Leiden University

# Leiden Register of Study Programmes

## Framework Document

December 2018

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# 1    Introduction

After implementing the bachelor-master structure, the Executive Board of Leiden University decided in 2002 to record all programmes in the 'Leiden Register of Study Programmes'. At the same time, the quality standards that the education provided by Leiden University must meet were laid down in the accompanying Framework Document, together with the requirements of institutional quality assurance. The Leiden Register of Study Programmes is published annually. The Framework Document is modified when required by university, national or international developments. The first modification took place in 2008, the second in 2012 and now in 2018 the Framework Document again needs to be modified, in response to the new vision on teaching and learning: Learning@LeidenUniversity.

*Reading guide*

The aim and purpose of the Leiden Register of Study Programmes is described in Chapter 2. The programmes that are included in the Leiden Register meet a number of quality requirements based on national and international standards, as well as the requirements that are specific to Leiden University. These requirements are presented in Chapter 3. Finally, Chapter 4 describes the quality assurance policy relating to the form and content 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 Leiden Register of Study Programmes

The aim of the Leiden Register of Study Programmes (hereafter: Leiden Register) is to provide, pursuant to the Higher Education and Research Act (WHW; Sections 7.15 and 1.18), a specific interpretation of the Executive Board's powers with regard to the annual process of adopting and publishing the programmes offered by Leiden University and monitoring the quality of these programmes. A list of all the programmes offered by Leiden University is published on its website.

### 2.1.1 Quality of the programmes

The Framework Document of the Leiden Register 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 Executive Board's powers pursuant to Section 1.18 of the WHW. A programme can be included in the Leiden Register if it meets the quality standards laid down 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. The Executive 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 initial and post-initial, are listed in the Leiden Register. In addition to the programmes, the Leiden Register also includes the specialisations and minors, as well as the (extracurricular) Honours programmes from pre-university education (VWO) level to master's level.

## 2.2 Procedure

The Leiden Register entered into force on 1 September 2002 and has its legal basis in the Management and Administration Regulations (*Bestuurs- en beheersreglement*) of Leiden University (Section 7). The programmes in the Leiden Register are an appendix to those Management and Administration Regulations.
The programmes that will appear in the Leiden Register are finally determined each year in the month of June, just over a year before the start of the academic year concerned.

Programmes are included in the Leiden Register on the proposal of the Faculty Board, which ascertains whether they meet the quality requirements. The Faculty Board can withdraw a proposal and can ask the Executive Board to modify or terminate the registration of a programme. The Executive Board is authorised to reject a proposal and to change or nullify the registration of a programme. The list of programmes included in the Leiden Register requires the consent of the University Council and the approval of the Board of Governors (Section 9.11 WHW). Specialisations and minors do not require the

consent of the University Council, but the Council is informed of them. The procedure for inclusion in the Leiden Register is described in Appendix 1.

## 2.2.1 New programmes

A proposal to add a new programme to the Leiden Register can be submitted to the Executive Board by one faculty or a group of faculties together. New programmes can be of a single-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 include the programme in the Leiden Register will be taken once it has passed the macro efficiency check and has initial accreditation. The procedure for proposing 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, which are based on the vision on teaching and learning: Learning@LeidenUniversity. A description is then given of the structural requirements that programmes must meet. The third and fourth sections then list specific quality requirements for bachelor's and master's programmes. The chapter ends with the requirements that programmes must meet on the basis of laws and regulations, codes of conduct or University agreements.*

## 3.1 Programme content

Leiden University's vision on teaching and learning sets out the aim for what its future graduates will be and the core qualities arising from this for the education and the learning environment. This vision on teaching and learning was formulated on the basis of Leiden's identity as a research-intensive and internationally focused university. The core of this vision on teaching and learning reads: 'We want our graduates to become academic professionals and engaged citizens who are able to take up positions both in and outside academia and contribute to solutions for the challenges facing our society. This is the ideal for which we strive in our teaching at Leiden University. It calls for teaching that is strongly research driven, that promotes active learning, stimulates the development of academic and professional skills and offers flexibility for individual learning paths. In addition, Leiden University's ideal teaching and learning environment is characterised by international and intercultural diversity and openness to society. Our teaching is continuously inspired and fed by both academic and societal challenges and problems.'

