

OER M 2026-2027 ENG

Adopted on 11 May 2026

COURSE AND EXAMINATION REGULATIONS

Valid from 1 September 2026

Master's programmes Education and Child Studies (Research)

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:

- Leiden Register of Study Programmes Framework Document
- Academic Calendar
- Regulations for Student Registration, Tuition Fees and Examination Fees
- Regulations for Admission to Master's Programmes
- [Online Proctoring Protocol](#)

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 Master's programme(s) Education and Child Studies (Research), henceforth referred to as the programme.

The programme is instituted in the Faculty of Social and Behavioural Sciences of Leiden University, henceforth referred to as the Faculty, and is taught in Leiden by the institute of Education and Child Studies.

Article 1.2 **Definitions**

In these regulations the following definitions apply:

- | | |
|---------------------------------|---|
| a. Board of Admissions | The Board established by the Faculty Board that has the duty of determining, with the application of the entry requirements referred to in Article 7.30b, (1) and (3) of the Act and the University Regulations for Admission to Master's Programmes, which applicants can be admitted to this Master's programme |
| 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. 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; |
| d. 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; |
| e. 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; |
| f. Degree classification | Further degree classification by the Board of Examiners; |
| g. Digital teaching environment | A digital environment, such as Brightspace, in which students can work together, communicate and learn; |
| h. ECTS | European Credit (Transfer System); |

- i. Education Administration Office The office in the faculty where students can go for information and to register for courses (education information centre, service desk Faculty of Social and Behavioural Sciences)
- j. Prospectus The digital prospectus containing specific and binding information about the programme: <https://studiegids.universiteitleiden.nl/>. The Prospectus constitutes an integral part of these regulations, and is included as an appendix;
- k. Enrolment protocol The enrolment protocol containing specific and binding information concerning enrolment in components, examinations, and final examinations, established by the Executive Board (<https://inschrijfprotocol.universiteitleiden.nl/>). The enrolment protocol constitutes an integral part of these regulations, and is included as an appendix;
- l. Examination (*tentamen*) An inspection of the knowledge, understanding and skills of the student with respect to a particular component, and an assessment thereof (in accordance with Article 7.10 of the Act). The assessment can take place in written form, orally as well as digitally, or a combination of these methods. An examination may consist of several constituent examinations. Credits are only awarded for examinations passed. The inspection is conducted according to the method determined by the Board of the Examiners to assure the quality of examination and final examinations;
- m. Examiner The person appointed by the Board of Examiners to conduct examinations, in accordance with Article 7.12c of the Act;
- n. Final examination (*examen*) The examinations associated with the components belonging to the programme or the propaedeutic phase of the programme, including an investigation to be carried out by the Board of Examiners itself, as referred to in Article 7.10 (2) of the Act;
- o. First/second reader The first or second examiner to read and assess the thesis/final paper/final report/final programme assignment. The first reader/reviewer is also the supervisor;
- p. Language of instruction The language of a programme, in which lectures and tutorials are given and examinations and final examinations are held;
- q. 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;

r. Level	The level of a component according to the abstract structure as defined in the Leiden Register of Study Programmes Framework Document ¹
s. Nominal duration of study	The study load in years of study as established in the Central Register of Higher Education Programmes;
t. 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;
u. 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;
v. Pre-master's programme	Opportunity to compensate for deficiencies in the context of a failure to meet the entry requirements as referred to in Article 7.30e of the Act;
w. 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;
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.	If required, definitions that apply to the specific degree programme or faculty can be included here.

¹ [Leiden Register of Study Programmes Framework Document](#)

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 applies³; 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.

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

- Code of Conduct⁵

Chapter 2 Description of the Programme

Article 2.1 **Objectives of the programme**

The programme has the following objectives:

The Research Master's programme is designed to train students to combine research of high methodological quality with a profound knowledge of practice. Students become qualified researchers who can autonomously, and as part of a team, conduct academic research that is relevant not only to current international academic debates but also to the professional field of clinical practice, youth care, and education. Students learn to independently derive a research question from the existing insights in the discipline, and to systematically use a wide range of research methodology to address that question.

The scientific education the programme provides goes beyond specific skills to design and conduct research projects. We also train our students more generally to take an active part in the international scientific debate. This includes ethics training, presenting original research (in writing as well as orally), and critically evaluating research papers (published as well as peer-review). This all takes place in the current scientific context; this means, for instance, that we introduce students to new developments, such as pre-registration policies and the open-science perspective. The programme is concluded with the preparation of an article which, in terms of its level, would be ready for submission to a refereed international scientific journal.

