



Universiteit Leiden

Course and Examination Regulations

valid from 01-09-2010

Master's Programme Vitality and Ageing

These course and examination regulations have been drawn up in accordance with Section 7.13 of the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (*WHW*)¹ and additional quality marks as set out in the framework document Leiden University Register of Study Programmes [*Leids universitair register opleidingen*].

Pursuant to Section 7.14 of the Act the faculty board regularly evaluates the course and examination regulations and assesses, for the purpose of monitoring and, if necessary, adjustment of the study load, the time it takes students to comply with the regulations. In conformity with Section 9.18 of the Act is assigned the task of assessing how the course and examination regulations are implemented.

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Chapter 1 General Provisions

Article 1.1 Scope of the Regulations

These regulations apply to the teaching and examinations of the master's degree programme Vitality and Ageing (in Leiden), hereinafter referred to as the programme. The programme is offered in cooperation with the Faculty of Medicine of Leiden University, hereinafter referred to as the faculty, and is delivered in Leiden by the Leyden Academy on Vitality and Ageing.

Article 1.2 Definitions

In these regulations the following definitions apply:

- board of admissions: the committee that, under the aegis and on behalf of the faculty board, and in accordance with the admission requirements, advises which students are to be admitted to the programme;
- board of examiners: the board of examiners of the programme, established and appointed in accordance with Section 7.12a of the Act;
- component: a study unit of the programme as defined in Section 7.3 of the Act. The course load of each component is expressed as whole credits. Every component involves an examination;
- credit: the unit expressing the course load of a course component pursuant to the Act. According to the ECTS one credit equals 28 hours of studying;
- ECTS: the European Credit Transfer System;
- examination [tentamen]²: an evaluation of the knowledge, understanding and skills of the student in respect of a particular component, and an assessment thereof, in accordance with Section 7.10 of the Act, by at least one examiner appointed to this purpose by the board of examiners;
- examiner: the person appointed by the board of examiners to conduct examinations, in accordance with Section 7.12c of the Act;
- final examination [examen]²: the interim examinations [tentamens] linked to the components of the programme, including, where the board of examiners has so decided, an examination in accordance with Section 7.10 (1) performed by the board itself;
- Leiden University Register of Study Programmes [Leids universitair register opleidingen]³: register³ of the programmes offered by Leiden University, kept under supervision of the Executive Board, referred to in Section 7 of the Executive and Management Regulations;
- level: the level of a component according to the abstract structure as defined in the framework document of the Leiden University Register of Study Programmes;

2. The *examen* is actually a review of the student's academic achievements to decide whether or not (s)he has completed all requirements for graduation. The Dutch term used for a test of the student's knowledge or skills is '*tentamen*'.

3. The framework document *Leids universitair register opleidingen* [Leiden University Register of Study Programmes] can be found at the following website: www.onderwijs.leidenuniv.nl/onderwijsbeleid

- practical: practical assignment as defined in section 7.13 (2) (d) of the Act, in one of the following forms:
 - the writing of a thesis,
 - the writing of a paper, the design and implementation of a project, or the creation of a technological design,
 - the implementation of a research assignment,
 - the participation in fieldwork or an excursion,
 - the completion of a traineeship, or
 - the taking part in another educational activity aimed at acquiring particular skills;
- prospectus: a document containing details and binding information on the programme;
- student: a person registered with Leiden University for the purpose of taking courses and/or the sitting of examinations and the taking of examinations of the programme;
- the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW).
- working day: Monday to Friday, excluding public holidays;
- Supervisory board: board of supervision of the programme and institution in accordance with section 9.7 of the Act
- Board of Leyden Academy: board of directors of the Leyden Academy on Vitality and Ageing
- Board of Appeal of Exams: board of appeal of exams in accordance with section 7.60 of the Act
- Program Advisory Board: program advisory board in accordance with section 9.18 of the Act

Other terms have the meaning given to them by the Act.

Article 1.3 Code of Conduct regarding ICT

The Code of Conduct for Teachers and Students in ICT supported Education [Gedragscode docenten en studenten binnen ICT en onderwijs]⁴ shall apply to the programme and its courses.

4. The Code of Conduct for Teachers and Students in ICT supported education [Gedragscode docenten en studenten binnen ICT en onderwijs] was adopted by the Executive Board on 30 June 2005 and can be found at the following website: www.regulations.leiden.edu/education-students/code-of-conduct-in-ict-supported-education.html

Chapter 2 Description of the Programme

Article 2.1 Objectives of the Programme

General Aim The general aim of the Vitality and Ageing Master's programme is that young medical doctors can deepen their knowledge of ageing, improve their scientific medical skills and develop themselves personally which will eventually enable them to shape the future of medical care in a rapidly changing demographic environment. The programme therefore aims at training recently graduated medical doctors and Clinical Healthcare Professionals (MD, MSc or Bachelor subject to selection criteria) on the subjects of gerontology, geriatrics and structure of health care. On top of that, the programme offers training in scientific skills such as academic development, clinical research, and, management and leadership. After completing the programme, students have an excellent stepping stone towards the highest professions in the academic field of medical healthcare.

