



Education and Examination Regulations (EER) of the Bachelor of Medicine, English track, curriculum 2022, 2025-2026, of the Faculty of Health, Medicine and Life Sciences, Maastricht University, as meant in Section 7.13 of the Dutch Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*].

These rules have been adopted by the Dean after advice of or consent from the Educational Programme Committee (Opleidingscommissie) and after consent from or in consultation with the Faculty Council (Faculteitsraad).

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SECTION 1 – GENERAL

Article 1.1 – Scope of the rules and admission

1. These rules apply to all students registered for the academic year 2025-2026 of the Bachelor of Medicine, Curriculum 2022 (hereinafter referred to as BA-MED);
2. Registered are BA-MED numerus fixus students.
3. Students can only be admitted to the BA-MED if the language level is at least 6.5 IELTS and all sections are sufficient (so at least 6.0 on each section), or an equivalent hereof;
4. The BA-MED is offered within the Faculty of Health, Medicine and Life Sciences (hereinafter referred to as FHML) of Maastricht University (hereinafter referred to as UM).

Article 1.2 – Definition of terms

In these rules the following definitions apply:

- Academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- the Act: the Higher Education and Scientific Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW);
- Assessment policy: Policy describing the vision on assessment, the organization, procedure and approaches of the assessment practices, in constructive alignment with the teaching and learning activities and the intended learning outcomes;
- Bachelor Competency exam Assessment Committee: committee of examiners, which assesses the level and progress in the competencies, and is responsible for decision-making in the competency exam;
- Board of Examiners of Medicine (BoE med): the board for the programme as referred to in Section 7.12 of the Act;
- Competency domains: the various roles present in the professional performance of a doctor as mentioned in the 2020 Framework for Medical Education in the Netherlands;
- Competency exam: aggregated rating of all information regarding the competence development at the end of each course year;
- Course year: Year 1, 2 or 3 of the BA-MED, encompassing a programme of teaching and learning activities;
- Credit: a unit equal to one ECTS credit with a study load of 28 hours.
- Disability Support (DS): the central point at UM where students with a disability and/or chronic illness can apply for facilities or support;
- ECTS: European Credit Transfer System;
- Elective: Educational activities parallel to the period in the context of deepening or broadening knowledge, skills and attitudes;
- Exam (in Dutch: tentamen): a component of the examination as referred to in Article 7.10 of the Act. An exam may consist of several tests or test components (exam components);
- Examiner: the person designated by the Board of Examiners to administer exams and to determine the results of such exams;
- Final examination (in Dutch: examen): the final examination for the programme;
- Faculty Board: the Faculty Board as referred to in Section 9.12 of the Act.
- IELTS: International English Language Testing System;
- Learning Team Coach: By the faculty appointed teacher responsible for guiding the student, in the learning pathways during the periods, students' competency development, and professional and personal development;

- Longitudinal Track: Longitudinal teaching programme, its content and performance objectives are either embedded in the teaching and learning activities of the periods, or parallel to the periods. There are 3 tracks, Medical professional, Critical professional, Professional and personal development;
- MT: management team Medicine chaired by the Director of Education Medicine;
- Period: Educational unit of 10 or 20 weeks;
- *Bachelor Portfolio*: The central instrument for guidance and the depository for performance information, which is used in the assessment of student's competency development. The portfolio consists of documentation of the student's professional and academic development, collected during the teaching and learning activities in the periods and longitudinal tracks and other elements of the programme;
- Professional behaviour: observable behaviour (in speech, behaviour and appearance) in which values of the profession are visible (as defined by Projectteam Consilium Abeundi);
- Progress test: progress test that is organised in principle four times per year. A test in the competency domain of medical knowledge and skills;
- Propedeutic phase: the first period of the BA-MED that corresponds with course year 1. The propedeutic phase of the BA-MED has no propedeutic examination;
- Remediation plan: a personalized plan of remedial activities with the aim to enable the student to pass the competency exam;
- Reprehensible behaviour: Behaviour of students that can lead to measures (definition according to the protocol Iudicium Abeundi as determined by the Dutch Federation of University Medical Centres on November 1st, 2010);
- Rules and Regulations: the provisions to be laid down by the Board of Examiners with the aim of guaranteeing the quality of the assessments and the final examination as referred to in Section 7.12b of the Act;
- Student: A person who is registered at UM to take the courses and/or exam and tests for the programme and who is subject to the application of Article 1.1 of this EER;
- Studentadvisor: staff member, in charge of general and specific tasks regarding study guidance for all students;
- Healthcare team participation: participation in health care including educational activities parallel to the period.
- StudentPortal: Electronic learning environment of the UM;
- Study dossier: the dossier managed by the chair of the BoE med, concerning the study results of the student, as detailed in articles 4.1 to 4.4 of the Rules and Regulations;
- The 2020 Framework for Medical Education in the Netherlands: the Dutch Blueprint for the national curriculum for medical schools as decreed by the Dean's Council of Medical Sciences, containing the learning outcomes for the education of medical doctors in the Netherlands;
- Working day: Monday to Friday (not being a holiday).

