



Teachers' Handbook

2023-2024

Faculty of Humanities

Educational Advice and Quality Assurance (O&K) | Policy, Advice and Strategy (BAS)

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Universiteit
Leiden

Foreword

It is important to us that you can find your way around in our faculty, and we hope this handbook will help you with this. It is intended as a reference work for anyone who teaches within the Faculty of Humanities, from tutors to full professors. For ease of reading, the term used in this guide will be 'teacher'.

As a teacher in the Faculty of Humanities, you are engaged in the education of students of one or more study programmes. Together with your colleagues, you provide form and content for each study programme. This calls for regular consultation about the teaching, in terms of both what is taught (substance) and how it is taught (didactics).

This guide gives information about practical matters that are important for performing your teaching duties. There may be slight differences between study programmes in how these are implemented. The best way to find out about these is to ask the programme director and your immediate colleagues.

In addition to teaching, you will probably also conduct research and perform administrative tasks, depending on the terms of your employment. All these areas are covered by faculty guidelines, procedures and regulations. In combination, these constitute the framework within which you will be working on one of the university's most important aims: to deliver high-quality academic education based on excellent research.

This guide mainly provides information about faculty regulations and provisions. It is not intended to give detailed information about the study programme(s) where you work or about the institute that employs you, although information of this kind is naturally essential in the practice of your work as a teacher.

You should therefore feel free to ask your manager and/or immediate colleagues if you have any questions. The study coordinators, study advisers and education administration offices are also on hand to answer practical questions about the organisation of the education and the support processes.

We wish you much success and enjoyment in your teaching within our faculty.

On behalf of the Faculty Board,

Prof. Mirjam de Baar

Vice-Dean and Education portfolio holder: master's and research master's programmes

Dr Jeroen Touwen

Vice-Dean and Education portfolio holder: bachelor's programmes



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Introduction

The Faculty of Humanities at Leiden University is a unique centre for research on the languages, cultures, arts and societies of the world, in their historical contexts from prehistory to the present day. Our aim is to contribute to knowledge, the sustainable wellbeing of communities and our understanding of historical, cultural, artistic and social aspects of life. The focus of our research and education is the mobility of people, language, culture, ideas, art and institutions in a globalising world, and their interrelationships across the centuries.

The Faculty of Humanities provides an inspiring international work environment with space for diversity and innovation. The range of education that we offer is wide. Students can choose from 24 bachelor's programmes, most of which are Dutch-taught, and 28 master's programmes (20 master's, 8 research master's), which are entirely English-taught, with just one exception.

The Faculty is located in the historic city centres of Leiden and The Hague and has around 8,000 students and 900 staff members. For more information, please see our faculty website:

www.universiteitleiden.nl/en/humanities

This handbook does not contain educational information about topics such as teaching methods, types of assessment or formulation of

learning objectives per course. If you need further advice or support in this area, you are welcome to contact the faculty's education development adviser, Annebeth Simonsz (a.simonsz@hum.leidenuniv.nl). She will be able to provide you with information, tips and literature, and together you will find good, practicable solutions for educational issues. (See also '[overview useful links](#)')

Please note: this document contains references to the faculty webpages, where you can find more information or the necessary documents relating to numerous topics. Many of the webpages have a 'General' tab and a 'Humanities' tab. The 'General' tab displays general information on the particular topic, which is applicable to the university as a whole; the 'Humanities' tab provides information and documents on the same topic, but tailored specifically to the procedures within the Faculty of Humanities.

The Board of Examiners

Each programme has a Board of Examiners. This is a legal requirement. The board determines whether students meets the conditions of the Course and Examination Regulations (OER) and whether they possess the knowledge, understanding and skills required to pass the final examination for that programme.

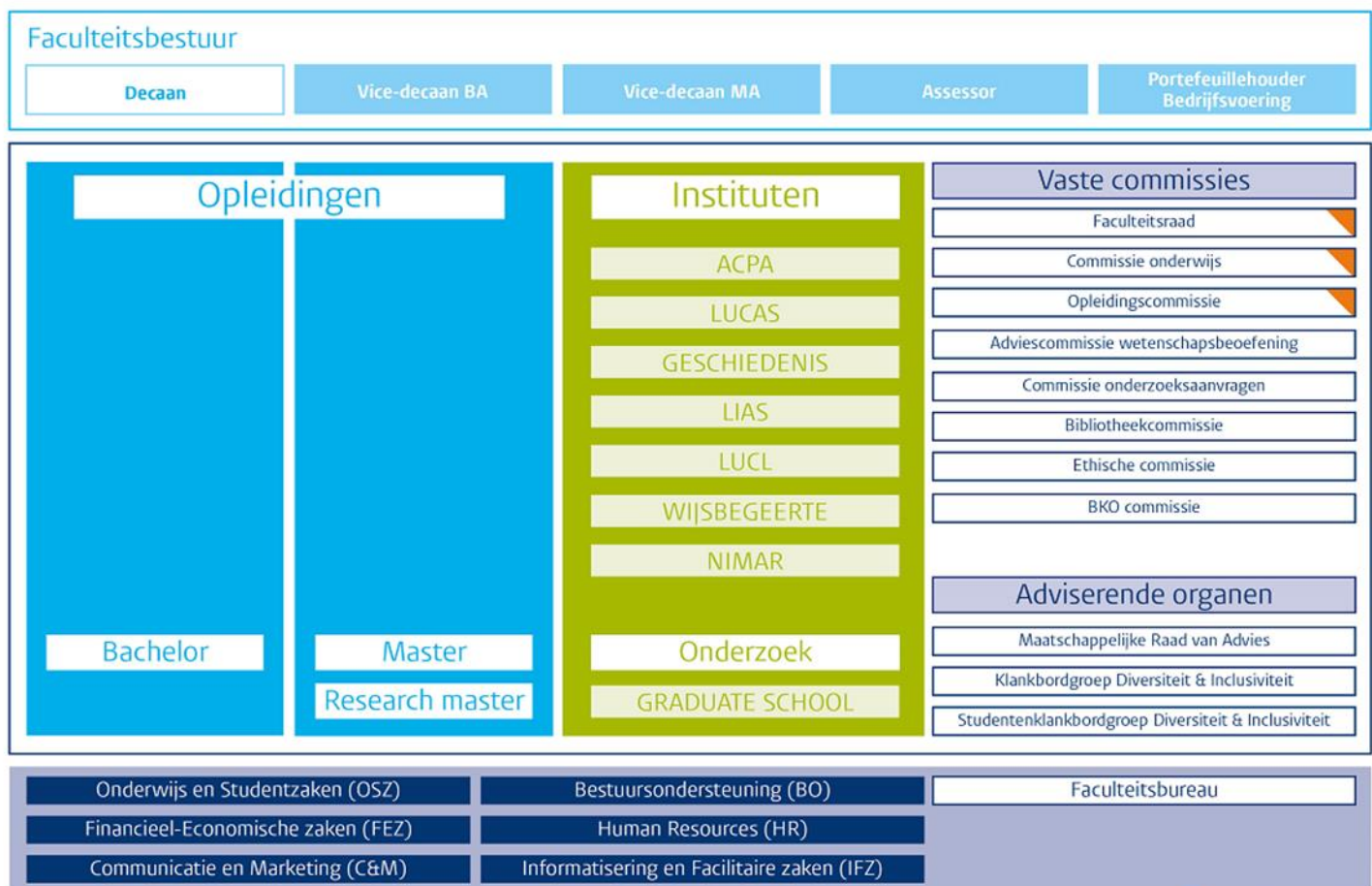
General Humanities

Tasks of the Board of Examiners

The legislator has assigned the Board of Examiners the following tasks:

- To conduct an objective and proficient analysis of whether students

Organisatie Faculteit der Geesteswetenschappen



 = Medezeggenschap

The organisation of the Faculty

Faculty Board

The [Faculty Board](#) is a collegial body, whose members are collectively responsible for the management and administration of the faculty and for its education and research. With effect from 1 September 2022, the Faculty Board comprises the following people:

- Mark Rutgers (Dean)
- Saskia Goedhard (Operational Management portfolio holder)
- Mirjam de Baar (Vice-Dean for Education; Education portfolio holder: master's and research master's programmes)
- Jeroen Touwen (Vice-Dean; Education portfolio holder: bachelor's programmes)
- Anne Wellink (Assessor)

All members of the Faculty Board have their own specific portfolio of matters for which they are responsible.

Dean

General managerial coordination and faculty strategy:

- Coordination and integration of the Faculty Board decision-making
- Strategic partnerships and external relations
- Research policy
- Library policy
- Internationalisation (with the Education portfolio holders)
- Graduate School and PhD affairs

- Policy on professorial chairs and career policy for academic staff
- Data management (with the Operational Management portfolio holder)
- Organisational structure of the faculty

Vice-Dean: bachelor's programmes

General education policy and management relating to the bachelor's phase:

- Quality assurance of bachelor's education
- Communication and recruitment for bachelor's programmes
- Education marketing for bachelor's programmes
- Honours programmes in the bachelor's phase
- ICT and education
- Digital Humanities (with the Dean)
- Minors policy
- Core curriculum
- Implementation of Brightspace

Vice-Dean: master's and research master's programmes

General education policy and management relating to the (research) master's phase:

- Quality assurance of master's education
- Communication and recruitment for (research) master's programmes

- Education marketing for (research) master's programmes
- Professionalisation of programme committees
- Honours programmes in the (research) master's phase
- MA International Relations
- Contract education
- Alumni policy
- Labour market orientation for bachelor's and (research) master's students (with the other Vice-Dean and the Assessor)
- Two-year master's teacher training programme (ICLON)
- 'Masterlanguage' courses
- Diversity policy: education (with the Assessor)
- 'Leven Lang Leren' (life-long learning) courses
- Maintaining contact with study associations and students within the faculty and in faculty advisory bodies
- Complaints coordinator
- Managing the assessor budget
- Awarding grants to student members of faculty advisory bodies and study association boards
- In the context of LAssO, consultation with the Vice-Rector Magnificus and membership of working groups (such as the Honours Academy, Regulations on Financial Support for Students and Mare editorial board)
- Maintaining contact with other assessors in Humanities in the Netherlands
- Permanent member of the Humanities Career Event organisation committee

Operational Management portfolio holder

General operational management:

- Financial management and policy
- Human Resources (especially workload)
- Health and safety
- Management information and information management
- Buildings and facilities
- General communication
- Societal impact of research (with the Dean)
- Diversity policy: staff

Assessor

General responsibility for contact with students within the faculty advisory bodies:

Faculteitsraad (FR)

The Faculty Council is the second highest participation body within the university, after the University Council. The Faculty Council has the right of consent and the right to prior consultation on various matters relating to the faculty. The Faculty Council thus functions as the representative of students and staff, and as a 'sounding board' for the Faculty Board.

The Faculty Council consists of 18 members, of which half are students and the other half academic and support staff. Elections for student members of the Faculty Council are held every year and for the staff members every two years. The members of the Faculty Council also represent your views and opinions, and you too can stand as a candidate. If you have any questions and/or comments about certain topics, you are welcome to contact the members of the Faculty Council; see, for example:

<https://www.organisatiegids.universiteitleiden.nl/en/faculties-and-institutes/humanities/co-participation/faculty-council>

A variety of topics are discussed at the meetings, such as: teaching, Course and Examination Regulations, HR issues and the budget. The topics placed on the agenda are prescribed by the regulations or the Higher Education and Research Act (WHW), or are put forward by the Faculty Board or the Faculty Council. Depending on the agenda, standing and special advisory committees, such as the Committee on Teaching, give advice to the Faculty Council. Agendas and minutes can be found on the website <https://www.organisatiegids.universiteitleiden.nl/en/faculties-and-institutes/humanities/co-participation/faculty-council/faculty-council-minutes>. You are most welcome to attend the meetings, taking a seat in the public gallery.