Article 2.2 Specialisations

Not applicable

Article 2.3 Achievement Levels

The following achievement levels apply with regard to the programme, ordered as much as possible according to the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) ("Dublin descriptors"):

The following achievement levels apply with regard to the programme: second cycle according to the Dublin descriptors entailing:

- Knowledge and understanding
- Acquiring knowledge and understanding that provides a basis or opportunity for originality in developing or applying ideas often in a (research) context of vitality and ageing (geriatrics, gerontology and healthcare structure)
- Acquiring knowledge and understanding [through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts of vitality and ageing
- Applying knowledge and understanding and making judgements
 - a. Demonstrating the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data in the field of gerontology, geriatrics and healthcare structure
- Communication
 1. Communicating their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue) in the field of vitality and ageing.
- Learning skills
- Are able to study in a manner that may be largely self-directed or autonomous

More specifically:

1) Acquisition of a thorough understanding of current concepts of Gerontology and to which extent it will change future medical care. The students will acquire:

- An understanding of the biological determinants and consequences of the ageing process
- An understanding of the socio-demographic aspects of ageing
- Knowledge of the psychological aspects of ageing

2) Acquisition of a thorough understanding of the current concepts in Geriatrics (e.g. multimorbidity) and how this affects medical practice. The students will acquire:

- The mastery / ability to think and act in terms of multimorbidity, that includes frailty, complex treatments, and multiple causal factors of ageing
- An understanding of 'geriatric giants'
- Knowledge of Healthy ageing and Vitality

3) Acquisition of a thorough understanding of different aspects of Healthcare Structure related to patient care in a multidisciplinary setting. The students will acquire:

- An understanding of various models of care
- Knowledge of structure and financing of healthcare systems
- An understanding of Governance

Article 2.4 Structure of the Programme

The programme offers full-time tuition and a student can follow the programme part-time if so agreed upon by the academic board.

2.4.1 Unless otherwise agreed, a student shall be enrolled as a full-time student.

2.4.2 A student may be enrolled as a part-time student and/or blended learning student subject to the approval of the Academic Board.

2.4.3 The Academic Board shall determine the minimum and maximum duration of study and may, at its discretion, impose any other conditions it deems necessary.

2.4.4 Not applicable.

2.4.5 A full-time student must complete the coursework and thesis within one academic year.

2.4.6 Not applicable.

2.4.7 Not applicable.

2.4.8 In special circumstances, the Academic Board may offer an extension for submission of an assignment, exam, research paper, thesis, or dissertation.

Article 2.5 Study Load

The course load of the programme is 60 credits.

Article 2.6 Start of the Programme; Uniform Structure of the Academic Year

The programme starts on 1 September of each year. As to taught courses, the programme is based on the uniform structure of the academic year, with the academic year being divided into trimesters.

Article 2.7 Final Examinations

2.7.1 Three final examinations are attached to the programme: writing an essay, writing a scientific research paper and an interactive group assignment.

2.7.2 Any student enrolled in the programme may, with the permission of the board of examiners, compose a curriculum from components offered by an institution that has an examination attached to it. When granting permission, the board of examiners specifies to which degree programme offered by the institution that curriculum is deemed to belong.

Article 2.8 Language of Instruction

In compliance with the Code of Conduct regarding Foreign Languages [*Gedragscode Voertaal*⁵] the language(s) of instruction and examination in the programme is: English
Students are required to be sufficiently proficient in the language or languages of instruction used in the programme.

Article 2.9 Quality

The programme is accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and complies with the applicable national and international quality requirements, and with the quality standards with regard to education set out in the framework document Leiden University Register of Study Programmes.

5. The Code of Conduct regarding Foreign Languages [*Gedragscode voertaal*] was adopted by the Executive Board on 11 July 2002 and can be found at the following website:
[www.reglementen.leidenuniv.nl/legacy/language of instruction.pdf](http://www.reglementen.leidenuniv.nl/legacy/language%20of%20instruction.pdf)

Chapter 3 Curriculum

Article 3.1 Compulsory Components

3.1.1 The programme includes compulsory components (including three final examinations: essay, research paper and group assignment) totaling a study load of 60 credits. These components are listed in Appendix I. The study load (in credits) and level⁶ have been stated for each of the components.

3.1.2 The prospectus will include more detailed information on the content and structure of each component.

Article 3.2 Freedom of Choice

3.2.1 Not applicable

3.2.2 Not applicable

3.2.3 Not applicable

Article 3.3 Practicals

3.3.1 Appendix II lists the components which include practicals, stating the nature and the student's workload for these practicals, and indicating whether participation in these practicals is mandatory for entry to the examination of the component. The board of examiners may grant exemption from a practical; in that case, the board may or may not impose alternative requirements.

3.3.2 Appendix II states the size and study load of the final examinations. Furthermore, Appendix III states the criteria with which the final examinations must comply, as well as the relevant procedures, including the way in which the supervisor is appointed and a substitution is made if a supervisor is no longer able to perform his tasks as such.

Article 3.4 Registration for Courses

Participation in courses is in order of registration, with the provision that students who are registered in a programme are guaranteed access to courses of the obligatory part of the programme.

6. In accordance with the 'abstract structure' as described in the Framework document Leiden University Register of Study Programmes.

Chapter 4 Examinations, the Final Examination and Further Education

Article 4.1 Frequency of Examinations

- 4.1.1 For each component, examinations will be held at least twice per academic year.
- 4.1.2 Appendix IV lists the components for which one or more additional dates for examinations are offered on which students may sit the examinations for those components.
- 4.1.3 If a component contains a practical part, students may only sit the examination as referred to in paragraph 4.1.1 if they have successfully completed the practical, unless the board of examiners provides otherwise.
- 4.1.4 In accordance with Section 7.13 (2) (h) of the Act, the examination dates have been included in Appendix V.
- 4.1.5 The Leyden Academy shall inform the students of the method of assessment of the courses of the Programme. The organization and scheduling of assessments is at the discretion of the Board of Examiners, and shall be communicated to the students in writing in a timely fashion.
- 4.1.6 At the beginning of each course the lecturer shall inform the students of the assessment methodology for the course, including any percentage weighting of different assessments to determine the final course grade.
- 4.1.7 The student is required to sit the examination at the first occasion after the course has ended, unless the board of examiners in individual cases decides otherwise.
- 4.1.8 Pursuant to section 4.1.7, the board of examiners has to grant permission to sit an examination at the second or later occasion after the course has ended.

