in the Rules and Regulations of the Board of Examiners when evaluating a potential case of plagiarism (see appendix).

Please note that if a student has copied verbatim, without quotation marks, but has cited the source they have used, the BoE will normally treat this as poor academic practice rather than plagiarism. In such cases, we recommend that the grade given reflects the poor citation, and that the instructor has a discussion with the student to make sure they understand the importance of referencing. However, if the relevant source has been cited, but too far from the relevant passage in the student's work to be reasonably considered an informative citation, this may also be treated as plagiarism.

Many suspected plagiarism cases fall on the border between plagiarism and poor academic practice. Instructors should use their judgement to decide whether it crosses the line, but if in doubt refer to the BoE (please find form in the appendix). And if you do encounter a breach of the Academic Honour Code, the BoE must always be informed. As an instructor, you cannot always know if the student has been involved in academic dishonesty before. Plagiarism and fraud are serious offences

and should therefore always be reported. Please include the original assignment, the Turnitin plagiarism report, and if appropriate, the original sources from which plagiarism is suspected. Also briefly indicate your assessment of the seriousness of the offence.

Depending on the gravity of the infraction and if disciplinary action against the student has been taken before, the penalty ranges from a grade reduction on the assessment to, in exceptional cases, termination of enrolment in the programme. In cases of bad academic practice that are not sufficiently serious to be treated as plagiarism, and the instructor believes it would be helpful, the BoE can also send the student a warning letter that will not go on their record but will signal to them that they are at risk of breaking the Academic Honour Code.

ChatGPT and Artificial Intelligence software

Recent rapid advances in the field of artificial intelligence have raised serious concerns about academic integrity and the ability to detect fraud in assignments (i.e. the presentation of text/image that is generated by AI not the author). Leiden University has developed a set of guidelines that acknowledge the threat of this new generation of open-access software, but also point out possible benefits that can be applied in the classroom and for assignments.

It is definitely the case that all assignments need to be reconsidered and if necessary adapted according to the instructor's expectations of student use of ChatGPT and similar AI software. It is highly recommended to discuss the matter with students in order to establish a common understanding of expectations.

Please consult the LU guidelines: https://www.staff.universiteitleiden.nl/education/it-and-education/ai-in-education

4.7.8 Deadlines for instructors

To let processes and procedures at LUC run smoothly, it is important that deadlines for staff are observed (see paragraph 3.7 Academic Calendar). Most importantly this concerns:

- Deadline for <u>course outlines</u>: the course outlines need to be published in the e-prospectus in a timely manner so students can select their courses well informed. If you wish to make changes to the outline as published online, specifically the assessment, this needs to be requested from the BoE at the latest two weeks prior to the start of the course. Changes in assessment are not allowed once a course has started.
- Deadline for <u>grades</u>: grades are due within 10 working days of the assessment during the teaching block or within 10 working days of the end of reading week for final grades. It is highly important that these deadlines are observed. Within the block, this is necessary because students need the formative feedback to proceed. At the end of a block this is important (and legally required) as continuation of a student's study plan can depend on passing a particular course. At the end of a semester, this is even more important because of

the Binding Study Advice. The dean will personally monitor whether staff members hand in their final grades on time.

- Deadline for <u>assessment materials</u>: assessment materials, instructions (for example papers or reports), model answers (for example for exams), feedback (i.e. grading rubrics, see Appendix 2), syllabus, signed attendance sheets, signed grade sheets, and other materials of assessment that count for 20% or more of the final grade, must be handed in as soon as possible. If there is a review session, the materials should be handed in as soon as possible after the review session.

4.8   Academic Calendar

All Important dates can also be found in the Academic Calendar in Outlook. Please select 'Open Calendar -> from Address book and type in: Leiden University College – Academic Calendar, select calendar and click 'OK' to add it to your calendars in Outlook.
Outlook invitations will be sent out from this calendar for all official meetings and events (such as Academic Meeting, Staff Outing, etc.).

Important Dates 2023-2024

16-17 August 21-26 August	LUC The Hague Move in day Intro Days – please note that these activities are mandatory for first-year students
21 – 26 August	HOP week (The Hague)
28 August	Start LUC Academic Year
4 September	Opening Academic Year Leiden University
29 September	Dies Natalis LUC The Hague
2-3 October	Relief of Leiden – College building closed
November (tba)	Cleveringa Lecture
tba	LUC Pantomine (*date tba*)
23 December – 1 January	Christmas Break – College building closed
tba	New Year's Toast
8 February	Dies Natalis Leiden University
29 March	Good Friday – College building closed
1 April	Easter Monday – College building closed
27 April	King's Day – College building closed
5 May	Liberation Day – College building closed

9-10 May	Ascension days – College building closed
20 May	Whit Monday – College building closed
tba	LUC Dies Fatalis
5 July (tbc)	Summer Graduation

Please check LUC's website regularly for updates.

Important Deadlines 2023-2024

No later than August	Recommended period for students enrolled in the Capstone course Semester 1 (Winter Capstone) to submit the Capstone Supervisor Form (link to form available in the Capstone course in Brightspace)
28 August	Start Block 1
30 August	Deadline course withdrawal/change in Block 1
1 September	Deadline Capstone course Semester 1 (Winter Capstone) withdrawal
15 September	Deadline for students enrolled in the Capstone course Semester 1 (Winter Capstone) to submit their Capstone proposal.
June-September	Recommended period for students enrolled in the Capstone course Semester 2 (Summer Capstone) to submit the Capstone Supervisor Form (link to form available in the Capstone course in Brightspace)
20 October	End of Block 1 – grades due on 3 November
30 October	Start Block 2
1 November	Deadline course withdrawal/change in Block 2
5 November	Deadline final study plan – December graduates
7 November	Deadline semester abroad application for AY 2024/2025 – LUC partners
1 December	Deadline semester abroad application for AY 2024/2025 – university wide partners
8 December	Deadline for students enrolled in the Capstone course Semester 1 (Winter Capstone) to submit their final thesis.
14 December – 1 January	Course registration Semester 2 (exact deadline tba)
22 December	End of Block 2 – grades due on 15 January
24 December – 4 February	Winter Break
31 January	Leiden University Non-binding Study Advice issued
1 February	Deadline Capstone course Semester 2 (Summer Capstone) withdrawal

tbc (most likely 2 February)	Deadline for students enrolled in the Capstone course Semester 2 (Summer Capstone) to submit their Capstone proposal.
5 February	Start Block 3
7 February	Deadline course withdrawal/change in Block 3
15 February	Deadline Clearing round study abroad application AY2023/2024 – LUC Partners
29 March	End of Block 3 – grades due on 15 April
14 April	Deadline Final Study Plan – July graduates
8 April	Start Block 4
10 April	Deadline course withdrawal/change in Block 4
First week of May (tba)	Deadline Major declaration first-year students
10 May	Capstone Information Session for students
tbc (most likely 17 May)	Deadline for students enrolled in the Capstone course Semester 2 (Summer Capstone) to submit their final thesis.
5 June	End of Block 4 – grades due 19 June
6 June	Summer Break
12 – 28 July	Course registration for Semester 1 of next academic year (exact deadline tba)
15 August	University Leiden Binding Study Advice issued

Please check LUC's website regularly for updates.

Appendices

Appendix 1:   Course Level Descriptions

Appendix 2:   Grading Rubrics/Sheets

Appendix 3:   Honour Codes

Appendix 4:   OER

Appendix 5:   Rules and Regulations BoE

Appendix 1 - Course Level Descriptions

Level	Content	Prereq.	Didactical	Cognitive process[5]	Assessment	Literature
100	Introductory course to the field of study. Students learn the basics of the field: the paradigms, language used, major theories, methods to acquire knowledge	None	Structured class schedule and assignments based on textbook. Lectures, presentations, exercises to practice and test new knowledge	Focus on remembering and understanding	Exams, tests, small papers, presentations. Students identify, relate, classify, summarize, describe, explain and discuss topics	Mostly textbooks supplemented with basic articles
200	Intermediate level: students continue to build on the basis of the field of study to understand more specialised topics.	100-level	Structured classes and assignments but giving student more responsibility for independent work. Presentations or student-led discussions	Focus on understanding and applying	Larger exams and papers in which student applies knowledge in new situation. Students interpret, rewrite, predict, apply, and demonstrate.	Mostly textbooks, students can look for more information themselves
300	Advanced level: students work on cases or complex problems in the field of study. Analysing various components using the theory and methodology for the field	200-level	Students play very active role in teaching process: presentations about more complex problems, student-led discussions,	Focus on applying and evaluating	Analysis of problems, applying knowledge to new situations in either papers, presentations of essay questions. Students analyse, compare, contrast, judge	Specialised articles and books, partly offered by instructor, partly located by students.
400	Capstone level, creating new knowledge from various sources, complex problems and challenges, mostly independent work	300-level	Students work independently under supervision to achieve a certain goal: Bachelor Thesis	Focus on evaluating and creating	Extended papers, presentations, research proposals aiming to create new insights or solutions.	Specialised literature found by independent research

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[5] Based on Anderson, L.W., and D.R. Krathwohl (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman

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Appendix 2 - Grade Sheets Leiden University College

Established by the Board of Examiners

June 2014

In-class Participation

	4	3	2	1	0	
Preparation Outstanding knowledge and understanding of required reading.						No preparation.
Contribution to discussion Student contributes readily to the conversation without dominating it, and is respectful of the views of others.						No contribution to discussion.
Analysis, synthesis, evaluation Contributions show outstanding analysis, synthesis, and evaluation of the material and advance the discussion.						No analysis, synthesis, evaluation.

