

COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2026

Bachelor's programme Liberal Arts and Sciences: Global Challenges

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:

- Regulation on the Binding Study Advice
- Leiden Register of Study Programmes Framework Document
- Academic Calendar
- Regulations for Student Registration, Tuition Fees and Examination Fees
- [Online Proctoring Protocol](#)
- [Guidelines for Elective Credits and Minors](#)

The model OER are laid down in Dutch and then translated into English. In the event that there are differences between the two versions, the Dutch version will prevail.

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

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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 Liberal Arts and Sciences: Global Challenges (BA and BSc), henceforth referred to as the programme.

The programme is instituted in the Faculty of Governance and Global Affairs of Leiden University, henceforth referred to as the Faculty, and is taught in The Hague by the Leiden University College.

Article 1.2 Definitions

In these regulations the following definitions apply:

a. Board of Examiners	The Board of Examiners for the programme, established and appointed by the Faculty Board in accordance with Article 7.12a of the Act;
b. Calendar Day	a period of 24 hours beginning at midnight and indicated by a date on the calendar, including all days, such as working days, weekends, recognised public holidays and mandatory closing days;
c. Component	One of the courses or practical assignments of the programme, as referred to in Article 7.3 of the Act. The study load of each component is expressed in whole credits. Each component is concluded with an examination;
d. 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;
e. EC(TS)	European Credit (Transfer System)
f. Education Administration Office	The office in the faculty where students can go for information and to register for courses (education information centre, service desk, education service centre);
g. Prospectus	The digital prospectus containing specific and binding information about the programme: http://studiegids.universiteitleiden.nl/ . The Prospectus constitutes an integral part of these regulations, and is included as an appendix;
h. Degree classification	Further degree classification by the Board of Examiners;
i. Digital teaching environment	A digital environment, such as Brightspace, in which students can work together, communicate and learn;
j. Enrolment protocol	The digital enrolment protocol containing specific and binding
k. Examination (<i>tentamen</i>)	information concerning enrolment in components, examinations, and final examinations. The enrolment protocol constitutes an integral part of these regulations and is included as an appendix. An inspection of the knowledge, understanding and skills of the student with respect to a particular component and an assessment thereof (in accordance with Article 7.10 of the Act). The assessment can take place in written form, orally as well as digitally, or a combination of these

	methods. An examination may consist of several constituent examinations. Credits are only awarded for examinations passed. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examinations and final examinations.;
l. Examiner	The person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
m. Final examination (<i>examen</i>)	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;
n. First/second examiner	The first or second examiner to read and assess the thesis/final paper/final report/final programme assignment. The first examiner is also the supervisor;
o. Language of instruction	The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held;
p. 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;
q. Level	The level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document; ¹
r. Nominal duration of study	The study load in years of study as established in the Central Register of Higher Education Programmes;
s. 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;
t. Practical assignment	A practical assignment that contributes to an examination or final examination, as referred to in Article 7.13 (2) (d), of the Act, and takes one of the following forms: - writing a thesis/final paper/final report/final programme assignment, - writing a paper or creating an artistic work, - carrying out a research assignment, - participating in fieldwork or an excursion, - completing an internship, or - participating in another educational activity aimed at acquiring particular skills;
u. Pre-University College	A teaching programme offered by Leiden University to selected pupils in the fifth and sixth grades of secondary (pre-university) education (VWO);

¹[Leiden Register of Study Programmes](#)

v. 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;
w. 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;
x. Student	A person enrolled at Leiden University in order to follow the courses, and/or sit the examinations and final examinations of the programme;
y. The Act	The Higher Education and Research Act [<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i> , WHW];
z. Working day	Monday to Friday, excluding public holidays and the compulsory closure days specified by the Executive Board;
aa. The College	The International honours college of Leiden University, which offers a fulltime small-scale and intensive Liberal Arts and Sciences BA and BSc study programme within a (residential) concept to students selected for admission ;
Aa. Major	A specialisation of 80-85 ECTS within the programme, meeting the requirements stipulated in Article 4.11.2;
Bb. Minor	A coherent 30 ECTS package of courses, including 10 credits at 300- level (see Article 2.7);
Cc. Track	A coherent series of a 100-level, 200-level and 300-level course as specified per Major;
Dd. Grade Point Average	The average grade point based on all results achieved by a student;
Ee. Extracurricular credits	Credits obtained by a student which exceed the 180 credits needed to meet the graduation requirements.;

All other terms have the meaning ascribed to them by the Act.

Article 1.3 Codes of conduct

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

1.3.2 The Code of Conduct on Remote Teaching applies;³ this provides guidelines for teaching and learning in digital environments, remote environments or any form of teaching that is primarily dependent on IT services.

1.3.3 The Leiden University Regulations on ICT and Internet Use are also applicable.⁴ 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.

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

³ [Code of Conduct on Remote Teaching](#)

⁴ [Leiden University Regulations on ICT and Internet Use](#)

1.3.4 Furthermore, the following Faculty codes of conduct apply to the programme:

- The Academic Honour Code⁵ of the College applies and requires the College community to uphold the values and ideals of LUC The Hague as well as the highest standards of academic conduct as a framework for a good, safe and stimulating academic environment.
- The Social Honour Code⁶ of the College applies and requires students to take responsibility to uphold the values and ideals of LUC The Hague as well as the highest standards of social conduct, ensuring a harmonious community including the residential life systems as well as the third year students who live off campus.

⁵ The Academic Honour Code is published in the Student Handbook of the College. The contents of the [Student Handbook](#) apply for the duration of the academic year 2026-2027, or until a new version has been published in the course of that year. Previous versions of the Student Handbook are superseded by the current version.

⁶ *ibid.*

Chapter 2 Description of the Programme

Article 2.1 Objectives of the programme

The programme has the objective to train students in the tradition of the Liberal Arts and Sciences, with a focus on Global Challenges, leading to graduates who have the knowledge, skills and orientation described in Article 2.3.

Article 2.2 Specialisations

The programme Liberal Arts and Sciences: Global Challenges has the following specialisations (Majors):

- Earth, Energy and Sustainability (BSc)
- Global Health, Innovation and Society (BSc) – titled 'Global Public Health' until AY 2025-2026, and for all enrolled before AY 2025-2026
- Governance, Economics and Development (BSc)
- Culture, History and Society (BA)
- International Justice (BA)
- World Politics (BA)

For students who enrolled in the programme for the first time before 1 September 2014, the following Majors apply: Global Justice; Global Public Health; Human Interaction; International Development; Policy Science; Political Arts; Sustainability; World Politics.

The learning outcomes per Major are defined in Appendix 2.

Article 2.3 Learning outcomes

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

a. Knowledge in Major

LUC The Hague graduates:

- a. Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts and discourse of the area of study.
- b. Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases.
- c. Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.

b. Knowledge in General Education

LUC The Hague graduates:

- a. Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences and humanities.
- b. Have a broad knowledge base that enables them to place global challenges in multiple perspectives.

c. Academic skills

LUC The Hague graduates:

- a. Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions.
- b. Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice.
- c. Demonstrate quantitative literacy when consuming information and arguments which rely on mathematical and statistical elements.

d. Interdisciplinary skills

LUC The Hague graduates:

- a. Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology and research methods.
- b. Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution.
- c. Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand.
- d. Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge.
- e. Can argue a well-considered stance, making use of the relevant disciplines.

e. Global Citizenship

LUC The Hague graduates:

- a. Are able to identify, reflect upon and responsibly act upon their social and civic responsibilities.
- b. Are able to apply theoretical concepts related to lived experiences outside of the College setting.
- c. Are able to critically reflect upon their own values and beliefs while coming into contact with others.
- d. Are able to engage in diverse cultural, social and professional situations and environments.

f. Personal skills

LUC The Hague graduates:

- a. Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented.

- b. Have leadership skills and are able to take responsibility to contribute to change.

g. Communication skills

LUC The Hague graduates:

- a. Have excellent written and oral presentation skills and are able to select the proper format and register for a lay or specialised audience.
- b. Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
- c. Have learned to work in a team, both organizing and contributing to the group process, with respect for all group members.
- d. Appreciate, value and use diversity in academic disciplines, cultural backgrounds and personal styles.

h. Learning skills

LUC The Hague graduates:

- a. Have developed a way of life that is aimed at continuous learning, regardless of their stage of life. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organise their own learning.
- b. Have acquired the skills to detect and remedy deficiencies in their own knowledge and have the tools to obtain, evaluate and process new information quickly.
- c. Demonstrate profound respect for academic integrity and ethical scholarship.

Article 2.4 **Structure of the programme**

The programme Liberal Arts and Sciences: Global Challenges offers full-time tuition only.

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

Article 2.5 **Study load**

The programme has a study load of 180 credits. The first year programme has a study load of 60 credits and forms an integral part of the programme. The norm at the College is that students earn 15 credits per block (30 credits per semester, 60 credits each year) and maintain a GPA of at least 2.0. If students comply with the norm they are considered to be in good academic standing.

