



## UM-institutional plan for a medium-term strategy for COVID

## Preface

Over the last two years, COVID measures have followed on from one another in quick succession. The repeated physical closure of large parts of the education sector has had a significant impact on student well-being in upper secondary vocational education and higher education. To limit this impact in future, the education sector has been given a separate status in the Dutch COVID policy. This means that education will be the last sector to be affected by measures, and the government's position is to prevent the closure of schools at all times.

This separate status comes with a responsibility that is based on the [main elements of the medium to long-term strategy for COVID-19 in upper secondary vocational education and higher education](#) (only in Dutch) and which is set out as basic principles in the sector plan for a medium-term COVID strategy for upper secondary vocational education and higher education dated 14 June 2022. The key principles relating to this institutional plan are as follows:

1. To prevent the spread of the virus effectively and create a safe working and learning environment and
2. To prepare predictable scenarios and appropriate measures in case there is a surge of the virus to enable us to guarantee high-quality education in a responsible manner.

In principle, the sector plan takes precedence within the legal and epidemiological boundaries. Control shifts to the government as soon as national measures are required that are more stringent than the worst case scenario in the sector plan due to an unexpected emergency situation.

The sector plan sets out the measures that are put into effect nationwide. It provides a framework on what each measure entails. This UM institutional plan translates how to implement each measure for our own context and for our faculties and service centres.

**Overview:** the measures specified in this institutional plan are cumulative in nature. This means that every subsequent measure supplements or tightens up the previous measure or measures. When reading about how a new measure is implemented (phase 1 to phase 4), the previous measures must be taken into consideration at all times.

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## 1. Crisis management structure

The circumstances in which the scenarios and standard measures are to be applied may differ or take a different turn if the epidemiological situation so requires. In order to remain flexible in a constantly changing crisis situation, a crisis management structure has been set up on three levels:

1. National level (between the Ministry of Education, Culture and Science, sector councils, student organisations, and trade unions)
2. Sector level and
3. Institutional level.

If the situation requires it – for example, in the event of a surge of the virus – discussions within this structure are intensified. This may mean that decisions are made at national level to deviate from the scenarios agreed at sector level on specific points. These decisions may in turn have consequences for the UM institutional plan.

### 1.1. Composition of UM COVID crisis team

The COVID crisis team comprises the following officials:

Crisis team role	Name	Position at UM
President	Pamela Habibovic	Rector
Secretary	Niels Harteman	Management Secretary
Member	Fons Elbers	Director of Marketing and Communication
Member	Birgitte Hendrickx	Deputy Director of SSC
Member	Jan Hupkens	Senior Policy Adviser for Internationalisation
Member	Ellen van der Aar	Quality Adviser for Education Logistics
Member	Manon Duchateau	HR Policy Adviser
Member	Fabienne Degens	Employment Lawyer
Member	Joël Castermans	Head of Education Office SBE
Member	Erik Haakma	(Acting) Director of FS

The corona crisis team will be convened for consultation and decision-making at the time Phase III et seq. is declared.

Students and employees should discuss any COVID-related questions they have with the normal support services. The [infographic](#) can help students find the right support. The first point of contact for employees is their line manager.

The members of the crisis team can be contacted through the COVID reporting centre: [COVID@maastrichtuniversity.nl](mailto:COVID@maastrichtuniversity.nl). The COVID reporting centre is the first-line point of contact for external cooperation partners, such as the regional health service (GGD), and the second-line point of contact for line managers and employees working at one of the support services shown in the infographic.

## 2. COVID scenarios

In a [letter to the House of Representatives regarding the long-term strategy for COVID-19](#) (only in Dutch) four scenarios are mentioned for which sectors should prepare:

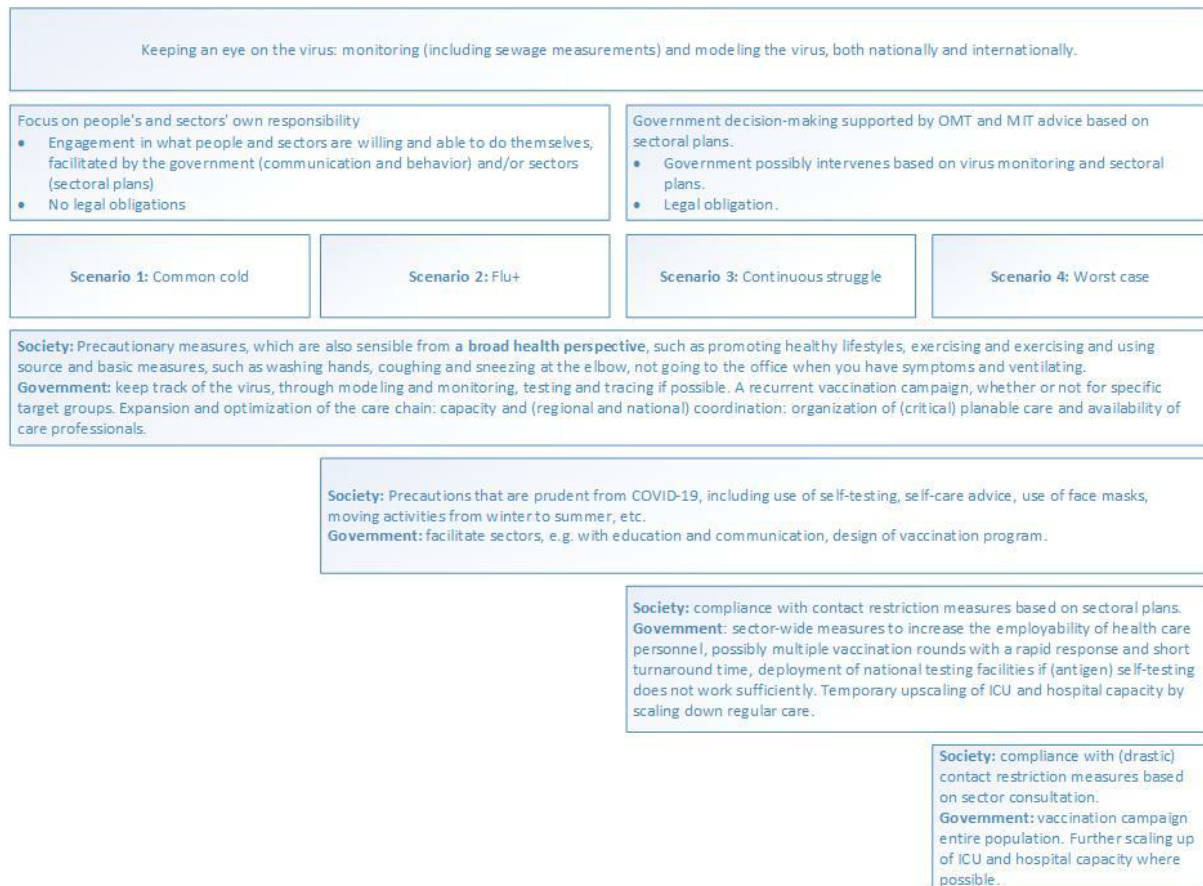


Figure 1: Diagram illustrating the scenarios

These scenarios have been translated in the [sector plan](#) (only in Dutch) to the situation for education.

The sector plan sets out the measures that are put into effect nationwide. It provides a framework on what each measure entails. This institutional plan then translates how to implement each measure for our own context and for our faculties and service centres.

The underlying idea is that we appreciate the predictability of the measures to be taken so that we can ensure minimum disruption within our sector and, in turn, provide high-quality education. The four scenarios and corresponding measures for higher education are set out in the figure below:

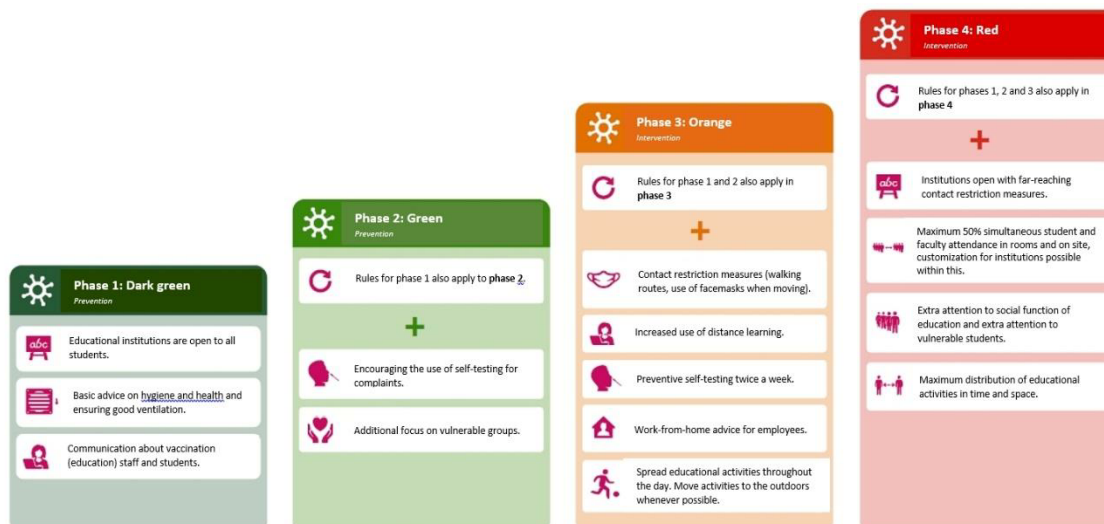


Figure 2: Overview of measures at institutions at various stages of COVID-infections.

