Faculty of Social and Behavioural Sciences

Rules and Regulations of the Board of Examiners Psychology 2025-2026

pursuant to Article 7.12b(3) of the Higher Education and Research Act (WHW)

Adopted on 1 September 2025

1 General provisions

1.1 Scope

1.1.1. These Rules and Regulations have been established by the Board of Examiners and apply to the examinations (*tentamens*) and final examinations (*examens*) of any Psychology degree programme of Leiden University, hereafter referred to as the programme. These rules also apply to the minors offered by the Psychology Institute as well as to the interdisciplinary minor Brain and Cognition.

1.1.2. These Rules and Regulations have been established in Dutch and English. In the event of differences between the two versions, the Dutch version will prevail.

1.2 Definitions

AI-software	Artificial intelligence (AI) is the ability of a machine to display human-like capabilities such as reasoning, learning, planning and creativity.[1] Types of AI-software include virtual assistance, image analysis software, search engines, speech and face recognition systems, (self-learning) applications that are independently able to discover existing or new connections and/or patterns in (big) data and independently make decisions, and chatbots such as ChatGPT;
Examination	an investigation of the knowledge, understanding and skills of the student relating to a particular programme component, as well as the assessment of the outcome of this investigation (in line with Article 7.10 of the Act). The investigation can take place in written, oral or digital form, or a combination of these. An examination can consist of several constituent examinations. Study credits are only awarded for examinations. The investigation is carried out in line with the method determined by the Board of Examiners for quality assurance of the examinations and final examinations. The relative weighting is set out in the OER and the Prospectus.
OER	the Course and Examination Regulations (*Onderwijs- en Examenregeling)* of the degree programme, as adopted by the Faculty Board.
Practical assignment	a practical assignment as (a component of) an examination or final examination, as referred to in Article 7.13 (2d) of the Act, which takes one of the following forms: - writing a thesis/final paper/final report/final assignment for a programme, - completing a writing assignment or an artistic outcome, - carrying out a research assignment, - taking part in fieldwork or an excursion, - completing an internship, or - taking part in an alternative learning activity aimed at acquiring particular skills.
Invigilator	a person who is charged by or on behalf of the Faculty Board with ensuring that order is maintained during an examination, whether this is on campus or online, by making use of proctoring for example.
First assessor	the first examiner, who supervises, reads and assesses the thesis/final paper/final report.
Second assessor	the second examiner, who reads and assesses the thesis/final paper/final report.
Third assessor	a third examiner who is appointed by the Board of Examiners in the event that the first and second assessors are unable to agree on the assessment of the thesis/final paper/final report.
Act	Higher Education and Research Act (WHW).

Other terms have the meaning assigned to them in the Act or the OER.

[1] What is artificial intelligence and how is it used?

2 Duties and procedures of the Board of Examiners

2.1 Composition and appointment of members

2.1.1 The Board of Examiners has a chair and a deputy chair.

2.1.2 The Board of Examiners consists of six members from the academic staff, one from each of the six units, including the chair. It also includes a member from outside the programme (external member). This means that the Board has seven members in total.

2.1.3 An official secretary is assigned to the Board of Examiners.

2.1.4 The members, chair and deputy chair are appointed according to the regulations of the Institute (Art. 23.2) and the Faculty (Art. 28.2 and 3).

2.2 Duties and powers of the Board of Examiners

2.2.1 An official secretary is assigned to the Board of Examiners. The Board of Examiners is the body charged with objectively determining whether a student fulfils the conditions laid down in the OER regarding the knowledge, understanding and skills required for obtaining a degree.

2.2.2 The Board of Examiners has the following tasks and responsibilities

I. General Tasks

a. Assuring the quality of the examinations and final examinations;
b. Assuring the quality of the organisation and procedures relating to examinations and final examinations;
c. In the bachelor's programme, issuing the (binding) study advice on behalf of the Faculty Board, as referred to in Article 7.8b of the Act and the Leiden University Regulation on the Binding Study Advice;
d. in the bachelor's programme, pre-master's programme, educational module and master's programme, issuing the study progress decision to students with a residence permit on behalf of the Executive Board, as referred to in the Aliens Decree 2000 and the Leiden University Regulations on Study Progress of International Students (MoMi) 2024;[2]
e. Compiling an annual report of its activities for the Faculty Board

II. Degree curriculum and final examination

f. granting permission, given by the most appropriate Board of Examiners, for a student to compile and follow an individual curriculum, as referred to in Article 7.3j of the Act, the final examination of which leads to obtaining a degree. The Board of Examiners will also indicate to which of the institution's degree programmes this curriculum is deemed to belong for the application of the Act;
g. in individual cases, approving the choice of programme components included in the degree programme;
h. verifying, insofar as this is stipulated by the Faculty Board as a condition for taking final examinations or components thereof, that evidence of a sufficient command of the Dutch language for successful participation in the courses has been provided by students who have been granted exemption from the prior education requirement as referred to in Article 7.24 of the Act on the ground of having a diploma awarded outside the Netherlands, or if exemption has been granted from the admission requirement for the post-first-year (*post-propaedeuse*) phase of the degree programme;
i. presenting the student with a degree certificate and supplement as referred to in Article 7.11(4) of the Act, as evidence of having passed the final examination;
j. in the case of a student who has passed more than one examination but cannot be awarded a degree certificate as referred to in h. above, issuing a statement showing at least the examinations that the student has passed;

[2] The Leiden University Regulations on Study Progress of International Students (MoMi) 2024 are currently in the process of administrative decision-making. The aim is that these regulations should enter into effect on 1 September 2024 or as soon as possible thereafter.

III. Examinations and exemptions

k. establishing guidelines and instructions within the framework of the OER to assess and determine the results of examinations and final examinations, including the pass/fail regulation;

l. granting exemption from taking one or more examinations on one of the grounds specified in the OER;

m. where applicable, extending the period of validity of pass results for examinations, as specified in the OER;

n. in exceptional cases, deciding whether an examination must be taken orally, in written form, online, on campus or in another way, notwithstanding the provisions of the OER;

o. in exceptional cases, deciding whether an examination must be held in public, notwithstanding the provisions of the OER;

p. granting exemption from the obligation to participate in practical assignments required for admission to the examination concerned, possibly with the imposition of alternative requirements;

q. taking appropriate measures and imposing disciplinary measures if a student or external examination candidate (*extraneus*) is found to have committed fraud;

r. granting effective facilities for following classes and taking examinations to students with a disability as referred to in the Equal Treatment (Disability and Chronic Illness) Act;

s. appointing examiners.

2.3 Procedures

2.3.1 The Board of Examiners decides by simple majority of votes. If the votes are equally divided, the chair has the casting vote.

2.3.2 The Board of Examiners may mandate in writing its members or other persons who qualify for this in view of their position to take certain decisions. The Board can provide its mandataries with instructions on how to exercise their mandated authorities.

2.3.3 The mandated members take decisions on the basis of the OER, the present Rules and Regulations and previously formulated policy. The mandated persons or institutions are accountable for their actions. The method of rendering account will be established in advance. In the event of divergence from previously formulated policy, the full Board of Examiners will decide.

2.3.4 The Board of Examiners has in any case established the following:

- the composition of the Board of Examiners;
- the duties, powers and responsibilities of the chair, deputy chair, other members and official secretary;
- the duties that are mandated and to whom they are mandated, including the method of rendering account for decision-making;
- the frequency of meetings, public access and confidentiality;
- the method of reporting and archiving of meetings and decisions;
- internal procedures relating to:
    - the appointment of examiners;
    - assuring the quality of examinations;
    - requests for exemption;
    - fraud;
    - the Binding Study Advice (BSA);
    - the study progress decision (MoMi);
    - the recording of the members' signatures.

2.3.5 The standards

The Board of Examiners or the examiner takes the following standards as a guideline when making decisions, and weighs the interests of the criteria against each other:

1) Maintaining the quality requirements and distinctiveness of a final examination or examination
2) Efficiency requirements, namely:
    - as far as possible ensuring that no time is wasted by students when preparing for a final

examination or examination
- encouraging students to give up their studies as soon as possible if it has become unlikely that they will pass an examination or final examination
- protecting students from themselves if they wish to take on an excessive study load
- being lenient to students who have experienced a delay in the progress of their studies due to circumstances beyond their control
- ensuring that the examiners are not overworked

3 Appointment of examiners

3.1.1 Before the start of each academic year and additionally as necessary, the Board of Examiners will appoint examiners for holding examinations and determining the results of those examinations and informs the examiners of this in writing.
3.1.2 An examiner must have the necessary expertise in terms of subject matter and assessment skills, in accordance with the requirements for quality assurance specified in Article 4.2.
3.1.3 The Board of Examiners can appoint more than one examiner for any examination.
3.1.4 The Board of Examiners can appoint external examiners. It will ascertain that these examiners meet the established quality requirements. The external examiners will receive a letter of appointment from the Board of Examiners, stating that they have been appointed as an external examiner, and for which examination they have been appointed.
3.1.5 The Board of Examiners will inform the students and relevant staff about the examiners who have been appointed.
3.1.6 The Board of Examiners can rescind the appointment, if there are serious grounds for doing so.
3.1.7 The examiners must provide the Board of Examiners with all information as requested.

4 Examinations

4.1 Format of the examinations

4.1.1 The format of the examinations is laid down in the OER and the Prospectus. In exceptional cases, the Board of Examiners can decide, in consultation with the examiner, that an examination will be held in a form other than that stated in the OER and the Prospectus. On behalf of the Board of Examiners, the examiner will announce the form in which the examination will be held at least 25 working days before the examination date.
4.1.2 The Board of Examiners can agree to an examination being taken in a way other than that laid down in the OER and the Prospectus, if the student submits a reasoned request to this effect. The Board of Examiners will decide on this, after consultation with the examiner, within 25 working days after receiving the request.
4.1.3 Examinations can take place in the form of group work, as long as the proportion of the group assessment to the final grade of the course does not exceed 30%. The remaining partial examinations must be individual assessments.
4.1.4 The conditions under which constituent examinations can compensate for one another are specified in the Prospectus for the course components concerned.