Presentation

	4	3	2	1	0	
Content Abundant relevant material is presented through clear points and related evidence. Information is presented in a logical and interesting sequence which audience can follow. Excellent visuals, without misspellings or grammatical errors, appropriately related to the research.						Goal of research unclear, information included that does not support research claims. Audience cannot understand presentation due to lack of sequence of information. Few or no visuals, or too much text on slides. Presentation has many spelling and/or grammatical errors.
Verbal skills Demonstrates a strong, positive feeling about topic during entire presentation. Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.						Shows no interest in topic presented. Presenter mumbles, talks very fast, or speaks too quietly for a majority of students to hear & understand.
Nonverbal skills Direct eye contact with audience, seldom looking at notes or slides. Movements seem fluid and help the audience visualize. Displays relaxed, self- confident nature about self, with no mistakes.						No eye contact with audience, as entire report is read from note. No movement or descriptive gestures. Tension and nervousness is obvious; has trouble recovering from mistakes.
Timing Within two minutes of allotted time.						Too long or too short.

Written essay

	4	3	2	1	0	
Content Outstanding understanding of material. All material is relevant with acute emphasis on key issues.						No understanding of material. Irrelevant material. Key issues not perceived.
Justification Compelling case for the importance and/or relevance of the essay topic.						No explanation as to why the essay topic is important and/or relevant.
Argument Puts forward a clear and original position or argument. Appropriate consideration of alternative views or counterarguments.						No articulation of position or argument.
Evidence Presents abundant, relevant, and accurate evidence that supports the argument. Essay relies on a wide range of appropriate literature and/or source material.						No evidence is provided or evidence is inappropriate, mistaken, and/or oversimplified.
Structure Essay is impeccably organized. Clear statement of problem, question or thesis. Logical and rigorous development of discussion. Introduction, body, and conclusion are well developed. Signposting throughout the paper is efficient.						No identifiable structure.
Style Exceptionally clear expression, academic prose, correct grammar and spelling. Technical terms or unusual words are defined or clarified.						Unclear, muddled, presentation. Grammatical and spelling errors.

Referencing						
Accurate, consistent, citations, references, and bibliography.						No citation, or significant errors and/or omissions.

Oral examination

	4	3	2	1	0	
Argument Clearly articulates position or argument. Awareness of implications.						No articulation of argument. No awareness of implications.
Evidence Evidence is sufficient, relevant and accurate.						Insufficient, inaccurate, and or irrelevant evidence.
Structure Clear and logical progression of ideas.						Ideas are disjoined and progress without logic.
Prompting No prompting with probing questions necessary.						Significant probing questions necessary.

Appendix 3 - Honour Codes

1. Academic Honour Code

Irregularities, Fraud, and Plagiarism

The Academic Honour Code requires students, both individually and collectively:

- not to give or receive unpermitted aid during examinations;
- not to give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
- to acknowledge the sources of all information that they have gathered, including the work of other students or their own;
- to do their share and take an active part in seeing that others as well as themselves uphold the spirit and letter of the Academic Honour Code.

Examples of conduct which will be regarded as being in violation of the Academic Honour Code include:

- copying from another's work or allowing another to copy from one's own;
- unpermitted or unacknowledged collaboration;
- plagiarism;
- submitting the same piece of work to different instructors for grading, or revising and resubmitting a piece of work from one course for another without the instructor's knowledge and consent;
- giving or receiving unpermitted aid on a take-home examination.

Leiden University provides clear positions on plagiarism:

1. Code of Conduct of Plagiarism

https://www.staff.universiteitleiden.nl/education/profiling/integrity-and-fraud/plagiarism

2. Leiden University Library site on Plagiarism:

https://www.library.universiteitleiden.nl/researchers/copyright-information-office/plagiarism

For more information regarding the University's stance on the use of AI and specifically ChatGPT, please look here:

https://www.staff.universiteitleiden.nl/education/it-and-education/ai-in-education?cf=governance-and-global-affairs&cd=leiden-university-college-the-hague

In the case of irregularities, fraud and plagiarism, the examiner and/or the Board of Examiners may take disciplinary action, in conformity with Chapter 6 of the Rules and Regulations set by the Board of Examiners (see Appendix 2).

Please note that instances of using the editing services of outside parties and commercial companies by LUC students for the output that is part of their studies at LUC can also be judged as constituting a breach of academic integrity.

- Any submitted piece of coursework at LUC should be the original work of the student(s) submitting it.
- A central purpose of the LUC programme is to train students in academic writing.
- Allowing students to access and use commercial editing services risks creating an unequal playing field at LUC.
- Students should be aware that they alone remain fully accountable for the papers they submit.

Good Academic Standing

Students have to meet the Leiden University Binding Study Advice (BSA) requirement (see above, p. 48: Binding Study Advice). However, as an Honours College we expect students to be more ambitious and to strive for excellence. The norm at LUC is that students pass all courses, earn 30 EC per semester (60 EC 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.

LUC uses a probation system for underachieving students, which helps them to focus while offering them the support they need to succeed. Students who have completed two or more courses (10 EC or more) with a final grade of a D+ (D plus) or lower within one or two consecutive blocks or have a cumulative GPA that falls below 2.0 will be placed on Academic Probation for the duration of two consecutive blocks. The decision to place students on Academic Probation is taken by the Board of Examiners. Extenuating circumstances, such as illness or serious family circumstances, are taken into consideration.

During the period of Academic Probation students must earn 30 EC. In addition, they must make up for any credit shortage by enrolling in extra courses within two consecutive blocks after the end of the probation period. Academic Probation further includes, but is not limited to, being ineligible for scholarships provided by the College, the semester abroad and internship programme of the College, and voluntary or employed work for the College. The precise conditions will be determined on a case by case basis, based on an assessment by the Board of Examiners in consultation with the Study Advisors and student's Academic Advisor.

Students who are placed on Academic Probation are required to respond to the Study Advisors within a week to discuss the ways in which they can regain a good academic standing as specified in the Probation Contract. The Study Advisors can identify the appropriate support to assist students to mitigate the credit deficit, and to remain on track in the context of their study plan. Examples of academic support would include meetings with specific teachers, as well as an inducement to visit numeracy and/or academic writing assistants. In some cases the student's study plan may need to be modified.

2. Social Honour Code

Introduction

Leiden University College The Hague requires that students live on campus at Anna van Buerenplein during the first two years of their education. The residential life system seeks to develop the social, psychological and physical potential of each student in addition to developing intellectual capacities and transfer of knowledge. Living together with other students from different backgrounds provides a valuable intercultural learning experience. All residents must strive to respect the natural and built environments, prevent wasteful use of resources (e.g., water or energy), safely dispose of waste, and make contributions to sustainability. To ensure a harmonious environment, students are required to observe the Social Honour Code of the College, and are responsible to keep up with and follow any changes to the Social Honour Code during their enrolment at LUC.

This Social Honour Code is an appendix for LUC to the *Regulations for the use of university buildings, grounds and other facilities* (RGUG) and has been established on 23 June 2015 by the Board of the Faculty of Governance and Global Affairs, after approval of the Faculty Council.

Article 1: Definitions

College:	Leiden University College The Hague;
Academic Campus:	College site, lecture halls and lecture rooms, public areas;
Hall of Residence:	The complex of student apartments and Communal Areas at Anna van Buerenplein, The Hague;
Communal Areas:	Lounges and corridors in the Hall of Residence;
Dean:	The Dean of Leiden University College The Hague;
DUWO:	The Student Housing company responsible for the rental and management of the rooms at Anna van Buerenplein; the lessor
DUWO House Rules:	The set of rules on behavior on the premises as issued by DUWO;
Hazing:	An act (regardless of the person's consent to participate) that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization (1) could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; and/or (2) destroys or removes public or private property;
RGUG:	Regulations for the use of university buildings, grounds and other facilities ['Regeling gebruik universitaire gebouwen, terreinen en andere voorzieningen'];
Student:	Person enrolled at a programme of Leiden University and as such making use of educational and/or exam facilities, in possession of a valid Leiden University Student Identity Card;
Member of Staff:	Person having an appointment with Leiden University as defined in the Collective Labour Agreement of Dutch universities (CAO NU), in possession of a valid Leiden University Staff Card;
Visitor:	Person on the premises not being a Student or Member of Staff;
SLO:	Student Life Officer having an appointment with the College;
RA:	Resident Assistant supervised by the SLO;
Restricted Areas:	Roof tops, fire escapes, window ledges, and utility closets;
Social Probation:	Probational period of time after an incident following a warning;

Tenancy Regulations:	The tenancy agreement with DUWO and the house rules included in this agreement.

Article 2: Social Conduct

As a member of the College, each Student is expected to balance personal freedom with respect for others. Learning to respond maturely, to take responsibility, to cooperate with others, and to overcome adversity are important elements of personal growth and of the LUC educational philosophy.

2.1   Each Student is bound to respect each other's, Members of Staff's, and Visitor's individuality without discrimination or prejudice on social, religious, sexual or ethnic grounds.

2.2   Each Student will not affect any behaviour or action that threatens the physical, psychological, or social well-being of others, including but not limited to harassment, discrimination, intimidation, violence, theft, and vandalism.

2.3   Each Student will not engage in sexual misconduct such as sexual activity without the other's consent. Appendix x includes (a) definitions of consent and sexual misconduct; (b) information about Dutch law regarding sexual misconduct; (c) procedures and contact information for victims of sexual misconduct. This information can also be found in each common room for easy reference.

