



Universiteit Leiden

# Course and Examination Regulations

valid from 1 September 2011

## Master's Programme in Education and Child Studies

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*)<sup>1</sup> 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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1. The Dutch Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] came into effect on 1 September 1993. It is sometimes referred to by its acronym *WHW*.

## 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 in Education and Child Studies, hereinafter referred to as the programme. The programme is instituted in the Faculty of Social and Behavioural Sciences of Leiden University, hereinafter referred to as: the faculty, and is delivered in Leiden by the Institute for Education and Child Studies.

### Article 1.2 Definitions

In these regulations the following definitions apply:

- a. 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;
- b. board of examiners: the board of examiners of the programme, established and appointed in accordance with Section 7.12a of the Act;
- c. 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;
- d. 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;
- e. ECTS: the European Credit Transfer System;
- f. examination [tentamen]<sup>2</sup>: 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;
- g. examiner: the person appointed by the board of examiners to conduct examinations, in accordance with Section 7.12c of the Act;
- h. final examination [examen]<sup>2</sup>: 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;
- i. Leiden University Register of Study Programmes [Leids universitair register opleidingen]<sup>3</sup>: register<sup>3</sup> 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;
- j. 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;
- k. 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,

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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](http://www.onderwijs.leidenuniv.nl/onderwijsbeleid)

- 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;
- l. prospectus: a document containing details and binding information on the programme;
- m. 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;
- n. the Act: the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*] (WHW).
- o. working day: Monday to Friday, excluding public holidays;
- p. master's thesis: the result of one of the practicals as referred to under k.;

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 [Gedragcode docenten en studenten binnen ICT en onderwijs]<sup>4</sup> shall apply to the programme and its courses.

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4. The Code of Conduct for Teachers and Students in ICT supported education [Gedragcode 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](http://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**

The Master's Programme in Education and Child Studies is an academic programme in one of the sub-disciplines of Education and Child Studies. Advancing the scientific training of the students is of central importance. The instruction focuses on:

- Substantial introduction in domain-relevant content, knowledge and strategies;
- The motivation for, and active performance of scientific research to obtain new knowledge, skills and insights into a specific sub-discipline of Education and Child Studies;
- Scientifically grounded reflection or actions, applying:
  - general/specific scientific methods or techniques;
  - scientific argumentation, that is to say, well thought-through sharpening or updating of professional practice on the basis of the results of scientific research.

### **Article 2.2 Specialisations**

The programme offers the following specialisations:

- Child and Family Studies
- Clinical Child and Adolescent Studies/Orthopedagogiek
- Learning Problems and Impairments
- Educational Studies
- Coach for Learning and Development
- Applied Neuroscience in Education and Child Studies.

### Article 2.3 Achievement Levels

Graduates of the master's programme in Education and Child Studies will possess the knowledge, skills and attitude set forth below. Within the time limits established for this, and by means of the prescribed forms of assessment, they will give evidence that they have mastered the required knowledge, skills and attitudes.

The Master in Education and Child Studies will possess the following *knowledge and skills*:

1. analyzing and conceptualizing questions and problems in one of the specializations the master's programme covers, and reporting on them orally and in written form, both for an audience with an academic background (e.g. in scientific journals) and for a lay audience;
2. designing, organizing, carrying out and reporting on research in one of the specializations in the master's programme;
3. understanding and evaluating high-level research in the domain of Education and Child Studies and scientific literature in the field. For this purpose the master is competent in methodological and technical research skills that are customary in Education and Child Studies in general, and in the master's specialization in particular;
4. formulating relevant strategies and alternative courses of action to solve a professional problem;
5. collecting scientific literature, critically evaluating it, establishing its relevance and summarizing its core ideas;
6. writing a scientifically and ethically responsible description and analysis of practical and theoretical pedagogical problems;
7. analyzing (both in written form and orally) and influencing problematic child-raising and/or educational situations in the family, school, society and social work institutions;
8. reading and understanding professional literature in English;
9. designing and carrying out research designs, independently and in a group setting;
10. critically analyzing and evaluating a research report;
11. formulating a consistent vision or discourse in writing, making use of suitably balanced scientific arguments;
12. communicating in an effective and professional manner, both orally and in written form, regarding issues of relevance to the profession;
13. receiving and processing feedback on his or her performance;
14. collaborating with others, taking a leadership role in a team and stimulating the members of that team.

At the same time graduates will have mastered an *academic attitude*, demonstrating this in:

15. an inquisitive, critical, scrutinizing stance;
16. the capacity and motivation to apply scientific knowledge and insights to child-rearing and educational problems;
17. the capacity and motivation to acquire new knowledge and insights, doing so with a high degree of independence;
18. critical reflection on the implications of ethically responsible scientific action, both one's own and that of others.
19. graduates have mastered the knowledge, skills and attitude to either be accepted for a research programme (doctoral course) in the field of Education and Child Studies, or to be able to

practise a profession in a field in which educational scientists can be employed, or be admitted to a post-graduate professional training programme.

