

Education and Examination Regulations 2026-2027 for the Bachelor of Science programme in European Public Health of the Faculty of Health, Medicine and Life Sciences, Maastricht University, , in accordance with Article 7.13 of the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*, WHW).

These regulations have been adopted by the Dean of the Faculty of Health, Medicine and Life Sciences after advice of or consent from the Educational Programme Committee (*Opleidingscommissie*) and after consent from or in consultation with the Faculty Council (*Faculteitsraad*) on 09 June 2026.

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SECTION 1 GENERAL PROVISIONS

Article 1.1 Applicability of the regulations

1. These regulations apply to the education, the exams and the examinations of the Bachelor's programme in European Public Health, hereafter referred to as 'the programme'. The programme is provided by the Faculty of Health, Medicine and Life Sciences of Maastricht University, hereafter referred to as 'the faculty'.
2. These regulations apply to all students who participate in the programme and who started in the academic year 2026-2027.
3. These regulations also apply to students from other programmes, faculties or institutions of higher education, insofar as they follow components of the programme to which these EER apply.
4. For components of the programme that students follow at another degree programme, faculty or institution of higher education, the EER for the other programme, faculty or institution apply to the component in question.

Article 1.2 Definitions

In these regulations the following terms have the following meaning:

- a. the Act: the Higher Education and Scientific Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek*);
- b. student: a person who is registered at the university for education and/or to take exams and the examination of the programme;
- c. course: a study unit of the programme within the meaning of the Act; and consisting of one or more educational components, such as group meetings, practical training or written papers with the exclusion of the bachelor's thesis;
- d. course year: year 1, year 2 or year 3 of the programme;
- e. semester: a study unit as defined by the Act, comprising 20 weeks;
- f. academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- g. programme: the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of study units;
- h. exam: a component of the examination as referred to in Article 7.10 of the Act;
- i. practical training: practical training as referred to in Article 7.13(2)(d) of the Act, in one of the following forms:
 - writing a paper or performing another written assignment;
 - performing a research assignment;
 - participating in field work or a field trip;
 - participating in an activity intended to develop certain skills;
 - participating in tutorials, lectures, project groups and study groups;
 - completing a placement;
 - writing a bachelor's thesis;
- j. placement: a period in which a student performs their own research under supervision, at Maastricht University or another institution;
- k. thesis: a written scientific report, summarizing the research accomplished during a placement period;
- l. registration: the administrative recording of the passing results of an exam;
- m. examination: the final examination for the bachelor's programme;
- n. credit: an unit expressed in ECTS credits, with one credit equalling 28 hours of study;
- o. board of examiners: the board of the programme referred to in Article 7.12 of the Act;
- p. board of admission: the board responsible for judging the admissibility of the candidate to the programme;
- q. examiner: the person designated by the board of examiners to administer exams and to determine the results of such exams;
- r. course coordinator: an examiner who is responsible for the content of the education for a particular course;
- s. faculty board: the faculty board referred to in Article 9.12 of the Act;
- t. Rules and Regulations: additional rules associated with the Education and Examination Regulations;
- u. UM: Maastricht University;
- v. Course guide: the programme guide which include further details about programme-specific provisions and information which is provided via the digital learning environment.

- w. Disability Support (DS): the central point at UM where students with a disability and/or chronic illness can apply for facilities or support.

The other terms have the meaning given to them by the Act.

SECTION 2 ADMISSION

Article 2.1 Pre-university education requirements

1. A person will be granted admission to the programme if they have a pre-university education diploma referred to in Article 7.24 of the Act or if they have been exempted from this under the Act. In Appendix 1 compatible foreign diplomas are listed.
2. A person who has obtained the first-year certificate (*propedeuse*) of a recognised degree programme in Higher Professional Education (*hbo*) in the Netherlands is admissible to the programme.

Article 2.2 Language requirement with non-Dutch diplomas

Persons with a non-Dutch diploma may only register:

- a. if they have met the requirement concerning a sufficient command of English by passing one of the following language proficiency tests before the programme begins with a minimum score of at least:
 - IELTS: 6.0
 - TOEFL iBT: 80
 - TOEFL iBT Special Home Edition Test: 80
 - TOEIC listening and reading: 670; speaking and writing: 290
 - Cambridge First B2: Grade B (scale 173-175); or, Grade C (scale 169-172)
 - TOEFL Paper-delivered Test: Reading: 20-30; Listening: 20-30; Writing: 20-30
- b. if they have been exempted from the language proficiency test referred to under a. based on the diplomas referred to in Appendix 2.

Article 2.3 Entrance examination (Colloquium Doctum)

Persons who, in accordance with Article 2.2, are not admissible may qualify for a separate admission exam as referred to in Article 7.29 of the Act. This exam concerns the following subjects at the level indicated:

- a. English (at the level of the Dutch VWO),
- b. Mathematics (at the level of the Dutch VWO: Wiskunde A or B).