Article 4.2 Obligatory Order

Not applicable

Article 4.3 Methods of Assessment and Examination Formats

- 4.3.1 Appendix I and II states whether assessment may take place by means of either a written or an oral examination or a skills test.
- 4.3.2 No student shall be excused from taking any form of assessment during or upon completion of the course requirements, except for valid reasons for which prior written permission is obtained from the Leyden Academy.
- 4.3.3 In special cases, on request of the student, the board of examiners may allow the student to take the examination in a manner that deviates from the one prescribed in the Appendix.
- 4.3.4 Students with a disability may take examinations in a manner that has been adjusted to their particular disability, in order to accommodate their disability as much as possible. If necessary, the board of examiners will seek expert advice before reaching a decision.

4.3.5 The examinations shall comply with the code of conduct on the language of instruction and examination [Gedragcode voertaal⁵].

4.3.6 Students will be assessed on an individual basis if a component involves presentations, research, reports or other course activities that require students to work in groups.

Article 4.4 Oral Examinations

4.4.1 An oral examination may involve only one student at a time, unless the board of examiners has provided otherwise.

4.4.2 Notwithstanding the provisions of paragraph 4.4.1, the oral examinations of the components listed in Appendix VII will be conducted with two or more students.

4.4.3 Oral examinations are public, unless the board of examiners or the examiner concerned has decided otherwise, owing to special circumstances, or unless the student objects.

Article 4.5 Rules set by the Board of Examiners

4.5.1 In accordance with Section 7.12b (3) of the Act, the board of examiners has set out rules concerning the execution of their tasks and responsibilities and the measures they can take in that connection. These include the measures to be taken in the event of academic fraud, including plagiarism.

4.5.2 The board ensures the right of the student to appeal against decisions of the board or the examiners; in this respect, it shall at least set out rules regarding

- i. the provision of a copy of their marked examination paper to students;
- ii. safeguarding the legal rights of students during oral examinations, for instance by recording those or by having those attended by a second examiner.

Furthermore, the board shall set out the procedure involved in the appointment of the final examinations supervisor (and a second reader /referee) by the board of examiners, and the procedure regarding the assessment of the final examinations and the division of responsibilities between the thesis supervisor and the second reader / referee.

Article 4.6 Assessment

4.6.1 Immediately after the oral examination, the examiner shall inform students of their result and hand them a written notification of that result.

4.6.2 Within fifteen working days after the date of the examination, the examiner shall mark any written or other test and provide the administration office of the department with the information necessary to present the student with a written notification of the result of the examination.

4.6.3 If the examiner is unable to comply with section 4.6.2, which provides that results must be submitted to the department's administration within fifteen working days, the student shall be notified thereof within said time limit. The student shall also be informed of the relevant procedure in such cases.

4.6.4 The result of the examination shall be expressed as a whole or fractional number between 1 and 10, including both limits. The result shall not be expressed as a number between 5 and 6.

4.6.5 The written or electronic notification of the examination result shall inform students of their right to view their marked examination scripts – referred to in Article 4.8 below which provides for the access of students to examination scripts – and of appeals procedure.

4.6.6 A student is considered to have failed a course when the weighted average of the grades obtained for all required assessments of the course is less than 6.0. If after the retake assessments the weighted average grade for the course is still less than 6.0 the student will have failed the course.

4.6.7 Failure of two or more courses may lead to the expulsion of a student from the Programme, cf. Article 5.7.

4.6.8 Each Programme at the discretion of the Academic Board may or may not permit the use of an English-foreign language dictionary during examinations. In the case of open-book exams only those materials as determined by the lecturer are admitted into the exam. Should the materials contain any notes apart from duly authorized brief marginal notes, the materials may not be used for the exam. It is the responsibility of the student to bring a clean copy of the materials to the exam.

4.6.9 No time extensions will be given for any form of assessments except in the case of a medical requirement or medical emergency, for example such as the death of a family member or serious illness of the student or immediate family member, or other mitigating circumstances such as force majeure, etc. Extensions in such circumstances need to be (where appropriate) requested by the student on a timely basis in advance of the assessment. This request needs to be made to the Board of Examiners.

4.6.10 At the discretion of the lecturer or lecturers of a course an exam review session may be offered in which the exam is discussed with the students who took the exam.

4.6.11 When an exam review is held, any questions that a student may have regarding the exam are to be brought up in this session. After the session has been closed no later opportunity for discussion of the exam is available.

4.6.12 Students are strictly forbidden to make any copy for example by photocopying, photographing or manually copying of the exam questions and/or the exam answers. The numbered copy of the set of exam questions and the copy of the exam answers must be returned to the lecturer or authorized person immediately after the exam review.

4.6.13 A student is considered to have failed an assessment when he/she has failed to obtain a weighted average grade for the course of at least 6.0, cf. Appendix VI with a maximum of two grades less than 6.0 that are compensated by other grades.

4.6.14 Only one retake may be granted to a student per course. It will be up to the discretion of the relevant lecturer to decide the method of the retake. The grade obtained in the retake assessment will replace the grade of the failed assessment and will be included in the weighting of the grade for the course.

4.6.15 No retake will be granted to a student who has obtained a weighted average grade for the course of at least 6.0, cf. Appendix VI.

4.6.16 No retake will be allowed if a student has not taken the scheduled exam and handed in written proof of a conscientious effort to provide an answer to the questions asked, cf. Appendix VI.

4.6.17 Articles 4.6.15, 4.6.16 and 4.6.17 are without prejudice to justified reasons of health, family or any other force majeure that could prevent the student from attending class or from participating in the assessment.