#### **Article 2.4 Structure of the Programme**

The programme offers full-time, part-time and dual tuition. The part-time programme is offered as a daytime course.

#### **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 and on 1 February 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 semesters<sup>5</sup>.

#### **Article 2.7 Final Examinations**

2.7.1 A final examination is attached to the programme.

2.7.2 Not applicable.

#### **Article 2.8 Language of Instruction**

In compliance with the Code of Conduct regarding Foreign Languages [*Gedragscode Voertaal*<sup>6</sup>] the language(s) of instruction and examination in the programme are Dutch and 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.

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5. The uniform structure of the academic year and the explanatory notes to the new semester structure were adopted by the Executive Board on 14 October 2004 and reviewed on 12 January 2010.

6. 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_of_instruction.pdf)

## **Chapter 3 Curriculum**

### **Article 3.1 Compulsory Components**

3.1.1 The programme includes compulsory components including the master's thesis totalling a study load of 60 credits. These components are listed per specialisation in Appendix A. The study load (in credits) and level have been stated for each of the components.

3.1.2 The prospectus includes 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 Several components of the Master's programme in Education and Child Studies contain a practical (article 1.2, k). These components are included in the e-prospectus and encompass an exercise in skills according to the specification given in the e-prospectus. Attendance of practicals is mandatory. Please also refer to Appendix B.

3.3.2 Appendix A states the size and study load of the master's thesis. The e-prospectus states the criteria with which the thesis report 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/her 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.

## 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 Not applicable.

4.1.3 In accordance with Section 7.13 (2) (h) of the Act, the examination dates have been included in the schedule on [www.fsw.leidenuniv.nl](http://www.fsw.leidenuniv.nl) > pedagogische wetenschappen > rooster.

4.1.4 Not applicable.

4.1.5 Not applicable.

### Article 4.2 Obligatory Order

Not applicable.

### Article 4.3 Methods of Assessment and Examination Formats

4.3.1 The prospectus states whether assessment may take place by means of either a written or an oral examination or a skills test.

4.3.2 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 prospectus.

4.3.3 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, on the condition that the nature and content of the knowledge, skills and attitude which are assessed permit this. If necessary, the board of examiners will seek expert advice before reaching a decision.

4.3.4 The examinations shall comply with the code of conduct on the language of instruction and examination [Gedragscode voertaal<sup>6</sup>].

4.3.5 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 Not applicable.

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

- the provision of a copy of their marked examination paper to students;
- 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 thesis supervisor (and a second reader /referee) by the board of examiners, and the procedure regarding the assessment of the master's thesis 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 Institute 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 Institute'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 0 below which provides for the access of students to examination scripts – and of appeals procedure.

4.6.6 Not applicable.

## **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 three 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 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 4.8.1.

## **Article 4.9 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 4.10 The Final Examination**

4.10.1 The student is awarded a diploma by the board of examiners when he provides sufficient proof that all tests have been passed. Furthermore, the student must have earned a bachelor's degree as referred to in Article 5.1, or possess proof of admission as referred to in Article 5.2. the Student Service Centre Education and Child Studies (Onderwijsdienst Pedagogische Wetenschappen).

4.10.2 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.

4.10.3 Graduation will take place eleven times per academic year on dates set by the board of examiners.

4.10.4 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.

4.10.5 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 by Leiden University.

4.10.6 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.

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

#### **Article 4.11 The Degree**

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

4.11.2 The degree certificate states the degree awarded.

#### **Article 4.12 Further Education**

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

## Chapter 5 Admission to the Programme

### Section 5.1 *Direct Admission*

#### Article 5.1 Direct Admission

Requirement for direct admission to the master's programme is a bachelor's degree Pedagogische Wetenschappen obtained after completion of the Bachelor programme at Leiden University.

### Section 5.2 *Conditional Admission*

#### 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]<sup>7</sup>.

#### Article 5.3 Admission Requirements

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

- possess the skills, understanding and knowledge that are required for earning the bachelor's degree referred to in Article 5.1;
- 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;
- are sufficiently proficient in the language(s) of instruction. For Master specialisations in English a TOEFL score of at least 600 (paper based) 250 (computer based) 100 (internet based) or an IELTS test of at least level 7 is required; writing proficiency in English at the pre-university education level.

#### 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

5.5.1 The institute has compiled a bridging programme in order to make up for deficiencies for the following target groups:

- Bachelors and Masters with a degree obtained at a Dutch university for professional education.
- Bachelors and Master with a degree obtained at an international university.

