



**Maastricht University**

# **Education and Examination Regulations 2025-2026**

*Bachelor Psychology*

***Adopted by the Faculty Board of the Faculty of Psychology and  
Neuroscience on May 20, 2025.***

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## EDUCATION AND EXAMINATION REGULATIONS BACHELOR PSYCHOLOGY 2025-2026

### SECTION 1 GENERAL CONDITIONS

Education and Examination Regulations (EER) for the 2025-2026 academic year for the 2024 Bachelor's Psychology curriculum at the Faculty of Psychology and Neuroscience (FPN), as meant in Article 7.13 of the Act on Higher Education and Scientific Research (WHW).

#### Article 1.1 Scope of the Regulations

These regulations apply to all students who started this programme from 1 September 2024 onwards and who are enrolled in the programme for the academic year 2025-2026.

These regulations apply to the education, exams, and examination for the 2024 curriculum of the Bachelor's study programme Psychology at the Faculty of Psychology and Neuroscience.

The bachelor's study programme Psychology is offered by the Faculty of Psychology and Neuroscience, hereinafter referred to as FPN.

The regulations have been approved and adopted by the Faculty Board, following advice/consent from the FPN Educational Programme Committee and the FPN Faculty Council. These regulations will take effect on 1 September 2025 for the 2025-2026 academic year.

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 Education and Examination Regulations apply.

For components of the programme that students follow at another degree programme, faculty or institution of higher education, the Education and Examination Regulations for the other programme, faculty or institution apply to the component in question.

#### Article 1.2 Definitions

In these regulations the following is understood to be:

1. Academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
2. 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;
3. Bachelor: course years 1 through 3 of the study programme;

- |     |  |  |
|-----|--|--|
| 4.  | Bachelor Competency Assessment Committee (BCAC): | a committee of examiners, which assesses the level and progress in the competencies at the end of each academic year and is responsible for decision-making in the yearly competency exam;   |
| 5.  | Bachelor Portfolio:                              | the central instrument for guidance and the depository for performance information, which is used in the assessment of students' competency development and mastery. The portfolio consists of documentation of the students' professional and academic development, collected during the teaching and learning activities of the programme; |
| 6.  | Board of Admissions:                             | the board responsible for judging the admissibility of the candidate to the programme;   |
| 7.  | Board of Appeal:                                 | the board of appeal for examinations as meant in Article 7.60 of the WHW;  |
| 8.  | Board of Examiners:                              | the board as meant by Article 7.12 of the Act;   |
| 9.  | Competency exam:                                 | assessment of the competence development and mastery at the end of each course year resulting in a holistic judgment based on combination and aggregation of information in a large variety of performance information points;   |
| 10. | Course/Module:                                   | a study unit of the study programme as meant by the Act;   |
| 11. | Course year:                                     | year 1, 2 or 3 of the bachelor Psychology, encompassing a programme of teaching and learning activities;   |
| 12. | Credit:  | unit expressed in ECTS credits, with one study credit equalling 28 hours of study;   |
| 13. | Disability Support (DS):                         | the central point at UM where Students with a disability and/or chronic illness can apply for facilities or support;   |
| 14. | Exam:  | the exam as part of the examination as meant by Article 7.10 of the Act. An exam may consist of several tests or test components (exam components);  |
| 15. | Examination:                                     | the final examination for the bachelor's study programme;  |
| 16. | Examiner:  | the person(s) appointed by the Board of Examiners, responsible for assessing student's performance;  |
| 17. | Faculty Board:                                   | the Board of the Faculty as meant by Article 9.12 of the Act;  |
| 18. | Mentor/Coach:                                    | by the faculty appointed teacher responsible for guiding the student competency development;   |
| 19. | Module Coordinator:                              | the person who is responsible for the content of a certain module;   |
| 20. | Performance Information:                         | various forms of evidence of student learning aimed at generating feedback for future learning;  |
| 21. | Performance Information Points:                  | low-stakes form of evidence of student learning that is collected longitudinally and that can be combined  |

- and aggregated to substantiate a holistic, high-stakes decision;
22. Practical Training: a module that provides practical exercise, as meant by Article 7.13, paragraph 2, sub d of the Act;
  23. Programme Committee: the representation and advisory board that carries out the duties described in Article 9.18 and 9.38c of the Act;
  24. Remediation Plan: a personalized plan of remedial activities with the aim to enable the student to pass the competency exam;
  25. Rubric: A structured tool that outlines criteria and levels of proficiency allowing assessors to measure and provide feedback on student progress in acquiring specific skills or knowledge within a competency framework;
  26. Rules and Regulations: rules determined by the Board of Examiners regarding the routine and procedures during exams and regulations regarding the evaluation of those who take the exam and regarding the determination of the results of exams and examinations as meant by Article 7.12b paragraph 1, sub b of the Act;
  27. Semester: a portion of the academic year, starting 1 September and - depending on the exact start date of the academic year - ending approximately 31 January, or starting approximately 1 February and ending 31 August;
  28. Student(s): the student who is registered at Maastricht University, for the purpose of attending the courses and/or taking the exams and the examination of the study programme;
  29. Study Programme: the bachelor's study programme as mentioned by Article 1.1, consisting of a coherent set of programme components;
  30. The Act: the Higher Education and Scientific Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW);
  31. Throughline: 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;
  32. Track: the study programme is offered in 2 tracks: the Dutch language track and the English language track;
  33. Tutorial Group Meeting: a practical exercise, as meant by Article 7.13, paragraph 2, sub d of the Act;
  34. UM: Maastricht University.

