

Education and Examination Regulations 2026-2027 for the Master of Science programme *Healthcare Policy, Innovation and Management* 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 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 and assessments of the Master of Science programme in Healthcare Policy, Innovation and Management, 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 in the academic year 2026-2027 and replace, in principle, all other regulations.
3. The replacement of the former regulations by these new ones may not disadvantage students that started the programme when former regulations were applicable. In cases where the new regulations disadvantage students, the old regulations are applicable.
4. Contrary to the content of article 1.1 sub 2 and 3, the educational programme which was valid at the moment that the student started with the educational programme, including the exams, is still applied for the student.
5. 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.
6. 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 and definitions apply:

- a. the Act: the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- b. academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- c. student: a person who is registered at the university for education and/or participates in assessments of the programme;
- d. programme: the master’s programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of longitudinal learning tracks and other educational components;
- e. longitudinal learning track; longitudinal teaching programme consisting of authentic professional tasks and/or other teaching and learning activities. There are 4 tracks in the programme; Knowledge track Organization and Management, Knowledge track Economics and Governance, Skills track, Professional development track;
- f. authentic professional task (APT): an educational assignment that represents the work graduates can encounter in the work field upon graduation;
- g. teaching and learning activities; activities, embedded in a longitudinal learning track, intended to help a student develop their competency in the roles described in the competency framework;
- h. competency framework: five roles that HPIM graduates fulfil in their professional functions after graduation (see appendix 1);
- i. role: a role that an HPIM graduate can serve: Expert, Investigator, Innovator, Collaborator, Professional;
- j. portfolio: programmatic assessment tool, serving as the basis for monitoring, guiding, and assessing a student’s competence level;
- k. portfolio assessment: medium- or high-stakes assessment of a student’s competence level;
- l. portfolio product: a product produced by one or more students, on which an expert, educator, or peer provides feedback, or on which students reflect themselves, using a feedback rubric;
- m. portfolio assessor: an HPIM staff member who is an examiner and is responsible for judging a student’s competence level and achievement – based on a review of the evidence (feedback, assessment data and all other relevant information) in the student’s portfolio, during the medium- and high-stakes portfolio assessment;
- n. portfolio assessment committee: committee of portfolio assessors, responsible for making medium- or high-stakes decisions about students’ competency level and progress;

- o. examination: the final assessment for the master's programme, which refers to achieving a Pass, Fail or Excellent score on the overall thesis assessment as well as a Pass, Fail or Excellent score on the overall portfolio assessment;
- p. registration: the administrative recording of the passing results of the examination;
- q. remediation plan: a personalized plan of remedial activities with the aim to enable the student to pass the portfolio assessment;
- r. examiner: the person designated by the board of examiners to administer examinations, such as a portfolio assessor, a thesis supervisor, or a thesis assessor;
- s. coach: an HPIM staff member assigned to the student who is responsible for monitoring and guiding / coaching the student in their competence development, providing information about the curriculum and portfolio system, and providing an advice to the portfolio assessment committee;
- t. coach meeting: a meeting between the student and their coach, in which the student's progress, competency level, competency development, and curriculum path are discussed;
- u. expert: an educator or other person who provides guidance to a student. This can include lecturing, providing workshops, engaging in other teaching and learning activities, or providing feedback;
- v. educator: an HPIM staff member who provides guidance to students who perform an authentic professional task. This can include lecturing, providing workshops, providing other teaching and learning activities, or providing feedback;
- w. research project: scientific research project executed by the student during the placement that results in a thesis;
- x. thesis: a written assignment, in the form of a scientific article or report, reflecting a scientific research project executed during the programme;
- y. placement; a period in which a student performs their research project, at Maastricht University or another institution;
- z. student portal: online learning environment where students have access to educational materials, messages, and results;
- aa. ECTS: European Credit Transfer System credits, with one credit equaling 28 hours of study;
- bb. board of examiners: the board referred to in Article 7.12 of the Act;
- cc. board of admission: the board responsible for judging the admissibility of the candidate to one of the master's programmes;
- dd. rules and regulations: additional rules defined by the board of examiners associated with the Education and Examination Rules;
- ee. faculty board: the faculty board referred to in Article 9.12 of the Act;
- ff. UM: Maastricht University.
- gg. 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 Responsibilities

The Dean of the Faculty of Health, Medicine and Life Sciences has given the responsibilities of the admission to the board of admission to oversee the applications for the master's programme. The board of admission will make the final decisions of those applicants who will gain admittance into a master's programme, based upon the admission requirements.