The measures specified are cumulative in nature. This means that every subsequent measure supplements or tightens up the previous measure or measures. How the measures are implemented is based on earlier experiences during the COVID pandemic.

### 2.1. Decision-making

An important aspect of working with scenarios is clarity on the decision-making process. The four scenarios are identical for all sectors nationwide although the measures may differ per sector. The Dutch government decides when to scale up or down to another scenario in accordance with the weekly guidance issued by the Netherlands National Institute for Public Health and the Environment (RIVM), which is based on the epidemiological situation.

#### Coronavirus thermometer

Notice! The coronavirus thermometer is based on the epidemiological situation and its interpretation by RIVM. When the coronavirus thermometer goes up or down, this will not automatically lead to other measures. It only means that the expected infection pressure or disease burden is changing. It will then be up to the government to determine whether and which measures it will take. In this way, the government can also take social considerations into account in its decision-making. The thermometer therefore has no direct relationship with the measures or sectoral plans.

If the government decides to bring a scenario into operation, educational institutions must implement the corresponding measures as soon as possible, within one working week at the latest. If the government's decision coincides with the start of an examination week, every effort will be made to introduce the measures of the new phase, while ensuring minimum disruption for the upcoming examination week. Depending on the scenario to be put into operation, this means that implementation may take longer than one working week to complete.

As rapidly changing measures significantly reduce people's willingness to comply with them, these measures will then remain applicable for at least two weeks.

The entire [consultation and decision-making process](#) (only in Dutch) as shown in the image is included in the [letter to the House of Representatives](#) (only in Dutch) regarding the further elaboration of the long-term strategy for COVID-19.

## 2.2. Communication

The purpose of this institutional plan is to help us translate the sector plan to the UM situation in accordance with the four scenarios. In doing so, we follow the decision-making structure.

Communication at UM focuses on:

- Communication regarding the customised measures and the corresponding scenario (colour) and
- Communication regarding the nature of the measures (binding or advisory).

The purpose of this is to provide clarity on the decision-making process in relation to the measures (when, why, and how).



### 3. Institutional plan

#### 3.1. Prevention – Phase 1 (Dark green)

In order to keep education open for as long as possible in the event of a new surge of the COVID virus, it is important that the preconditions are in place and that the basic measures for preventing the spread of viruses are complied with. The measures shown in the dark green scenario therefore apply at all times.

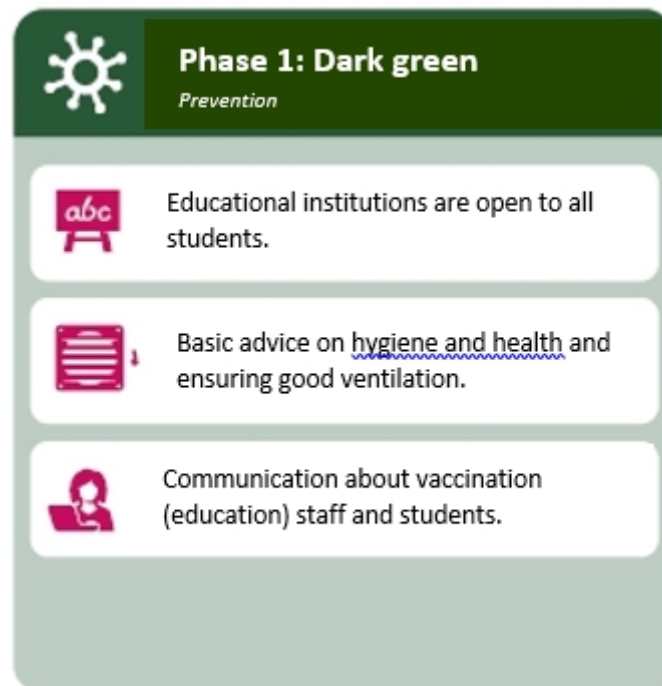


Figure 3: Phase 1 (Dark green).

##### 3.1.1. UM is open for teaching

Our university is open and teaching is provided within the normal time slots. Students and staff are expected on campus. We expect students and staff to follow the advice for preventing the spread of COVID.

##### Implementation:

- In principle, no online teaching is given in phase 1 and phase 2 unless an explicit didactic decision has been made to do so.
- Some faculties may offer online or hybrid teaching where possible if a student is absent due to testing positive. [Appendix 2](#) shows the organisation of faculty teaching and assessment.
- In this phase, participation in online or hybrid teaching does not count for the attendance requirement. Within the set attendance requirement, there is scope for absence in many cases which does not result in consequences for the attendance requirement. In cases where students encounter problems due to long-term absence, the normal rules will apply via the [normal channels](#) for requesting a special provision from the Board of Examiners. This may include a replacement assignment, for example.

### 3.1.2. Compliance with basic measures

Basic advice to prevent the spread of COVID: wash your hands, cough and sneeze into your elbow, stay at home if you show symptoms and do a test, make sure there is plenty of fresh air, and get your jabs. The purpose of this advice is to limit the spread of COVID.



Figure 4: Basic advice to prevent the spread of COVID

#### Implementation:

- To help students and staff comply with the basic advice, we provide **communication regarding this advice** in relation to meeting up safely at the teaching location. We have a shared responsibility to create a safe environment in which we can remind one another to comply with the measures. The purpose of this is to reduce the focus on enforcement.
- **Sufficient disinfectant** is available at the entrances to all UM buildings. The cleaning of surfaces comes under the basic cleaning duties.
- The COVID-19 '**UM rapid response team**' will provide the supplies.

### 3.1.3. Ventilation

As a result of the COVID outbreak, good ventilation has become a top priority. Our buildings are ventilated by both mechanical and non-mechanical means and meet the standards laid down in the 2012 Buildings Decree.

#### Implementation:

In order to alleviate concerns about ventilation as much as possible, the following also apply:

- We use the UM COVID website as a means to communicate about **ventilation and air quality** in the teaching spaces.
- We provide clear communication on the measures taken regarding ventilation and maintenance of the installations, which can be found on the UM COVID website or via the information on ventilation found in every classroom.
- Fundamental **concerns and observations** from employees **regarding ventilation** are dealt with in the local consultative meetings.
- Ventilation forms part of our **RI&E** (COVID-19 module). This means that we check the ventilation standards on a cyclical basis – or earlier if the epidemiological situation requires it – and, if necessary, incorporate risks in the plan of action.
- If any students or staff have concerns or questions about ventilation and air quality, they can contact the [ServicePoint FS](#).

- The ServicePoint FS will forward the report to the relevant building manager who will contact the person submitting the report for an initial assessment of the situation.
- If necessary, the building manager can then launch an investigation together with the occupational healthcare advisor and the FS location team. Depending on the phase that currently applies, this investigation may include the following interventions:
  - Checking the number of people using the room
  - Measuring the amount of fresh air blown in, for rooms with mechanical ventilation
  - Checking whether the method of 'airing' takes place in accordance with the instructions, for rooms without mechanical ventilation
  - If these investigations do not indicate any causes, a CO<sub>2</sub> measurement will be carried out. Intervention will take place on the basis of this investigation.

#### 3.1.4. Communication on vaccination

Vaccines prevent serious illness and complications from COVID-19 and help to prevent the virus from spreading. It is up to students and staff to decide for themselves whether they want to be given the vaccine. Vaccination is always voluntary!

Up-to-date information on matters such as the COVID jab, booster jab, or repeat jab, the vaccination certificate, and the effect and safety of the vaccine can be found on the website of the [Government of the Netherlands | Dutch vaccination programme against Covid-19](#).

### 3.2. Prevention – Phase 2 (Green)

The measures implemented in the green scenario call for vigilance. The precautionary measures that apply, such as the basic rules and precautionary self-testing, have a low impact. Measures in this phase are mainly aimed at preventing COVID from spreading further.

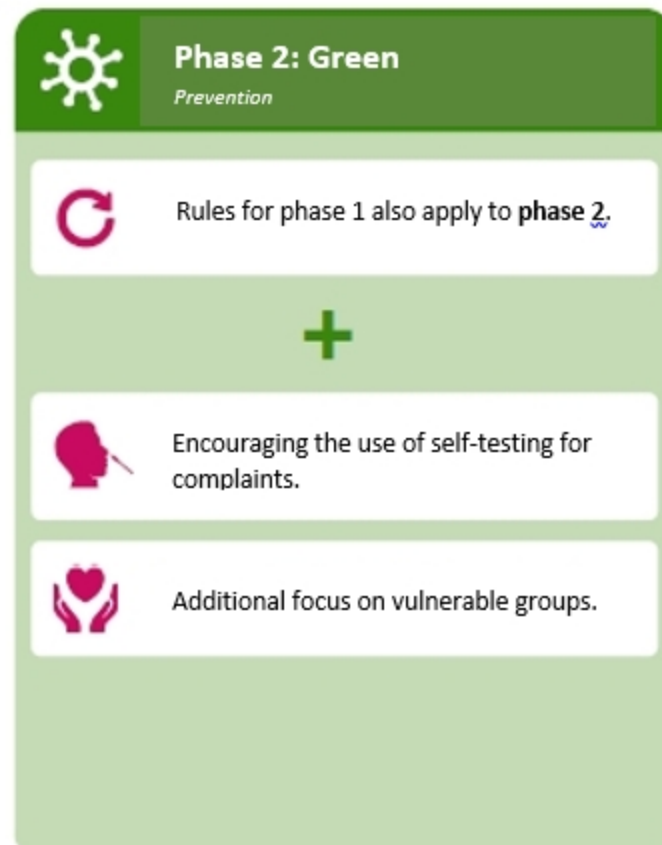


Figure 5: Phase 2 (Green).