2.4   Each Student is jointly responsible for the good order of the Hall of Residence, the campus, and it facilities. Students must refrain from any kind of behaviour that might lead to the deterioration of the campus area.

Article 3: Hall of Residence

3.1   Residential living requires a special commitment on the part of all residents to maintain a respectful, healthy and harmonious environment. Students are expected to remain respectful of themselves, each other, and their living spaces at all times.

     3.1.1   In any shared living situation there may be occasions when individuals infringe on the rights of others (e.g. excessive noise). Students are expected to try to resolve the issue themselves, taking initial responsibility for constructively communicating their concerns directly to the other individual(s) involved. Negotiating, solving problems, and maintaining good relations with those around you are highly valued skills and essential to the social development of every student.

     3.1.2   If initial attempts do not resolve the matter, or if any individual(s) repeatedly disrespects the rights of others or fails to meet the College's expectations, the student should contact an RA or the SLO for further advice on what other steps can be taken.

3.2   All Students and their Visitors are required to observe the regulations of the tenancy agreement as well as the DUWO House Rules.

3.3   Students are responsible for the actions of their Visitors.

3.4   The College has party guidelines for within the Hall of Residence (see below, p. 63: Common Room Party Guidelines); Students and their Visitors are expected to be familiar with and abide by them.

3.5   Pets are not allowed on campus.

Article 4: Hazing

4.1   Hazing is not part of the College culture, and is not tolerated in any form.

Article 5: Restricted Areas

5.1 Students are not allowed in any restricted area of the Academic Campus or within the Hall of Residence without express prior permission of the Dean, Operational Manager, or SLO, or in the case of an emergency.

Article 6: Smoking

6.1 Smoking of any kind is strictly prohibited within the Academic Campus and the Hall of Residence. Smoking is allowed only outside the building and on the terrace on the fourth floor.

Article 7: Drugs Policy

7.1 The College has a Drugs Policy (see below, p. 64: Drugs Policy); Students are expected to be familiar with and abide by it.

Article 8: Community Standards Sanctions

8.1 A Student wishing to report any violation of the Social Honour Code (including harassment, discrimination or involuntary sexual contact) should consult with the SLO and/or the Operational Manager as soon as possible. Consultation does not commit a student to pursuing a complaint.

8.2 Actions or behaviour that are in breach of the Social Honour Code may also constitute a breach of the Tenancy Regulations and/or DUWO House Rules, and vice versa. This may result in sanctions from the College and DUWO. Therefore, the College and DUWO will share information with regard to student conduct.

8.3 Infraction of any of the articles above may result in a sanction. Infractions of the Social Honour Code can lead to the following sanctions, depending on the circumstances:

8.3.1 **Warning**: First offences considered not serious enough for Social Probation will result in a warning; two infractions in the same semester will automatically lead to Social Probation for the semester or year, depending on the circumstances.

8.3.2 **Social Probation**: In case of serious violation of the articles above, the Dean may decide to confer Social Probation. The Dean will decide on any of these measures, including the duration of the Social Probation, based on the recommendation of the SLO and/or Operational Manager.

8.3.2.1 Social Probation includes, but is not limited to, being ineligible for scholarships provided by the College, the semester abroad and internship programmes of the College, and voluntary or employed work for the College.

8.3.2.2 In particular cases, a student who is on Social Probation is required to report periodically to the SLO and/or the Operational Manager.

8.3.3 **Exclusion**: Exclusion from the Academic Campus will result from all cases where a student's further presence on campus is not warranted or because of continued anti-social behaviour. Exclusion is at the discretion of the Dean in accordance with the RGUG and can be implemented for a time of up to 10 days as the investigation into an incident occurs.

8.3.4 **Expulsion**: In accordance with the RGUG, temporary or permanent denial of entry or use of the College, or ultimately thereafter expulsion from the College.

8.3.5 **Financial Charges** for the repair of damage caused.

8.4   The Dean or his/her designated official (e.g. Operational Manager, SLO) will decide on any of these measures based on recommendations by the SLO and in consultation with the Operational Manager.

8.5   The Dean will inform student(s) in case of pending social probation, exclusion or expulsion; students who are not available within 24 hours of a request lose their right to be informed in advance.

8.5.1   A hearing will be organised on the shortest possible term.

8.6 In case urgent action is advised, the Dean reserves the right to take immediate measures.

Appendix 4 - Course and Examinations Regulations

Model OER B 2023-2024 EN

Adopted on August 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.

Contents

1. General Provisions
2. Description of the Programme
3. Curriculum
4. Examinations and Final Examinations

5. Admission to the Programme
6. Student Counselling and Study Advice
7. Evaluation of the Programme
8. Final Provisions

Appendices

- Enrolment protocol: https://inshrijfprotocol.universiteitleiden.nl.nl/
- Prospectus https://studiegids.leidenuniv.nl

- Appendix 1: Honours and Grading System LUC The Hague
- Appendix 2: Learning Outcomes per Major

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: http//studiegids.universiteitleiden.nl/. 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.[6]
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, - 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

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[6] Leiden Register of Study Programmes

	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.[7] 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;[8] 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.[9] 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[10] 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[11] 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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[7]Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students
[8] Code of Conduct on Remote Teaching
[9]Leiden University Regulations on ICT and Internet Use
10 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.lucthehague.nl).

11 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) – to be titled Global Health, Innovation and Society (BSc) from AY 2024-2025

• 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.

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    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[12] 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.[13]

Article 2.10   Quality

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[12] Code of Conduct on Language of Instruction.
[5] Guideline on Language Policy

The programme is accredited by NVAO[14] 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 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,[15] 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

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[14] The Accreditation Organisation of the Netherlands and Flanders.
[15] In accordance with the 'abstract structure', as specified in the Leiden Register of Study Programmes Framework Document.

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.

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[16]. 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.[17] If necessary, the Executive Board designates a Board of Examiners to take this decision.

3.2.7   *[not applicable]*

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[16] See http://education.leiden.edu/honourscollege.

[17] In accordance with Article 7.3j of the Act ('free curriculum in higher education').

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.[18] 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.

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.

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[18] Course and examination enrolment-Leiden University.

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

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.*

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

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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

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- 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,[19] 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.

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[19] Protocol on Studying with a Disability

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**

4.1.1   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.

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.

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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.

4.8.3Students 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;

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- 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 ~~Final GPA and 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.[20]
- 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.

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[20] See also the comparison table: English-test-equivalencies.pdf (universiteitleiden.nl)

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.

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 IETLS 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.[21] Please refer to the list of mathematics requirements on the Admissions web page of the College[22]
- Overall academic strength across multiple academic subjects and domains of activity as demonstrated in the application materials (CV, motivation letter, diploma[23]/transcripts, recommendation letter) and – if applicable – interview;
- 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.

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[21] 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.

19[22] https://www.universiteitleiden.nl/en/education/study-programmes/bachelor/liberal-arts--sciences-global-challenges/admission-and-application/entry-requirements#mathematics-requirements

[23] Please refer to the diploma requirements on the admissions webpage of the College

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.[24]

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.

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:

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[24] Leiden University Regulation on the Binding Study Advice

- 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) ~~together with the first reader~~ , 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.[25] 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.

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

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[25] https://www.organisatiegids.universiteitleiden.nl/en/regulations/general/protocol-studying-with-a-disability

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 and 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).

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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)

	Learning Outcomes Major Earth, Energy, and Sustainability (BSc)
	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	*Knowledge in Major*
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.
	Academic skills
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.
	Interdisciplinary skills
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.

Communication skills

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)

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

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.

Article	Knowledge in Major
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.
	Academic skills
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.
	Interdisciplinary skills
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).
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).
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.

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.
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.
	Communication skills
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.
2.3.7 b	Can write scientific articles and study proposals related to global health topics.
2.3.7 c	Learn to perform group work through research projects and practical assignments related to global health.
2.3.7 d	Learn to work with people from different backgrounds in teamwork and to reflect on own values
	Learning skills
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.

Governance, Economics, and Development (BSc)

Learning Outcomes Major Governance, Economics, and Development (BSc)

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.

Article *Knowledge in Major*

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.

Academic skills

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.

Interdisciplinary skills

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. |

Communication skills

| 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 are attentive to cultural and personal differences. |

Learning skills

| 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. |

Culture, History and Society (BA)

Learning Outcomes Major Culture, History and Society (BA)

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.

| Article | *Knowledge in Major* |

| 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.

Academic skills

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 sake. Can do this by systematically integrating their conceptual knowledge on an issue with empirical research, deploying problem solving, analytical, critical and communication skills.

Interdisciplinary skills

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.

Global Citizenship

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.

Communication skills

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.

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

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

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.

International Justice (BA)

	Learning Outcomes Major International Justice (BA)
	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	*Knowledge in Major*
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.
	Academic skills
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.
	Interdisciplinary skills
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.
	Global Citizenship
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.
	Communication skills
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.

Faculty of Governance and Global Affairs

Rules and Regulations of the Board of Examiners
of the degree programme
in Liberal Arts and Sciences: Global Challenges

pursuant to Article 7.12b(3) of the Higher Education and Research Act (WHW)

Pursuant to this article, the Board of Examiners determines rules for the execution of the tasks and authorities that are ascribed by law to the Boards of Examiners and the measures that the Board of Examiners can take in this respect. The rules must comply with the framework of the model Course and Examinations Regulation of Leiden University (OER).