Faculty Office and support departments

The Faculty Board is assisted in its work by the Faculty Office and support departments. As a teacher, you will mainly come into contact with Communication & Marketing, Human Resource Management, Information Management & Facilities and Student Services.

Policy, Advice and Strategy (BAS)

The Policy, Advice and Strategy department advises study programmes, institutes and the Faculty Board on policy and strategy in the areas of teaching, research, quality assurance and societal impact.

The department also supports several faculty committees:

- Faculty Electoral Committee
- Committee on Academic Practice

- Library Committee
- Committee on Research Funding
- Ethics Committee
- Isaac Alfred Ailion Foundation (IAAF)
- Advisory Group for Diversity and Inclusion

The Policy, Advice and Strategy department comprises two teams: Educational Advice & Quality Assurance and Research & Impact Policy. Together, they contribute to authoritative and relevant research and education.

The department supports the faculty's management process and provides administrative assistance for various faculty meetings and advisory committees. It also coordinates the development and implementation of the faculty's policies on education, research, impact, PhD candidates and diversity, and maintains a list of the documents approved by the Faculty Board (policy, regulations and procedures), which can be accessed in the Faculty Board Matrix by all faculty staff members.

Communication and Marketing (C&M)

The Communication and Marketing department works on creating a high profile and clear positioning of the education and research within the Faculty of Humanities; recruitment and intake of students based on the principle of 'the right student in the right place'; and good internal relations management, with communication as one of the main pillars.

The department makes contributions to the information and recruitment policy, aimed at ensuring that as many students as possible are in the right place within the faculty. It is also

responsible for facilitating and realising the faculty's internal communication (for example, in the online newsletter) and helping study programmes to make study information digitally available via the university's website. Other tasks performed by the Communication and Marketing department include external communication and scientific communication.

Information Management and Facilities (IFZ)

The Information Management and Facilities department has four areas of responsibility:

- Information management
- Facilities
- ICT and education
- ICT and research

The department's tasks include supporting Brightspace, the learning management system (LMS). If you have any questions about Brightspace, please go to <https://universiteitleiden.screenstepslive.com> for a step-by-step explanation of all the Brightspace functionalities, from Assignments to Quizzes. You can also address any questions about Brightspace and other digital teaching and assessment tools to the helpdesk of the Expertise Centre for Online Learning (ECOLe), which can be contacted by email at ecole@hum.leidenuniv.nl. This helpdesk can also answer questions about options for digital examinations and other digital assessments.

The ECOLe expertise centre is part of this department; for the activities of [ECOLe](#), see [the section below in the Education chapter](#).

Human Resource Management (HRM)

The Human Resource Management department supports all the processes in the

area of human resource management (HRM) within the faculty.

Student Services (OSZ)

The Student Services department is responsible for all support processes required to organise the teaching in the Faculty of Humanities.

The department comprises several different teams, with specialisms and tasks in the areas of teaching support and organisation, which will often be important for you, as a teacher; these include:

- Education Administration Offices
- Study advisers
- Study coordinators
- Administrative Secretarial Office for Boards of Examiners
- Student Career Service (for internships and preparation for employment)
- International Office (for international exchanges)
- Humanities Student Information Desk (includes Faculty Admissions Office; organisation of core curriculum; advice on elective credits; and supply of information on contract and à la carte education)

The staff of this department assist both the students and the teachers: they are the contact point for providing services to students. The next part of this guide will include a more detailed discussion of many topics covered by the Student Services department.

Your interactions with Student Services staff will in practice be mostly with the Education Administration Office staff, study coordinators, study advisers and administrative secretaries of the boards of examiners.

They work at several different locations around the campus, as close as possible to the various study programmes.

Study adviser

The study advisers are responsible for providing advice and guidance to students during their studies and are therefore the main point of contact for prospective and current students if they have any questions about choosing a study programme, their current studies, personal study-related problems or more practical matters. Study advisers work in the Student Services department and are collectively responsible for the student guidance of the Humanities study programmes. They answer students' questions and, where necessary, refer them to other departments within and outside the faculty. With a view to safeguarding the students' wellbeing, study advisers monitor their academic progress and hold individual interviews with them. They also provide students with information about their options and the choices they need to make during their studies. The advice that they offer is based on the curriculum, faculty policies and the Course and Examination Regulations.

Study coordinator

Study coordinators work in the Student Services department and are collectively responsible for the teaching preparation of the Humanities study programmes. As close assistants of the programme director(s), they play a key role in organising the teaching. Study coordinators are responsible for smooth running of the teaching preparation processes (and other relevant processes), with the aim of creating an optimal

educational environment for students and teachers. They proactively provide information and advice on improvements and solutions to those responsible for the teaching, and also contribute to optimisation of internal work processes and organisation of systems and/or use of educational logistics applications.

Student Career Service

In preparation for their future career, students can address all their questions on aspects of labour market preparation (orientation, CV check, writing an application letter) to the Humanities Career Service (<https://www.organisatiegids.universiteitleiden.nl/faculiteiten-en-instituten/geesteswetenschappen/faculteitsbureau/onderwijs--en-studentzaken/lips/career-service>). The Career Service also organises workshops and events to help students prepare for their professional future. The Career Service staff additionally monitor the faculty's internship procedure and can provide staff and students with answers to questions about internships.

Education Administration Offices

The Education Administration Offices support the logistics of the educational processes. Their main task is organising and keeping records of teaching, study progress, examinations and final examinations. The staff provide administrative support for students' educational tracks; for example, from the moment of enrolling for a course through to processing the examination results and producing diplomas.

We recommend that you introduce yourself to the staff of the Education Administration Office(s) as soon as possible. You are welcome

to call in at any time during office hours, even when the student reception desk is closed.

Humanities International Office

The staff of the Humanities International Office (HIO) coordinate the faculty's exchange programmes. They provide advice on important aspects relating to studying abroad as an exchange student, by organising information sessions and having open consultation hours. They also assist study programmes that have a compulsory period of study abroad. The international coordinators are not responsible for organising business trips abroad for conferences or research; these are a matter for the institute that employs you, and if you have questions about them, your Institute Manager is the first point of contact.

Arsenaal	Reuvenplaats	De Vrieshof	Huizinga	The Hague
BA German Language and Culture	BA African Studies	BA China Studies	BA History	BA International Studies
BA English Language and Culture	BA Dutch Studies	BA Japan Studies	BA Philosophy	BA Urban Studies
BA Film and Literary Studies	BA French Language and Culture	BA Korean Studies	MA European Politics and Society	
BA Classics	BA Italian Language and Culture	BA Middle Eastern Studies	(Res)MA History	
BA Art History	BA Latin American Studies	BA Ancient Cultures of the Mediterranean World	MA International Relations	
(Res)MA Arts and Culture	BA Dutch Language and Culture	BA Religious Studies	MA Philosophy	
ResMA Arts, Literature and Media	BA Russian Studies	BA South and Southeast Asian Studies		
(Res)MA Classics and Ancient Civilizations	BA Linguistics	(Res)MA Middle Eastern Studies		
MA Literary Studies	(Res)MA African Studies	(Res)MA Asian Studies		
MA Media Studies	(Res)MA Latin American Studies	MA Religious Studies		
MA North American Studies	(Res)MA Linguistics			
	MA Dutch Studies			
	MA Russian and Eurasian Studies			

Institutes

The Faculty of Humanities is organised according to a matrix model. Within this model, a distinction is made between the research institutes on the one hand and the study programmes on the other.

In principle, all academic staff (i.e., all staff members whose appointment includes at least some research duties) are employed by one of the faculty's seven institutes (see the list of institutes below). The institutes are therefore the HR and administrative units.

The teaching is provided by the study programmes (see the [‘Study programmes’](#) section below), which do not have a staffing budget; in other words, teachers are not actually employed by a study programme. To obtain the staff for the study programmes, each year the Programme Boards ask the Directors of Education of the relevant institutes to provide the most suitable teachers.

Some study programmes are mainly staffed by teachers from just one institute. An example of this is the BA Philosophy: all the teachers are employed by the Institute for Philosophy.

Other study programmes obtain their teachers from more than one institute. For example, the BA Russian Studies has teachers who are employed by the Centre for Linguistics (LUCL), the Institute for History (IH) and the Centre for the Arts in Society (LUCAS).

The Faculty of Humanities has seven research institutes:

- Academy of Creative and Performing Arts (ACPA);
- Centre for the Arts in Society (LUCAS);
- Institute for History (IH);
- Institute for Area Studies (LIAS);
- Centre for Linguistics (LUCL);

- Institute for Philosophy (IPh);
- Netherlands Institute in Morocco (NIMAR).

Each institute is headed by an Academic Director and also has a management team, consisting of the Academic Director, the Institute Manager and the Director of Education.

As a teacher, you are employed by one or, at most, two institutes. Each institute has several ‘research groups’ (*capaciteitsgroepen*) of academic staff who specialise in a particular field of research. The Academic Director has final responsibility for the institute. Additionally, each institute has its own institute secretariat, which is responsible for adding new staff members to the institute's mailing list and for the personal information on the website. We advise you to check that you have been added to this mailing list, so that you will receive all the important information.

Managers

Every staff member has a manager. This could be the full professor who leads your ‘research group’ (*capaciteitsgroep*) or it could be the institute's Academic Director. One of your manager's tasks is to conduct your annual Performance & Development Interview. If you are not sure who your manager is, please contact the secretariat of the institute that employs you.

Institute Council

Each institute has its own Institute Council, which advises the institute on questions about the research policy. The Institute Council gives

advice, either on request or on its own initiative, to the institute's Academic Director.

The Institute Council meets at least twice a year and is chaired by the Academic Director. At these meetings, the Academic Director discusses matters relating to education, research and staffing, among others.

Each institute also has an Advisory Council, consisting of representatives of the staff, external PhD candidates and contract PhD candidates who work at the institute. The procedure for designating these representatives is stipulated in the Institute Regulations.

Study programmes

The faculty has 52 study programmes, of which 24 are bachelor's programmes and 28 are master's and research master's programmes.

The length and study load of these programmes is expressed in ECs (European Credits). Bachelor's programmes have a 3-year curriculum (180 EC), while master's programmes have a one-year (60 EC) or two-year curriculum (120 EC). Research master's programmes always have a two-year curriculum (120 EC).

An academic year of 1680 hours is worth 60 EC, or conversely 1 EC equals 28 hours of study.

Every study programme has a Programme Board, a Programme Committee and a Board of Examiners. Master's programmes also have a Board of Admissions. For an up-to-date list of all the committees and boards and their members, see the [Database of Committees and Boards](#).

Programme Board (OB)

The Programme Board consists of at least a Programme Director (member of the academic staff) and a student member (a student on the study programme). The student is a full member of the Programme Board and is entitled to participate in decisions on all matters of relevance to the board. Depending on the study programme's size, the Programme Board can also include more members of the academic staff. It is responsible for formulating and implementing the study programme's curriculum. The Programme Board receives advice from the study coordinator.