Other notations are to be understood in accordance with the meaning assigned to them by the Act.

## SECTION 2      ADMISSION

### Article 2.1 Admission procedure

The bachelor's programme in Psychology is a programme with restricted intake. A limited number of students who meet the admission requirements will be offered a place in the study programme. A selection will be made amongst the candidates who qualify for admission. More information about the admission procedure can be found on the UM website (Education – Bachelor's – Psychology – Admission requirements) and in the [Regulations on selection for bachelor's programmes at Maastricht University with restricted intake](#).

### Article 2.2 Admission requirements

A person is eligible for admission to the bachelor's programme if:

- a. the person has obtained a VWO diploma, as meant in article 7.24 of the Act, or
- b. the person has obtained a diploma of the propaedeutic year of a university of applied sciences (HBO), or
- c. the person has a non-Dutch diploma that is equivalent to the Dutch VWO diploma, or
- d. the person is exempt conform the Act.

### Article 2.3 Replacement Requirements concerning Deficiencies in Previous Education

1. The Board of Examiners determines how deficiencies in previous education will have to be fulfilled.
2. The Board of Examiners may in special cases appoint a university examiner to administer one or more exams on the subject in question.

### Article 2.4 Language requirements with non-Dutch diploma

#### Article 2.4.1 Dutch Language Track

- a. Holders of a non-Dutch diploma can only register if they have met the Dutch language requirement with a minimal level corresponding to NT2 (Dutch as a second language) before the programme begins.
- b. The requirement referred to under (a) is met if the person concerned has obtained one of the following diplomas or certificates:
  - Belgium, Flanders: Diploma of Secondary Education;
  - Belgium, Wallonia: Diploma of Secondary Education with Dutch as an exam subject;
  - Germany: Zeugnis der allgemeinen Hochschulreife with Niederländisch as "Prüfungsfach" or "Leistungsfach";
  - Suriname: VWO diploma or HBO (P) Diploma;
  - United Kingdom: GCE A-level or GCE AS-level in Dutch;
  - France: Diplôme du Baccalauréat Général: Dutch as first, second or third language;

- European Bacculaureate: Dutch as first or second language;
- International Bacculaureate: Dutch A at Standard Level or Higher Level, Dutch B at Higher Level;
- Certificate Dutch as a Foreign Language (CNaVT): Educatief Startbekwaam (STRT) and Educatief Professioneel (EDUP) or Profiel Taalvaardigheid Hoger Onderwijs (PTHO), or
- can adhere to the language requirement in a different way, for example by obtaining a certificate Staatsexamen Nederlands als tweede taal, minimum level II (NT2-II), or a similar certification such as via the CnaVT.

A copy of the official exam results is required.

#### *Article 2.4.2 English Language Track*

- a. 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 6.0.
- b. The requirement referred to under (a) is met if the person concerned has obtained one of the following diplomas or certificates:
  - 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 a 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 Bacculaureate, 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 Paper-based test
    - TOEFL Internet test
    - TOEIC listening and reading and speaking and writing
    - Cambridge [First Certificate in English (FCE) Grade B, First Certificate in English (FCE) Grade C] or
    - similar accredited certification

A copy of the official exam results is required.

#### **Article 2.5 'Colloquium Doctum'**

1. A person who does not meet the prerequisites referred to in Articles 2.1 and 2.2 can take part in an entrance examination (colloquium doctum), in accordance with Article 7.29 of the Act.
2. A person who wishes to take the colloquium doctum must be aged twenty-one or older on the date the examination is due to take place. This requirement may be waived if the person in question holds a diploma issued outside the



Netherlands that grants admission in the country of origin to a programme at a higher education institution. The age requirement can also be waived if the person in question has refugee status and cannot present the student's diploma for this reason.

3. The rules and procedures regarding the colloquium doctum will be included in regulations concerning admission requirements to the bachelor's programme which can be found on the UM website.

#### *Article 2.5.1 Dutch Language Track*

The entrance examination, as referred to in Article 7.29 of the Act, relates to the following subjects and levels:

- Pre-university (VWO) level English
- Pre-university (VWO) level Mathematics
- Pre-university (VWO) level Dutch
- Pre-university (VWO) level Biology

#### *Article 2.5.2 English Language Track*

The entrance examination, as referred to in Article 7.29 of the Act, relates to the following subjects and levels:

- Pre-university (VWO) level English
- Pre-university (VWO) level Mathematics
- Pre-university (VWO) level Biology

## SECTION 3      CONTENT AND STRUCTURE OF THE STUDY PROGRAMME

### Article 3.1 Purpose of the bachelor Study Programme

Following American Psychology Association (APA) guidelines, the bachelor Psychology of the Faculty of Psychology and Neuroscience at Maastricht University distinguishes five aims:

**Goal 1** - *Content knowledge and applications.*

Students demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behaviour and mental processes. Students are able to discuss sociocultural and historical backgrounds of major concepts.