To achieve the vision on teaching and learning Learning@LeidenUniversity, eight ambitions and their associated actions were formulated; see also Appendix 3. The first four relate to the students' immediate learning environment. These ambitions are 'Integration of research and teaching', 'Activating teaching and learning', 'Flexible learning pathways' and 'Skills'. The last four relate particularly to the orientation towards the external environment and the interaction of the university and students with society. These ambitions are 'Employability enhancement', 'Engagement with society', 'Application of technology' and 'Internationalisation and diversity'.

## 3.2 Structural requirements

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

Each programme component can be placed in a category. The overview below is based on a single component (with textbooks, assignments, lectures, papers, etc.). Other forms of teaching, such as practicals, skills instruction, 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, which builds directly upon the knowledge acquired in the secondary education.
  Characteristics: teaching based on a general textbook or syllabus, didactically structured, with

practice exercises and assessments; supervised tutorials; emphasis on study material and examples in lectures.
- **level 200**: course of an introductory nature, which does not require specific prior knowledge but does require experience of independent study.
  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, which have not necessarily been written especially for educational purposes; independent study of the material; in examinations, independent application of the study material to new problems.
- **level 400**: specialised course (entry requirement level 200 or 300).
  Characteristics: use of specialist literature (academic articles) in addition to a textbook; assessment in the form of e.g. a small research study, a report or a written paper. A course at this level can also, to a certain extent, be part of the curriculum of a master's programme.
- **level 500**: course with an academic focus (entry requirement: the student has been admitted to a master's programme; a preparatory course at level 300 or 400 has been completed).
  Characteristics: study of advanced specialised academic literature, intended for researchers; assessment focused on problem-solving by means of a report and/or paper or own research study, with independent critical processing of the material.
- **level 600**: highly specialised course (entry requirement level 400 or 500)
  Characteristics: current academic articles; latest developments in academic thought; oral presentation of an independent contribution (dissertation research) dealing with a previously unsolved problem.

## 3.3 Specific requirements for bachelor's programmes

### 3.3.1 Form, duration and study load

Bachelor's programmes have a study load of 180 ECTS credits (hereafter: EC), 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 Learning outcomes and achievement level of a bachelor's programme

The learning outcomes of a bachelor's programme are partly general and partly domain-specific. The programme description must make clear that it is a higher education bachelor's programme. The learning outcomes and achievement level must conform to the Dublin Descriptors, which describe the standards that a bachelor's programme must meet. The final achievement level must also meet the professional requirements at a national and international level, which means that this level must be specific for the domain.

The table below shows how the levels of the components can be spread across the three years of the bachelor's programme, giving an indication of how programmes can 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 (*propedeuse*); the University tries to assess the students' suitability for the programme as soon as possible and if necessary to refer them to other possibilities. The Leiden Study System and the regulations governing the Binding Study Advice are set out 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

**Minors**

Each bachelor's programme gives students a number of elective credits, preferably amounting to a total of 30 EC. Faculties are expected to offer at least one minor worth 30 EC. There are different types of minors: single-discipline minors and interdisciplinary minors, which are taught by one or multiple faculties; and minors with and without admission requirements. Students must have completed the first year of their programme to be permitted to take a minor.

Minors must contribute to the academic qualification of the students who are not aiming to pursue further studies in that discipline. A minor worth 30 EC must be offered in two 15 EC packages and must consist of components up to level 300/400. It must be possible to proceed through all the components in the correct order and to complete the minor within one year. Minors that meet these requirements are included in the Leiden Register. Students who enrol for a minor worth 30 EC do not need to request the permission of the Board of Examiners. If a student wishes to take a 15 EC minor package, the Board of Examiners must give its approval for this elective package.

**Other elective education**

After the first year, study programmes offer elective credits and options for how to use them. Without prejudice to the powers of the various levels of management, in principle it is the final responsibility of the Board of Examiners to ensure that the elective education also meets the requirements imposed by the teaching profile of Leiden University.

### 3.3.5   Excellence education in the bachelor's phase

The Leiden University excellence programme within the bachelor's education comprises the following elements: the Honours College (30 EC) and Honours Classes (5 EC).

- The Honours education can be followed by students of all bachelor's programmes at Leiden University, as long as they are not delayed in completing their studies. Bachelor's students engage in extracurricular study activities alongside their regular programme.
- Since 2010/2011, the University offers the Leiden University College (LUC) in The Hague for motivated and talented students. Students can follow a three-year residential English-taught bachelor's programme at LUC The Hague, which is designed according to the Liberal Arts & Sciences concept and has the theme of Global Challenges.

