

*Adopted on August 31, 2020*

## **COURSE AND EXAMINATION REGULATIONS**

Valid from 1 September 2020

Bachelor's programmes Archaeology

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

- the Regulation on the Binding Study Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees.

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

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## **Chapter 1      General provisions**

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

These regulations apply to the teaching and examinations of the Bachelor's programme Archaeology, henceforth referred to as the programme.

The programme is instituted in the Faculty of Archaeology of Leiden University, henceforth referred to as the Faculty, and is taught in Leiden.

### **Article 1.2      Definitions**

In these regulations the following definitions apply:

- a. Board of Examiners:            the Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act;
- b. credit:                            the unit in EC that expresses the study load of a component as referred to in the Act. According to the ECTS, one credit equals 28 hours of study;
- c. component:                    one of the courses or practical assignments the programme, as referred to in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is concluded with an examination;
- d. EC(TS)                          European Credit (Transfer System);
- e. Prospectus:                    the digital prospectus containing specific and binding information about the programme: <http://studiegids.universiteitleiden.nl/>; The e-Prospectus constitutes an integral part of these regulations, as an appendix;
- f. degree classification:        further degree classification by the Board of Examiners;
- g. examination:  
   (tentamen)                    an inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). An examination may consist of several constituent examinations. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examinations and final examinations;
- h. examiner:                    the person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- i. final examination:  
   (examen)                    the examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an

- investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 (2) of the Act;
- j. first/second examiner the first or second examiner to read and assess the thesis/final paper/final report. The first examiner is also the supervisor;
- k. language of instruction The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held;
- l. Leiden Register of Study Programmes register of the programmes offered by Leiden University, maintained under the supervision of the Executive Board, as referred to in Article 7 of the Management and Administration Regulations;
- m. level: the level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document;<sup>1</sup>
- n. nominal duration of study the study load in years of study as established in the Central Register of Higher Education Programmes;
- o. portfolio: a monitoring and assessment file with which students (1) demonstrate that they have achieved a sufficient level of academic education to be awarded the degree; (2) record their personal process of academic learning during the programme; and (3) receive appropriate supervision and study advice;
- p. practical assignment: a practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d), of the Act, and takes one of the following forms:
- writing a thesis/final paper/final report,
  - writing a paper or creating an artistic work,
  - carrying out a research assignment,
  - participating in fieldwork or an excursion,
  - completing an internship, or
  - participating in another educational activity aimed at acquiring particular skills;
- q. Pre-University College: a teaching programme offered by Leiden University to selected pupils in the fifth and sixth grades of secondary education (VWO);
- r. programme: the programme to which the OER relates: a coherent set of components, aimed at achieving clearly defined objectives relating to the knowledge, understanding and skills that a graduate of the programme is expected to have acquired. Each programme is concluded with a final examination;

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

- s. propaedeuse: the first year of the programme and the part of the programme defined in Article 7.8 of the Act. This phase is concluded with an examination, unless the Faculty determines otherwise in these regulations;
- t. student: a person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme;
- u. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW];
- v. working day: Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;
- w. If required, definitions that apply to the specific degree programme or faculty can be included here.

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

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

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

1.3.2. The Leiden University Regulations on ICT and Internet Use are also applicable.<sup>3</sup> These regulations define what is considered appropriate use of ICT and internet and how usage checks will be made. They also explain which conduct is not tolerated and the consequences that apply.

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

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

The programme has the following objectives:

The aim of the programme is to give students elementary academic training enabling them, under supervision, to become involved in site work (prospecting and excavation), scientific research and archaeological policy matters.

The student will have acquired knowledge of materials and be familiar with the possibilities offered by archaeometry and related techniques. The student is also informed of the theoretical positions from which to analyse his/her observations and hypotheses. The student is, moreover, capable of reporting on the research he/she has done. Finally, the student is aware of and adheres to the ethical aspects particular to working with cultural heritage.