As a teacher, you will regularly come into contact with the Programme Board, for example in relation to preparing the curriculum or the coherence of the curriculum of the study programme(s) in which you teach. In most cases, the Programme Director will not be your hierarchical manager; this will usually be one of the full professors within your institute.

In practice, however, the Programme Director will be your functional manager for issues relating to the teaching of the study programme(s) in which you are involved.

Programme Committee (OLC)

Every study programme has a Programme Committee.

The Programme Committee is a formal co-participation body and has the task of advising the Programme Board on improvement and quality assurance of the study programme.

It fulfils this task by, for example, exercising its right of consent each year with regard to certain parts of the Course and Examination

Regulations. It can also issue advice to the Programme Board, on request or on its own initiative, for example on the basis of course and programme evaluations. Students can contact the members of the Programme Committee if they have questions or complaints about the teaching. Students also have the option of becoming a student member and thus having a personal influence on all conceivable educational matters that are relevant within the study programme.

The Programme Committee consists of 50% students and 50% teachers of the study programme.

The teachers in the committee are appointed for a period of three years. As a teacher, you can put yourself forward to be selected. Meetings are held at least six times and up to eight times a year. Discussions at these meetings will include topics of relevance to you, such as the results of the teaching evaluations, which are important for the quality assurance of the education and for the University Teaching Qualification (BKO) or the Performance & Development cycle. The committee is chaired by a staff member and the role of secretary is preferably fulfilled by one of the student members. The Programme Committee receives advice from the study adviser.

A basic principle laid down in the Higher Education and Research Act (WHW) is that the membership of the Programme Committee should be determined by elections. This is not essential, but any variations from this principle must be set down (each year) in the Faculty Regulations.

More information about Programme Committees is given in the *Manual for Programme Committees*, which can be found under 'Documents' on the webpage:

<https://www.staff.universiteitleiden.nl/education/quality-of-education/the-programme-committee/the-programme-committee>

Board of Examiners (EC/Excie)

Every study programme has a Board of Examiners. In some cases, the Board of Examiners covers a group of related study programmes. The Board of Examiners is responsible for the assessment and its quality; organises the assessment of programme components; monitors the level of the examinations, final examinations and elective packages; and is responsible for issuing diplomas. The Board of Examiners evaluates requests from students about individual modifications of the curriculum, the use of elective credits and possible exemptions.

Additionally, the Board of Examiners handles cases of cheating ('fraud') or disputes about the grading of an examination. It is also responsible for the Binding Study Advice that is given to students at the end of the first year of a study programme. The Board of Examiners receives advice from the study adviser and is supported by an administrative secretary from the Student Services department.

As a teacher, you may come into contact in various ways with the Board(s) of Examiners of the study programme(s) for which you work. It could happen indirectly, for example if a student contacts you to ask about possible exemptions or has questions or comments about examinations. In most cases of this kind, the best procedure is to advise the student to contact the study adviser of your study programme, who will then consider whether the student should be further referred to the Board of Examiners.

There may also be instances when you directly come into contact with the Board of Examiners, for example if it has questions, instructions or recommendations about your examinations or your correcting of examinations, or if irregularities occurred in an examination for which you are responsible.

More information about Boards of Examiners is given in the *Manual for Boards of Examiners*, which can be found on the webpage:

<https://www.staff.universiteitleidn.nl/education/quality-of-education/board-of-examiners/board-of-examiners>

Board of Admissions

Every master's programme (or possibly a clustered group of related master's programmes) has a Board of Admissions, which comprises at least three and no more than seven teachers of the study programme(s) concerned. The task of the Board of Admissions is to assess applications for admission to the master's programme. On the basis of the reasoned advice of the Board of Admissions, the Faculty Board makes a decision on the application for admission.

Examination Appeals Board (CBE)

Pursuant to Article 7.61 of the Higher Education and Research Act (WHW), students have the right to appeal if they do not agree with decisions of examiners or a Board of Examiners about examinations and final examinations, a negative Binding Study Advice or admission to a master's (or other) study programme. The procedure for this is to write a letter of appeal and submit it to the Examination Appeals Board.

Practical information

When you join the faculty, several practical matters are organised for you, so that you can perform your work. There is nothing you need to do in this regard. However, if you encounter any problems or if you have questions, please contact the Institute Manager of your institute.

Buildings

The Faculty of Humanities is situated in several different buildings in Leiden and The Hague.

In Leiden the faculty is mostly located in the Witte Singel-Doelen (WSD) complex. The faculty's central facilities building is the Lipsius Building (Cleveringaplaats 1).

This building houses the large lecture halls and also a few smaller lecture halls. It also accommodates the Academic Language Centre, Service Desk for staff, Student Information Desk, Student Career Service, Humanities International Office and several catering outlets. The Faculty Office (for the Faculty Board and all support departments) is located in the Johan Huizinga Building (Doelensteeg 16).

The institutes and their staff are accommodated in the other faculty buildings:

- Johan Huizinga building
- Arsenal
- Reuvenplaats
- Matthias de Vrieshof
- P.J. Veth building
- Schouwburgstraat
- Wijnhaven
- P.N. van Eyckhof (currently under construction)

- Van Wijkplaats (currently under construction)

In addition to workspaces for staff, these buildings contain lecture halls, rooms for the Education Administration Offices, study coordinators, study advisers and other facilities for students and staff.

The International Studies and Urban Studies programmes are located in the Wijnhaven complex (Turfmarkt 99) in The Hague. Lecture halls and staff are also accommodated in the Schouwburgstraat Building (Schouwburgstraat 2).

Calling in sick

In the unfortunate event of illness, you must call in sick to the secretariat of the institute that employs you. If you are scheduled to give classes, we request that, if possible, you inform your students in Brightspace.

It is important that you also inform your study programme's Education Administration Office about having called in sick, because then it might be possible to inform the students in time (e.g. via Brightspace or uSis).

Catering facilities

Every cluster of buildings in the WSD complex has vending machines for tea and coffee. The Lipsius Building has a restaurant and Literary Café.

Confidential counsellors

It is essential that you can function in a positive and safe working environment. Unfortunately, that is not always the case. Are you running into problems? Do not wait too long to ask for advice.

It can be a good idea to discuss your problems with your manager first. Is that not possible? Then contact one of the persons or organizations in the overview [on the website](#) or find the right contact person using the examples. Your conversations with the confidential adviser or company doctor are confidential. If in doubt, do not hesitate to contact them for free advice. Whether you follow the advice is up to you.

Are you unsure who to report to with a problem or question or need information about your reporting options? A confidential adviser can show you the way via the information point. This can be done (anonymously) on 071-527 3128, via e-mail, or via the relevant form on the website (not anonymous).

More information about guidance and advice for problems at work can be found [on the website](#).

LU-Card

As an employee at Leiden University, you need a LU-Card. Arrange this as soon as possible after receiving your contract or guest letter. It

is not possible to request it earlier. It is very important that you have a LU-Card. You use it as:

- ID for Leiden University
- library card of Leiden University Library
- printing and copying card
- access card to buildings and rooms
- access card to parking areas

More information about the LU card can be found on [this website](#).

Pigeonhole

The institute provides a pigeonhole for all new staff members when they start work.

Printing, copying and scanning

The Faculty of Humanities has 'multifunctionals', which you can use for printing, copying, and scanning. At various places in the WSD complex, there are multifunctionals that can be activated with your LU-Card. Information about the multifunctionals, including manuals, can be found on [the webpage](#) about copying and printing.

For larger and more complex printing orders, you can go to the [Copy & Printshop](#) (Cleveringaplaats 1, ground floor; ext. 2330; printshopwsd@ufb.leidenuniv.nl).

Self Service (personal administration and finances)

You can arrange many HR matters yourself in [Self Service](#). You can, for example, book and request leave, submit claims for travel and other expenses, select flexible benefits in the

terms of employment individual choices model, and view your payslip. You will also receive the reports of your Performance & Development Interviews in Self Service. Your ULCN account gives you access to Self Service via the button on the right-hand side of the staff page on the website. After logging in, you arrive at the Self Service introduction page, where you will see instructions for its use. More information can be found on [the website](#).

Service desk

The WSD service desk (Lipsius Building, ground floor, next to the Literary Café; ext. 2400) in principle handles all questions, suggestions and complaints in the area of facilities and services, such as health & safety issues, audio-visual equipment, information about rooms, keycards and so on. However, we recommend that you first address your questions about facilities and services to the staff of your institute's secretariat, because they will usually have a solution for more minor issues. If you have any problems and questions relating to your desktop or network, you can contact [the ICT Shared Service Centre \(ISSC\) helpdesk](#).

ULCN-account

Every member of staff at Leiden University is given a ULCN account. You can use this ULCN account to log in to your computer, the wifi network and various other ICT systems. When you start work at the university, you will automatically receive an email or letter with your ULCN log-in details. You do not need to apply for an account yourself. You will receive your account details at the correspondence address or the (non-university) email address

that you have given to the staff administration department. After receiving the letter or email, you cannot immediately use your account. Depending on the letter that you receive, you first have to [activate your account or change your password](#). You also need to set your account in the right way so that you can manage your account in future without the intervention of a helpdesk.

With your ULCN login details you log in to university systems and applications. More and more of these systems are improving security with additional authentication, also known as [Multi-Factor Authentication \(MFA\)](#). Leiden. You can only use the system if you confirm your identity in an additional way: with a code or agreement from an app on your phone, or a response to an email message.

You can make use of your account for 90 days before starting employment up to 60 days after ending your appointment. If you wish to use your account for longer (for example after your pension date), your manager can submit a request via the Service portal.

More information can be found on [the website](#).

uMail

You have two email addresses at the university: your Microsoft Outlook work mailbox (...@hum.leidenuniv.nl) and a uMailbox (...@umail.leidenuniv.nl). You receive both of these automatically when you start work. In principle, the work mailbox (...@hum.leidenuniv.nl) is your primary email address. The uMail address is generated automatically, but teachers normally don't use it. However, if mail arrives at your uMail address, you can automatically forward it to

...@hum.leidenuniv.nl. More information can be found on [the website](#).

Students, on the other hand, are expected to use their uMail address. It is important that, as a teacher, you point out to students that they should use the university email address in their official communication with the faculty. This is particularly important, for example, for requests submitted to the Board of Examiners. Another reason it is essential that students use uMail is because uMail is linked with the university's student registration system uSis, and also their uMail addresses are linked to Brightspace. Students receive their official information from the faculty via uMail; for example, the letter containing the Binding Study Advice (BSA).

Vacation/leave

In principle, you should naturally not schedule your vacation during the teaching period or examination period. You can take your leave days by submitting a request to your manager in Self Service.

We recommend that before going on vacation you check whether colleagues will be available to deal with questions from students. Make sure that your voicemail and out-of-office reply are switched on, and that they give the name of a colleague who will act as a 'stand-in' during your absence.

More information can be found on [the website](#).

Working from home (Remote Workplace)

You can work from home occasionally, your work allows it. You should always make clear agreements about this in advance with your manager.

Remote Workplace gives you access to the university workplace from any location, including your home, so that you can remotely access your files on your personal drive, your email and the standard applications of your workplace, for example. Information about installation and use of Remote Workplace can be found on [the website](#).

Working outside opening hours

Most of the buildings in the Witte Singel-Doelen (WSD) complex are open Monday to Friday between 08.00 and 18.00. The Lipsius Building (Cleveringaplaats 1) has longer opening hours (Monday - Friday: 07:30 - 22:00; Saturday: 10:00 - 18:00; Sunday: 10:00 - 18:00) because classes are also held in the evenings here and various other activities take place.