Students who maintain a GPA of 3.3, or with approval of the Board of Examiners, may enroll in additional courses after the first semester of their first year of enrolment at the College, provided places are available.

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

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

Article 2.7 **Minors, educational modules and Honours education**

2.7.1 As of Academic Year 2023-2024 LUC has discontinued the four LUC The Hague Minors: Psychology; Gender Studies; Journalism and Philosophy. These Minors will no longer be offered to students starting in 2022-2023 and onwards. Courses required for the completion of these Minors will remain available to students who are currently enrolled in one of these four Minors until they have completed the Minor.

LUC students will still have the option to do the LUC The Hague Minor in a Major. Students select a combination of 30 ECTS credits (at least 10 credits at 300-level) within one of the College's six Majors.

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

2.7.3 The educational minors and educational modules 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 Examination⁷ the language(s) in which the instruction is given is English, and the language in which the examinations and final 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.⁸

Article 2.10 **Quality**

⁷ [Code of Conduct on Language of Instruction, Article 3.](#)

⁸ [Guideline on Language Policy](#)

The programme is accredited by NVAO⁹ 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.

⁹ [The Accreditation Organisation of the Netherlands and Flanders.](#)

Chapter 3 **Curriculum**

Article 3.0 **Exceptions due to *force majeure* situations**

3.0.1 If it is not possible, due to a crisis or other *force majeure* circumstances, to provide or take part in components as set out in the OER or the Prospectus, changes will be announced by the authorised body in due time. Such changes will be announced in any case in Brightspace, or alternatively a statement will be made in Brightspace regarding which other medium will be used to communicate about this. A crisis is understood to mean a crisis as defined in Article 1 of the Leiden University Regulations on Crisis Management Coordination.

Article 3.1 **Compulsory components**

3.1.1 The programme includes compulsory components worth a total study load of 180 ECTS credits. These compulsory components include the set components from which students are obliged to choose.

3.1.2 Not applicable

3.1.3 The Prospectus further specifies the actual structure of the programme, i.e. the study load, level,¹⁰ content, method of examination and structure of the components of the curriculum.

Article 3.2 **Optional components**

3.2.1 In addition to the components referred to in 3.1.1 the following rules apply:

- students enrolled before and including AY 2024-2025 select components from those on offer worth a total study load of 140 credits. At least 110 of these credits must be earned within the College, except in cases where the Board of Examiners decides otherwise. Language courses taken at Leiden University which are used to fulfil the Global Citizenship requirements are considered to be earned within the College. Students may choose optional components (electives) with a maximum of 50 credits:
 - o In the first-year programme students may pursue first year electives within the College worth 20 credits.
 - o In the post-first-year programme students may choose a maximum set of electives worth 30 credits with a maximum of 15 credits at 100-level. These post-first-year credits may also be earned outside of the College with prior approval of the Board of Examiners.

Upon enrolment at the College students may request to transfer a maximum of 30 credits completed at a recognised and/or accredited institution of higher education. This includes any

¹⁰ [In accordance with the 'abstract structure', as specified in the Leiden Register of Study Programmes Framework Document.](#)

credits obtained at LUC as a non-degree student (exchange student, visiting student or independent study abroad student). Transferred credits are assigned to the (post-first-year) elective space or registered as an exemption (article 4.9).

- students enrolled as of AY 2025-2026 select components from those on offer worth a total study load of 135 credits. At least 105 of these credits must be earned within the College, except in cases where the Board of Examiners decides otherwise. Language courses taken at Leiden University which are used to fulfil the Global Citizenship requirements are considered to be earned within the College. Students may choose optional components (electives) with a maximum of 45 credits:
 - o In the first-year programme students may pursue first year electives within the College worth 15 credits.
 - o In the post-first-year programme students may choose a maximum set of electives worth 30 credits with a maximum of 15 credits at 100-level. These post-first-year credits may also be earned outside of the College with prior approval of the Board of Examiners.

Upon enrolment at the College students may request to transfer a maximum of 30 credits completed at a recognised and/or accredited institution of higher education. This includes any credits obtained at LUC as a non-degree student (exchange student, visiting student or independent study abroad student). Transferred credits are assigned to the (post-first-year) elective space or registered as an exemption (article 4.9).

3.2.2 Students opting for a minor *without* selection requirements are obliged to *enroll* for the minor of their choice. Students opting for a minor *with* selection requirements are obliged to *apply* for the minor of their choice. The method and timing of enrolment or application are according to the Guidelines for Elective Credits and Minors which can be found on the Leiden University website.

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

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

3.2.5 Because LUC The Hague is an international honours college, components in which the student participates in the framework of the Honours College of Leiden University can be used as optional courses.¹¹ The 30 ECTS honours tracks are designed as extra-curricular tracks and cannot be included in their entirety in the LUC elective space.

¹¹ See <http://education.leiden.edu/honourscollege>.

3.2.6 Students who are enrolled in the programme may decide themselves which components they use as optional components, as long as the level is sufficiently high. However, there may not be any overlap between the components used as optional components that count towards graduation and the components that are included in the programme's compulsory curriculum.

3.2.7 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.¹² If necessary, the Executive Board designates a Board of Examiners to take this decision.

3.2.8 Students who have obtained a university bachelor's or master's degree, and who meet the requirements set for sufficiently related subjects, may be enrolled for the exclusive purpose of following and completing an educational module in order to obtain a 'limited level-two' teaching qualification.

3.2.9 Not applicable.

Article 3.3 **Practical assignments**

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

3.3.2 The Prospectus specifies the scope and study load of the final thesis (Capstone), including the requirements that the thesis must meet and the procedure that applies to the supervision.

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

3.4.1 Taking part in components

3.4.1.1 Because of the structure of the programme, participation in components (courses) is allocated on the basis of registration, need to fulfil the programme requirements and preference, with the provision that students who are registered in a particular Major are given priority to courses that are a mandatory part of their programme. Students may only take certain components once they have passed the examination of a preceding component. The e-Prospectus specifies the components to which this condition applies. Each component is usually capped at 20 students.

3.4.1.2 For the Leiden University College Liberal Arts & Sciences programme, bachelor's students are

¹² In accordance with Article 7.3j of the Act ('free curriculum in higher education').

automatically assigned to and enrolled for all components of the entire academic year by the Education Administration Office of their programme.

3.4.1.3 Not Applicable.

3.4.1.4 Not Applicable.

3.4.1.5 Not Applicable.

3.4.2 Sitting examinations and constituent examinations

3.4.2.1 Not Applicable

3.4.2.2 Not Applicable

3.4.2.3 Not Applicable

Article 3.5 Distribution of study materials

3.5.1 Students are not permitted to take photographs or make audio or video recordings of lectures or education-related meetings, including the feedback sessions after examinations (including examinations assignments and model answers), without the explicit prior permission of the relevant lecturer. Should such permission be granted, students are only legally permitted to use the photograph or recording for their own use; all forms of distribution or publication of the photograph or recording are prohibited. A student has no independent control over these materials, unless the University has explicitly granted this to the student.

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

3.5.3 Students are prohibited from infringing the intellectual property rights of the University, third parties or the person with whom licensing agreements were made.

Chapter 4 Examinations and Final Examinations

Article 4.0 Exceptions due to *force majeure* situations

4.0.1 If it is not possible, due to a crisis or other *force majeure* circumstances, to offer examinations and final examinations in the form and at the point in time set out in the OER or the Prospectus, changes will be announced by the authorised body in due time. Such changes will be announced in any case in Brightspace, or alternatively a statement will be made in Brightspace regarding which other medium will be used to communicate about this. A crisis is understood to mean a crisis as defined in Article 1 of the Leiden University Regulations on Crisis Management Coordination.

Article 4.1 Frequency of examinations

4.1.1 For the regular Liberal Arts & Sciences: Global Challenges programme examinations, excluding the Capstone, are held only once during the academic year for each component offered in that year. The Board of Examiners determines the manner of resit for practical assignments.

4.1.2 The Faculty Board is responsible for the practical organisation of the examinations and final examinations, and ensures, if necessary by means of invigilation, that the examinations and final examinations proceed properly. If online proctoring is used, this is done according to [the Online Proctoring Protocol](#).

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

4.1.4 If the grade for a component results from several constituent examinations, it is possible to vary from the number of examinations and resits as referred to in 4.1.1, on the understanding that students are given the opportunity during the second exam opportunity to pass the component by taking an examination that is representative of the component. If applicable, this is specified in the Prospectus. This rule will not apply to any part of the regular LUC *Bachelor of Liberal Arts & Sciences: Global Challenges programme*.

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

4.1.6 At a student's request the Board of Examiners may in exceptional circumstances diverge from the provisions of Article 4.1.1 and allow an additional resit. This rule will not apply to any part of the regular LUC Bachelor of Liberal Arts & Sciences: Global Challenges programme, as LUC does not hold resits for failed courses or examinations.