Adopted on 25 August 2023

Chapter 1   General provisions

Article 1.1   Scope

1.   These Rules and Regulations apply to the examinations (tentamens) and final examinations (examens) of the degree programme Liberal Arts & Sciences: Global Challenges of Leiden University, hereafter referred to as: the degree programme. They also apply to the Minor: Sustainability, Climate change and Food referred to as: the minor; where the rules for the minor deviate from the rules applicable to the main degree programme, it will be explicitly specified.

2.   The template Rules and Regulations of Leiden University have been established in Dutch and English. Should there be any unexpected differences between the two versions, the Dutch version prevails and takes precedence in terms of explaining the provisions.

Article 1.2   Definition

Act:	Higher Educationx and Research Act (*WHW*)
AI Software:	artificial or artificial intelligence (AI) is the ability of a machine to exhibit human-like skills such as reasoning, learning, planning and creativity. [26] Forms of AI software include virtual assistance, image analysis software, search engines, voice and facial recognition systems, chatbots such as ChatGPT;
First examiner:	the first examiner, who supervises, reads and assesses the thesis/final assignment/graduation report.
Fraud:	any action (including plagiarism) which entirely or partly prevents the correct assessment of a student's knowledge, understanding and skills is considered to be fraud in the sense of Article 7.12b WHW. This also includes the intention and/or incitement to take such an action or the omission of an action.
Invigilator:	a person who is charged by or on behalf of the Faculty Board with ensuring that order is maintained during an examination.
Mid-term examination (*deeltentamen*):	a test which, in addition to one or more other mid-term examinations or practical assignments, forms part of an examination (*tentamen*) and contributes to the final grade (*eindcijfer*) of the examination. The relative weighting of the mid-term examinations is laid down in the Course and Examination Regulations (OER) and in the e-Prospectus.
OER	the Course and Examination Regulations (*Onderwijs- en examenregeling*) of the degree programme, as adopted by the Faculty Board.
Practical assignment:	a practical assignment as (a component of) an examination, as provided for in Article 7.13(2d) of the Act, which takes one of the following forms: - writing a thesis/final assignment/graduation report - completing a writing assignment or an artistic outcome

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[26] 'Wat is artificiële intelligentie en hoe wordt het gebruikt? | Nieuws | Europees Parlement', 9 April 2020. https://www.europarl.europa.eu/news/nl/headlines/society/20200827STO85804/wat-is-artificiele-intelligentie-en-hoe-wordt-het-gebruikt.

- carrying out a research assignment
- taking part in fieldwork or an excursion
- doing an internship
- taking part in an alternative learning activity aimed at acquiring particular skills (such as a practical lab assignment).

Second examiner: the second examiner, who reads and assesses the thesis/final assignment/graduation report.

Third assessor: a third examiner who is appointed by the Board of Examiners in the event that the first and second assessors are unable to agree on the assessment of the thesis/final paper/final report.

Other terms have the meaning assigned to them in the Act or the OER.

Chapter 2   Duties and procedures of the Board of Examiners

Article 2.1   Appointment of the chair and secretary
2.1.1   The Board of Examiners has a chair and a deputy chair.

2.1.2   An official secretary may be assigned to the Board of Examiners.

2.1.3   The Board of Examiners has an external member. This member has the following duties: participate in at least 1 meeting with the other members of the Board of Examiners, provide solicited and unsolicited advice, produce one report per year, focusing on quality assurance.

Article 2.2   Duties and powers of the Board of Examiners
2.2.1   The Board of Examiners is the body charged with objectively and competently determining whether a student fulfils the conditions laid down in the OER regarding the knowledge, understanding and skills required for obtaining a degree.

2.2.2   The Board of examiners has the following tasks and responsibilities:

I. General tasks

a. assuring the quality of the examinations and final examinations;
b. assuring the quality of the organisation and procedures relating to examinations and final examinations;
c. in the bachelor's programme, issuing the (binding) study advice on behalf of the Faculty Board, as referred to in article 7.8b of the Act and the Leiden University Regulation on the Binding Study Advice;
d. compiling an annual report of its activities for the Faculty Board;

II. Degree programme and examination

e. granting permission, given by the most appropriate Board of Examiners, for a student to compile and follow an individual curriculum, as referred to in Article 7.3h of the Act, the final examination of which leads to obtaining a degree. The Board of Examiners will also indicate to which of the institution's degree programmes this curriculum is deemed to belong for the application of the Act;
f. in individual cases, approving the choice of course components included in the degree programme;

granting exemption from taking one or more examinations on one of the grounds specified in the OER;

g. verifying, insofar as this is stipulated by the Faculty Board as a condition for taking final examinations or components thereof, that evidence of an adequate command of the Dutch language for successful participation in the courses has been provided by students who have been granted exemption from the prior education requirement as referred to in Article 7.24 of the Act. This exemption is on the ground of having a diploma awarded outside the Netherlands, or if exemption has been granted from the admission requirement for the post-first-year (post-propaedeuse) stage of the degree programme;

h. presenting the student with a degree certificate and supplement as referred to in Article 7.11(4) of the Act, as evidence of having passed the final examination;

i. in the case of a student who has passed more than one examination but cannot be awarded a degree certificate as referred to in h. above, issuing a statement showing at least the examinations that he/she has passed;

III. Examinations and exemptions

j. establishing guidelines and instructions within the framework of the OER to assess and determine the results of examinations and final examinations, including the pass/fail regulation;

k. granting exemption from taking one or more examinations on one of the grounds specified in the OER;

l. where applicable, extending the period of validity of pass results for examinations, as specified in the OER;

m. in exceptional cases, deciding whether an examination must be taken orally, in written form or in another way, notwithstanding the provisions of the OER;

n. in exceptional cases, deciding whether an examination must be held in public, notwithstanding the provisions of the OER;

o. granting exemption from the obligation to participate in practical assignments required for admission to the examination concerned, possibly with the imposition of alternative requirements in exceptional cases, deciding whether an examination must be taken orally, in written form or in another way, the provisions of the OER;

p. taking appropriate measures and imposing sanctions if a student or external examination candidate (extraneus) is found to have committed fraud as well as enforcing the Academic Honour code in accordance with that which is specified on the subject in the Student Handbook of the degree programme.

q. granting effective measures for following a programme and taking examinations to students with a functional disability as referred to in the Equal Treatment Act on the grounds of handicap or chronic illness;

r. appointing examiners.

Article 2.3   Procedures

2.3.1   The Board of Examiners decides by simple majority of votes. If there is an equal division of votes, the chair has the casting vote.

2.3.2   The Board of Examiners can mandate its members, or other parties whose positions qualifies them to do this, in writing to take certain decisions. The Board of Examiners can provide the mandated member(s) with instructions on how to exercise the mandated power.

2.3.3   Mandated members take decisions on the basis of the OER, the present Rules and Regulations and previously formulated policy, and render account for their actions. The method of rendering account will be established in advance. Where there is any divergence from previously formulated policy, the full Board of Examiners will decide.

2.3.4.   The Board of Examiners has in any case established the following:

a.   the composition of the Board of Examiners;
b.   the duties, powers and responsibilities of the chair, deputy chair, other members and official secretary;
c.   the duties that are mandated to the various members and to whom these duties have been mandated, including the method of rendering account for decision-making;
d.   the frequency of meetings, public access and confidentiality;
e.   the method of reporting and archiving of meetings and decisions
f.   internal procedures relating to:
 - the appointment of examiners;
 - assuring the quality of examinations;
 - requests for exemption;
 - fraud;
 - the binding study advice (BSA);
 - the recording of the members' signatures.

Chapter 3   Appointment of examiners

3.1.1   Before the start of each academic year, and further as often as necessary, the Board of Examiners will appoint examiners for conducting examinations and determining the results of those examinations, and will inform the examiners of their appointment.

3.1.2   An examiner must have the necessary expertise in terms of subject matter and assessment skills, in accordance with the requirements specified in Article 4.2.

3.1.3   The Board of Examiners may appoint more than one examiner for any examination.

3.1.4   The Board of Examiners may appoint external examiners. The Board will ascertain that these examiners meet the established quality requirements. The external examiners will receive a letter of appointment from the Board of Examiners, stating that they have been appointed as an external examiner, and for which examination they have been appointed.

3.1.5   The Board of Examiners will inform the students and relevant staff regarding the examiners who have been appointed. This information will be published on the website of the programme in question.

3.1.6   The Board of Examiners can rescind the appointment if there are serious grounds for doing so.

3.1.7   The examiners will provide the Board of Examiners with all information as requested.

Chapter 4   Assessments

Article 4.1   Format of the examinations

4.1.1   The format of the examinations is laid down in the e-Prospectus. In exceptional cases, the Board of Examiners may decide, in consultation with the examiner, that an examination will be held in a format other than that stated in the e-Prospectus. On behalf of the Board of Examiners, the

examiner will announce the format in which the examination will be held at least 25 working days[27] before the examination date.

4.1.2   The Board of Examiners may agree to an alternative method of examination than that laid down in the OER and in the e-Prospectus, if the student submits a reasoned request to this effect. The Board of Examiners will decide on this, after consultation with the examiner, within ten working days after receipt of the request.

4.1.3   (not applicable)

4.1.4   The assessment of all group work, including papers, presentations, and research reports, will be in principle on the basis of the individual contribution made by each student.

Article 4.2   Quality assurance of examination

4.2.1   Each examination will comprise an assessment of the student's knowledge, understanding and skills, and also the evaluation of the outcome of that assessment.