Article 1.3 – Aim of the programme

The objective of the BA-MED is to teach and assess knowledge, insight, skills and attitude in the field of Medicine so students meet the requirements of seven competencies as described in the 2020 Framework for Medical Education in the Netherlands. The seven competencies are:

- Medical Expert
- Communicator

- Collaborator
- Professional
- Scholar
- Leader
- Health Advocate
- Professional

Article 1.4 – Programme format, language, and academic advisement

1. The programme's educational activities are based on core values and norms laid down in the Maastricht University Rules of Conduct and 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;
2. The BA-MED is offered on a full-time basis;
3. The BA-MED is offered in the English language;
4. The Faculty ensures that the students registered for the programme receive study counselling and guidance.

Article 1.5 – Study advice

1. All students will be issued advice by or on behalf of the Faculty Board regarding the continuation of their studies at the end of their first year of registration in the programme;
2. Notwithstanding the provisions of paragraph 1, the Faculty Board may issue a student with advice as long as the student has not passed the exams associated with the units of study in the first academic year.

Article 1.6 – Fraud

1. 'Fraud', including 'plagiarism', is defined as acts or omissions by a student which make it impossible, in whole or in part, to properly evaluate students' knowledge, understanding and skills;
2. 'Plagiarism' is defined as the presentation of ideas or words/passages from one's own or someone else's sources without proper acknowledgment of the sources;
3. The term 'fraud' is also understood to include attempted fraud.
4. If the BoE med determines that a student has engaged in fraud with respect to an exam or exam component, the BoE med can take appropriate measures;
5. In case of fraud/ plagiarism in group assignments the whole group is in principle responsible for the fraud/ plagiarism. In case of fraud/ plagiarism in group assignments the measures may differ per individual student if there is undisputed evidence of unequal contribution of these individuals to the committed fraud/ plagiarism;
6. In serious cases of fraud, the BoE med can propose to UM 'Executive Board that the student(s) concerned should be permanently expelled from the programme;
7. The General FHML Regulation for Fraud and Irregularities (Uniforme FHML regeling over Fraude en Onregelmatigheden) drawn up by the BoEs FHML provides further details of the definition of fraud and the measures that the BoE can impose. This regulation is accessible through the StudentPortal.

Article 1.7 - Studying with a disability and/or chronic disease

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 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.

SECTION 2 – STRUCTURE OF THE PROGRAMME

Article 2.1 – Study load in credits and division over the course years

1. The programme has a study load of 180 credits, including a minor period of 30 ECTS, with one credit equalling 28 hours of study;
2. The study load of 180 credits is divided over three year levels, organized in the 3 bachelor years. The credits are awarded in total at the end of the programme if the student meets the final requirements of the study programme, as described for the seven competencies (see article 1.3). Where relevant to the student, credits may be awarded at interim, pro rata;
3. The student will receive performance information and feedback about students' competence development and progress throughout the educational programme and from the competency exam (Year level 1, 2 and 3);
4. The assessment policies at the programme level (assessment policy level 3) and the assessment plans at the level of the educational units (assessment policy level 4) are part of the EER and published on StudentPortal.