4.1.7 During a bachelor's programme, students may resit one examination that they passed. The Board of Examiners may diverge from this stipulation in exceptional, individual cases and at the student's request. A resit of an examination that was passed can only take place in the same academic

year as the original examination. In the event of such a one-time resit, the highest result obtained applies. The examination referred to in the first sentence may consist of a number of constituent examinations. Registration for this examination should take place in accordance with Articles 3.4.1.1 and 3.4.2.2.

4.1.8 The following are excluded from the resit option as referred to in Article 4.1.7:

- Oral examinations
- Practical assignments
- Minors or components thereof, according to the recognised selection of minors included in the Prospectus
- Examinations that the student passed at a different institution than Leiden University

4.1.9 If a component is included in multiple programmes, the student is only granted one opportunity to resit an examination that they previously passed for this component.

Article 4.2 **Obligatory sequence**

4.2.1 The Prospectus specifies whether there are any examinations that students may not sit until they have passed the examinations for one or more other components.

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

Article 4.3 **Form of examination**

4.3.1 The Prospectus states the method of examination. It indicates whether the examination or constituent examinations for a component take the form of a written, digital or oral examination, or a combination of these. Established forms of examination may only be modified in exceptional cases by the Board of Examiners, in consultation with the examiner. Any changes must not affect the learning objectives of the course component.

4.3.2 The procedure during examinations and the guidelines and instructions, as referred to in Article 7.12b (1) (b) of the Act, for assessing and establishing the results of examinations and final examinations are described in the 'Rules and Regulations of the Board of Examiners'.

4.3.3 Students with a disability or chronic medical condition are given the opportunity to apply for individual examination arrangements adjusted to their particular disability or condition. These arrangements may not affect the quality or level of difficulty of the examination. If necessary, the Board of Examiners seeks expert advice, as referred to in the Protocol on Studying with a Disability,¹³ before reaching a decision.

¹³ [Protocol on Studying with a Disability](#)

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

4.3.5 Examinations are held in the language(s) of instruction for the programme that is/are specified in the OER. At the request of the student, the Board of Examiners may permit a student to sit an examination in another language.

Article 4.4 **Oral examinations**

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

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

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

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

4.5.2 The Board of Examiners is responsible for ensuring that the right of students to appeal against decisions of the Board of Examiners or the examiners is guaranteed.

Article 4.6 **Assessment**

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

4.6.2 The examiner determines the grade of any written or other form of examination or constituent examination within ten working days of the day on which the examination or constituent examination was held, and twelve working days for the Capstone thesis. 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.

4.6.3 If the examiner is unable to comply with the periods of ten working days and twelve working days for the capstone thesis, 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 letter ranging from A to F, with A representing the highest grade and F the lowest grade.

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

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

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

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

Article 4.7 **Period of validity of examinations**

4.7.1 The Faculty Board can limit the period of validity of an examination pass. The Board of Examiners may, however, extend the period of validity in individual cases. The period of validity of an examination pass can 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 and receive feedback on their graded examination within a maximum period of 30 calendar days following the publication of the results of a written or digital examination, and in any case before the second exam opportunity takes place.

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

4.8.3 Students may request a feedback session on the marked examination. The opportunity for this is announced together with the examination results.

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

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

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

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

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

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

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

Article 4.10 **Final examination**

4.10.1 The Board of Examiners awards a degree certificate when there is sufficient proof that the final examination has been passed and that a final GPA of 2.0 or higher has been acquired.

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

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

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

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

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

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

4.10.8 A student who has studied according to the College's norm as elaborated in article 2.5 and who wants to postpone graduation in order to pursue additional courses over and above 180 credits, draws up a justified extended study plan to be approved by the Board of Examiners.

Article 4.11 **The degree**

4.11.1 The degree of Bachelor of Arts or Bachelor of Science is awarded to those who have passed the final examination of the programme. The degree of Bachelor of Arts is awarded to students who successfully completed the Majors Culture, History and Society; International Justice; or World Politics. The degree of Bachelor of Science is awarded to students who successfully completed the Majors Earth, Energy and Sustainability; Global Health Innovation and Society [named Global Public Health for students enrolled before AY 2025-2026]; or Governance, Economics and Development.

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

Students who started before the Academic Year 2018-2019 must meet the following requirements to be able to graduate:

- have obtained 180 credits in total;
- have obtained 60 credits from the first-year curriculum;
- have obtained 80 credits in a Major;
- have obtained 10 credits in the Global Citizenship component (25 credits for students who enrolled in the programme for the first time before 1 September 2014);
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Students who started from the Academic Year 2018-2019 up until and including Academic Year 2024-2025 on must meet the following requirements to be able to graduate:

- have obtained 180 credits in total;
- have obtained 25 credits first year General Education;

- have obtained 15 credits first year Skills Courses;
- have obtained 85 credits towards their Major;
- have obtained 10 credits towards Global Citizenship;
- have obtained 15 credits in electives;
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Students who started from the Academic Year 2025-2026 on must meet the following requirements to be able to graduate:

- have obtained 180 credits in total;
- have obtained 30 credits first year General Education;
- have obtained 15 credits first year Skills Courses;
- have obtained 80 credits towards their Major;
- have obtained 10 credits towards Global Citizenship;
- have obtained 15 credits in electives;
- have obtained 30 credits in a Minor or by taking a set of elective courses (see Articles 2.7 and 3.2.1).

Requirements within the Major

Within the Major students who started before the Academic Year 2018-2019 should meet the following requirements:

- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- one 5 credits Research Design course at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);

Within a Minor:

- 30 credits, with at least 10 credits at 300-level. See also Article 2.7.

Within the Major students started from the Academic Year 2018-2019 up until and including the Academic Year 2024-2025 on should meet the following requirements:

- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- one 5 credits Research Design course at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 10 credits 400-level final thesis (Capstone);

Within the Major students started from Academic Year 2025-2026 on should meet the following requirements:

- at least three 5 credits 100-level courses, one in each core track, as specified per Major;
- two or three 5 credits methodology courses at 200-level, as specified per Major;
- at least 20 credits at 300-level in at least two tracks, as specified per Major;
- a 15 credits 400-level final thesis (Capstone);

Within a Minor:

30 credits, with at least 10 credits at 300-level. See also Article 2.

Article 4.12 **Degree classification**

4.12.1 The Board of Examiners may attach a degree classification (distinction) to the result of a final examination.

4.12.2 The degree classification is based on the weighted average of the grades obtained for all the examinations that form part of the final examination, with the exception of the examinations for which an exemption was granted or for examinations for which the student only obtained a proof of attendance. Components completed from other programmes, including components followed abroad, must be approved by the Board of Examiners. For students who enrol in the programme from the academic year 2015-2016 onwards, a distinction is only awarded when a student has completed the study programme within the nominal time plus one semester. In determining the number of years of study, which counts towards the decision to award a distinction, any study delay resulting from board membership activities or personal circumstances and which has been recorded by the Board of Examiners may be taken into account.

4.12.3 Not applicable.

4.12.4 Not applicable.

4.12.5 Not applicable.

4.12.6 Not applicable.

4.12.7 If a student has been subject to a disciplinary measure as a result of irregularity, fraud or plagiarism, as set out in the Rules and Regulations, a distinction will not be awarded, unless the Board of Examiners decides otherwise.

4.12.8 The degree classification for the curriculum of LUC The Hague is listed in the appendix 'Honours and Grading System LUC The Hague'.

Chapter 5 Admission to the programme for the academic year 2027-2028

Article 5.1 Direct admission

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

5.1.2 Not applicable.

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

5.1.4 Applicable to bachelor's programmes with a fixed quota: If on the basis of Article 7.53 of the Act, the Executive Board has determined a limited first enrolment for the programme, the procedure described in Articles 5.3.2 and 5.3.3 is applicable.

Article 5.2 Admission

5.2.1 Admission with first year diploma from a university of applied sciences or associate degree

Pursuant to Article 7.28 (1a) of the Act, the following is required of the holder of an associate degree or the holder of a first year diploma from a university of applied sciences who is not in possession of a diploma as referred to in Article 7.24 (1) of the Act or of a diploma that is considered on the grounds of the second paragraph to be at least equivalent to such a diploma either by virtue of the Ministerial Regulations or by the Executive Board:

a) must demonstrate that they possess knowledge, understanding and skills required to successfully complete the bachelor's programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

5.2.2 Equivalent qualifications

A person who is not in possession of a pre-university (VWO) diploma awarded after 2007, but who is nevertheless eligible for direct admission on the basis of the Act, must demonstrate that he or she possesses the knowledge, understanding and skills required to successfully complete the Bachelor's programme and meets the selection requirements included under Articles 5.3.2 and 5.3.3.

5.2.3 Further prior education requirements and deficiencies

5.2.3.1 Not Applicable.

5.2.3.2 Not Applicable

5.2.3.3 Not Applicable

5.2.4 **Dutch and English languages**

5.2.4.1 Not Applicable.

5.2.4.2 Not Applicable.

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

- An International Baccalaureate diploma from a programme taught in English (or an IB diploma with English A);
- A diploma of secondary (or higher) education completed in Australia, Canada (except for French-taught programmes in Canada), Germany, Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa;
- A diploma of an English-taught academic education (WO) programme completed at a Dutch university;
- A diploma of an English-taught four-year higher professional education (HBO) programme completed at a Dutch university of applied sciences.

