



Universiteit Leiden

Leiden University

Leiden Register of Study Programmes

Framework Document

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1 Introduction

After implementing the bachelor-master structure, the Executive Board of Leiden University decided in 2002 to enter all programmes in the 'Leiden University Register of Study Programmes'. At the same time, the quality standards that the education provided by Leiden University must meet were recorded in the associated Framework Document, along with the requirements of institutional quality assurance. The Register is published annually. The Framework Document is modified when required by university, national or international developments. The first modification took place in 2008, and now in 2012 a modification of the Framework Document is once again necessary.

Reading guide

The aim and purpose of the Leiden Register of Study Programmes is described in Chapter two. The programmes that are included in the Leiden Register meet a number of quality requirements that are based on national and international standards, as well as the requirements that are specific to Leiden University. These requirements are described in Chapter three. Chapter four describes the quality assurance policy relating to the form and nature of the programmes offered by Leiden University.

2 The Leiden Register of Study Programmes

This chapter describes the aim, purpose and procedure for establishing the Leiden Register of Study Programmes and the accompanying Framework Document.

2.1 Aim of the Register

The aim of the Leiden Register of Study Programmes is, in accordance with the Higher Education and Research Act (WHW) (Sections 7.15 and 1.18), to provide a specific interpretation of the authority of the Executive Board with regard to the annual process of determining and publishing the programmes offered by Leiden University and monitoring the quality of these programmes. A list of all programmes provided by Leiden University is published on its website.

2.1.1 Quality of the programmes.

The Framework Document of the Leiden Register of Study Programmes describes the quality standards established by Leiden University for the education it provides. The programmes are assessed on the basis of these standards by the responsible Faculty Board, without prejudice to the authority of the Executive Board in accordance with Section 1.18 of the WHW. A programme can be added to the Leiden Register of Study Programmes if it meets the quality standards recorded in the Framework Document and has NVAO accreditation.

2.1.2 Degrees and titles

In order for a programme to be recognised by the Executive Board and for the Boards of Examiners to be able to award diplomas, it must appear in the Leiden Register of Study Programmes. The Board determines per registered programme the degree that it will confer: a bachelor's or master's degree with the addition 'of Arts', 'of Laws' or 'of Science'.

2.1.3 Sections of the Leiden Register

All programmes offered by Leiden University, both undergraduate and graduate, are listed in the Leiden Register of Study Programmes. Alongside the programmes, the Leiden Register also includes the specialisations and minor programmes as well as the teaching programme of the Pre-University College, the Honours College and the Leiden Leadership Programme.

2.2 Procedure

The Leiden Register of Study Programmes entered into force on 1 September 2002 and it serves part of the legal role of the Executive and Management Regulations [Bestuurs- en beheersreglement] of Leiden University (Section 7). The programmes in the Leiden Register of Study Programmes are an appendix to the Executive and Management Regulations of Leiden University. The programmes that will appear in the Register are determined each year in the month of June, more than a year before the start of the academic year in question.

The Faculty Board submits a proposal to add programmes to the Leiden Register of Study Programmes, and ascertains whether the programmes meet the quality requirements. The Faculty Board can withdraw a proposal and ask the Board to modify or terminate the registration of a programme. The Executive Board is authorised to reject a proposal and change or nullify the registration of a programme. The content of the Leiden Register of Study Programmes requires the approval of the University Council and the Board of Governors (Section 9.11 WHW). Specialisations, minors and the Honours programmes do not require the

approval of the University Council, but the Council is informed of them. The registration procedure for the Leiden Register of Study Programmes is described in Appendix 1.

2.2.1 New programmes

A proposal to add a new programme to the Leiden Register of Study Programmes can be submitted to the Executive Board by a single faculty or a group of faculties together. New programmes can be of a disciplinary or interdisciplinary nature and can be offered on a full-time, part-time or dual basis.

After provisional approval has been granted by the Executive Board, the decision on whether to add a programme to the Leiden Register of Programmes is taken once the programme has passed the macro efficiency check and has initial accreditation. The procedure for submitting new programmes is described in Appendix 2.

3 Quality of the programmes

This chapter describes the different quality requirements that programmes must meet. It begins by describing the characteristics of the programme content, characteristics that are based on the educational philosophy of Leiden University. The chapter then goes on to describe the structural requirements that programmes must meet. The third and fourth sections then list specific quality requirements that bachelor's and master's programmes should comply with. The chapter ends with the requirements that programmes must meet on the basis of rules and regulations, codes of behaviour or university agreements.

3.1 Programme content

'Leiden University is positioned as a research-intensive university, and engages in high-quality research and academic teaching. Our teaching staff educate students in programmes that are typified by a strong interaction between teaching and research and in a challenging and increasingly international educational environment. Our students prepare for an academic or other career in which they will be able to use their academic knowledge and skills.'