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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](http://www.reglementen.leidenuniv.nl)

5.5.2 Information on the bridging programmes may be obtained from the institute of Education and Child Studies

## **Chapter 6 Student Counselling and Study Advice**

### **Article 6.1 Student Progress Report**

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

6.1.2 The Institute provides each student at request with a copy of the results obtained.

6.1.3 If the Institute 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 Institute takes care of the student's introduction to the programme and student counselling.

### **Article 6.3 Supervision of the Master's Thesis**

6.3.1 The student draws up a graduation plan together with the supervisor. This plan is based on the study load laid down in Appendix A.

6.3.2 The plan referred to in 6.3.1 includes details on the frequency of sessions with the thesis supervisor 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 Institute follows the guidelines drawn up by the Executive Board to determine who fits into this category.

### **Article 6.5 Permanent Disabilities**

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, on the condition that the nature and content of the knowledge, skills and attitude which are assessed permit this.

## **Chapter 7 Transitional Provisions**

### **Article 7.1 Provisions concerning Students Previously Enrolled in the Programme**

7.1.1 For students who were newly enrolled in the programme no longer than three years prior to the date these Regulations came into force, Chapter 3 of the Course and Examination Regulations remains applicable as they were formulated at the time of first enrolment.

7.1.2 Not applicable.

7.1.3 In case components as referred to in 3.1.1 and 3.2 of the Course and Examination Regulations applicable pursuant to 7.1.1 and 7.1.2 are no longer on offer, the board of examiners will indicate components to replace them.

## **Chapter 8 Final Provisions**

### **Article 8.1 Amendments**

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

8.1.2 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.

8.1.3 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 8.2 Publication**

The Institute 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 8.3 Entry into Force**

These regulations will enter into force on 1 September 2011.

## Appendices

### Appendix A: Compulsory components – including course load and level (Article 3.1.1 and 3.3.2)

Component/Vak	Ects	Level/Niveau	Specialisation/ Specialisatie *	Language of instruction/Voertaal
Attachment: state of the art	5	600	CFS	English
Child raising, experts, and parents: historical trends	5	500	CFS	English
Research internship CFS	10	400	CFS	Dutch
Practice of empirical research	5	400	All specialisations	Dutch and English
Prevention, intervention, early childhood education and parent education	5	500	CFS	English
Family process and developmental psychopathology	5	600	CFS	English
Child abuse and neglect: neurobiological consequences and intervention	5	500	CFS, ANECS	English
Masterproject	20	500	All specialisations	Dutch
Clinical assessment and treatment: general introduction	5	500	CCAS, LPI, CLD, ANECS	Dutch/English
Clinical skills (Clinical assessment and treatment)	5	500	CCAS, LPI	Nederlands
Neuroscience (Clinical assessment and treatment)	5	500	CCAS, ANECS	Dutch/English
Developmental disorders (Clinical assessment and treatment)	5	500	CCAS,	Dutch
Learning problems and impairments (Clinical assessment and treatment)	5	500	LPI, CLD	Dutch
Methods and instruments in cognitive and affective neuroscience.	5	500	ANECS	English
Clinical adolescent studies (Clinical assessment and treatment)	5	500	CCAS	Dutch
Internship clinical child and adolescent studies	20	400	CCAS	Dutch
Learning problems and impairments: research and	5	500	LPI	English

practice				
Internship learning problems and impairments	15	400	LPI	Dutch
Learning, cognition and the brain	5	500	ES, ANECS	English
Professional development and learning	5	500	ES	English
Mentoring and coaching	5	500	ES, CLD	English
Internship educational studies	15	400	ES	Dutch
Development and evaluation of individual educational programs	5	500	CLD, ES	Dutch
Internship coach for learning and development	15	400	CLD	Dutch
Internship applied neuroscience in education and child studies	10	400	ANECS	English

\* ANECS = Applied Neuroscience in Education and Child Studies

CCAS = Clinical Child and Adolescent Studies

CLD = Coach for Learning and Development

CFS = Child and Family Studies

ES = Educational Studies

LPI = Learning Problems and Impairments

### **Appendix B: Course components that include a practical (3.3.1)**

Information about components containing a practical with mandatory attendance is included in the prospectus: [www.studiegids.leidenuniv.nl](http://www.studiegids.leidenuniv.nl) > Masteropleidingen >

- Education and Child Studies
- Education and Child Studies: Child and Family Studies
- Education and Child Studies: Clinical Child and Adolescent Studies
- Education and Child Studies: Coach for Learning and Development
- Education and Child Studies: Educational Studies
- Education and Child Studies: Learning Problems and Impairments
- Education and Child Studies: Applied Neuroscience in Education and Child Studies