### 3.3.6   Diplomas

A diploma supplement in Dutch or English that uses the standard European format is attached to the bachelor's degree certificate. Together with the degree certificate (in Dutch or English), students are also presented with a certificate in Latin and, if so wished, a Dutch or English translation of the diploma.

A bachelor's degree gives access to at least a master's programme. It also qualifies the holder to enter the employment market.

## 3.4   Specific requirements for master's programmes

### 3.4.1   Form, duration and study load

Most full-time master's programmes take one or two academic years, i.e. 60 or 120 EC: the equivalent of one or two years of full-time study; however, the study load of the master's programmes in Medicine, Pharmacy and Technical Medicine is 180 EC (three years). The educational master's programmes comprise 60 EC 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 at Leiden University, which can be found at regulations.leiden.edu. These Regulations lay down the conditions and procedures for admission to the (selective) master's programmes at Leiden University. The University applies the strict bachelor-before-master rule.

The knowledge, skills and requirements that are needed for admission to a master's programme are laid down in the Course and Examination Regulations of that programme. Pursuant to 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.

All students who meet the admission requirements as laid down in the Course and Examination Regulations of the master's programme are admitted, provided that 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, which verifies the students' files and advises

the Faculty Board on whether they can be admitted. The Faculty Board guarantees admission to students who meet the admission requirements, provided that the maximum number of students that can be admitted is not exceeded.

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

The Faculty Board determines the target groups for which the 'pre-master's programmes' are offered, as well as their duration and scope.

### 3.4.3   Learning outcomes and achievement level of a master's programme

The learning outcomes of a master's programme are partly general and partly domain-specific. The programme description must make clear that it is a higher education master's programme. The learning outcomes and achievement level must conform to the Dublin Descriptors, which describe the standards that a master's programme must meet. The final achievement level must also meet the professional requirements at both a national and international level, which means that this level must be specific for the domain. A master's degree gives access to at least a PhD track. It also qualifies the holder to enter the employment market.

The level of the master's programme is 500 (course with an academic focus) and 600 (highly specialised course) from the 'abstract structure', with no more than a small percentage at level 400. This represents a benchmark for the level of the programme's learning outcomes. Under the responsibility of the Faculty Board, the programmes provide for benchmarking of their learning outcomes (and the level of these) in relation to national and international standards. This is done through the consultation bodies in the discipline, among others.

The master's programme derives an academic signature from its methodological underpinning in the relevant discipline and its strong roots in research. In terms of final achievement level, the master's programme may have a broad or specialised character, but in either case 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 completing a master's programme, the student can apply to study for a PhD. The academic signature of the master's programme is laid down in its learning outcomes. The following elements illustrate the academic signature of the master's programme:
- **Academic k**nowledge: 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 the student is able to apply, in an independent study, the acquired knowledge of the discipline and its methods of analysis to a research question, and can achieve a result and defend this.
- **Academic skills**: the student is trained in academic skills, such as analysing complex problems, critically evaluating academic publications, writing reports on theoretical or empirical research, orally

presenting research, extracting and formulating problems and generating new perspectives on existing discussions.

### 3.4.4  Learning outcomes 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 with access to top-quality, multidisciplinary or interdisciplinary research, and focuses on conducting research studies 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 orally and in writing.

Graduates are able to design and conduct a research project under the supervision of an expert. The programme is therefore an ideal preparation for a PhD position. 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  Learning outcomes 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 in all years and all types of secondary education, up to the highest level.

### 3.4.6  Excellence education

The Leiden University excellence programme within the master's education consists of 1) the Leiden Leadership Programme (20 EC) for development of leadership qualities, and 2) the Master Honours Classes (10 EC). This extracurricular education offers ambitious master's students the opportunity to develop their personal leadership or to study an interdisciplinary subject in depth. These programmes are selective.

### 3.4.7  Diplomas

A diploma supplement in Dutch or English that uses the standard European format is attached to the master's degree certificate. Together with the degree certificate (in Dutch or English), students are also presented with a certificate in Latin and, if so wished, a Dutch or English translation of the diploma. A master's degree gives access to a PhD track. It also qualifies the holder to enter the employment market.