If you want to work outside the regular opening hours in one of the WSD complex buildings, you can apply for a keycard from the institute secretariat. When you then show this keycard at the Lipsius reception desk, you will be given a key for the relevant building.

You are permitted to work in the buildings until 22.00, and 15 minutes before closing you will receive a warning via the intercom that you must leave the building.

The opening hours of the Wijnhaven complex in The Hague are longer: Monday - Friday: 7:30 - 22:00; Saturday and Sunday: 10:00 - 20:00.

Different opening hours will apply on national holidays and during vacation periods. These will be announced well in advance on the faculty's website, by email and on the notice boards in the entrance halls of the buildings.

Workspace

All staff members are entitled to a workspace. This may be your 'own' workspace or one that you share with others, depending on the number of your contracted hours in FTE (full-time equivalent) and the role that you fulfil. A standard workspace comprises a desk, drawer unit, office chair, telephone and computer.

More information about workspaces can be found on [the website](#).

Education

This chapter contains information about topics in the area of education, listed in alphabetical order. If you feel that a topic is missing from this guide, please contact met the staff of O&K via oenk@hum.leidenuniv.nl. They will make a note of this, so that it can be included in the next edition of the guide.

À la carte onderwijs

Studying à la carte or as an ‘auditor’ involves going to classes on a non-examination basis: the student attends a regular lecture series but does not take the examination. At the end of the series, the student receives a certificate of participation. This naturally does not show any results, because the student did not take an examination.

Courses that are part of a master’s programme can never be taken on a non-examination basis.

Academic calendar

The university uses an academic calendar that specifies teaching periods, examination periods and vacation days. The study coordinators work precisely with this academic calendar, especially when planning the teaching timetable. You can find this academic calendar at

<https://www.staff.universiteitleiden.nl/education-on/organisation-education-programme/academic-calendar/academic-calendar/humanities>

We recommend that you check this calendar, because it can affect the number of contact

occasions you have with the students, and it is advisable to take account of this when preparing (and delivering) your course(s).

Academic Skills

The Academic Language Centre (ATC) offers numerous courses in Academic Skills. These courses focus on English writing and presenting skills in an academic context, and are aimed at bachelor’s students and master’s students. In addition, courses are offered for PhD candidates and teachers.

The ATC has developed 19 video clips on Academic Skills. The videos are divided into three categories: reading and using sources; planning and writing; and writing an argumentative essay. The video clips can be found on the ATC website: [Video clips of Academic Skills – Leiden University](#)

These video clips can be used within the course curriculum. A teacher’s [handbook](#) with suggestions and ideas is also available.

Attendance lists

See [‘Student attendance/absence’](#).

Binding Study Advice (BSA)

All Leiden University bachelor's students have to meet a number of progress requirements relating to the first year of the programme. These requirements are set down in the Regulation on the Binding Study Advice (BSA). They consist of successfully completing 45 EC in the components of the first-year curriculum, plus any additional requirements (such as having to pass a specific course that serves as an essential yardstick for further study success). The 45 EC requirement applies for all study programmes, but the additional requirements are different per study programme.

On the basis of their study results, students receive study advice twice per year: at the end of January and no later than 15 August. The advice in January is simply a recommendation, while the advice in August is binding: students who do not meet the progress requirements at that point are not permitted to continue their studies. If students have questions about the BSA, are encountering problems or, for special reasons, are at risk of not meeting the BSA requirements, they should contact the study adviser.

Brightspace

Brightspace is the heart of the university's digital learning environment (DLE). Teachers can use Brightspace to support a lecture or course with digital resources. They can post assignments, lecture slides and literature in the same place and keep them up to date, giving students access to all their course material. As a teacher, Brightspace makes it easy for you to communicate with students via email, to post assignments, to check submitted essays for plagiarism, or to grade essays.

Brightspace also gives access to other applications, such as those for plagiarism checking (Turnitin), online grading (Turnitin), peer review and interactive assignments (Pitch2Peer, FeedbackFruits), video (Kaltura) and voting in the class (Wooclap).

The faculty's policy is that every bachelor's course within the faculty should have a Brightspace module.

To make it easier for you, as a teacher, to work with Brightspace, there is a Brightspace helpdesk that you can contact for assistance and advice. The faculty's Brightspace coordinator is responsible for faculty-wide ('supra-study programme') and policy-related aspects of Brightspace.

The faculty's Brightspace helpdesk at ECOLE (ecole@hum.leidenuniv.nl, ext. 2773):

- Produces Brightspace modules
- Gives advice and support about designing these modules, but is not responsible for their content
- Answers questions of staff and students about using the DLE
- Supplies data from the DLE to interested parties, such as boards of examiners and external assessment ('visitation') committees

The staff portal contains information, including short and longer manuals.

You may find the following resources useful:

- Brightspace manuals (university-wide):
<https://universiteitleiden.screenstepslive.com/>
- Faculty-specific instruction videos and information:
<https://www.medewerkers.universiteitleiden.nl/vr/geesteswetenschappen/fgw>

-onderwijs/onderwijs-bij-
fgw/brightspace-fgw

- Digital assessment tools:
<https://www.medewerkers.universiteitleideneiden.nl/vr/geesteswetenschappen/fgw-onderwijs/digitaal-toetsen/digitale-toetstools>
- Copyright and Brightspace:
<https://www.bibliotheek.universiteitleideneiden.nl/docenten/auteursrecht-voor-docenten>
- Teaching Support Leiden (knowledge database for online/innovative teaching (manuals, best practices) of the Centre for Innovation):
<https://teachingsupport.universiteitleideneiden.nl/>

The faculty's Brightspace coordinator (Dr. Minke Jonk-Thuong, g.d.m.jonk@hum.leideuniv.nl, ext. 2140):

- Is the point of contact for the institute coordinator (usually the Institute Manager), Director of Education and Programme Director
- Passes on the faculty's requests to the Brightspace functional administrator
- Coordinates first-line activities of the Brightspace helpdesk
- Coordinates policy within the Faculty Office and the institutes

Please note

If you include information about a course in Brightspace, it cannot and must not conflict with the information included in the Prospectus, because the information in the Prospectus is binding! During the academic year, the faculty's helpdesk provides walk-in sessions and workshops at various levels about

working with Brightspace. These will be communicated in the faculty's newsletter. One-to-one appointments are also always possible on request.

Codes of conduct

The faculty has a written [Code of Conduct on Standards of Behaviour Between Students and Lecturers](#) at this university. This code of conduct is intended as a framework for creating a good, safe and stimulating work and study environment within Leiden University, whereby teachers and students behave respectfully towards one another and mutual acceptance and trust are important values. You can find this code of conduct on the website. There are also codes of conduct in the area of ICT and teaching: general Regulations on ICT and Internet Use; and a specific [Code of Conduct for Teachers and Students in ICT Supported Education](#).

Conflicts

As a teacher, you may find yourself in a situation where you are involved in a student's conflict or are yourself in conflict with a student. If this kind of situation occurs, you should always contact your study programme's study adviser, who will be able to advise you about which next steps it is best for you to take. See also: [Codes of conduct](#).

Contract education

Contract students take one or more courses and pay an amount based on the number of credits. They are not registered as regular students at Leiden University, but as contract students at the study programme itself.

Contract students do not intend to take the full study programme (first-year/bachelor's/master's) or to conclude it with a final academic examination. Interested individuals who do not have the required prior education (but at least pre-university education (VWO)/university degree (WO)) can follow contract education. Contract students join the regular students in the lecture hall and are expected to make the same effort as the other students.

Course and Examination Regulations (OER)

Within every study programme, official rules are established about how the education must be organised and delivered: the Course and Examination Regulations (OER). The Board of Examiners of the study programme is responsible for implementation of the OER and fulfils its tasks and responsibilities within the frameworks of the OER, just like all the other parties involved in the study programme. The OER stipulates, for example, what students must do if they want to object to an examination result or a decision of the Board of Examiners.

The OER is a legal document. It regulates such matters as: the objectives, learning outcomes and content of the study programme; the period of validity of examination passes; the form of examination; resits; admission requirements; the Binding Study Advice; and study guidance. The regulations are adopted by the Faculty Board and, from the legal perspective, the Prospectus is an appendix of the Course and Examination Regulations.

The Course and Examination Regulations of the study programmes can be found on the following website:

<https://www.staff.universiteitleidennl/education/course-and-examination-regulations>

Course description

A course description provides students with insight into the content offered in that course. Every course of a study programme is described in the Prospectus. This description has a fixed structure and includes at least the following information:

- admission requirements, if applicable;
- content of the course (usually a short paragraph);
- course objectives;
- how the course fits into the final learning objectives of the study programme;
- the type of examination: if there is an interim examination; if the examination is a written or oral assessment;
- the weighting of each component of the examination; for example, an interim assessment, an essay or a presentation. Interim assessments of this kind count towards the final grade;
- the method of grading the resit; it is important to consider this carefully, because once it has been published in the Prospectus, it can no longer be changed;
- a statement of the way in which definitive grades are reached must be specified on the basis of all the assessments, examinations and papers. The final grade is a weighted average of all the examined components of the course. Another factor can be that a student must have fulfilled all the

conditions (e.g. compulsory attendance).

As the teacher, you are responsible for supplying the texts of your own courses on time. The substantive texts that are included in the Prospectus are **legally binding**. You will be assisted in the process of preparation by the Student Services department, working mainly with the study coordinator, who will contact you about the Prospectus.

It is important that you are aware that the process involves more than just supplying the text. The content and design of your course must be coherently linked with the other components of the curriculum and have an appropriate position in the learning pathway formulated by your study programme for that curriculum. It is the task of the Programme Board to formulate a coherent curriculum. To carefully safeguard this coherence, we expect you to hold regular discussions with the other teachers within your study programme.

Course reserve shelf (University Library)

It is possible to set aside literature for a course on a 'course reserve shelf' in the University Library on Witte Singel. Books and articles that you request for this will be 'reserved' on the shelf for the duration of the course, so that they are available for all participating students.

For more information about the course reserve shelf, see [the website](#).

Curriculum

The curriculum of each study programme can be found in the Prospectus at:

<https://studiegids.universiteitleiden.nl/en>

Diploma presentation

Teachers are asked to attend the diploma presentations, which are organised by the Education Administration Office in consultation with the Board of Examiners. The recipients of first-year and bachelor's diplomas – in nearly all study programmes – are invited to presentations held at the same time. These presentations take place for the entire study programme and have a celebratory character.

A student who will receive a master's diploma is individually invited (together with family and guests) to a presentation and is addressed personally, usually by the first supervisor of the thesis.

The presentation of the master's diploma takes place in the Academy Building. A few programmes have one last examination, where students are asked about their thesis in the presence of their guests. Immediately after this, they are awarded the diploma. Once the ceremony is over, students are also offered the opportunity to write their name (in pencil) on the wall of the famous Sweat Room.

Diversity

Leiden University actively focuses on the theme of diversity, seeking to achieve diversity in the academic community. The aim is to offer equal opportunities, so that all students – regardless of their cultural background or sexual orientation – can fully develop their talents.

If you notice, as a teacher, that something is happening in the area of diversity within your teaching situation, and you feel it is outside your competence, you should contact your study adviser.

For more information about the topic of diversity, you can contact Aurelie van 't Slot (a.van.t.slot@hum.leidenuniv.nl) or see: <https://www.universiteitleiden.nl/en/dossiers/diversity> or <https://www.staff.universiteitleiden.nl/human-resources/hr-policy-and-code-of-conduct/diversity-and-inclusiveness/working-in-a-diverse-environment>

ECOLe (Expertise Centre for Online Learning)

The Expertise Centre for Online Learning, ECOLe, gives advice and support for using ICT in education and digital assessments.