Our positioning as a research-intensive university has a strong impact on the management and structure of our organisation and the education we provide. The characteristics of our teaching apply to all programmes, and are explained below.

Academic signature

Students on programmes at Leiden University acquire academic knowledge and understanding, and learn to adopt a critical and inquisitive stance. In our view, in-depth knowledge of a discipline is essential here. With this knowledge, students learn to use academic methods to formulate relevant research questions, conduct their own research and subsequently report on this. A distinctive feature of the academic signature of education at Leiden University is how it is fuelled by research. We expect our researchers to be active as teachers. They confront students with the social complexity that they will have to deal with in their later careers. Students learn which research methods they can use to tackle academic and social issues. The results of research are introduced in the teaching.

The academic signature of our education is conveyed by a lively academic community. Students become increasingly involved in their teachers' research in the course of their studies, and are challenged to provide input on current problems and contribute to research.

Focus on student success

Leiden University's educational philosophy is aimed at students with a specific profile. Potential students should therefore first find out as much as possible about the content and level of the programme they wish to follow. The university offers various possibilities for this, for example the bridging programme with pre-university education (VWO), open days and orientation days.

Alongside suitable qualifications and a broad general education, we expect our future students to possess the right attitude and motivation to make a success of their studies. This means that they will want to invest time and energy in their studies, that they will be motivated to complete the degree in time and that they will delve deeper than only the compulsory material. They should also exhibit a broad interest and be prepared to participate in activities alongside their studies, for example in student organisations or associations.

On our part, we do our utmost to enable them to achieve their ambitions. This is why the university introduced, at the end of the 1990s, the Leiden Study System in combination with the Binding Study Advice (BSA) and, in collaboration with its regional schools network, an extensive pre-university bridging programme. A characteristic of this system, which was the first of its kind, is that it becomes clear in the first year whether a student has chosen the right programme and developed the right working mentality. This study system, together with the BSA and bridging programme, still forms the basis of Leiden University's student success programme. In recent years this programme has been extended to include numerous measures concerning study guidance, thesis supervision and examination policy.

Inspiring teachers at the heart of the education process

The positioning of Leiden University as a research-intensive university has direct consequences for its staffing policy. In principle, academic staff members are appointed to a combined research and teaching position, and they must excel at both. At Leiden, researchers lecture. Teachers are true experts in their fields, and demonstrate their commitment to disseminating their knowledge of the discipline. The staff members are knowledgeable and experienced about different forms of teaching and examination, including the possibilities presented by IT.

Attractive range of programmes

Leiden University has a strong disciplinary basis, which allows it to offer an attractive range of programmes in a large number of disciplines. The bachelor's degree is a high-quality basic academic training. The master's degree is typified by specialisation and greater focus on an academic or other career.

The excellence scheme offers extra-curricular opportunities for students who are seeking an extra challenge. If they demonstrate sufficient motivation and qualities, they can be admitted to the Honours College (bachelor's level) or Leiden Leadership Programme (master's level).

International orientation

Many young academics will find work in a world that has an increasingly international focus. The university consequently believes that an international environment is important for its students. One way of achieving this is to allow students to complete part of their programme at a foreign institution. Exchange agreements and grant programmes help students here. Another way to achieve this is to provide an international learning environment in Leiden. Faculties and departments contribute to this by encouraging an international staff and student population, and providing a growing number of English-taught programmes.

3.2 Structural requirements

The departments apply the structure below to their programmes. This structure was developed as a model in order to objectify and thus monitor the required level for each programme each academic year (structure and depth). It was also developed in order to work towards the final academic objectives of each academic year of the programme.

Each programme component can be placed in a category. The overview below is based on a single learning component (with textbooks, assignments, lectures, papers, etc.). Other forms of teaching, such as practicals, training, research projects, tutorials, etc., can be placed on the same scale. The level of examination in particular must be included as a criterion.

- **level 100:** introductory course, builds upon the level of the final pre-university education examination. Characteristics: teaching based on material in textbook or syllabus, pedagogically structured, with practice material and mock examinations; supervised workgroups; emphasis on study material and examples in lectures.
- **level 200:** course of an introductory nature, no specific prior knowledge but experience of independent study expected. Characteristics: textbooks or other study material of a more or less introductory nature; lectures, e.g. in the form of capita selecta; independent study of the material is expected.
- **level 300:** advanced course (entry requirement level 100 or 200). Characteristics: textbooks that have not necessarily been written for educational purposes; independent study of the examination material; in examinations independent application of the study material to new problems.
- **level 400:** specialised course (entry requirement level 200 or 300). Characteristics: alongside a textbook, use of specialist literature (scientific articles); assessment in the form of limited research, a lecture or a written paper. Courses at this level can, to a certain extent, also be on the master's curriculum.
- **level 500:** course with an academic focus (entry requirement: the student has been admitted to a master's programme; preparatory course at level 300 or 400 has been followed). Characteristics: study of advanced specialised scientific literature intended for researchers; focus of the examination is solving a problem in a lecture and/or paper or own research, following independent critical assessment of the material.
- **level 600:** very specialised course (entry requirement level 400 or 500) Characteristics: current scientific articles; latest scientific developments; independent contribution (dissertation research) dealing with an as yet unsolved problem, with verbal presentation.