Article 2.2 – Composition of the programme and admission to subsequent course years

1. The programme comprises the following primary educational units:
 - a. Year level 1
 - b. Year level 2
 - c. Year level 3
2. The final requirements of the programme are
3. A course year comprises of the following components:
 - a. BA-MED year 1 comprises of 4 periods of 10 weeks (Acute Care I, Short term care I, Chronic care I, Care for health). The performance objectives of 3 Longitudinal tracks (Medical professional, Critical professional, Professional and personal development) are embedded within the periods. Parallel to the periods, students participate in electives (period 2-3);
 - b. BA-MED year 2 comprises 4 periods of 10 weeks (Short term care II, Acute Care II, Prevention, Chronic care II). The performance objectives of 3 Longitudinal tracks (Medical professional, Critical professional, Professional and personal development) are embedded within the periods. Parallel to the periods, students participate in either electives or healthcare team participation;
 - c. BA-MED year 3 comprises of a minor period (20 weeks) and 1 period (Integrated care) (20 weeks).

4. The contents and objectives of the main components referred to in paragraph 2.2.1, and other components relating to them, can be viewed at the StudentPortal. In the bachelor portfolio, the student records and reviews all relevant performance information and feedback on students' competency development during the three course years;
5. The student is awarded unconditional admission to the study programme and exam programme of course year 2 if the competency exam year level 1 has been passed, and to year 3 if the competency exam year level 1 and year level 2 have been passed;
6. The student can be conditionally admitted to the study programme and exam programme of course year 2 and 3 before said student has passed the competency exam year level 1 (in case of conditional admission to year 2) or the competency exam year level 2 has been passed (in case of conditional admission to year 3). For conditional admission to year 3, the competency exam year level 1 need to be a 'pass'. A conditional admission and its conditions is indicated in the decision 'competency exam' year level 1, or year level 2 respectively, by the bachelor competency exam assessment committee.

Article 2.3 – Combining the study programme with pregnancy and care

1. With regard to pregnancy and/or childcare (and/or other care tasks initially limited to family members in the first line), the BoE med may set up a custom programme for bachelor students upon their written request;
2. The request referred to in paragraph 1 should be accompanied by a specific proposal for a programme that has been prepared in consultation with the study adviser;
3. The BoE med strives to make a decision as soon as possible but no later than 2 months after submission of the request.

Article 2.4 – Flexible programme

1. A student registered for the programme may, under certain conditions, formulate an educational programme that deviates from the educational programme stated in Article 2.2. The composition of such a programme requires prior approval by the BoE med;
2. The flexible programme must have a study load of 180 ECTS.
3. The BoE med will decide whether to grant permission for the student's proposal within four weeks of receiving the proposal;
4. The examination for this flexible bachelor's programme does not entitle the student to admission to the education and examination programme for the degree of master in medicine.

Article 2.5 – Minor

1. Within the framework of the third year of the programme (semester 5), the student may choose a minor from among the subjects offered within the FHML. The list of minors FHML offers is set on an annual basis and published on the StudentPortal;
2. A student who has successfully completed the "Educatieve minor" with a study load of 40 ECTS qualifies to work as a teacher of Biology in junior general secondary education and the first three years of senior general secondary education and pre-university education;
3. In addition to paragraph 1 students may – subject solely to prior approval of the BoE med and the Board of Examiners of the other programme – choose to take minors provided by another UM faculty, another Dutch university, or a foreign university (abroad);

4. The BoE med may withhold the approval referred to in paragraph 3 if, in its opinion, the proposed elective is in terms of content too similar to components taken previously or to be taken by the student and would result in duplication;
5. The minor must have a total study load of at least 30 ECTS. If the chosen minor has a study load of more than 30 ECTS, these credits will also be noted on the list of examination components, but will not count towards the study load referred to in Article 2.1;
6. In case a minor is taken at a foreign university (abroad), students must pass the predeparture training offered by FHML. Upon a pass on the predeparture training, the attained credits for the minor will be administered;
7. Practical details concerning the minor can be found on the StudentPortal.