Our helpdesk provides answers to questions about topics such as web lectures, knowledge clips, Brightspace, Wooclap (voting tool), Turnitin, Pitch2Peer, FeedbackFruits and PowerPoint.

We can also support you in making your teaching 'blended' and provide guidance with innovative projects in the area of ICT and education.

ECOLe organises regular teacher events (called Lunchbytes), where teachers share experiences about using active learning methods (especially digital) in education. A list of these events can be found at: [universiteitleiden.nl/fgw-docentbijeekomsten](https://www.universiteitleiden.nl/fgw-docentbijeekomsten)

You can contact the team at ecole@hum.leidenuniv.nl (ext. 2773).

TIP: bookmark the FGW Learning website: <https://www.staff.universiteitleiden.nl/vr/humanities/fgw-learning>

All the information for teachers about providing education in the Faculty of Humanities can be found on this website.

Enrolling for lectures, tutorials, examinations and constituent examinations

Students must use MyStudyMap to enrol for tutorials, lectures, minors and examinations/papers. Enrolment is compulsory: students who are not enrolled correctly can be refused admission to the class or examination.

There are attendance lists (lists of the students who have enrolled for the activity) for both classes and examinations. You are expected to check these lists. More information about enrolling for lectures, tutorials, examinations and constituent examinations can be found in the [Enrolment Protocol](#).

Evaluations

In the context of quality assurance of education, your teaching will be regularly evaluated. Teaching evaluation is an important instrument in revealing, monitoring and improving the quality of the education.

Several different instruments are used for this purpose. The most direct method is the course evaluation: your course is evaluated after it has finished on the basis of a standard set of questions, which are processed by the ICLON. These kinds of evaluation mainly measure students' ratings of the whole curriculum in terms of general aspects at the study programme level.

The data from an evaluation serve primarily to improve your own repertoire of pedagogical-didactic activities. In addition, the evaluations are important for external accountability in the context of the Performance & Development Interview cycle and the University Teaching Qualification (BKO) track.

Your teaching is also evaluated indirectly, by means of the National Student Survey (NSE) or a programme evaluation. These kinds of evaluation mainly look at the coherence of your study programme's curriculum and the place of the separate courses within it.

The course evaluation is organised and conducted on the instruction of the Programme Committee, assisted by the Education Administration Office.

Examination power

As a teacher, you must have the power to create, administer and correct examinations. This power is conferred by being explicitly appointed as an examiner by the Board of Examiners. PhD candidates, assistants, *docenten* ('teachers') and other temporary staff within the faculty are not automatically permitted to be examiners or thesis supervisors. The Board of Examiners is authorised to grant this power (possibly on a temporary basis) to staff members. If you were appointed only recently, it is therefore relevant to contact the Board of Examiners about this.

Examinations

In principle, as the teacher you are responsible for the organisation of the courses that you give. This also includes the invigilation ('proctoring') of examinations. Ideally you would do this yourself, but if you are unable to do it, you must personally arrange for an alternative invigilator.

Exam policy

The format of the exams is laid down in the Study Guide (as part of the OER). If a unit of

study is assessed using various partial tests, the final result for the entire course is the weighted average for the partial tests. If the examiner wishes to set one or more additional requirements, the Study Guide will state how the final result for the unit of study is determined.

Twice per academic year, students will be given the opportunity to take the examination associated with each of the units of study offered in that year. For more information about the testing framework and resits, see the explanation of the "[kennisbank](#)".

It is essential to archive the assessment properly, as this must be able to be checked by either the Boards of Examiners or the Visitation Committees. In addition, it can be helpful if a transfer occurs between different lecturers. For more information on how to archive, see [Appendix 2](#).

Examination periods

There are several examination periods per year, all of which are shown in the academic calendar: the interim examinations are held in the study weeks in October and March; the concluding examinations are held in the examination periods at the end of December/beginning of January (split due to the holidays) and at the end of May.

The resit periods are at the end of January (for the examinations held in December) and during the study week in March (for the examinations held at the beginning of January) and in June.

Examination dates

Examination dates are set during the process of teaching preparation. This is done as a joint

process between the study coordinator on the one hand and the Committee on Teaching Preparation on the other. As a teacher, you play only a very minor role in this.

Examination preparation

As the teacher, you produce the examination, possibly in consultation with your colleagues. In any case, you are obliged to have the examination checked by a colleague. This ‘four-eyes’ principle is not due to mistrust of individual teachers, but rather the idea that working together in this way results in a higher quality of the education in general, and of the assessment in particular.

In the case of examinations with small groups of students (i.e., 25 students or fewer), you are responsible yourself for the further preparation of the examination (reproducing the examination papers and suchlike) and you can collect the paper for answers from the Education Administration Office.

In the case of examinations with larger groups of students, a different process takes place: after producing the examination, you must take/send it to the Education Administration Office no later than seven days before the examination will be held; the Education Administration Office will inform you exactly how far in advance it has to be supplied. The Education Administration Office will then take care of reproducing the examination papers and will keep the package in a locked safe. It will then ensure that sufficient examination papers and paper for answers are given to the examiner. You can request invigilators by means of the form on the website: <https://www.formdesk.com/universiteitleidensurveillantenaanvraagformulier>

If the examination consists of multiple choice questions and you want to use forms suitable for optical reading, you must inform the Education Administration Office when you take/send the examination. The Education Administration Office can then arrange for the correct paper to be used.

For more information about taking exams, look in the “kennisbank” for "[tips for tests](#)."

A procedure has been drawn up for invigilating exams, see [Appendix 3](#).

Interim assessments

A final grade for a course is the result of the weighted average of the interim assessments, assignments, presentations and (where applicable) participation. The respective weights of these components can be expressed as a weighting factor for calculating the final grade. The method used to determine the final grade must be stated in the course description.

The same applies for any conditions for being admitted to an assessment, such as sufficient participation and preparatory assignments; this must also be stated in the Prospectus.

Constituent grades will lapse at the end of each academic year. Students who did not obtain a pass for their final grade but did obtain a pass for constituent grades will have to take these components again in a new academic year.

Use of dictionaries in examinations

The examiner of a course decides whether students are permitted to use a dictionary in an examination. The use of a dictionary must be directly related to the learning objectives of the course. The examiner must further decide whether this must be an explanatory

dictionary or a translation dictionary, depending on the purpose of the examination.

Inspection and feedback on examinations

Students have the right to inspect their corrected examination for a period of thirty days immediately after the announcement of the result of a written examination or constituent assessment (interim examination or take-home examination).

It is therefore general practice that a discussion of the result of a written examination, including constituent assessments in the form of interim examinations or take-home examinations, takes place within ten days after the result has been announced, collectively or otherwise. As a teacher, you should announce the date of the inspection to the students as early as possible in the course. You can do this in the timetable, in Brightspace or in a study guide/syllabus relating to the course.

Faculty Regulations

The Faculty Regulations set down the rules and guidelines for management, organisation and co-participation within the faculty. We recommend that you read them carefully. You can access them at:

https://www.organisatiegids.universiteitleidennl/binaries/content/assets/geesteswetenschappen/reglementen/regulations-of-the-faculty-of-humanities_gb-16-3-2021.pdf

Fraud

See: [Plagerism/Fraud](#).

Grading

When you grade a written examination, you should use model answers; it is advisable to describe explicitly in these which key concepts and topics the student must discuss in the answer. You should also apply this principle in the grading of essays and oral presentations.

Please note: grades of examinations and constituent examinations are expressed in numbers from 1.0 to 10.0, rounded off to one decimal place at the most. Final grades between 5.0 and 6.0 must not be given: 5.49 is rounded off to 5.0 and 5.50 is rounded off to 6.0. However, grades of constituent examinations can be between 5.0 and 6.0, unless otherwise specified in the Prospectus.

Examinations and essays must be graded within 14 working days, counted from the day of the examination. Some study programmes use shorter time limits, in connection with taking resits. It is very important that you comply with this grading time limit, because grading on time is essential for issuing the Binding Study Advice (BSA). Having the grade on time also enables students to prepare sufficiently for a resit, if necessary (at least 5 working days). A practical reason for respecting the grading time limit is that the Education Administration Office needs time to record the grades in the uSis system and, in the case of the last component of the study programme, to set the graduation process in motion.

All the rules and guidelines relating to examinations and final examinations, including the grading of programme components, can be found in the faculty's Course and Examination Regulations for the bachelor's, master's and research master's programmes, chapter 4.

Grade administration

When you have graded the examinations or essays, you should fill in the grades on the list supplied to you by the Education Administration Office. These lists are always provided by the Education Administration Offices around the time of examinations.

After the Education Administration Office has entered the grades, you are asked to go in person to the Education Administration Office to sign the grade list that has been attached to your original list.

Grading time limit

The time limit for grading examinations and essays is 14 working days (counted from the date of the examination). However, if there are resits, the time limit is often shorter. You should find out exactly what time limit is used in your study programme. If you fail to meet this time limit, you must inform the students about this. Students are entitled to at least 5 working days to prepare for the resit.

Higher Education and Research Act (WHW)

The Higher Education and Research Act (WHW) lays down rules relating to higher education (research universities and universities of applied sciences (HBO)). The Act contains provisions on how research universities, universities of applied sciences, university teaching hospitals and also the Royal Netherlands Academy of Arts and Sciences (KNAW) and the Royal Library (KB) should operate. These provisions concern not only supervision, management and organisation of the institutions, but also the education, the range of programmes offered and quality assurance. You can consult the

WHW at:

<https://wetten.overheid.nl/BWBR0005682/2023-01-01>

House rules

The WSD complex is subject to a number of house rules. They are set down in the house regulations and are intended to guarantee order and safety for visitors and staff in the building. For the house rules, see:

<https://www.staff.universiteitleiden.nl/building-s-and-facilities/buildings/floor-plans-and-house-rules/house-rules/humanities>

Inclusive education

The Faculty of Humanities is committed to ensuring an inclusive learning environment, where all students feel valued and respected and can develop their full potential. Inclusive teaching strives to serve the needs of all students, regardless of their background or identity. It builds upon a teacher's instinct to ensure that all students can participate fully in the learning process, while expanding perspectives by encouraging discussion and new approaches to traditional and contemporary issues.

We facilitate teacher development in the area of diversity and inclusion by offering specialised training opportunities, which assist teachers in addressing such questions as:

- How do we manage difficult classroom discussions on controversial or polarising subjects?
- How do we balance our commitments to freedom of expression, academic freedom, respect and inclusion?
- How do we (re)centre marginalised perspectives, whether historical or

contemporary? If this is not possible within a particular discipline, how are we talking about barriers to inclusion?

- What examples and metaphors do we use, and what cultural frames of reference do we attach to them?

For an overview of all training options, see this webpage.

You can also consult the Diversity Dossier for more information about the diversity policy of the Faculty of Humanities and/or contact the Diversity & Inclusion policy adviser (divers-inclusief@hum.leidenuniv.nl).

Information activities

Various information activities are organised during the academic year, for both prospective students and current students of the faculty/university. An Open Day is held a few times a year for prospective students (October/November and February/March). There are also several Experience Days and Student for a Day events (throughout the year), and some study programmes have a PreUnion Day. Activities for current students include a Minor Market (April), two Master's Open Days (November and March) and a Humanities Career Event to help them prepare for the labour market.