3.3 *Specific requirements of bachelor's programmes*

3.3.1 **Form, duration and study load**

Bachelor's programmes have a study load of 180 ECTS credits, corresponding with three years of full-time study. Bachelor's programmes at Leiden University are offered on a full-time or part-time basis. The faculties establish the rules governing the structure, curriculum and teaching facilities in the Course and Examination Regulations.

3.3.2 **Objectives and achievement level of a bachelor's programme.**

The objectives of a bachelor's programme are partly general and partly programme-specific. The description must make clear that it is a bachelor's programme. The objectives and the level must agree with the Dublin Descriptors; these describe the standards that a bachelor's degree must meet. The final attainment level must also meet the professional requirements at a national and international level, which means that this level must be specific to the field.

The table below shows how the levels of the teaching components can be spread over the three years of the bachelor's programme. It gives departments an indication of how to structure their curriculum. The faculties decide on the exact structure per programme.

Level	Year 1	Year 2	Year 3	Total
100	70%	30%	--	33%
200	30%	55%	30%	38%
300	--	15%	55%	24%
400	--	--	15%	5%

Or, converted into credits:

Level	Year 1	Year 2	Year 3	Total
100	42	18	--	60
200	18	33	18	69
300	--	9	33	42
400	--	--	9	9

3.3.3 Leiden Study System and Binding Study Advice

All bachelor's programmes are selective during the first year of study; the University tries to assess the students' suitability for the programme as quickly as possible and if necessary to refer them to other possibilities. The Leiden Study System and the regulations governing the Binding Study Advice are included in the 'Regulation on the Binding Study Advice', which can be found at regulations.leiden.edu. This regulation applies to all bachelor's programmes at Leiden University.

3.3.4 Freedom of choice; minor subjects

Each bachelor's programme gives students the opportunity to follow an optional course consisting of preferably at least 30, but no fewer than 15, ECTS credits in total. Faculties are expected to offer at least one minor subject of 30 ECTS credits. There are different types of minor subjects. Some courses have no entry requirements, so the student needs only to have completed the first year of the programme. Some courses are interdisciplinary and can be taught by several faculties. These must contribute to the academic qualification of those students who will not pursue further studies in the discipline in question, and must consist of components up to level 300. It must be feasible to progress through all components in the correct order and to complete the course within a year. It must also be possible to make a meaningful selection of components consisting of a minimum of 15 ECTS credits. Minor subjects that meet these requirements are included in the Leiden Register. Students who enrol on a minor course worth 30 ECTS credits do not need permission of the Board of Examiners.

Faculties can also offer minor subjects that focus on deepening the student's knowledge of the main subject, and these assume prior knowledge in a specific area. In general, entry requirements apply to these minor courses.

After the first year of study, students also have the opportunity to follow optional course units that they can choose themselves. All programmes offer students the opportunity at the beginning of their studies to determine and document their own flexible learning track. This corresponds with the possibility that the Act offers students (WHW Section. 7.3d). Without prejudice to the authority of the Faculty Board, it is the

final responsibility of the Board of Examiners to ensure that these flexible learning tracks meet the requirements set by the teaching profile of Leiden University.

3.3.5 Excellence scheme during the bachelor's programme

The Leiden excellence programme within the bachelor's programme comprises two parts: the Honours College and the Leiden University College The Hague.

- The Honours College is a university-wide programme for students of all bachelor's programmes at Leiden University, as long as they are not delayed in completing their studies. Bachelor's students complete (at least) 30 ECTS credits of extracurricular study activities alongside their regular programme.
- Since 2010/2011, the university offers the Leiden University College in The Hague for motivated and talented students. Students can follow a three-year residential English-taught bachelor's programme at Leiden University College The Hague that follows the concept of Liberal Arts & Sciences and has the theme of Global Challenges.

The excellence programme has been included in the Leiden Register since 2013.

3.3.6 Degrees

A supplement in Dutch or English that uses the standard European format is attached to the bachelor's degree certificate. The student is also presented with a translation of the degree certificate and a certificate in Latin.

A bachelor's degree grants access to at least one master's degree. It also qualifies the student to enter the employment market.