Article 2.6 - Honours

programme FHML

1. There is an extracurricular honours programme offered by FHML or MARBLE+ (open to UM students who meet the specific criteria). The composition of these programmes, including the study load, is published on the StudentPortal;
2. Each year, a number of students are selected on the Faculty Board's behalf to participate in the honours programme. The selection procedure is published on the StudentPortal,
3. All credits earned within the Honours Programme are extra-curricular and do not contribute to the number of ECTS credits required for the bachelor's examination.

SECTION 3 – GENERAL PROVISIONS ON EXAMS (TESTS OR TEST COMPONENTS) AND THE FINAL EXAMINATION

Article 3.1 – Format of the exams

1. The exam format depends on the knowledge, skills and attitude to be assessed and will be announced via assessment plans, no later than at the start of an educational unit;
2. Oral exams will be publicly accessible, unless the BoE med decides otherwise in writing in a particular case or if a student objects to the exam being publicly accessible.

Article 3.2 – Competency exam

1. Halfway through the year, the student will receive an assessment advice from a learning team coach (in year 1-2 not being the student's own learning team coach, in year 3 halfway through period Integrated care, by student's own learning team coach), on students' competency progress and development. This independent, assessment advice shall be regarded as a decision open to appeal;
2. Each of the year levels in the bachelor's programme has a competency examination (year level 1, year level 2, year level 3) in which the progress information regarding the development of competency is assessed per competency domain by the appointed examiner, the bachelor competency exam assessment committee (BCEC);
3. For assessment at year level 3, the student's competence development throughout the bachelor programme is taken into account
3. A more detailed description of the rules concerning the competency exam is included in the Assessment policy at the level of the BA-MED

programme and the competency exam assessment plan. This assessment plan is established by the MT Medicine, on behalf of the FHML faculty board. The competency exam assessment plan is submitted to the BoE med for advice before being established by the MT Medicine. The assessment plan is published in the StudentPortal.

Article 3.3 – Progress testing

1. In every year progress testing is an element of the programme of assessment. This way of testing consisting in principle of four organized progress tests in every year. Every progress test assesses knowledge and application of knowledge on the level of the final qualifications as indicated in the 2020 framework for medical education in the Netherlands;
2. More (logistic) information about progress testing can be consulted via StudentPortal;
3. The results of the individual progress tests are an obligatory part in the bachelor portfolio.

Article 3.4 – Exam results

Exam results will be expressed as stated in the qualifications for the relevant exam.

Article 3.5 – Grading and publication of exam results

The grading of the competency exam by the bachelor competency exam assessment committee and the publication of the exam result will take place within 15 working days after the day of correct submission by the student at the communicated submission date. The exam result is added to the students bachelor portfolio. The grading of the inter-faculty progress test will take place within 15 working days after the last taking at the participating faculties.

Article 3.6 – Right of inspection

1. Within 10 working days of the date on which the result of an exam, is announced, students may, upon request, inspect their graded work;
2. Within the period referred to in paragraph 1, the students may, upon request, inspect the exam and the norms based on which it was graded;
3. The announcement of the results of the exam must include a statement of how the exam can be inspected.

Article 3.7 – Period of validity of the exams and components of exams

1. The period of validity of exams that have been passed is unlimited. Contrary to the above, the BoE med may request an additional exam or component of an exam if the existing results are older than 5 years and the student's knowledge or insight that was examined is demonstrably outdated or the skills that were examined are demonstrably outdated;
2. In exceptional circumstances as meant in the Act (for example as a result of pregnancy, disease), this period of 5 years (as mentioned above) can be extended;
3. Components of an exam that were sufficient but without passing the complete exam will lose their validity 5 years after the end of the academic year in which these results were achieved, unless the BoE med decides different;
4. The competency exam year level 1 has to be passed at the latest 3 years after the first day of the first year of the BA-MED. If consecutive