These information activities are organised by staff of the Communication and Marketing department and the Student Services department. Study advisers of the study programmes are always involved in these events. Teachers are also asked to make a contribution, such as giving a sample lecture or providing individual information to students. In most cases you will be contacted directly by the study adviser or the Programme Director to ask whether you are willing to

contribute to the event. If you would like more information or think you would enjoy participating in an event, you are welcome to contact the study adviser yourself.

Language policy

Leiden University is a Dutch university with an international orientation, where communication takes place in both Dutch and English. To ensure careful handling of this dual-language approach, the Executive Board adopted the Guideline on Language Policy. This contains the most important standards and agreements about language within the university, such as the level of language proficiency of the teachers, staff and students; the language of instruction; the dual-language nature of the communication; and the language used within the university's administration.

You can read more about this here: <https://www.organisatiegids.universiteitleiden.nl/en/regulations/general/language-of-instruction>

Learning objectives and learning lines

The learning objectives of each course are stated in the course description in the study guide. These learning objectives are part of a learning trajectory, the final objectives of which are stated in the programme-specific part of the OER. Ensure you regularly consult with colleagues and the program chair to ensure coherence within the programme. More information about learning objectives can be found at the [teaching support desk](#).

Lecture halls

See '[Reserving rooms](#)' for information about lecture halls.

Plagiarism/ fraud

Cheating ('fraud') is defined as: an act or omission of a student intended to make it completely or partially impossible for the examiner to form a correct opinion of their knowledge, understanding and skills. An example that everyone can clearly recognise is using a 'cheat sheet' in an examination.

An unfortunately common form of cheating, and one which is strongly condemned in the academic world, is plagiarism. This is defined as presenting, intentionally or otherwise, someone else's words, thoughts, analyses, argumentations, pictures, tables, techniques, computer programmes and suchlike as your own work, by not referring to the source. The university considers plagiarism to be a serious offence, which can result in severe penalties.

Teachers are expected to check all written assignments and essays for plagiarism/cheating. A useful tool for detecting plagiarism is Turnitin (see '[Turnitin](#)').

If you observe plagiarism (in essays) or cheating (e.g., in examinations), you must report this in all cases to the Board of Examiners. See also the Code of Conduct on Plagiarism <https://www.staff.universiteitleiden.nl/educati on/profiling/integrity-and-fraud/plagiarism/humanities>

Plexus/Student Affairs Front Office

The Plexus Student Centre (Kaiserstraat 25, www.plexus.leidenuniv.nl) provides various

facilities to students at the university level, such as: the Student Information Centre helpdesk; student counsellors, psychological counsellors and the Ombuds Officer for Students; various student organisations and student political parties; and the University Shop.

POPcorner

'POPcorner' stands for *Propedeuse OndersteuningsPunt* (first-year study support centre) and is located in Lipsius 0.16 (ground floor). The POPcorner was set up on the basis of the Faculty of Humanities' diversity policy. The target group is all first-year students, with first-generation students and bicultural students as specific target groups. The POPcorner offers first-year students accessible support in finding their way within the faculty and during their studies, with the aim of promoting their success. The POPcorner combines the following functions:

- Helpdesk/referral point;
- Workshops/courses, such as Dutch conversation classes and study skills;
- Consultation, for example during the coordinator's open consultation hours and in study groups and peer feedback ('intervision') groups;
- Community building, for example through informal lectures on 'hot topics', debates, excursions and drinks get-togethers, to promote a diverse and inclusive community of talented students.

For more information, you can contact the POPcorner coordinator: 071-527 1712, POPcorner@hum.leidenuniv.nl

Pre-master's students

Pre-master's students are students who are eliminating deficiencies with a programme of maximum 60 EC before starting a master's programme. The pre-master's programme usually consists of a selection of bachelor's courses. Pre-master's students are supervised by the study adviser. The curriculum that a student must follow as a 'pre-master's programme' is established by the Board of Admissions of the study programme.

Prospectus

Each year's Prospectus contains a description of all the curricula of the bachelor's, master's and pre-master's programmes and minors that can be followed at Leiden University. A number of standard details are shown for each course in a study programme (see '[Course description](#)'). As a teacher, every year you supply a course description for the Prospectus, structured on the basis of a standard template. The description will be checked by the study coordinator. Please note: as the teacher, you have the final responsibility for the content of the text.

Questions

If you have questions of a general nature about the study programme, you can contact the study coordinator, study adviser or Education Administration Office. If necessary, they will be able to refer you elsewhere.

Readers

If you use readers/syllabi for your classes, you must make them available to students at least three weeks before the start of the course.

Allowing for the printing process at the Copy & Printshop, this means that you must supply the manuscript in PDF format to the Copy & Printshop no later than five weeks before the start of the teaching.

It is important that you take copyright into account when compiling the reader. There are different rules for using short extracts and longer extracts from works, taken from Dutch and international publications. These rules are known as the Reader Agreement (applicable to both hardcopy readers and content that you post in the digital learning environment) and are stated on the website of the Copyright Information Office of the University Library:

<https://www.library.universiteitleiden.nl/researchers/copyright-information-office>. Short extracts have been paid for by Universities of the Netherlands (UNL; formerly VSNU) and you do not need to report them. However, you must include a source citation in the reader.

Please note: long extracts without prior permission from the publisher can lead to substantial fines!

For instructions about producing and distributing readers, click on: <https://www.staff.universiteitleiden.nl/buildings-and-facilities/facilities/copying-and-printing/readeronline-en/humanities/>

Reserving rooms (lecture halls)

Room reservations are made by the study coordinator. You will be informed about the reservations before the start of the academic year or your teaching period. If you need a different or additional room for any reason, you can request this from the Education Administration Office. In this case, you should provide the following information: date, time, number of students and nature of the activity.

A lecture room is equipped as standard with a whiteboard, telephone, beamer and projection screen. For more information about room management, see:

<https://www.medewerkers.universiteitleid.nl/gebouwen-faciliteiten/gebouwen/zaal-reserveren?cf=geesteswetenschappen>. In principle, all lecture rooms are open: you will not need a key.

Resits

Nearly all courses have a resit each year. This resit may consist of separate resits for each of the assessment components or a resit for the entire course. If the course concludes with an essay or paper, the teacher can decide whether a paper with a fail grade can be rewritten or whether the student has to write a new one for the 'resit' opportunity. Students who miss an examination can be referred to the resit.

Bachelor's students can also resit a component with a pass grade on one occasion at most. This gives them the opportunity to obtain a higher average for the final degree classification (*judicium*), which can be relevant for, for example, admission to a master's or research master's programme.

Retention obligation for assessments

Examinations and essays must be retained for three years. Different rules apply for the various examinations:

Written examinations: in the case of written examinations, you must retain the examination paper, model answers, grade norming and students' completed examination papers. These must be handed in at the Education Administration Office, which will take care of the further archiving. The protocol

for handing in examination information is appended as Annex 1.

Oral examinations: in the case of oral examinations with two examiners, you only need to retain the grade. If there is just one examiner present at the examination, an audio recording must be made of the examination. Recording equipment is available at the Education Administration Offices. As with written examinations, the grade given by the two examiners or the audio recording with the grade given by one examiner must be handed in at the Education Administration Office.

Essays: essays that students submit via Brightspace will be stored automatically in Brightspace for three years. You are not required to retain a hardcopy version of them. If your students do not submit them via Brightspace, you must have the essays archived in the same way as written examinations. You are also expected to hand in the grade list to the Education Administration Office within 14 working days after the examination. The grade list will be processed in uSis and archived by the Education Administration Office.

Senior Teaching Qualification (SKO)

If you are a more experienced teacher, you have the opportunity to start the process of obtaining your Senior Teaching Qualification (SKO).

This qualification shows that you have strong didactic and educational skills and that you contribute to the development of education beyond your own course or discipline. The university's SKO webpage (<https://www.staff.universiteitleid.nl/human-resources/mobility-and-career-guidance/teacher-professionalisation/senior-teaching-qualification>) gives the necessary

information about this. If you would like to follow the SKO track, you should make arrangements about it with your manager.

Social media: codes of conduct

All the necessary information about the use of social media and the Leiden University Social Media Guidelines (in Dutch and English) can be found on the staff website at:

<https://www.staff.universiteitleiden.nl/communications--marketing/guidelines-and-support/social-media/social-media>

Social media: Facebook, Instagram and LinkedIn

The faculty and many of its study programmes have their own Facebook page, Instagram profile and/or LinkedIn group. The use of social media is subject to a number of guidelines about what you are permitted to post or do; for these, see '[Social media: codes of conduct](#)'.

The owner of the faculty's social media channels (on LinkedIn, Instagram, Facebook and Twitter) is the Communication and Marketing department. The study programmes' pages are usually managed by students, for example the student member of the Programme Board, so if you want to post something on these pages, we recommend that you contact them.

Software

If you need special software for your teaching in the lecture halls or in the self-study rooms (computer rooms), you should contact Lynn de Frank (IFZ@hum.leidenuniv.nl) in good time. For special software in your workplace or

other ICT-related questions, see:

<https://www.staff.universiteitleiden.nl/ict/help-and-support/helpdesks-and-contact/it-contact-persons>

You will be contacted each semester and asked what software you need for your teaching in the computer rooms.

Student attendance/absence

It is compulsory for students to attend some programme components. Students are also expected to be well prepared when they attend classes and tutorials.

We recommend that you ask your Programme Director about the standard arrangements in the area of compulsory attendance within your study programme. The Programme Director will be able to explain how you can enforce the monitoring of students' attendance and what your role in recording it can be.

If a student prepares insufficiently for the classes or tutorials, you should first speak to the student about it yourself. If you then notice that the student's attitude to studying does not improve, we recommend that you contact the programme's study adviser. You should also do this if a student is absent from the class on several occasions without giving you an explanation, or if you are worried about a student for other reasons. The study adviser will then be able to ask the student to attend a study progress interview.

You can retrieve the attendance lists for your lectures or tutorials in Brightspace. You will then know which students have enrolled for your course or tutorial group. You can use these lists to record the students' attendance. If students have enrolled for a course using MyStudyMap, they will automatically be enrolled for the relevant Brightspace module.

You should always check on the basis of the attendance lists whether this enrolment has actually taken place. If you find that this is not the case, you can refer the student back to the Education Administration Office of your study programme.

Student Information Desk

The Humanities Student Information Desk is located in the entrance hall of the Lipsius Building. This is the faculty's central student information desk.

The Student Information Desk is also the point of contact for à la carte education, contract education, minors, the core curriculum courses and master's admissions.

Study programme website

Students can find their own study programme website on the student website, at <https://www.organisatiegids.universiteitleiden.nl/en/faculties-and-institutes/humanities/programmes>. It can be useful to include this website in your 'favourites'.

Studying with a disability

Each year there are around 800 students in the Faculty of Humanities (10%) who have a diagnosed disability. A disability is a physical, mental or other long-term impairment. This could be, for example, a visual, auditory or motor disability, dyslexia, autism spectrum disorder, ADHD or mental health problems. In view of our ambition to offer an inclusive learning environment, it is important to us to provide these students with the best possible support.

The Fenestra Disability Centre provides advice to the intake of students with a disability or chronic illness, assists them with requests for facilities and can help them to find their way both within and outside the university.

Additionally, the Faculty of Humanities has a coordinator who organises the examination facilities for students with a disability, after these have been granted by Fenestra and the Board of Examiners. For more specialised support and individual assistance, students can contact the student disability support adviser of the Faculty of Humanities.