4.2.2   The questions and assignments of an examination will be clear and unambiguous, and will contain sufficient instructions for the answers to be given in the required detail.

4.2.3   The examination will be appropriate and will serve exclusively to assess whether the student has developed the qualities that were determined in advance as the objectives of the course component concerned, and were laid down in the e-Prospectus.

4.2.4   The examination will be so specific that only those students who have a sufficient command of the material will be able to provide adequate answers. The examination will correspond to the level of the course component.

4.2.5   The questions and assignments of the examination will be distributed as evenly as possible over the prescribed reading material.

4.2.6   The questions and assignments of the examination will relate only to the material announced in advance as prescribed reading material. It will be clear for students in advance how they will be assessed, and on what material they will be assessed.

4.2.7   If a written examination counts towards 20% or more of the final course grade the questions and assignments of the examination will be reviewed by another qualified examiner in a manner prescribed by the Board of Examiners.

4.2.8   The duration of each examination will be such that the student may reasonably be expected to have sufficient time to answer the questions and/or complete the assignments.

4.2.9   Written or online tests will be assessed on the basis of pre-determined, written criteria.

4.2.10   The procedures relating to the quality assurance of examinations are determined by the Board of Examiners. These include but are not limited to the following:

- The Board of Examiners makes available to examiners recommended assessment criteria for common assessment types. Examiners are free to amend these criteria there were necessary.
- The examiner ensures that for each course at least four distinct learning outcomes are assessed.
- The examiner ensures that each assessment cannot count towards more than 45% of the final

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[27] In line with the principles for education and examinations in the first semester 2021-2022 established by the Executive Board on 8 June 2021, in the case of force majeure the examiner will announce on behalf of the Board of Examiners at least 5 working days prior to the date of the examinations the form in which the examination will take place.

course grade. This rule does not apply to the final paper (capstone) or to courses offered as part of the minor.
- The examiner ensures that presentations as well as in-class participation count for a maximum of 19% of the final grade.
- For courses offered as part of the minor, the examiner should ensure there are at least two assessments per course.
- The examiner ensures that plagiarism software is used where possible to detect possible cases of plagiarism.
- The examiner facilitates the evaluation of the examinations as described in article 4.2.11 by submitting to the Board of Examiners all assessments (including their evaluation and model answers where applicable) that count toward 20% or more of the final course grade.
- The examiner ensures that at least one of the assessments counts towards the final grade for 20% or more.

4.2.11   The Board of Examiners will evaluate on a random basis the validity, reliability and usability of the examinations. The outcome of this evaluation may be discussed with the examiner(s) concerned and shared with other relevant parties within the College.

4.2.12   The Board of Examiners can also conduct an investigation into the validity, reliability and usability of the examination, if evaluations or results give cause for this.

4.2.13   In completing the evaluation referred to in 4.2.11 and 4.2.12, the Board of Examiners can request the assistance of experts.

4.2.14   The Board of Examiners will guarantee the quality of the way invigilation is carried out, both on campus and online, and will pay particular attention to the following aspects:

- Whether sufficient measures are taken to prevent fraud during the examination;
- Whether the identity of the student taking the examination can be verified;
- Whether it can be confirmed that the examination has been completed within the time set.

Article 4.3   Admission requirements for examinations and practical assignments

4.3.1   The examiner will ascertain that the student fulfils the conditions for admission to the examination, as laid down in the OER and e-Prospectus or ensuing from the Act or University regulations.

4.3.2   A request as referred to in Article 4.2.2 of the OER will only be processed if it is accompanied by a study plan and a list of subsidiary activities recognised by the Executive Board in which the student has participated or is intending to participate.

4.3.3   The degree programme does, in principle, not allow resits of examinations. This is not applicable for the minor however, in which resits are the norm. Additionally, it does not allow retaking a passed course, except in exceptional cases, judged as such by the Board of Examiners.

In light of art. 4.1.8 of the OER, students may however request to resit one examination that they passed during their bachelor at LUC. This only applies if the resit takes place in the same year as the original examination. In the event of such a one-time resit, the highest result obtained applies. This option is limited to written final exams counting for more than 20% of the grade. Such requests need to be introduced to the Board of Examiners.

4.3.4   The degree programme has additional conditions regarding prior knowledge for participation in course components, examinations or practical assignments. These are specified in the e-Prospectus.

Article 4.4   Dates of the examinations

4.4.1   Unless otherwise stipulated in the OER and the e-Prospectus, the dates on which written examinations will be held will be determined and announced on behalf of the Board of Examiners no later than one month before the start of the academic year, unless, due to force majeure, the date cannot be announced earlier than five days in advance.

4.4.2   There may be variation from the provisions of 4.4.1 in the event of force majeure, after advice has been given by the Programme Council and if it can reasonably be expected not to harm the interests of the students.

4.4.3   The dates for oral examinations will be determined by the examiner, if possible in consultation with the students.

4.4.4   The provisions of 4.4.3 will as far as possible apply equally to tests (on campus or online) other than written or oral tests.

Article 4.5   Registration for and withdrawal from examinations

4.5.1   An examination can only be taken, and its result assessed, after the student has registered for participation in a manner that has been determined and announced by or on behalf of the Faculty Board.

4.5.2   In exceptional cases, the Board of Examiners may permit variation from the provisions of 4.5.1 regarding the latest date and the manner of registration.

4.5.3   During the period in which it is possible to register for an examination, withdrawal is also permitted, by the same means.

4.5.4   Withdrawal from an examination during the period between the registration deadline and the start of the examination will only be possible in the event of *force majeure*, to be decided at the discretion of the Board of Examiners.

4.5.5   If a student who has registered for and has not withdrawn from an examination does not take that examination, the examination will nevertheless be deemed to have been taken, except in the event of *force majeure*, to be decided at the discretion of the Board of Examiners.

Article 4.6   Conducting examinations and orderly conduct during an examination

4.6.1   For examinations that are taken remotely, either on campus or online, at the request of the Faculty Board or with a view to safeguarding the quality of the assessment, the Board of Examiners can issue a recommendation regarding the use of such resources as invigilators or proctoring in order to prevent fraud.

4.6.2   A student must provide proof of identity, in the form of a student ID card and legally valid ID, when so requested by or on behalf of the examiner.

4.6.3   For examinations that are taken remotely online, the Board of Examiners can stipulate that students submit a completed 'Statement of Authenticity' prior to an examination.

4.6.4   Students may not enter the room after the exam has started. Students may not leave the room before the ending time of the examination, unless permitted to do so by the examiner. This also applies to toilet visits. If a student is not able to comply with this for medical reasons, he or she must have notified the Study Advisor and the instructor in advance.

4.6.5   For examinations that are taken remotely online, students will be admitted up to 15 minutes after the specified starting time to the (online) environment where the examination is to be taken. In the event of problems with logging in, the student should immediately contact the examiner.

4.6.6.   If an examination is taken online or digitally and a (technical) failure occurs within the university environment which means that the examination cannot be continued, the Board of Examiners will decide whether and when a new examination can be scheduled.

4.6.7.   A student can refuse to take part in an online examination using proctoring on the grounds of serious privacy objections. The student must inform the Board of Examiners accordingly as soon as possible. The student can ask the Board of Examiners for an alternative assessment. The Board of Examiners can decide to allow an alternative assessment or decide that the student must wait until the examination can be taken in another form.

4.6.8   Communication equipment, including mobile telephones, smartwatches and smartphones must be switched off while the examination is taking place. Other electronic equipment may not be used, except with the permission of the examiner.

4.6.9   Students are required to comply with all instructions of the Board of Examiners or the examiner that were published before the start of the examination, and all instructions that are given during and immediately after the examination.

4.6.10   Any student who creates a disturbance will receive a warning. If the student continues to create a disturbance, the examiner or invigilator can ask the student to leave the room. The examiner will then write an official report, and will inform the student concerned that the examination will not be assessed until the Board of Examiners has reached a decision.

4.6.11   The examiner will immediately inform the Board of Examiners in writing of any measure taken pursuant to the provisions of 4.6.10

Article 4.7   Examinations using proctoring
4.7.1   Students will be informed via Brightspace at least 10 working days in advance of the relevant conditions for taking an examination using proctoring and of the maximum length of the examination.

4.7.2   By taking part in the examination the student agrees to the recording and collection of data by the proctoring system.

4.7.3   If the examiner is unable to verify that all the conditions mentioned in this article have been met, the examiner cannot determine whether the examination has been taken in correctly. The examination can then be declared invalid.

Article 4.8   Effective provisions for examinees with a functional disability
4.8.1   A student who has a functional disability as referred to in the Equal Treatment Act is entitled to effective modifications when taking an examination.

4.8.2   The Board of Examiners will decide on a request for effective modifications, taking into account the legal rules and the Leiden University protocol on studying with a functional disability.

4.8.3   A request for an effective modification will be submitted to the student dean or the study adviser.

Article 4.9   Orderly conduct during a laboratory practical

4.9.1   The supervisor(s) of the practical will arrange that for the practical experiments, if necessary, laboratory assistants are appointed to ensure that order is maintained during the practical.

4.9.2   A student must provide proof of identity, in the form of a student ID card and legally valid ID, when so requested by or on behalf of the examiner.

4.9.3   Students are required to immediately comply with all instructions given by the practical supervisor(s) before or during the practical.

4.9.4   Any student who creates a disturbance will receive a warning. If the student continues to create a disturbance, the examiner can ask the student to leave the practical room. The examiner will then write an official report, and will inform the student concerned that the practical will not be assessed until the Board of Examiners has reached a decision. The examiner will immediately inform the Board of Examiners of this measure.