#### 3.2.1. Additional measures from phase 1

The rules from phase 1 (dark green) also apply to phase 2 (green). In addition to these rules, cough guards are installed at all education desks, information desks, and reception desks during this phase. The cough guards are an extra aid to help prevent the virus from spreading further.

#### 3.2.2. Encouraging the use of self-tests

Testing for COVID in order to trace and combat infections is of crucial importance. By taking a test, students and staff can quickly find out if they are infected. UM encourages the use of self-tests. Self-tests are an effective tool for detecting infections early and minimising the spread of the virus through education. In addition, students and staff showing symptoms can take a self-test to quickly determine whether or not they can come to UM.

We expect students and staff to act responsibly and test themselves before visiting the campus or coming in to work if they have any symptoms.

#### Implementation:

- Students and staff follow the three steps of the step-by-step plan [Government of the Netherlands | Using a coronavirus self-test and obtaining a result](#)
- Students and staff can obtain two free self-tests per week from the reception desk of their own faculty or from the service centres.
- We request that students and staff with persistent and/or recurrent mild complaints, such as nasal colds, runny nose, sneezing, sore throat, mild cough, or have an temperature of up to 38 degrees, voluntarily discuss this with the block coordinator or the manager. We expect students and staff to do this on their own initiative to avoid unnecessary unrest within the educational group or within the team. However, sharing medical information is not mandatory.

### 3.2.3. Special attention for vulnerable groups

UM is committed to providing a safe learning and working environment for all staff and students. This means that everyone can take part in society as they wish and according to their capabilities, regardless of any disabilities, illness, or other vulnerabilities. Furthermore, UM has the responsibility to guarantee accessibility for everyone with a disability or chronic illness.

#### Implementation:

- Students and employees should discuss any COVID-related questions they have with the normal support services. The [infographic](#) can help students find the right support. The first point of contact for employees is their line manager.
- Students and staff at [greater risk](#) of becoming seriously ill from COVID-19 should follow the [tips and advice](#) issued by the Dutch government on reducing the risk of infection.
- Students who do not feel safe enough to participate in person due to a disability or chronic illness can contact Disability Support. Employees should discuss this with their line manager.
- Students and staff who do not feel safe enough to participate in person due to personal circumstances (such as care duties or because they are pregnant), can discuss this with their [student adviser](#) or line manager.
- Disability Support and the [student adviser](#) can draw up recommendations for an alternative form of teaching and assessment if this is deemed necessary and appropriate. A recommendation put forward by Disability Support and the [student adviser](#) must be regarded as an urgent recommendation by the Board of Examiners so that a safe learning and working environment can be provided for everyone.
- Employees who [do not feel safe](#) within the existing working environment due to a surge of the virus should discuss this with their manager. The manager will take suitable measures where necessary to make changes to the working environment.

## Ask for help if you need it

For some students and staff, the COVID crisis can be a challenging time. UM offers many initiatives, activities, and programmes that can help you improve your well-being. Students and staff can always ask for help from UM if they are experiencing difficulties. We have created a separate page for students which provides a clear overview of all activities related to [student well-being](#).

Employees who want to support students and help them feel positive and resilient, both during and after their studies, can make use of the [staff support for students](#). This page tells staff all they need to know on how to help students – from workshops and training courses to online sources and road maps.

Also read the tips shown at [Government of the Netherlands | Studying at home during COVID-19](#) or [Government of the Netherlands | Working from home during COVID-19](#).

## Implementation:

- Students and staff who are not at greater risk of becoming seriously ill from COVID-19, but who feel [anxious](#) about coming to the university should discuss this with the [student adviser](#) or line manager.
- Students who are experiencing a study delay or are worried about doing so due to their situation must inform the [student adviser](#) of this as soon as possible. This is important, as the student adviser can provide help and guidance in the event of a delay.
- Students who require support can make use of the Employability & Well-being modules at [Canvas course](#). All initiatives, activities, and programmes aimed at improving student well-being can be viewed on the [student well-being](#) page. The team of [UM psychologists](#) also provides various services to improve the mental health of students. Students who feel less positive about themselves can make use of these services.
- Students and staff experiencing a healthy pregnancy are not at greater risk of becoming seriously ill from COVID-19. Pregnant students and employees who do belong to a [COVID-19 risk group](#), however, must perform their own risk assessment, possibly in consultation with their practitioner. An opinion on behalf of the practitioner for the benefit of UM as an educational institution or as an employer must comply with applicable AVG regulations. A recommendation issued must be regarded as an urgent recommendation by the student adviser or manager.
- Despite the fact that education is given special status within the cross-sectoral COVID strategy, another surge of the virus may pose an additional challenge for those combining study or work with care duties. In particular, this concerns students and staff who are responsible for taking care of young children (primary school age and under) or older children (secondary school age) or students and staff who are primarily responsible for taking care of sick family members or friends. Students and staff who experience problems as a result of this must discuss this with their student adviser or line manager.

- Students and staff with persistent and/or recurrent mild symptoms, such as a cold, runny nose, sneezing, sore throat, mild cough, or raised temperature up to 38 degrees, should follow the [Government of the Netherlands | Advice to limit the spread of coronavirus](#) and take extra precautions when in the vicinity of people belonging to a [vulnerable group](#).

### 3.3. Intervention – Phase 3 (Orange)

If a new surge of the virus occurs, it will become necessary to take measures in the education sector to enable in-person teaching to continue safely. These interventions will supplement the preventive preconditions described in the previous section. There are two scenarios requiring intervention: the orange scenario and the red scenario. This section discusses the orange scenario.

In the orange scenario, the basic measures are supplemented by intensive preventive measures and contact-limiting measures.



Figure 6: Phase 3 (Orange).



### 3.3.1. Precautionary self-testing twice a week

Carrying out a precautionary self-test in this intervention phase is a preventive measure to curb the spread of the virus. We expect students and staff to act responsibly and take a self-test twice a week as a precautionary measure before visiting the campus or coming in to work. However, the use of a self-test is and will remain voluntary.

#### Implementation:

- To prevent the further spread of the virus as much as possible, students and staff showing [COVID symptoms](#) are not welcome on campus. We expect students and staff to leave the campus if they show symptoms.
- Students and staff can obtain two free self-tests per week from the reception desk of every faculty or from the service centres.
- Self-testing is not an automatic option for certain groups. In that case, it is possible to have a [test taken professionally by the regional health service \(GGD\)](#).
- Students and staff follow the three steps of the step-by-step plan [Government of the Netherlands | Using a coronavirus self-test and obtaining a result](#).
- Step 3 of the [step-by-step plan](#) explains what measures students and staff must take if they test positive. This includes the length of time they need to self-isolate.
- If the result of the self-test is negative, then the student or employee most probably does not have COVID. The symptoms may be caused by another infectious virus or a bacteria. Unfortunately, it is not possible to rule out COVID completely. Students and staff are welcome to return to UM. We expect students and staff to remain cautious in this situation and to follow the [Advice to limit the spread of COVID](#). Extra caution is required in the vicinity of people who are at [greater risk of becoming seriously ill from COVID](#).
- There is no obligation to report a positive test result. We do, however, expect students and staff to [inform the people that they have seen over the past few days](#). These people can then perform a self-test or have a GGD test done if they are showing symptoms just to be sure.
- Students who may experience a study delay, problems meeting the attendance requirement, and/or other personal problems due to a positive test result should discuss this with their [student adviser](#) as soon as possible.
- We request that students and staff with persistent and/or recurrent mild complaints, such as nasal colds, runny nose, sneezing, sore throat, mild cough, or have an elevation of up to 38 degrees, voluntarily discuss this with the block coordinator or manager. We expect students and staff to do this on their own initiative to avoid unnecessary unrest within the educational group or within the team. However, sharing medical information is not mandatory.



### 3.3.2. Maintaining a safe minimum distance

Over the past few years, social distancing has been an important measure in preventing the spread of the virus and creating a safe working and learning environment. In addition, keeping one's distance is a good way to protect the health of vulnerable people. During the orange intervention phase, the advice is therefore to maintain a safe minimum distance where possible. If it is not possible to maintain a safe minimum distance for practical reasons, UM will take additional protective measures to keep students and staff healthy.

#### Implementation:

The general key principles during this intervention phase are as follows:

- Teaching and assessment are carried out as much as possible in accordance with the [National recommendation for a safe minimum distance](#) (only in Dutch).
- With the help of a supplement<sup>1</sup> to NEN 1824:2010, an indication is given of the maximum number of people allowed in all teaching and meeting rooms and in all offices and other areas at UM in order to comply with the safe minimum distance as much as possible. The safe minimum distance at UM can be viewed by building managers, schedulers, and tutors on the COVID website. If required, the building manager concerned can ask the HR occupational healthcare adviser for advice by sending an e-mail to [COVID@maastrichtuniversity.nl](mailto:COVID@maastrichtuniversity.nl).
- Students are assigned to teaching rooms in maximum permitted numbers so that the safe minimum distance can be guaranteed. In-person teaching will continue to be taken as a starting point provided this is possible considering the accumulation of measures in this phase. This applies to all forms of teaching at UM.
- Signs are displayed to show the [maximum number of people](#) allowed in each room.
- Only one person is allowed in a lift unless the lift door is more than two metres wide.
- The 'evacuation assembly point' is large enough to ensure safe social distancing. In locations where this is not the case, another location will be designated for that purpose and students and staff will be informed by the unit.