Using this knowledge and these skills, the graduate is able to take their place in the field of professional practice or successfully follow a Masters programme in this discipline at another university in the Netherlands or abroad.

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

<sup>3</sup>[Leiden University Regulations on ICT and Internet Use](#)

## Article 2.2      **Specialisations**

The curriculum initiated in 2018 has two specialisations:

- World Archaeology.
- Heritage and Society.

The curriculum from 2016 and before has the following specialisations:

- Archaeology of Europe.
- Archaeology of Indian America.
- Classical Archaeology.
- Archaeology of the Near East.
- Bioarchaeology.

## Article 2.3      **Learning outcomes**

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

The curriculum from 2016 and before has the following learning outcomes:

### *a.      The theoretical context*

The Archaeology graduate:

- possesses a general knowledge and understanding of the most important key concepts, theories and schools of thought in contemporary and historical archaeology, and the key scientific and philosophical and methodological concepts involved.

### *b.      Discipline-specific knowledge and understanding*

The Archaeology graduate:

- possesses a general knowledge and understanding of the evolutionary and regional context of human and cultural development starting with the earliest hominids,
- possesses knowledge and understanding of the key themes (theory, methodology, cultural history, cosmology and/or materials) of a number of regions and/or periods.

### *c.      Applied archaeological skills and methods*

The Archaeology graduate:

- is capable of methodically and critically analysing and interpreting archaeological data such as finds, traces and spatial data using state of the art techniques of analysis;
- is capable of planning and executing archaeological field research, including adequately managing organisational, legal, logistical, social and administrative aspects;
- is capable of selecting and applying the appropriate methods and techniques for archaeological field research (manner of excavating, taking of samples for the purpose of dating or for specialist research);
- is capable of selecting and applying the relevant statistical methods and techniques, alternatively communicating clearly with an executive statistician/specialist.
- As defined in the KNA, in daily practice an archaeology graduate will only be allowed to perform these tasks under the supervision of and managed by a senior archaeologist. After three year's working experience, the graduate may attain the status of actor in the sense of the KNA.

*d. Multidisciplinary skills*

The Archaeology graduate:

- possesses basic knowledge of those theories from the social and natural sciences that are relevant to archaeology, namely cultural anthropology, the earth sciences and ecology, and (under supervision) is able to choose and apply simple methods and techniques from the social and natural sciences in an archaeological context;
- is capable of consulting with an executive specialist from another discipline regarding complex questions requiring a multidisciplinary approach.

*e. Academic skills*

The Archaeology graduate:

- gathering literature on a specific subject or theme independently using traditional and modern (digital) techniques and selecting this literature on the basis of relevance and quality;
- studying, analysing and assessing literature independently on the basis of the quality of the data, arguments and conclusions and giving a clear written summary of this, providing it with his/her own constructive and critical comments;
- using and integrating visual material in an argument in such a manner as to clarify and/or enhance the initial question;
- drawing up and executing (under supervision) a work plan for a report or assignment containing the following components at least: substantiated research question, research method, critical analysis and assessment of relevant positions (literature research), a substantiated personal position and recommendations for further research;
- giving a well-constructed, clear argument (research data and interpretations, criticism, suggestions for solutions) in the form of a paper or lecture, possibly supported by digital presentation methods;
- to participate and lead an academic discussion rationally and constructively;
- report on small-scale, independent research clearly and in writing;
- to work on communal research projects in a team.

*f. Social orientation*

The Archaeology graduate:

- the cultural and social significance of archaeology and the ethical, political and economic issues that play a role;
- the organisation of the field of archaeology in the context of globalisation;
- conveying archaeological information to target groups including archaeology specialists as well as non-specialists.

The curriculum from 2017 onwards has the following learning outcomes: The supplementary learning outcomes per specialisation are given below.

**1) Knowledge and understanding of the discipline**

The Archaeology graduate has knowledge and understanding of:

1. the basics of archaeology of a number of regions and/or periods
2. the most important movements, theories, methods and concepts necessary for studying the discipline
3. the development of archaeology as a broad discipline.
4. the diversity and nature of archaeological data
5. the methods and techniques for collecting, documenting and describing primary archaeological data

6. the significance of archaeology in modern-day societies.