Article 2.2 Admission requirements

1. The admission requirements for the master's programme depend on the prior education. Applicants awarded a relevant bachelor's or master's degree from a university are qualified for admission to the master's programme. The Board of Admission decides whether the candidate is qualified for admission or additional requirements apply. Full information about relevant programmes and additional requirements is published on the website of the master's programme.
2. The admission requirements for the master's programme depend on the prior education. Applicants

awarded a relevant bachelor's degree from a university of applied sciences (HBO in Dutch) and who have sufficient academic skills are qualified for admission to the master's programme. The Board of Admission decides whether the candidate is qualified for admission or additional requirements apply. Full information about relevant programmes and additional requirements is published on the website of the master's programme.

3. In addition to the above (paragraphs 1 and 2) applicants who have demonstrated proficiency in the English language, either automatically or by showing language tests certificates (see the UM website) are eligible for admission to the master's programme.
4. For this master's programme the UM application deadlines apply. These deadlines are published on the UM website.

Article 2.3 Language requirements with non-Dutch diplomas

1. Holders of a non-Dutch diploma can only register if they have met the minimum English language requirement corresponding to IELTS (international English Language Testing System) with a score of at least 6.5.
2. The requirement referred to under (1) is met if the person concerned has obtained one of the following diplomas or certificates:
 - 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, with a minimum score of at least:
 - -IELTS: 6.5
 - TOEFL iBT: 90
 - TOEFL iBT Special Home Edition Test: 90
 - TOEIC listening and reading: 720; speaking and writing: 310
 - Cambridge Advanced C1: Grade C (scale 180-184); First: Grade A (scale 180-184); First B2: Grade B (scale 176-179)
 - TOEFL Paper-delivered Test: Reading: 20-30; Listening: 20-30; Writing: 20-30
 - or
 - similar accredited certification.

SECTION 3 CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 Aim of the programme

1. The study programme is intended to:
 - provide academic education as set out in the educational concept and profile of Maastricht University;
 - provide a broad-based learning experience within the scientific fields of the programme;
 - prepare the student for a professional career in the field of Healthcare Policy, Innovation and Management (see also Appendix 1).
2. The programme contains teaching and learning activities, as well as support and guidance, for the academic and intellectual development of students, above all in five roles (see also Appendix 1):
 - Expert;
 - Investigator;
 - Innovator;
 - Collaborator;
 - Professional.
3. 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).

Article 3.2 Form of the programme

1. The programme is offered on a full-time and part-time basis.
2. The programme commences once a year in September.
3. Learning tasks and their associated portfolio products can take multiple shapes, including written reports or documents, video presentations, debate sessions, posters, etc.

Article 3.3 Language of instruction

Throughout the programme and in all feedback and assessments the English language will be the standard.

Article 3.4 Communications and announcement of decisions

1. The faculty board, the board of examiners and the assessors may use the student portal and e-mail through the UM account or the (faculty) website for communications relating to the programme, feedback, and assessments.
2. The faculty board, the board of examiners and the assessors may use the digital learning environment, e-mail through the UM account and the (faculty) website to announce decisions.
3. The student must regularly check their 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 60 ECTS.

Article 3.6 Content, structure and ECTS of the programme

The content, structure and ECTS of the programme are described in Appendix 2.

Article 3.7 Flexible programme and flexible masters

1. A student registered for one of the faculty's programmes may, under certain conditions, formulate an educational programme of their own which is different from the educational programme stated in Appendix 2.
2. The composition of such a programme must be approved beforehand by the board of examiners.
3. The flexible programme must have a study load of 60 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.
4. In granting the permission, the board of examiners will indicate which programme offered by the faculty will include the programme formulated by the student for purposes of the Education and Examination Regulations.

SECTION 4 EDUCATION

Article 4.1 Composition and actual design

1. The programme components and programme study load are stated in Appendix 2.
2. The teaching and learning activities of the programme are stated in Appendix 2.
3. The educational programme includes 40 weeks per year.

Article 4.2 Attendance and best-efforts obligation

1. Each student is expected to actively participate in each teaching and learning activity they are attending.

2. In addition to the general requirement that the student actively participates in the activity, the student must participate in at least 75% of the mandatory teaching and learning activities.
3. If the student has participated in less than 75% of the activities the APT or track coordinator may give additional assignments to the student.