**Goal 2** - *Scientific Inquiry & Critical Thinking.*

Skills in this domain involve the development of scientific reasoning, including developing proficiencies in research methods and statistics. Students can design, evaluate, and execute research plans.

**Goal 3** - *Values in Psychological Science.*

This goal promotes the development of ethical and socially responsible values and behaviours in personal, professional, organizational, and institutional settings. The goal includes ethical reasoning and practices, interpersonal and intercultural responsiveness, and strategies that promote and sustain strong communities and equitable opportunities.

**Goal 4** - *Communication, psychological literacy and technology skills.*

This category addresses the ability of students to build and maintain effective communication skills in processing and expressing information, using appropriate technology to improve communication outcomes, and developing psychological literacy, possessing the tools and motivation to evaluate whether claims about behaviour have merit.

**Goal 5** - *Personal and Professional Development.*

This domain refers to abilities that sharpen students' readiness for the workplace, e.g. self-regulation, project management skills, professional judgment, collaboration skills, and proficiency in workplace technology and career planning.

<b>Intended Learning Outcomes (ILOs) of the bachelor's programme</b>	
<b>Competencies</b>	<b>ILOs based on domain-specific reference framework and APA guidelines</b>
1. Psychological Expert. Content Knowledge and Applications	1.1 Describe key concepts, principles, and theories in psychological science. 1.2 Develop a working knowledge of psychology's major subfields. 1.3 Portray significant aspects of the history of psychological science. 1.4 Apply psychological content to solve practical Problems.
2. Researcher. Scientific Inquiry and Critical Thinking	2.1 Exercise scientific reasoning to investigate psychological phenomena. 2.2 Interpret, design, and evaluate psychological Research. 2.3 Incorporate sociocultural factors in scientific research practices. 2.4 Use statistics to evaluate quantitative research findings. 2.5 Demonstrate computational literacy.
3. Psychological Citizen. Values in Psychology	3.1 Employ ethical standards in research, practice, and academic contexts. 3.2 Develop and practice interpersonal and intercultural responsiveness. 3.3 Apply psychological principles to strengthen community and improve quality of life.
4. Communicator. Communication, Psychological Literacy and Technology Skills	4.1 Interact effectively with others. 4.2 Write and present effectively for different purposes. 4.3 Provide evidence of psychological literacy. 4.4 Exhibit appropriate technological skills to improve communication.
5. Personal and Professional Leader. Personal and Professional development	5.1 Exhibit effective self-regulation. 5.2 Refine project management skills. 5.3 Display effective judgment in professional interactions. 5.4 Cultivate workforce collaboration skills. 5.5 Demonstrate appropriate workforce technological skills. 5.6 Develop direction for life after graduation.

### **Article 3.2 Organisation of the bachelor Study Programme**

The study programme is offered on a full-time basis in two tracks: the Dutch language track and the English language track. The programme commences once a year in September.

### **Article 3.3 Language of Instruction**

1. The bachelor programme offers a Dutch language and an English language track. More information can be found in Appendix 1 of the Education and Examination Regulations.
2. The educational activities in the Dutch language track are in principle conducted in Dutch. Parts can be given in English and/or Dutch. In the Dutch-language track, Dutch and/or English texts can be used.
3. Educational activities in the English language track are conducted in English.
4. A student can switch between the language tracks, under the following restrictions:
  - a. it is only possible once at the end of the first academic year, and
  - b. if there is no need for remediation at the end of the first year;
  - c. switching has to be approved by the Board of Examiners.

### **Article 3.4 Communication and Announcement of Decisions**

1. The Faculty Board, the Board of Examiners and the examiners may use electronic communication tools like the student portal, the digital learning environment, the e-portfolio tool, e-mail via UM-account or FPN Student Intranet for communications relating to the programme and exams.
2. The Faculty Board, the Board of Examiners and the examiners are allowed to use the student portal, the digital learning environment, the e-portfolio tool, e-mail via UM-account or FPN Student Intranet to announce decisions.
3. The student must regularly check the student portal, the digital learning environment, the e-portfolio tool, e-mail via UM-account and FPN Student Intranet. Information disseminated via these channels will be assumed to be known.

### **Article 3.5 Study Load (extent of the programme)**

The study load of 180 credits is divided over the three bachelor's years. Each year is a single study unit of 60 credits, which are awarded at the end of each course year if the student meets the requirements at the end of year competency assessment (competency exam year 1, 2 and 3).

The student will receive performance information and feedback about students' competence development and progress throughout the educational programme and at the end of year competency assessment (competency exam Year 1, 2 and 3).