## 3.5 General requirements for the programmes

### 3.5.1 Course and Examination Regulations

Pursuant to the Act, the Faculty Board, with the consent of the Faculty Council, draws up the Course and Examination Regulations for each programme or cluster of programmes for which it is responsible. In doing this, the Faculty Board follows the guidelines established by the Executive Board. The Faculty Board regularly assesses the implementation of all its regulations.

### 3.5.2 Language of instruction

The Executive Board has adopted the Code of Conduct on Language of Instruction, in accordance with Section 7.2 of the WHW. This Code of Conduct contains the rules relating to the language of instruction of the programmes. It applies to all programmes, except for those in which a language itself is the subject.

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

### 3.5.3 Code of Conduct for International Students

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

### 3.5.4 Uniform structure of the academic year

Leiden University has opted for a uniform 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 encourage student mobility between programmes and faculties.
- Leiden 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 that 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 and end 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 Educational diversity

There is a great diversity of programmes at Leiden University, covering a wide range from programmes with an annual intake of just a few students to those with an annual intake of hundreds. These differences obviously call for diversity in the didactic approach. We use many different didactic models, in a spectrum that includes individual (or nearly individual) tutoring, tutorials, research under the direct

supervision of a researcher, supervised individual and group-based independent study and 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 their own learning.

### 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 the first year of the programme. The underlying definitions are presented in Appendix 4.

# 4  Quality assurance

*This chapter describes the aim of quality assurance at Leiden University and how the quality assurance relating to the Leiden Register of Study Programmes 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 to ensure that it meets the national, international and university requirements.

Quality assurance is a cyclical process that takes place at different levels within the organisation: the programme, 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 attach consequences to this as it is to launch new developments. The Plan-Do-Check-Act cycle at the programme, faculty and university level contributes to the systematic improvement of our education. The process of information collection, reflection and improvement takes place at all three of these levels.

## 4.2  The Plan-Do-Check-Act cycle

The Plan-Do-Check-Act cycle at the level of programme, faculty and university is summarised in the quality assurance circle in Appendix 5. 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 *Programme*, the innermost circle, is at the heart of the quality assurance.
> Plan: developing the curriculum, including the learning outcomes and focus on integration of teaching and research, assessment and timetabling; drawing up the Course and Examination Regulations and Prospectus
> Do: implementing the curriculum; providing the programme-specific facilities
> Check: evaluation on the basis of course evaluations, quality assurance checks, students' results, Programme Metrics, staff meetings, accreditation visits and mid-term reviews
> Act: drawing up the Annual Programme Report, the Annual Report of the Board of Examiners and improvement plans in response to evaluations.

The *Faculty*, the middle circle, monitors the quality of the programmes and is responsible for adequate allocation of funds.
> Plan: establishing the Faculty curriculum; formulating intake and performance targets; developing Faculty policy for teaching, staffing and funds allocation; establishing Course and Examination Regulations and Prospectus
> Do: implementing the Faculty policy; monitoring the performance & development cycle; implementing the University Teaching Qualification
> Check: evaluation in response to management information on intake and performance, surveys and evaluations (students, alumni, Personnel Monitor)
> Act: feedback to programmes on Annual Programme Reports; drawing up the Faculty's Executive Summary; drawing up plans for revised or new policy.

The *University*, the outermost circle, develops the University-wide vision and policy and ensures that they are implemented.

> Plan: developing University-wide policy in the areas of education (including the vision on teaching and learning), internationalisation, staffing and finances; adopting Administrative Agreements with faculties; determining the range of programmes in the Leiden Register; drawing up the model Course and Examination Regulations
>
> Do: implementing University-wide educational policy; organising excellence education; allocating funds to faculties; setting up University-wide facilities
>
> Check: evaluating University-wide policy and Administrative Agreements on the basis of management reports, Administration Monitors per faculty, analysis of results of National Student Survey, Academic Staff Monitor, staff survey etc.
>
> Act: Executive Board meetings with faculties (twice yearly); drawing up plans for revised or new policy; re-evaluation of Administrative Agreements.

The circles are not isolated but rather are interlinked. In view of the great diversity of programmes offered, the University places the emphasis of its institutional quality assurance within the faculties: subject to a number of University-wide guidelines and frameworks, the organisation of quality assurance can differ according to the individual programmes.