3.4 Specific requirements of master's programmes

3.4.1 Form, length and study load

The full-time master's programme takes one or two academic years, which means 60 or 120 ECTS credits or the equivalent of one or two years of full-time study. The study load of the master's programme in Medicine is 180 ECTS credits (three years). The Educational Master's programmes comprise 60 ECTS credits and follow on from a master's degree in the same field. The master's programmes at Leiden University are offered on a full-time or part-time basis. The faculties establish the rules governing the structure, curriculum and teaching facilities in the Course and Examination Regulations.

3.4.2 Admission to the master's programmes

The Executive Board has adopted the Regulations for Admission to Master's Programmes, which can be found at regulations.leiden.edu. These regulations record the requirements and procedures for admission to the master's programmes at Leiden University. The university applies the bachelor-before-master rule.

The knowledge, skills and requirements that are required for admission to a master's programme are recorded in the Course and Examination Regulations of that programme. In accordance with the Act, these requirements may not exceed the level that can be achieved at the end of a bachelor's programme. For admission to an Educational Master's programme a master's degree in the relevant discipline is required.

The Course and Examination Regulations of each bachelor's programme indicate at least one master's programme to which graduates have direct access. All students who meet the entry requirements as

recorded in the Course and Examination Regulations of the master's programme are admitted as long as the maximum number of students that can be admitted (as determined by the Executive Board) is not exceeded.

The Faculty Board appoints a Board of Admissions that verifies the students' files and advises them on whether they can be admitted. The Faculty Board guarantees admission to students who meet the entry requirements, as long as the maximum number of students that can be admitted is not exceeded. The maximum number is determined by the Executive Board.

To enable students to continue with their studies, the master's programmes have two intake periods, with some exceptions, and guarantee that students can, in principle, complete the programme within the nominal duration of study. In exceptional cases the Executive Board can deviate from the two intake periods.

The Faculty Board determines the target groups of what are known as the pre-master's programmes as well as their duration and scope.

3.4.3 Objectives and achievement levels of the master's programmes

The objectives of the master's programmes are partly general and partly programme-specific. It must be clear from the programme description that it is a master's programme. The objective and achievement levels of the programme must agree with the Dublin Descriptors; these are the standards that a master's degree must meet. The final achievement level must also meet the requirements of the profession at both the national and international level. This means that this level must be specific to the field. A master's degree at least grants the holder entry to a PhD programme. A master's degree also qualifies the graduate to enter the employment market.

The level of the master's programme is 500 (research-oriented course) and 600 (very specialised course) from the 'abstract structure', with at the most a small percentage at level 400. This represents a benchmark for the level of the learning outcomes of the programme. Under the leadership of the Faculty Board the departments are responsible for benchmarking their objectives and their level in relationship to national and international standards. This is done through such bodies as the consultation bodies in the discipline.

The master's programme takes its academic signature from its methodological underpinning in the discipline in question and firm roots in research. In terms of final achievement level, the master's programme may have a broad or specialised basis, but either way it brings the student to the frontier of knowledge. This means that the student is aware of the latest developments in academic thought (level 600). After completion of a master's programme the student can apply for a PhD programme. The academic signature of the master's programme is recorded in the objective of the programme. The following elements illustrate the academic signature of the master's programme:

- **Knowledge;** the student gains an understanding of how academic knowledge is acquired, and becomes aware of the most recent developments in at least part of the discipline. The student also learns to apply this understanding independently and thus keep abreast of the latest developments in the discipline.
- **Research method;** during the programme the student practises using the research method of the discipline in question. The final piece of work (master's thesis, final report) must demonstrate where possible that the student has mastered the required steps that constitute scientific or scholarly practice and has mastered the application of a research method within the discipline. This means that students

are able to apply, in an independent study, the knowledge of the discipline and its methods of analysis that they have acquired to a research question, and can achieve a result and defend this.

- **Academic skills;** the student learns academic skills, such as analysing complex problems, critically evaluating academic publications, writing reports on theoretical or empirical research, verbally presenting research, extracting and formulating problems and generating new ways of looking at existing discussions.

3.4.4 Objectives and achievement level of a research master's programme

In comparison with the general one-year master's programmes, a research master's programme provides the student access to top-quality, multidisciplinary or interdisciplinary research, and focuses on conducting research and developing publication skills. Graduates are able to work as junior researchers at a university or in business. They are able to solve complex academic problems independently and take a critical and creative approach. They can work independently, consult relevant literature and sources and assess how useful they are, formulate clear and well-reasoned arguments and clearly explain research findings both verbally and in writing.

Graduates are able to set up and conduct a research project under the supervision of an expert. The programme is therefore an ideal preparation for a PhD programme. The research master's programme is embedded in a high-quality research environment with a proven track record of training young researchers.

3.4.5 Objectives and achievement level of an Educational Master's programme

Graduates of the Educational Master's programmes possess the Dutch first-level teaching qualification, which allows them to teach up to the top level in all years and all types of secondary education.