4.2 Quality assurance of examinations

4.2.1 Each examination will comprise an investigation of the knowledge, understanding and/or skills of the student, and also the evaluation of the outcome of this investigation.
4.2.2 The questions and assignments of an examination will be clear and unambiguous, and will contain sufficient instructions on the detail required in the answers.
4.2.3 The examination will be appropriate and will serve exclusively to investigate whether the student has developed the qualities that were determined in advance as the learning objectives of the programme

component concerned, and were laid down in the Prospectus.
4.2.4 The examination will be so specific that only the students who have a sufficient command of the material will be able to provide adequate answers. The examination will correspond to the level of the programme component.
4.2.5 The questions and assignments of the examination will be distributed as evenly as possible over the prescribed examination material.
4.2.6 The questions and assignments of the examination will relate only to the written, digital and oral material that has been announced in advance as prescribed examination material (for example during lectures and work group sessions). It will be clear for students in advance how they will be assessed, and on what they will be assessed.
4.2.7 At least two examiners will be responsible for designing the questions and assignments of an examination (four-eyes principle).
4.2.8 The duration of each examination will be such that the student may reasonably be expected to have sufficient time to answer the questions and/or complete the assignments.
4.2.9 Written or online examinations will be assessed on the basis of pre-determined, written criteria.
4.2.10 The procedures relating to the quality assurance of examinations will have been established by the Board of Examiners.
4.2.11 The Board of Examiners will evaluate on a random basis the validity, reliability and usability of the examinations, including the theses. The outcome of this evaluation will be discussed with the examiner(s) concerned.
4.2.12 In addition, the Board of Examiners can also conduct the investigation of 4.2.11 on an incidental basis.
4.2.13 In completing the evaluation referred to in 4.2.11 and 4.2.12, the Board of Examiners can request the assistance of experts.
4.2.14 The Board of Examiners will guarantee the quality of the way of invigilation is carried out, both on campus and online, and will pay particular attention to the following aspects:

- whether sufficient measures are taken to prevent fraud during the examination;
- whether the identity of the student taking the examination van be verified;
- whether it can be confirmed that the examination has been completed within the time set.

4.2.15 The Board of Examiners will conduct a further investigation if for example the Programme Committee informs it of a potential problem with the quality of an examination.

4.3 Admission requirements for examinations, practicals, internships and theses

4.3.1 The examiner will ascertain that the student fulfils the conditions for admission to the examination, as laid down in the OER or ensuing from the Act or university regulations.
4.3.2 A request as referred to in Article 4.2.2 of the OER will only be considered if it is accompanied by a study plan and a list of the extracurricular activities recognised by the Executive Board in which the student has participated or is intending to participate.
4.3.3 The opportunity will be offered twice in each academic year to take the examination related to each of the programme components that are offered in that year. If the examination for a programme component comprises more than one constituent examination, it can be stipulated in the programme description in the Prospectus that a resit is not possible for all constituent examinations. In this case, the student must at least be given the possibility, in the second examination opportunity, to pass the course by means of an assessment that is appropriate for the course in question.
Regarding practical assignments that cannot be retaken the same year, the examiner can, in special cases, determine that a resit of the assignment is possible that same academic year. The resit has to do justice to the learning objectives that were assessed in the original assignment.
4.3.4 The programme has conditions for participation in and/or assessment of internships. These are laid down in the Prospectus and in appendix 5.
4.3.5 The programme has additional conditions regarding prior knowledge for participation in programme components, examinations or practical assignments. These are laid down in the OER.
4.3.6 In view of the provisions of Article 4.1.7 OER, the Board of Examiners may grant an extra resit

under the following conditions:

- the student has not completed only one part of the last course in the study programme;
- in the two blocks following the block in which it has been determined that the student has not completed only one part of the last course of the study programme, no regular exam opportunity will be offered for the part that still needs to be completed. This condition also applies if the two blocks referred to in the first sentence of this bullet take place, in whole or in part, in a subsequent academic year;
- the student must have obtained a grade of 4,0 at least once for the (partial) examination for which an extra resit is requested;
- the student must have used all the exam opportunities for the (partial) examination for which an extra resit is requested.

Any verifiable personal circumstances can be stated in the request. Requests will only be processed if all other parts of the programme have been processed in uSis. Requests must be motivated and provided with the necessary supporting documents.

4.4 Dates of the examinations

4.4.1 Unless otherwise stipulated in the OER and Prospectus, the dates on which written on-campus or online examinations will be held will be determined and announced on behalf of the Board of Examiners no later than one month before the start of the academic year, unless, due to force majeure, the date cannot be announced earlier than five working days in advance.
4.4.2 There may be variation from the provisions of 4.4.1 in the event of *force majeure*, after advice has been given by the Programme Committee and if it can reasonably be expected not to harm the interests of the students.
4.4.3 The dates for oral examinations will be determined by the examiner, if possible in consultation with the student.
4.4.4 The provisions of 4.4.3 will as far as possible apply equally to assessments that will take place in a form other than written (on campus or online) or oral.

4.5 Registration for and withdrawal from examination

An examination can only be taken, and its result assessed, after the student has registered for the examination in line with the procedure in the applicable Enrolment Protocol as referred to in the OER.

4.6 Conducting examinations and orderly conduct during an examination

4.6.1 For examinations that are taken remotely, either on campus or online, at the request of the Faculty Board or with a view to safeguarding the quality of the assessment, the Board of Examiners can issue a recommendation regarding the use of such resources as invigilators or proctoring in order to prevent fraud.
4.6.2 Student must remain under supervision throughout the entire examination, unless otherwise determined in advance by the examiner.
4.6.3 A student must provide proof of identity, in the form of a student ID card and legally valid ID, when requested to do so by or on behalf of the examiner.
4.6.4 For examinations that are taken remotely online, the Board of Examiners can stipulate that students submit a completed 'Statement of Authenticity' prior to an examination.
4.6.5 If an examination is taken online or digitally and a (technical) malfunction occurs which means that the examination cannot be continued, the Board of Examiners will decide whether and when a new examination will be scheduled.
4.6.6 A student can refuse to take part in an online examination using proctoring on the grounds of serious privacy objections. The student must inform the Board of Examiners accordingly as soon as possible.

The student can ask the Board of Examiners for an 2 alternative assessment. The Board of Examiners can decide to allow an alternative assessment or decide that the student must wait until the examination can be taken in another form.

4.6.7 For examinations that are taken remotely online, students will be admitted up to 15 minutes after the specified starting time to the (online) environment where the examination is to be taken. In the event of problems with logging in, the student should immediately contact the examiner.

4.6.8 Students will be admitted to the room where the examination is being held up to 45 minutes after the specified starting time, and may not leave the room earlier than one hour before the specified ending time of the examination, unless permitted to do so by the examiner.

4.6.9 Communication devices including mobile telephones, smartwatches and smartphones, smart glasses must be switched off while the examination is taking place. Other electronic equipment may not be used, except with the permission of the examiner.

4.6.10 Students are required to comply with all instructions of the Board of Examiners or the examiner that were published before the start of the examination, and all instructions that are given during and immediately after the examination.

4.6.11 Any student who creates a disturbance will receive a warning. If the student continues to create a disturbance, the examiner or invigilator can ask the student to leave the room or the online examination environment. The examiner will then write an official report, and will inform the student concerned that the examination will not be assessed until the Board of Examiners has reached a decision.

4.6.12 The examiner will immediately inform the Board of Examiners in writing of any measure taken pursuant to the provisions of 4.6.11.

4.6.13 Using an explanatory model or a translating dictionary is not allowed. Using a dictionary can under particular circumstances be permitted, if there is a valid reason and an advice from the student-dean has been requested at the Board of Examiners.

4.7 Examinations using proctoring

4.7.1 Students will be informed via Brightspace at least 10 working days in advance of the relevant conditions for taking an examination using proctoring and of the maximum duration of the examination.

4.7.2 By taking part in the examination the student agrees to the recording and collection of data by the proctoring system.

4.7.3 If the examiner and/or the Board of Examiners has been given no or insufficient access to the recordings the student has agreed to, the Board of Examiners is allowed to invalidate the test, regardless of if the failure is due to a technical failure or deliberate intent of the student.

4.8 Effective facility for students with a disability

4.8.1 A student with a disability as referred to in the Equal Treatment (Disability and Chronic Illness) Act is entitled to effective facilities when taking an examination.

4.8.2 The Board of Examiners will decide on a request for an effective facility, taking into account the legal rules and the procedure as set down in the Protocol on Studying with a Disability at Leiden University.

4.8.3 A request for an effective facility when taking an examination must be submitted via the 'Studying with a Disability' tile in uSis (https://usis.leidenuniv.nl).

4.8.4 A student with a disability can submit a request for an examination facility for time extension of 10 minutes of additional time per hour for taking an examination, via the 'Studying with a Disability' tile in uSis (https://usis.leidenuniv.nl). The student is required to submit adequate supporting documents regarding their disability.

4.8.5 Requests and supporting documents for an examination facility for time extension of 10 minutes of additional time per hour for taking an examination will be evaluated by the student counsellor.

4.8.6 The student counsellor has a mandate to decide on these requests on behalf of the Board of Examiners, insofar as the requested examination facility is for time extension of 10 minutes of additional time per hour for taking an examination.

4.9 Different form of examination

4.9.1 A student who wishes to take an examination in a different form (for example, oral rather than written) must submit a request to the Board of Examiners, accompanied by a recommendation from the programme coordinator, study adviser or the student counsellor of the Fenestra Disability Centre.

4.10 Oral examinations

4.10.1 Oral examinations are preferably conducted by two members of teaching staff, at least one of whom must be an authorised examiner. If this is the case, then one of the two members of teaching staff will take brief notes during the examination, i.e. will write down point-by-point what topics are covered and will indicate whether the student has sufficient understanding of these topics. If only one authorised examiner is present at the oral examination, then both written notes and an audio recording will be made.

4.10.2. The Board of Examiners may decide that a specific oral examination will be taken by several students together, if the students who are to be examined agree to this.

4.10.3. Oral examinations are taken on a time established by the examiner or examinators in consultation with the student.

4.11 Assessment of examinations

4.11.1 Written examinations will be assessed on the basis of pre-determined, written criteria, which may be adjusted in the process of marking these examinations. With multiple-choice examinations, the examiner will use item response-analyses analyses to determine the grades and to improve the quality of the examination questions.