Article 4.7 Period of Validity of Results

The board of examiners may oblige students to take an additional or a substitute test for examinations that were passed more than 5 years ago.

Article 4.8 Access to Marked Examination Scripts and Evaluation

4.8.1 Students have the right to view their marked examination script, at their request, for a period of at least thirty days following the publication of the results of the written examination.

4.8.2 During the period referred to in 4.8.1, the examination questions and assignments, as well as – if possible – the marking criteria may be inspected.

4.8.3 The marked test will be evaluated with the examiner if the student so requests. An opportunity for evaluation will be announced together with the examination results.

4.8.4 The board of examiners is authorised to decide whether the test will be evaluated collectively or individually.

4.8.5 The board of examiners determines where and when the evaluation will take place.

4.8.6 Students who, due to circumstances beyond their control, are unable to attend the evaluation referred to in paragraph 4.8.5 shall be granted another opportunity for evaluation, if possible within the period referred to in paragraph 4.8.1 above.

4.8.7 Exemption from Examinations and/or Practicals

At the student's request and after consultation with the examiner involved, the board of examiners may grant the student exemption from one or more examinations or practicals under the following conditions:

- The student has successfully completed, at a university or an institute of higher professional education, one of a programme's components that is similar in content and level to the component for which the student requests exemption;
- The student has demonstrated, through relevant work or professional experience, sufficient skills and knowledge in relation to the component.

Article 4.9 The Final Examinations

4.9.1 The student is awarded a diploma by the board of examiners when all tests have been passed. Furthermore, the student must possess proof of admission as referred to in Article 5.2. If all conditions have been met the registration of the programme (that runs via Usis/Isis) will inform the student and the programme directors. The student can also file an application (via Usis/Isis) that needs to be approved by the therefore authorized persons.

4.9.2 As part of the final examination, the board of examiners is entitled to perform an additional test of the knowledge, understanding and skills of the student and assess the result.

4.9.3 Graduation will take place once per academic year on dates set by the board of examiners.

4.9.4 The board of examiners sets out rules indicating the conditions under which they will exercise the power granted to them in Section 7.12b (3) of the Act to decide that not all tests must have been passed, and/or the conditions under which results of subtests may compensate one another.

4.9.5 Graduation does not take place before the Executive Board has declared that all procedural requirements have been met. For each programme, no more than one diploma will be awarded. It is recorded on the diploma that the programme or the specialisation has been delivered jointly by Leiden University and The Leyden Academy on Vitality and Ageing.

4.9.6 Pursuant to the regulation referred to in Section 7.11 (3) of the Act the student who is entitled to graduate may ask the board of examiners to postpone the event.

4.9.7 A supplement written in Dutch and English complying with the agreed European standard format is attached to the degree certificate.

Article 4.10 The Degree

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

4.10.2 The degree certificate states the degree awarded.

Article 4.11 Further Education

Persons awarded a master's degree are eligible to pursue a doctorate.

Chapter 5 Admission to the Programme

Article 5.1 Direct Admission

Not applicable

Article 5.2 Proof of Admission

5.2.1 The faculty board must grant proof of admission to students who meet the admission requirements laid down in Article 5.3, insofar as the maximum number of students to be enrolled will not be surpassed. The maximum number is set by the Executive Board.

5.2.2 Students may apply for proof of admission in accordance with the rules laid down in the Regulation for Admission to Master's Programmes [Regeling toelating masteropleidingen]⁷

Article 5.3 Admission Requirements

5.3.1 Without prejudice to the provision in paragraph 5.2.1 regarding the capacity, those will be admitted to the programme who:

- have earned the degree of Bachelor at a university not being a university of professional education, or demonstrate to meet the requirements for such a degree and in consideration of the following selection criteria:
 - Have preferably an internationally acknowledged MD Degree or a medical Master or has successfully completed all subjects in a curriculum of a Master (Dublin descriptors second cycle) amounting to at least 60 ECTS
 - Although the LUMC will focus on graduates from medical schools, other clinically approved students can have access as well e.g. MSc clinical psychology, RN degree in case they have satisfied the following selection criteria:
 - are sufficiently proficient in the language of instruction, to be assessed by the board of admissions with a:
 - The minimum IELTS score is 6.5 (minimum score subsection: 6.0)
 - The minimum TOEFL scores are:
 - 0.575 for the paper based test (minimum score subsection: 57)
 - 0.232 for the computer based test (minimum score subsection: 23)
 - 0.90 for the internet based test (minimum score subsection: 22)

An English proficiency test is not required, when prospective students have proof that they have had their (preparatory) training in a country in which English is the official language and language of instruction.

To assess their selection, prospective students should moreover provide:

7. The Regulation for Admission to Master's Programmes [Regeling toelating masteropleidingen Universiteit Leiden] was adopted by the Executive Board on 27 April 2005 and reviewed on 20 December 2005 and 6 March 2007; it can be found at www.reglementen.leidenuniv.nl

- Letter of motivation explaining 1) the wish to apply and 2) the career the student intends to pursue
- Two letters of recommendation for students with a Master degree (preferential)
- Certified copies of diplomas
- A transcript of their previous university

An admissions committee, consisting of the executive director and the managing director of the Leyden Academy, selects the best candidates. The admission committee will check the value of certified diplomas of foreign institutions at the Nuffic (International Office, Leiden University).

5.3.2 Each student is required to pay a registration fee. Upon acceptance to the Programme the fee will be deducted from the tuition fee. If the student is not accepted to the programme, the registration fee will not be refunded.

5.3.3 Each student is personally liable for payment of his/her tuition fee before the commencement of the academic year of each Programme. The tuition fee is payable to the Leyden Academy in accordance with their terms and conditions.