5.2.4.4 Holders of a Dutch diploma meet the requirement of a sufficient command of the English language if they have a pre-university education (VWO) diploma with a final English grade of 8 or higher.

5.2.4.5 If the student does not meet the requirements in 5.2.4.3, the language level can be demonstrated with one of the following tests:

- IELTS Academic test with an overall score of 7.0, where each separate constituent score must be at least 6.0;
- TOEFL (internet-based) test with a minimum score 100, where each separate constituent score must be at least 20.
- Cambridge C2 or C1 Certificate (Proficiency: CPE or Advanced: CAE) with an overall score of 185, where each separate constituent score must be at least 169.¹⁴

At the time of applying for the programme, the test must have been taken no more than two calendar years previously.

5.2.4.6 If the student does not meet the requirement in 5.2.4.4 but has a pre-university education (VWO) diploma with a final grade of 7.0 in English, the student will be required to sit a supplemental exam in English proficiency at the College in which at least level C1 of the Common European Framework of References for Languages must be obtained.

5.2.5 **Entrance examination**

Not applicable.

¹⁴ [See also the comparison table: english-test-equivalencies.pdf \(universiteitleiden.nl\)](#)

Article 5.3 **Selection for the programme** *[Applies to programmes with a fixed quota and LUC]*

5.3.1 **Confirmation of admission**

The Faculty Board provides confirmation of admission if the student meets the selection criteria specified in Article 5.3.2, as long as the maximum number of students that may be enrolled in the programme has not been exceeded.

Article 5.3.2 **Selection criteria**

The selection criteria are:

- **Academics**, to evaluate if a student is academically fit for a small-scale and intensive academic programme. This consists of:
 - Proficiency in English, as the programme is fully taught in English. Ideally, the applicant has at least
 - A diploma of secondary (or higher) education completed in Australia, Canada (except for French-language programmes in Canada), Ireland, Malta, New Zealand, Singapore, the United Kingdom, the United States or South Africa. This includes diplomas that are issued by schools/institutions from the above-mentioned countries that are located elsewhere but are accredited as part of the education system in the above-mentioned countries - if obtained after having attended for at least 2 years. a grade 8 in English at Dutch VWO, or
 - A grade 8 in English at VWO Diploma from Aruba, St. Maarten or Curaçao, or
 - passed a TOEFL Internet-based test with a minimum score 100, where each separate constituent score must be at least 20. or
 - an IELTS Academic test with an overall score of 7.0, where each separate constituent score must be at least 6.0. or
 - obtained a Cambridge C2 or C1 Certificate(Proficiency: CPE or Advanced: CAE) with an overall score of 185, where each separate constituent score must be at least 169. or
 - a European Baccalaureate English Language 1, or
 - a European Baccalaureate English Language 2, with at least 4 other courses taught in English, during the last cycle (years 6 & 7) - L2 Engl Adv can be one of these 4 courses, but Ethics/Religion or Physical Education cannot, or
 - A full English-taught International Baccalaureate Diploma, or
 - An International Baccalaureate with English A at Higher Level, or
 - A Diplôme de Baccalauréat Français International (BFI)) language section Anglais (Britannique/Américain) or
 - a Zeugnis der Allgemeinen Hochschulreife with a final English grade of at least 13, or
 - National Senior Certificate (UMALUSI or IEB) with English as home or first language, or
 - Maltese Matriculation Certificate from the University of Malta, or
 - Singapore three H2-Levels combined with O/N-Levels
 - Proficiency in mathematics, since a general understanding of mathematics is required for the programme. Ideally the applicant has at least mathematics as a subject in their final year of

secondary education. Applicants with a mathematics deficiency can get support from a tutoring center at LUC if selected for the programme.

- Overall academic strength across multiple academic subjects and domains of activity as demonstrated in the application materials (LUC Form , diploma/transcripts) and – if applicable –additional report as stated in 5.3.3;
- **Motivation**, to assess whether the student understands that they are applying for an interdisciplinary honours programme and to assess their motivation to study Global Challenges.
 - The applicants' suitability and commitment to study in an international and academically demanding environment will be assessed using the application materials and – if applicable – additional report as stated in 5.3.3;
- **Extracurricular activities**, to assess whether their profile fits with the overall philosophy of LUC and their willingness to engage in the community on the residential campus.
 - The applicants' suitability and commitment to contribute to the (residential) campus environment at LUC The Hague in a positive manner will be assessed using the application materials and – if applicable – additional report as stated in 5.3.3.

5.3.3 Selection procedure

LUC executes a holistic admission procedure, involving the Dean, Admissions officers, Study Advisor and a selection of Academic Staff members, aiming to select those students who are most qualified and the best fit for the programme from a large and diverse, international pool of applicants, based on the selection criteria as described in section 5.3.2.

All applicants need to go through a selection procedure that consists of three elements:

1. Assessment of the written application

The Admissions Committee reviews the applicant's application to assess whether they have a diploma that is considered sufficient for admission and how likely it is that they meet the diploma and English language requirement. If the applicant does not meet the minimum diploma requirements, they will be informed. The Admissions Committee reviews their academic skills and potential, English proficiency and writing, motivation for the programme, extracurricular activities, willingness to engage and mathematics abilities. At this stage, candidates are required to submit the following documents: At this stage, candidates are required to submit the following documents: Official transcripts of the last three years and LUC form.

2. LUC preview class and reflection

Because studying at LUC is a unique experience with small classes, high student participation and a thematic focus on global challenges, a part of the selection process focuses on experiencing what it would be like to be a student at LUC through an online class and

reflecting on this experience. Aligned with the Liberal Arts and Sciences ethos, students get to choose when they wish to attend the LUC preview class and in which topic.

The Admissions Office will provide the applicants with an online form through which they submit a 150 word reflection on their LUC Preview class. This reflection will be added to their application and will be reviewed by the Admissions Committee together with the documents the applicants submitted when they applied.

3. **Selection**

Once the Admissions Committee reviewed their application including the online reflection form, a final decision about the applicant's admission to LUC's programme will be made together with the Dean of LUC. Each year, LUC selects 200 first year students with the guarantee of housing on the LUC campus. Because there are limited places available in LUC's programme, not everyone who applies can be admitted.

Complete applications which meet the minimum admission requirements (see Article 5.3.2) are reviewed by the Board of Admissions, which includes a review of the applicants' academic profile and domains of activity and motivation for studying at the College. In addition, applicants who are deemed admissible are required to provide an additional written report after they experience and engage with LUC by attending an LUC (sample) class.

Decisions on admission applications are made by the Dean of the College with the formal approval of the Faculty Board. Only complete applications which are submitted via the way specified on the LUC website will be taken into consideration.

Chapter 6 Student Counselling and Study Advice

Article 6.1 Study progress administration

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

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

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

Article 6.2 Introduction and student counselling

As referred to in the Leiden University Regulation on the Binding Study Advice, the programme must provide an introduction and counselling for all students who are enrolled in the programme, in order to familiarise them with their study options in the programme and elsewhere and to facilitate their progress in their studies.¹⁵

Article 6.3 Study advice

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

6.3.2 In addition to the required minimum of 45 ECTS credits for a positive binding study advice as referred to in the Leiden University Regulation on the Binding Study Advice, the College imposes requirements concerning certain components that students must pass, in order to obtain the positive binding study advice.

For students who started before the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 35 ECTS credits of the other compulsory courses (Global Challenges courses, History of Science, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

For students who started in the Academic Year 2018-2019:

- All students are required to pass the course Academic Writing, and
- at least 30 ECTS credits of the other compulsory courses (Global Challenges courses, History of Philosophy, Mathematics, Statistics) in the first year of enrolment.

¹⁵ [Leiden University Regulation on the Binding Study Advice](#)

For students who started in the Academic Year 2019-2020 and onwards:

- All students are required to pass the courses Academic Writing and Statistics in the first year of enrolment.

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

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

Article 6.4 **Supervision of the thesis/final paper/final report/final programme assignment**

6.4.1 Together with the first reader, the student draws up a plan for the thesis (Capstone), programme assignment, as referred to in 3.3.2. This plan is based on the study load for this component as specified in the Prospectus.

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

Article 6.5 **Top-level sport**

Students who engage in top-level sport are given the opportunity to adjust their study programme to their sporting activities wherever possible. The programme determines who falls within this category in line with the guidelines set out in Section III of the [Regulations on Financial Support for Students](#), drawn up by the Executive Board.

Article 6.6 **Disability or chronic medical condition**

Where possible, students with a disability or chronic medical condition are given the opportunity to adjust their study programme to the limitations resulting from their disability or chronic medical condition.¹⁶ 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 as much as possible.