Rules regarding the procedure are published on the faculty website.

SECTION 3 CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 Aims of the programme

1. The programme comprises sufficient elements for the benefit of the academic development of the student, in particular in relation to the development of four competencies (Expert, Investigator, Communicator, and Professional):
 - The Expert demonstrates and effectively applies knowledge of European Public Health; this involves appreciating, analysing and comprehending the impact of European and transnational integration on public health, health systems, and health services.
 - The Investigator is curious and inquisitive, shows willingness and curiosity to explore and find answers, and has developed critical thinking as well as basic research and problem solving skills; is willing to disseminate knowledge and understands how scientific knowledge is obtained and how it evolves. This includes designing, conducting and applying comparative research on health status and health systems within the EU and WHO European Region.

- The Communicator can communicate about her/his work with persons with different backgrounds and can work together in a team with colleagues from various disciplines and with diverse societal and cultural backgrounds. This includes learning how, at least in theory and to a limited extent in terms of practical application, to help make positive and constructive contributions to the European agenda for public health and to efforts at national level to adopt or influence that agenda
 - The Professional has a professional attitude to his/her work and in her/his relations to others, is organised, and can organise his/her work and research and continued learning throughout the life-course. He/she succeeds in further study and taking up employment within the wider public health field in an internationally oriented labour market.
2. The programme's educational activities are based on the principles of research integrity and the ensuing guidelines for good research practices as laid down in the Netherlands Code of Conduct for Research integrity (see UM website).
 3. Students who have completed the programme and have successfully passed the bachelor's examination are expected to possess the competencies and, more specifically, the final qualifications as stipulated in Appendix 4.

Article 3.2 Form of the programme

1. The programme is offered on a full-time basis.
2. The programme commences once a year in September.

Article 3.3 Language of instruction

1. Throughout the programme and in all tests the English language will be the standard.
2. It is not allowed to use dictionaries during the examination.

Article 3.4 Communications and announcement of decisions

1. The faculty board, the board of examiners and the examiners may use the digital learning environment and e-mail through the UM account for communications relating to the programme and examinations.
2. The faculty board, the board of examiners and the examiners may use the digital learning environment and e-mail through the UM account to announce decisions.
3. The student must regularly check his/her university e-mail address, the Faculty website and the digital learning environment. Information disseminated via e-mail, the digital learning environment or the website will be assumed to be known.

Article 3.5 Study load

The programme has a study load of 180 ECTS (credits) with one credit equalling 28 hours of study.

Article 3.6 Content of the programme

The content of the programme is described in Appendix 3.

Article 3.7 Major

1. The programme comprises a Major with a study load of 150 credits.
2. The semesters listed in Appendix 3, whose total study load amounts to 150 credits, are mandatory.

Article 3.8 Minor (profile course)

1. Within the framework of the programme in the 4th semester the student may choose a minor semester course at another qualified institution of higher education, or from among the subjects offered by the Faculty of Health, Medicine and Life Sciences. The minor coordinator assesses and qualifies or disqualifies alternative institutions of higher education and/or the proposed course of study at those institutions.

2. In addition to the option referred to in Article 3.8 Paragraph 1 the student may - subject solely to prior approval by the board of examiners and the board of examiners of the other programme - choose to take components given by another UM faculty, another Dutch university or a foreign university.
3. For students who are temporarily attending courses at another programme or institute the rules and regulations for the exams of that programme or institute will be applicable for these courses.
4. The board of examiners may withhold the approval referred to in paragraph 1 and 2 if, in its judgment, the proposed elective is substantively similar to components taken previously by the student and would result in duplication.
5. The minor must have a total study load of 30 credits.
6. The rules and procedures for the minor are described in the 'Manual for the Minor EPH'. This manual is published on the FHML student intranet.

Article 3.9 Extracurricular courses

Extracurricular courses will not be part of the bachelor exam and will not be registered on the result sheet that is added to the certificate.

Article 3.10 Flexible programme and flexible bachelor

1. A student registered for the programme may, under certain conditions, formulate an educational programme of their own which is different from the educational programme stated in Appendix 3. The composition of such a programme must be approved beforehand by the board of examiners.
2. The flexible programme must have a study load of 180 credits.
3. The board of examiners will decide whether to grant permission for the student's proposal within four weeks after it receives the proposal.

Article 3.11 Honours programme

1. The programme includes the possibility of applying to, and if accepted to follow, an honours programme. The composition, study load and the selection procedures of the honours programme is published on the UM website.
2. Each year, with the board of examiners' permission, a number of students is selected on the faculty board's behalf to participate in the honours programme.
3. The credits for the honours programme are in addition to the study load referred to in Article 3.5.