## **2) Applying knowledge and understanding of the discipline**

The Archaeology graduate is capable of:

7. analysing archaeological questions and evaluating arguments and reasoning
8. collecting archaeological data in primary and secondary sources and analysing these using the relevant information technology and statistical methods and techniques
9. combining knowledge and methods from various disciplines and integrating these in his/her approach to an archaeological case

## **3) Reaching an opinion**

The Archaeology graduate is capable of:

10. assessing the value of information, collecting and interpreting relevant data
11. reflecting on the social and ethical aspects of an archaeological issue and anticipating the consequences of decisions.

## **4) Communication**

The Archaeology graduate is capable of:

12. presenting information, ideas, problems and solutions clearly in writing
13. giving a lucid oral presentation and being able to adapt form and substance to an audience of specialists as well as to the general public
14. participating constructively in discussions
15. working with others in a team

## **5) Learning skills**

The Archaeology graduate:

16. possesses the skills to recognise gaps in his/her own knowledge and to acquire new knowledge and skills independently

**In addition to the general learning outcomes, the graduate specialising in World Archaeology has also attained the learning outcomes below:**

The Archaeology graduate, specialising in World Archaeology, has knowledge and understanding of:

- a. diverse field techniques
- b. the nature and characteristics of diverse sources of archaeological information (finds and their materials, traces, information gleaned from the landscape)
- c. field and laboratory methods for documenting and describing primary archaeological data

The graduate in Archaeology, specialising in World Archaeology is capable of:

- d. selecting the appropriate methods and techniques and applying these in archaeological fieldwork
- e. analysing, interpreting and documenting primary archaeological data at a basic level
- f. contextualising (small-scale) archaeological research and putting this in a larger perspective and scientific framework.

- g. formulating a vision of the field of archaeology from which to reflect on the question why archaeological research is necessary or desirable.
- h. participating in discussions constructively and with empathy for political relations

**In addition to the general learning outcomes, the graduate specialising in Heritage and Society has also attained the learning outcomes below:**

The Archaeology graduate, specialising in Heritage and Society, has knowledge and understanding of:

- a. the main movements, theories and concepts in the study of heritage in general and archaeological heritage in particular
- b. the main social and ethical issues relating to heritage
- c. the main methods and techniques used in heritage research

The graduate in Archaeology, specialising in Heritage and Society, is capable of:

- d. collecting relevant data regarding the study of heritage
- e. applying simple, appropriate methods and techniques in the field of heritage studies
- f. reflecting on the value and definition of heritage
- g. participating in intercultural discussions constructively and respectfully

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

The programme offers full-time tuition.

The part-time programme is offered as a daytime programme.

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

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

The programme has a study load of 180 credits. The propaedeuse has a study load of 60 credits and forms an integral part of the programme.

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

The programme starts on 1 September. In terms of regular courses, the programme is based on the university semester system and comprises 42 teaching weeks.

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

2.7.1 *not applicable*

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

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

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



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

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

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

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

## Article 2.9 **Language of instruction**

2.9.1 Subject to the Code of Conduct on the Language of Instruction and Examination<sup>4</sup> the language(s) in which the instruction is given are Dutch and English, the language in which examinations are held is English. Students are expected to have an adequate command of the language(s) of instruction used in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.9.2 Contrary to Article 2.9.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.<sup>5</sup>

## Article 2.10 **Quality**

The programme is accredited by NVAO<sup>6</sup> and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

## Chapter 3 **Curriculum**

### Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 135 ECTS credits. These compulsory components include the set components from which students are obliged to choose.

3.1.2 In addition to the components referred to in 3.1.1, students select components worth a total study load of 15 credits from those on offer within their own programme or discipline.

3.1.3 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level,<sup>7</sup> contents and structure of the components of the curriculum.