¹⁶ [Protocol on Studying with a Disability](#)

Chapter 7 Evaluation of the Programme

Article 7.1 Evaluation of the programme

The education in the programme is evaluated as follows:

- course evaluations (after the block or semester)
- programme evaluation (once a year)

The Programme Director will inform the Programme Council 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 2026.

APPENDIX 1: Honours and Grading System LUC The Hague

Table 1: Honours Categories

Bachelor degree (without honours)	2.00-2.99
Honours	3.00-3.49
Cum laude	3.50-3.79
Magna cum laude	3.80-3.89
Summa cum laude	3.90-4.00

Table 2: Grade Descriptors

Letter	Grade Point	Description
A+	4.0	Outstanding: An outstanding answer showing an extraordinary understanding of the issues and methodologies; original, independent thinking informs an answer based upon rigorous argument accurately supported by evidence derived from a wide range of source material; could not be bettered at undergraduate level in the time
A	4.0	Very good: An answer demonstrating a high level of understanding of the issues and methodologies; the answer displays independent thought, and strong and well organised argument, using a wide range of sources
A-	3.7	
B+	3.3	Good: A good answer showing most but not necessarily all of the above. The level of independent thinking is a bit lower
B	3.0	
B-	2.7	
C+	2.3	Pass: An answer demonstrating satisfactory understanding of the issues, with a reasonable and reasonably well organised argument supported by a standard range of sources. The answer may display some shortcomings, but no fundamental errors
C	2.0	
C-	1.7	
D+	1.3	Insufficient: An answer which shows minimal, inadequate or limited understanding of some of the issues raised by the question, with substantial omissions or irrelevant material, and limited use of relevant material. Poorly conceived and poorly directed to the question
D	1.0	
D-	0.7	
F	0.0	Fail: Unsatisfactory, but will show skeletal grasp of some relevant issues and necessary material and/or skills. There may be gross misconceptions which nevertheless show some evidence of an elementary grasp of issues. Or: no answer offered. Or: an answer which is totally irrelevant or fundamentally wrong
P	--	Pass: This result is registered when a student passed a course for which no grade is recorded
W	--	Withdrawal: This result is registered when a student has officially withdrawn from the course with permission of the Board of Examiners
VR	--	Vrijstelling [Exemption]: This result is registered when the student received an exemption for the course from the Board of Examiners
CI	--	Course Incomplete: This is a placeholder result for students with pending grades

Table 3: Conversion Table Dutch grades

Dutch Grade	LUC Grade		Dutch Grade	LUC Grade
8.6-10.0	A+		6.4-6.6	C+
8.0-8.5	A		6.0-6.3	C
7.7-7.9	A-		5.5-5.9	C-
7.4-7.6	B+		5.3-5.4	D+
7.0-7.3	B		5.1-5.2	D
6.7-6.9	B-		4.9-5.0	D-
			0.0-4.8	F

**This table may be subject to change in the future*

Remarks

The Grade Point Average (GPA) is the weighted average of all results the student obtained and uses to pass the final examination of the programme (article 4.11). This includes not only the regular LUC courses, but also transferred courses, any external classes approved by the Board of Examiners, and Semester Abroad courses. The following results do not affect the GPA:

- Pass (P)
- Exemption (EX; VR)
- Course Withdrawals (W)
- Course Incomplete (CI; this is a temporary result, usually replaced by an actual grade or an F)

Results of failed courses (D's, F's) *do* count towards the GPA. Please note that if a student fails a course and then retakes and passes it in a subsequent block, the D or F of the first attempt will remain on the student's transcript, but it will no longer weigh towards the GPA—only the new grade will count towards the GPA in this scenario.

Shortly before graduating, students submit their Final Study Plan. Any courses marked on the Final Study Plan as extracurricular need to be listed in the appropriate section on the student's study plan and will be excluded from the calculation of the GPA. In effect, this means that upon graduation, for students who are graduating with 180 ECTS, all courses except for courses graded with a 'pass' are included in the calculation of the GPA. Students graduating with more than 180 ECTS will have to indicate which of their courses are used as 'extracurricular'. These extracurricular courses are not used in the calculation of the GPA.

Note that extracurricular courses are not formally part of the diploma because they are taken on top of the 180 ECTS necessary to be able to graduate, but *are* mentioned on the diploma supplement and transcript.

Note that Leiden University does not state GPA information on diploma documents, only the Latin Honours a student might have obtained.

Until students have formally graduated, any calculation of their GPA will be based upon all the courses they have so far completed under the conditions described above (e.g., including external courses).

Clarification on previous GPA system

For students who have started the programme in **academic year 2023-2024 or later**, the Grade Point Average (GPA) will be calculated as described above.

For students who have started the programme in **academic year 2022-2023 or earlier**, two different grade point averages are calculated upon graduation: the cumulative GPA and the final GPA. The cumulative GPA is based on the results of all the courses a student took as part of the programme at LUC. This means that the results of transferred courses, any external classes approved by the Board of Examiners, and Semester Abroad courses are also included in this GPA. If a student failed a course, this result is included in the calculation of the cumulative GPA, unless the student repaired the failing grade by retaking the same course. In such a case, the failing grade will remain listed on the transcript of the student, but the failing grade will no longer be included in the calculation of the cumulative GPA. Courses for which the student was exempted (grade "VR"), received a Pass (grade "P"), or from which the student officially withdrew (grade "W") are never included in the cumulative GPA.

The final GPA is calculated over the results of all the courses a student passed, minus the results of courses taken during the student's first year (first two semesters) and minus the results of any extracurricular classes. Results of compulsory first-year courses are never included in the final GPA even if a student (re)took such a course during the second or third year. Whether—and if so, which—Latin Honours are awarded to a student will depend on the student's final GPA. After graduation, both the cumulative GPA and final GPA will be stated on the student's academic transcript. While Latin Honours (if applicable) are stated on the diploma documents (diploma and diploma supplement), Leiden University does not allow for the publication of grade point averages on diploma documents.

APPENDIX II: Learning Outcomes per Major**Earth, Energy, and Sustainability (BSc)**

Learning Outcomes Major Earth, Energy, and Sustainability (BSc)	
The Earth, Energy and Sustainability (EES) Major draws insights from the natural and social sciences to give students the practical skills and knowledge to address key challenges related to anthropogenic impacts on our natural environment. The Major is structured around three core tracks: i) Ecosystem Health, ii) Earth System Science, and iii) Energy and Natural Resources. In addition, students can pursue courses in a co-convened track with the Major Governance, Economics and Development and Global Health, Innovation and Society.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Can generally explain the most important theories, models, concepts and discourse of the EES domain: 1) human and environment interactions; 2) in understanding natural systems; 3) in environmental policies and management.
2.3.1 b	Demonstrate deep knowledge by applying scientific methods to real world cases in the social and natural sciences.
2.3.1 c	Can apply scientific research skills, individually or in a group, within the EES field: field and laboratory techniques; quantitative analysis of data sets; modelling of natural and human systems. Can explain the approach used in the scientific method.
<i>Academic skills</i>	
2.3.3 a	Can analyse the results of independent study using the scientific skills discussed in 2.3.1 c.
2.3.3 b	Can interpret scientific findings from different disciplines within EES; Critically read scientific articles on EES issues; Can conduct and complete, individually or in a group, a research project in the field of EES.
<i>Interdisciplinary skills</i>	
2.3.4 a	Demonstrate knowledge of the multidisciplinary nature of EES by establishing connections with the different disciplines in the natural and social sciences which have shaped the field of EES.
2.3.4 b	Can design a study and defend their chosen approach.
2.3.4 c	Can formulate research questions and hypotheses; Evaluate the strengths and weaknesses of research based publications using theoretical and empirical approaches of the relevant scientific fields.
2.3.4 d	Can analyse and criticise (both by positive and constructive feedback) the methodology used within the scientific literature or by their peers.
2.3.4 e	Can evaluate the strengths and weaknesses in scientific studies (e.g. published work, government reports, or peer-projects) and their own work (self-reflection) or work of their peers.
<i>Communication skills</i>	
2.3.7 a	Can write a project proposal by examining the scientific literature, highlighting important areas of research and formulating hypotheses based on own literature reviews, in a standard scientific format. Students can prepare and present a scientific presentation. They understand the roles and complexity of stakeholders involved in issues of environmental assessment and management. Students can communicate their knowledge about content, the scientific method and scientific skills.
2.3.7 b	Students can write a report in a scientific format, and generalise their findings to a broader context.
2.3.7 c	Students successfully complete a research project in a group or individually within the framework of a class.
2.3.7 d	Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.