4.11.2 The result of an examination or partial examination is considered to be a pass if it is 5,50 or higher. The rounding off rules for examinations are given in Appendixes 1 and 3. Students may not resit examinations that they have already passed, without prejudice to the provisions of Article 4.1.8 and 4.1.1 of the OER. For some courses, the grades for a resit of a paper or a (workgroup) assignment may be limited. If this applies, this will be stated in the Prospectus.

4.11.3 Students who have passed a course may not resit any parts of the course that they failed, without prejudice to the provisions of article 4.1.8 OER. See Appendix 1 and 3.

4.12 Assessment of the final paper (bachelor's and master's thesis)

4.12.1 Only an individual product can be submitted for assessment as a thesis.

4.12.2 Before students can start the master's thesis, they must submit a thesis proposal to the first assessor, and this must be approved by the first assessor and the second assessor, at least one of whom possesses a PhD degree. See Appendix 4.

4.12.3 The thesis will be assessed by a first and second assessor from the Institute of Psychology. An external supervisor (i.e. from outside the Institute of Psychology), if there is one, will give advice on the assessment. See Appendix 4.

4.12.4 The assessment will be made independently by the first assessor and second assessor on the basis of standard assessment forms and procedures of the Board of Examiners. These must be signed by both the first and the second assessor and will be archived by the programme. If the first examiner suggests a grade that falls withing the grade-range that has been independently suggested by the second examiner, the two examiners will try to reach consensus on the final product grade. The first examiner is then allowed to, based on the quality of the process, either add or subtract half a point to reach the final grade. If the raising or lowering of the grade based on the process leads to a final grade that is outside of the product grade range given by the second examiner, both examiners have to consult each other again. If the assessors are unable to reach agreement, the Board of Examiners will appoint a third assessor. The Board of Examiners will assign a third examiner. The Board of Examiners decide how the end grade will be determined.

4.12.5 Students have the right to inspect the final assessment-form.

4.13 Announcement of results of examinations and papers

4.13.1 The examiner will announce the result of an examination within 15 working days after the date of the examination.
4.13.2 The examiner will announce the grade of a written paper within 15 working days after it was submitted, on condition that the paper was submitted before the deadline set by the examiner.

4.13.3 If corrections need to be made, the examiner will announce the grade of the corrected version within 10 working days after it was submitted.
4.13.4 In the months of January, July and August, there can be variation from the said time limits, due to holidays. Examinations (including work submitted as an examination or constituent examination) that were held in January and August must be assessed before 15 February and 15 September respectively. The examiner must send these results to the Student Services Centre (SSC) immediately and in writing, to give students sufficient time to receive their degree certificate. Examiners must inform students promptly if they have failed an examination in Block 4 (in connection with the resit).

4.14 Period of validity of examination results

4.14.1 The validity period of successfully completed examinations and of granted exemptions is checked by the Board of Examiners

4.14.2 The validity period of a successfully completed examination and of a granted exemption, as stipulate in the OER, is in principle eight years and commences on September 1 of the academic year following the academic year in which the results of the successfully completed examination was announced or the exemption was granted.

4.14.3 The validity of the results of a successfully completed examination and a granted exemption may be extended at the student's request by a period to be determined by the Board of Examiners, unless the knowledge, insights, and/or skills examined or exempted are demonstrably outdated in the Board of Examiners' opinion.

4.14.4 If the validity period referred to in article 4.12.2 has expired and the Board of Examiners finds that the knowledge, insights, and/or skills examined or exempted are demonstrably outdated, the result of the successfully completed examination, or the exemption obtained, will be revoked. The examination for which the result or exemption has been revoked will then have to be taken or retaken. The course to which the examination is linked may have changed in structure, content, and examination format compared to the academic year in which the revoked examination result was obtained or the revoked exemption was obtained. If the course to which the examination is linked no longer exists, the Board of Examiners will determine which alternative examination must be taken in order to meet the learning outcomes of the program. Should the circumstances described in the two preceding sentences occur, they are at the student's own risk.

4.14.5 If the student receives financial compensation from the profiling fund in connection with individual, special circumstances as referred to in Article 7.51, paragraph 2, of the Act, the Board of Examiners may extend the validity period in individual cases for the duration of the financial compensation.

4.15 Inspection and feedback session

4.15.1 During the period stated in the OER, the questions and assignments of the examination concerned are available for inspection, together with the criteria that were used in making the assessment. The questions and assignments can be viewed on a single occasion, at a location to be specified by the Board of Examiners. Only students who took part in the examination have a right to inspect the questions and assignments.

4.15.2 Students are not permitted in any way whatsoever to remove, copy, distribute or publish examination questions, assignments, assessment schemes/answer models and their own answers/notes.
4.15.3 If ten or more candidates have taken a written or digital examination at the same time, the examiner

can hold a collective feedback session at a time and place to be specified by the examiner.
4.15.4 Students who do not agree with the assessment of an examination(question) can submit a reasoned request for reassessment to the coordinator. The procedure for submitting the request must be done according to the instructions of the coordinator; in most cases this will be in writing during the inspection.

4.16 Exemption from examinations and practicals

4.16.1 Students may submit to the Board of Examiners a reasoned, written request for exemption from taking one or more examinations or from the obligation to participate in one or more practicals, as referred to in the OER, via the computer system (preferably at the start of the academic year, but no later than two weeks after the start of the course).
4.16.2 The Board of Examiners will reach a reasoned decision within six weeks after the submission of the request. If the Board of Examiners is considering refusing the request, the student may be given the opportunity to state his/her case. If the Board of Examiners has not given a decision within the stated period, the request will be deemed to have been rejected.
4.16.3 It is possible to request an exemption for a specific course within the programme. In addition, in the bachelor an exemption for the elective courses outside psychology can be requested on the basis of a previously completed study programme. A request for 30 EC exemption in this elective courses can be submitted if a student has completed an hbo or a university degree. See the website for the procedures.
4.16.4 An exemption for 25 EC within te non-psychology elective space can be applied for and obtained on the basis of a university propaedeutic certificate or proof of completion of 60 EC of first-year courses of another university programme, for which the student was already registered before September 1, 2023. The condition for granting this is that the student submitting an application as referred to in the previous sentence was already enrolled as a student for the International Bachelor in Psychology programme at Leiden University for the first time before 1 September 2023 and that their enrolment is active on the date on which their application for the exemption in question is received and processed by the Board of Examiners Psychology. For students enrolled for the first time on or after 1 September 2023 for the International Bachelor in Psychology programme at Leiden University, this rule does not apply. To determine the enrolment date, the registered enrolment date in uSis is leading.

4.17 Retention periods

4.17.1 Examination assignments and answer models will be retained for a period of at least seven years. The examinations and constituent examinations completed by the candidates will be retained for a period of at least two years. If the SSC does not archive the examination papers, the coordinator of the relevant course unit is responsible for doing so.
4.17.2 A student's final paper, including the assessment forms, will be retained for a period of at least seven years.
4.17.3 The decisions of the Board of Examiners and the results of all examinations and final examinations taken will be carefully recorded. Access to the recorded information will be restricted to persons who have been authorised accordingly by the Board of Examiners.

4.18 Records of the final examinations / final examination components

4.18.1 The Board of Examiners, in this case the Student Services Centre, is responsible for keeping a record of the results of final examinations or final examination components. The Board of Examiners is also responsible for keeping a record of the degree certificate awarded to the examinee.
4.18.2 No one other than the student, the study advisor, the head of the Institute Office, the study coordinator of the unit, the student counsellor, the competent authorities and the Examinations Appeals Board may be informed of the recorded information, with the exception of information about awarded degree certificates. Variation from the provisions of the preceding sentence is possible with the consent of the

student.
4.18.3 If research is conducted that makes use of the recorded data, this will be done in accordance with the Personal Data Protection Act.
4.18.4 Psychology students do not receive proof that they have taken an examination. Instead, they can view their examination results via the computer system. They can request an overview of their results from the Student Services Centre. It is the students' own responsibility to check that their results have been included in uSis within 30 days after they have been announced.
4.18.5 For elective courses taken elsewhere within Leiden University, the result is automatically passed on to the Student Services Centre. If a student has taken an elective course at another institution in the Netherlands or an institution abroad, the student must submit an original, signed, supporting document to the Student Services Centre. If a student takes part of the programme abroad, it is required to make an appointment with the International Officer before departure about the grading of the components that will be taken abroad. It is only possible to have courses acknowledged that have been approved in advance and that have been completed with a pass. If necessary, the credits that are not expressed in ECs will be converted by the International Officer. Obtained grades are not converted. Courses completed with a pass are registered in uSis as a *pass*. Courses for which a fail is obtained are registered in uSis as a *fail*.
4.18.6 Examination results will be dated with the day on which the examination was taken. The grades of written papers will be dated with the day on which they were formally assessed.

5 Final examinations and degree certificates

5.1 Taking the final examination

Pursuant to Article 4.10.2 of the OER, the Board of Examiners can decide that the final examination will include an additional assessment, as referred to in 4.2.1, which it will conduct itself.

5.2 [expired]

5.3 Approval of individual curricula for final examinations

5.3.1 A reasoned, written request for approval of an individual curriculum for a final examination, as referred to in Article 7.3j of the Act, must be submitted to the Board of Examiners. The Board of Examiners will decide within 30 working days after receipt of the request. See Appendix 2 for the regulations on combining courses and programmes in the Institute of Psychology.
5.3.2 A final examination curriculum represents 180 ECTS for the bachelor's, 60 ECTS for the master's and 120 ECTS for the research master's. If a student has met the academic requirements and has completed more courses than strictly necessary to meet the requirements of the examination program, these are not part of the examination program and can be listed as extracurricular courses on the diploma supplement. Extracurricular courses can be listed if they were taken during enrollment in the Bachelor's or (Research) Master's program in Psychology.

5.4 Degree certificate and diploma supplement

5.4.1 After the Executive Board has declared that the procedural requirements for issuing a degree certificate have been fulfilled, the Board of Examiners will present a degree certificate, as evidence that the student has passed the final examination. This degree certificate will show the information stipulated in Article 7.11(2) of the Act.
5.4.2 The degree certificate will be drawn up in Dutch or in English. A Latin translation shall be issued with the degree certificate. The degree certificate will be signed with a 'digital signature' by the chair of te Board of Examiners.