### Article 3.2 **Optional components**

3.2.1 In addition to the components referred to in 3.1.1 and 3.1.2, the programme gives students a choice of optional subjects worth a total study load of 30 credits.

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<sup>4</sup> [Code of Conduct on Language of Instruction](#).

<sup>5</sup> Guideline on Language Policy [\[insert hyperlink\]](#)

<sup>6</sup> The Accreditation Organisation of the Netherlands and Flanders.

<sup>7</sup> In accordance with the 'abstract structure', as specified in the Leiden Register of Study Programmes Framework Document.

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

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

3.2.4 Students may not use components that they follow within the scope of the Honours College as optional components.

3.2.5 Students who are enrolled in the programme may assemble their own curriculum of components that are taught by an institution, as long as these are concluded with a final examination. They will require the permission of the most appropriate Board of Examiners. When granting such permission, the Board of Examiners also indicates to which University programme the curriculum is considered to belong.<sup>8</sup> If necessary, the Executive Board designates a Board of Examiners to take this decision.

3.2.6 If a student is enrolled in two different programs and graduates in both programs, the student can ask for an exemption of 30 ec for their elective space. This can, however, never be the thesis.

### Article 3.3 **Practical assignments**

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

3.3.2 The Prospectus specifies the scope and study load of the thesis/final paper/final report, and the requirements that the thesis/final paper/final report must meet.

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

3.4.1 Students who wish to sit an examination must register no later than ten days before the date of the examination, following the applicable procedure.

3.4.2 Students are allocated to programme components in order of registration. Provided they register in good time, students who are enrolled in a programme are guaranteed access to the components that are obligatory to the programme. Students may only take certain components once they have passed the examination of a preceding component. The Prospectus specifies the components to which this condition applies.

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

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<sup>8</sup> In accordance with Article 7.3h of the Act ('free curriculum in higher education').

3.5.1 Students are not permitted to take photographs or make audio or video recordings of lectures or education-related meetings, including the feedback sessions after examinations (including examinations assignments and model answers), without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the photograph or recording for their own use; all forms of distribution or publication of photograph the recording are prohibited.

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

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

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

4.1.1 Examinations are held twice during the academic year for each component offered in that year. The Board of Examiners determines the manner of resit for practical assignments.

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

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

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

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

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

4.1.7 If a student has passed an examination linked to a given component but nevertheless resits this examination without the permission of the Board of Examiners after the academic year in which the student passed this examination, the result of the last sitting will not be assessed.

### **Article 4.2 Obligatory sequence**

4.2.1 The Prospectus specifies the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

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

**Article 4.3 Form of examination**

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

4.3.2 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,<sup>9</sup> before reaching a decision.

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

4.3.4 Examinations are held in the language(s) of instruction for the programme that are specified in the OER. At the request of the student, the Board of Examiners may permit him or her to sit an examination in another language.

**Article 4.4 Oral examinations**

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

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

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

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

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

**Article 4.6 Assessment**

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

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

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<sup>9</sup> [Protocol on Studying with a Disability](#)

4.6.3 If the examiner is unable to comply with the periods of fifteen and five working days respectively, as specified in Article 4.6.2, the student is notified accordingly in a message sent to the student's u-mail address before this term expires. This message includes the (latest) date by which the student will be informed of the result.

4.6.4 The examination result will be expressed as a whole number or a number to a maximum of one decimal place, between and including 1.0 and 10.0. The result is not expressed as a number between 5.0 and 6.0.

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

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

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

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

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

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

4.7.2 The Board of Examiners may, in accordance with the criteria specified in the Rules and Regulations and at the request of the student, extend the validity of examinations for a period to be specified by the Board itself. In the event of special circumstances in the sense of article 7.51, (2), of the Act, the Board of Examiners shall act in accordance with the pertinent provisions in article 7.10, (4) of the Act.

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

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

4.8.1 Students are entitled to inspect their graded examination within a period of 30 days following the publication of the results of a written examination.