## 4.3    Quality assurance with regard to the Leiden Register

The quality assurance relating to 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 Programme 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 takes place at the level of the individual programme. In addition, the University arranges for an 'institutional audit' to be carried out by the NVAO. The criteria that the programmes and the University must meet can be found at www.nvao.net/beoordelingskaders. The Leiden University accreditation procedure is presented in Appendix 6.

### 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 on the format of the mid-term review, with the proviso that it involves an external assessment and that a report is produced and presented to the Executive Board and the Faculty Board, making clear the extent to which the next accreditation procedure can be faced with confidence.

### 4.3.3    Annual Programme Reports, Programme Metrics and Executive Summary

In the Annual Programme Report, the programme gives a review of the evaluation results as a whole and formulates an agenda on the basis of this. Since 2010, each year around 1 December a set of Programme Metrics (*opleidingskaart*) has been compiled for each separate programme from the central information systems: a concise, standard set of key figures on one A4 for the purpose of supporting the quality assurance at the programme level. The metrics provide an overview of the programme's results in the past three years with (as far as possible) a benchmark with University and Faculty information and related programmes.

In the Executive Summary, the Faculty Board gives its view of the Faculty teaching, the results achieved and its plans for the future, on the basis of the Annual Programme Reports. The Faculty Board sends the Executive Summary and the Annual Programme Reports to the Executive Board. This means that the Executive Board is well informed of the state of affairs in the programmes and faculties. The discussion points 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 in Leiden Register
2. Procedure for proposing new programmes
3. Vision on teaching and learning: Learning@LeidenUniversity
4. Definitions of teaching intensity
5. Quality assurance circle
6. Leiden University accreditation procedure

# Appendix 1    Procedure for inclusion in Leiden Register

The procedure relating to the Leiden Register is described in the table below. The Leiden Register is maintained by the Strategy and Academic Affairs directorate. 'T' stands for the time when the programme is offered.

| | |
|---|---|
| February (T-18) | The Faculty Boards propose the programmes and minors that they want to be included in the Leiden Register. If a programme is the responsibility of multiple faculties, it is proposed by the Faculty Board that acts as the coordinator. The Faculty Board provides the Executive Board with the necessary information. |
| March (T-17) | The Executive Board takes a proposed decision on adopting the Leiden Register. |
| April (T-16) | The Executive Board submits its proposed decision to the University Council. |
| May (T-15) | After the University Council has given consent, the Executive Board submits its decision to the Board of Governors for approval. |
| June (T-14) | Following approval by the Board of Governors, the Executive Board takes a definitive decision and adopts the Leiden Register for academic year X. |
| September (T) | The programmes included in the Leiden Register are offered. |

**Withdrawal of programmes**

A Faculty Board can also request that programmes are withdrawn from the Leiden 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 as soon as possible, but before 1 January at the latest, so that the Ministry of Education, Culture and Science (OCW) can be notified of the withdrawal before 1 March.

**Registered information**

The following information, insofar as available, is recorded in the Leiden Register:

1. the name of the programme and its English translation as registered/to be registered in the Central Register of Higher Education Study Programmes (CROHO);

2. the faculty that is responsible for the programme and the institute that delivers the programme;

3. the specialisations;

4. the degree that is awarded once the programme has been completed;

5. the language of instruction;

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 CROHO registration number and 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 table below shows the different steps of this process, based on the assumption that the plans for a new programme do actually lead to the programme being accredited and considered efficient.

| T | Preparation and decision-making within the Faculty. |
|---|---|
| T+1 | Preliminary 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 Efficiency Committee for Higher Education (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 the initial accreditation assessment (TNO) file to the Executive Board. |
| | Executive Board approves the TNO file. |
| | Executive Board submits the TNO request to NVAO. |
| | NVAO assesses the new programme. This takes at least 6 months. |
| (minimum) | If NVAO decides in favour: |
| T+(9-14) | Strategy and Academic Affairs registers the programme with the CROHO. |

NB. In the procedure relating to adoption of the Leiden Register, the faculties are also asked to report new programmes that are still in the submission process.