3.4.6 Excellence programme

The Leiden excellence programme within the master's programmes consists of the Leiden Leadership Programme. This programme offers ambitious master's students the opportunity to develop leadership skills whilst studying on their regular master's programme. The programme consists of 15 ECTS credits. This programme is selective.

3.4.7 Degrees

A supplement in Dutch or English that uses the standard European format is attached to the master's degree certificate. The student is also presented with a translation of the degree certificate and a certificate in Latin. A master's degree grants the holder entry to a PhD programme. It also qualifies the holder to enter the employment market.

3.5 *General requirements of the programmes*

3.5.1 Course and Examination Regulations

In accordance with the Act the Faculty Board, with the approval of the faculty council, draws up the Course and Examination Regulations for each programme or cluster of programmes for which it bears responsibility. The Faculty Board follows the guidelines here that have been set by the Executive Board. The Faculty Board regularly assesses the implementation of all of its regulations.

3.5.2 Language of instruction

On 11 July 2002, the Executive Board adopted the Language of Instruction Code of Conduct, in accordance with article 7.2 of the WHW. This code of conduct contains the rules relating to the language of instruction of the programmes. The code of conduct applies to all programmes, except for those in which a language

itself is the subject. If a department wishes to use a language other than Dutch for instruction, this is recorded in the Course and Examination Regulations. The language of instruction is also specified in the Leiden Register. Master's programmes are generally taught in English or in the language that directly relates to the subject of the programme. Students are always examined in the language of instruction. The Code of Conduct can be found at regulations.leiden.edu.

3.5.3 Code of Conduct International Student in Dutch Higher Education

Leiden University has signed the Code of Conduct International Student in Dutch Higher Education. The aim of this code is to document the interests of international students. The Code can be found at www.internationalstudy.nl.

3.5.4 Uniform structure of the academic year

Leiden University has opted for a single structure of the academic year throughout the university for the following reasons:

- It is important that the academic year has the same structure for all programmes in order to guarantee international contact and outgoing student mobility.
- The university wants to stimulate student mobility between programmes and faculties.
- The university is a research-intensive university. The academic year must therefore be structured in such a way that the staff members are able to devote a substantial amount of their time to research. The structure of the academic year must therefore allow the staff members to concentrate on their research in uninterrupted periods.
- A uniform structure ensures optimal use is made of facilities such as teaching and examination rooms.
- Students can enrol on master's programmes twice a year. A uniform structure means that all programmes start at the same time.

Throughout the university, with the exception of the Faculty of Medicine, the academic year comprises two semesters. The first semester generally begins on the first Monday after 31 August, and the second semester on the first Monday after 31 January.

3.5.5 Programme diversity

The programmes at Leiden University are very diverse. The university has a broad range of programmes, ranging from programmes with an annual intake of a few students to programmes with an annual intake of hundreds. It goes without saying that these require different educational approaches. We use a wide range of educational models including more or less individual tutoring, workgroups, research under the direct supervision of a researcher, supervised individual and group study right up to lectures. In all cases we aim to provide students with a learning environment in which they are taken seriously as a participant in and consumer of education, and can play an active part in the teaching activities.

3.5.6 Contact hours

As of 2013/2014 all first-year bachelor's students are offered at least 12 scheduled contact hours per week in their first year. The definitions concerning this are included in Appendix 3.

4 Quality assurance

This chapter describes the aim of quality assurance at Leiden University. It then describes how the quality assurance of the Leiden Register is part of this.

4.1 Aim of quality assurance

The aim of institutional quality assurance is to guarantee the quality of the education provided and ensure that it meets university, national and international requirements.

Quality assurance is a cyclical process that takes place at different levels within the organisation: the department, the faculty and the university as a whole. The key feature of this cyclical process is to go through the phases of Plan-Do-Check-Act systematically: in our view it is just as important to evaluate our progress and associate consequences to this as it is to launch new developments. The Plan-Do-Check-Act cycle at the department, faculty and university level contributes to the systematic improvement of the education provided by the University. The process of information collection, reflection and improvement takes place at the three levels of the department, the faculty and the university as a whole.

4.2 The Plan-Do-Check-Act cycle

The Plan-Do-Check-Act cycle at the level of department, faculty and university is summarised in the quality assurance circle in Appendix 4. The internal processes of Leiden University are the focus of the quality circle. The Plan-Do-Check-Act cycle at each level is summarised below.

The *department*, the innermost circle, is at the heart of the quality assurance.

- **Plan:** developing the curriculum, including the objectives and focus on interaction between teaching and research, assessment and timetabling; drawing up the Course and Examination Regulations and e-Prospectus
- **Do:** teaching the curriculum, providing the facilities required by specific programmes
- **Check:** evaluation on the basis of course-unit evaluations, quality assurance checks, marks, Programme Cards, staff meetings, visitations and mid-term reviews
- **Act:** drawing up the annual departmental report, the annual report of the Board of Examiners and plans for improvement in response to evaluations.