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

4.8.3 The time and manner of the inspection and feedback session on the examination are specified in the Prospectus.

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

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

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

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

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

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

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

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

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed.

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

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

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

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

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

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

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

4.11.1 The degree of Bachelor «of Arts » is awarded to those who have passed the final examination of the programme.

4.11.2 The degree certificate specifies which degree has been awarded.

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

4.12.1 The student is awarded a degree classification for the final examination.

4.12.2 The degree classification is based on the weighted average of the grades obtained for all the examinations that form part of the final examination, with the exception of the components for which an exemption was granted or examinations or for which the student only obtained a proof of attendance. Programme components completed from other programmes, including components followed abroad, must be approved by the Board of Examiners.

4.12.3 The weighted average of all grades is determined by multiplying the number of ECTS credits for each component by the grade awarded for this component, adding these together and then dividing the result by the number of credits earned.

4.12.4 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and diploma supplement include the 'cum laude' classification if the following conditions are met for the full-time programmes:

For the Bachelor's final examination:

- the weighted average for all components is 8.0 or higher;
- the grade for the bachelor's thesis is 8.0 or higher;
- the Bachelor's final examination was passed within four academic years.
- a maximum of two components have been graded with a grade lower than 7.0

The Board of Examiners sets corresponding conditions for part-time programmes, proportionate to the nominal duration of the study programme.

4.12.5 Without prejudice to the provisions of 4.12.6 and 4.12.7, the degree certificate and the diploma supplement include the 'summa cum laude' classification if the following conditions are met for the full-time programmes:

for the Bachelor's final examination:

- the weighted average for all components is 9.0 or higher;
- the grade for the Bachelor's thesis is 9.0 or higher;
- the Bachelor's final examination was passed within three academic years.
- a maximum of two components have been graded with a grade lower than 7.0

The Board of Examiners sets corresponding conditions for part-time programmes, proportionate to the nominal duration of the study programme.

4.12.6 The Board of Examiners may also decide to award a distinction in other, exceptional cases, on the condition that the weighted average grade does not differ by more than 0.5 from the grades stipulated in the fourth and fifth paragraphs above. This may involve such considerations as the student's development throughout his or her study programme, any exceptional performances on the part of the student in completing the final paper or thesis and any other relevant exceptional circumstances.

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

## **Chapter 5 Admission to the Programme 2018-2019**

### **Article 5.1 Direct admission**

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

5.1.2 The conditions for admission to the programme are established in the Regulations for Student Registration, Tuition Fees and Examination Fees of Leiden University.<sup>10</sup>

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

### **Article 5.2 Admission**

#### **5.2.1 Admission with propaedeuse from a university of applied sciences**

Pursuant to Article 7.28 (1a) of the Act, the holder of a propaedeuse diploma from a university of applied sciences who is not in possession of a diploma as referred to in Article 7.24 (1) of the Act or of

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a diploma that is considered on the grounds of the second paragraph to be at least equivalent to such a diploma either by virtue of the Ministerial Regulations or by the Executive Board:

must demonstrate that he/she possesses the knowledge, understanding and skills required to successfully complete the bachelor's programme. This can be demonstrated by means of the following:

- average of 7.0 for a propaedeutic exam of a program taught at an University for Applied Sciences, and at least a 7.0 for the HAVO exam English

### 5.2.2 Equivalent qualifications

A person who is not in possession of a pre-university (VWO) diploma awarded after 2007, but who is nevertheless eligible for direct admission on the basis of the Act, may be required to take a test on the subjects referred to in Article 5.2.3.1 at the level of a VWO final examination for the profile that allows for direct admission.