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](#)

⁵[Faculty and programme regulations – Leiden University](#)

Graduates of the programme are starting researchers who can bridge the gap between research and practice. They are prepared for a PhD position. In addition, they are eligible for functions in the public or private sector in which advanced research skills and substantial practical research experience are among the qualifications required (jobs at research agencies or research departments in businesses or governmental organisations, or positions as *scientist-practitioner* in youth care or education). Finally, in combination with required courses from specific bachelor programmes, the Research Master programme may contribute to a Dutch professional registration as *NVO Pedagoog*, or *NVO Orthopedagoog*.

Article 2.2 **Specialisations**

Not applicable.

Article 2.3 **Learning outcomes**

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

a. Knowledge and understanding

A graduate of the Research Master's programme has profound, state of the art knowledge and understanding of:

- the fundamentals of designing research;
- research methodology;
- the fundamentals of project management;
- philosophy and ethics of social and behavioural research;
- the various theories, concepts, and methods which are commonly used in the research programmes that are central to this research master;
- the various theories and concepts within a specific sub-area of the research programmes that are central to this research master;
- the practice of prevention, intervention, diagnostics, and/or treatment in the field of education and child studies, based on personal experience;
- the role and social relevance of parenting, education and learning for children's and adolescents' development and social participation;
- the relation between the academic and professional field.

b. Applying knowledge and understanding:

A graduate of the Research Master's programme has:

- the ability to, with minimal guidance, formulate, perform and assess scientific research at a level suitable to preparing scientific publications;
- the ability to describe proper ethical considerations when designing research;
- the capacity to translate scientific knowledge and insights into evidence-based interventions in clinical and non-clinical contexts.
- the capacity to apply various theoretical frameworks in conducting research in the field of Education and Child studies;
- the ability of critically selecting, studying and analysing literature relevant to issues and problems presented in the curriculum and the connected research programmes.

c. Judgement

A graduate of the Research Master's programme

- has the capacity to identify a theoretical framework suitable for addressing relevant problems and issues related to Education and Child studies.
- is trained in professional conduct according to the NVO (Association of Educationalists in the Netherlands) professional code.
- has the capacity to discuss the philosophical and ethical implications of social research;
- has the capacity to distinguish between fundamental and applied scientific research.

d. Communication

A graduate of the Research Master's programme has:

- the capacity to report independently about relevant research which is carried out according to current academic standards;
- the ability to present research results in English, both in written and in oral form;
- the ability to engage in the international academic debate;
- the capacity to communicate about the social relevance of research in the field of the research master;
- the ability to participate in teamwork, with a constructive and responsible attitude, and reflecting on personal functioning in the team.

e. Learning skills

A graduate of the Research Master's programme:

- has the capacity to independently acquire new knowledge and skills relevant in a professional context or PhD- programme;
- has the capacity to reflect on his/her own learning process.
- (if eligible for professional registration based on previous education) can opt for the registration NVO *Orthopedagoog* or NVO *Pedagoog*.

Article 2.4 **Structure of the programme**

The programme offers full-time tuition.

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

Article 2.5 **Study load**

The programme has a study load of 120 ECTS credits.

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

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

Article 2.7 **Final examinations of the programme**

The programme is concluded with a master's final examination.

Article 2.8 **Language of instruction**

2.8.1 Subject to the Code of Conduct on the Language of Instruction and Examination,⁶ the language(s) in which the instruction is given is *English*, with exception of a limited number of profile courses in Dutch that are necessary for Dutch students who wish to qualify for the Dutch registration NVO (Ortho)pedagoog. Students who do not speak Dutch can choose from three profiles that only contain courses in English. Students are expected to have an adequate command of the language(s) of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.3. As appropriate, the Faculty publishes OER in English for English-taught programmes.

2.8.2 Contrary to Article 2.8.1, 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.⁷

Article 2.9 **Quality**

The programme is accredited by NVAO⁸ and meets the national and international quality requirements for degree programmes. The programme's teaching also meets the quality standards for teaching set out in the Leiden Register of Study Programmes Framework Document.

Chapter 3 **Curriculum**

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

3.0.1 If it is not possible, 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 95 ECTS credits. These compulsory components include the set components from which students are obliged to choose (refer to Appendix A).

3.1.2 The Prospectus further specifies the actual structure of the programme, the study load, level,⁹ 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 in 3.1.1, the student selects components worth a total study load of 25 ECTS.