Article 3.12 Examination

1. The bachelor's examination consists of the following parts. A registration for completion must be obtained for each part:

Year 1: semesters 1 and 2:

- a. active participation in at least the mandatory educational activities of the courses within semesters 1 and 2, as published prior to each semester (see Appendix 3);
- b. the course exams in semesters 1 and 2;

Year 2: semester 3:

- a. active participation in at least the mandatory educational activities of the courses within semester 3, as published prior to this semester (see Appendix 3);
- the course exams in semester 3;

Year 2: semester 4 (minor):

- a. participation in conformity with the provisions of Article 3.8.

Year 3: semester 5:

- a. active participation in at least the mandatory educational activities of the courses within semester 5, as published prior to this semester (see Appendix 3);
- b. the course exams in semester 5;
- c. the research proposal in semester 5.

Year 3: semester 6:

- a. active participation in at least the mandatory educational activities of the course within semester 6, as published prior to this semester (see Appendix 3);
 - b. the course exams in semester 6;
 - c. completing a placement, and writing a bachelor's thesis representing a total effort in time of 16 weeks.
2. The board of examiners, with due regard to the Education and Examination Regulations, lays down guidelines pertaining to the norms for and assessment of examinations for each of the components referred to in Paragraph 1. These guidelines are incorporated in the Rules and Regulations.

SECTION 4 Education

Article 4.1 Courses; composition; actual design

1. For the programme components, courses are given with the study load stated in Appendix 3.
2. The educational programme consists of group meetings, study groups, practical training, lectures, individual supervision or otherwise.
3. The educational programme includes 40 weeks per year.

Article 4.2 Attendance and best-efforts obligation

1. Students are expected to actively participate in the course for which they are registered.
2. In addition to the general requirement that the student actively participates in the course, the student must participate in 100% of the mandatory educational activities.

SECTION 5 ASSESSMENT

Article 5.1 General

1. During a course, the student will be tested to assess progress in academic training and the extent to which the student has sufficiently achieved the stated learning objectives.
2. The assessment plan describes the form of the exams and the achievements the students must make to pass the course and the criteria on which the students are assessed. The assessment plan is published in the digital learning environment.
3. The Rules of Procedure at Exams describe the assessment procedure. These rules are published in the digital learning environment.

Article 5.2 Grades

1. Grades are awarded on a scale of 1 to 10.
2. The final grade for a course or a part of an exam (excluding the thesis) will be rounded to one decimal after the comma and is sufficient if the final grade is '5.5' or higher.
3. The final grade for the thesis will be rounded to one decimal after the comma and is sufficient if the grade is a 6.0 or higher.
4. When a component of the examination is graded with a qualification the student will obtain a pass for this component when the qualification is at least a 'Pass'.
5. The way grades are rounded off is determined in the Rules and Regulations.

Article 5.3 Order of exams

1. Access to a module exam may only be granted when a student has met the participation requirements relating to the tutorials and other activities belonging to the module for which attendance is mandatory. In special cases a student may be granted conditional access to an exam pending a final judgment of the Board of Examiners about the student's eligibility to sit the exam in question.

2. A student will not have access to the resit of a course if a student has not fulfilled the participation requirements of the respective course.
3. Unconditional admission to the exams of the 2nd year is granted at the beginning of a new academic year when the student has obtained 60 ECTS of the exams in the 1st year.
4. Conditional admission to the exams of the 2nd year is granted at the start of a new academic year if the student in the 1st year has earned at least 45 ECTS of the exams in the 1st year.
5. Unconditional admission to the exams of the 3rd year is granted at the beginning of a new academic year when the student has obtained 120 ECTS of the exams in the 1st year and 2nd year.
6. The student may be conditionally admitted to the exams of the 3rd year if, at the beginning of a new academic year, all exam components of Year 1 have been signed off and at least 42 ECTS of the exams from the year 2 have been obtained.
7. If students wish to take minor modules abroad, they must have met all the requirements from year 1.
8. The board of examiners may grant exceptions with respect to paragraphs 4 and 6 in case of exceptional circumstances at the beginning of a new academic year. Students who can reasonably suspect to incur a study delay due to personal circumstances should report this to the student adviser, who can advise the board of examiners on requests for exceptions. The student should report the circumstances within 1 month or when the circumstances occur. Contacts with the student adviser are confidential and the student adviser doesn't have to explain the reasons in the advice to the board of examiners.

Examples of personal circumstances that may be taken into account are for instance:

- a. illness of the person concerned;
- b. physical or mental impairment of the person concerned;
- c. pregnancy of the person concerned;
- d. exceptional family circumstances;
- e. administrative activities as referred to in Section 2.1(1) of the Decree Implementing the WHW.
- f. A UM-recognised elite athlete status.
- g. Other causes leading to unfairness of predominance (hardship clause).