- competency year level 1 assessments consistently reveal similar deficiencies in one or more competencies, the programme will facilitate a maximum of 3 competency year level 1 remediations (resits) within the aforementioned 3-year period. The BoE med may decide to extend this period for passing the competency exam year level 1 in exceptional cases, such as illness or pregnancy;
5. The competency exam year level 2 has to be passed at the latest 3 years after the first day of the second year of the BA-MED. If consecutive competency year level 2 assessments consistently reveal similar deficiencies in one or more competencies, the programme will facilitate a maximum of 3 competency year level 2 remediations (resits) within the aforementioned 3-year period. The BoE med may decide to extend this period for passing the competency exam year level 2 in exceptional cases, such as illness or pregnancy;
 6. The competency exam year level 3 has to be passed at the latest 3 years after the first day of the third year of the BA-MED. If consecutive competency year level 3 assessments consistently reveal similar deficiencies in one or more competencies, the programme will facilitate a maximum of 3 competency year level 3 remediations (resits) within the aforementioned 3-year period. The BoE med may decide to extend this period for passing the competency exam year level 3 in exceptional cases, such as illness or pregnancy;
 7. The purpose of the remediation (resit) of the competency exam year level 1, 2 or 3, as specified in paragraph 4,5,6 of this article, is for the student to pass the competency exam year level 1, 2 or 3 within the time period specified in paragraph 4,5,6 of this article. The remediation plan, including its assessment is documented in the student's bachelor portfolio. The remediation is assessed and/or confirmed by the bachelor competency exam assessment committee.

Article 3.8 – Exemption from exams

1. At a student's request, the BoE med may exempt a student from taking an exam or components thereof if the student demonstrates to the BoE med's satisfaction that said student has successfully completed part of another university programme that is comparable in terms of substance and study load;
2. Granting an exemption does not obligate the faculty to offer alternative educational content during the period for which the exemption was granted;
3. The BoE med will not grant any exemption based on exams passed by a student outside the programme during a period in which the student was barred by the BoE med from taking exams for the programme because of fraud;
4. The grounds on which the BoE med may grant exemptions, are contained in the Rules and Regulations Medicine, which can be found on the StudentPortal.

Article 3.9 – Invalidation of exams

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

Article 3.10 – Final examination in the BA-MED

The following examinations referred to in Chapter 7 of the WHW can be taken in

the BA-MED:

- a. The final bachelor's examination (Article 7.10a of the Act);
- b. The examination for the flexible bachelor's degree programme (Article 7.3d of the Act).

Article 3.11 – Final Bachelor's Examination

A student will have passed the final bachelor's examination if said student has attained all 180 credits, meaning all parts of the bachelor curriculum, for course years 1, 2 and 3 of the BA-MED.

Article 3.12 – Degree and diploma

1. Students passing the bachelor's examination of the BA-MED are awarded the degree of 'Bachelor of Science'. The degree also indicates the subject area and professional field to which the degree relates;
2. Students passing the examination for the flexible bachelor's programme are awarded a bachelor's degree. Pursuant to Article 7.10a of the WHW "of science" is added to the degree granted;
3. As proof that the examination was passed, a testimony (getuigschrift) is issued by the BoE med. The testimony for the examination passed indicates in any event the following:
 - a. the name of the programme;
 - b. the final examination components;
 - c. (where appropriate) the right to practice a specific profession which is related to the diploma;
 - d. the degree awarded;
 - e. the date on which the programme was most recently accredited or reviewed;
4. Students who are entitled to be issued a diploma may, stating reasons and with due observance of UM's rules, ask the BoE med not to do this yet;
5. The diploma will be signed by the chair of the BoE med and the dean;
6. The diploma will be awarded in public, unless the BoE med decides otherwise in exceptional cases;
7. The diploma will be issued along with a list of final examination components and a supplement, which includes a document, validated by the BoE med, describing the criteria per competency for the judgement in the competency exam year level 1,2 and 3;
8. Prior to determining the result of the final examination, the board of examiners for reliability assurance may conduct their own investigation of the student's at least achieved 'according to expectation' competences regarding one or more components or aspects of the portfolio if and insofar as the results of the relevant components give reason to do this. The BoE med needs to argue with sufficient arguments to perform this investigation.