Article 4.10   Oral examinations

4.10.1   Oral examinations will usually be conducted by a single examiner. At the request of the student, the oral examination can be conducted by two or more examiners. If only one authorised examiner is present at the oral examination, then both written notes and an audio recording will be made.

4.10.2   The Board of Examiners may decide that a specific oral examination will be taken by several students together, if the students who are to be examined agree to this.

Article 4.11   Assessment of final paper (Capstone)

4.11.1   The Board of Examiners establishes the criteria for the assessment of the final paper (*eindwerkstuk*), the procedure for the appointment of the first and second examiner, the assessment form and the division of responsibilities between the first and second examiner. The final paper will always be assessed independently by two examiners, and the grade will be determined by agreement between the examiners. If the examiners are unable to reach agreement, the Board of Examiners will appoint a third examiner as third assessor. The third examiner will have the deciding vote.

4.11.2   [expired]

4.11.3   Changes to the Capstone by third parties that go beyond editing are not allowed and may be considered as plagiarism, fraud or other kinds of irregularities.

Article 4.12   Period of validity of examinations

The period of validity of pass results for examinations and for exemptions granted will be checked by the Board of Examiners. The period of validity of a pass result for an examination and for an exemption granted, as laid down in the OER, can only be limited if the examined or exempted knowledge, understanding and/or skills are demonstrably outdated. If the student receives a financial allowance from the Profiling Fund in connection with exceptional individual circumstances, as referred to in Article 7.51(2) of the Act, the Board of Examiners can extend the period of validity in individual cases for the duration of the financial allowance.

Article 4.13   Inspection and evaluative discussion

4.13.1   During the period stated in the OER, the questions and assignments of the examination concerned are available for inspection, together with the criteria that were used in making the assessment. The questions and assignments can be viewed on a single occasion, at a location to be specified by the examiner.

4.13.2   Students are not permitted to make copies of, distribute or publish the questions and assignments or marking key in any manner whatsoever.

4.13.3   If ten or more candidates have taken a written examination at the same time, the examiner will hold a collective evaluative discussion at a time and place to be specified by the examiner.

Article 4.14   Exemption from examinations and practical assignments

4.14.1   Students may submit to the Board of Examiners a reasoned, written request for exemption from taking one or more examinations or from the obligation to participate in one or more practical assignments, as referred to in the OER and e-Prospectus. The degree programme normally does not allow counting towards the student's degree programme academic credits that are or have been earned as part of another finite academic degree programme. The only exceptions are officially approved double-degree programmes. Any successfully completed examination can be counted towards only one component of the student's degree programme.

4.14.2   The Board of Examiners will reach a reasoned decision within twenty working days after the submission of the request. If the Board of Examiners is considering refusing the request, the student may be given the opportunity to state his/her case. Approved exemptions for programme components on the basis of external academic credits are final and cannot be altered at a later stage.

Article 4.15   Retention periods

4.15.1   The examination and model answers will be retained for a period of at least seven years. The work carried out in the context of an examination will be retained for at least two years.

4.15.2   A student's final paper (*eindwerkstuk*), including the assessment form, will be retained for a period of at least seven years.

4.15.3   The decisions of the Board of Examiners and the results of all (final) examinations taken will be carefully recorded. Access to the recorded information will be restricted to persons who have been given such permission by the Board of Examiners.

Chapter 5   Final examinations and degree certificates

Article 5.1   Taking the final examination

Pursuant to Article 4.10.2 of the OER, the Board of Examiners can decide that the final examination will include an additional test, as referred to in 4.2.1, which it will conduct itself**Error! Reference source not found.**.

Article 5.2   Compensation

(not applicable)

Article 5.3   Approval of individual curricula for final examinations

A reasoned, written request for approval of an individual curriculum for a final examination, as referred to in Article 7.3d of the Act, must be submitted to the Board of Examiners. The Board of Examiners will decide within thirty working days after receipt of the request. The degree programme normally does not allow doing a double major.

Article 5.4   Degree certificate and diploma supplement

5.4.1   After the Executive Board has declared that the procedural requirements for issuing a degree certificate have been fulfilled, the Board of Examiners will present a degree certificate, as evidence that the student has passed the final examination. This degree certificate will show the information stipulated in Article 7.1(2), of the Act.

5.4.2 The degree certificate will be drawn up in Dutch or English, and also in Latin. The degree certificate will be signed with a wet signature by at least one of the members of the Board of Examiners.[28]

5.4.3 The Board of Examiners will add a diploma supplement to the certificate stating that the student has passed the final examination. The aim of the supplement is to provide insight into the nature and content of the completed degree programme, also with a view to international recognition of degree programmes. The Leiden University diploma supplement conforms with the standard European diploma supplement. The final page of the diploma supplement will be signed with what is known as a wet signature by at least one of the members of the Board of Examiners. In addition, the Board of Examiners may choose to initial each page of the diploma supplement.

5.4.4 A student who has passed more than one examination but cannot be awarded a degree certificate, as referred to in 5.4.1, will on request be given a statement issued by the Board of Examiners, showing at least the examinations that the student has passed.

Article 5.5 Final examination grade

5.5.1 The Board of Examiners may award the examination candidate a final grade (*judicium*) for his/her work in the context of the final examination. This final grade is based on the average of the grades achieved for the course components covered by the final examination, weighted according to course load.

5.5.2 If the GPA, calculated over all credits awarded in the last four semesters of the programme (120 ECTS or more) is between 3.00 and 3.49, the Board of Examiners may choose to confer the designation 'Honours'. If the result is between 3.50 and 3.79, the Board of Examiners may choose to confer the designation 'Cum Laude'. If the result is between 3.80 and 3.89, the Board of Examiners may choose to confer the designation 'Magna Cum Laude'. If the result is 3.90 and 4.00, the Board of Examiners may choose to confer the designation 'Summa Cum Laude'.

Article 5.6 Retention periods

The results of the final examinations are open to public inspection. The registers containing the results of the examinations will be retained indefinitely.

Article 5.7 Exclusion from the degree programme or certain of its components

5.7.1 If, in accordance with Article 7.42a of the Act, a student has demonstrated by behaviour or remarks that the student is unfit to practice one or more of the professions for which the student is being trained in the degree programme that the student is following, or is unsuited to engage in practical preparation for professional practice, the Board of Examiners will, on request, issue advice to the Executive Board regarding the refusal or termination of that student's enrolment in the degree programme.

5.7.2 If the student referred to in Article 5.7.1 is enrolled in another degree programme, and within that programme is following the courses of a specialisation that is similar to or, in terms of the practical preparation for professional practice, is related to the degree programme for which the enrolment has been terminated pursuant to Article 7.42a(1) of the Act, the Board of Examiners will, on request, issue advice to the Executive Board regarding whether the student can be permitted to follow this specialisation or other components of this degree programme.

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[28] A wet signature is a signature with lightfast ink.

5.7.3   The Board of Examiners will issue advice as referred to in 5.7.1 or 5.7.2 within ten working days after this request has been made by the Executive Board.

Chapter 6   Fraud, irregularities and plagiarism

Article 6.1   Fraud

6.1.1   Fraud is understood to mean:

Any action or omission that makes it completely or partly impossible to form a proper assessment of an individual's knowledge, insights, skills, professional attitude or reflection, including in any event:

a. during an examination, including an online examination, or practical assignment, using unauthorised communication devices, software such as unauthorised AI software, or documents;
b. during an online or other examination or a written assignment, using unauthorised notes (crib sheets) in the permitted material;
c. during an online or other examination or a practical assignment, completely or partly copying the answers of another person, or through software such as unauthorised AI software;
d. submitting the same piece of work to different instructors for grading, or revising and submitting a piece of work from one course for another without the instructor's knowledge and consent;
e. during an online or other examination or a practical assignment, exchanging information with another person;
f. during an online or other examination or a practical assignment, impersonating another person;
g. plagiarism (acting in contradiction of the Leiden University College Code of Conduct on Plagiarism, attached);
h. modifying the submitted examination (digital or otherwise) at the inspection;

6.1.2   Fraud is also taken to mean gaining access or attempting to gain access on improper grounds to the programme, or a constituent examination, practical assignment or examination.

6.1.3   Fraud also includes other behaviour which the examination committee, on the basis of the rules laid down and communicated within the faculty or programme, considers to be fraud.

Article 6.2   Documents brought into the examination by students

6.2.1   If a student is permitted to use a document that he/she has personally brought into the examination, this document must not contain any notes.

6.2.2   For the purposes of the previous paragraph, notes are not understood to mean:

- underlining, highlighting and marking with fluorescent felt pen;
- references to sections of the law;
- references to case law and other literature, provided that this is explicitly permitted for a specific examination;
- marginal notes added by the publisher of a compendium of legislative texts.

6.2.3   The above paragraphs apply equally to any legal text brought into the examination by a student.

Article 6.3   Disciplinary measures to be taken by the examiner in the event of irregularities or fraud

6.3.1   In the event of observation or serious suspicion of any irregularity fraud during the examination, the examiner will notify the student of this immediately. The student will be permitted to finish the examination. After the examination, the examiner and the student will fill in the official report form. This official report form will be submitted immediately to the Board of Examiners, and

the student will also receive a copy. The examiner may confiscate any items in the possession of the student that could be relevant in assessing the irregularity or fraud.