5.4.3 The Board of Examiners will append a diploma supplement to a degree certificate relating to a passed final examination. The supplement is intended to give information about the nature and content of

the completed programme, partly for reasons of international recognition of degree programmes. The Leiden University diploma supplement conforms to the agreed standard European format. The final page of the diploma supplement will be signed with a 'digital signature' by the chair of the Board of Examiners.

5.4.4 A student who has passed one or more examinations but cannot be awarded a degree certificate, as referred to in 5.4.1, will on request be given a statement issued by the Board of Examiners, showing at least the examinations that he/she has passed.

5.4.5 A student who has passed the educational module but cannot be awarded a degree certificate, as referred to in 5.4.1, will on request be given a statement issued by the Board of Examiners of ICLON, showing that the student has passed the educational module. This statement will also show that the student has fulfilled the competence requirements, as referred to in Article 7.10 of the Secondary Education Act 2020.

5.5 Final examination classification

5.5.1 The Board of Examiners may award a final classification (*judicium*) for the student's work in the context of the final examination. This final classification is based on the average of the grades achieved for the programme components covered by the final examination, weighted according to study load. Any extracurricular course units do not count towards the final examination grade. The Board of Examiners will grant the classification '*cum laude*' or '*summa cum laude*' in accordance with the relevant provisions of the OER.

5.5.2 The rules for awarding final classifications are given in the OER.

5.6 Retention periods

The results of final examinations are open to public inspection. The registers containing the results of the final examinations will be retained indefinitely.

5.7 Exclusion from the degree programme or some of its components

5.7.1 If a student, in accordance with Article 7.42 of the Act, has demonstrated by behaviour or remarks that he/she is unfit to practise one or more of the professions for which the programme that he/she is following provides training, or to engage in practical preparation for professional practice, the Board of Examiners will, on request, issue advice to the Executive Board regarding the refusal or termination of that student's enrolment in the programme.

5.7.2 If the student referred to in 5.7.1 is enrolled in another degree programme, and within that programme is following the courses of a specialisation that is similar to or, in terms of the practical preparation for professional practice, is related to the programme for which the enrolment has been terminated pursuant to Article 7.42a(1) of the Act, the Board of Examiners will, on request, issue advice to the Executive Board regarding whether the student can be permitted to follow that specialisation or other components of that degree programme.

5.7.3 The Board of Examiners will issue its advice as referred to in 5.7.1 or 5.7.2 within 10 working days after this request has been made by the Executive Board.

6 Fraud, plagiarism and irregularity

6.1 Fraud

6.1.1 Fraud is understood to mean:

Any action or omission that makes it completely or partly impossible to form a proper assessment of an individual's knowledge, understanding, skills, professional attitude or reflection, including in any event:

a. during an online or other examination, including a digital examination, or practical assignment, having to hand unauthorised communication devices, software such as AI-software or unauthorised documents;

b. during an online or other examination or a written assignment, having available unauthorised notes (crib sheets) in the permitted material;

c. during an online or other examination or a practical assignment, completely or partly copying the answers of another person or via software such as AI-software;

d. during an online or other examination or a practical assignment, exchanging information with another person;

e. during an online or other examination or a practical assignment, impersonating another person;

f. plagiarism and/or autoplagiarism (acting in contradiction of the Leiden University Code of Conduct on Plagiarism, also to be found in appendix 7);

g. acting contrary to the statement made by the student after completing the mandatory Scientific Integrity Test;

h. making use of fictitious research data, graphs, literature and literature references;

i. modifying the submitted examination (digital or otherwise) at the inspection;

j. gaining access or attempting to gain access on improper grounds to the classes, or a constituent examination, practical assignment or examination;

k. other behaviours that the Board of Examiners identifies as fraud on the basis of the rules laid down and communicated within the faculty or degree programme. This also includes the intention or incitement to perform such actions, as well as the omission of an action.

6.1.2 If a student provides their paper, thesis, research paper, other written assignment or examination answers to one or more fellow students, it is assumed that the student in question did so in order for another student to commit fraud with it.

6.1.3 Students must abide by the rules of conduct, as stipulated in Appendix 6 and in the Leiden University Code of Conduct on Standards of Behaviour between Lecturers and Students throughout the period of their studies. Failure to do so may lead to disciplinary measures being taken.

6.2 Documents brought into the examination by students

6.2.1 If a student is permitted to use a text that they have personally brought into the examination, this document must not contain any notes, unless otherwise specified by the examiner.

6.2.2 For the purposes of the previous paragraph, the term 'notes' is not understood to mean:

- underlining, highlighting or marking of the text with a fluorescent marker
- references to articles of law
- references to case law and other literature, provided that this is explicitly permitted for a specific examination
- marginal notes that have been added by the editor of a compendium of legislative texts

6.2.3 The above paragraphs apply mutatis mutandis to any legislative text brought into the examination by a student.

6.3 Disciplinary measures to be taken by the examiner in the event of irregularities or fraud

6.3.1 In the event of observation or serious suspicion of any irregularity or fraud during the examination, the examiner will notify the student of this immediately. The student will be permitted to finish the examination. After the examination, the examiner and the student will fill in the official report form. This official report form will be submitted immediately to the Board of Examiners, and the student will also

receive a copy. The examiner can confiscate any items in the student's possession that could be relevant in evaluating the irregularity or fraud.

6.3.2 At the examiner's request, a student is obliged to surrender to the examiner any items in their possession that could be relevant in evaluating an irregularity or act of fraud, for the purpose of that evaluation. The confiscated items will be returned to the student within a reasonable period of time after the examination.

6.3.3 The examiner will give the items that the examiner has confiscated to the Board of Examiners. In the case of notes in a legislative text or other compendium of texts, the availability of aids that the examiner had not permitted (such as a book), and suchlike, the examiner can provide the Board of Examiners with photocopies of the confiscated items, instead of the actual items. In all cases, the examiner can provide the Board of Examiners with an official report of the observed irregularity or fraud, signed by two examiners / invigilators, instead of confiscated items or the said photocopies.

6.3.4 If an invigilator observes an irregularity, act of fraud or disturbance during the examination, the invigilator must notify the examiner immediately.

6.3.5 The student's name and student number and the nature of the irregularity are recorded on the official report form. The student preferably signs the form as 'seen', below the description of the irregularity.

6.4 Disciplinary measures to be imposed by the Board of Examiners in the event of fraud

6.4.1 In the event of observation or serious suspicion of fraud during an examination, the Board of Examiners can interview the examiner, the student, invigilators and others.

6.4.2 The Board of Examiners will decide on the basis of the official report and the findings from the interviews whether a disciplinary measure should be imposed and, if so, what the appropriate disciplinary measure is. The examination will only be assessed, as referred to in Article 6.3.1, after the Board of Examiners has reached a decision in which the examination is released for assessment.

6.4.3 If the Board of Examiners considers that fraud has occurred, but the Board of Examiners does not wish to impose a disciplinary measure, the Board of Examiners may send the student an informal warning without further legal consequences for the student and their further education.

6.4.4 Examples of disciplinary measures that can be taken by the Board of Examiners are:

a. declaring the results of the examination invalid. This is a remedial sanction aimed at removing the consequences of the violation.
b. excluding the student from participation in the examination with respect to which fraud was observed for a maximum period of one year;
c. excluding the student from participation in one or more examinations for a maximum period of one year.
d. and/or excluding the student from participation in the examinations and final examination of one or more degree programmes offered by the faculty for a maximum period of one year.
e. examinations of another faculty or higher education institution that are passed during the exclusion period, also including essays, papers and theses, cannot be included in the final examination of the degree programme in any way whatsoever.

6.4.5 The Board of Examiners may deviate from the disciplinary measures referred to in article 6.4.4, subs a to e, if the disciplinary measures referred to are not appropriate for the seriousness of the fraudulent act and the weight of the study component for the final grade of the course. The Board of Examiners may choose to impose a combination of disciplinary measures.

6.4.6 If the decision is made to impose a disciplinary measure and the student has previously committed fraud, this circumstance can also be taken into consideration.

6.4.7 The programme will retain a note of the disciplinary measure in the student's file until the student's enrolment in the programme has ended.

6.4.8 In case of serious fraud, the Executive Board can, on the proposal of the Board of Examiners, definitively terminate the student's enrolment in the programme in accordance with Article 7.42(3) of the Act.

6.4.9 The examination assignments are subject to copyright. This means that students are prohibited from taking the examination questions away with them, or copying or in any other way reproducing and transferring the examination questions, in whole or in part, without the explicit permission of the responsible lecturers. The Board of Examiners can deal with such a violation in the same way as fraud.

6.5 Procedure in case of plagiarism and accompanying disciplinary measures

6.5.1 If the examiner discovers plagiarism and/or autoplagiarism in a draft or final version of an assignment, paper, thesis or research assignment, the examiner will inform the chair of the Board of Examiners as soon as possible by sending a completed plagiarism form.
6.5.2 The examiner makes the relevant version of the assignment, paper, thesis or research assignment available to the Board of Examiners.
6.5.3 In the event of suspicion of plagiarism and/or autoplagiarism, or the facilitation of plagiarism, the Board of Examiners may hear the examiner, the lecturer, the student and others.
6.5.4 If the Board of Examiners considers that plagiarism and/or autoplagiarism has occurred, but the Board of Examiners does not wish to impose a disciplinary measure, the Board of Examiners may send the student an informal warning without further legal consequences for the student and their further education.

6.5.5 The disciplinary measures that the Board of Examiners may impose include the following:

a. declaring the essay, paper, thesis or research assignment to be invalid, with a possibility of retaking it during the current course.

b. exclusion from taking part in writing an essay, paper, thesis or research assignment with respect to which plagiarism and/or autoplagiarism was ascertained, for a period of maximum one year; during this period of exclusion, any essay, paper, thesis or research assignment similar to that for which plagiarism and/or autoplagiarism was ascertained that is completed by the student at another faculty or institution of higher education cannot in any case be included in the student's curriculum;

c. exclusion from taking part in one or more examinations for a period of a maximum of one year, and/or exclusion from taking part in examinations or final examinations in one or more degree programmes offered by the faculty for a period of maximum one year. Courses successfully completed by the student during this period of exclusion at another faculty or institution of higher education cannot in any way be included in the student's curriculum;

d. in the case of serious plagiarism and/or autoplagiarism, the Executive Board may, on the proposal of the Board of Examiners, definitively terminate the student's enrolment in the degree programme, in accordance with Article 7.42(3) of the Act.