### Article 3.6 Composition of the bachelor programme

The 2024 bachelor programme consists of the following parts and accompanying credits:

<b>Bachelor year 1 (2025-2026)</b>			
<b>Period</b>	<b>Module</b>		
Period 1	Core 1: Psychological perspectives (224 hours)	Scientific inquiry/Critical Thinking IA (112 hours)	<b>Period 1-5</b> Professional & life skills I (336 hours) Portfolio year 1
Period 2	Core 2: Brain and Cognition (224 hours)	Scientific inquiry/Critical Thinking IIA (112 hours)	
Period 3			
Period 4	Core 3: Individuals in context (224 hours)	<b>Period 4-5</b> Scientific inquiry/Critical Thinking II (224 hours)	
Period 5	Core 4: Lifespan psychology (224 hours)		

<b>Bachelor year 2 (2025-2026)</b>			
<b>Period</b>	<b>Module</b>		
Period 1	Psychological literacy (448 hours)	<b>Period 1-2</b> Scientific inquiry/Critical thinking III (112 hours)	<b>Period 1-5</b> Professional & life skills II (336 hours)
Period 2			
Period 3			Portfolio year 2
Period 4	Core 5: Mind (224 hours)	<b>Period 4-5</b> Scientific inquiry/Critical thinking IV (112 hours)	
Period 5	Research project (224 hours)		
Period 6			

Bachelor year 3 (starting 2026-2027)*		
Period	Module	
Period 1	Electives (24 ECTS/672 hours)	Professional & life skills III (336 hours)
Period 2		
Period 3		
Period 4	Brain, cognition and behaviour track (672 hours) OR  Clinical track (672 hours) OR  Transdisciplinary track (672 hours)	Portfolio year 3
Period 5		
Period 6		

\* The year 3 programme may be subject to change.

For a more detailed description of the components of the programme, check [www.maastrichtuniversity.nl](http://www.maastrichtuniversity.nl)

### Article 3.7 Bachelor electives

In year 3, the student can fulfil the indicated electives as mentioned in article 3.6 by choosing from the options given in articles 3.7.1 to 3.7.4.

#### *Article 3.7.1 Electives within the faculty*

Electives consist of a pre-determined selection of courses at the faculty. The list of elective courses is determined each academic year, and it can be different each year (see the Elective Guide FPN at the Student Portal/FPN Student Intranet for the exact offer and procedure of registration).

#### *Article 3.7.2 Minor*

1. The student may choose a minor at another UM Faculty as indicated on the UM website or at another Dutch University, during period 1, 2, and 3 of the third year.
2. The minor has a study load of at least 24 credits. In case the study load of the chosen minor is more than 24 credits, these additional credits will be noted on the list of examination components but will not count towards the study load mentioned in article 3.5.

#### *Article 3.7.3 Electives outside the Faculty*

1. The student may choose electives - pending approval by the Board of

Examiners - which are offered by:

- another UM faculty;
  - another Dutch university;
  - a foreign university (for regulations regarding the exchange programme see appendix 2).
2. Regarding level and content applicable to the examination of the programme concerned certain conditions apply. The decision to whether an elective course can be considered as part of the programme will be determined by the Board of Examiners after consultation with the bachelor programme director and will only be possible with the formal approval of the Board of Examiners. The following conditions apply:
    - a. the course has to be taught at an academic level;
    - b. there is little or no overlap between the course and other parts of the FPN bachelor's programme while the content has to relate to the purpose of the bachelor's programme (Article 3.1 of the Education and Examination Regulations);
  3. For the education mentioned under a, approval from the Board of Examiners must be requested and obtained before taking this education.
  4. Electives taken abroad are subjected to the Rules and Regulations as stated in appendix 2.

#### *Article 3.7.4 Maastricht Research Based Learning (MaRBLe)*

1. MaRBLe is a selective excellence programme.
2. Annually, a limited number of students is invited by the MaRBLe coordinator on behalf of the Faculty Board to participate in MaRBLe. This invitation is partly based on the advice of the mentor/coach. Students who are not invited can apply to take part in MaRBLe in a second round. Selection in this round is based on a motivation letter and a positive recommendation from the supervisor in the second-year research practical.
3. The details of this procedure are published on FPN Student Intranet.
4. Requirement for final participation in the MaRBLe programme in year 3 is that both year 1 and 2 are completed.
5. A total of 12 credits will be awarded upon successful completion of the MaRBLe programme which will be part of the electives.
6. Credits for the MaRBLe programme will only be given when the bachelor's thesis is written based on the MaRBLe research.
7. Upon successful completion of the MaRBLe programme, a separate certificate will be issued with the diploma.

#### *Article 3.7.5 Extra electives*

1. In addition to the standard 24 credits for electives, the 3<sup>rd</sup> year student can only take extra electives at other universities in the Netherlands (not at FPN, nor at another UM faculty).
2. Extra electives at FPN or at another UM faculty are not possible for 4<sup>th</sup> (or higher) year students who are enrolled in the bachelor programme.

### **Article 3.8 The Honours Programme**

1. The programme includes an honours programme. The composition of the honours programme is described in appendix 3.
2. Each year a limited number of participants is selected for the honours programme by the Board of Examiners on behalf of the Faculty Board. For this the following criteria apply:
  - The minimum requirement for bachelor students to be invited to join the selection of the honours programme, is that at least one competency is graded 'Fast-on-track' and no competencies are graded 'Not-on-track' at the end of the first year;
  - Bachelor students are invited to join the selection of the honours programme, if their mentor nominates them to the Board of Examiners.
3. There are 20 places within the honours programme. The details regarding the selection procedure will be published on FPN Student Intranet. The Board of Examiners starts with offering places based on the year 1 evaluation of the mentor/coach.
4. The credits for the honours programme are additional to the study load as mentioned in article 3.5.

### **Article 3.9 Flexible programme**

A motivated request for approval of a flexible programme as referred to in Article 7.3j of the WHW is to be submitted to the Board of Examiners in written form.