5.3.4 If a student is in arrears with the payment of his/her tuition fees, and has been notified by email or postal mail of such arrears by the Leyden Academy the Academic Board may expel the student, cf. Appendix VIII, suspend the student or take any other action it deems necessary.

5.3.5 A student shall not receive the Degree if he/she has not paid the full tuition fee.

5.3.6 Full tuition fees, or the relevant installments are payable for the entire academic year in which the extended periods of registration falls; students are eligible for a pro-rata refund when they follow the official de-registration procedure.

Article 5.4 Deficiencies

5.4.1 Students who have obtained a bachelor's degree or an equivalent degree, but who still have a deficiency of 15 credits, may be admitted to the programme if it can be reasonably expected that they will meet the admission requirements within a limited amount of time.

5.4.2 Students with the deficiencies referred to in paragraph 5.4.1 may participate in the programme after admission, but will not be allowed to take examinations nor the tests named by the faculty board when granting admission to the programme.

5.4.3 For the admission referred to in paragraph 5.4.1, the board of admissions will compile a bridging programme with tests.

5.4.4 If a student is admitted to the programme under paragraph 5.4.1, tests that are taken in order to meet the admission requirements cannot be part of the curriculum of the master's programme.

Article 5.5 Bridging Programmes

Not applicable

Article 5.6 Withdrawal

5.6.1 If a student wishes to withdraw from the Programme, he/she should inform the Academic Board in writing.

5.6.2 After withdrawal from the Programme, any refund of the tuition fee paid for and/or any part of the remainder of the academic year is up to the discretion of the relevant Academic Board, and can be made only after completion of the formal deregistration process.

5.6.3 A student who withdraws from the Programme must immediately pay all outstanding amounts due and payable to the Leyden Academy on Vitality and Ageing for courses already taken entirely or partially. A student, who withdraws without paying outstanding amounts in full, is not eligible to receive a transcript, or to be considered for readmission to a Programme until all such prior financial obligations have been fully paid.

5.6.4 A student who has formally withdrawn from the Programme and paid in full the tuition fees due for the relevant period of registration may request a transcript listing the subjects of and academic credits obtained for all courses he/she has completed prior to the date of withdrawal.

Article 5.7 Expulsion

5.7.1 The Academic Board may expel a student in the case of academic failure as described in appendix VIII; non-payment, cf. Article 5.3.4; or misconduct, cf. Article 5.7 and appendix VIII.

5.7.2 Expulsion is effective as of date of the Academic Board's decision, both of which the student shall be notified of in writing.

5.7.3 A student who has been expelled is not eligible to attend classes, take exams, receive any course materials and/or receive the Degree. Additionally, all services of Leyden Academy shall be withheld.

Chapter 6 Student Counselling and Study Advice

Article 6.1 Student Progress Report

- 6.1.1 The department keeps records of the results of individual students.
- 6.1.2 The department provides each student with a copy of the results obtained at least 2 times a year.
- 6.1.3 If the department concludes that a student is experiencing a significant delay in comparison to the nominal study progress, it shall inform the student of the support available for drawing up an individual study plan.

Article 6.2 Introduction and Student Counselling

The department takes care of the student's introduction to the programme and student counselling.

Article 6.3 Supervision of the Final Examinations

- 6.3.1 The student draws up a plan together with the supervisor referred to in **Error! Reference source not found.** This plan is based on the study load laid down in the appendix referred to in **Error! Reference source not found.**
- 6.3.2 The plan referred to in 6.3.1 includes details on the progress with the final examinations and the manner of supervision.

Article 6.4 Professional Sports

Students who play sports at a professional level are offered the opportunity to adjust their study programmes to their sporting activities wherever possible. The department follows the guidelines drawn up by the Executive Board to determine who fits into this category.

Article 6.5 Permanent Disabilities

Where possible, students with a disability or chronic illness are offered the opportunity to adjust their study programmes in accordance with the limitations resulting from their disability or illness.

Chapter 7 Transitional Provisions

Article 7.1 Provisions concerning Students Previously Enrolled in the Programme

7.1.1 Not applicable

7.1.2 Not applicable

7.1.3 Not applicable

7.1.4 Final Provisions

Article 7.2 Amendments

7.2.1 Amendments to these regulations are implemented by a separate order of the faculty board with the prior consent of the faculty council.

7.2.2 Amendments to these regulations which also apply to a particular academic year shall be implemented before the beginning of that year and published in the prescribed manner, unless earlier implementation of an amendment to the regulations is strictly necessary and in all reasonableness does not harm students' interests.

7.2.3 Furthermore, amendments to the regulations may not adversely affect any prior decision pertaining to students taken by the board of examiners on the basis of these regulations.

Article 7.3 Publication

The department takes care of the appropriate publication of these regulations, of the rules and guidelines set by the board of examiners, and of any amendment to these articles.

Article 7.4 Entry into Force

These regulations will enter into force on 1 September 2010.

Appendices

Appendix I: Compulsory components – including course load and level (Article 3.1)

Appendix II: Course components that include a practical (Article 3.3)

Appendix III: The size, weight, number of ECTS of the final examinations and the procedure in conjunction with the final examination (Article 3.3.2)

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Appendix V: Examination dates (Article 4.1)

Appendix VI: Methods of assessment and examination formats (Article 4.3)

Appendix VII: Components with oral examinations involving more than one student at the time (Article 4.4)

Appendix VIII: Misconduct, disputes and appeals

Appendix I Compulsory components

To successfully complete the Master, students should pass all tests (on a scale from 1-10, a score of ≥ 6.0 is sufficient) i.e. three exams (gerontology, geriatrics and healthcare structure) and a sufficient assessment for assignments on “Scientific essay”, “Research project” and “professional collaboration”. The final assessment is based on course attendance (at least more than 80%) and the examination grades. The student’s average grade for the Programme is determined by a weighted average of the grades obtained for each of the courses on basis of the number of ECTS credits of each course. The executive and managing directors have final responsibility with respect to granting any degree. The Board of Examiners evaluates all results.