Article 5.4 Scheduling and frequency of examinations

1. The Faculty Board determines the times at which examinations are taken. For the subject-specific modules of the 1st course year, the modules of periods 3 and 6 and the Specialized Competencies Lines (SCL) components, the opportunity is given twice a year at times to be determined by the Faculty Board: once during or immediately after the end of the module period and once during the remainder of the same academic year.
2. Philosophy of Public Health module exams relating to the 1st, 2nd and 3rd course year are given twice a year at times to be determined by the Faculty Board: once during or immediately after the end of the module period and once more during the same academic year.
3. Twice a year, at times to be determined by the Faculty Board, the opportunity to take exams belonging to the 2nd and 3rd course year is given once during or immediately after the end of the module period, and once during the academic year.
4. Regarding non-tutorial curriculum components belonging to the 1st, 2nd and 3rd course year for which an attendance obligation applies, a resit opportunity is offered during the same academic year. In place of such a resit, the Board of Examiners may at its discretion refer students to a subsequent academic year to resit such non-tutorial curriculum components so long as this does not significantly harm the interests of the student. The Examination Board is authorized to replace the resit with another, compensatory assignment. Students who do not meet the compulsory participation in non-tutorial curriculum components are referred to the next academic year.
5. Written papers belonging to the 1st, 2nd and 3rd course year that are not linked to an activity for which attendance is compulsory can be retaken once within a period of four weeks after the examiner has returned a first submission or otherwise as is stipulated in the test plan of the relevant module.
6. In special cases, the Board of Examiners may decide to allow an examination to take place at a time other than the moments described in Paragraphs 1 through 5, but in any case in the same academic year.

Article 5.5 Form of the exams

1. Before the beginning of each course the assessment plan for that course will be published in the digital learning environment. The examiner may decide that, because the number of students is small or because

of the nature and content of a course, an exam will be oral or will include one or more written essays, which may or may not have to be explained orally. The examiner will announce any such decision no later than two weeks before the scheduled exam date.

2. Practical tests may include laboratory skills, conversational skills, participation, attitude and professional behaviour. The format and judgement criteria of practical tests will be published in the assessment plan in the digital learning environment.
3. The board of examiners reserves the right to allow other forms of examination, including testing of group work and portfolio. The structure and judgement criteria of the exams will be announced in the assessment plan in the digital learning environment.
4. Upon request, students with a disability and/or chronic illness are offered the opportunity to take exams and assessments or teaching and learning activities in a manner adapted as optimal as possible to their disability and/or chronic illness. These adjustments shall be reasonably tailored to the student's disability and/or chronic illness but may not alter the quality or difficulty of an educational component or assessment programme. All intended learning outcomes must be covered by the adapted (assessment) provision.

Based on the advice of Disability Support (DS) and, if applicable, any additional information, the Board of Examiners decides on adaptations in assessment. Based on the advice of DS and the subsequent binding advice of the programme director/ the head of the Education Office, the Board of Examiners decides on adjustments in education.

If the Board of Examiners deviates from the advice of DS, this deviation is motivated.

Article 5.6 Oral exams

1. Oral exams are taken only by one student at a time, unless the board of examiners decides otherwise.
2. An oral exam is given by the examiner in the presence of a second examiner, unless the board of examiners has decided otherwise.
3. Oral exams take place in public, unless the board of examiners or the relevant examiner decides otherwise in a special case or if the student objects to this.
4. Contrary to what is described in paragraph 3 an oral exam will not take place in public when this oral exam is a regular part of the assessment of the course.

Article 5.7 Assessments in exceptional cases

1. If, to pass the final bachelor's examination, a student only needs at most one component of the programme and not granting one extra resit would demonstrably result in a study delay of more than one semester they may request to be eligible for one extra resit.
2. Conditions to being eligible for such an individual assessment are:
 - the module concerned should be followed during the current academic year
 - the exam concerned should be one for which the student has earned access as per Article 5.3 of this document.
 - the student must have used all possibilities to pass the exam.
3. This rule is not applicable for the thesis.
4. If not granting an individual assessment would result in an exceptional case of manifest unfairness, the board of examiners may decide to give an individual assessment.
5. Requests for exceptional assessments must be submitted to the board of examiners with supporting documents as soon as possible.

Article 5.8 Written assignments and thesis

1. The board of examiners draw up guidelines for formulating written assignments and the thesis. The brochures 'Guide to Academic Writing Skills' and 'Guidelines for Theses' are published in the digital learning environment.
2. Theses written by two or more students are not allowed.
3. Within the programme, students are allowed to write only one bachelor thesis.

Article 5.9 Placement and thesis

1. The board of examiners lays down the requirements as regards the nature and content of the placement in separate rules. The Brochure 'Information and Rules on Placements' is published in the digital learning environment and is considered part of the Rules and Regulations.
2. A placement coordinator is appointed for the programme. On behalf of the board of examiners, this placement coordinator decides whether a proposed placement meets the requirements.
3. The Board of Examiners appoints an examiner as faculty supervisor/1st examiner for the placement and thesis and a 2nd examiner for the thesis. The faculty supervisor/1st examiner has expertise on the thesis topic.
4. The placement coordinator supports the appointment of the faculty supervisor/1st examiner for the placement and thesis and the 2nd examiner of the thesis.
5. The student may undertake a placement supervised by the faculty only once during the programme.