⁶ [Code of Conduct on Language of Instruction, Article 4](#)

⁷ [Guideline on Language Policy](#)

⁸ [The Accreditation Organisation of the Netherlands and Flanders.](#)

⁹ [In accordance with the 'abstract structure', as described in the Framework Document of the Leiden University Register of Study Programmes.](#)

3.2.2 The Board of Examiners must approve the student's selection of components.

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

3.2.4 Students 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.¹⁰ If necessary, the Executive Board designates a Board of Examiners to take this decision.

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 admission to (other parts of) the examination. 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 thesis/final paper/final report/final programme assignment, including the requirements that the final thesis/final paper/final report/final programme assignment must meet.

Article 3.4 **Taking part in components and sitting examinations**

3.4.1 **Taking part in components**

3.4.1.1 Students must register for the component according to the applicable enrolment protocol.¹¹ This means that students register for a component in MyStudymap, ticking the activities in which they want to participate (lecture, tutorial, practical assignment and examination). Registration is possible until no later than five calendar days before the start of the component. For some components, the term stipulated in the component's description in the Prospectus and in Article 3.4.1.2 applies. A different term applies for registration for the examination, as stipulated in Article 3.4.2.

3.4.1.2 In the case of a component with restrictions on the number of participants, participation takes place in order of enrolment. For students enrolled in the programme, timely enrolment guarantees placement in the components that form part of the mandatory curriculum of the programme.

3.4.1.3 Contrary to Article 3.4.1.1, a different enrolment period (fourteen days or twenty-eight calendar days) may apply to certain components, if approved by the Faculty Board. The relevant components and the corresponding enrolment term can be found in the Prospectus.

¹⁰ In accordance with Article 7.3j of the WHW ('free curriculum in higher education').

¹¹ [Course and examination enrolment – Leiden University](#)

3.4.1.4 Students who have not enrolled on time can report to the Education Administration Office of the faculty of which the study programme is part. The relevant enrolment protocol specifies the circumstances on the basis of which students may be enrolled contrary to Article 3.4.1.1.

3.4.2 Sitting examinations and constituent examinations

3.4.2.1 In order to sit the examination or constituent examination, students are required to register no later than ten calendar days before the start of the examination or constituent examination.

3.4.2.2 In order to take the resit of the same component in the current academic year, students are required to register no later than five calendar days before the start of the examination or constituent examination. This term also applies for the situation referred to in Article 4.6.2.

3.4.2.3 Students who have not registered for the examination on time according to the applicable enrolment protocol may report to the Education Administration Office of the faculty of which the programme forms part. The relevant enrolment protocol specifies the circumstances on the basis of which students may be registered contrary to Articles 3.4.2.1 and 3.4.2.2.

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 examination 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, Final Examinations and Further Education

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 Examinations are held twice during the academic year for each component offered in that academic year. The Board of Examiners determines the manner in which the second examination opportunity takes place 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 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.

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.

4.1.7 During a master'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
- 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 the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

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

Article 4.3 **Form of examination**

4.3.1

The Prospectus states 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, or is completed in another way. 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,¹² before reaching a decision.

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

4.3.5 Examinations are held in the language(s) of instruction for this programme that 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.

4.3.6 The thesis is presented during the graduation ceremony

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**

¹² [Protocol on Studying with a Disability](#)

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

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

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

4.6.5 The examination result is considered to be a pass if it is 6.0 or higher.

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 assignments.

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

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

4.8.4 The Board of Examiners is authorised to decide whether the inspection of the examination paper 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 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**

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.

In principle, no exemption will be granted for the master's internship. No exemption will be granted for the master's thesis.

Article 4.10 **Final examination**

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

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

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

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

4.10.5 This request must be submitted within five working days of the student receiving notification of their 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.

Article 4.11 **The degree**

4.11.1 The degree of Master of Science is awarded to those who have passed the final examination of the programme.

4.11.2 The degree certificate specifies which degree has been awarded.

Article 4.12 **Degree classification**

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

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

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

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

- the weighted average for all components is 8.0 or higher
- the grade for the final assignment of the master's programme is 8.0 or higher
- the examination was passed within the nominal duration of study + 1 year

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

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

- the weighted average for all components is 9.0 or higher
- the grade for the final assignment of the master's programme is 9.0 or higher
- the examination has been passed within the nominal duration of study

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

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

4.12.7 If a student has been subject to 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.

Article 4.13 **Further education**

The degree awarded grants the holder access to a PhD programme.