SECTION 4 – PREVIOUS EDUCATION

Article 4.1 – Further previous education requirements (profiles)

1. Students who have a diploma referred to in Article 7.24 or 7.28 of the Act which does not meet the further previous education requirements (profiles) designated under Article 7.25 of the WHW cannot be admitted to the programme until, in the assessment of the Colloquium Doctum and Special Admissions Board, requirements substantively similar to the

further previous education requirements (profiles) have been met.

Article 4.2 – Colloquium Doctum (Entrance exam)

1. The admissions exam referred to in Article 7.29 of the WHW is performed by the Colloquium Doctum and Special Admissions Board for Medicine;
2. The admissions exam consists of the components English language, physics, chemistry, mathematics and biology;
3. The Colloquium Doctum and Special Admissions Board for Medicine can grant an exemption for components of the exam if, in the Board's judgment, the candidate has demonstrated that substantively similar requirements have been met;
4. The rules and procedures regarding the admissions test will be included in regulations concerning admission requirements to the Maastricht Medicine programme.

Article 4.3 – Previous education for students with non-Dutch diplomas

1. Subject to the third paragraph of this article, students who have a diploma which, pursuant to Article 7.28(2) of the Act, has been designated by ministerial regulation as at least equivalent to the diploma for pre-university education are exempted from the previous education requirements;
2. Subject to the third paragraph of this article, students who have a diploma, whether issued in the Netherlands or not, which, in the judgment of the Colloquium Doctum and Special Admissions Board for Medicine, is at least equivalent to the diploma for pre-university education may be exempted by the Executive Board from the previous education requirements;
3. Students who have received an exemption from the previous education requirements pursuant to the first and second paragraph cannot be admitted to the programme until, in the assessment of the Colloquium Doctum and Special Admissions Board for Medicine, requirements substantively similar to the further previous education requirements (profiles) have been met;
4. The rules and procedures regarding the assessment referred to in the third paragraph will be included in regulations concerning admission requirements to the Maastricht Medicine programme.

SECTION 5 – FAILING BEHAVIOUR, REPREHENSIBLE BEHAVIOUR, UNSUITABILITY (*IUDICIUM ABEUNDI*) AND SUBMISSION CERTIFICATE OF CONDUCT

Article 5.1 – Failing behaviour, reprehensible behaviour and performance in the programme

1. If, at any time during the programme, an instructor, or other party directly or not directly involved in the programme considers the student's behaviour as failing to meet the standard required for functioning in the programme, including with regard to patient contact, the instructor or other party will notify the BoE med of this in writing, stating the reasons for their opinion;
2. Based on such report, the BoE med will determine whether the student's behaviour merits investigation. The BoE med initiates investigations pursuant to this article by notifying the relevant student and the FHML Faculty Board in writing. The investigation will be completed within six weeks. An investigation will at least include an interview with

- the student and the relevant instructor and/or party directly, or not directly involved with the programme. The findings of the investigation will be laid down in writing;
3. The results of the investigation will be attached to the notification and included in the study portfolio;
 4. The BoE med will seek an individual solution for the student.

Article 5.2 – Need for certificate of conduct

1. It is necessary to submit a Certificate of Conduct (Verklaring omtrent gedrag - VOG) before the start of year 2. Failure to possess a valid VOG means that student cannot continue the Bachelor of medicine programme;
2. The student is expected to report to the head of the Department of Educational Affairs, Education Institute FHML, any criminal or disciplinary investigations against and/or convictions of the student, should there be any after the submission of the VOG;

Article 5.3 – Unsuitability (*iudicium abeundi*)

1. In accordance with Article 7.42a of the WHW, the Executive Board may, in exceptional cases, after receiving advice from the Board of Examiners, the Dean or an equivalent body within the institute and following careful consideration of the interests involved, terminate or refuse a student's enrolment in a programme if, through their conduct or statements, the student has demonstrated unsuitability to practise one or more of the professions for which the programme trains students, or for the practical training required for professional practice. The procedure that may lead to a *Iudicium Abeundi* (IA) is set out in Appendix 2 of these regulations.
2. The specific rules (clauses) concerning termination or denying students' registration in the programme and unsuitability (*iudicium abeundi*) in the Maastricht University's Enrolment Provisions (Inschrijvingsbesluit Universiteit Maastricht), apply.