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<sup>1</sup> NEN spec 2:2020 version 1.1. This standard should be seen as a temporary supplement to NEN 1824:2010 for the purpose of fulfilling the COVID measures.

### 3.3.3. Use of walking routes

It is mandatory to set out walking routes in all UM buildings in order to limit unnecessary contact between people.

#### Implementation:

- Walking routes are marked according to the step-by-step plan for creating walking routes. Building managers can view the step-by-step plan on the COVID website.
- Where the walking routes are too narrow, one-way traffic routes have been set up; when that is not possible, priority arrow signage indicates precedence, or entrances and exits have been separated.
- When creating walking routes in the buildings in accordance with the step-by-step plan, these routes may differ from the usual walking routes and access to the lifts may be restricted. This means that students and staff with a physical disability may face some inconvenience when entering the UM buildings for the first time. Students and staff can view the [accessibility of the UM buildings and locations](#) before returning to UM for the first time. It is also possible to request a tour from the building manager.
- We will also ask students and staff to take responsibility for cleaning equipment and/or materials after use. This can be done using a [do-it-yourself cleaning kit](#) that is available in every teaching space and meeting room and in a central location on each floor of a building.
- In addition, we will leave all interior access doors in corridors, meeting or teaching rooms, or toilets open during the day. We do this in order to avoid frequently used 'contact points'. Where this is not possible, these points are cleaned intensively ([focusing on contact points](#)).
- Please note! For fire safety reasons, doors displaying a red sticker along with the text 'Fire Safety Door' must not be kept open with doorstops.

### 3.3.4. Using facemasks when moving around

Students and staff must wear a facemask within all UM buildings when moving around. Students or staff members are exempt from this rule if they can present a medical certificate.

#### Implementation:

- It is mandatory to wear a non-medical facemask within the UM buildings. Facemasks can be taken off when the student or staff member sits down in the tutorial group, in the lecture room, or at a desk. Students and staff must always take one another into consideration and respect the choice of students and staff who want to continue wearing a face mask.
- In exam rooms, facemasks must be kept on until fifteen minutes after the start of the exam so that students' IDs can be checked properly. Facemasks can then be removed, but must be put back on if students are in contact with the invigilator or when moving from their chair.
- Students and employees who cannot wear a mouth guard due to illness or disability should use the [self-declaration exception facemask requirement](#).

- The Office of Education may determine that certain educational situations require groups to wear facemasks.
- Students and staff with health problems are advised by the Dutch government to wear a facemask for protection.
- If working with test subjects, a facemask rule may apply to a specific part of the education or research.
- When carrying out their work, emergency assistance officers (BHV) and first-aiders (EHBO) wear facemasks that are available at all reception desks and in the BHV COVID kits.
- Students and staff are responsible for purchasing facemasks. If a student or staff member forgets their facemask, they can obtain one from the UM building reception.
- More information on the most suitable facemask to use can be found on the website of the [Government of the Netherlands | Suitable facemasks](#).
- More information on how to wear a facemask can be found on the website of the [Government of the Netherlands | How to wear a facemask](#).

### 3.3.5. More intensive use of distance learning

In this phase there will be more intensive use made of distance learning. However, in-person teaching will continue to be the starting point due to the fact that our PBL – along with the corresponding learning principles of constructive teaching, learning in a relevant context, learning together, and self-directed education – forms one of the main cornerstones of our right to exist.

Furthermore, UM is convinced that our PBL makes it possible to continue providing in-person teaching given the extra measures during this phase. This applies to all forms of teaching and research at UM.

#### Implementation:

- In-person teaching will continue to be taken as a starting point provided this is possible considering the accumulation of measures in this phase. This applies to all forms of teaching (including exams and research) at UM. A customised solution at individual level is possible for both students and staff.
- If teaching is organised at an external location, the rules in place for that particular location will apply. The external location that is used may declare the UM institutional plan applicable for the teaching to be given.
- This means that the [safe minimum distance](#) and the [use of walking routes](#) and [facemasks](#), combined with the [staggering of educational activities](#) over the course of the day, can guarantee a [safe learning and working environment](#).
- Online education can be arranged if it is not possible to guarantee a safe learning environment. Online education is not a right but a facility which is offered by the faculty where needed and where possible. [Appendix 2](#) shows the organisation of faculty teaching and assessment.

- Participation in online or hybrid education can count for the attendance requirement in this phase. Within the set attendance requirement, there is scope for absence in many cases which does not result in consequences for the attendance requirement. In cases where students encounter problems due to long-term absence, the normal rules will apply via the [normal channels](#) for requesting a special provision from the Board of Examiners. This may include a replacement assignment, for example.
- The presence of students or staff who are at [greater risk](#) of becoming seriously ill from COVID-19, who have been diagnosed with a behavioural or psychological disorder, or who have an auditory and/or visual impairment or feelings of anxiety and consequently do not feel safe enough to take part in person is the deciding factor in this regard.
- Hybrid teaching or hybrid working can be an option. Disability Support or the medical officer can advise on this. When facilitating hybrid teaching, attention should be paid to the workload of the employees who provide or are responsible for preparing the hybrid teaching.
- Comprehensive advice provided from Disability Support, the student advisor or the company physician must be regarded as an urgent recommendation.
- If lecturers are absent due to a COVID infection or the need to self-quarantine at home, the faculty will first try to arrange a replacement (for in-person teaching). If this is not possible, it will consider whether the education can be provided online. The rule is that a sick employee is ill and should not be carrying out online teaching or performing administrative and supporting tasks while ill.

### 3.3.6. Moving activities outdoors

During earlier waves of the virus, the cancellation of social and sporting activities was shown to have had a huge impact on the education sector. To allow non-teaching related activities to continue for as long as possible, we will try to move activities outdoors where possible during the orange intervention phase.

#### Implementation:

- UM Sport and sports clubs will remain open for individual and group sports. Where possible, sports activities will be moved outdoors as much as possible. There is no need to keep to the safe minimum distance if this is not possible when practising the sport. Changing rooms and showers are open with consideration of the safe distance standard.
- Lectures and activities organised by Studium Generale that are usually organised at a UM location will be offered online and, if appropriate, moved outdoors. If this is not possible, the lecture or activity must be moved to another time or cancelled. An in-person indoor event organised by Studium Generale can only take place with the permission of the relevant faculty as long as it is a private event that is not open to members of the public from outside the university. Permission is needed in order to keep all measures manageable. Activities referred to in [3.3.7.](#) have priority.

- Cultural activities that are normally organised at a UM location will be moved outdoors as much as possible. An in-person indoor event can only take place with the permission of the relevant faculty, as long as it is a private event that is not open to members of the public from outside the university. Permission is needed in order to keep all measures manageable. Activities referred to in [3.3.7.](#) have priority.

### 3.3.7. Activities outside the primary teaching process

In this phase, activities not relating to the primary teaching and research process must be scaled down. This means that they may only be organised in restricted formation.

#### Implementation:

- Celebratory gatherings are not permitted to take place in person, unless they are academic meetings such as PhD ceremonies, inaugural lectures, graduation ceremonies, or for the awarding of certificates. External parties (family members and guests) are welcome. All other measures from phase 3 (such as the safe minimum distance) remain in force. If it is not possible to adhere to the measures, a combination of on-site and online attendance is possible.
- Open days are regarded as an educational activity (and not an event) and may go ahead within the UM buildings in a simpler format under certain conditions. The main objective in this respect is to share information and provide an impression of the nature of the study programme. In anticipation of phase 4, it is advised to limit the number of contact moments where possible. This can be done, for example, by organising parts of the open day online, by asking prospective students to bring along no more than one extra person, by holding open days at times when there is little to no timetabled teaching, and by cancelling activities that are organised mainly as a 'backdrop' during the event. A safe minimum distance should be maintained where possible.
- Study associations can offer in-person activities as an alternative form of in-person teaching after obtaining permission from the faculties. For example, selling textbooks, selling white coats or exam training. The association concerned may declare the UM institutional plan applicable for the activity to be organised. Permission is required in order to keep the measures manageable.
- If the activities referred to are organised at an external location, the rules in place for that particular location will apply. The location concerned may declare the UM institutional plan applicable for the activity to be organised.
- Food and drink facilities at UM remain open and as their main target group comprises students and staff employed at UM, they fall under the regulations for the education sector.

### 3.3.8. Staggering of educational activities

In order to limit the number of contact opportunities and make it easier to maintain social distancing, we will try to spread out educational activities more widely over the course of the day. We do this by making changes to the timetable scheduling. This may mean abandoning the set start times of UM timeslots and staggering the start times.