6.5.6 The Board of Examiners may deviate from the disciplinary measures referred to in Article 6.5.5, subs a to d, if the disciplinary measures referred to are not appropriate for the seriousness of the plagiarism and/or autoplagiarism and the weight of the study component for the final grade of the course. The Board of Examiners may choose to impose a combination of disciplinary measures.
6.5.7 If the decision is made to impose a disciplinary measure and the student has previously committed plagiarism and/or autoplagiarism, this circumstance can also be taken into consideration.
6.5.8 The Board of Examiners informs the student, examiner and/or coordinator in writing of the results of its investigation and the disciplinary measures it has taken.
6.5.9 All evidence of the plagiarism and/or autoplagiarism, the results of the investigation, and the disciplinary measures imposed are archived by the Board of Examiners. The disciplinary measure is included in the student's file.

6.6 Irregularities

6.6.1 Any violation of the rules as included in the OER and/or Rules and Regulations regarding the taking of examinations constitutes an irregularity.

6.6.2 An irregularity is also understood to mean:
Any circumstance that makes it wholly or partly impossible or difficult to properly form an opinion about a person's knowledge, understanding, skills, (professional) attitude or reflection, without it being possible to establish or plausibly prove fraud.

6.6.3 If an irregularity occurs prior to or during a student's examination, the Board of Examiners has the power to declare the student's examination invalid. In such a case, the examination must be retaken.

6.6.4 The Board of Examiners may, in case of reasonable suspicion of irregularities or fraud prior to or during an examination and if it is impossible to ascertain which students are , declare the relevant examination to be invalid for all students. In such cases the examination will have to be retaken. The Board of Examiners sets a new date for the examination as soon as possible. Irregularities in this case may include technical faults, for example in digital examinations, by reason of which the Board of Examiners can declare the examination invalid for all students.

7 The binding study advice and the study progress decision

7.1 Student file for binding study advice (BSA)

7.1.1 The Board of Examiners maintains a file on every student who is enrolled in the programme.

7.1.2 This file includes a description of the student's personal circumstances, as referred to in Article 7.8b(3) of the Act, and, if applicable, the study plan adapted to these personal circumstances, which the student has formulated in consultation with the study advisor.

7.1.3 All students have the right to inspect their personal file, as referred to in 7.1.1, and, if they so wish, to have their objections to its contents included in the file.

7.2 The binding study advice

The Board of Examiners issues the advice on behalf of the Faculty Board, with due observance of the provisions of the Leiden University Regulations on the Binding Study Advice.[3] Additional rules apply for the Psychology programme. For the Binding Study Advice (hereafter: BSA), a student receives a negative binding study advice if in the first year of enrolment (before 15 August) less than 45 credits have been obtained and/or none of the following three courses have been passed:

- Introduction to Methodology and Statistics
- Inferential Statistics
- Experimental and Correlational Research

7.3 The study progress decision for international students (MoMi)

The Board of Examiners issues the study progress decision on behalf of the Executive Board, with due observance of the provisions of the Leiden University Regulations on Study Progress of International Students (MoMi) 2024.

8 Complaints and appeals

8.1 Lodging a complaint or appeal

8.1.1 A student can lodge a complaint or administrative appeal, as referred to in Article 7.61(1) of the Act, regarding a decision taken by the Board of Examiners or by one or more of the examiners appointed by this Board, with the Examination Appeals Board.

8.1.2 The time limit for lodging a written administrative appeal, as referred to in 8.1.1, is six weeks after the written notification of the decision that is the subject of the administrative appeal.

[3] Regulations on binding study advice

8.2 Handling of complaints

Complaints are handled in accordance with the current procedures laid down in the Regulations relating to the Ombudsperson, the Regulation on Other Types of Complaints and the General Administrative Law Act (*Awb*).

8.3 Handling of appeals

Administrative appeals are handled in accordance with the current procedures. These are laid down in the Regulations of the Examination Appeals Board and the Student Charter.

9 Annual report

9.1 Reporting

9.1.1 Each year, the Board of Examiners will produce a report of its activities, and will submit this report to the Faculty Board.
9.1.2 The report will comply with the requirements set by the Executive Board and will in any case contain the most important decisions of the Board of Examiners and a description of how the Board of Examiners has fulfilled its duty with respect to the quality assurance of examinations, as referred to in Article 4.2.

10 Final provisions

10.1 Exceptional circumstances

10.1.1 All cases for which these Rules and Regulations do not provide will be decided by the Board of Examiners.
10.1.2 If, in exceptional cases, the strict application of the provisions of these Rules and Regulations would result in evident unfairness, the Board of Examiners is authorised to reach an alternative decision.

10.2 Changes

10.2.1 If changes to these Rules and Regulations relate to the current academic year, or have serious consequences for students who were already enrolled in the programme, every possible effort will be made to prevent harm to the interests of the students concerned.

10.3 Effective date

These Rules and Regulations will enter into effect on 1 September 2024.

APPENDIX 1 - REGULATIONS ON GRADE CALCULATION FOR BACHELOR'S COURSES 2025-2026

Weighting, rounding off, compensation, resits:

Weighting of assessment components:
In propaedeuse courses*):
The grade per course comprises two constituent grades: the first assessment component (the written examination), which counts for 70%, and the second assessment component (which may comprise multiple sub-components), which counts for 30%.

In compulsory second-year courses and specialisation courses**):
The grade per course comprises two constituent grades: the first assessment component (the written examination) and the second assessment component (which may comprise multiple sub-components). The weighting of the constituent grades varies per course and is indicated per course in the Prospectus.

In electives:
The grade per course consists of one single grade.

*) With the exception of the courses 'Academic Skills Tutorial' (AST), 'Introduction to Psychology', 'Developmental and Educational Psychology', and 'Psychology and Science'.
**) With the exception of the courses 'Perspective on Career Planning' (POCP) and 'Interpersonal Professional Skills' (IPS)

Rounding:
To calculate the final grade, uSis uses the two constituent grades (x% written examination; 100-x% second assessment component), both rounded to one decimal place. The final grade will be rounded to whole and half numbers, unless this would result in a final grade of 5.5. The current rule for a final grade between 5 and 6 remains in force: a calculated final grade of 5.5 or higher will be rounded up to 6.0.

Compensation between constituent grades:
Students can compensate for a (slight) fail in one assessment component with a higher grade in another assessment component. The Board of Examiners of the Institute of Psychology has determined that a constituent grade that is no lower than 5.0 can be compensated by a grade for another assessment component.

Resits:
Resits are not permitted if the final grade is 5.5 or higher, without prejudice to the provisions in article 4.1.8 and 4.1.1 of the OER. The other rules relating to resits are as follows:

- A resit must always be taken if the grade for an assessment component is lower than 5.0.
- A resit may not be taken if the grade for an assessment component is 5.5 or higher.
- A resit may be taken if the grade for an assessment component is equal to or greater than 5.0 but lower than 5.5, if:
  - the final grade (with the weighted average of x%/100-x%) is not equal to or greater than 5.5, OR
  - if the grade for the other assessment component has not been published at the time at which the student must register to resit the assessment component. When, before the resit, it appears that the partial grade is 5.5 or higher, it is not permitted to take the resit.

The highest grade applies after a resit: if the resit results in a lower grade than the first grade for this assessment component, this first grade will remain in place in uSis.

One examination and one resit will be offered per academic year.
The opportunity to resit the second assessment component must be stated clearly in the course description in the Prospectus. This will also be offered once per academic year: either during or after the block, i.e. in the resit period for the block concerned (therefore not both!).

Compulsory attendance of (online) work group sessions:
a. Attendance
For each course, it is specified in the Prospectus whether there is an attendance requirement. The further specification of any compulsory attendance is published by the course coordinator on Brightspace.
In case of structural personal circumstances, the student should contact the study adviser and/or student counsellor, not the lecturer.

b. Compulsory assessment components
The constituent grade for the second assessment component is determined on the basis of the assessment of all compulsory assessment components (assignments, tests, presentations, participation in debates, etc.). These need to be completed within the duration of the course.

Absence from the (online) work group sessions does not absolve students from the requirement to complete the aforementioned assessment components.

APPENDIX 2 - REGULATIONS ON COMBINING COURSES AND PROGRAMMES IN THE INSTITUTE OF PSYCHOLOGY

1 Following more courses than 60 ECTS or 120 ECTS in the Psychology master's programmes.

1.1. A student chooses more electives than required.

No permission is required for this. All courses will be listed on the diploma supplement. Electives from the bachelor's programme that are followed during the master's programme will be listed as extracurricular electives (e.g. in order to qualify for postgraduate training as a health psychologist or psychotherapist). These extracurricular courses do not count towards the 60 ECTS or 120 ECTS for the programme. They do not count towards the final examination grade (*judicium*) for the degree.

1.2. A master's student on the one-year programme wants to choose a course from the research master's programme.

The application procedure for this is as follows: the master's student must notify his/her mentor, and the mentor will consult the relevant lecturer from the research master's programme. The master's student then submits a reasoned request to the coordinator of the research master's programme. This request must be accompanied by a written recommendation from the mentor, the written agreement of the lecturer, a list of the student's grades for the bachelor's programme and, if applicable, an overview of the student's results so far in the master's courses.

1.3. A research master's student wants to follow a compulsory course from the one-year master's programme in a related [4] specialisation.

This is permitted, as long as there is room on the course and no overlap. With the RM track in Clinical and Health Psychology and the RM track Developmental Psychology, this is a possibility to ensure that research master's students can meet the requirements for postgraduate training as a health psychologist. Students can always follow electives from the one-year master's programme provided that the entry requirements are met (if applicable).

1.4. A research master's student wants to do an extra internship.

This is only permitted for research master's students following the Clinical and Health Psychology and Developmental Psychology tracks who want to do a clinical practice internship in addition to a research internship.