### **Article 3.10 The Bachelor's Examination**

The Bachelor's examination consists of the following parts:

1. the education parts of course year 1 as named in Article 3.6 of the Education and Examination Regulations;
2. the education parts of course year 2 as named in Article 3.6 of the Education and Examination Regulations;
3. the education parts of course year 3 as named in Article 3.6 of the Education and Examination Regulations;



## SECTION 4 EDUCATION

### Article 4.1 Throughlines and Modules

1. The programme consists of throughlines, which are divided into modules. The modules are offered with the study load stated in article 3.6 of the Education and Examination Regulations. The educational programme entails 60 credits per year, with 1 credit representing 28 hours of work.
2. The modules for which the student is registered are visible under 'My Courses' in the Student Portal.

### Article 4.2 Module Registration and Deregistration

The student may participate in a module after the student has been registered on time (for the full course) through the Student Portal. Through 'Takes exam only' registration during the course registration period, a student will get access to the course information on Canvas without participating in the tutorials, in case a student needs to retake the course. Information and deadlines regarding (de)registration of modules can be found on the Student Portal/FPN Student Intranet.

## SECTION 5 ASSESSMENT

### Article 5.1 General

1. During a module, the student will reflect on their academic development, the extent to which the student has achieved the stated learning objectives and discuss progress with their mentor.
2. The course manual describes how performance information tasks allow students to achieve the stated learning objectives.
3. The Rules of Procedure for Exams describe the exam procedure. The Rules of Procedure for Exams can be found on the Student Portal/FPN Student Intranet.

### Article 5.2 Competency exam

1. In January, the student will receive an assessment advice from a mentor/coach not being the student's own mentor/coach, on student's competency progress and development. This independent, assessment advice shall be regarded as a decision open to appeal.
2. Every year is ended by an evaluation of each of the 5 competencies as defined in article 3.1 in a competency exam (year 1, 2, and 3). The information in the Bachelor portfolio is used to evaluate competency development and the level per competency.
3. Unless stipulated otherwise in this document or in the Rules and Regulations, the BCAC determines the result for the competency exam (at the end of year 1, 2 and 3). The bachelor competency exam assessment committee will provide the educational organisation/secretary of the Board of Examiners with the information needed for the purpose of announcing the result to the student.
4. A more detailed description of the rules concerning the competency exam is included in the Assessment policy at the level of the bachelor Psychology programme and the competency exam assessment plan. This assessment plan is submitted to the Board of Examiners for advice and is published on the Student Portal.

### Article 5.3 Competency Exam Results

1. Input for the decision for the Bachelor Competency Exam are the qualifications 'fast on track', 'on track' and 'not on track' for the 5 competencies as described in article 3.1. These qualifications are determined using the performance information forms containing rubrics with standardized feedback. These rubrics provide support for an indication of the competency level for the observed performance.
  - a. Not on track: the student shows a level of competency that is not on par with the level that would have been expected.
  - b. On track: student shows a level of competency that can be expected at the year level.

- c. Fast on track: student shows a level of competency that exceeds the expectation at the year level.
2. The decision regarding passing an academic year is based on the Competency Examination results.
  - a. A student receives a 'pass' and can transition to the following year if all 5 competencies as described in article 3.1 are at least 'on track' and 60 credits are granted.
  - b. A student receives a 'conditional pass' and is allowed a conditional transition to the following year if a maximum of 2 competencies as described in article 3.1 are 'not on track', but that can be remediated. The student must complete a personal remediation plan. The 60 credits are granted to the student once the requirements of the remediation plan are met before the set deadline in the first semester of the following year. The remediation plan has to be approved by the BCAC before September 1 of the following academic year.
  - c. A student receives a 'fail' and cannot transition to the following year if more than 2 competencies as described in article 3.1 are 'not on track' or one or more competencies are 'not on track' that cannot be remediated in the first semester of the following year. The student must complete a personal remediation plan. The 60 credits are granted to the student once the requirements of the remediation plan are met before the set deadline. The remediation plan has to be approved by the BCAC before September 1 of the following academic year.
  - d. A student receives a 'no grade' if the BCAC concludes that there is not enough information (performance information, evidence etc.) in the substantiated analysis to assess the competency year exam. The student is asked to add information.
  - e. A student receives a 'no grade' if the BCAC concludes that one or more competencies as described in article 3.1 are not assessable and/or there is not enough information to assess the competency year exam. The 60 credits of year 1 are not granted and remediation is not possible, student cannot transition to the following year
3. A 'not-on-track' for one or more competencies as described in article 3.1 cannot be compensated by 'fast on track' evaluations for other competencies.
4. The purpose of the remediation plan is for the student to pass the competency exam year 1, 2 or 3 within the time period specified in the Assessment Policy. This remediation plan is documented in the student's Bachelor portfolio. The remediation is assessed by the BCAC.

#### **Article 5.4 Sequencing of Examination Components**

1. In their first course year, students are only admitted to examination components of the first bachelor year. Students who are in their second course year are only admitted to examination components of the first and second bachelor year. Students, who are in their third and subsequent course years, are admissible to all examination components of the bachelor.
2. Conform Article 7.30, paragraph 3 of the Act, the Board of Examiners can admit a student to examination components other than those meant in

paragraph 1.