### 5.2.3 Further prior education requirements and deficiencies

5.2.3.1 In accordance with the Regulations of the Minister of Education, Culture and Science of 3 April 2014, no. 540459 regarding admission to higher education, the following additional entry requirements apply,<sup>11</sup>

Subject	Test
Wiskunde C	Exam staatsexamen VWO
English	Exam Cambridge equivalent
Dutch	Exam staatsexamen VWO

5.2.3.2 The Board of Examiners will determine how these tests are conducted.

5.2.3.3 If students may start the programme before the deficiency has been removed, this must be stated here.

### 5.2.4 Dutch and English languages

5.2.4.1 (only applicable to Dutch-taught bachelor's programmes and specialisations) Holders of a diploma obtained outside the Netherlands meet the requirement of a sufficient command of the Dutch Language if they have passed the examination level *TUL-gevorderd*, organised by Leiden University. An International School diploma or a comparable international programme provided in the Netherlands is considered to be a diploma obtained outside the Netherlands.

5.2.4.2 The Board of Examiners may, in special cases, grant exemption from the examination referred to in 5.6.1.

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

- An [International Baccalaureate](#) diploma (or different with English A);

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<sup>11</sup> [Regulations of the Minister of Education, Culture and Science of 3 April 2014 pertaining to admission to higher education.](#)

- A diploma of secondary (or higher) education completed in the United States, the United Kingdom, Ireland, New Zealand, Australia, Canada (with the exception of French-taught education in Canada) or Germany.
- A diploma of secondary (or higher) education (checked by Admissions Office) completed in an EER-country, during which English was followed until the last year of this program, so that the level of English is of comparable level with the Dutch VWO.

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

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

IELTS 6.5 (minimum score of 6.0 for every part (listening, reading, writing and speaking)/Toefl (internet based) 90/ CPE or CAE 180 or IELTS 7.0/Toefl (internet based) 100/CPE or CAE 185.

### 5.2.5 Entrance examination

The entrance examination as referred to in Article 7.29 of the Act applies to the following subjects at a level determined by the programme:

Subject	Level
Wiskunde C	Exam staatsexamen VWO
English	Exam staatsexamen VWO
Dutch	Exam staatsexamen VWO

### Article 5.3 Selection for the programme

Not applicable.

## Chapter 6 Student Counselling and Study Advice

### Article 6.1 Study progress administration

6.1.1 The Programme Board/Faculty Board keeps records of the results of individual students.

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

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

### Article 6.2 Introduction and student counselling

As referred to in the Leiden University Regulation on the Binding Study Advice, the programme must provide an introduction and counselling for all students who are enrolled in the programme, in order to familiarise them with their study options in the programme and elsewhere and to facilitate their progress in their studies.<sup>12</sup>

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<sup>12</sup> [Leiden University Regulation on the Binding Study Advice](#)

### Article 6.3 **Study advice**

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

6.3.2 *not applicable*

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

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

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

6.4.1 Together with the first reader, the student draws up a plan for the thesis/final paper/final report together with the first reader, as referred to in 3.3.2. This plan is based on the study load for this component as specified in the Prospectus.

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

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

Students who engage in top-level sport are given the opportunity to adjust their study programme to their sporting activities wherever possible. The programme determines who falls within this category in line with the guidelines drawn up by the Executive Board.

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

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition.<sup>13</sup> The study programme can be adjusted to the individual disability or chronic medical condition of the student in question, but this must not affect the quality or level of difficulty of the components or the final examination curriculum itself.

### Article 6.7 **Study and internships abroad**

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

## Chapter 7 **Evaluation of the Programme**

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<sup>13</sup> <https://www.organisatiegids.universiteitleiden.nl/en/regulations/general/protocol-studying-with-a-disability>

**Article 7.1 Evaluation of the programme** (white becomes yellow)

The education in the programme is evaluated as follows:

- Every course is evaluated through a course evaluation
- Every three years a curriculum evaluation takes place
- Every student receives after graduation a programme evaluation
- The Board of Examiners evaluates the grades of every course.
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The Programme Board/Programme Director will inform the Programme Committee about the outcomes of the evaluation.

**Chapter 8 Final Provisions**

**Article 8.1 Amendments**

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

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

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

**Article 8.2 Publication**

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

**Article 8.3 Term of application**

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

**Article 8.4 Entry into force**

These regulations enter into force on 1 September 2020.