Global Health, Innovation and Society (BSc)

Learning Outcomes Major Global Public Health (BSc) (name change request in process to: Global Health, Innovation, and Society)	
The Global Public Health (name change request in process to: Global Health, Innovation, and Society, GHIS) Major sits at the intersection of health and society. The major integrates a strong health science focus with applications to sustainable livelihoods and communities, as well as critical understandings of social and historical contexts. We examine well-being through the interconnected lenses of human and planetary health, focusing on individual, community, institutional, societal, and ecological levels. We value innovative pedagogy and recognize the plurality of methods for generating knowledge. The major balances data science, qualitative, and spatial (GIS) skills to provide students with the opportunity for both technical and critical analysis. Students engage with communities in the Hague and beyond to understand health and livelihood related challenges and responses to foster peaceful, just, equitable, and inclusive societies.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Explain and discuss the most important theories, models, concepts, and discourses within the Global Health field. Identify biological, social, behavioural and environmental determinants of communicable and non-communicable diseases. Describe the impact of communicable and of non-communicable diseases at an individual, interpersonal, community and societal level.
2.3.1 b	Systematically evaluate the state of the art on global health issues. Analyse real-world data and cases related to global health challenges. Acquire a broad understanding of health and well-being. Examine the evolving health technology and innovative uses of data in health care. Understand historical and colonial legacies and evaluate their relationship to contemporary global health. Understand policy responses to global health challenges
2.3.1 c	Choose the appropriate design to study global health challenges from a range of epistemological approaches relying on a diverse set of methods. Compare methods used for collecting data for health research purposes (quantitatively and qualitatively). Adequately analyse different types of evidence from global health research.
2.3.1 d	Examine the evolving health technologies, innovation, and use of data in (public) health care. Evaluate how the latest innovative approaches in health and medical care, such as artificial intelligence and data science for health, shift our understanding of health challenges and alternative solutions.
<i>Academic skills</i>	
2.3.3 a	Demonstrate the ability to critically evaluate and interpret findings from global health research. Distinguish the difference between evidence-based practice, opinion-based practice, and real-world based practice in Global health. Critically reflect on these practices in real-world engagement projects within courses.
2.3.3 b	Research global health problems in a systematic and evidence-based manner. Critically read scientific articles on global health issues. Evaluate different sources of evidence. Develop evidence-based prevention and health-promotion programs to tackle public health challenges. Apply effective methods of visualization and communication of health data.
<i>Interdisciplinary skills</i>	
2.3.4 a	Understand determinants of communicable and non-communicable diseases at different levels (i.e. at an individual, community, environmental, institutional and societal level).
2.3.4 b	Be able to study global health problems in different cultural contexts and at different levels (i.e. at an individual, community, institutional, and societal level).
2.3.4 c	Can apply multidisciplinary frameworks and methods (e.g. the social ecological as well as behavioural models) based on different epistemological approaches to study major global health challenges.
2.3.4 d	Can apply the different determinants of communicable and non-communicable diseases and related risk factors into multidisciplinary solutions integrated at an individual, community, environmental, institutional and societal level.

2.3.4 e	Can compare and evaluate prevention and policy strategies to combat communicable and non-communicable diseases and related risk factors at an individual, community and societal level.
<i>Communication skills</i>	
2.3.7 a	Present scientific findings through scientific papers and presentations and translate that knowledge for communication to societal and policy actors, as well as the general public.
2.3.7 b	Can write scientific articles and study proposals related to global health topics.
2.3.7 c	Learn to perform group work through research projects and practical assignments related to global health.
2.3.7 d	Learn to work with people from different backgrounds in teamwork and to reflect on own values
<i>Learning skills</i>	
2.3.8 c	Explain ethical issues that can come along with global health interventions, epidemiological research, quantitative and qualitative methods, and technological and data innovation in healthcare and how to appropriately address these in scientific papers and debates.

Governance, Economics, and Development (BSc)

Learning Outcomes Major Governance, Economics, and Development (BSc)	
The Governance, Economics, and Development (GED) Major draws on scholarship from a range of disciplines and interdisciplinary research fields in the social sciences. Students can choose to focus primarily on either the policy challenges of the rich world (governance) or those of the poorer world (development), and deepen their understanding by selecting specific. Additionally, all students take a set minimum of methodology courses in data science ensuring that they master the fundamentals of data analysis and case studies with the most advanced tools used by professionals.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Have an overview of the knowledge base within Governance, Economics, and Development and assess the role and importance of various actors and stakeholders in the generation and evolution of social outcomes.
2.3.1 b	Demonstrate deep knowledge by learning facts about governance and development challenges in different parts of the world and by applying relevant concepts and models to cases of these challenges using appropriate research methodologies.
2.3.1 c	Are able to choose the most appropriate research methods for a given hypothesis or research question in the social sciences.
<i>Academic skills</i>	
2.3.3 a	Can in a manner appropriate to their research question apply and critically evaluate in the work of others the following scientific skills in research within the Major of GED: (a) Individual case study design and analysis; (b) Small-N comparative case study design and analysis; (c) Large-N research design and analysis; (d) Mixed methods approaches.
2.3.3 b	Can write a project proposal using scientific reasoning and research method skills; can research, individually or in a group, a case, problem or issue and successfully complete a research project within the framework of a final thesis; and can integrate knowledge, problem solving, analytical and communication skills to come to a solution, recommendation or advice.
<i>Interdisciplinary skills</i>	
2.3.4 a	Identify questions of governance and development and have an understanding of the main social science disciplines pertinent to these questions, their subject matter, their epistemology, ontology, methodology and research methods.
2.3.4 b	Can formulate research questions and hypotheses and evaluate the strengths and weaknesses of research-based publications using theoretical and empirical approaches of the relevant social-scientific fields.
2.3.4 c	Can combine knowledge and methods from various social science disciplines to come to an integrated approach to research and address issues of governance and development.
2.3.4 e	Can argue a well-considered stance, making use of relevant social-scientific theories and methods.
<i>Communication skills</i>	
2.3.7 a	Can write a project proposal using scientific reasoning and research method skills. Can construct succinct analytical arguments in well-structured written and spoken English. Can deploy the above skills conversationally with non-experts.
2.3.7 b	Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
2.3.7 c	Have developed the skills to work in a team, respecting the variety in backgrounds and making sure all can contribute to the final product.
2.3.7 d	Can use and appreciate the variety in academic disciplines in the GED Major and can be attentive to cultural and personal differences.
<i>Learning skills</i>	
2.3.8 c	Can identify and explain ethical issues that arise in research on issues related to governance and development and are able to suggest solutions to address these issues.

Culture, History and Society (BA)

Learning Outcomes Major Culture, History and Society (BA)	
The Culture, History and Society (CHS) Major draws insights from the humanities and social sciences to give students the knowledge and skills necessary to understand the challenges of living together peaceably, equitably, sustainably and respectfully in plural and complex societies. Students learn to closely read, critically understand and synthesize advanced debates associated with traditional disciplinary programmes in the humanities and social sciences from the perspective of today's societal challenges. This enables them to develop cross-disciplinary skills. The CHS major is arranged in three interdisciplinary tracks: Cultural expressions; Historical processes; and Social forms. In addition, students can pursue tracks following elective courses in Gender Studies and Philosophy.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Explain and discuss themes and concepts in the study of culture and history in different social and historical formations across the world. In the <i>Cultural Expressions</i> students learn about cultural representations, political memory, visual arts, black literature, intersectionality. In the <i>Historical Process</i> track students learn how to understand, analyze and criticize the concept and practice of history itself, while thematically the track has courses on nationalism, racism, slavery, imperialism, migration, industrialization, globalization and social movements, like environmentalism, in various parts of the world. In the <i>Social Forms</i> track students explore themes related to power, legitimacy, the binaries that structure social life (like self/other, private/public, productive/reproductive, nature/society), socio-political inequalities, urban and regional dynamics, based on the work of major sociological and anthropological scholarship.
2.3.1 b	Make comparisons and draw connections between a variety of conceptual repertoires informing the humanities and social sciences. Explain how they relate to one another, and how they can be used and combined to understand the complexity of socio-political and cultural real-world issues.
2.3.1 c	Ability to choose and decide among different methodological approaches in the humanities and interpretive social sciences the most appropriate route to carry out a viable research design.
<i>Academic skills</i>	
2.3.3 a	Ability to collect, organise, analyse, and evaluate different types of sources and data. Critically engage with difficult texts, doing research using different types of evidence, and distinguishing between facts, arguments and opinions. Ability to explain, compare, contrast, synthesize, and position one's own perspective in relation to scholarship in the humanities and interpretive social sciences.
2.3.3 b	Can apply their research skills, individually and in teams, on a case, problem or issue at stake. Can do this by systematically integrating their conceptual knowledge on an issue with empirical research, deploying problem solving, analytical, critical and communication skills.
<i>Interdisciplinary skills</i>	
2.3.4 a	Have an understanding of various fields of study that inform the humanities and interpretive social sciences, including their subject matter, historical development, alternative epistemological, ontological and methodological approaches.
2.3.4 b	Can analyse the complexity of the human and social worlds to question and determine which disciplinary approaches and research methods are most applicable to further their understanding on the issues at stake.
2.3.4 c	Can combine knowledge and methods from various disciplinary backgrounds within the humanities and interpretive social sciences to develop an integrated approach attuned to the problem or question at stake.
2.3.4 d	Are able to pose relevant questions and imagine alternative ideas to address the challenges that human societies face, drawing on historical evidence, the study of cultural production and various conceptual repertoires in the social sciences and humanities.
2.3.4 e	Can write and speak argumentatively and synthetically using a range of source materials as evidence, and position themselves in various disciplinary approaches within the humanities and interpretive social sciences.