3. If a student deviates from the sequence as described in paragraph 1, without permission from the Board of Examiners, the result of the component in question can be declared invalid.

### **Article 5.5 Format of Performance Information Points (PIP's)**

1. The PIP format depends on the knowledge, skills and attitudes to be assessed and will be announced via assessment plans, no later than at the start of a Module.
2. In case a PIP takes the shape of a proctored written formative knowledge test, the Rules of Procedures for Exams describe how and under which conditions this takes place.
3. In case an examiner wants to use a different PIP format compared to the one mentioned in the nominal plans or the one communicated to the students, the examiner must ask permission from the Board of Examiners at least four weeks before the starting date of the course/module.
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 Extracurricular Internship**

The programme does not provide administrative, academic, or financial support for extracurricular internships. Students who choose to undertake an internship outside the formal study programme (see article 3.6) are responsible for arranging all aspects independently, including but not limited to approval, supervision, insurance, and contractual agreements with external organizations.

### **Article 5.7 Determination and Publishing Results**

The assessment of the competency exam by the BCAC and the publication of the exam result will take a reasonable time period as will be communicated in the assessment plan. The exam result is added to the students' Bachelor portfolio.

### **Article 5.8 Period of Validity**

The period of validity of exams that have been passed is unlimited.

Contrary to the above, the Board of Examiners may request an additional exam or component of an exam if the existing results are older than six years and the student's knowledge or understanding that was evaluated is demonstrably outdated or the skills that were evaluated are demonstrably outdated.

### **Article 5.9 Retention Period**

1. Performance information in the Bachelor portfolio will be saved seven years after the performance information results have been determined.
2. Theses and the assessment of theses will be saved at least seven years after the thesis has been assessed.
3. The diploma and the list of examination components will be saved 30 years.

### **Article 5.10 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 the student's knowledge, understanding and skills, including submitting work or assignments acquired from or written by a third party (whether or not for payment) and/or (partially) generated by artificial intelligence software, such as ChatGPT.
2. 'Plagiarism' is defined as the presentation of ideas or phrasing/passages from one's own or someone else's sources without proper acknowledgment of the sources, including submitting work or assignments acquired from or written by a third party (whether or not for payment) and/or (partially) generated by artificial intelligence software, such as ChatGPT, and thus passing them off as their own.
3. The term 'fraud' is also understood to include attempted 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 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 evidence of unequal contribution of these individuals to the committed fraud/ plagiarism.
6. Repeat offenses of fraud are, either within the faculty or at another UM faculty, considered an aggregating circumstance.
7. In serious cases of fraud, the Board of Examiners can propose to UM's Executive Board that the student(s) concerned be permanently expelled from the programme.
8. The Rules and Regulations (RR) and Code of Conduct that is signed by the student at the start of the first academic year further detail what is understood as fraud and what measures can be imposed by the Board of Examiners.

### **Article 5.11 Invalid performance information**

If a performance information point involves irregularities that make it impossible to accurately evaluate the student's knowledge, insight and/or skills, the BCAC may declare the performance information point invalid for both the student and a group of students.

### **Article 5.12 Unsuitability (Judicium Abeundi)**

1. In exceptional circumstances and after carefully weighing the interests at stake, the Board of Examiners and the Dean/Faculty Board may request the Executive Board to terminate or deny a student's registration for a programme if, through the student's conduct or statements, the student shows that the student is unsuitable to practice one or more professions for which the programme the student is enrolled in, is training the student for, or is unsuitable for the practical preparation for the profession. The Dean/the Faculty Board, the Board of Examiners and the Executive Board will reach a decision in accordance with the Judicium Abeundi Protocol adopted by the Dutch Federation of University Medical Centres on 1 November 2010.
2. The relevant clauses of Maastricht University's Enrolment Provisions apply.

## SECTION 6 EXAMINATION

### Article 6.1 Examination

1. The Board of Examiners determines the result of the examination and grants the diploma as meant in art. 6.3 as soon as the student has fulfilled all the requirements of the examination programme.
2. Before determining the result of the examination, the Board of Examiners can decide to examine the student's knowledge with respect to one or more parts of the study programme, should the results of the relevant exam give reason for this.
3. To pass the examination, the student must have attained all 180 credits, meaning all parts of the Bachelor Psychology curriculum (as defined in Article 3.6 of the EER), for course years 1, 2 and 3 of the Bachelor Psychology programme.
4. To pass the examination and receive the certificate, the student must also have been registered for the programme during the period that the exams were taken, the student was supervised or work of the student was assessed.
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 fulfilled all the examination requirements 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 has held/will hold a board position for which a financial support from the "Profileringfonds" was/will be granted for at least nine months or a Student Introduction Committee ('INKOM') board position.

### Article 6.2 Degree

The student who has passed the examination successfully will be awarded the degree of "Bachelor of Science" and will receive the diploma associated with the Bachelor's examination as proof of this.