The *faculty*, the middle circle, monitors the quality of the programmes and ensures that there are sufficient resources.

- **Plan:** establishing the faculty curriculum; formulating intake and performance targets; developing faculty strategy on teaching, staffing and distribution of resources; establishing Course and Examination Regulations and e-Prospectus
- **Do:** implementing faculty policy; monitoring performance and development cycle; implementing Basic Teaching Qualification
- **Check:** evaluation in response to management information on intake and performance, surveys and evaluations (students, alumni, staff monitor)
- **Act:** feedback to departments on departmental annual reports; drawing up faculty *executive summary*; drawing up plans to modify strategy or implement new strategy.

The *university*, the outermost circle, develops the university vision and strategy and ensures that it is carried out.

- **Plan:** developing university strategy on the education provided (including the educational philosophy), internationalisation, staffing and finances; determining the range of programmes in the Leiden Register; drawing up the model Course and Examination Regulations.
- **Do:** implementing university educational strategy; organising excellence teaching; awarding resources to faculties; setting up university facilities
- **Check:** evaluating university strategy and board agreements on the basis of management reports, board monitors per faculty, analysis of results of National Student Survey, WO-monitor, staff survey etc.
- **Act:** Executive Board meetings with faculties (twice yearly); drawing up plans to modify strategy or implement new strategy; re-evaluation of Board agreements.

The circles are not in isolation but are interlinked. Due to the great diversity of programmes on offer, the University places the emphasis of its institutional quality assurance with the faculties themselves. This means that although it must take into consideration a number of University guidelines and frameworks, the quality assurance can take a different shape according to the individual programme.

4.3 Quality assurance with regard to the Leiden Register

The quality assurance of the Leiden Register is part of the above Plan-Do-Check-Act cycle. The quality assurance of the programmes in the Leiden Register takes place annually via the annual departmental reports, over a period of six years via the external accreditation assessment and halfway through this six-year period via a mid-term review by a panel of external assessors.

4.3.1 Accreditation

The accreditation of our programmes is at the level of the individual programme. In addition, the university arranges for what is known as an institutional audit to be carried out by the NVAO. The criteria that the programmes and university must meet can be found at www.nvao.net/beoordelingskaders. The Leiden University external assessment procedure can be found in Appendix 5.

4.3.2 Mid-term review

A cycle of internal quality assurance takes six years, the period between two accreditations. A mid-term review is held after three years. The Faculty Board can decide what shape the mid-term review will take, on the understanding that it is an external assessment and that a report is drawn up that is made available to the Executive Board and the Faculty Board, in which it is clear whether the next accreditation procedure can be faced with confidence.

4.3.3 Departmental annual reports, Programme Card and executive summary

In the departmental annual report the department reviews the evaluation results as a whole and formulates an agenda on the basis of this. Since 2010 each year around 1 December a Programme Card has been compiled for each separate programme from the central information system. The Programme Card is a brief standard set of key figures on one side of A4. Its aim is to support the quality assurance at the programme level. The card provides an overview of the results of the programme in the past three years with (as far as possible) a benchmark with university and faculty details and related programmes.

In the executive summary the Faculty Board uses the departmental annual reports to give its view of the faculty teaching, the results achieved and its plans for the future. The Faculty Board sends the faculty executive summary and the departmental annual reports to the Executive Board. This means that the Executive Board is well informed of the state of affairs at the departments and faculties. The points for

discussion that arise from this are placed on the agenda of the spring meeting between the Faculty Board and the Executive Board.

Appendices

1. Procedure for Inclusion on Leiden Register
2. Procedure for proposing new programmes
3. Definitions of teaching intensity
4. Quality assurance circle
5. Leiden University Accreditation procedure

Appendix 1 Procedure for Inclusion on Leiden Register

The procedure governing the Leiden Register is described in the table below. The Leiden Register is updated by the Academic Affairs Directorate. The ‘T’ stands for when the programme is offered.

February (T-18)	The Faculty Boards propose the programmes and minors that they wish to have added to the Leiden Register. If a programme is the responsibility of multiple faculties, it is proposed by the Faculty Board that is acting as coordinator. The Faculty Board provides the Executive Board with the necessary information.
March (T-17)	The Executive Board issues a proposed decision to add the programme or minor to the Leiden Register.
April (T-16)	The Executive Board submits its proposed decision to the University Council.
May (T-15)	Following approval by the University Council, the Executive Board submits its decision to the Supervisory Board for approval.
June (T-14)	Following approval by the Board of Governors, the Executive Board issues a definitive decision and the Leiden Register for academic year X is established.
September (T)	The programmes are offered as they appear in the Leiden Register.