SECTION 5 ASSESSMENT

Article 5.1 General

1. Assessment in the programme is characterized by a programmatic assessment approach. The programme as a whole is marked as one educational unit, for which 60 ECTS are granted all at once at the end of the programme, if the student has demonstrated, at the level specified in the Rules and Regulations and the program's assessment plan, their competency in the overall portfolio assessment (specified in article 5.5) and the overall thesis and placement assessment (specified in Article 5.6).
2. The decision to grant the 60 ECTS to a student at the end of the programme is made based on the outcome of the overall portfolio assessment and the overall thesis assessment, as specified in the programme's assessment plan.
3. The assessment plan describes the assessment procedures and processes, and the achievements the student must make in order to progress in, and graduate from, the programme. The assessment plan is made available to students through the Student Portal at the start of the programme at the latest.

Article 5.2 Feedback on learning tasks and other educational activities

1. Low-stakes feedback takes place throughout the programme, in the form of evaluation of performance in each portfolio product. Students will receive an evaluation of their performance and narrative feedback on each competency related to a specific portfolio product. The evaluation of the performance and the feedback are recorded in the student's portfolio.
2. Evaluation of performance and the associated narrative feedback will be linked to rubrics that describe criteria and standards at different levels of performance, for each of the competencies related to an assessment product. For this purpose, a competency rubric is used that describes three competency levels (i.e. novice, competent, advanced).

Article 5.3 Portfolio

1. Each portfolio product, as well as the evaluation of performance and narrative feedback regarding the competencies associated with said product, is recorded in the student's portfolio.
2. It is the responsibility of the student that the portfolio contains all received assessments of performance and narrative feedback pertaining to portfolio products, peer-assessments, reflections, recommendations, and all other information regarding the student's competence level and competency development prior to the progress meeting with their coach, and the submission deadline for portfolio assessment.

Article 5.4 Coach meetings and feedback

1. During each of the professional development weeks in the programme, a meeting takes place between the student and their coach, in which the student's progress, competency level, and curriculum path are discussed.
2. After each individual coach meeting, the coach provides feedback regarding the student's progress and competence development in relation to the HPIM competency framework, which is incorporated into the student's portfolio and, as such, considered in the medium- and high-stakes assessment.

Article 5.5 Portfolio assessment procedure

1. Medium-stakes portfolio assessment takes place at one moment in the programme and serves to determine whether the student is admissible to the master thesis and placement project (APT 7 Lead a Research Project) and to provide a non-binding study advice to students. This advice is based on the

assessment of the student's progress towards a competency level on all five roles halfway through the study.

2. For the medium-stakes assessment:
 - a. Two members of the portfolio assessment committee, the portfolio assessors, review the student's competence level in the competency framework, on the basis of assessment of the indications of competency levels per portfolio product and the associated narrative feedback, as described in article 5.2 and 5.4.
 - b. To obtain eligibility to access to the placement, the student needs to demonstrate the ability to complete moderately complex tasks while being guided and supported by educators, at the proficiency level specified in the Rules and Regulations and Assessment plan for all roles in the competency framework. In case the assessment by the two portfolio assessors of the student's competency diverges, the student's portfolio is discussed by the full portfolio assessment committee, after which a final medium-stakes assessment is provided by the committee. In case the committee members are not in agreement, a majority vote determines whether the student is granted access to the placement.
 - a. The eligibility criteria for medium-stakes assessment and the procedures (including decision rules) to determine placement access and assess competency levels are described in the Program's assessment plan.
3. High-stakes assessment takes place at the end of the portfolio period (i.e. after a student has completed APTs 1 through 6) to assess the student's competency level for each of the five roles and decide on the overall aggregated portfolio score. The latter score is one of the two scores needed for the graduation decision (see Article 5.1).
4. For the high-stakes assessment:
 - a. All members of the portfolio assessment committee assess the student's proficiency level for each of the five roles in the competency framework on the basis of assessment of the indications of competency levels per portfolio product and the associated narrative feedback, as described in article 5.2 and 5.4. based on the portfolio.
 - b. The eligibility criteria for high-stakes assessment and the procedures (including decision rules) to determine competency levels per role and the overall aggregated portfolio score are described in the Programme's assessment plan.
5. In case there is a negative assessment in the high-stakes assessment, the student formulates a remediation plan in which they specify which teaching and learning activities will be undertaken in the subsequent academic year, to achieve the required competence level. The portfolio assessment committee needs to approve the remediation plan. Students can reapply for the high-stakes assessment moment upon completion of the activities in their remediation plan. The portfolio assessment committee will re-assess the student's portfolio within the deadline described in the Rules and Regulations.
6. 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 Placement and Thesis

1. The board of examiners lays – in consultation with the management of the programme - down the requirements with regards to the nature and content of the placement in separate rules. These rules are published on the Student Portal and are considered to be part of the Rules and Regulations.
2. A placement coordinator is assigned to the master. The placement coordinator is responsible for granting a proposal admissible.
3. The Board of Examiners appoints an examiner as thesis supervisor/1st examiner for the placement and thesis and a thesis assessor / 2nd examiner for the thesis. The thesis supervisor/1st examiner has expertise on the thesis topic.