### Article 6.3 Diploma and Statements

1. As proof that the assessment was successfully completed, the Board of Examiners issues a diploma, after it has been stated by or on behalf of UM's Executive Board that the procedural requirements for receiving the diploma have been met. The diploma is based on the model that UM's Executive Board has adopted.
2. The diploma issued as a result of having passed the examination successfully will contain:
  - a. the name of the institution;
  - b. the name of the study programme;

- c. the degree awarded;
  - d. the date on which the programme was most recently accredited or was subjected to the new programme exam.
3. The diploma will be signed by the Chair of the Board of Examiners or its appointed deputy and the Dean of the Faculty or its appointed deputy.
  4. The diploma is awarded in public, unless the Board of Examiners decides otherwise, in special cases.
  5. The certificate includes a list of the examination components. For the Dutch language track a Dutch and English list will be included, for the English language track an English list will be included;
  6. An English diploma supplement will be issued with the diploma as referred to in Article 7.11 paragraph 4 of the Act. 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. Students who have passed more than one competency exam and who cannot be issued a certificate will upon request, receive a statement issued by the Board of Examiners which at least indicates the competency exams that they passed.

#### **Article 6.4 Certificate Honours Programme**

1. Upon the successful completion of the honours programme as referred to in article 3.8 of the Education and Examination Regulations, a separate certificate will be issued with the diploma. The certificate is based on the model adopted by the UM's Executive Board.
2. To obtain this certificate the following conditions apply in addition to the regular requirements of the bachelor's examination: a student must have obtained a sufficient result for the exams and assessments of all parts. In case an insufficient result for a part of the honours programme is obtained, students will be excluded from further participation in the programme;
3. The Board of Examiners will decide whether a student has complied with the specific requirements of the honours programme.

#### **Article 6.5 Right of Appeal**

Within six weeks after a decision is announced by an examiner or the Board of Examiners a person concerned can file an appeal against this decision with the Complaint Service Point of the UM. The appeal needs to be signed and dated and needs to bear the name and address of the petitioner, as well as the grounds for appeal and, if possible, a copy of the decision against which the appeal is lodged.



## SECTION 7 STUDY ADVICE

### Article 7.1 Study Progress Administration

The individual performance information of the student will be registered in the student's Bachelor portfolio. The earned ECTS based on the competency exam are published on the student portal.

### Article 7.2 Study Guidance

The Faculty sees to the introduction and study advice and guidance of the students who are enrolled in the study programme.

### Article 7.3 Mentoring/Coaching

At the start of each year, a mentor/coach is assigned to each student. The mentor/coach guides and coaches the student for the duration of one year. The mentor/coach has regular progress meetings with the student to discuss their analysis and use of performance information and follow-up of learning goals. First year mentor/coaches provide guidance, support and feedback to help students to take charge of their learning. In later years, mentor/coaches also advise on setting learning trajectories preparing for graduate education and professional life. At the end of the year, the mentor/coach will send an evaluation of their student to the BCAC, based on all performance information, and meetings with the student.

### Article 7.4 Academic adviser

Students of the bachelor Psychology programme may consult an academic adviser of the Faculty at any time to discuss academic or personal problems. Academic advisers are not members of the teaching staff and can provide impartial advice, guidance and referrals, as appropriate, to students seeking solutions for such problems. All conversations with an academic adviser are confidential.

## SECTION 8 TRANSITIONAL AND CONCLUDING CONDITIONS

### Article 8.1 Amendments

1. Amendments in these regulations will be determined by special decision of the Faculty Board following a recommendation of the Educational Programme Committee and after permission is obtained from or after consultation with the Faculty Council.
2. An amendment in these regulations will not apply to the academic year in which it occurs, unless the interests of the students are not adversely affected by such a change.
3. Furthermore, an amendment cannot be to the detriment of students by affecting any other decision that has been taken by the Board of Examiners on the basis of the original regulations.

### Article 8.2 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 8.3 Publication

The Faculty Board sees to the proper publication of this regulation, of the Rules and Regulations which have been determined by the Board of Examiners, and also of any changes in these, by, for example, placing a notice on the faculty website/the Student Portal/FPN Student Intranet.

### Article 8.4 Unforeseen Cases / Hardship Clause

1. The Board of Examiners decides on behalf of the Faculty Board in cases that have not been foreseen by these regulations.
2. The Board of Examiners is authorised among others:
  - to deviate from this EER in individual cases, if strict adherence to these regulations would result in inequitable consequences for the student;
  - to take personal circumstances into account.

Such deviations are motivated by the Board of Examiners.

### Article 8.5 Date of Taking Effect

These regulations will come into force on 1 September 2025 and will be effective for the 2025-2026 academic year.

**Adopted by the faculty Board on May 20, 2025.**

## APPENDICES WITH THE EDUCATION AND EXAMINATION REGULATIONS BACHELOR PSYCHOLOGY

### Appendix 1 Accountability for the language of instruction

The choice for the language of instruction of the Bachelor Psychology 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 Psychology, teaching and examinations are conducted in Dutch and English. The programme offers a Dutch language and an English language track. Students have freedom of choice regarding the language track. This guarantees the quality of education, because:

- **The programme prepares students for a (inter)national master's programme and for the (inter)national labour market. Therefore, the content of the programme has a national as well as an international orientation and focus.**

Labour markets within the region of Maastricht University (positioned within the Euregion) go beyond borders, and many large companies in this region are international. The bachelor's programme fulfils the (inter)national and domain-specific requirements specified for a bachelor's programme Psychology, and offers students up-to-date knowledge, methods and skills that will allow them to continue studying in a master's programme. Moreover, with the use of the English language, also in the Dutch language track, the programme prepares the students for a national and international master's programme and labour market. Furthermore, the bachelor's programme is research-oriented within the field of psychology. Psychology is an international discipline, implying that most scientific literature is in English. For students aiming to pursue a clinical master's programme in the Netherlands, it might be essential to master specific skills in Dutch. Therefore, tutorial meetings, (most) skills training and competency year exams are offered in Dutch for students enrolled in the Dutch language track, and in English for students enrolled in the English language track. Joint lectures are offered in English, as are the literature and PebblePad instructions.