1.5. A master's student on the one-year programme wants to follow extra compulsory courses from another specialisation.

- The student may be granted permission to follow the compulsory courses from another specialisation after two semesters of study.
- For this, the student needs to have passed the required specialisation course in the Leiden University bachelor's programme in Psychology. Otherwise , permission from the master's programme study advisor is required.
- The student can only receive permission to follow extra compulsory courses: permission will not be granted to write two theses or do two internships.
- The student must request permission from the master's programme study advisor before 15 May for courses in the first semester and before 15 November for courses in the second semester.

Only the first specialisation will be stated on the degree certificate and diploma supplement, together with the extra courses that the student has passed.

[4] Developmental Psychology & Child and Adolescent Psychology/School Psychology
Clinical and Health Psychology & Clinical Psychology/Klinische Psychologie/Health and Medical Psychology
Social and Economic Psychology & Social and Organisational Psychology/Economic and Consumer Psychology

2 Combining courses of master's specialisations and programmes

A. A student who has already graduated with a master's degree in Psychology

2.1 A graduate with an MSc Psychology (Research) from Leiden University then wants to do the one-year master's programme.

This is only permitted if the student wishes to follow an unrelated master's specialisation. The student will then receive a degree certificate for both specialisations (MSc Psychology and MSc Psychology (Research)). As these are two separate programmes, a second admission procedure is required. The student will receive two degree certificates. If the student wishes to follow courses from a related specialisation, he/she will not receive a degree certificate for this, but a certificate listing the courses he/she has passed.

2.2 A graduate with an MSc Psychology from Leiden University then wants to do the two-year master's programme MSc Psychology (Research).

This is only permitted if it is an unrelated master's specialisation. The student will receive a degree certificate for each of the specialisations (MSc Psychology and MSc Psychology (Research)). As the second programme is a selective one, an admission procedure is always required.

B. A student who has not yet graduated

2.3 A research master's student wants to follow a specialisation from the one-year master's programme at the same time.

The student will receive one degree certificate for MSc Psychology (research), which lists all the courses he/she has passed, together with the grades, unless it is an unrelated specialisation, in which case the student will receive two degree certificates.

The compulsory courses from the one-year master's programme can count as electives for the research master's programme. To qualify for two degree certificates, the student must be enrolled in both programmes while following the courses.

APPENDIX 3 - REGULATIONS ON GRADE CALCULATION FOR MASTER'S COURSES

1) Written examinations will be held at times that have been set by or on behalf of the Board of Examiners at least one month in advance.
2) If an examination grade consists of a combination of partial grades (constituent grades), the rounding off rules below only apply to the final grade. This means that in calculating the final grade the actual constituent grades are used.
3) Candidates have passed an examination if they have been awarded a grade of 5.50 or higher. The programme awards only whole or half numbers as grades for course components, with the exception of 5.5: this grade is never awarded. The following rules apply for awarding a 5 or a 6:

    - a grade higher than or equal to 4.75 and lower than 5.50 is rounded to 5
    - a grade higher than or equal to 5.50 and lower than 6.25 is rounded to 6

    For example: 5.71 becomes 6; 5.55 becomes 6; 5.499 becomes 5.

4) Rounding between the remaining whole and half numbers is as follows:
    - a grade lower than .25 is rounded down,
    - a grade of .25 or higher and lower than .75 is rounded to .5,
    - a grade of .75 or higher is rounded up.

    Example: 6.24 becomes 6; 7.75 becomes 8.

APPENDIX 4 – BACHELOR PROJECT AND (RESEARCH) MASTER'S THESIS: GRADING AND PROCEDURE FOR A (REPEATED) FAIL

Assessors

All bachelor and master theses and, in case of the master thesis, all thesis proposals are assessed by a first and second examiner from the Institute of Psychology. Once a year, or as often as desired, the Board of Examiners of the Institute of Psychology decides who will be appointed as examiner and relays this information in writing to all members of the academic staff. At any time throughout the year, a head of section can ask the Board of Examiners to appoint a new or existing member of the academic staff as examiner.

The first examiner is usually the thesis student's supervisor, while the second examiner's role is to monitor quality (four eyes principle). At least one of the two examiners must hold a doctoral degree. The two examiners must be independent of one another. This is not considered to be the case if the two examiners are involved in the same research project, for example in the case of a PhD student and their first or second thesis supervisor, or if they have repeatedly worked together as first and second examiner. As a temporary measure, it is possible for one member of staff to act as second examiner for the theses of multiple students who are completing their thesis as a group. Independence in the bachelor's project is monitored by the bachelor's project coordinator of the relevant unit. In the master's program, this is done by the thesis coordinator of the relevant master's program (specialization).

The first examiner assesses both the product and the process. The process includes the design, implementation and report on the research study, as well as the student's work attitude. The second examiner assesses only the product. The assessment form specifies the assessment criteria, with a detailed explanation of points of focus per criterion. The examiners assess to what extent the student has achieved the learning objectives, irrespective of whether the research study on which the thesis is based was completed by the student individually or as part of a group. Even if the research was conducted as part of a group, every thesis is an individual product with a unique title.

Theses that are based on research conducted outside the Institute of Psychology are supervised by a day-to-day supervisor from the external organisation. This supervisor does *not* act as examiner and therefore has no formal role in the assessment procedure. Preferably, the first examiner asks for feedback from the external supervisor, especially regarding the assessment of the process.

Assessment criteria

Bachelor's and master's theses are assessed at the Institute of Psychology on the basis of criteria relating to both the product and the process. These criteria are derived from the relevant learning objectives. Assessment is based on the scale used throughout Leiden University: 4 = fail, cannot be compensated, 5 = insufficient, 6 = sufficient 7= good pass, 8 = very good, 9 = excellent, 10 = outstanding. Each of the awarded scores is accompanied by a short written explanation to substantiate the assessment.

The first series of criteria concerns the product. Based on the scores for these criteria, the first and second examiners independently decide on a product grade, which integrates their assessment of the separate criteria. The product grade is therefore not assigned *automatically* based on a mathematical average of the criteria scores. An examiner may decide to give a little more weight to some criteria, depending on the nature of the research study. If one or more of the criteria are graded with a 4 (four), the product grade is also a 4; the thesis is therefore assessed as a fail. If one or more of the criteria are graded as 5 (five), the two examiners decide in joint consultation whether the student can compensate for these fails with higher scores on other learning objectives and/or a higher process grade.

One of the learning objectives relates to the process. Only the first examiner assesses the process (process grade) using the same scale as for the other criteria. Only if the process is graded with a 4 (four) can this not be compensated for with a satisfactory product grade; the thesis is therefore assessed as a fail. How the product and process assessments of the first examiner together with the product assessment of the second examiner combine into a final grade is described under 'Procedure'.

Procedure

Thesis proposal (Master, or Research Master)
In case of the (Research) Master thesis, the first examiner sends the thesis proposal (formulated in accordance with the guidelines and prescribed format of the Institute of Psychology) for assessment to the second examiner at a moment that he/she deems appropriate. This could be the moment when the first examiner is of the opinion that the proposal has reached a sufficient quality level, or when he/she has reached the conclusion that the delivered product has repeatedly proven to be of insufficient quality, possibly in combination with the student not meeting deadlines that were clearly communicated to him/her by the examiner. The second examiner sends his or her assessment (pass or fail only) to the first examiner. If the proposal is assessed as a fail, the second examiner must indicate the minimal improvements required for the proposal to be awarded a pass. If, even after processing this feedback, the research proposal is of insufficient quality or has not been submitted before the agreed deadline, the first examiner will consult with the thesis coordinator, who may decide that the thesis project will be terminated.
Data collection may only start once the research proposal has been approved by both examiners, and, of course, only once permission has been granted by the Psychology Research Ethics Committee (Commissie Ethiek Psychologie, CEP) or the Medical Ethical Committee (Medisch Ethische Toetsings Commissie (METC)).[5] If the two examiners fail to agree on the assessment, the procedure for discordant assessment described below applies.

Completion of the Thesis
To complete a thesis project, the student must submit the complete thesis for assessment to the first examiner, who then enters the thesis in the digital assessment system.[6] Before the thesis is submitted for assessment to the second examiner, a check is run to ascertain that the student has adhered to the rules concerning plagiarism, which he/she acknowledged earlier in the programme by completing and signing the "Scientific Integrity Test". The first examiner enters information relating to the results of the plagiarism check, the approval of the research proposal by the CEP or METC, as well as the consent form for the Student Repository in the digital assessment system.

[5] There is one exception to this rule (see thesis contract): If the student takes part in an ongoing research study (that has already been approved by CEP, METC or another ethical committee), the student may begin collecting data from the start. In such cases, approval of the thesis proposal is required to be allowed to proceed with data analysis.
[6] In exceptional cases the first examiner may take the initiative, without the student submitting anything, of entering the product for assessment in the digital assessment system. This could for instance be the case if the product is consistently of insufficient quality, possibly in combination with the student not meeting deadlines that were clearly communicated to him/her by the examiner. The lecturer must inform the student of his/her intention of submitting a product on their own initiative.

Once the thesis has been uploaded to the digital assessment system and run through the plagiarism check, the first and second examiners independently assess the thesis. They enter their scores, including any explanations, in the digital assessment system.

First examiner

- Based on his/her assessments on the criteria, the first examiner awards both a product grade and a process grade.
- The product grade and the process grade are expressed in half-points and full points (for example 4.0, 6.5 or 8.0).
- The first examiner alone submits a written commentary for each of the assessment criteria to support the product grade and the process grade.
- To this end, the first examiner uses Assessment Form 1.
- If a day-to-day supervisor from outside the Institute of Psychology (for example from another Leiden University institute, another university, or a professional organisation) is involved in the project, the first examiner notes on Assessment Form 1 whether the day-to- day thesis supervisor was consulted about the assessment.

Second examiner

- Based on his/her scores on the criteria, the second examiner awards a product grade. The product grade is expressed as a range, i.e. a number with a minimum and a maximum value.
- The range assessment should meet the following requirements:
  -Expressed in half points and full points
  -Range of 1 point, for example 4.0 - 5.0; 5.5 - 6.5; 6.0 - 7.0, 8.0 – 9.0.
- The product grade is supported with a written commentary, based on each of the assessment criteria.
- The second examiner uses Assessment Form 2 for this.