4. The placement coordinator supports the appointment of the thesis supervisor/1st examiner for the placement and thesis and the thesis assessor / 2nd examiner of the thesis.
5. The student may undertake a placement supervised by the faculty only once during the master's programme.
6. Theses written by two or more students are not allowed.

Article 5.7 Determination and announcement of assessment results

1. The board of examiners determines the standards for assessing each examination component. The standards are included in the Rules and Regulations.
2. The expert or educator provides feedback within 15 working days of the date on which the portfolio product was handed in.
3. The portfolio assessment committee announces the result of the portfolio assessment within 15 working days of the submission deadline of the portfolio.

Article 5.8 Period of validity

1. In principle, portfolio products and portfolio assessment results are valid for an unlimited period.
2. Notwithstanding this, the board of examiners may require additional or replacement portfolio products or assessment in case the portfolio product or assessment moment was more than six years ago.
3. If exceptional circumstances apply as referred to in Article 7.51 paragraph 2 of the Act, the period of six years in paragraph 1 will be extended by the duration of the financial support the student receives from the profiling fund.

Article 5.9 Invalidation of examination

If an examination involves irregularities that make it impossible to accurately assess the student's knowledge, insight and skills, the board of examiners may declare the examination invalid.

Article 5.10 Retention period for assessments

1. The learning tasks, feedback, and other portfolio documents will be retained in paper or digital form for two years after the examination result is determined.
2. The final theses and evaluation of these will be kept for at least seven years after the evaluation.

Article 5.11 Exemption

1. The board of examiners may, at a student's request, grant the student an exemption from taking an authentic professional task including one or more of the associated assessments if the student demonstrates in writing to the board of examiners' satisfaction that the student has previously:
 - either 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 authentic professional task and not a component thereof.
3. A student can be granted exemption from no more than two authentic professional tasks in the programme.
4. The placement and master's thesis are 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 authentic professional task.
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 participating in the programme because of fraud.

Article 5.12 Fraud

1. 'Fraud', including 'plagiarism', means actions or omissions by a student which make it impossible in whole or in part to properly evaluate the student's 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. If the board of examiners determines that a student has engaged in fraud with respect to an assessment or assessment component, the board of examiners can take appropriate measures.
4. In serious cases of fraud, the board of examiners can propose to UM's Executive Board that the student(s) concerned be permanently deregistered from the programme.
5. 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 5.13 Unsuitability (*Iudicium Abeundi*)

1. In exceptional circumstances and after carefully weighing the interests at stake, the board of examiners may, stating reasons, ask the dean to request that the Executive Board terminate or deny a student's registration for a programme if, through their conduct or statements, the student shows that they is unsuitable to practice one or more professions for which the programme is training the student 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 competence if and insofar as the results of the relevant tests give reason to do this.
3. To pass the examination, the student must have completed all programme components and show the level of competence described in article 5.5.
4. To pass the examination and receive the certificate, the student must also have been registered for the programme during the period that the assessments 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 exam 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 he or she was planning their study.

Article 6.2 Degree

Students who have passed the examination will be awarded the degree 'Master 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. One certificate will be issued per programme, even if the student completes several specialisations or tracks.
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 sub 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 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.
7. The board of examiners may award the '*cum laude*' designation in accordance with the provisions in the Rules and Regulations.
8. A student who has passed the medium-stakes assessment moment and who cannot be issued a certificate will upon request, receive a statement issued by the board of examiners that indicates their level of competence.

Article 6.4 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 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 STUDY GUIDANCE

Article 7.1 Study progress administration

The faculty records the students' individual study results and makes them available for the student through the student portal.

Article 7.2 Study guidance

The faculty will provide for the introduction and study guidance for students registered for the programme.

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 student portal.