- **The academic community (including the programme's teaching staff) is internationally oriented.**

The Faculty has naturally grown into an international and diverse community. The international community facilitates the quality of the education and research at our faculty. By offering education in English, we can recruit high quality staff on an international level, and thus be more selective regarding our quality standards for staff members.

The Faculty of Psychology and Neuroscience also fosters internationalisation and diversity within the programme. This enables the students to obtain competencies related to communicating with people from various backgrounds and learn about inclusivity in an international classroom. Offering English

education facilitates more diversity within the student population and this within the problem based tutorial groups (PBL). In order to develop the diversity literacy even further, the programme regards a period of study abroad as a valuable learning experience for the students. The Faculty of Psychology and Neuroscience has agreements with over 80 renowned foreign universities. Every year, over 200 students take electives abroad and about 120 foreign exchange students study at the Faculty of Psychology and Neuroscience.

- **The student intake and current population is internationally diverse and Dutch and English are the common languages.**

In 2024-2025, students enrolled in our bachelor's programme represented 39 nationalities.

## Appendix 2 Implementation Regulation Exchange Programme and Electives Abroad

1. Courses, obtained as part of an exchange programme as established by the Faculty Board, may be registered as part of the programme for which the student is enrolled.
2. Students, who want to take the year 3 electives abroad, have to do this in the context of the Exchange Programme of the Faculty with one of its exchange partners.
3. Electives abroad are taken during the regular elective period in year 3 (P1-3), for a maximum of one (1) semester.
4. Study completed in the context of the Exchange Programme is part of the study programme at the UM.
5. The selection procedure for electives at a partner university abroad is done by the International Relations Office (IRO). The selection takes place in year 2 of the Bachelor programme (fall). For participation in the selection, students need to have passed all first-year educational requirements at the time of the registration deadline. For more information about the selection procedure and deadlines, please refer to [IRO](#).  
Allocation is done at a first-come, first served-basis, based on availability.
6. The bachelor diploma cannot be issued before the credits obtained abroad have been processed, based on an official grade transcript from the host university.
7. Students are selected on a provisional basis. To get approval from the Board of Examiners to take electives abroad year 1 need to be completed before the registration deadline. For more information about the requirements for electives abroad, please refer to the Elective information on [Electives Abroad Bachelor Psychology](#).
8. In relation to the requirements regarding level and content applicable to the examination of the programme concerned certain conditions apply. The decision to whether or not a course will be considered as part of the programme will be determined by the Board of Examiners after consultation with the Bachelor Coordinator and will only be possible with the approval of the Board of Examiners. The following conditions apply:
  - a. the course has to be taught at an academic level;
  - b. there is little or no overlap between the course and other parts of the bachelor's programme, while the content has to relate to the purpose of the bachelor's programme (Article 3.1 of the Education and Examination Regulations);
  - c. the course has been passed in the context of the exchange programme;
  - d. students have to ask approval from the Board of Examiners in advance and in writing.
  - e. when requested by the Board of Examiners, students will have to submit additional information to the Board of Examiners.
  - f. if electives abroad are offered and taken in a language other than the native language or English, a maximum of 6 credits can be awarded for a

language course in the language in question, provided that a minimum of 12 credits have been obtained for electives in that language.

9. Regarding the processing of results obtained abroad by the Board of Examiners the following rules apply:
  - a) results must be submitted to the Board of Examiners in clear, original, written transcripts from the university in question; these transcripts must contain the following information -aside from personal information about the student and the university-: code and name of the course, course level, study load, exam date and exam result;
  - b) registration is only possible in case of a sufficient result; course results stating that the course was taken or attended or similar assessments are not sufficient. A result that is (in)sufficient at the university in question will also be considered (in)sufficient at FPN;
  - c) the study load awarded by the foreign university is adopted here without changes; if for example 6 credits have been awarded by a particular university, the course will also be valued at 6 credits by the faculty, regardless of the degree of difficulty that has been experienced;
  - d) when the study load abroad is not expressed in credits but in other units, the Board of Examiners will convert these into credits. The conversion is based on the study load of a complete study year or a complete programme in relation to the study load of 60 credits for a year in Maastricht or 180 credits.
10. The Board of Examiners will decide on matters regarding registration of courses followed elsewhere, as far as they have not been addressed in the Education and Examination Regulations and in this article.

### Appendix 3 Composition of the Honours Programme

The honours programme consists of the following parts and corresponding study load:

• Introduction	1 credits
• Behavioural Economics	2 credits
• Computational Models	2 credits
• Genetics	2 credits
• Historical Book Review	2 credits
• Philosophy & Psychology of Consciousness	2 credits
• Perspectives on Psychopathology	2 credits
• Honours+	5 credits
<i>Total credits honours programme</i>	<i>18 credits</i>