Article 5.10 Determination and announcement of exam result

1. The board of examiners determines the standards for assessing each examination component. The standards are included in the Rules and Regulations.
2. The examiner determines the result of a written exam and provides the Education Office with the necessary information to apprise the student of the result within 15 working days of the date on which it was taken.
3. The examiner determines the result of an oral exam within one working day after it is taken. If more than one student takes the same exam after each other, this period may be extended by up to five working days.
4. When the result of a written exam is announced, it will be indicated how the student can inspect the exam and file an appeal as referred to in Article 6.5.

Article 5.11 Right of inspection

1. Within 10 working days of the date on which the result of a written exam, including a computer-based exam, is announced, students may, upon request, inspect their evaluated work.
2. Together with or before the announcement of the result of a written exam, it is stated how students can inspect their reviewed test.
3. Contrary to what is described in paragraph 1 the term of 10 working days can be extended in particular circumstances (vacation or public holidays). In this case, the teacher must announce in time when students can expect their results and when students can inspect their work.

Article 5.12 Registration of courses

A registration for completion of a course, and therefore the course-related credits, is obtained once all requirements with regard to the components of the course have been met.

These requirements include in any event:

- satisfactory attendance at and level of participation in the mandatory components of the relevant course;
- successful participation in those course components of which the contents are assessed e.g. practical and writing skills;
- passing the course examination.

Article 5.13 Invalidation of exams

If an exam involves irregularities that make it impossible to accurately assess the candidate's knowledge, insight and skills, the board of examiners may declare the exam invalid for both the examinee and a group of examinees.

Article 5.14 Period of validity

1. Exams which have been passed are valid for an unlimited period.
Contrary to the above, the board of examiners may require the student to take an additional or replacement exam or exam component for an exam which was passed more than six years ago and the student's knowledge or insight that was examined is demonstrably outdated or the skills that were examined are demonstrably outdated.

2. If exceptional circumstances apply as referred to in Article 7.51 paragraph two of the Act, the period of six years in paragraph one will be extended by the duration of the financial support the student receives from the profiling fund.

Article 5.15 Retention period for tests

1. The exercises, answers and the evaluated work of the written tests will be retained in paper or digital form for two years after the exam/examination result is determined.
2. The theses and the evaluation of these will be kept for at least seven years after the evaluation.

Article 5.16 Exemption

1. The board of examiners may, at a student's request, grant the student an exemption from taking a course including one or more exams if they demonstrate in writing to the board of examiners' satisfaction that they previously passed an exam for a university programme which was similar in terms of content and level or gained sufficient knowledge and skills relevant to the exam concerned, either through work or professional experience.
2. An exemption may only pertain to an entire course and not a component thereof.
3. At most 60 credits for the programme may be earned based on the exemptions granted.
4. The bachelor's thesis is excluded from this exemption option.
5. In order to qualify for an exemption, a student has to submit a written request to the board of examiners within a minimum of 6 weeks prior to the start of the relevant course.
6. The board of examiners will not grant any exemption based on exams passed by a student outside the programme during the period in which the student was barred by the board of examiners from taking exams for the programme because of fraud.

Article 5.17 Fraud

1. 'Fraud', including 'plagiarism', means actions or omissions by a student which make it impossible in whole or in part to properly evaluate their knowledge, understanding and skills.
2. 'Plagiarism' means the presentation of ideas or words from one's own or someone else's sources without proper acknowledgment of the sources.
3. Fraud includes attempt to commit fraud.
4. If the board of examiners determines that a student has engaged in fraud with respect to an exam or exam component, the board of examiners can take appropriate measures.
5. In serious cases of fraud, the board of examiners can propose to UM's Executive Board that the student concerned be permanently deregistered from the programme.

The General FHML/UM-Regulations for Fraud and Irregularities and the FHML student guidelines for the use of generative AI specify what constitutes fraud and which sanctions the board of examiners can apply.

Article 5.18 Unsuitability (*Iudicium Abeundi*)

1. In exceptional circumstances and after carefully weighing the interests at stake, the board of examiners may, stating reasons, ask the faculty dean to request that the Executive Board terminates or denies a student's registration for a programme if, through their conduct or statements, the student shows that they are unsuitable to practice one or more professions for which the programme in which they are registered is training them or is unsuitable for the practical preparation for the profession.
2. If the faculty dean is asked by the Executive Board for a recommendation on a proposed termination or denial of registration based on the reasons stated in paragraph 1, the dean will in turn ask for a recommendation from the board of examiners. The recommendation to the dean will be supported by reasons.