Order of the procedure

Once both assessors have independently submitted their assessments, the first examiner receives a digital copy of the second examiner's assessment. The digital system indicates that the two examiners can enter into consultation. In this consultation, they compare the scores, product grades and explanations provided. In deciding on the final thesis grade, the examiners also consider the process grade awarded only by the first examiner. The guiding principle in this context is that a high process grade may result in a final grade that is a maximum of 0.5 higher than the jointly agreed product grade, while a poor (yet higher than 4) process grade may result in a final grade that is a maximum of 0.5 lower than the jointly agreed product grade. If the process is assessed with a 4.0, this will result in a failing final grade, regardless of the product grade.

After consulting with the second examiner, the first examiner determines the final grade based on his/her own assessment and the assessment of the second examiner within the range of the product grade defined by the second examiner. If an increase or decrease in the final grade based on the process grade would lead to a final grade that would fall outside the product grade range defined by the second examiner, further consultation between the two examiners is required.

Once an agreement has been reached about the final grade, the examiners discuss which explanations, based on the separately written commentaries, they wish to communicate to the student as feedback. The first examiner includes these explanations in the Final Assessment Form. The Final Assessment Form includes the final grade for the thesis, *no scores* for the separate criteria, but *explanations* accompanying the criteria to support the final grade. The student is not granted access to information concerning differences and/or similarities in how the two examiners awarded their grades.

There are three possible scenarios in determining a final thesis grade:

1. Concordant – Final grade is a pass

- Both assessments are a pass.
- The final grade falls within the range defined by the second examiner.
- The first examiner formulates a written commentary based on his/her own comments and the comments by the second examiner.
- The first and second examiner digitally sign the assessment form.
- The student receives only the Final Assessment Form with the written commentary to support the final grade, i.e. not the separate Assessment Forms 1 and 2.
- The Assessment Forms 1 and 2 remain available in the digital system for internal use (for the Programme Board, Board of Examiners, or audit committee) for quality assurance purposes.
- The Educational Services Centre (Onderwijs Service Centrum, OSC) receives the Final Assessment Form and a digital version of the thesis, together with the consent form for the Student Repository.

2. Concordant – Final grade is a fail

- Both assessments are a fail.
- The final grade falls within the range defined by the second examiner.
- The first examiner formulates a written commentary based on his/her own comments and the comments by the second examiner.
- The first and second examiner digitally sign the assessment form.
- The student only receives the Final Assessment Form with written commentary to support the fail, i.e. not the separate Assessment Forms 1 and 2.
- The student is offered a resit opportunity. Information concerning the period during which a resit is possible and the manner in which it should take place should be clear to the examiners and the student. For example: 'within a period of … weeks after the thesis is submitted/before this date …'
- Assessment Forms 1 and 2 remain available in the digital system for internal use (for the Programme Board, Board of Examiners, or audit committee) for quality assurance purposes.
- The OSC receives the Final Assessment Form and a digital version of the thesis that was awarded a fail, together with the consent form for the Student Repository stating that this version of the thesis will never be made public.

A thesis resit is assessed according to the same procedure as that outlined above. There is no maximum grade for a resit thesis. A poor work attitude on the part of the student may be reflected in the process grade and in this way integrated in the final grade. A poorly executed process that is graded 4.0 (four) on a resit will also result in a failing final grade.

If a thesis resit is once again unanimously assessed by both examiners as a fail, further consultation takes place. In the case of the bachelor's project, this takes place between the first examiner and the coordinator of the bachelor's project. In case of the master thesis, this takes place between the first examiner and the thesis coordinator of the relevant master's specialisation, the student's mentor (staff member), and the study adviser of the Master's Programme in Psychology.
Based on the information they jointly have about the student's personal and other circumstances, they decide how the student can be given another resit opportunity, whether this resit should be based on new research, and whether it should be supervised by the same examiner. This consultation may also lead to a joint *recommendation* stating that it would be in everyone's best interest for the student to discontinue their enrolment in the relevant study programme (*consilium abeundi*). Such a recommendation requires the support of the Programme Director. Only the Executive Board is authorised to impose a binding *iudicium abeundi*.

3. Discordant

- The final grade of the first examiner falls *outside* the range defined by the second examiner.
- The first examiner consults with the second examiner until they reach a consensus. Consultation and consensus are required if an out-of-range final grade would result among other things from a 0.5 increase or decrease based on the process grade assigned by the first examiner (including the situation in which a 4.0 is given for the process and the final grade is therefore insufficient).
- Once consensus is reached, the procedure for 'Concordant – Final grade is a pass' or 'Concordant – Final grade is a fail' applies.
- If no consensus can be reached, the first examiner asks the Board of Examiners of the Institute of Psychology to appoint a third examiner.
- The third examiner substantiates his/her assessment with a written commentary, making use of Assessment Form 3.
- The first and second examiner and the Board of Examiners are sent the third examiner's assessment.
- The Board of Examiners decides how the final grade will be determined.

Recourse to a third examiner and the procedure defined by the Board of Examiners for assigning a final grade can result in a pass or a fail.

I. Final grade is a pass

- The first examiner enters the final grade on the Final Assessment Form.
- The first examiner formulates a written commentary based on his/her own comments and the comments by the second and third examiners.
- The Final Assessment Form is signed digitally by the first, second and third examiner.
- The student receives only the Final Assessment Form with written commentary substantiating the pass grade, i.e. without the separate Assessment Forms 1, 2 and 3.
- The Assessment Forms 1, 2 and 3 remain available in the digital system for internal use (for the Programme Board, Board of Examiners, or audit committee) for quality assurance purposes.
- The OSC receives the Final Assessment Form and a digital version of the thesis, together with the consent form for the Student Repository.

II. Final grade is a fail (possibly after a resit)

- The first examiner enters the final grade in the Final Assessment Form.
- The first examiner formulates a written commentary based on his/her own comments and the comments by the second and third examiner.
- The Final Assessment Form is digitally signed by the first, second and third examiners.
- The student receives only the Final Assessment Form with written commentary substantiating the fail grade, i.e. without the separate Assessment Forms 1, 2 and 3.
- The Assessment Forms 1, 2 and 3 remain available in the digital system for internal use (for the Programme Board, Board of Examiners, or audit committee) for quality assurance purposes.
- The OSC receives the Final Assessment form and a digital version of the thesis.

Inspection by students

The Final Assessment Form is a decision, against which the student can appeal to the Examination Appeals Board of Leiden University. The underlying assessment forms of the independent examiners form the basis for the final assessment and therefore do not need to be submitted to the student for inspection.

Demarcation of tasks and responsibilities concerning the evaluation and monitoring of the thesis supervision process

The Board of Examiners, the Programme Board and the Faculty Board are jointly responsible for ensuring the quality of the thesis supervision procedure.
The Vaste Commissie Onderwijs (VCO: regular consultation between the Director of Education of the Faculty Board, the Programme Directors and the Faculty of Social and Behavioural Sciences institutes) is responsible for the quality of testing and the faculty-wide testing policy, including the faculty thesis assessment guidelines. The procedure described above is in line with the rules established by the Faculty of Social and Behavioural

Sciences on 26 February 2019.

The Board of Examiners of the Institute of Psychology is responsible for monitoring the quality of examinations and final examinations within the Institute of Psychology, thus safeguarding the students' exit level. To this end, the Board of Examiners assesses the process (including the procedure in case of discordant assessments and the appointment of a third examiner) and the results of the thesis assessments. Their findings are included in the Board of Examiners' annual report. The Board of Examiners submits an annual report to the Faculty Board. If the Board of Examiners reports no longer being able to guarantee the quality of the students' exit level, the Faculty Board will take action as required.

APPENDIX 5 – (RESEARCH) MASTER'S STUDENT INTERNSHIP: STRUCTURE OF SUPERVISION AND PROCEDURE IN THE EVENT OF (REPEATED) UNSATISFACTORY RESULTS

1. Structure of Supervision
The academic supervisor will be a member of the Institute of Psychology of Leiden University who is authorised to oversee testing. He or she is responsible for supervising, assessing and marking the internship. The supervision of the internship consists of overseeing proper compliance with the procedure to be followed. The day-to-day supervision within the framework of the internship will be carried out by an employee of the institution where the internship takes place; this person is designated as a 'field supervisor'. A field supervisor (day-to-day supervisor) and an academic supervisor (the person who has ultimate responsibility and who assesses the internship) must also be appointed when the internship takes place internally within the university.

Before the internship begins, the intern, the academic supervisor and the field supervisor will all sign an internship contract which specifies:

- The start and end dates of the internship period and the number of hours to be worked per week, taking into consideration that the formal internship period must correspond with the number of ECs stated in the programme. The intern and field supervisor may agree to a longer internship period, but the academic supervision, assessment and marking will be based only on the formal internship period.
- The intern's work-related activities during the formal internship period. The academic supervisor must assess the majority of these activities as being appropriate to both the level of an academic master's degree programme and the content of the master's degree specialisation.
- The nature and intensity of the field supervisor's supervision.

Once the internship contract has been approved by the academic supervisor, the intern will draft a work plan specifying the following aspects of the internship:

- The learning objectives of the internship, including a description of at least one objective in each of the following categories: a) professional learning objectives, b) academic learning objectives, c) personal learning objectives, and d) career-oriented learning objectives.
- Activities during the formal internship period and the associated schedule, which must at least guarantee the possibility for the intern to make progress in relation to the established learning objectives.
- The intended concrete results (deliverables) of the internship.

The work plan must be approved by both the academic supervisor and the field supervisor within the first 80 hours of the internship.

The intern and field supervisor will schedule an interim evaluation halfway through the formal internship period; the results of this evaluation shall be sent to the academic supervisor if he or she is not present at the evaluation. On the basis of this interim evaluation, the academic supervisor shall decide whether any intervention is necessary for a satisfactory outcome of the internship and to ensure that the associated learning objectives are met.