SECTION 6 – LEGAL PROTECTION

Article 6.1 – Right of appeal

Within six weeks after the decision by the examiner and the BoE med is announced, the student may appeal this decision to UM's Complaint 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 – TRANSITIONAL PROVISIONS AND FINAL PROVISIONS

Article 7.1 – Amendments

1. Amendments to these regulations will be adopted by the FHML Faculty Board in accordance with the procedure laid down in the faculty rules and the law;
2. No amendments can be made that would apply to the current academic year, unless it can be reasonably assumed that no student interests would be harmed.

Article 7.2 – Publication

1. The FHML Faculty Board will ensure the suitable publication of these regulations, the Rules and Regulations, and any amendments thereto;
2. Any interested party may obtain a copy of the documents referred to in the first paragraph from the secretary for the FHML Educational Institute.

Article 7.3 – Evaluation

The Faculty Board will ensure that the education of the programme is regularly evaluated, assessing (weighing) 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 7.4 – Unforeseen cases

In cases for which these regulations do not provide or do not clearly provide, the FHML Faculty Board will issue decisions after consulting the BoE med. The decision will be in writing and substantiated.

Article 7.5 – Hardship clause

The BoE med has been authorised – after consulting the FHML Faculty Board – to deviate in the student's favour from these regulations in individual cases if it believes that the unabridged application of these regulations would result in unreasonable treatment or serious unfairness. This is with exception to the rules concerning the study advice in which by law the FHML faculty board is qualified.

Article 7.6 – Citation

These regulations should be cited as the Education and Examination Regulations of the Bachelor's Programme in Medicine, English track, 2022 curriculum, 2025-2026.

Article 7.7 – Effective date

These regulations will enter into effect on 1 September 2025 and will apply to the 2025-2026 academic year.

Adopted by the Dean of the FHML on 20-5-2025.

SECTION 8 – Addendum

Appendix 1 - EER 2025-2026: Language of instruction

Dutch programme with an **English track** (Engelstalige versie):

Bachelor of Medicine, English track (BA-MED)

The choice for the language of instruction of the programme is in line with the Executive Board Code of conduct 'voertaal' adopted on 06/03/2018, 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 Medicine, English track (BA-MED), teaching and exams are conducted in English. This guarantees the quality of education, because:

- The content of the programme has a national as well as an international orientation and focus. The aim of the programme is to prepare students on medical and healthcare issues and problems in an international context.
- The academic community (including the programme's teaching staff) is internationally oriented. In this programme/ track the "international classroom" concept is used and is English the common international language.
- The programme prepares students for the Dutch and international labour market. The population of students ideally is a mix of Dutch and foreign students.

Appendix 2 - EER 2025-2026: Procedure for reporting and assessing serious shortcomings in a student's professional conduct

Article 1 – Procedures

1. The Protocol Iudicium Abeundi concerns the termination of, or refusal to permit, enrolment as a student or external student at the education institute on the grounds of conduct or statements indicating that the student in question is unsuitable to practise the profession for which the programme trains students. Background information and further details about this procedure are available in the national Protocol Iudicium Abeundi, as established by the Netherlands Federation of University Medical Centres on 1 November 2010.
2. The procedure set out in this appendix shall be implemented when serious shortcomings are observed in a student's professional conduct or behaviour. It applies to potentially reprehensible behaviour, i.e. student behaviour that may lead to measures (as defined and described in the Protocol Iudicium Abeundi, as established by the Netherlands Federation of University Medical Centres on 1 November 2010).
3. The Executive Board will only be advised to terminate a student's enrolment in the programme or refuse reenrolment in such cases where the shortcomings,

or recurrence thereof, are of such a nature as to indicate presumed unsuitability to practise the profession.

4. The procedure described below applies to situations in which the shortcomings occurred within the educational setting. In situations in which the shortcomings occurred outside the educational setting, the responsibilities outlined below are carried out not by the Board of Examiners, but by or on behalf of the Dean.