#### Implementation:

The general key principles during this intervention phase are as follows:

- Teaching and assessment can take place between 8:00 AM and 9:00 PM. Normal working hours apply for staff.
- As an educational institute, UM shares responsibility for keeping the burden on public transport manageable. Where possible, we do this by staggering educational meetings over the course of the week, day, and hour.
- By implementing a [safe minimum distance](#), [creating walking routes](#), and staggering educational activities, we anticipate an occupancy rate of our buildings of no more than 50% of normal occupancy (phase 4). Scheduling an interval of 15 minutes between educational meetings is an additional intervention if needed to keep the number of people within the UM buildings manageable.
- It is also important to stagger the times that people leave. Students are not required to go home immediately after the lesson or lecture. However, students should not gather in groups inside or outside the UM buildings or in the immediate vicinity of them. We expect students to take personal responsibility in this regard and avoid leaving in large groups at the same time.
- The food and drink facilities, UM learning spaces, and library locations are open. A [reservation](#) is needed to use the university library locations in the city centre and in Randwyck.
- In the interest of working safely, the Working Alone Protocol shall apply at all times.

### 3.3.9. Advice on working from home

Since the spring of 2022, the [Regulations on hybrid working practices at UM](#) have been in force. These regulations set out the UM policy on hybrid working. Employees wanting to take advantage of hybrid working have made agreements with their line manager on this in a hybrid work agreement (working-from-home agreement).

If the epidemiological situation designates working from home as an intervention to combat the spread of the virus, then the agreements made in the hybrid work agreement (working-from-home agreement) regarding the average number of days to work from home and from a UM location will be temporarily suspended.

This means that as a general rule non-teaching staff are advised to work from home where possible and to work at UM when necessary. For teaching staff, in-person teaching will continue to be the starting point, provided this is possible in

view of the accumulation of measures in this phase. Online education can be arranged if it is not possible to guarantee a safe learning environment. [Appendix 2](#) shows the organisation of faculty teaching and assessment.

#### Implementation:

- Teaching staff must be present at UM in person to provide teaching. The same applies to staff who support the teaching activities and who therefore need to be present in person.
- Consideration is taken of the employees described in the section on [vulnerable groups](#). At an employee's request, a line manager can make agreements on in-person attendance. A [safe workplace](#) must be guaranteed at all times.
- Online teaching is possible if it forms part of the teaching method or the employee concerned belongs to a risk group or has made agreements with their line manager about this.
- Staff responsible for carrying out educational support activities that can be performed from home are urgently advised to do so.
- In-person meetings between employees or groups of employees are kept to a minimum.
- For staff who do not have a working-from-home agreement, [measures](#) can be taken to ensure that home workspaces are set up as responsibly as possible.



### 3.4. Intervention – red scenario

It is stated in [section 3.3](#) that there are two intervention scenarios: an orange scenario and a red scenario. Section 3.3 relates to the orange scenario. This section covers the red scenario.

In the red scenario, further intervention is required by means of contact-limiting measures. The medium to long-term strategy focuses on clear frameworks issued by the Dutch government, but customisation is certainly possible. While both national and sectoral frameworks apply, there is also scope for UM's own interpretation.

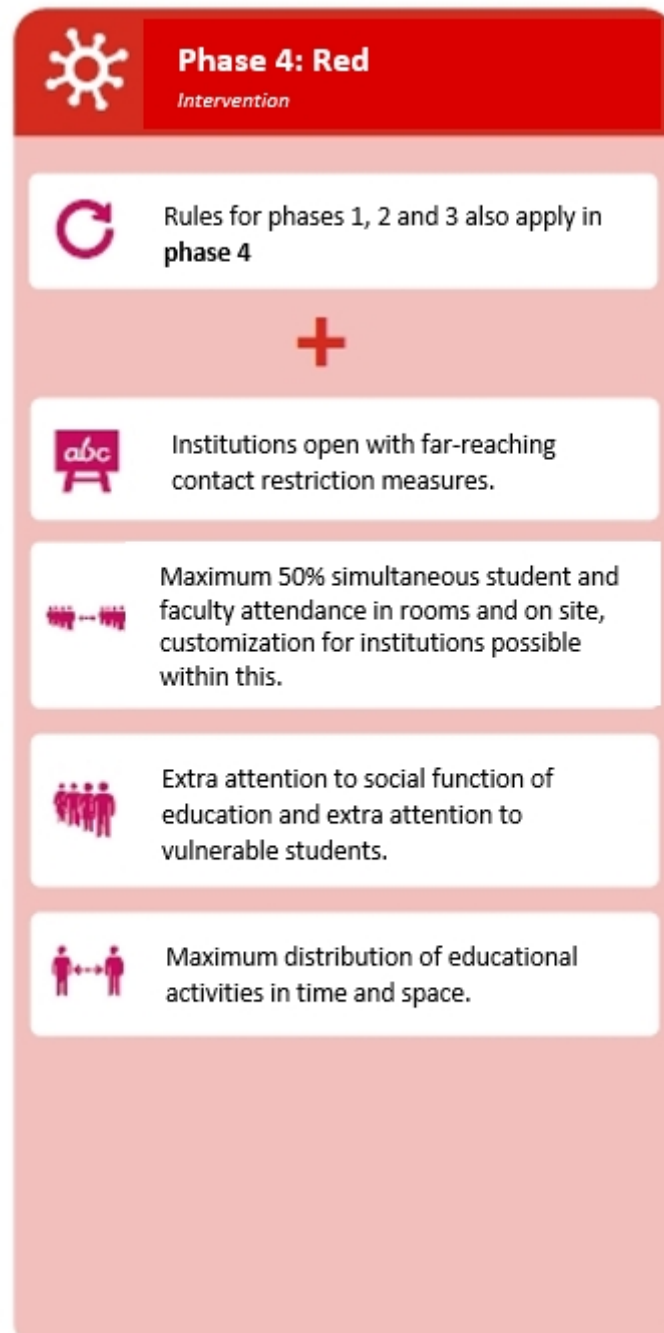


Figure 7: Phase 4 (Red).



### 3.4.1. Maximum number of people allowed

In order to drastically reduce the number of contact moments within the educational institution, a maximum is set for the number of people permitted to be present at an educational institution. No more than 50% of students and staff may be present at the same time in each separate room (and therefore the location as a whole) compared with the situation prior to the intervention. Online teaching may provide a solution for teaching that cannot be given in person as a result.

#### Implementation:

- The rules relating to maximum capacity apply to all activities at UM, including open days and special occasions such as the opening of the academic year.
- The NEN standard used when implementing a [safe minimum distance](#) means that no more than 50% of students and staff are allowed to be present on site. This means that in this phase no aggravating measures are needed in volume in order to comply with the maximum standard of 50%.
- Exams, practical lessons, and support for vulnerable students are given priority when scheduling in-person teaching. Teaching that cannot be given in person as a result will be offered online.
- For food and drink facilities at UM, there is no maximum limit for the number of people allowed to be present. If it does, however, become necessary to set a maximum limit in order to keep the maximum building occupancy rate of 50% manageable, the building manager may set a maximum limit for the food and drink facilities concerned.
- The measures from phase 3 (such as wearing a face mask) remain in force.
- There is no maximum limit for people collecting books and other media in libraries if no seats have been installed in those areas. The measures from phase 3 (such as a safe minimum distance) remain in force.

### 3.4.2. Intensified focus on social function of education

During the pandemic, the social aspects of education have come under great pressure, which has had a negative effect on the mental well-being of students. The report [De Staat van het Onderwijs 2022 \[The State of Education 2022\]](#) (only in Dutch) reveals that not only has there been a decline in student well-being but that students have been less successful at learning to work together, interact with people outside of their own group of friends, and discuss socially sensitive topics. This underlines the importance of meeting up with one another and learning from one another on all kinds of levels.

#### Implementation:

- When considering what the maximum number of people should be, the social function of education and the needs of vulnerable student groups are considered.
- Based on the social function of our education, we emphasise that in-person teaching will continue to be our starting point, provided this is possible in view of the accumulation of measures in this phase.

- Flexibility is possible where required for certain vulnerabilities.
- Additional attention will also be paid in the years ahead to fostering a sense of community and connection at UM. We do this by creating a challenging and international study or work environment for students and staff while also offering several extra elements in the area of sport and culture. This includes staff associations, sports clubs, cultural activities, choirs, and orchestras. Staff can find this information on our intranet page on [Health and Vitality](#) or on the page [In addition to your work](#). Students can make use of the Employability & Well-being modules offered on [Canvas course](#), view the initiatives, activities, and programmes aimed at improving student well-being on the [student well-being](#) page, or make use of the various services provided by the team of [UM psychologists](#) to improve student mental health.

#### 3.4.3. Limiting contact moments

At UM, we make every effort to spread out the number of contact moments as widely as possible. Solutions that can be used include smart scheduling of timetables (dropping UM timeslots) and longer opening hours (evening slots) in order to provide in-person and other types of teaching within the set maximum as much as possible.

#### Implementation:

- In addition to the [staggering of teaching from phase 3](#), we look at how we can spread out educational activities as widely as possible in terms of time and space. [Appendix 2](#) shows the organisation of faculty teaching and assessment.

#### 4. Safe and healthy study and work conditions

UM aims to create a safe environment for students and staff. In times like these, this may mean having to implement extra measures. To make our study and work environment as safe as possible for students and staff, we follow the different scenarios and corresponding measures during these COVID times. The purpose of these measures is to prevent the virus from spreading, to keep education open and accessible in a safe manner, and to create some measure of predictability for all those involved in the education, i.e. students, staff, and visitors.

The green scenarios are based on the impact and infectivity of a cold virus or flu virus. The measures are limited to society-wide efforts to prevent the spread of the virus and to comply with the basic health and hygiene recommendations. If we find ourselves in the orange scenario, we will additionally take more drastic precautionary measures to combat the spread of the virus. In the red (worst case) scenario, it will be necessary to reduce the number of contact moments within our institution.