	<i>Global Citizenship</i>
2.3.5 c	Have the ability to position oneself as part of diverse and plural communities, at local, national, regional and global levels, taking into consideration the diversity of historical backgrounds, cultural repositories and forms of social organization that exist in the world.
	<i>Communication skills</i>
2.3.7 a	Demonstrate the ability to take position, elaborate an argument and present their findings, both in written and oral form, to a variety of audiences and in a range of different academic and non-academic genres.
2.3.7 b	Can pose relevant research questions and design a research inquiry using appropriate methodological approaches and tools.
2.3.7 c	Are able to work in teams constructively and respectfully to attain a timely result.
2.3.7 d	Can identify and take position regarding the ethical questions associated to the production of knowledge in the various disciplinary fields that inform the Major, acknowledging there are multiple ways of thinking and knowing the world.

International Justice (BA)

Learning Outcomes Major International Justice (BA)	
The International Justice (IJ) Major explores conceptions of justice in our global society as responses to conflict and transnational threats, such as organised crime and terrorism, are increasingly international in scope and supported by a growing framework of norms and institutions tasked with enhancing sustainable peace and security. The International Justice Major is built around three key themes (a) law and enforcement, (b) human security, and (c) organization and integration. As justice issues related to human rights, peace, security and environment present legal and policy challenges for governmental and non-governmental actors, international institutions, and civil society that extend beyond national borders and single disciplines, the International Justice Major is also connected to the Governance, Economics and Development Major. Through these cross links students can explore issues related to governance and development, as well as comparative justice systems and gender, media and conflict.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Identify and articulate the national, regional and global context in which international justice operates. Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Demonstrate knowledge of the nature and settlement of international disputes.
2.3.1 b	Evaluate the functioning of the international justice system and its impact on domestic policies and practices related to justice. Describe and critically assess the international institutional framework.
2.3.1 c	Research and analyse real world cases especially those that pertain to compliance and violations of international law. Identify the core elements of an international dispute.
<i>Academic skills</i>	
2.3.3 a	Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguish relevant facts and identify and analyse the appropriate sources and principles of law.
2.3.3 b	Can research, individually or in a group, a case or issue related to international justice and integrate knowledge and legal methods of reasoning to come to a recommendation or conclusion.
<i>Interdisciplinary skills</i>	
2.3.4 a	Explain the structure of legal argumentation and differentiate between the various methodologies used to explore justice issues.
2.3.4 b	Analyse a complex case and deconstruct and evaluate the argumentation of relevant actors in the field.
2.3.4 c	Objectively evaluate, compare, contrast and synthesise evidence to support an argument.
2.3.4 d	Formulate a clear argument evidenced by appropriate sources.
2.3.4 e	Develop, present a well-considered stance, and defend an argument in both written and oral motions. Can carry out independent research, within the framework of the capstone thesis.
<i>Global Citizenship</i>	
2.3.5 b	Use their knowledge gained in the Major, both in terms of content and methodology, to constructively participate in key dialogues related to international justice.
<i>Communication skills</i>	
2.3.7 a	Research and prepare a legal argument. Develop, present and defend an argument in both written and oral motions.
2.3.7 b	Prepare and present an oral presentation on a given topic. Students can advocate, in both oral and written form. Students can write a case note.
2.3.7 c	Students can convey information in a clear and persuasive manner in a group or individually.

World Politics (BA)

Learning Outcomes Major World Politics (BA)	
The World Politics (WP) Major is organised around the global challenge Peace and Justice, locating issues of security and peace within the broader context of international relations and transnational politics. The Major will equip students with the knowledge and skills to understand the shape of political relations in a globalizing world and their connection to peace and security. Students will become familiar with the most important theories, actors, institutions and issues in world politics at the global and regional levels. World Politics is fundamentally an interdisciplinary subject that draws on several academic disciplines, including Politics, History, Philosophy, and Sociology. It is organized into three core tracks, each of which contains courses examining a different aspect of the global political order: 1. International Relations and Diplomacy focuses on interstate relations and its dominant patterns: conflict and cooperation. This track will also introduce students to the most influential theories of international politics, including realism, liberalism and social constructivism. 2. Transnational Politics draws primarily on History and Sociology to explore dimensions of world politics that fall outside of International Relations' traditional focus on the state. This includes mass phenomena such as nationalism, religion and memory, as well as non-state and transnational actors. 3. Peace and Conflict Studies examines issues of security and peace in more detail, drawing primarily on the interdisciplinary fields of Security Studies and Peace and Conflict Studies.	
Article	<i>Knowledge in Major</i>
2.3.1 a	Understanding of the major concepts, theories and methodological approaches used in the analysis of world politics, and the ability to critically evaluate them; understanding of the implications of different approaches, and the terms of relevant debates among scholars concerning their strengths and weaknesses.
2.3.1 b	Understanding of the significance of the most important issues at the heart of world politics, including nuclear proliferation, nationalism, religion, terrorism, regionalism, humanitarian intervention, etc.; understanding of key events associated with them, their historical context, and the ways they have shaped the development of international affairs.
2.3.1 c	Understand the significance and roles of key actors in world politics including individuals, states, intergovernmental organizations, non-governmental organizations, transnational corporations, global civil society.
<i>Academic skills</i>	
2.3.3 a	Demonstrate the ability to apply conceptual and theoretical tools to analyse key events and processes in contemporary world politics; the ability to critically evaluate key concepts, theories and methods using relevant case studies.
2.3.3 b	The ability to distinguish good and bad arguments; the ability to make logical and well-reasoned arguments supported by evidence drawn from appropriate sources.
<i>Interdisciplinary skills</i>	
2.3.4 a	The ability to demonstrate knowledge of the multi-disciplinary nature of world politics by establishing connections among the disciplines that have shaped the study of world politics.
2.3.4 b/c	Demonstrate an understanding of the relationship between theory, methodology and methods; the ability to critically evaluate the strengths and weaknesses of the major methodologies and method used in the study of world politics; the ability to develop research projects; the ability to select and rigorously apply methods appropriate to the nature of the research; the ability to gather, analyse and interpret relevant data.
2.3.4 d	Conduct research and evaluate evidence-based arguments and methodologically sound studies.
2.3.4 e	Can argue a well-considered position on issues in world politics, making use of relevant disciplines.
<i>Communication skills</i>	
2.3.7 a/b	Write well-organised, informed, logically argued, clear, persuasive, and stylistically correct essays and papers. Display confidence to present their arguments clearly, logically and persuasively in relevant academic contexts (seminars, workshops, conferences) to other students of world politics.

Appendix 3 – Transition Rules new First Year Programme AY 25-26

This appendix outlines the transition measures that LUC has implemented for students who began the programme before the AY 2025-2026. These students are part of the previous LUC curriculum and must fulfil the graduation requirements established under the earlier framework, which remained in effect until the AY 2025-2026 (refer to previous editions of the OER for details)."

Old Framework

The First-Year programme for all students who enrolled and began their studies before AY 2025-2026 includes the following components:

- Global Challenges: Diversity (5 EC – 100 level)
- Global Challenges: Sustainability (5EC – 100 level)
- Global Challenges: Peace & Justice (5EC – 100 level)
- Global Challenges: Prosperity (5EC – 100 level)
- History of Philosophy (5 EC – 100 level)
- Introduction to Statistics (5 EC – 100 level)
- Academic Writing (5 EC – 100 level)
- Mathematical Reasoning or Mathematical Modeling (5 EC – 100 level)
- For elective courses, of which one elective course will count towards the student's chosen Major

Semester 1		Semester 2	
Block 1	Block 2	Block 3	Block 4
Global Challenges: Diversity (5 EC – 100 level)	Global Challenges: Sustainability (5 EC – 100 level)	Global Challenges: Peace & Justice (5 EC – 100 level)	Global Challenges: Prosperity (5 EC – 100 level)
History of Philosophy (5 EC – 100 level)		Elective (5 EC)	Mathematical Reasoning / Modeling (5 EC – 100 level)
Academic Writing (5 EC – 100 level)			
Introduction to Statistics (5 EC – 100 level)	Elective (5 EC)	Elective (5 EC)	Elective (5 EC)

Of these courses only the 2 skills courses are BSA (Binding Study Advice) Requirements:

- Academic Writing
- Introduction to Statistics

and students are required to obtain at least 45 ECs in their First year in total as part of the BSA (see OER Article 6.3.2). Students who do not pass Academic Writing and/or Introduction to Statistics in semester 1 will be placed in a replacement class for these courses in semester 2 of their first year.