Learning outcome	Course	Objective	Content	EC TS	Study Method	Examination
Acquisition of a thorough understanding of current concepts of Gerontology and to which extent it will change the future medical care	GERO.03	Knowledge of the psychological aspects of ageing	Psychology of ageing (perceptual, intellectual, cognitive, personality changes), Quality of Life	4	Lectures, Self-study assignments, Patient demonstration(s)	Written exam
Acquisition of a thorough understanding of the current concepts in Geriatrics (e.g. multimorbidity)	GERI.01	The mastery / ability to think and act in terms of multimorbidity, including concepts such as frailty, complex treatments, and multicausal factors of ageing	Frailty, Complex treatment, Polypharmacy, Multicausal factors of ageing	7	Lectures, Self-study assignments	Written exam

and how this affects medical practice	GERI.02	An understanding of 'geriatric giants'	Immobility, instability, incontinence and impaired intellect/memory, elderly care, delirium, <i>use of multiple medications</i> , impaired vision and hearing.		Lectures, Patient demonstrations, Self-study assignments (case)	Written exam
	GERI.03	Knowledge of Healthy ageing and Vitality	Coping, Vitality, Prolonged Quality of Life	4	Lectures, Self-study assignments	Written exam
Acquisition of a thorough understanding of different aspects of Healthcare Structure related to patient care in a multidisciplinary setting	HS.01	Knowledge of structure and financing of healthcare	Complex care, Models of care. Models: Bellagio model, Integrative care model, Healthy Care delivery model	4	Lectures, Self-study assignments	Written exam
	HS.02	Knowledge of structure and financing of healthcare	Comparative analysis of healthcare systems, Comparative analysis of financing health care	2.5	Lectures, Self-study assignments	Written exam
	HS.03	An understanding of Governance	How to build quality systems ?	2.5	Lectures, Self-study assignments	Written exam

Appendix II course components that include a practical

Learning outcome	Course	Objective	Content	EC TS	Study Method	Examination
Acquisition of a thorough understanding of current concepts of Gerontology and to which extent it will change the future medical care	GERO.01	An understanding of the biological determinants and consequences of the ageing process	Biological mechanisms of ageing and development (damage, repair, genetics, inflammation, disposable soma theory)	5	Lectures, Self-study assignments	Grant proposal
	GERO.02	An understanding of socio-demographic aspects of ageing	Demography: life expectancy, healthy life expectancy, compression of morbidity, epidemiological /demographic transition, international differences in life expectancy. Societal impact: Social Policy and ageing (Economic consequences, retirement pay, tax volunteer aid), Ethics of prolongevity	3	Lectures, Self-study assignments	Review/opinion essay
Acquisition of a profound	AD.01	An understanding of philosophy of science	Philosophy of science	3	Lectures, Group discussions	Presentation

Academic Development which will enable students to think in terms of philosophy of science	AD.02	The mastery / ability to express in scientific wording orally and in writing	English Language, Writing Scientific English	5	Presentations, Writing Exercises	Writing an essay
	AD.03	The mastery / ability to take a stand in a scientific debate	Learning well reasoned arguing, the art of debating	3	Debating sessions	Presentation
Acquisition of a thorough understanding of principles of Clinical Research which will enable students to perform and/or critically appraise (other) scientific research projects	CR.01	An understanding of the principles of Clinical Research	Principles Clinical Research	5	Lectures, Self-study assignments	Research article
	CR.02	An understanding of study designs	Study designs (diagnostic, prognostic, RCT, Observational (cohort, case control))	3	Lectures, Self-study assignments, Group discussions	Presentation
	CR.03	The mastery / ability of evidence based medicine and decision making	Critical appraisal scientific literature, levels of evidence, clinical guidelines, protocols, literature searches in databases, evidence based decision making	2	Lectures, Self-study assignments, Group Discussions	Presentation

Acquisition of a thorough understanding and development of Management skills and Leadership applicable in a complex health care environment	ML.01	Mastery / ability to communicate and act in a team	Testing team roles (Gilwill model)	2	Camping during Introduction week	Presentation
	ML.02	An understanding of management skills	Business administration and general management skills: Finance, marketing, leadership, negotiation, operations, strategy	3	Lectures, Practical's	Professional collaboration
	ML.03	An understanding of role models	Situational Leadership	2	Learning by doing (actors)	Presentation

Appendix III

The final examinations are the following:

I Scientific essay (Trimester 1)

During this exercise, students have to write a 'scientific essay' in which they can prove their acquired knowledge and understanding in the field of gerontology substantiated with scientific literature. At the same time, students can prove their knowledge of the philosophy of science and ability to write an English text in high-level scientific wordings. The students should formulate their personal view and give a well-reasoned opinion on a subject in gerontology substantiated with scientific literature, in a maximum of 5000 words. The students will learn to decide a point they want to make and put it into a text that is clearly written. The students will be assessed for their ability to:

- Think creatively, reason lucidly and express ideas with clarity
- Define complex problems and establish the objectives of any document
- Assess their ideas and recognise their relative importance
- Structure their reasoning into a coherent and transparent argument
- Analyse their argument to confirm its effectiveness

The **format** of the scientific essay should be:

- Introduction including main debate or questions that are touched upon and the reader is invited to read the essay.
- Core text in which the main argument is outlined and structured. It should contain a review of relevant (scientific) literature, current debates, relevance of the topic addressed and the author's own position in this debate.
- Conclusion in which a summary is made from the aforementioned and a closure in which a strong view, opinion or possible prospect is given.
- Reference list in which the literature is consistently referred to.