When implementing the measures described in this institutional plan, all current legislation and regulations will remain in force (if not contrary to any emergency regulations or legislation in the event of an unexpected – or black – scenario).

##### 4.1. Student well-being

If it becomes necessary to switch from in-person teaching to online teaching, this puts great demands on the flexibility of students which can, in turn, have an impact on student well-being. This is something we will pay attention to.

##### Implementation:

- We realise that for a number of students requiring support, studying online from home may be an advantage for some yet an additional burden for others.
- Good ties with UM is an important factor for a successful start to and continuation of the study programme for students requiring support. We acknowledge that accessible and inclusive education is powered by appropriate support, transparency in relation to expectations and resources, and the provision of clear information.
- If a student requests support, the [student adviser](#) will consult the [Guide to student well-being during COVID-19](#) (only in Dutch) as a resource to provide the student with assistance. This guide sets out a number of methods to help reduce stress during a pandemic for students who require support.
- We devote considerable attention to student well-being during the study programme and provide tools for improving resilience so that every student can develop the skills they need during their study programme and career and for the rest of their life. To make this possible, students can make use of the Employability & Well-being modules offered on [Canvas course](#), view the initiatives, activities, and programmes aimed at improving student well-being on the [student well-being](#) page, or make use of the various services provided by the team of [UM psychologists](#) to improve mental health.

- There are also useful apps available on academic success and to create an online morning meet-up ritual as a way for students to socialise and stay motivated.

#### 4.2. Workload

Some employees are experiencing a high workload. One thing that contributes to this is switching from in-person teaching to online teaching and back again, along with the associated concerns about student well-being and potential learning disadvantages. Combining in-person teaching and online teaching while constantly monitoring teaching quality can also put great demands on our staff. We take this into account when making and implementing policy decisions and would like to keep this matter under discussion.

#### Implementation:

- We are aware that employees themselves may also face limitations, such as having sick colleagues, being forced to stay at home, or having fewer partners for (in-person) cooperation. Every reason therefore for you as an employee to focus on yourself and your job satisfaction. Try to avoid work stress, talk to one another about this matter, and try to do something about it.
- If a surge in virus cases means that an employee experiences extra pressure at work, we expect them to discuss this with their line manager. Greater autonomy and more room to organise the work themselves may reduce work pressure for the employee.
- We expect those employees working from home because of the measures to read the [tips on working from home during the COVID pandemic](#) which includes information on both physical and mental health.
- We expect employees who do not currently have a home workspace to take the [measures](#) necessary to set up a home workspace as responsibly as possible.

## 5. International mobility

When it comes to research and education, UM looks beyond national borders. This means that UM has a duty of care to students and staff who are abroad. The key principles in this regard are as follows:

- UM takes into account the guidelines issued by the Netherlands National Institute for Public Health and the Environment (RIVM) and the regional health service (GGD) as well as the general travel advice issued by the Netherlands Ministry of Foreign Affairs (BZ) for the region concerned.
- When making decisions, the [Guidelines for UM students for study-related travel to risk areas](#) and the [Guidelines for staff for business travel to risk areas](#) are followed.
- Students receive information from Nuffic via the [WilWeg](#) website (only in Dutch), social media, and the special [COVID web page](#) (only in Dutch).

Currently, the COVID-19 indicators are disconnected from the travel advisories of the Dutch government mentioned above. Should this change, UM will consider, partly based on national consultations, whether the travel advisories provide an adequate assessment of the level of risk.

Alternatively, UM can fall back on semester-specific regulations for UM students and employees to and from foreign countries (e.g., as they were applicable in the academic years 2020-2021 2021-2022).

Given the still-changing COVID-19 situation in some world regions, students planning an exchange or internship outside Europe are asked to make a back-up plan so that in case of a (last-minute) cancellation, an alternative plan is available that avoids study delays.

For international students and staff travelling to the Netherlands, the same quarantine rules apply as for other people coming to the Netherlands from abroad. This means that:

- Students and staff coming to the Netherlands can refer to the [quarantine check for travellers](#) to check which rules apply.
- Students and staff must bear in mind that there is an [entry ban](#) in place for some countries outside the EU. Holders of a [temporary residence permit \(MVV\)](#) (only in Dutch) are exempt from the entry ban. Also exempt are those who have received a decision letter from the Dutch Immigration and Naturalisation Service (IND) regarding long-term residence. This means that these groups can enter the Netherlands even if travelling from a country subject to the entry ban. Students and staff are therefore exempt from the entry ban. Employees unable to obtain a temporary residence permit on the grounds of their nationality can present the decision letter issued by the IND.
- To apply for a temporary residence permit, students can contact the [Student Service Centre](#).
- To apply for a temporary residence permit or decision letter, staff can contact the [Knowledge Centre for International Staff \(KCIS\)](#)

- Students travelling to the Netherlands may experience a study delay due to COVID which may prevent them from obtaining in time the number of credits they need to keep their residence permit. It is not mandatory to report insufficient academic progress if COVID is a reason for [excusability](#).

## Appendix 1 Feeling anxious or afraid about the virus

A new surge of the virus may cause students or staff to feel more anxious or afraid. Fear of the virus may be caused by a variety of reasons:



Figure 8: Most common concerns in relation to COVID-19.

Another reason that can cause fear of COVID is uncertainty. There are still many uncertainties in relation to the COVID virus. COVID can also indirectly lead to greater uncertainty, as the pandemic has consequences for the economy, unemployment, and everyday routines. This uncertainty can make students and staff feel anxious and long-term uncertainty can undoubtedly lead to an increase in stress as well as physical and mental problems.

Students experiencing anxiety about the virus can use the infographic to find appropriate support.

Staff can discuss this with their manager and can contact the medical officer for advice at any time. If an employee continues to fear transmission of the virus even after consulting the medical officer, it may be possible for them to work from home after consulting their line manager. If the nature of the work does not allow this, the employee will be assigned other suitable tasks that can be carried out from home.

## Appendix 2 Organisation of faculty teaching and assessment

### Phases 1 and 2: (Dark) green prevention

#### SBE

What support is given to students if they are unable to attend in person due to COVID measures in this phase?

- Students who test positive can follow teaching online as an observer (submit request to tutor). Online participation does not count for the attendance requirement.
- If there is an attendance requirement, then the maximum standard is set at 75% attendance. In this way, students who test positive or who have been advised to self-quarantine can still meet the attendance requirement as long as they do not miss more than 25% of the sessions (in most courses this means that students can miss three tutorial group meetings).
- If students do not meet the attendance requirement, they will be required to complete a course assignment. The block coordinator will provide more information about this assignment in the syllabus. In many syllabuses, the size of the course assignment depends on the number of meetings missed, which means that students who have missed all the meetings will be given a lengthier assignment than students who, for example, have missed four or five sessions.
- Exams are subject to the same procedures as for other personal circumstances that prevent a student from attending an exam. Students that miss an opportunity to take an exam can take part in the resit. An extra opportunity for a resit is only offered if it is the last exam before graduation, as laid down in the Education and Examination Regulations. These regulations already make it possible for students to ask for a missed exam opportunity to be disregarded by the Board of Examiners (in the case of illness) so that it does not stand in the way of graduating cum laude. However, this is not entered into the administrative records until the end of the study programme because it is only then that it is possible to ascertain whether students are close to attaining a cum laude designation.

#### FASoS

Under what circumstances can the faculty offer online teaching in this phase?

- Teaching can take place online if the lecturer needs to self-quarantine (provided the lecturer is not ill), or if the lecturer has urgent care duties. The lecturer must always keep their line manager/department head and programme director/coordinator informed and consult with them at all times.



What support is given to students if they are unable to attend in person due to COVID measures in this phase?

In this phase, a COVID infection is regarded as an illness like any other and is dealt with like an illness would have been before the pandemic:

- If the student misses out on educational activities, there will be no consequences as there is no attendance requirement.
- If the student misses an exam opportunity, the student can take part in the scheduled resit. If the student also misses the resit, there is an option for the Board of Examiners to deviate from the provisions of the Education and Examination Regulations as regards the number of opportunities to take an exam (hardship clause): <https://intranet.maastrichtuniversity.nl/en/fasos-student-intranet/study-programmes-and-regulations/hardship-clause>

## FPN

Under what circumstances can the faculty offer online teaching in this phase?

- Tutorial group meetings, which are also known as PBL sessions, take place on campus. If a student is unable to take part on campus, the student may follow the session online (hybrid) but, in this scenario, online participation does not count as 'attending the session' for the attendance requirement.

What support is given to students if they are unable to attend in person due to COVID measures in this phase?

In this phase, a COVID infection is regarded as an illness like any other and is dealt with like an illness would have been before the pandemic.

- PBL sessions are not usually subject to an attendance requirement of 100%; depending on the total number of meetings, student may miss a certain number of them without this having consequences for their attendance record. If a student misses more meetings than the attendance requirement due to personal circumstances (of whatever nature), the student will be asked in accordance with the Education and Examination Regulations to do the following:

If the student could reasonably expect to experience a study delay due to personal circumstances, this must be reported to the student adviser in good time. The purpose of this notification is to limit the study delay caused by the circumstances and, if needed in the student adviser's opinion, to draw up an individual study plan. The notification is given in good time if it occurs within four weeks of the start of the circumstances.

The individual study plan is always tailored to the student but may, for instance, consist of a reduction in the attendance required for normal PBL sessions.