Withdrawal of programmes

A Faculty Board can also request that programmes are withdrawn from the register. The Executive Board can set certain conditions for this. Plans to create or withdraw specialisations within programmes must also be approved by the Executive Board. Requests must be submitted to the Executive Board before 1 January so that the Ministry of Education, Culture and Science (OCW) can be notified of the withdrawal before 1 March.

Registered details

The following details, insofar as they are available, are recorded in the Leiden Register:

1. the name of the programme as it appears in the Central Register of Higher Education Study Programmes (CROHO), and the English translation if it is a Dutch-taught programme;
2. the faculty that is responsible for the programme and the institute delivering the programme;
3. the degree that is awarded once the programme has been completed, including the discipline if necessary;
4. the language of instruction and examination;
5. the person who can provide information about the programme board, programme director, Board of Admissions, programme committee and Board of Examiners;
6. the study load according to the ECTS system;
7. the form in which the programme is offered: full-time, part-time or dual;
8. the entry criteria;
9. the aims of the programme;
10. if applicable, all specialisations with a specification of the outcomes that must be achieved;
11. outcomes relating to the employment market, including access to specific professions;
12. admission to continuing programmes, and, where relevant: the CROHO registration number; the expiry date of the accreditation.

Appendix 2 Procedure for proposing new programmes

Before a new bachelor's or master's programme can begin, an internal and external decision-making process must be completed. The diagram below illustrates the different steps of this process. It assumes that the plans for a new programme actually do lead to the programme being accredited and considered suitable.

T	Preparation and decision-making within the faculty.
T+1	Notification of the Executive Board.
	Faculty Board submits the macro efficiency check file to the Executive Board.
	Executive Board approves the macro efficiency check file.
	Executive Board submits the file to the CDHO.
	CDHO assesses the macro efficiency check file. This takes at least 8 weeks.
	Minister assesses the CDHO's recommendation. This takes 1-3 weeks.
T+(3-5)	If the minister decides in favour:
	Faculty Board submits TNO file to the Executive Board.
	Executive Board approves TNO file.
	Executive Board submits accreditation request (TNO) to the NVAO.
	NVAO assesses the new programme. This takes at least 6 months.
(minimum)	In the event of a positive decision:
T+(9-14)	Academic Affairs registers the programme with the CROHO.

NB. In the procedure governing the Leiden Register the faculties are also asked to register new programmes that are still in the submission process.

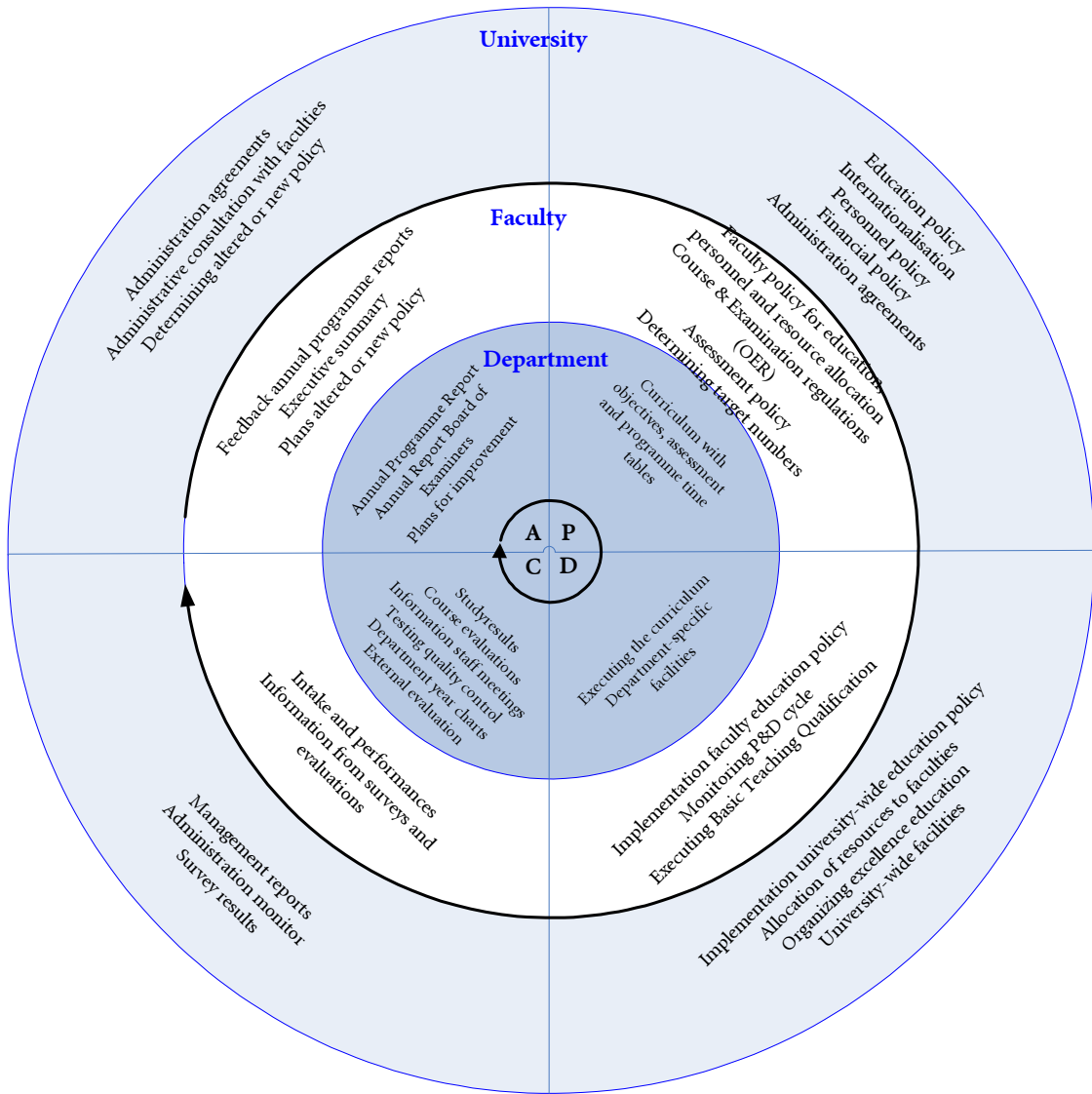
Appendix 3 Definitions of teaching intensity