# Appendix 3      Vision on teaching and learning: Learning@LeidenUniversity
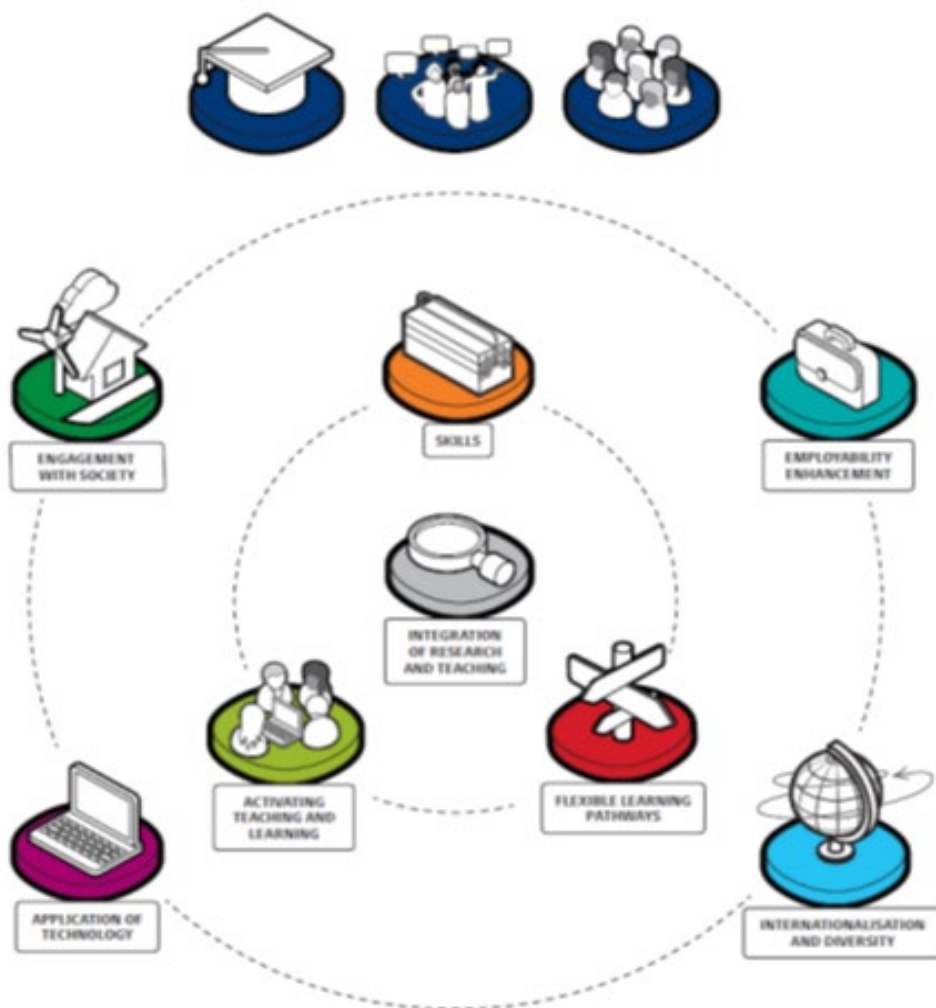


## Eight ambitions

### 1.      Integration of research and teaching

Each faculty will experiment with introducing the concept of 'integration of research and teaching'. This will entail more changes for some programmes than for others. Programmes that already work largely with this concept can serve as role models. The core of this didactic concept for Leiden still has to be developed further, and where necessary will be adapted to the different disciplines. ICLON, the University's Graduate School of Teaching, can play a part in this process.

### 2.      Activating teaching and learning

Leiden students want teaching that both involves and motivates them. Students will have a more active role in the learning process. Thanks to modern digital resources and a high-quality, interactive course content, students are able to prepare classes online. In these flipped classrooms, students work together in groups and learn via peer teaching. This allows lecturers to make effective use of class hours. Teaching is

consequently more tailored to the specific requirements and is more motivating for both lecturers and students, and learning is more in depth. Classrooms and study facilities are designed such that they promote active and collaborative learning.

### 3. Flexible learning pathways

The increasing diversity among students means that the University's teaching must adapt to the needs, capacities and wishes of different target groups. Students increasingly want to follow programmes that meet their own wishes and ambitions. Some students want to focus fully on a specific discipline, while others will prefer to make connections with other disciplines or will look for a more interdisciplinary approach, for example in the form of minors. One student may want to include an internship in his or her programme, while another will prefer to carry out a research project abroad. This diversity calls for greater flexibility in the curriculum, but it also requires greater interfaculty cooperation and more intensive supervision of students in planning their study career and setting their goals.