Additionally, students must complete the following to meet their graduation requirements:

- The four Global Challenges (20 EC in total)
- Their General Education – History of Philosophy and Mathematical Reasoning/Modeling - (10 EC in total)

New Framework

As the new First-Year Programme is implemented, the courses from the original First-Year Programme Framework will no longer be available. From academic year 2025-2026 onwards, the new First year programme will consist of:

- **Global Challenges:** Instead of four 100-level Global Challenges courses at 5 EC each, there will now be two 10 EC Global Challenges courses at 100 and 200 level respectively.
- **General Education:**
 - o History of Philosophy (5 EC – 100 level) is changed to Philosophy (5 EC – 200 level)
 - o Mathematical Reasoning/Mathematical Modeling (5 EC – 100 level) has been taken out of the General Education, and has been introduced under the skills courses
 - o Dutch History and Language (5 EC – 100 level) is a new course that has no equivalent in the old programme
- **Skills**
 - o Academic Writing – remains unchanged in the new First Year programme*
 - o Statistics – remains unchanged in the new First Year programme*
 - o Mathematics for Liberal Arts & Sciences – this course has been introduced into the skills section of the grid
- **Electives:** have been reduced by 5 EC – instead of 4 electives there are now 3 electives.

*Note that the two courses required for the BSA – Academic Writing and Introduction to Statistics – will remain unchanged in the new Framework

Semester 1		Semester 2	
Block 1	Block 2	Block 3	Block 4
Global Challenges: Understanding (10 EC – 100 level)		Global Challenges: Local Engagement (10 EC – 200 level)	
Dutch History and Language (5 EC – 100 level)		Elective (5 EC)	Philosophy* (5 EC - 200 level)
Academic Writing (5 EC – 100 level)		Elective (5 EC)	Mathematics for Liberal Arts & Sciences (5 EC – 100 level)
Statistics (5 EC – 100 level)	Elective (5 EC)		

Transition from old to new

Since the courses from the 'old' framework will no longer be available, students who have started the programme in academic year 2024-2025 or earlier who have failed any of the required first-year courses must complete and pass one of the designated substitute courses to meet graduation requirements

We have compiled an overview of substitute courses that are considered appropriate equivalents to the original courses based on course content and academic level.

Course in 'old' system before AY 2025-2026	Designated substitute option 1	Designated substitute option 2	Designated substitute option 3
Global Challenges: Diversity (5 EC – 100 level)	What is Culture? (5 EC – 100 level)	Birth of the modern world (5 EC – 100 level)	Social Theory in Everyday Life (5 EC – 100 level)
Global Challenges: Sustainability (5EC – 100 level)	Earth System Science (5 EC – 100 level)	Environmental Science (5 EC – 100 level)	Sharing Scarcity: Water (5 EC – 100 level)
Global Challenges: Peace & Justice (5EC – 100 level)	Principles of Public International Law (5 EC – 100 level)	Introduction to Peace and Conflict Studies (5 EC – 100 level)	Sovereignty and Statehood (5EC – 100 level)
Global Challenges: Prosperity (5EC – 100 level)	Social Determinants of Health (5 EC – 100 level)	Sharing Scarcity: the Commons (5 EC – 100 level)	Institutions of Governance and Development (5EC – 100 level)
History of Philosophy (5 EC – 100 level)	Philosophy (5 EC – 200 level) ¹⁷	n/a	n/a
Mathematical Reasoning or Mathematical Modeling (5 EC – 100 level)	Mathematics for Liberal Arts & Sciences - Elective (5 EC – 100 level)	n/a	n/a

For each GC course, students have three substitute options. Those who have already completed one or more of these options may choose from the remaining substitute courses to fulfil their curriculum requirements. For Mathematical Reasoning/Mathematical Modeling and History of Philosophy, students may take the new equivalent courses in the revised First-Year Programme (respectively 'Mathematics for Liberal Arts & Sciences' and 'Philosophy').

However, for administrative purposes, students must submit a formal request to the Board of Examiners (BoE) to enroll in these substitute courses, even when only one option is available (see Procedure).

Each course may only count toward one component of a student's curriculum. For example, a student cannot use 'What is Culture' as a substitute for GC Diversity and simultaneously count it as part of another component of the study plan, such as a major or minor in Culture, History, or Society or the First-Year Elective space.

¹⁷ note that the Philosophy course in the new system will be a 200-level course. This course will not have prerequisites, however it has been set at the 200 level as the general academic level and maturity of the First year students coming into the Philosophy course can reasonably be estimated to be significantly higher than the First year students participating in History of Philosophy under the old system. This is because HoP took place in the first semester, whereas Philosophy will be at the end of the new First year programme. Students will thus already be familiar with academic concepts such as epistemology, ontology, positionality etc., and students will be familiar with the relevant academic skills such as writing and reflecting. Students who have failed HoP will also be able to take the 200-level Philosophy class as compensation for HoP for the same reason.

If a student has already completed all three designated substitute courses for a GC or if these courses are mandatory for their chosen Major, the Board of Examiners reserves the right to assign an alternative course to fulfil the requirement in collaboration with the Study Advisors.

Procedure

Students from cohorts up to and including those who began in AY 2024-2025 and have not yet completed all required courses for graduation must apply to enrol in compensatory courses. To do so, they must submit the required application form (see below) to the Board of Examiners.

It is the students' responsibility to review their schedules and study plans before requesting enrolment in a compensatory course. Applications must be submitted at least three weeks before course allocation is opened for semester their compensatory course is taught.

The BoE will notify Course Administration, and these students will be given priority during course allocation. Additionally, the Board of Examiners will provide students with a formal decision in the form of an official letter.

Overview of designated substitute courses

Course in 'old' system before AY 2025-2026	Designated substitute option 1	Designated substitute option 2	Designated substitute option 3
Global Challenges: Diversity (5 EC – 100 level)	What is Culture? (5 EC – 100 level)	Birth of the modern world (5 EC – 100 level)	Social Theory in Everyday Life (5 EC – 100 level)
Global Challenges: Sustainability (5EC – 100 level)	Earth System Science (5 EC – 100 level)	Environmental Science (5 EC – 100 level)	Sharing Scarcity: Water (5 EC – 100 level)
Global Challenges: Peace & Justice (5EC – 100 level)	Principles of Public International Law (5 EC – 100 level)	Introduction to Peace and Conflict Studies (5 EC – 100 level)	Sovereignty and Statehood (5EC – 100 level)
Global Challenges: Prosperity (5EC – 100 level)	Social Determinants of Health (5 EC – 100 level)	Sharing Scarcity: the Commons (5 EC – 100 level)	Institutions of Governance and Development (5EC – 100 level)

History of Philosophy (5 EC – 100 level)	Philosophy (5 EC – 200 level) ¹	n/a	n/a
Mathematical Reasoning or Mathematical Modeling (5 EC – 100 level)	Mathematics for Liberal Arts & Sciences Elective (5 EC – 100 level)	n/a	n/a

Application Form - Replacement for First year Courses

A.

Last name(s):		Student ID:	
First name(s):		First enrolled at LUC:	
Email:		Major:	

B. Course(s) for which the compensatory measure is requested

Course(s)	Select: ☐ Global Challenges: Diversity (5 EC – 100 level) ☐ Global Challenges: Sustainability (5EC – 100 level) ☐ Global Challenges: Peace & Justice (5EC – 100 level) ☐ Global Challenges: Prosperity (5EC – 100 level) ☐ History of Philosophy (5 EC – 100 level) ☐ Introduction to Statistics (5 EC – 100 level) ☐ Academic Writing (5 EC – 100 level) ☐ Mathematical Reasoning or Mathematical Modeling (5 EC – 100 level)
Status	☐ Fail ☐ Incomplete ☐ Withdrawn
Compensation course:	• Global Challenges: Diversity (5 EC – 100 level) ☐ What is Culture? (5 EC – 100 level) ☐ Birth of the modern world (5 EC – 100 level) ☐ Social Theory in Everyday Life (5 EC – 100 level) • Global Challenges: Sustainability (5EC – 100 level) ☐ Earth System Science (5 EC – 100 level) ☐ Environmental Science (5 EC – 100 level) ☐ Sharing Scarcity: Water (5 EC – 100 level) • Global Challenges: Peace & Justice (5EC – 100 level) ☐ Principles of Public International Law (5 EC – 100 level)

	☐ Introduction to Peace and Conflict Studies (5 EC – 100 level) ☐ Sovereignty and Statehood (5EC – 100 level) Global Challenges: Prosperity (5EC – 100 level) ☐ Social Determinants of Health (5 EC – 100 level) ☐ Sharing Scarcity: the Commons (5 EC – 100 level) ☐ Institutions of Governance and Development (5EC – 100 level) History of Philosophy (5 EC – 100 level) ☐ Philosophy (5 EC – 200 level) Introduction to Statistics (5 EC – 100 level) ☐ Introduction to Statistics (5 EC – 100 level) Academic Writing (5 EC – 100 level) ☐ Academic Writing (5 EC – 100 level) Mathematical Reasoning or Mathematical Modeling (5 EC – 100 level) ☐ Mathematics for Liberal Arts & Sciences (5 EC – 100 level)
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