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, 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: Aim and intended outcomes of the programme

HPIM is a multidisciplinary and internationally oriented Master of Science (MSc) programme in the field of healthcare policy, innovation, and management, which offers competency-based, personalised education to a diverse, international student population. **The programme's mission is to prepare students to become critical thinkers, who can analyse the complex problems facing modern health systems from different theoretical perspectives, design innovative solutions, and lead the necessary transformations towards a sustainable future.** HPIM graduates are the healthcare managers, policymakers, consultants, researchers, and staff advisors of the future. Upon graduation, they are ready to (re)enter the labour market with the expertise as well as the investigative, innovative, collaborative, and professional competencies needed to propel their career in the health domain.

Competency framework

The HPIM mission statement embraces a competency-based education (CBE) approach for future HPIM professionals. The HPIM programme is based on a Competency Framework consisting of two levels: (1) a set of broad competency roles (or 'domains'); and (2) the specific competencies needed to master those roles.

Competency roles (Level 1)

The HPIM Competency Framework distinguishes five roles that HPIM graduates fulfil in their professional functions after graduation (see Figure 1). There are four roles in the outer leaves of the framework, which are partly interrelated: Expert, Investigator, Innovator, and Collaborator. The fifth role is that of HPIM Professional, which forms the heart of the competency framework. This fifth role emphasizes several key professional values that guide the HPIM graduate in all their roles and activities.

Figure 1 illustrates the HPIM competency roles, emphasizing both their distinct and intertwined nature. HPIM graduates need to master each of the roles in the HPIM Competency Framework to effectively operate as *'critical thinkers, who can analyse the complex problems facing modern health systems from different theoretical perspectives, design innovative solutions, and lead the necessary transformations towards a sustainable future'*, as specified in the programme's mission statement.

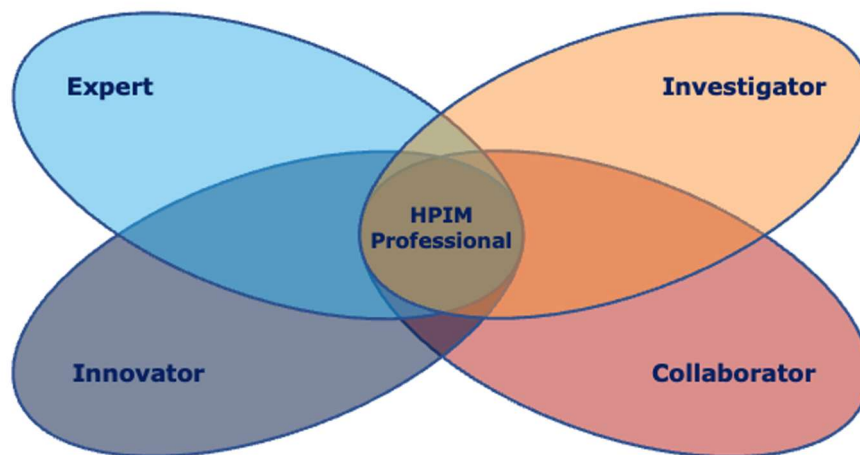


Figure 1: HPIM Competency Framework

The roles included in the Competency Framework for HPIM can be described as follows:

The **Expert** is able to appraise, interpret and reflect on fundamental theories and concepts in healthcare economics, governance, organisation, and management, and leverage these theories and concepts to analyse complex problems in the health domain and address them through innovation.

The **Investigator** has an inquisitive nature and is able to formulate, study and answer relevant research questions related to innovation in the health domain. This includes research design and execution, as well as communication of findings to diverse stakeholders using tailored methods.

The **Innovator** is sensitive to (emerging) trends in the health domain and broader society, and uses creative approaches and tools to improve, renew or transform the status quo in the health domain, in a socially responsible and inclusive manner.

The **Collaborator** is an empathic, interpersonal, open, and professional communicator, who is experienced in working in diverse teams with mixed professional, cultural and disciplinary backgrounds. This includes having a professional, learning attitude in engaging with feedback and in collaboration.

The **HPIM Professional** is a reflective and self-directed individual, with a positive attitude towards lifelong learning. They are socially responsible professionals, who operate in the wider world of health and wellbeing with respect, integrity, resilience, and a commitment to inclusion.

Competencies per role (Level 2)

To adequately fulfil the five roles distinguished in the HPIM Competency Framework, students need to develop specific competencies. These competencies, distinguished by role, guide all teaching and learning, and assessment activities in the programme, to ensure that HPIM graduates demonstrate proficiency in each competency role.