Chapter 5 Admission to the programme as of September 2027 or February 2028

Article 5.1 Confirmation of admission

5.1.1 The Faculty Board provides confirmation of admission if the student meets the entry requirements specified in Articles 5.2 and 5.3. If the Executive Board has determined a maximum number of students for the programme, a confirmation of admission will be issued if the student meets the entry requirements and this maximum number is not exceeded.

5.1.2 Confirmation of admission must be requested according to the rules set out in the Regulations for Admission to Master's Programmes.¹³

Article 5.2 Admission to the programme

5.2.1 Holders of one of the following degrees may be admitted to the programme (Article 7.30b (1) of the Act)¹⁴:

- a. a research (i.e. not a professional) Bachelor's degree programme in the field of Education and Child Studies or a relevant degree, provided (1) this programme contains at least 20 ec in research methods and statistics of social and behavioral sciences and the use of data analysis software and in addition at least 30 ec in Education and Child subjects or Education and Child Studies relevant subjects; (2) the candidate has demonstrable affinity with an area of research in the Research Master's programme, as evidenced by a BA-thesis relating to that area (please, send a copy together with your application); (3) a high grade for the BA-thesis (7,5 or higher). Also required is a CV.

5.2.2 Any person who fails to meet the degree requirements or prescribed pre-master's requirement referred to in 5.2.1 may submit a request to the Board of Admissions. The Board of Admissions assesses whether the applicant may be granted admission to the programme.

To this end, the Board of Admissions assesses whether the applicant possesses sufficient knowledge, understanding and skills at the same level as a bachelor's degree or related bachelor's degree as referred to in 5.2.1 (a) and (b) or whether they meet this condition once additional requirements have been met.

The Board of Admissions assesses, where relevant, whether the applicant meets the qualitative selection requirements referred to in 5.2.4.

Article 5.2.3 English and Dutch languages

5.2.3.1 As further clarification of Article 2.8 concerning command of the language of instruction, a student who wishes to be admitted to an English-taught master's programme must have one of the following diplomas or must meet the criteria of:

¹³ [Regulations for Admission to Master's Programmes](#)

¹⁴ Please note: *"In our system, a bachelor's degree generally grants access to master's programmes. No distinction is made between a bachelor's degree from a university of applied sciences and a bachelor's degree from a research university. Parliamentary Papers II 31288, no. 1188, letter from the Minister of Education, Culture and Science on the approach to accessibility and progression in higher professional education and university education, 9 April 2025.*

- 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 (with the exception of French-taught programmes in Canada), 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
- A pre-university education (VWO) diploma

5.2.3.2 If a student who wishes to be admitted does not meet the requirements in 5.2.3.1, the language level can be demonstrated with one of the following tests:

- IELTS 6.5, where each separate constituent score must be at least 6.0;
- TOEFL (internet-based) 90, where each separate constituent score must be at least 20;¹⁵
- Cambridge English C2 Proficiency or C1 Advanced with an overall score of 180, where each separate constituent score must be at least 169.

At the time when the student applies for the programme, the test must have been taken no more than two calendar years previously.

5.2.3.3 As further clarification of Article 2.8 concerning command of the language of instruction, a student who wishes to be admitted to a Dutch-taught master's programme must have passed following diplomas or meet the following criteria:

- A completed study programme in pre-university or higher education diploma taught in Dutch;
- A successfully completed TUL examination level, organised by Leiden University, at level TUL-gevorderd;
- A Certificate Dutch as a Second Language (*Certificaat Nederlands als Vreemde Taal*) at *Educatief Startbekwaam* or *Educatief Professioneel* level.

5.2.3.4 The language level in <5.2.3.1, with the exception of the 2nd and 3rd bullet point, and > 5.2.3.2 does not apply when a higher command of the language is required and included as a qualitative admission requirement (selection requirement) in Article 5.2.4. If a higher language requirement is included in Article 5.2.4, all students are required to fulfil this requirement.

Article 5.2.4 **Qualitative admission requirements (selection requirements)**

5.2.4.1

In addition to the requirements specified in 5.2.1 or 5.2.2 or in derogation of the language requirement in 5.2.3, the following qualitative admission requirements apply for the programme pursuant to Article 7.30b (2) of the Act:

- the candidate must obtain a positive evaluation on an admission interview with the Board of Admissions.