The following points will be used in judging the essays:

- Shape and layout (consistency)
- Structure of the essay (logic and clear)
- Outline of the problem (relevance, logic, clear and convincing)
- Argumentation (consistency, clear, convincing)
- Originality (own ideas)
- Depth of argument (reference to scientific articles and embedding in scientific debates, logical follow-up of relations and arguments)
- Analysis (clarity and logic)
- Conclusion (logical, originality and clarity)
- Complete references and reference list (consistency and clarity)
- Language and spelling (consistency and clarity)

Procedure

- During the course 'writing scientific English' a student will submit a proposal for an essay topic with a motivation containing the relevance and interest in the topic chosen (handing in the fourth week).

- The student is appointed one of the core faculty members as a tutor for the essay (in the fifth week) based on the topic chosen.
- After being appointed a tutor the student hands in a more elaborate structure plan of the essay containing an outline with keywords or key argumentation lines. In agreement with the tutor a deadline is set for the draft version (around the sixth week). The tutor will discuss the outline with the student and gives approval for writing (after possible revisions).
- A student can ask for an additional tutor for reasons of scientific relevance, e.g. another faculty member or external expert is more familiar with the topic chosen. This person then acts as a second tutor following the procedures as set out in the regulations for the tutor.
- A student can request consultation in the following weeks in which the student writes the essay. The consultations normally take place on Wednesday mornings in agreement with the tutor.
- The student will hand in the essay after the first trimester break.
- The tutor reviews the essay and another core faculty member will do an independent review of the work. If a second tutor is involved, this second tutor will also review the work.
- The tutor(s) and second core faculty member will all grade the essay, and will motivate their opinion. If grades differ significantly (more than 0.5 point) then a meeting of the members will take place to discuss. If the tutors can not reach an agreement the Board of Examiners is called upon to seek a solution.
- Note that in case a tutor can not fulfil his/her tasks a replacement tutor must be found among the core academic faculty members. This replacement tutor is found in agreement with the involved student and other faculty members.

The following form will be used by the tutors:

Review form

Name student:

Student number:

Tutor:

Title and date essay:

Date:

Review criteria	Points awarded:	Explanation
Content (7 points) - clarity and relevance of the problem/question - embedment of theory, concepts and critical evaluation of these theories and concepts (analysis) - logical exposition of argumentation line and relations - clarity and assessment of literature and review - measure of reflection and		

own argumentation (convincing and clarity) - thoroughness and creativity of the line of argumentation set forth - clarity and logical follow- up of conclusions and proposed views/future/solutions		
Shape and layout (2 points) - structure and consistency - logical argumentation with stylistically appropriate measures - consistency of references (citations, quotes) and reference-list - language use (style, grammar, spelling) - consistent and clear layout		
Process (1 point) - independence and creativity - pace - deadlines		

II Research Project (Trimester 2)

In this exercise, students apply their knowledge and understanding of gerontology and geriatrics by ‘**a research project**’ based on relevant scientific literature. The students should formulate a clinically relevant research question in geriatrics. The method of formulating a research question will be discussed and illustrated in an interactive way. During this exercise, students will become acquainted with good methods to phrase a research question critical for scientific research. Students should think about short questions and unripe ideas (note on cards) during the whole trimester. Based on preliminary ideas, students should try to find material for further review, Medline / PubMed and the World Wide Web. From the various literature data banks, the students should translate their research question into a search algorithm. Students may discuss their findings with other students and argue whether their findings are suitable for their own literature research or presentation in a review club. Students will have to start reading a review on the topic. In addition, students should select a maximum of ten ‘originals’ (papers including data), list the data and apply statistical (multivariate) regression techniques or otherwise with the help of statistical software. The data should be summarised in a table or

figure. The following step is to write a short report of their findings and conclusions substantiated with scientific literature.

The report should be concise (maximum 10 pages of text (1.5 line-spaced) including figure or table).

In this respect, students can show their understanding of important medical aspects for the elderly and at the same time demonstrate their understanding of the principals of clinical research and study design.

The **format** of the research paper should be:

- Abstract that summarizes the content of the paper
- Introduction that sets the topic and invites the reader to read the article and containing background information that finishes with the student's own research question
- Methods including their own search algorithm
- Results that describes the data including their own summarising table or figure
- Discussion that describes the interpretation and analysis of the data and short conclusions that encompasses their personal interpretation

The following points will be used in judging the essays:

- Shape and layout (consistency)
- Structure of the research paper (following IMRAD as much as possible)
- Outline of the question at hand (relevance, logic, clear and convincing)
- Depth of argument (reference to scientific articles and embedding in scientific debates, logical follow-up of relations and arguments)
- Methods (description, clarity and following scientific standards for literature review)
- Discussion (clarity, logic and own input)
- Conclusion (logical, originality and clarity)
- Complete references and reference list (consistency and clarity)
- Language and spelling (consistency and clarity)

Procedure

- During the course 'principles of clinical research' a student will submit a proposal for a research topic with a motivation containing the relevance and interest in the topic chosen (handing in the sixth week of clinical research).
- The student is appointed one of the core faculty members as a tutor for the research paper (in the seventh week) based on the topic chosen.
- After being appointed a tutor the student hands in a more elaborate structure plan of the research paper containing an outline with keywords or key argumentation lines. In agreement with the tutor a deadline is set for the draft version (around the fifth week of study designs). The tutor will discuss the outline with the student and gives approval for writing (after possible revisions).
- A student can ask for an additional tutor for reasons of scientific relevance, e.g. another faculty member or external expert is more familiar with the topic chosen. This person then acts as a second tutor following the procedures as set out in the regulations for the tutor.