If you have questions about how, as a teacher, you can provide for the assistance required by a student with a disability, the first person to contact is your study adviser. For more information, see this [webpage](#).

Teacher development and professionalisation

Attention is obviously given within the faculty to your teacher development and professionalisation. This is a task within every institute. For more information about this, you should contact your manager or your Institute Manager. Teacher development and professionalisation is one of the points discussed during your Performance & Development Interview.

This topic receives attention at the faculty level. The faculty has an education development adviser, Annebeth Simonsz (a.simonsz@hum.leidenuniv.nl), and you can contact her if you have any questions in the area of didactics and education design. The faculty also offers its own range of courses, and the faculty's support departments organise joint Lunchbytes and Education Afternoons. In addition, the faculty has its own expertise centre for digital applications in education or 'online learning' (see [ECOLe](#)). For new

teachers, the faculty organises introduction sessions at the start of the academic year.

At the central university level, HRM Learning & Development organises a wide range of courses, on topics such as management, career development and personal competency development. The entire range can be found here:

www.medewerkers.universiteitleidennl/cursussen

In the area of training, Leiden Learning & Innovation Centre (LLInC) offers various courses specifically for teachers in the area of didactics and assessment. LLIInC also provides training courses that prepare you for activities within administrative bodies, such as the Board of Examiners, and provide support if you become a member of one of these bodies. More information about the courses offered by LLIInC:

<https://www.universiteitleidennl/en/llinc/professional-development>

These courses provide guidance for teachers in the organisation and practice of the faculty's education.

Teaching preparation at the faculty level

As a teacher, you naturally make careful preparations for the courses you will give. It is also helpful to be aware that the courses you deliver have a place in the greater whole of the study programme's curriculum. Preparing all these curricula is also an essential work process at the faculty level. In this case, it mainly involves matters such as timetabling, scheduling of rooms, the Prospectus, the Course and Examination Regulations and establishing the curricula of each study programme. This process takes place in the period from November to July inclusive.

The study coordinator is the most important player in this education preparation process within your study programme. The study coordinator organises and plans the teaching preparation, in consultation with the Programme Director, and then implements it in conjunction with the Education Administration Office. At the faculty level, the Committee on Teaching Preparation is responsible for the entire teaching preparation process.

If you have any questions about the process of teaching preparation, the best person to contact is your study coordinator.

Thesis

Both the bachelor's programmes and the (research) master's programmes conclude with a thesis. For the bachelor's programmes, this thesis must be around 10,000 words in length (10 EC). For the master's theses worth 20 EC, the guideline is 20,000 words. The research master's thesis usually has 25,000 (25 EC) or 30,000 (30 EC) words.

The procedure for starting on a thesis can differ per study programme. You should therefore discuss this with your Programme Director and immediate colleagues. Generally speaking, the thesis track consists of the following steps:

- the student contacts a teacher with a proposal for a topic;
- the teacher accepts (or rejects) the proposal and proceeds to act as the student's supervisor and as the first assessor;
- during the process of the thesis research, the Board of Examiners contacts a second assessor;

- after the student has submitted the thesis, the two assessors grade the thesis independently of each other;
- both of the assessors fill in an online thesis assessment form and give a grade (for this, see [Appendix 5](#) of this guide).

Thesis assessment form

Bachelor's and master's theses must be assessed independently by two teachers. A digital form in three parts has therefore been developed for the assessment process: for the two assessors and a joint final assessment. For more information, see this link:

<https://www.staff.universiteitleiden.nl/educati/on/tests-and-theses/tests-and-theses/tests-and-theses/humanities>

Timetables

The classes within the faculty usually take place on Monday to Friday between 09.00 and 17.00. In addition, the faculty has a number of part-time programmes with classes timetabled between 17.00 and 22.00.

Part-time programmes are usually taught on Tuesdays and Thursdays. A few timeslots are designated to minors, core curricula and Honours programmes.

Classes are scheduled in two-hour blocks, with nominal start times of 09:15, 11:15, 13:15, 15:15 and 17:15. Evening classes start at 19:15 and 20:15.

Examinations can be two hours or three hours in duration. There are several forms of assessment: in-person examination, home/online, papers and so on.

The class timetables and examination timetables can be found at:

<https://rooster.universiteitleiden.nl/schedule>

The courses are timetabled by the study coordinator, interacting with study coordinators and programme directors of other study programmes within the faculty. During the preparation, the study coordinator will ask you whether there are any specific issues that need to be taken into account in your personal case. As far as possible, your preferences will be honoured, but it can happen that other interests (of the faculty or study programme) will outweigh your personal timetable preferences; these could be, for example, the feasibility of the timetable for the students or the availability of rooms.

Turnitin

Turnitin is an online system that is used to detect plagiarism in essays and papers (see the 'Plagiarism' section). This software compares students' submitted assignments against a set of academic sources to identify any areas of textual overlap between the submitted assignment and existing works. Turnitin is effective in both preventing plagiarism and in helping students learn how to properly attribute sources rather than paraphrase. The intention is that you should ask students to submit all their assignments and essays via Turnitin. Especially in cases where you are not entirely sure how a student has produced the assignment, essay or thesis, it is advisable to use Turnitin! Turnitin can be found in Brightspace via Course Tools > Assignments. Theses must always be checked for plagiarism using the thesis assessment system (not Brightspace! Contact scriptieform@hum.leidenuniv.nl). If you suspect plagiarism or cheating, you must

report this in all cases to the Board of Examiners of your study programme.

If you are unsure how the system works, you can obtain information about it via the helpdesk : ecole@hum.leidenuniv.nl (ext. 2773).

University Teaching Qualification (BKO)

All new teachers with a permanent contract for 0.5 FTE or more are expected to hold a University Teaching Qualification (BKO) or equivalent qualification. If you don't have one yet, you will be able to obtain it at Leiden University. [The university's BKO webpage](#) has the necessary information about this. If you need to follow the BKO track, you should make arrangements about it with your manager, and can contact your Institute Manager and the BKO contact person at the Faculty of Humanities, Ms J. Rosheuvél (i.rosheuvél@hum.leidenuniv.nl, ext. 2323).

uSis

uSis (University Student Information System) is the student registration system used by the university. It records a great deal of information about the teaching, such as the results of the examinations and constituent examinations and enrolment for classes (lectures and tutorials). The main users of the system are the Education Administration Office staff. If you have any questions about uSis, you can contact the Education Administration Office.

Web lectures

A web lecture is an automatic recording and/or livestream of a presentation, lecture,

talk or workshop that can be viewed online. These recordings use a specialised system, rather than Teams, Kaltura or Zoom. The web lecture is presented as a 'picture-in-picture' in Brightspace, where both the teacher and the PowerPoint are visible. Teachers can also decide for themselves when the web lectures become available.

In the Faculty of Humanities, web lectures are only recorded in the large lecture halls in the Lipsius, Wijnhaven, Schouwburgstraat, PJ Veth and Anna van Bueren buildings. This document can be consulted if you want to use recording/livestreams via Teams, Kaltura or Zoom in other rooms.

Teachers in most study programmes are asked in advance if they want to make use of the web lectures in the large lecture halls.

Web lectures can also be made of other events (conferences etc.) in the large lecture halls. If you have any questions about web lectures, you can contact Thomas Vorisek (weblectures@hum.leidenuniv.nl), a member of the ECOLe team.

Working securely online

We all share a serious responsibility: the online security of Leiden University. Working securely is an important way to ensure this security and prevent incidents.

Create a secure online workplace by not only being careful when using your computer, tablet or phone, but also being aware of the network connection and peripherals.

Practical tips:

- Lock your computer if you leave your workspace (use key combination 'Windows' + L).

- Use strong passwords and never share them with anyone else.
- Use secure internet connections; public Wi-Fi networks in cafes, stations and trains are NEVER secure unless you use a VPN.
- Be alert to phishing emails or telephone calls and always report them.
- Using USB sticks is very insecure; if you lose a USB stick, report the data breach to the ISSC!
- If you are saving or sending files, use OneDrive or SURFdrive/SURFfilesender.
- Always keep your desk tidy; less data on the desk means less risk of an incident.
- Never leave documents or copies in the printer.
- Incidents such as a data breach, phishing, loss of data, documents or devices must be reported as soon as possible to the ISSC: call the ISSC helpdesk on +31 71 527 8888.

If you have any questions, you can contact the Privacy Officer or Security Officer:

- Security Officer:
p.delfos@hum.leidenuniv.nl
- Privacy Officer:
m.a.van.arnhem@bb.leidenuniv.nl

When using ICT tools it is important to handle the personal data of our students and teachers correctly. The General Data Protection Regulation (GDPR) came into force in May 2018. This EU tightening of the Personal Data Protection Act (Wbp) governs the privacy of citizens. To ensure privacy, the faculty enters into contracts with suppliers of software that stores personal data of our students or teachers. If the software suppliers are unwilling

to sign the contract, the faculty looks for other tools. If you have chosen tools yourself, you can also ask ECOLE to check that the software is GDPR compliant. You should delete personal data that you no longer need and keep your digital workspace clean. Go through the Cleanup checklist that you can download from the "[kennisbank](#)".

Writing Lab

The Writing Lab is for students of the Faculty of Humanities in Leiden and The Hague. If your students get stuck with writing assignments or their thesis, you can refer them to the Writing Lab for advice.

The Writing Lab works with student tutors; they have completed a special training course on topics including the analysis of writing and text problems and giving feedback. Students can book an appointment with a tutor for writing coaching via the Writing Lab website. The tutors often help students to improve the research question, structure, argumentation and/or writing style of a text, but they can also help them with matters such as producing a good time plan or cultivating writing discipline. However, the writing tutor will not give an opinion on the content of the text and will not correct spelling, grammar or annotation.

The Writing Lab also organises interactive, hands-on (and free!) workshops and thesis events; a complete overview can be found on the Writing Lab website:
www.writinglableiden.nl

Appendices

Appendix 1: overview useful links

Committee database	https://fgw-commissies.leidenuniv.nl/commissies/
Course and Examination Regulations (OER)	https://www.organisatiegids.universiteitleiden.nl/en/regulations/humanities/course-and-examination-regulations-humanities-bachelors-programmes
Education at the Humanities Faculty (general)	https://www.staff.universiteitleiden.nl/vr/humanities/fgw-learning
Faculty and study programme regulations	https://www.student.universiteitleiden.nl/en/administration--organisation/leiden-university/regulations/faculty-and-study-regulations
<i>Kennisbank</i> (intranet)	https://intranet.universiteitleiden.nl/sites/hum-staff
MyTimetable (schedule)	https://www.staff.universiteitleiden.nl/education/organisation-education-programme/timetable/schedules
Plagiarism	https://www.staff.universiteitleiden.nl/education/profiling/integrity-and-fraud/plagiarism
Prospectus	https://studiegids.universiteitleiden.nl/en

Appendix 2: Procedure for central archiving

- a. The examiner compiles an examination dossier, consisting of:
 - the examination questions
 - the model answers and/or grading criteria that were used to grade the examination(s); any changes made in the grading, the model answers and/or the grading criteria + substantiation
 - the completed examination(s) submitted by the student

- b. The examiner gives the examination dossier to the Education Administration Office, together with the student grades. Examination dossiers show how student grades were reached; this is why they must be given to the Education Administration Office together with the student grades.

- c. Examination dossiers that are available via **Brightspace** or **Remindo** do not need to be given to the Education Administration Office.