- **Study hours** = scheduled hours per year + independent study = 1680 hours
- **Scheduled hours per year** = contact hours per year + other structured hours per year
- **Teaching intensity of a programme** = scheduled hours per year/number of weeks that the department spends on teaching activities. This is measured in clock hours per week.
- **Contact hours** are the hours of contact that are scheduled by the institution. [These include lectures, tutorials, study supervision, placement supervision, and examinations as well as study career coaching insofar as the university has scheduled these for all students. Time for independent study, placements/workplace learning and (unsupervised) time for the final-year research and dissertation are not included in the contact hours even though this is time that the student devotes to the study programme.]
- **Other structured hours** are hours that are scheduled by the institution in which there is contact between students, and virtual or real contact with teachers. [These are structured hours and therefore are not a solo activity such as independent study or viewing images alone.]
- A **contact hour** is a teaching hour in which a teacher is physically present.
- A **teacher** is a person who is employed by the university to teach (including student assistants and tutors).

Appendix 4

Quality Assurance Circle

Universiteit Leiden Quality Assurance cycle



Appendix 5 Leiden University Accreditation procedure

A programme is accredited once every six years. The procedure is summarised below. T is the date the self-assessment is submitted to the evaluation office. O = programme, programme board F = Faculty Board, faculty staff U = Executive Board, Academic Affairs. In consultation with the Academic Affairs Directorate it is possible to diverge from the timeframe in exceptional circumstances.

WHAT	WHEN	WHO		
	T-6 months	o	f	u
<ul style="list-style-type: none"> Determine timeframe of self-assessment. 		x	x	x
<ul style="list-style-type: none"> Write self-assessment (department) and collect data in consultation with the Administration and Central Services department/Information Management. 		x		
<ul style="list-style-type: none"> Discuss first draft of self-assessment (with faculty staff, programme board, institute board and the Academic Affairs Directorate). 	T-2.5 months	x	x	x
<ul style="list-style-type: none"> Implement changes. 		x		
<ul style="list-style-type: none"> Submit second draft of self-assessment and discuss it with those involved from the faculty and the Academic Affairs Directorate. 	T-2 months	x	x	x
<ul style="list-style-type: none"> Submit self-assessment to Faculty Board. Faculty Board approves text. 		x	x	
<ul style="list-style-type: none"> Faculty Board submits definitive self-assessment to Executive Board. Executive Board adopts it. 	T-6 weeks		x	x
<ul style="list-style-type: none"> Self-assessment handed into evaluation office (faculty) 	T=0		x	
<ul style="list-style-type: none"> Site visit (programme) 	T+2 months	x		
<ul style="list-style-type: none"> Both sides heard (programme and Faculty Board, coordination with Academic Affairs Directorate). 	T+6 months	x	x	x
<ul style="list-style-type: none"> Evaluation office provides report. Executive Board/Academic Affairs Directorate request accreditation from NVAO. 	T+7 months			x
<ul style="list-style-type: none"> Action Plan drawn up in response to external assessment report (programme/faculty). 	T+9 months	x	x	
<ul style="list-style-type: none"> VRM meeting with programme director and faculty teaching portfolio holder. 	T+10 months	x	x	x
<ul style="list-style-type: none"> Intended decision with possibility to respond; later accreditation decision (NVAO). Request extension of accreditation from CROHO. 	T+12-18 months	x	x	x
				x

Assessment activities for accreditation