5.2.4.2 These qualitative admission requirements (selection requirements) will be measured or assessed according to the following method:

¹⁵

See also the comparison table: [english_proficiency_masters_programmmes_eng.pdf](#)

The assessment of the interview is based on the following criteria: the candidate's expressed academic potential with a focus on:

- The candidate's ability to explain and discuss their experience in quantitative research in the field of education and child studies or a related field;
- The candidate's substantiation/explanation of their primary motivation for doing research;
- The candidate's level of (intellectual) curiosity, for example expressed in the type of questions asked during the interview;
- The candidate's ability to reflect on personal skills, and on how these match the challenging nature of the programme (think of the high level of courses, time pressure);
- The candidate's level of clarity of expression and thought.

To prepare for the interview, the Board of Admissions asks for a motivation letter (max 600 words) and the contact information for two referents, among whom the supervisor of the Bachelor's thesis or a comparable research assignment.

5.2.4.3 Proof that the student meets the qualitative admission requirements (selection requirements) must be provided by the following deadline: 1 August 2026.

Article 5.2.5 **Capacity limitation**

5.2.5.1 If the Executive Board has determined a maximum capacity for the programme, the order of admission will be determined by the qualitative admission requirements (selection requirements) as referred to in Article 5.2.4.1.

Not applicable.

Article 5.3 **Deficiencies**

5.3.1 Holders of a bachelor's degree from a research university, a related university bachelor's diploma as referred to in 5.2.1, point b or an equivalent diploma with a maximum of 15 ECTS of deficiencies, may be admitted to the programme, as long as it may reasonably be expected that they will meet the entry requirements within a reasonable period of time.

5.3.2 Students who still have the deficiencies referred to in 5.3.1 when admitted to the programme may participate in the programme but may not sit a final examination or any examinations that the Faculty Board has specified in its decision to grant admission.

5.3.3 For the admission referred to in 5.3.1 the Board of Admissions assembles a catch-up programme with examination opportunities.

5.3.4 If students are admitted to the programme on the basis of 5.3.1 and must sit examinations to meet the entry requirements, these are not considered part of the curriculum of the master's programme.

Article 5.4 **Pre-master's programmes and educational modules**

Not applicable

Chapter 6 Student Counselling and Study Advice

Article 6.1 Study progress administration

6.1.1 The Faculty Board keeps records of the results achieved by individual students.

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

Article 6.2 Introduction and student counselling

The programme is responsible for the introduction and student counselling.

Article 6.3 Supervision of the thesis/final paper/final report/final programme assignment

6.3.1 Together with the first reader, the student draws up a plan for the thesis/final paper/final report/final 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.

6.3.2 The plan referred to in 6.3.1 also specifies the frequency and manner of supervision.

Article 6.4 Top-level sport

Students who engage in top-level sport at a professional level 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 6.5 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. 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.¹⁶

Article 6.6 Study and internships abroad

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

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

Chapter 7 Evaluation of the Programme

Article 7.1 Evaluation of the programme

The education in the programme is evaluated as follows:

- Courses are evaluated annually in a variety of ways, with standard questionnaires and/or qualitative instruments, during and/or at the end of the course after the final test or the last meeting. The results of the standardized evaluations are discussed in the Master's Programme Committee. The Master's Programme Committee will advise the Programme Board about possible measures to improve quality. Course coordinators will inform students on changes made to the course, based on previous evaluations.

The Programme Board/Programme Director will inform the Programme Committee about the outcomes of the evaluation.

Chapter 8 Final Provisions

Article 8.1 Amendments

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

8.1.2 Amendments to these regulations which 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 A: Compulsory components of the Master's Programme Education and Child Studies (Research) – including course load and level (article 3.1.1)

Component	EC	Level
Conducting and evaluating empirical research	5	500
Presenting research and academic writing	5	600
Recent issues and advances in Education and Child Studies	5	500
Designing research for science and society	5	600
Methods and instruments in cognitive and affective neuroscience	5	600
Small sample size approaches in relational and intervention designs	5	600
Applied multivariate data analysis (fall)	5	500
Research colloquia	5	600
Internship Research Master	20	600
Research Master thesis	24	600
Profile assignment: Presenting a research agenda	1	600
Applied multivariate data analysis (spring)	5	500
Test theory and scale development	5	600
In the curriculum of the Research Master's Programme 5 Profile courses are programmed: two (10 erts) in the first year and three (15 erts) in the second year. Courses totaling a study load of 15 erts are obligatory in the Profile students choose. In addition, students choose (to a maximum of 10 erts) Master courses in English (level 500 or 600) from a list of pre-selected courses available in the prospectus.	5 per course	500/600