SECTION 6 EXAMINATION

Article 6.1 Examination

1. The board of examiners determines the result and date of the examination and issues the certificate as referred to in Article 6.3 as soon as the student has satisfied the requirements for the examination programme.
2. Prior to determining the result of the examination, the board of examiners may conduct their own investigation of the student's knowledge regarding one or more components or aspects of the programme if and insofar as the results of the relevant tests give reason to do this.
3. To pass the examination, the student must pass all components.
4. To pass the examination and receive the certificate, the student must also have been registered for the programme during the period that the tests were taken.
5. A certificate may only be issued after it has been shown that the student has satisfied all the obligations, including paying the tuition fees.
6. The last day of the month in which the student satisfied all the examination obligations will be considered the examination date (graduation date).
7. Students who have passed the examination and who are entitled to the issuance of a certificate may, stating reasons, ask the board of examiners not to do this yet.
This request must be submitted at least one month before the final assignment is turned in or the final test is taken.

The board of examiners in any event grants the request:

- if the student is selected by the faculty for a double degree, an extracurricular placement or an extracurricular exchange, or
- if the student has held/will hold a board position for which a financial support from the 'studentenondersteuningsfonds' will be granted for at least nine months, or a Student Introduction Committee ('INKOM') board position.

The board of examiners may also grant the request if refusal would result in an exceptional case of extreme unfairness because of the fact that the student concerned could not have taken the automatic graduation into account when they were planning their study.

Article 6.2 Degree

Students who have passed the examination will be awarded the degree 'Bachelor of Science'.

Article 6.3 Certificate and statements

1. As proof that the examination was passed, the board of examiners issues a certificate, after it has been stated by or on behalf of UM's Executive Board that the procedural requirements for receiving the certificate have been met. The certificate is based on the model that UM's Executive Board has adopted.
2. The certificate that the examination has been passed also indicates:
 - a. the name of the institution;
 - b. the name of the programme;
 - c. the examination components;
 - d. the degree awarded;
 - e. the date on which the programme was most recently accredited or was subjected to the new programme test;
3. Students who are entitled to the issuance of a certificate may, stating reasons, ask the board of examiners not to do this yet (pursuant to Article 6.1(7)).
4. The certificate is signed by the chair of the board of examiners or an appointed substitute and the faculty dean or an appointed substitute.
5. The certificate is awarded in public, unless the board of examiners decides otherwise in exceptional cases.
6. The certificate includes a list of the examination components.
7. The board of examiners includes a diploma supplement as referred to in Article 7.11(4) of the Act with the certificate. This diploma supplement is based on the model adopted by UM's Executive Board, which is in compliance with the agreed European standard format.
8. The board of examiners may award the '*cum laude*' designation in accordance with the provisions in the Rules and Regulations.
9. A student who has passed at least one exam and who cannot be issued a certificate will upon request, receive a statement issued by the board of examiners which indicates the exam(s) which they passed.

Article 6.4 Honours programme certificate

1. If the honours programme referred to in Article 3.12 is successfully completed, a separate certificate indicating this will be issued in addition to the one referred to in Article 6.3. The separate certificate is based on the model that UM's Executive Board has adopted.
2. To receive this certificate, the student must, in addition to the requirements for the regular bachelor's examination, satisfy the conditions of the honours programme.
3. The board of examiners decides whether the student has satisfied all the specific requirements of the honours programme.

Article 6.5 Right of appeal

Within six weeks after the decision by the examiner and the board of examiners is announced, the student may appeal this decision to UM's Complaints Service Point.

The appeal must be signed, must include a date and the name and address of the party lodging the appeal, must indicate the grounds for the appeal and, if possible, must include a copy of the decision being appealed.

SECTION 7 STUDY GUIDANCE

Article 7.1 Study progress administration

The faculty records the student's individual study results and makes them available for the student through the digital learning environment.

Article 7.2 Study guidance

The faculty will provide for the introduction and study guidance for students registered for the programme, which also includes orientating them regarding possible study paths in and outside the study programme.

Article 7.3 First-year Study Advice

1. During the first year of registration for the bachelor's programme, a non-binding study advice is issued by or on behalf of the faculty board to each student regarding continuation or not of the programme.
2. Subject to the provisions in the first paragraph, the faculty board may issue the advice to the student as long as the student has not passed the exams related to the first year.

SECTION 8 TRANSITIONAL AND FINAL PROVISIONS

Article 8.1 Amendments

1. Amendments to these regulations may be adopted in a separate decision by the faculty board, after a recommendation from the programme committee and after consent from or consultation with the faculty council.
2. An amendment in these regulations will not pertain to the current academic year, unless the interests of the students will not reasonably be harmed as a result.
3. In addition, amendments may not affect, to the students' detriment, a decision regarding a student which has been taken by the board of examiners pursuant to these regulations.