Examination dossiers that are available via **Brightspace** must be complete; that is, the examination questions and the model answers and/or grading criteria must also be available via Brightspace.

The examiner informs the Education Administration Office if the examination dossiers are available via Remindo and/or Brightspace.

Appendix 3: Procedure for invigilation during examinations

This procedure specifies when you can request invigilators, if study programmes are unable to arrange this themselves, and how you should request the invigilators.

Requesting invigilators through Student Services, if the study programme is unable to arrange this itself:

For the large lecture halls (003, 005, 011, 019 and 028 of the Lipsius Building), Timetabling Services will send you an email about six weeks before the examination. The guideline is one invigilator per 50 students. For examinations in the University Sports Centre, teachers do not need to request invigilators; this is done in bulk by Timetabling Services.

The examiner then requests invigilators, possibly in consultation with the study coordinator, using the form on the website: <https://www.formdesk.com/universiteitleidensurveillantenaanvraagformulier>. This form must be filled in and sent to Timetabling Services four weeks before the scheduled examination. Timetabling Services will then notify the examiner about which invigilators will be present.

Procedure voor surveillanten.

Voor aanvang tentamen

For all examinations, invigilators must be present at the examination location at least 15 minutes before the start of the examination and must ensure that all the correct paper and examination questions are on their desk.

- Computer/laptop
Students who are permitted to use a computer must log in with their own ULCN account. The laptops for students with a disability use special login details, which are stated on the laptop. Please note: the computers and laptops have internet access.
You must warn the students that **they absolutely MUST NOT use it!**
Any student who does this will have to leave the examination room immediately (see [fraud](#)).
- Earbuds/headphones
Students are permitted to use earbuds or noise-cancelling (or other) headphones. They are NOT permitted to use headphones with Bluetooth.
- Dictionaries/worksheets
Students are permitted to use dictionaries and worksheets, but you must quickly check them for 'cheat sheets' and notes.

- Mobile phone
Mobile phones must be switched off and must not be on the table.
- Toilet
Some students need to use the toilet more often (see the list of participants).
They may not go to the toilet in the first half-hour (except in extremely urgent cases).
They are permitted to go to the toilet without an invigilator. However, you should make sure, for example, that their mobile phone is not in their pocket.
- Quietness
For this group, it is important that you do not walk around in the examination room. You have a clear view of everything from the desk at the front of the room.
- ReadSpeaker
The laptops for students with a disability have special software for students with dyslexia: ReadSpeaker. A manual for this is in the folder. ReadSpeaker may only be used WITH headphones.

Start of the examination and during the examination

No one is permitted to leave the examination room for the first half-hour. Students who arrive late are still permitted to enter the examination room to take the examination up to half an hour after the examination started.

Distributing examination papers and registering participants

The invigilator can begin to distribute the examination papers five minutes before the start of the examination. However, the students are not yet permitted to look at them; they must wait until the invigilator says they can do this.

At the same time as distributing the examination papers, the invigilator can check the list of participants and place a tick after each name. It is not necessary to check their student cards.

Monitoring for cheating

Invigilators must take great care to ensure that the examination takes place correctly and that cheating ('fraud') is prevented. Always remember that you are there for the students, and not the other way round. If you observe cheating, you must inform the teacher immediately and make a note of the incident. The teacher will decide whether the student is permitted to finish the examination.

Invigilators must check for 'cheat sheets' and handwritten notes in any permitted books and readers.

Students' questions

If a student asks you about the subject matter of the examination questions, you can try to offer a practical solution, but you must not under any circumstances reply to the student's question about the subject matter.

Handing in the examination

- All paperwork must be handed in, from the examination questions to scribble sheets.
- The student's name and student number, and also the version number of the examination, must be written on all the pages of the examination.
- If an optical mark reading (OMR) answer sheet has been used for multiple choice questions, you should check again that the correct name and student number have been filled in/ticked.
- Students who used a computer/laptop must save their examination answers on a USB stick.

When saving the document, it is important that the **student's name, student number and name of the examination** are stated on it. After the document has been saved, ask the student to check that it was saved successfully.

- When the examination is handed in, the student must place their signature after their name.

Appendix 4: Procedure for course evaluations

Course evaluations can take place on paper or digitally. In the case of a digital process, the teacher does not need to do anything. In the case of an evaluation on paper, the teacher is asked to do the following:

- The Education Administration Office places the evaluation forms in the teacher's mailbox no later than three working days before the evaluation will take place. If there are too many forms to fit in the teacher's mailbox, the teacher will receive an email with the request to collect the forms from the Education Administration Office.
- In the last lecture or tutorial, the teacher makes time to distribute the evaluation forms and ask the students to fill them in. If the evaluation takes place at the same time as the examination, the teacher distributes the evaluation forms at the beginning of the examination.
- If the evaluation takes place during the last lecture or tutorial, the teacher designates a student to collect the forms and then deliver them to the Education Administration Office. If the evaluation takes place during an examination, the invigilator will collect the forms and the examiner will deliver them to the Education Administration Office.

Appendix 5: Procedure for thesis assessment form

Bachelor's and master's theses must be assessed independently by two teachers. A digital form in three parts is therefore available for the assessment process: one for each of the two assessors and a joint final assessment. The following steps are required for working with the form:

- The assessor applies for an account by filling in a Jotform from:
<https://intranet.universiteitleiden.nl/sites/hum-staff/Documents/documenten/Onderwijs-%20en%20Studentzaken/aanvraagformulier-account-online-scriptiebeoordelingsformulier.pdf>
- The assessor fills in the application form and takes it to the Education Administration Office or the Student Information Desk. After the account has been created, the assessor receives an email, in order to activate the account.
- The user's guide for activating the account can be found at:
<https://intranet.universiteitleiden.nl/sites/hum-staff/Documents/documenten/Onderwijs-%20en%20Studentzaken/Thesis%20Assessment%20System%20-%20Instruction%20manual%20for%20activating%20your%20account.pdf>
- The user's guide for the assessment system can be found at:
<https://www.staff.universiteitleiden.nl/education/tests-and-theses/tests-and-theses/tests-and-theses/>
- The link to the assessment form is: www.scriptiebeoordeling-hum.leidenuniv.nl/login/

Appendix 6: What to do in case of emergencies

An explanation is given below of what you should do in case of emergencies. Make sure you are familiar with all the information and floorplans. More information can be found at: www.ontruiming.leidenuniv.nl (log in with your account).

In case of fire:

If you discover a fire yourself:

If the fire was discovered and reported by someone else, the evacuation alarm will have been activated.

Make sure you already know the shortest route out of the building from your workplace by logging in to the evacuation website now.

- Remain calm
- Activate the fire alarm
- Immediately call (071-527) 2200 or if there's no answer 4444
- State your name and where you are
- Use a fire extinguisher, if appropriate
- Close doors and windows
- Follow the instructions given via the intercom system and/or by the emergency response officers
- Leave the building via the emergency exit
- Do not use a lift ('elevator')!

In case of injury:

- Call 2200
- State your name, the condition of the injured person, where you are, and that First Aid and/or ambulance is needed.

In case of other emergencies:

- If you see a hazardous situation in your work environment, or if there has been an accident or near-accident:
- Call 2200

Report it to the faculty's prevention officer using the incident notification form, which can be found at:

<https://www.medewerkers.universiteitleidennl/gebouwen-faciliteiten/hulp-en-ondersteuning/melden-incidenten-en-ongevallen/melden-incidenten-en-ongevallen/>

Your tasks as a teacher during an evacuation

If the evacuation alarm is activated while you are teaching a class, your task as the teacher is to guide your students to the assembly point.

Before the class, make sure you are familiar with the following:

- The escape routes from the lecture hall or tutorial room to the nearest emergency exit. These are shown on the escape route floorplans in the corridors near your classroom. The escape routes and emergency exits are indicated with the following escape route symbols:
- The location of the assembly point. This depends on the building where you are teaching. The assembly points are indicated with the following sign. A complete overview is given at the end of this chapter.

If the evacuation alarm is activated during the class, your tasks are as follows:

- Ask the students to vacate the room and building calmly, at walking pace.
- Point out the route they should take. Tell them where the assembly point is and that everyone must wait there until further instructions.
- Check that no one has been left behind, unless the room is too large for this. If possible, close the windows and doors.
- You should be the last to leave the room.
- Assemble everyone at the assembly point.
- After the check has taken place at the assembly point, wait for further instructions from the in-house emergency response team or the fire service. Inform the emergency responders that your teaching room has been evacuated, also stating the room number.
- Always obey the instructions of emergency responders and/or evacuation officers (identifiable by their brightly coloured vests). Their instructions always take precedence, even if they conflict with the standard procedures stated above.

Most people are inclined to leave the building via the main entrance or side entrances that they use to enter the building, rather than via the emergency exits. However, the usual entrances may be blocked due to the incident (for example, by fire). It is important that you lead the students to the emergency exits, following the escape route symbols.

Please note: lifts ('elevators') are not available during a fire. Always use the stairs.

Appendix 7: Abbreviations

ALAS	Arts, Literature and American Studies (BoE)
ALM	Arts, Literature and Media (ResMA)
BA	Bachelor of Arts
BAIS	BA International Studies
CAC	Classics and Ancient Civilisations (MA/ResMA/BoE)
CvB	Executive board (<i>College van Bestuur</i>)
EPS	European Politics and Society (MA)
FB	Faculty Board
FGW	Faculty of Humanities (<i>Faculteit der Geesteswetenschappen</i>)
FLW	Film and Literary Studies (BA)
FR	Faculty Council (<i>Faculteitsraad</i>)
GLTC	Classics (BA) (<i>Griekse en Latijnse taal en cultuur</i>)
KG	Art History (BA) (<i>Kunstgeschiedenis</i>)
LAS	Latin American Studies (BA/MA/BoE)
MA	Master of Arts
MAIR	MA International Relations
MOS/MES	Middle Eastern Studies (BA/MA/ResMA)
NAS	North American Studies (MA)
NVAO	Accreditation Organisation of the Netherlands and Flanders (<i>Nederlands-Vlaamse Accreditatieorganisatie</i>)
O&K	Educational Advice and Quality Assurance (<i>Onderwijs en Kwaliteitszorg</i>)
OBP	Administrative and support staff (<i>Ondersteunend en Beheer Personeel</i>)
OD	Director of Education (<i>Onderwijsdirecteur</i>)
OER	Course and Examination Regulations (<i>Onderwijs- en examenregeling</i>)
OLC/OC	Programme Committee (<i>Opleidingscommissie</i>)
ONOS	Ancient Near-Eastern Studies (BA) (<i>Oude Nabije Oosten-studies</i>)
OSZ	Student Services (within Faculty of Humanities) (<i>Onderwijs en studentenzaken</i>)
SSEAS	South and Southeast Asian Studies (BA)
UD	Lecturer (UK) / Assistant Professor (US) (<i>Universitair docent</i>)
UHD	Senior Lecturer (UK) / Associate Professor (US) (<i>Universitair Hoofddocent</i>)
VSNU of UNL	Universities of The Netherlands
WD	Academic Director (<i>Wetenschappelijk directeur</i>)
WiA	Work-Life Balance in Action (<i>Werkbalans in actie</i>)
WP	Academic staff (<i>Wetenschappelijk personeel</i>)
OLB/OB	Programme Board (<i>Opleidingsbestuur</i>)
BAUS	BA Urban Studies
OSO	Programme-specific part of OER