This is also the 'go/no-go moment' at which it is decided whether there is sufficient likelihood that the intern will be able to successfully complete the internship. If this is in serious doubt, the field supervisor, academic supervisor and intern will discuss this in depth. If it is decided that there is no suitable solution, the internship will be halted and the intern will have to begin a completely new internship in close consultation with the internship coordinator.

The academic supervisor is responsible for ensuring that the interim evaluation takes place on time and is recorded in writing.

At the end of the formal internship period, the academic supervisor will ask the field supervisor to complete a final evaluation of the formal internship period and to send this evaluation to him or her if the academic

supervisor was not present at the final meeting.

The intern will produce an internship report in accordance with the requirements of the master's degree specialisation. Depending on the master's degree specialisation, other reports, such as a video report, may be required.

The intern has the right to receive feedback on a report from the academic supervisor before a final report is submitted. The academic supervisor will assess the internship on the basis of the internship report in relation to the work plan, supported by the assessment format used within the institution. The report must be checked for plagiarism. The final marks for the internship will take the field supervisor's final evaluation into account.
For some internships, the internship coordinator of the master's degree specialisation acts as a second assessor by awarding an independent final mark for a random sample of internships at the end of the internship period. This final mark is based on the work plan, the field supervisor's final evaluation and the internship report. If there is a discrepancy of more than one point between the assessments of the academic supervisor and the internship coordinator, these assessors will discuss whether the assessment criteria should be adjusted going forward. The second assessor's assessment will no longer affect the marks for the internship in question.

2. When should the internship be considered satisfactory, and the code of practice in the event of (repeated) unsatisfactory results
The primary learning objective of the internship is for the intern to gain relevant experience in the practice of psychology, as specified in the work plan. The activities to be carried out during the internship must be agreed in advance, and halfway through the internship the academic supervisor will check whether any adjustments are needed. In exceptional cases, the internship may have to be halted at that point, as a result of unsatisfactory work by the intern and if it is determined that this work is unlikely to improve over the second half of the internship.

A final assessment of 'satisfactory' may only be made if the agreed activities or later updated internship activities have been carried out, if the intern has worked towards the learning objectives and if all associated reports, always including the final report on the internship, meet the minimum requirements. If the interim evaluation causes the internship to be extended, the internship may only be assessed as 'unsatisfactory' based on an inadequate completion of the second half of the formal internship period or on the quality of the required report(s).

If an intern receives an 'unsatisfactory' mark based on the inadequate completion of the second half of the formal internship period, the academic supervisor will discuss with the field supervisor and the intern the possibility of repairing the internship at the same institution. If this is not possible, the academic supervisor will recommend a short substitute internship with comparable learning objectives and activities. A new final evaluation and a new internship report must be completed for this substitute internship. On the basis of the substitute internship, the academic supervisor will decide whether the intern has achieved a 'satisfactory' mark. The mark for a substitute internship may not be higher than 6. If no suitable substitute internship can be agreed upon, the intern must start a completely new internship in close consultation with the internship coordinator.

If an intern receives an 'unsatisfactory' mark based on inadequate internship reports, the academic supervisor must specify which sections require improvement, and by what deadline these improvements must be made. The intern and the academic supervisor will discuss whether the nature of the required improvement is clear, and the intern will submit a summary of the improvement to the academic supervisor. Once the university supervisor has approved the summary of the required improvement, the intern will then have one final opportunity to improve the report. The report will then be assessed by the academic supervisor and the internship coordinator of the master's degree specialisation. If both these assessors decide that the report is still unsatisfactory, the student must complete a new internship within the framework of the master's degree programme; the final mark for this new internship may not be higher than 6.

APPENDIX 6 - PROPER CONDUCT IN CLASS

1) No students will be admitted to the room once a class has started.
2) Students who need to leave the room before the end of the class due to special circumstances must request permission to do so from the lecturer in advance. Otherwise, they are not permitted to leave the room until the class has finished.
3) Rules 1 and 2 also relate to the resumption of class following any breaks.
4) Students are not permitted to drink or eat during classes.
5) Students are not permitted to do anything that is unrelated to the class (read the paper, make phone calls, listen to music, etc.) during the class.
6) Mobile phones and suchlike must be kept switched off during the class.
7) Students are not permitted to disrupt the class, prevent the lecturer from carrying out his/her work or prevent other students from participating in the class (e.g. by chatting, walking around, etc.).
8) In the case of compulsory classes, students are required to participate and are obliged to follow the rules of conduct specified above. In the case of non-compulsory classes, the student's choice relates only to the decision whether or not to attend. If a student chooses to attend a class, he/she is obliged to follow the rules of conduct specified above. Students who do not comply with these rules can be told to leave by the lecturer. If this happens again, they can be excluded from the course for the rest of the academic year and cannot obtain any credits for that course.

APPENDIX 7 - LEIDEN UNIVERSITY CODE OF CONDUCT ON PLAGIARISM

Plagiarism
On these pages, Leiden University will explain its views on plagiarism, how it is defined, and what consequences may be faced by students who commit this offence.

Generally, plagiarism is understood as presenting, intentionally or otherwise, someone's elses words, thoughts, analyses, argumentations, pictures, techniques, computer programmes, etc. as your own work – including generated texts or programming codes by software such as AI software without indicating the source. This includes not only 'cutting and pasting' digital sources such as encyclopaedias, digital magazines without inverted commas and reference.

Most students will understand that cutting and pasting is not allowed without mentioning the source of the material, but plagiarism has a wider meaning. This also applies to presenting AI software-generated text or programming code - as by ChatGPT - as your own text in an exam or thesis , without proper citation of the source. Paraphrasing someone else's texts, e.g. by replacing a few words by synonyms or interchanging some sentences is also plagiarism. Even reproducing in your own words a reasoning or analysis made by someone else may constitute plagiarism if you do not add any content of your own; in so doing, you create the impression that you have invented the argumentation yourself while this is not the case. The same still applies if you bring together bits of work by various authors without mentioning the sources. Plagiarism is the act of copying data or sections of text from others in a thesis or other work without citing the source.
The use of language models such as ChatGPT offers all kinds of new possibilities for creating texts. Realise that if you do this and present it as your own work, it will be considered fraud. Therefore, use ChatGPT in your studies only when the lecturer approves it and when you mention it.

Quoting sources
Plagiarism is always a violation of someone else's intellectual property rights. Obviously, each discipline advances by building on the knowledge and understanding gained and published earlier. There is no objection at all if you refer to previous work and quote it while mentioning the source. It must, however, remain clear where existing knowledge ends and where you start presenting the results of your own thinking or research. As long as you are not capable of contributing to the discipline by adding something essential to what others have already found, it is misleading and therefore wrong to pretend you have reached that level. It is very important for both the teacher and the student to have a correct impression of the knowledge, understanding and skills of the latter.

Internet texts
The rules concerning plagiarism apply to all data sources, not just books; extracts from internet pages may not be used without mentioning the source either. Contrary to what some people may think, internet texts are not public property; it is equally important here that you never present someone else's work as your own.

Dos and don'ts
To help you to avoid committing plagiarism or related offences, we indicate below some dos and don'ts.

1. When copying someone else's texts, pictures, graphs, etc., including texts generated via software such as AI software, obey the rules set out by your department, for example, in the thesis regulations. As a rule, you should generally put the text between quotes. In certain cases, a clearly different lay-out may be used.. Always mention their author and origin, using one of the common or prescribed ways to indicate references.
2. If you want to reproduce someone else's thoughts, considerations, ideas, etc., in your own words without using literal quotes, make unambiguously clear who is the source of these ideas and avoid giving the impression they may be attributed to you
3. Be even more cautious when copying texts from the internet. Take Wikipedia as an example: the author is usually unknown, but the article may well be plagiarised, in part or in full. In general, avoid copying texts from unknown authors, even if you mention the source you used. Also, texts generated via AI software, such as ChatGPT, you cannot just copy as your own.

4. When you partially copy texts, be careful not to change their meaning by leaving out sentences or parts of sentences, or by turning them around, etc. If you do not have the original version of a text and therefore must rely on a reproduction by someone else, make this clear as well; if it turns out the original author has been quoted incorrectly, it will then be clear who made the mistake.
5. If others have contributed to your work, for instance by carrying out experiments, preparing illustrations, etc., you should mention this too. This does not apply to advice and comments from your supervisor, nor if someone proofreads your text for style, grammar and spelling errors. In some cases, relevant rules are set out in departmental regulations.
6. In some cases, even citing your own work may be considered plagiarism (sometimes called 'autoplagiarism'). When you largely copy a paper you have produced for a prior assignment and then submit it again for another assignment, you deliver only one performance instead of the
required two. This will not always be considered problematic, but you should discuss it with the lecturer involved.
7. Strictly speaking, composing a thesis, for example, largely from acknowledged quotations does not result in plagiarism. Yet, few teachers will accept your paper if your contribution is limited to cutting and pasting texts. After all, teachers will hold you to the learning objectives of a unit of study. Moreover, very long quotations may violate copyrights. If work by others in its entirety is essential for your paper, then refer to it, possibly with a short summary of its contents, without quoting from it.
8. If a paper or thesis was written in co-operation between several students, make clear, as far as possible, who authored the various parts.
9. In principle, the same set of rules applies to copying computer programmes. Using standardised procedures that are common to many applications, there is no question of plagiarism; in such cases, the original author is often unknown. It is a different matter if you copy the underlying idea or the approach of a whole programme, even if it is developed somewhat differently. When comparing it to ordinary language, the use of words and common sentences is not plagiarism, but copying whole paragraphs or the underlying ideas and thoughts is.

Combatting plagiarism
Plagiarism is a form of fraud and is therefore an offence. For some time now, the University has been taking active steps to combat plagiarism. Computer software is often used to analyse papers and theses. If plagiarism is proven, the relevant Board of Examiners will, as a rule, impose penalties. Their severity will depend on the seriousness of the offence, and may be influenced by previous infringements. The heaviest penalty that may be imposed is exclusion from all examinations for one full year. This might mean that you would have to wait for a year for your thesis to be marked; as a consequence, you cannot graduate during that year. The penalty may also relate to just one or a few examinations, or may apply for a shorter period.

The University of Leiden that considers plagiarism a serious offence for which severe penalties may follow.

These Code of conduct comes into effect on 1 September 2023.
Established by the Executive Board on 11 July 2023.