Article 8.2 Notice

The faculty board ensures that proper notice is given of these regulations, the rules and regulations adopted by the board of examiners, and any changes to these documents, by, for example, placing such notice on the faculty website and in the digital learning environment.

Article 8.3 Evaluation

The Faculty Board will ensure that the education of the programme is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary adapting the student workload – the amount of time students need to complete their duties as set out therein.

Article 8.4 Unforeseen cases/safety net scheme

1. In cases not covered or not clearly covered by these regulations, decisions are taken by or on behalf of the faculty board, after it has consulted with the board of examiners.
2. In individual cases in which application of the Education and Examination Regulations, except for the study advice rules, would lead to manifestly unreasonable results, the board of examiners can deviate from the stated regulations in the student's favour.

Article 8.5 Effective date

This Regulation will come into force on the 1st of September 2026 and will apply to the academic year 2026-2027.

Appendix 1: Compatible Foreign Diplomas

Foreign diplomas that give access to the bachelor's degree programme in European Public Health:

Country	Diploma
Austria	<i>Matura or Reifezeugnis</i>
Belgium	<i>Diploma van Secundair Onderwijs</i> <i>Diploma van BSO</i> (the 7 th year must have been taken in 'doorstroming')
Denmark	<i>Bevis for Studentereksamen</i>
Finland	<i>Yllioppilastutkintotodistus</i>
France	<i>Baccalauréat de l'Enseignement de second degré</i>
Germany	<i>Abitur, Zeugnis der allgemeinen Hochschulreife</i>
Italy	<i>Diploma di Maturità of a Liceo</i>
Luxembourg	<i>Diplôme de fin d'études secondaires</i>
Norway	<i>Vitnemål fra den videregående skolen</i>
Poland	<i>Swiadcetwo Dojrzalosci/Matura</i>
Portugal	<i>Provas geral de aceso ao ensino superior</i>
Spain	<i>Prueba de Aptitud or Prueba de Acceso of a university</i>
Sweden	<i>Avgangsbetyg efter slutförd lärokurs i gymnasieskolan</i> <i>or Slutbetyg gymnasieskolan</i>
Turkey	<i>Lise Diplomasi</i> and admission to the same programme at a recognised university in Turkey (2 year valid)
United Kingdom	2 GCE A-levels (grades between A and E) + 3 (I)GCSE's (grades between A and C), or 3 GCE A-levels (grades between A and E) + 1 (I)GCSE (grades between A and C)
International Schools	European Baccalaureate International Baccalaureate

Appendix 2: Language requirement with non-Dutch diplomas

Persons holding one of the following diplomas are exempted from the language proficiency tests (English) referred to in Article 2.3:

- A secondary education diploma issued in an EU/EEA country where the person concerned has followed English up to and including the final year;
- A diploma issued in an non-EU/EEA country that is at least equivalent to a VWO diploma and where English is the official language of instruction in education;
- A completed bachelor's or master's study programme where the language of instruction is English;
- an International or European Baccalaureate, a US high school diploma or UK GCE A-levels, or
- Can demonstrate sufficient proficiency in English, for example through English taught courses, internships or work experience in an English environment, or
- can submit one of the following language test certificates.
 - IELTS
 - TOEFL iBT
 - TOEFL iBT Special Home Edition Test
 - TOEIC listening, reading, speaking and writing
 - Cambridge First B2: Grade B or, Grade C
 - TOEFL Paper-delivered Test
 - similar accredited certification

Appendix 3: Components of the Major

Mandatory components of the major (Article 2.3) (total 150 credits)

Year 1: Public Health (Prevalence) in the EU

Semester 1: Health & Disease in EU

EPH1021	Health, Health Determinants, and the European Union (9 credits)
EPH1221	Epidemiology/Methodology/Policy Advocacy/Statistics 1 (2 credits)
EPH1022	Communicable and Non-communicable Disease in the EU and WHO-EURO (9 credits)
EPH1222	Epidemiology/Methodology/Policy Advocacy/Statistics 2 (2 credits)
EPH1241	Philosophy of Public Health part 1 (2 credits)
EPH1027	Introduction to Academic Writing and Year 1 Paper (6 credits)

Semester 2: Environments & Innovation

EPH1024	Healthy Environments and Sustainability in the EU (9 credits)
EPH1224	Epidemiology/Methodology/Policy Advocacy/Statistics 3 (2 credits)
EPH1025	Health Technological Innovation and EU Legal Competencies (9 credits)
EPH1225	Epidemiology/Methodology/Policy Advocacy/Statistics 4 (2 credits)
EPH1243	Philosophy of Public Health part 2 (2 credits)
EPH1026	Introduction to Statistical Methods for Data Analysis (6 credits)