- A student can request consultation in the following weeks in which the student writes the research paper. The consultations normally take place on Wednesday mornings in agreement with the tutor.
- The student will hand in the research paper after the second trimester break.
- The tutor reviews the paper and another core faculty member will do an independent review of the work. If a second tutor is involved, this second tutor will also review the work.
- The tutor(s) and second core faculty member will all grade the essay, and will motivate their opinion. If grades differ significantly (more than 0.5 point) then a meeting of the members will take place to discuss. If the tutors can not reach an agreement the Board of Examiners is called upon to seek a solution.
- Note that in case a tutor can not fulfil his/her tasks a replacement tutor must be found among the core academic faculty members. This replacement tutor is found in agreement with the involved student and other faculty members.

Review form

Name student:

Student number:

Tutor:

Title and date paper:

Date:

Review criteria	Points awarded:	Explanation
Content (7 points) <ul style="list-style-type: none"> - clarity and relevance of the problem/question - thoroughness and clarity of methods and their description - embedment and assessment of theory and concepts - logical exposition of literature and an assessment of their relevance and the relations between them - Statistical analysis (clarity, logic and execution) and graph/figure (clear, relevant) - depth of analysis and the ability to assess and critically review the literature in relation to each other (discussion) - measure of reflection and 		

own argumentation (convincing and clarity) - clarity and logical follow-up of conclusions and proposed views/future/solutions		
Shape and layout (2 points) - structure (preferably IMRAD or if diverted from this style with good reason) and consistency - logical argumentation with stylistically appropriate measures - consistency of references (citations, quotes) and reference-list - language use (style, grammar, spelling) - consistent and clear layout		
Process (1 point) - independence and creativity - pace - deadlines		

III Professional Collaboration (Trimester 3)

During the third trimester, students can prove their acquired knowledge and understanding of gerontology, geriatrics and healthcare structures by providing their personal input in an interactive exercise of **‘professional collaboration’**.

Students will apply their understanding of health care structures related to patient care in multidisciplinary settings in a simulated multidisciplinary care cycle. The knowledge and understanding of the three core scientific skills ‘academic development’, ‘clinical research’ and thorough understanding of ‘management and leadership’ provide the students with tools to put their theoretical knowledge into practice. In this respect, students are able to show their understanding of models of care, ‘structure and finance’ of healthcare and governance and at the same time prove their acquired abilities in management and leadership, and evidence based decision making.

During this exercise, students will practice certain role models in a simulated multidisciplinary care cycle. Students must employ a variety of communication and critical thinking skills to apply a policy or strategy in managing a hospital. These skills include public speaking, group communication en debating, research, evidence based policy making, active listening,

negotiating (e.g. with health care insurers), conflict resolution, consensus building, note taking, and writing. This exercise is derived from the Model United Nations which is an authentic simulation of the U.N. General Assembly and other multilateral bodies. Students in other settings have benefited from this interactive learning experience (so-called game simulation, for an example see the United Nations interactive portal <http://cyberschoolbus.un.org/modelun/index.asp>). Participants of the Leyden Academy Executive course, who are health care managers from a variety of organisations, will coach the students during this exercise.

Procedure

The students will each be given a role and during the exercise they will receive different challenges and barriers that require them to mobilize the acquired skills. The coaches will evaluate the different students on the basis of:

- participation
- ability to mobilize and integrate acquired skills and knowledge
- ability to cooperate and work together
- creativity and originality
- ability to anticipate challenges and barriers
- active listening

Note that since this concerns a group exercise, the assessment will be made on the basis of the group, unless the coaches observe severe inconsistencies in participation or other important facets of the exercise. The coaches can then inform the academic coordinator who can then take further action. If need be the Board of Examiners can be involved in the latter process.

Review form

Name students:

Student numbers:

Coach:

Title and date exercise:

Date:

Review criteria	Points awarded:	Explanation
Process (8 points) <ul style="list-style-type: none"> - Mobilization of acquired knowledge and skills (to deal with challenges such as models of care) - Searching for new information and dealing with new knowledge (creativity, using scientific skills) - Cooperation and working together (active listening, leadership roles) - Participation (equal division of tasks and 		

<p>workload in consideration of roles)</p> <ul style="list-style-type: none"> - Insight in the problem posed - Use of possible aids (reference works and other information) - Information and reporting skills - Creativity and originality 		
<p>Structure and Reporting (2 points)</p> <ul style="list-style-type: none"> - Reporting style (consistency and clarity of notes and writing) - Language and style (in writing, usage of appropriate language) - Task division - Time division 		

Appendix IV Course Components with additional examination dates

All exams during the three trimesters can be retaken in the last but one week of the academic year.

Appendix V Examination Dates

Examinations will take place in the week following the last seminar of each course.

The scientific essay will be handed in on the Friday of the first week after the first trimester break at 12:00.

The research paper will be handed in on the Friday of the first week after the second trimester break 12:00.

The interactive exercise 'professional collaboration' will take place in the last but one or last week of the third trimester.

Appendix VI Methods of Assessment and Examination Formats

The examinations will take place according to the rules and regulations of the board of examiners. The methods of assessment will be written exams en practical assignments.

Appendix VII Components with oral examinations involving more than one student at the time

The 'Management and Leadership' segment part of the core scientific skills will include a role-play in which students are allotted a specific role in a (fictive) hospital. Through this examination they are trained in professional collaboration. This interactive exercise will take place one week at the end of the academic year. The exercise has a load of 3 ECTS.