### 4. Skills

As well as the demand for knowledge and skills for a particular profession or discipline, there are calls – both from students and from employers – for more attention to be paid to skills. Tomorrow's society needs people who are entrepreneurial and who can take initiative, who are situationally aware and internationally competent. They must be able to think critically and apply their expertise and knowledge creatively and flexibly to find solutions for complex problems. This requires an integrated and continuous approach, starting in the first year of the programme and continuing through to the final year.

### 5. Employability enhancement

Our teaching has to be more responsive to the new and future demands of the job market, and programme administrations will intensify the preparation for the job market in their teaching. This will require an individually tailored programme, in which students can work on the transition to the job market in different ways and at different stages of their programme. The teaching will include skills training, developing such competencies as leadership and entrepreneurship and exploring the work field, practical experience and contact with alumni and employers. Leiden University is intensifying its contact with employers and societal partners, a collaboration that will result in improved opportunities for Leiden students in terms of internships and jobs.

### 6. Engagement with society

If we want our graduates to be engaged and responsible members of society, the link with society will also need to be strengthened in our teaching. The concept of 'integration of research and teaching' offers many opportunities to involve society more directly in our programmes. Research can be conducted jointly with societal partners or individuals. The current move towards 'Citizen Science' – where citizens play an active role in academic research – is an illustration of this. Students, too, can make an important contribution here. The connection with society can also take the form of participation in (or the organisation of ) community projects. This can be as part of a particular course, but can also be a co-curricular or extra-curricular experience, for example in line with the concept of 'Service Learning', where services to society are embedded in the teaching. The LUC Community Project on 'Multicultural Education in The Hague', carried out by students in partnership with two schools and The Hague City Council, is a good example of service learning. It also contributes directly to the development of academic and 'non-transferable' skills.

### 7. Application of technology

Our teaching is facing the challenge of responding better to technological developments and at the same time incorporating technology more within the University environment. Programmes and courses have to

develop an answer to the question of how technological innovations can change their discipline in terms of content or practice (technology as the driver of change). But it is also a matter of how technological innovations can contribute to the process of research-based learning and can activate our students (technology as the enabler of change). Programmes are developing online teaching as a means of accommodating students' different study rates, learning styles, individually chosen tracks and entry levels. They recognise the MOOCs and online teaching offered by partner universities, thus enhancing the possibilities of virtual forms of mobility.

### 8.    Internationalisation and diversity

The strong international orientation that typifies teaching at Leiden University benefits the quality and employability of our graduates and makes the University more attractive for international students. We therefore work hard to create an international dimension within our programmes, for example by paying attention to cross-border or global problems and by introducing new perspectives and international comparative research. Our aim is to make active use of the diversity in our classrooms and to expand the opportunities for gaining international experience during the study programme. Creating an inclusive community, with both Dutch and international students with a wide range of identities and orientations, is a prerequisite for success. Parties such as study associations and student clubs also play a crucial role in achieving this ambition.

# Appendix 4      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 programme spends on teaching activities. This is measured in clock hours per week.

- **Contact hours** = the hours of contact that are scheduled by the institution. [These include lectures, tutorials, study supervision, internship supervision and examinations, as well as academic career coaching insofar as the institution has scheduled this for all students. Time for independent study, internships/ 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 spends on the programme.]

- **Other structured hours** = hours that are scheduled by the institution in which there is virtual or in-person contact between students and/or virtual contact with teachers. [These are structured hours and therefore not hours spent on a solo activity, such as independent study or viewing images alone.]

- A **contact hour** = a teaching hour in which a teacher is physically present.

- A **teacher** = a person who is employed by the educational institution to teach (including student assistants and tutors).