Article 2 – Reporting

If, at any point during the programme, an instructor, examiner and/or programme director is of the opinion that a student has exhibited potentially reprehensible behaviour, the instructor, examiner and/or programme director shall immediately notify the Board of Examiners of this in writing, stating the reasons for their opinion. A note will be made in the student's portfolio.

Article 3 – The file

The Board of Examiners will take note of the report referred to in Article 2 and open a file regarding this report.

Article 4 – The student's response

1. The Board of Examiners will inform the student concerned of the report referred to in Article 2 as soon as possible, in writing, and offer the student the opportunity to present their views in writing and/or orally.
2. If the student provides a written response, the Board of Examiners will add it to the file. If the student provides an oral response, the Board of Examiners will draw up a written report of the response. The Board of Examiners will present this report to the student and subsequently add it to the file, together with any comments the student may wish to include.

Article 5 – Advice on disciplinary measures by the Board of Examiners

If, at any point, the student's conduct or statements are of such a nature that they violate the regulations and measures in place to maintain order and safety on the institute's premises, the Board of Examiners may advise the Executive Board, the authorised Dean, or another authorised official to impose disciplinary measures, depending on the seriousness of the reported shortcomings or conduct.

Article 6 – Serious concerns regarding professional conduct

1. If there are serious concerns regarding a student's professional conduct, the Board of Examiners may temporarily suspend the student's participation in the programme to allow for investigation or remediation.
2. If the Board of Examiners deems it warranted by the nature of the concerns raised in one or more reports, the Board of Examiners may seek the advice of an independent assessor to determine whether the student should be permitted to continue the programme and, if so, under what conditions.
3. The independent assessor referred to in paragraph 2 will be appointed by the programme director.
4. If the observed reprehensible behaviour occurred outside the immediate educational setting, the Dean may also request the programme director to appoint an independent assessor.

Article 7 – Appointing an independent assessor

In such cases as referred to in paragraph 6.2 of this appendix, the Board of Examiners may request the Dean to appoint an independent assessor, who may or may not be affiliated with the faculty.

Article 8 – The procedure to be followed by the independent assessor

1. Before issuing their advice, the independent assessor will interview the student and instructor(s) or examiner(s) involved, preferably in each other's presence.
2. During this interview/these interviews, the independent assessor will determine whether, and if so how, the student may be able to remedy the observed shortcomings.
3. The independent assessor will draw up a report of the interview(s) and provide both parties involved with copies, allowing both parties to comment.
4. As soon as possible after interviewing both parties, the independent assessor will issue their substantiated advice to the Board of Examiners. The advice, along with any attached documents, will be added to the file.

Article 9 – The Board of Examiners' advice or decision

1. Within three weeks of concluding its own investigation or the independent assessor's investigation, the Board of Examiners will discuss the findings of the investigation with the student concerned.
2. The subsequent steps will be discussed with the student. These may include:
 - a. continuation of the programme, possibly under specific conditions; or
 - b. successful completion of a remediation programme prior to continuation of the programme; or
 - c. advice to switch to a different programme; or
 - d. notice that the Executive Board will be advised to terminate the student's enrolment in the programme and to refuse reenrolment on the grounds of presumed unsuitability for the profession for which the programme trains students.
3. The Board of Examiners will draw up a written record of the chosen steps in writing and inform the student.
4. If the student's conduct or statements occurred both within and outside the educational setting, the advice referred to in paragraph 2 of this article will be issued jointly by the Dean and the Board of Examiners.

Article 10 – Termination of the student's enrolment at the institute

1. After receiving the advice of the Board of Examiners, the Executive Board will invite the student to present their views regarding the intended decision to terminate enrolment or refuse reenrolment, pursuant to Article 7.42a of the WHW.
2. After considering the student's views, the Executive Board will issue a decision, taking account of the Board of Examiners' advice.
3. The decision will be communicated to the student, along with information on the appeal procedure.

The Executive Board will inform the student administration, the relevant Board of Examiners and Dean, security and other relevant officials of the decision.