6.3.2	If the examiner requests this, a student is obliged to surrender to the examiner any items in the student's possession that could be relevant in assessing an irregularity or act of fraud, for the purpose of that evaluation. The confiscated items will be returned to the student within a reasonable period of time after the examination.

6.3.3	The examiner will give the items that they have confiscated to the Board of Examiners. In the case of notes in a legislative text or other compendium of texts, the availability of aids that the examiner had not permitted (such as a book), and suchlike, the examiner can provide the Board of Examiners with photocopies of the confiscated items, instead of the actual items. In all cases, the examiner can provide the Board of Examiners with an official report of the observed irregularity or fraud, signed by two examiners / invigilators, instead of confiscated items or the said photocopies.

6.3.4	If an invigilator observes an irregularity, act of fraud or disturbance during the examination, he/she must notify the examiner immediately.

6.3.5	The student's name and student number and the nature of the irregularity are recorded on the official report form. The student preferably signs the form as 'seen', below the description of the irregularity.

## Article 6.4	Disciplinary measures to be taken by the Board of Examiners in the event of irregularities or fraud

6.4.1	In the event of any irregularity or fraud during an examination or practical assignment, the Board of Examiners can interview the examiner, student, invigilators and other persons.

6.4.2	The Board of Examiners will decide on the basis of the official report and the findings from the interviews whether a sanction should be imposed and, if so, what the appropriate sanction is. The examination will only be assessed, as referred to in 6.3.1, after the Board of Examiners has reached a decision in which the examination is released for assessment.

6.4.3	The disciplinary measures that can be imposed by the Board of Examiners are:

a. declaring the results of the examination null and void (this is a remedial sanction aimed at removing the consequences of the offence) or awarding a grade of Fail (F) for the examination;
b. excluding the student from participation in the examination regarding which the irregularity or fraud was observed for a maximum period of one year and/or;
c. excluding the student from participation in one or more other examinations for the maximum period of one year;
d. excluding the student from participation in examinations and the final examination of one or more degree programmes provided by the Faculty for a maximum period of one year;
e. examinations of another faculty or higher education institution that are passed during the exclusion period, also including assignments, papers and theses, cannot be included in the final examination of the degree programme in any way whatsoever.

6.4.4	In the event of serious fraud, the Executive Board may decide to definitively terminate the programme of the student in question, in view of Article 7.42(3) of the Act.

## Article 6.5	Disciplinary measures to be taken as a result of plagiarism

6.5.1	If the examiner detects plagiarism in an essay, paper, thesis or research assignment, they will notify the chair of the Board of Examiners of this as soon as possible, by filling in and sending a plagiarism form.

6.5.2   The examiner will provide the Board of Examiners with the essay, paper, thesis or research assignment concerned.

6.5.3   In the event of suspected plagiarism, the Board of Examiners may interview the examiner, the lecturer, the student and others.

6.5.4   The disciplinary measures that may be imposed by the Board of Examiners are

  a.   giving an official warning and including this in the student file;
  b.   imposing a grade deduction;
  c.   declaring an assignment, including papers, thesis, or other research assignments, to be invalid, or award the student an "F grade" for an entire course in which plagiarism was committed;
  d.   for a maximum period of one year, refusing to accept from the student concerned any assignment, paper, thesis or research project of the kind regarding which plagiarism was detected, including assignments etc. from another faculty or higher education institution that are completed with a pass result, and excluding the student concerned from participation in preparing or conducting such assignments, papers, theses or research projects;
  e.   and/or excluding the student from participation in one or more examinations for a maximum period of one year, and/or excluding the student from participation in examinations and the final examination of one or more degree programmes provided by the Faculty for a maximum period of one year. Examinations of another faculty or higher education institution that are passed during the exclusion period cannot be included in the final examination of the degree programme in any way whatsoever.
  f.   In the case of serious fraud, the Executive Board may, at the proposal of the Board of Examiners, definitively terminate the student's enrolment in the degree programme.

Article 6.6   Irregularities

If there are reasonable grounds to suspect irregularities regarding fraud prior to or during an examination but it is not possible to identify the individual students to which this relates, the Board of Examiners may declare the examination in question invalid. In such an instance, the examination will need to be conducted anew. The Board of Examiners will set a new examination date as soon as possible. In this respect, irregularities can also be taken to mean technical faults, for instance in the case of digital examinations, and the Board of Examiners may declare the examination invalid on these grounds.

Chapter 7   The binding study advice

Article 7.1   Student file

7.1.1   The Board of Examiners maintains a BSA file on every student who is enrolled in the bachelor's degree programme and to whom this applies on the basis of the Leiden University Regulation on the Binding Study Advice.

7.1.2   The file includes a description of the student's personal circumstances, as referred to in Article 7.8b(3) of the Act, and, if applicable, the study plan adapted to these personal circumstances, which the student has formulated, together with the study adviser.

7.1.3   All students have the right to inspect their personal file, as referred to in 7.1.1, and, if they so wish, to have their objections to its contents included in the file.

Article 7.2   The advice

The Board of Examiners issues the advice on behalf of the Faculty Board, with due observance of the provisions of the Leiden University Regulation on the Binding Study Advice Leiden[29].

Chapter 8   Complaints and appeals

Article 8.1   Lodging a complaint or appeal

8.1.1   A student who wishes to lodge a complaint or administrative appeal, as referred to in Article 7.61(1) of the Act, regarding a decision taken by the Board of Examiners or by one or more of the examiners appointed by the Board of Examiners, should lodge this complaint or appeal with the Examination Appeals Board.

8.1.2   The time limit for lodging a written administrative appeal, as referred to in 8.1.1, is six weeks after the written notification of the decision that is the subject of the administrative appeal.

Article 8.2   Handling of complaints

Complaints are handled in accordance with the current procedures laid down in the Regulations relating to the Ombudsperson, the Regulation on Other Complaints, the Regulations of the Examination Appeals Board and the General Administrative Law Act (Awb).

Article 8.3   Handling of appeals

Administrative appeals are dealt with in accordance with the current procedures. These are laid down in the Regulations of the Examination Appeals Board and the Student Charter.

Chapter 9   Annual report

Article 9.1   Reporting

9.1.1   Each year, the Board of Examiners will produce a report of its activities, and will submit this report to the Faculty Board.

9.1.2   The report will comply with the requirements set by the Executive Board and will in any case contain the most important decisions of the Board of Examiners and a description of how the Board of Examiners has fulfilled its duty with respect to the quality assurance of examinations, as referred to in Article 4.2.

Chapter 10 Final provisions

Article 10.1   Exceptional circumstances

10.1.1   All cases for which these Rules and Regulations do not provide will be decided by the Board of Examiners.

10.1.2   If, in exceptional cases, the strict application of the provisions of these Rules and Regulations would result in evident unfairness, the Board of Examiners is authorised to reach an alternative decision.

Article 10.2   Changes

10.2.1   If changes to these Rules and Regulations relate to the current academic year, or have serious consequences for students who were already enrolled in the degree programme, every possible effort will be made to prevent the interests of the students concerned being harmed in any way.

[29.] http://www.reglementen.leidenuniv.nl/onderwijs-onderzoek/regeling-bindend-studieadvies.html

Article 10.3   Effective date

These Rules and Regulations will enter into effect on 28 August 2023.

Appendix 1: Leiden University College Code of Conduct on Plagiarism

Plagiarism

Plagiarism is the presentation, without attribution, of someone else's work as your own.

This includes but is not limited to direct verbatim copying of analysis, without attribution of the source; paraphrasing of analysis, without attribution of the source; and reproduction of reasoning or analysis, without attribution.

Plagiarism includes unattributed use of text produced by others, but can also involve unattributed use of others' ideas, arguments, interpretations, linguistic formulations, images, graphs, diagrams, and software code.

This applies whether it comes from academic or commercially published sources, online media, public domain or copyright-free material, unpublished work, personal communications, work by academic staff or other students, or material generated by artificial intelligence.

Plagiarism is not limited to deliberate deception. Use of work without attribution is plagiarism, whether it was intentional or not. You are responsible for properly citing your sources.

In summary: to avoid plagiarism, work you have not produced yourself should always be cited appropriately. You must make it clear what is your own work, where you are relying on the work of others, and where that work came from.

The problem with plagiarism

Plagiarism is a problem of academic integrity, and a form of fraud. It is misleading and dishonest to present others' work as your own, and it gives a false impression of your abilities and achievements. In the university, plagiarism makes it impossible to properly evaluate your attainment. Fraud is doing something, or failing to do something, that makes it completely or partly impossible to properly assess the knowledge and skills you have developed through your studies.

Plagiarism is also bad academic practice. Scholarship depends on good citation practices that allow proper evaluation of other scholars' arguments and the discovery of new sources. Plagiarism breaks the connecting threads that make research and debate in academic communities possible.

Detection and penalties

Plagiarism is taken very seriously by the university; it is a form of fraud, and considered an offence. The university takes active steps to detect plagiarism and penalise those found to have committed it. The university uses computer software to analyse written coursework, and conducts further inquiries in cases where plagiarism is suspected. If plagiarism is proven, the Board of Examiners will generally impose penalties. Their severity will depend on the seriousness of the offence, and may take account of previous infringements. Details of penalties that may be imposed can be found in the Rules and Regulations of the Board of Examiners.

'Self-plagiarism' and re-use of your own work

Re-using work that you have produced yourself but previously submitted for other assignments is not permitted.