Year 2: People and Public Health in the EU

Semester 3: Demography & Lifestyle in EU

EPH2021	Demography and Epidemiology of Ageing, and Migration in the EU (9 credits)
EPH2221	Epidemiology/Methodology/Policy Advocacy/Statistics 5 (2 credits)
EPH2022	Lifestyle, Work and Health in the EU (8 credits)
EPH2222	Epidemiology/Methodology/Policy Advocacy/Statistics 6 (2 credits)
EPH2241	Philosophy of Public Health part 3 (2 credits)
EPH2322	Excursion to Central and Eastern Europe (1 credit)*
EPH2023	Introduction to Quantitative Research Methods (3 credits)
EPH2242	Year 2 Paper (3 credits)

Year 3: Policy and Public Health in the EU

Semester 5: Health Systems & Policies in EU

EPH3021	(Public) Health Care Systems in the EU (9 credits)
EPH3221	Epidemiology/Methodology/Policy Advocacy/Statistics 7 (2 credits)
EPH3022	Health Policies at EU Level and Global Health Europe (9 credits)
EPH3222	Epidemiology/Methodology/Policy Advocacy/Statistics 8 (2 credits)
EPH3241	Philosophy of Public Health part 4 (2 credits)
EPH3023	Thesis Proposal (6 ECTS)

Semester 6: Thesis

EPH3013	Placement and Thesis (30 credits)
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*Given developments in Ukraine, EPH2322 Excursion to Central and Eastern Europe is conditional and may be omitted. If the course is omitted, the 1 ECTS will be combined into EPH2022 with a proportional increase in workload within EPH2022.

Appendix 4: Components of the Minor

Students are obliged to take a Minor period (4th semester) with a study load of 30 credits. The composition of the Minor needs the approval of the Board of Examiners.

Appendix 5. Competencies and corresponding final qualifications of a Bachelor EPH graduate

Competency 1: Expert

FQE1	Calls fluidly upon a broad awareness and comprehension of definitions and dimensions (e.g. physical, mental, social) of health, public health, and health systems, and understands the implications of these definitions and dimensions
FQE2	Employs a wide range of measures of health status, as well as socioeconomic and geographic inequalities in health status
FQE3	Draws connections between health outcomes and individual and environmental factors based on scientific theory and evidence, and demonstrates awareness of interconnectedness among causally- and non-causally health-related factors
FQE4	Applies knowledge of health-related public policy at Member State and EU level, of organizational policies relating to health, and of best-practice interventions for health
FQE5	Commands a thorough understanding of the diverse mandate, organization, and financing structures of public health and health-care systems in Europe

Competency 2: Investigator

FQI6	Understands and independently conducts basic qualitative and quantitative scientific research and corresponding data analysis
FQI7	Designs and evaluates interventions to protect and promote health at the level of individuals, organisations and populations
FQI8	Applies critical, academic and philosophical skills to theoretical and empirical aspects of scientific investigation
FQI9	Understands basic issues related to the targeting, implementation, financing and application of public health research
FQI10	Cultivates the scientific attitude and research skills required to learn continually throughout the career and life-course

Competency 3: Communicator

FQC11	Writes successfully in relevant formats according to scientific standards with particular emphasis on coherent and concise argumentation and conventions of the English language
FQC12	Presents in the English language on public health research, data, and other content in scientifically-responsible ways, using techniques for effective communication, and tailored to the needs and level of the audience
FQC13	Creates and disseminates communication to inform and educate the public, instructs other professionals, and gives effective feedback
FQC14	Respects and accounts for social and cultural diversity in written and oral communication
FQC15	Advocates for public health goals in settings involving public and organisational policy development

Competency 4: Professional

FQP16	Demonstrates integrity and ethics during the course of study and in professional practice (Personal skills)
FQP17	Demonstrates empathy, social and cultural awareness, and emotional maturity to enhance group functioning (Social skills)
FQP18	Autonomously organizes and designs learning process (Learning skills)

Appendix 6. Language of instruction

For an **English only** programme:

Bachelor of Science in European Public Health

The choice for the language of instruction of the programme is in line with the UM Code of Conduct on language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.

Because of the specific educational nature and profile of the Bachelor of Science in European Public Health, teaching and examinations are conducted in English. This guarantees the quality of education, because:

- The content of the programme has an international orientation and focus: the health of European populations, public health interventions and policies in Europe. Respective publications and materials are often in English.
- The academic community is internationally oriented and staff is international. Research and education on European Public Health topics needs international cooperation and benefits from staff members from different countries. In total, it is beneficial if the collective of staff members speaks many languages, but the communication between international staff members and especially also in their inter-organisational networks is English. Many study and work abroad during the minor and placement periods, and also in host Universities and institutions English is often used.
- The labour market demand is internationally oriented (English speaking) alumni. English dominates the communication in WHO and EU structures and between people being involved in European public health policies. Agencies, non-governmental associations as well as research Institutes communicate and publish in English – within the organisations itself, or in their external international communication. Even if former students of our program work in non-international, local or regional contexts we educate an international community of students.