# Appendix 5        Quality assurance circle

**Leiden University's Quality Assurance Cycle**
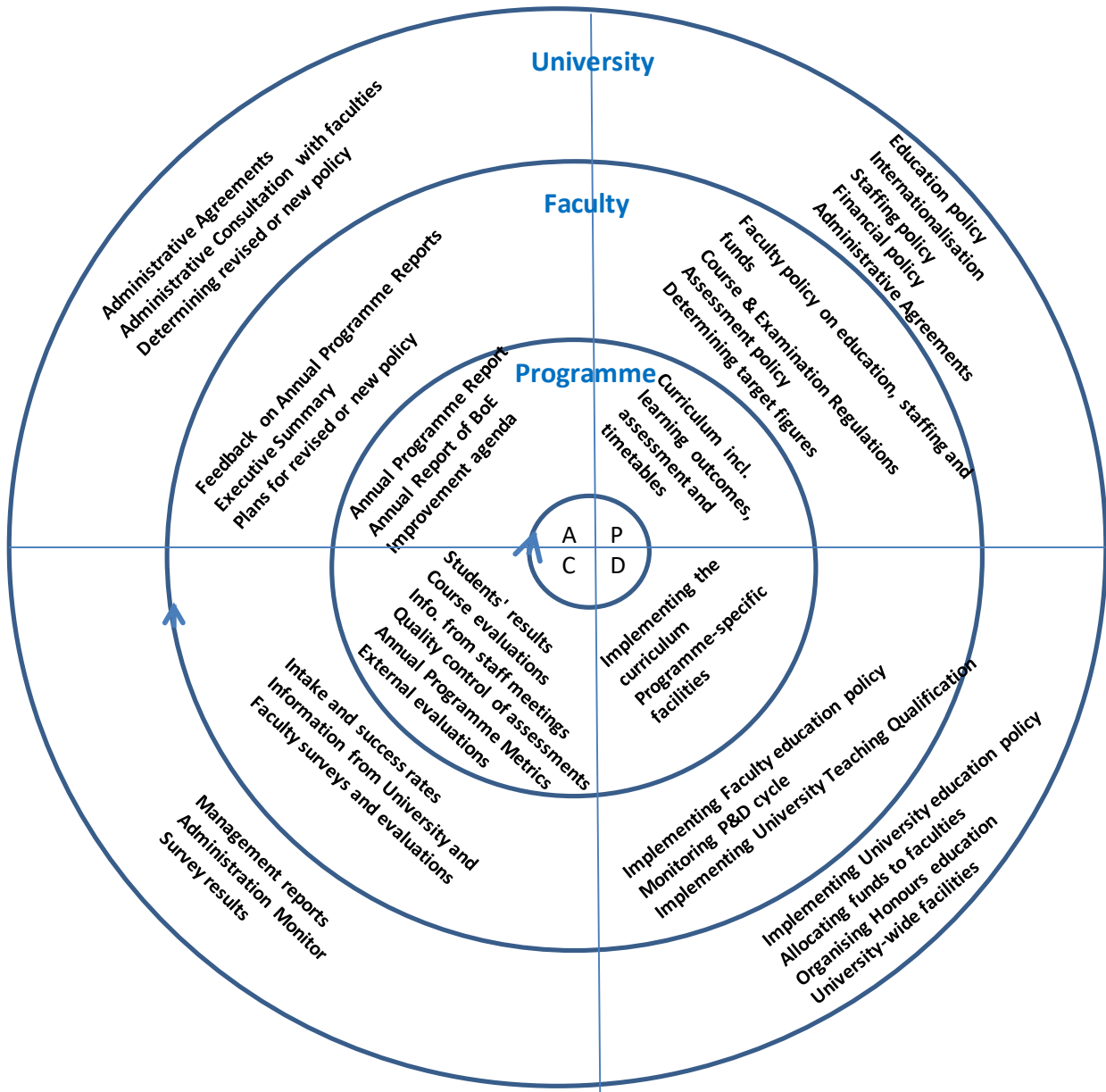
# Appendix 6 Leiden University accreditation procedure

A programme is accredited once every six years. The procedure is summarised below. In consultation with the Strategy and Academic Affairs (SAZ) directorate, it is possible to diverge from the timeframe in exceptional circumstances. T = date of site visit by the assessment panel, FR = final report.

| What and who | When |
|---|---|
| First meeting between SAZ and programme | T – 50 weeks |
| Self-assessment written by programme | T – 50 weeks |
| Self-assessment sent to SAZ for advice by programme | T – 15 weeks |
| Self-assessment adopted by Executive Board | T – 8 weeks |
| Self-assessment sent to quality assurance agency by programme | T – 8 weeks |
| Site visit by assessment panel | T = 0 |
| Report for 'hearing both sides' by assessment panel | T > 8 weeks* |
| Final report by assessment panel | T > 10 weeks * |
| Plan of Approach formulated by programme | FR = 0 weeks |
| Plan of Approach adopted by Executive Board | FR + 8 weeks |
| Quality improvement administratively implemented | FR > 10 weeks |

* Depending on the programme's place within the visit timeline