Exceptions to this rule may be made for iterative assignments in which you are expected to develop your work in response to feedback, or new assignments that build on earlier work. Exceptions are defined at the discretion of the course convener, instructor or supervisor you are submitting the re-used work to. Unless the instructor has explicitly stated that you are allowed to reuse material from earlier assignments, you should assume that it is not permitted. If you are unsure whether it is allowed

or not in any particular situation, you are responsible for seeking clarification and consent from your instructor or supervisor.

The problem with re-use of work

Re-using your own work is sometimes referred to as 'self-plagiarism'. This can be misleading, because it is different in certain respects to plagiarism: it doesn't involve passing other people's work off as your own, misrepresenting your abilities and achievements, or disrupting the basic conditions of academic research. However, it can still be a problem in some contexts, and is taken seriously by the university. In published work, re-use of previously published material can infringe copyright law and intellectual property rights. While such considerations rarely apply to university coursework, re-use of previously submitted material is nevertheless still not permitted for university coursework because it would allow students to gain academic credits while producing less work than would otherwise be required. It would also make it impossible to properly assess what they have learned on later courses if they are reusing work written for earlier courses.

Detection and penalties

Unpermitted re-use of work is considered fraud by the university. As with plagiarism, the university actively checks submitted work for recycled material, and if it is detected, the Board of Examiners may apply a range of penalties, depending on the seriousness of the offence. The penalties that may be applied in cases of fraud can be found in the Rules and Regulations of the Board of Examiners.

Appendix 2: Attendance Policy

Please note this attendance policy is applicable to the degree programme and not to the minor.

Students are required to attend all class meetings of their courses at LUC. In addition, students should be punctual, prepared, ready to engage, and equipped with learning materials and readings.

As classes are interactive it is not possible to replicate the learning that occurs in class with assignments or additional readings. However, it may happen that due to circumstances, students need to miss a class. To accommodate illness or other unforeseen events, students are allowed to miss up to 15% of the total number of sessions for a single course. If students miss more than 15% of the total number of sessions for a single course without extenuating circumstances, they will fail the course.

Extenuating circumstances are recognized and properly documented unforeseen circumstances that are serious and beyond the control of students, and which demonstrably impact on their academic performance. Absences are dealt with by study advisors and instructors of the concerned courses. If students have extenuating circumstances, they should inform their instructor(s) and study advisors. In case of more than 15% absences, students should submit supporting documentation for all absences, so it can be assessed. Although students are encouraged to keep their instructors informed, in sensitive personal cases the supporting documentation may only be assessed by the study advisors, who will then inform the instructor(s). The study advisors advise the instructor(s) whether the extenuating circumstances justify the absences; the individual course instructor decides to what extent the absences affect students' course work and assessment, if a replacement assignment is feasible, or whether it is no longer possible to pass a course. The Board of Examiners' involvement may be necessary in unclear or controversial cases, or when the quality of assessment could be at risk.

If students need to miss a class, they should ensure to document this, so it can be assessed in case of more than 15% absences!

Course Format	Class Meetings*	15% Absences
5 EC Regular 1-block course (7 weeks of classes)	2/wk (14 classes)	2 classes
5 EC semester courses (14 weeks of classes)	1/wk (14 classes)	2 classes
10 EC semester language course (14 weeks of classes)	3/wk (42 classes)	6 classes

* Does not include Reading Week (last week of the scheduled course)

- A student who misses 50% or more of a course (e.g., classes, lectures, seminars, field trip, etc.), regardless of having extenuating circumstances, does not meet the attendance requirement and will fail the course.
- If a student is over ten minutes late, or if a student leaves a class early without permission of the instructor, s/he will be counted as absent for that class meeting.
- If a student is over ten minutes late, s/he may not be allowed to enter the class, at the discretion of the instructor.
- Students must notify their instructor and the study advisors when they become aware that they will miss a class meeting.
- Students are responsible for completing assignments for missed classes (if necessary). It is up to the discretion of the instructor whether or not the student will be permitted to complete replacement assignments/exams or receive extensions. Requests for extensions or replacement assignments/exams that go beyond one week after the block has ended must be submitted to the Board of Examiners and will only be approved in case of clear extenuating circumstances. *See the BoE app on the Student website for the appropriate request form.*
- When possible, students should plan medical visits in a way that does not interrupt their LUC class

schedule. Students who miss class for medical reasons should request a note from their healthcare professional to document the medical visit. *See the BoE app on the Student website for a doctor's note template.*

- Students must always submit the final assignment or sit the final exam of a course with reasonable effort. The final assignment or exam usually assesses if all learning aims have been achieved.

- If students disagree with the decision taken by the instructor and the decision affects their grade for an assessment or the entire course, they could submit a complaint to the Board of Examiners or lodge an appeal to the Examination Appeals Board in Leiden. Students are always allowed to continue with the course, until the final outcome of the appeal is known.

All LUC instructors record attendance in their courses on the attendance sheet, which is submitted along with the final grades to the LUC Registrar at the end of the course. If there are extenuating circumstances that justify a missed class, this should be noted in the comments field on the grade sheet.

Appendix 3: Leiden University Official Report of Irregularity, Fraud, Disturbance

Examination:	Date and time:
Practical:	Date and time:
Location:	
DETAILS	
NAME AND INITIALS OF EXAMINER: Course/Practical: Study programme: Faculty:	NAME AND INITIALS OF STUDENT: Student number: Study programme and year: Faculty:
IRREGULARITY – FRAUD – DISTURBANCE	

NOTIFICATION OF IRREGULARITIES
DESCRIPTION

TIME
COMMENTS

CONFISCATED ITEMS

This form has been completed truthfully by:

Examiner	Signature	Date:	
Invigilator (if present)	Signature	Date:	
Student	Signature (as 'seen')	Date:	

Appendix 4: Form for notification of detected plagiarism

Notification by the examiner of plagiarism or fraud pursuant to Article 6.5 of the Rules and Regulations.
The completed form must be sent (by email) to the Secretary of the Board of Examiners (boe@luc.leidenuniv.nl)).

Please note: a student's product must be checked for plagiarism in a plagiarism programme (Turnitin) before an assessment of any kind is given or released.

Date			
Person submitting the notification		Email	
		Tel.	
Student(s)		Student number(s)	
Year of the study programme		Bachelor's / Master's	
Type of examination assignment		Study programme component	
Summative test	o Additional requirement o Counts towards the final grade (accounts for … %)		
Relates to:	o Fraud o Plagiarism		
Description of (suspected) fraud/plagiarism and, if applicable, the form of plagiarism (see explanation at the end).			
If plagiarism: percentage plagiarism according to the programme used (if known):	average ….. %, suspected section …. %		
Reaction of the student(s) to being informed that suspected fraud / plagiarism has been detected.			
Method of handling			
o Notification will be submitted to the Board of Examiners → further complete A and B.			

A
Proposal for handling by Board of Examiners (more than one option can be selected)
o Not serious plagiarism
o First time this has been detected for this/these student(s)
o Student was not aware of plagiarism
o "Clumsiness" of the student
o Cultural difference (for a student from a country other than the Netherlands)
o Interview reveals that this is a learning moment for the student(s) and there will be improvement in the future
o Seriousness of plagiarism
o Second time this has been detected for this/these student(s)
o Attitude of the student(s)
o Other; i.e. ….
o Interview with the student about the (suspected) plagiarism

o Other; i.e. ….	
If applicable, additional information that may be relevant for the Board of Examiners	
B	
The student has been informed of this notification	Yes / No
Evidential material is appended	Yes / No
If yes: this material is ….	

This form has been completed fully and truthfully by:

Signature

City   Date

Appendix 5: Sample format for the Annual Report of the Board of Examiners

ANNUAL REPORT OF ACADEMIC YEAR <add date>

of the BOARD OF EXAMINERS of the degree programme(s) in:

Composition of Board of Examiners (as of dd/mm/yyyy) Chair elected by the Board of Examiners: Member 1: Member 2: Member 3: Member 4: External member: Official secretary: Term of appointment of the members:	… years
Number of meetings of the Board of Examiners in 2014-15	
Rules and Regulations of the Board of Examiners	Adopted on Published on
Training followed	
Procedure on how the Board of Examiners appoints examiners	
Approach and results of quality assurance (review of activities in annual report year: • Tests and examinations • Final assignments Which issues call for further investigation and more specific policy?	
Conclusions and actions points for the subsequent academic year. Also reflect on matters that appear on the programme cards such as degrees awarded and BSAs issued. • What will the Board of Examiners tackle in the current academic year? • Which topics require attention in the longer term? • Desired training and/or support	

Plagiarism prevention by: Number of cases of plagiarism detected: Measures taken: Number of decisions concerning the enforcement of sanctions:	
Other fraud Number of cases: Types of fraud: Measures taken: Number of decisions concerning the enforcement of sanctions:	
Number of complaints lodged by students with the Board of Examiners: NB please also list complaints submitted to a separate complaints board.	
Number of students who lodged an objection/appeal with the Examination Appeals Board:	
Number of students who were granted exemption from one or more examinations and/or from practicals and assignments. Other decisions concerning exemptions:	
Number of students who were granted an extension of the period of validity of a pass result for an examination:	
Number of students who were granted permission to take an examination in a way other than that laid down in the Course and Examination Regulations (OER):	
Number of students for whom the Board of Examiners: a. verified that evidence had been supplied of an adequate command of the Dutch language, and b. granted exemption from this entry requirement:	
Number of students provided with a statement showing the number of examinations passed (= students who dropped out of the programme and do not receive a degree certificate):	
Number of students who were granted permission to follow an individual curriculum compiled by the student him/herself:	
Percentage of requests that were handled within the legal term (8 weeks)	