- Practical sessions often have a 100% attendance requirement but, in principle, a resit opportunity is usually offered each year. Just as described

above for the PBL sessions, these practical sessions are subject to the same rules that apply if the student is absent due to personal circumstances.

- If a student misses an exam opportunity, they can take part in the resit. If the student also misses the resit, the same procedure will apply as described above for absence due to personal circumstances, whereby the Board of Examiners will also have the option to deviate from the provisions relating to exam opportunities as set out in the Education and Examination Rules by virtue of the hardship clause.

## FL

What support is given to students if they are unable to attend in person due to COVID measures in this phase?

In this phase, a COVID infection is regarded as an illness like any other and is dealt with like an illness would have been before the pandemic:

- If the student misses out on educational activities, there will be no consequences as there is no attendance requirement.
- If the student misses an exam opportunity, the student can take part in the scheduled resit. If the student also misses the resit, the Board of Examiners has the option to deviate from the provisions of the Education and Examination Regulations as regards the number of opportunities to take an exam (hardship clause).

## FHML

What support is given to students if they are unable to attend in person due to COVID measures in this phase?

The attendance rules are applied again as laid down in the Education and Examination Regulations and the Rules and Guidelines.

- For Biomedical Sciences (BMS) and Medicine, these fall within the competence of professional conduct in which there is scope for students who are unable to attend for valid reasons.
- For European Public Health (EPH) and Health Sciences, students may miss up to 25% of the meetings for valid reasons. In special cases, the EC can allow for up to 50% absence.
- A COVID-19 infection and/or self-quarantine are valid reasons for absence.
- Students who encounter problems due to the attendance requirement can report to the student adviser who will help them look at what options are available and advise the Board of Examiners on this matter. This is the same for all scenarios.
- This regulation is laid down in the Rules and Guidelines and applies more broadly than just to COVID-19.
- Supplementary to this regulation, there are no alternatives for fulfilling the attendance requirement.

## FSE

What support is given to students if they are unable to attend in person due to COVID measures in this phase?

In this phase, a COVID infection is regarded as an illness like any other and is dealt with like an illness would have been before the pandemic, whereby the normal rules as set out in the Education and Examination Regulations and the Rules and Guidelines will apply.

There will be no standard alternatives available for fulfilling the attendance requirement if the student is absent for valid reasons. Every programme within FSE has its own Education and Examination Regulations which includes the possibility – in cases where an attendance requirement applies and students were absent for valid reasons – to make up for this absence or to meet the attendance requirement by completing an alternative assignment. It is clearly specified in these Education and Examination Regulations which path the student must take to do so.

## Phases 3 and 4: Orange and Red intervention

### SBE

- How is the teaching and assessment structured in this phase?
- Any shortcomings in assessment capacity will be alleviated by (a) shortening the exam duration to two hours instead of three hours, (b) hiring extra exam rooms, and (c) encouraging the use of alternative forms of assessment. If (a), (b), and (c) are not sufficient, some exams will be postponed to a later exam date. It is highly likely that more exams will be postponed to a later date out of necessity in the red scenario.
- In the event of a mandatory switch to hybrid or online teaching, the online teaching does count for the attendance requirement in this phase.

### FASoS

- How is the teaching and assessment structured in this phase?
- If a safe minimum distance is introduced, with the added requirement to maintain a distance of 1.5 metres in classrooms, all tutorials and lectures will be entirely online. In that case, there is not enough space or locations at FASoS to guarantee the safe minimum distance. Only Bachelor mentoring tutorials can take place on campus in the orange scenario, with due observance of the safe minimum distance.
- All exams scheduled to take place in the MECC will go ahead or, in the red scenario, be changed into an alternative format (e.g. take home exams or written assignments to be submitted through Canvas) if necessary.

- If the student misses an exam opportunity, the student can take part in the scheduled resit. If the student also misses the resit, there is an option for the Board of Examiners to deviate from the provisions of the Education and Examination Regulations as regards the number of opportunities to take an exam (hardship clause):  
<https://intranet.maastrichtuniversity.nl/en/fasos-student-intranet/study-programmes-and-regulations/hardship-clause>
- In cases where a safe minimum distance can be complied with in spaces/locations at FASoS during teaching, lectures will take place on campus but there is scope for flexibility which allows lectures to be moved online if:
  - A COVID-19 case is reported
  - The hybrid classroom does not function
  - Students/staff no longer feel safe or comfortable on campus.
- Lecturers of bachelor's programmes can allow students required to stay at home because of COVID advice from the regional health service or because of travel restrictions to follow online/hybrid teaching for a short period. In the case of master's programmes, this is coordinated with the programme director.
- At the request of and in consultation with the course coordinator and lecturer, programme directors can decide to place an entire tutor group, a course, or even the entire programme online, depending on the COVID-19 situation and the practicalities and feasibility of carrying out educational activities.
- Students expecting to follow online lectures for longer than two weeks should contact their student adviser.

## FPN

- How is the teaching and assessment structured in this phase?
- Tutorial group meetings are hybrid by default. For tutor groups of around 12 to 15 people (i.e. students + one tutor), a limited number of people are allowed on campus, with respect to the occupancy of the space based on the safe minimum distance. The first PBL meeting will always be online. During the first PBL meeting, a schedule will be created of who will be expected on campus and when. If a student is unable to take part in the group meeting on campus, the student may follow the session online (hybrid). In this scenario, online participation does count for the attendance requirement.
- Practical sessions, skills sessions, workshops, and mentor meetings take place in hybrid format, online, or in separate groups on campus and online. It is discussed with the block coordinator which format works best for the module (customisation).
- Lectures are recorded or live-streamed. The block coordinator decides what happens.

- Exams take place on campus or unproctored online. When determining the format, close collaboration takes place with the exam experts, programme coordinators, block coordinators, the Board of Examiners, the study programme committee, and the assessment committee (customisation). If the student misses an exam opportunity, the student can take part in the scheduled resit. If the student also misses the resit, the Board of Examiners has the option to deviate from the provisions of the Education and Examination Regulations as regards the number of opportunities to take an exam (hardship clause).  
In phase 4 (red scenario), only people who need to be on campus for teaching and research purposes are given access to the buildings. All other people (staff, students) work from home by default.

## FL

How is the teaching and assessment structured in this phase?

- In order to guarantee a safe minimum distance, tutorial groups will switch to hybrid or online teaching. In the case of hybrid teaching:
  - max. 33.3% attendance in groups of 15
  - 25% in groups of 19 (tutor + 5 students in person; the rest online).
- During this phase, lectures are provided asynchronous or online.
- If the student misses an exam opportunity, the student can take part in the scheduled resit. If the student also misses the resit, the Board of Examiners has the option to deviate from the provisions of the Education and Examination Regulations as regards the number of opportunities to take an exam (hardship clause).

## FHML

How is the teaching and assessment structured in this phase?

- Tutorial groups are offered in a hybrid delays or postponements, it may be necessary to use the evening slot for this purpose.

## FSE

How is the teaching and assessment structured in this phase?

- Practical sessions, laboratory sessions, projects, tutorials, and exams take place on campus.
- If necessary, and possible, tutorials may be offered online.
- Lectures are given online.
- In addition, customisation is carried out where necessary.

### Appendix 3 Measures for setting up a responsible home workspace

If the epidemiological situation designates working from home as an intervention to combat the spread of the virus, the following measures can be taken to enable employees without a working-from-home agreement to set up their home workspace as responsibly as possible:

- Employees can ask their line manager for permission to take home on loan an office chair and/or ICT equipment (such as a desktop PC or laptop, docking station or hub, monitor, keyboard, mouse, or document holder) from their own workstation.
- Employees who do not have their own workstation but use a flexible workstation must discuss the loan of the office chair and/or ICT equipment with other colleagues that use the same workstation. This also applies to employees who perform work at UM through InterUM.
- Before an office chair and/or ICT equipment can be taken home on loan, the employee must inform their line manager's secretary by email of the items they wish to take home. The employee must provide a list of items concerned.
- If the advice to work from home ceases to apply, the employee must return the loaned items to the workplace as soon as possible. As soon as the items have been returned, the employee must inform their line manager's secretary.
- On the COVID website, staff will find information and instructions on the correct way to set up their home workspace in accordance with occupational health and safety standards.
- Staff will also find information on the COVID website on physical and mental health while working from home. This information includes online training.
- Employees are told via the COVID website to contact the relevant [prevention officer](#) if they have any questions or complaints.
- Employees will receive a monthly working-from-home allowance in accordance with the provisions found in [Appendix A of the Collective Labour Agreement of Dutch Universities \(CAO-NU\)](#).

## Appendix 4 Tips for the elderly and people with vulnerable health

This appendix is a UM translation of [Government | Tips for the Elderly and People with Vulnerable Health](#). Therefore, this appendix is included only in the EN version of the institution plan.

The elderly and people who have a vulnerable health are at greater risk of becoming seriously ill if they get corona. With the booster vaccine and repeat vaccination (2nd booster), they can better protect themselves. The tips and advice reduce the risk of infection.

Groups that are at risk

Some groups of people are at extra risk if they get infected with the coronavirus.

Groups at extra risk are:

- Elderly people.
- People with underlying diseases who are unvaccinated.
- People with severe immune disorders (immunocompromised) in whom vaccination is not sufficiently effective.

Booster vaccine and repeating vaccination (2nd booster).