To emphasize the equal importance of each of the five competency roles for HPIM graduates entering the health domain, each role consists of three competencies. The competencies integrate the knowledge, skills and attitudes needed to fulfil specific tasks, to emphasise our holistic perspective on learning and teaching in the complex reality of health innovation. The main disciplines included in HPIM are explicitly noted in the Expert competencies, to emphasise the programme's multidisciplinary nature. The 15 HPIM competencies are:

Expert

By the end of the master HPIM, students demonstrate the ability to:

1. Identify similarities and differences between fundamental theories and concepts related to health(care) economics, governance, organization, and management, and determine their relevance to specific problems in the health domain.
2. Leverage appropriate fundamental theories and concepts related to health(care) economics, governance, organization, and management to assess, understand, and address complex problems in the health domain.
3. Critically appraise literature and evidence regarding (innovation in) the health domain as related to health(care) economics, governance, organization, and management.

Investigator

By the end of the master HPIM, students demonstrate the ability to:

1. Formulate relevant research questions related to innovation in the health domain from the perspectives of health(care) economics, governance, organization, and/or management, and translate these into an appropriate study design.
2. Execute rigorous and ethically responsible research projects to answer relevant research questions.
3. Communicate research results to diverse stakeholders, using various approaches.

Innovator

By the end of the master HPIM, students demonstrate the ability to:

1. Sense (emerging) trends within the health domain and society, and act upon these trends with societal responsibility.
2. Make and evaluate informed decisions within a landscape of diverse stakeholders and under uncertain conditions.
3. Improve, renew, or transform of the status quo in the health domain, in co-design with (potential) end-user(s).

Collaborator

By the end of the master HPIM, students demonstrate the ability to:

1. Communicate in an empathic, interpersonal, open, and professional manner.
2. Collaborate in teams and project workgroups that are diverse in terms of, amongst others, demographic, cultural, and disciplinary backgrounds.
3. Receive and provide feedback from and to others and reflect on the team's performance and their own responsibility in collaborative work.

Professional

By the end of the master HPIM, students demonstrate the ability to:

1. Lead themselves by developing self-awareness, setting personal goals, and self-directing their personal development with a commitment to professional excellence.
2. Critically reflect on their roles as expert, investigator, innovator and collaborator, and actively shape their progress in these roles.
3. Act as responsible global citizens, by embracing diversity, fostering inclusivity and engaging with diverse cultural perspectives with respect, integrity and resilience.

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Appendix 2: The content, structure and ECTS of the programme

With the HPIM Competency Framework as starting point, the HPIM curriculum is designed as a competency-based education (CBE) programme. The programme encompasses one year of full-time or two years of part-time education with a total study load of 60 ECTS. Authentic Professional Tasks form the backbone of the curriculum, linking the HPIM Competency Framework to teaching and learning, and assessment activities. These authentic tasks are embedded in four longitudinal learning tracks. The APTs in the program are:

- APT1: Improve Processes in a health service organization
- APT2: Analyse the economic context of health(care) innovation
- APT3: Strategically manage a health service organization
- APT4: Develop policy to improve population health (care)
- APT5: Design health service delivery of the future
- APT6: Co-design sustainable healthcare coverage
- APT7: Lead a research project

These are embedded in the following longitudinal tracks:

- Knowledge track Organization and Management
- Knowledge track Economics and Governance
- Skills track
- Professional development track

Appendix 3. Language of instruction

For an **English only** programme:

Master of Science Programme Healthcare Policy, Innovation and Management (HPIM)

All teaching and learning activities, as well as all forms of assessment within the HPIM programme, are conducted in English. The choice for the language of instruction and examination within 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 and is related to the nature of the HPIM programme and the profile of HPIM graduates. The content of the programme has a clear international orientation, as the general theories and frameworks that students explore in the different courses can be applied to many settings nationally and internationally, as is expressed during the placements. In other words, students are expected to be able to appraise and apply evidence from any context to complex problems in any context, particularly within high-income countries and health systems. The academic communities in healthcare management, health policy, health economics, and related disciplines are highly internationally oriented. That is, it is common in these fields, which form the basis of the curriculum's content, to advance knowledge through studying similar problems in various empirical settings (e.g. countries). In line with this international academic practice, students utilize research articles about international cases during each of the APTs. Lastly, the design, teaching approach and multidisciplinary focus of the HPIM programme are unique among health administration programmes world-wide. As a result, HPIM graduates are in high demand in the national (i.e. Dutch) as well as international (within and outside the EU) labour market. Therefore, English is the most adequate instructional language for the HPIM programme.