Corona vaccination gives good protection. However, that protection diminishes over time. A booster vaccine improves protection. So does the repeating vaccination (2nd booster). The repeating vaccination is available for:

- People 60 years of age and older (and people turning 60 in 2022);
- Residents of nursing homes;
- People with Down syndrome; and
- People with severe immune disorders (immunocompromised).

This allows them to maintain their immune defenses.

### Receiving or visiting

- Preferably, receive or visit the same persons.
- Do not receive too many persons at once, for example, 4 persons per day. Please visit no more than once a day yourself.
- Make arrangements with your visitors in advance:
  - All do a self-test beforehand and/or wear a (medical) face mask;
  - Do not visit or come if someone has complaints;
  - Do not visit or come if someone has had contact with someone with corona recently;
  - Do not visit or come if someone has met many people recently.
- Ask your visitors to wash their hands when they enter. Also wash your hands yourself when you enter somewhere.
- You can open a window or door during the visit. In addition, after the visit, ventilate the room well by opening windows or doors against each other.

### Avoid crowded places and gatherings

- Do not go to crowded places too often. Or to places where you are not sure if other visitors have health issues. Especially if you cannot keep a good distance from them. Consider gatherings or markets.
- You can wear a (medical) facemask as a precaution.

### Being careful while traveling and transporting

- Be careful when traveling on public transportation. Choose your own transportation or a cab if you can.
- Are you riding with someone else?
  - Ask in advance if anyone has symptoms.
  - Ask if they want to do a self-test.
  - Do not ride if you have symptoms yourself.
  - Wear a (medical) facemask.
  - If possible, sit to the right behind the driver.

### Go grocery shopping at quiet hours

- Do your shopping during quiet hours in the morning and as much as possible during the week.
- You can also ask others to run errands for you. Or have your groceries delivered.

### Exercise as much as possible

- Exercise is good and keeps you healthy. If you can, get outside regularly to walk or bike.
- Whenever possible, choose quiet locations and quiet times to do so.

Extra support for people in whom vaccination is not possible or is less effective

Some people with a vulnerable health cannot get a vaccination against the coronavirus. Or the vaccine works less well for them. This group of people can get extra support.

They can get a free package of protective equipment once a month. This contains 50 surgical masks and 25 FFP2 masks. They can (have) the packages collected from their own pharmacy. Informal caregivers and PGB caregivers can also pick up such a free package once a month at their pharmacy.

Are you in doubt whether you can get a vaccination? Consult your care provider, such as your doctor or family doctor. Very often a vaccination turns out to be possible. Even if you were previously advised not to have a vaccine shot. There may be developments that make it possible.



This appendix is a UM translation of [Government of the Netherlands | Studying at home during COVID-19](#). Therefore, this appendix is included only in the EN version of the institution plan.

## Studying at home during the corona pandemic

Studying from home or (student) room is not always easy and means you sometimes have to adapt. And it requires attention to physical and mental health. This is important when secondary schools, colleges and universities provide distance learning.

### Take care of physical health when studying from home

#### Practical tips for your physical health

What can you do to prevent or reduce physical complaints from home studying?

- If possible, provide a workspace where you can study quietly. With a chair that you sit well on.
- Eat and drink healthily.
- Exercise enough during the day. Go outside occasionally.
- Do you get physical complaints? Make sure your chair and workplace are at the right height. You may need to adjust your chair or workstation.
- If you look at a monitor for study, place it slightly lower than eye level.

#### Pay attention to your physical health

A long period of sedentary learning can cause physical complaints:

- In the short term, for example, you may suffer from back pain, stiff neck, headaches or aching shoulders.
- In the long term, it can increase the risk of cardiovascular disease or depressive symptoms.
- Be alert to this and seek help if you notice your health is deteriorating.

### Pay attention to studying from home and your mental health

#### Practical tips for your mental health

What can you do to improve your mental health when studying at home?

- Plan your study day and structure your day.
- Frame your study day with a clear start and end.
- Stick to the material and attend all classes.
- Provide as few distractions as possible, put your phone away.
- Get plenty of exercise, walk outside or do exercises at home.
- Relax between digital lessons and studying.
- Get a study buddy to study together.
- Find personal contacts or try new things like a hobby. Always follow the corona rules when doing so.

- Stay positive, take good care of yourself and don't be too hard on yourself.
- Take regular short breaks. Interrupt your computer studies regularly; variety is even more important when working more than 6 hours per day. Take short breaks often (20 seconds is already good). For example, get up to grab a drink, walk around your room, out onto the balcony or do some exercises.

### Additional tips for your mental health

Do you suffer from tension or stress due to home learning? Or do you feel uncomfortable? Then talk about this with others. For example, with a fellow student, dean or your parents. You may also be able to talk to:

- A study advisor;
- A mentor;
- A teacher.

### Pay attention to your mental health

Have you been studying mostly from home or your room for months? Make sure you avoid these situations:

- Few to no informal moments with classmates or fellow students.
- Long digital classes with few breaks in between.
- Little physical activity during a study day.
- Studying and private life are mixed up more often.
- Be alert to these and seek help if you notice your health is deteriorating.

This appendix is a UM translation of [Government of the Netherlands | Working from home during COVID-19](#). Therefore, this appendix is included only in the EN version of the institution plan.

## Tips for working from home during the corona pandemic

Work from home unless there is no other way. This is necessary to prevent the spread of the coronavirus. Working from home requires adaptability and attention to physical and mental health.



### Physical health

#### Paying attention to your physical health

Doing sedentary work for a long time can cause physical complaints:

- In the short term: back pain, stiff neck, headaches or aching shoulders.
- In the long term, it increases the risk of: cardiovascular disease and depressive symptoms.

#### Tips for your physical posture when working from home

There are several things you can do to combat physical complaints physical complaints, such as:

- Make sure you have a quiet workplace if possible, with a chair you sit well on.
- Exercise enough during the day.
- Physical complaints? Make sure your chair and/or workstation are at the right height.
- If you work with a monitor, place it slightly lower than eye level.



### Mental health

#### Paying attention to your mental health

Have you been working from home for months? If so, you may be dealing with:

- Little to no informal moments with colleagues.
- Long digital meetings with few breaks in between.
- Little physical activity during a workday.
- Work and personal life mix more often.

#### Practical tips for your mental health

Here is what you can do:

- Plan your workday.
- Take regular short breaks.
- Exercise enough.
- Relax between work.

#### Additional tips for your mental health

Are you feeling uncomfortable because of working from home? Have a conversation with, for example:

- Your colleagues or supervisor.
- A company doctor.
- Company social worker.
- A confidential advisor.

## Appendix 7 Self-declaration facemask requirement

This appendix is a UM translation of [Government | Self-declaration facemasks requirement](#). Therefore, this appendix is included only in the EN version of the institution plan.

This appendix is a UM translation of [Government of the Netherlands | Suitable face masks](#). Therefore, this appendix is included only in the EN version of the institution plan.

### What facemasks may I use?

We recommend that you do not wear cloth or homemade facemasks. It is better to use medical facemasks, like those available in supermarkets and drug stores. There are different types of medical facemasks. Type II or Type IIR medical facemasks are preferred. Make sure the facemask covers your nose, mouth and chin.



Facemasks should fit properly on your face. Please do not use a handkerchief, scarf or homemade facemask.

Do you have fragile health? Then you are advised to wear a medical facemask of at least type II-R. Everyone is advised

to wear a medical facemask that is at least Type II. Type II and Type II-R block the droplets released to others when you breathe, talk or sing. Type II and Type IIR also stop droplets up to a certain size that you inhale yourself. As a result, you are better protected from the virus even as a wearer. You can also wear an FFP2 mask.

### Locations where facemasks are available.

Medical facemasks are available at a drugstore, supermarket, department store or in a web shop. Preferably buy a Type II or Type IIR medical facemask. You may also consider an FFP2 mask. The packaging will tell you which type of facemask it is. Medical facemasks are also sometimes available at the Food Bank and through municipalities.

### Wearing facemasks.

View information on [how best to wear a facemask](#).

### Protection of facemasks.

Facemasks help prevent the spread of coronavirus. When you wear a medical facemask, you protect yourself and others from infection. When others wear facemasks, they protect you.

This appendix is a UM translation of [Government of the Netherlands | How to wear a facemask](#). Therefore, this appendix is included only in the EN version of the institution plan.

### How do I wear a facemask?

Make sure your facemask covers your nose, mouth and chin. Only touch facemasks with clean hands. The OMT recommends that you wear the same medical facemask for no more than 3 hours.

### Good facemasks.

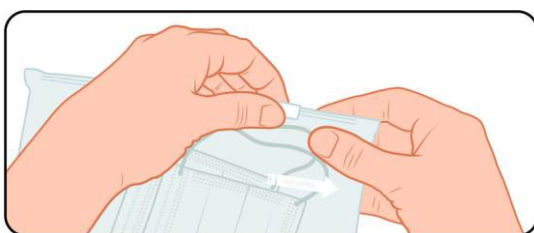
We recommend that you use a medical (disposable) facemask. Preferably a medical face mask of at least type II. People with fragile health are advised to wear a type IIR medical facemask or an FFP2 mask.

### Bring enough facemasks with you

In the Netherlands, there is currently no requirement for wearing facemasks anywhere. If you are traveling, check [Netherlands Worldwide](#) to see what the rules of your destination are. At Dutch airports, wearing a facemask is not mandatory. For information on foreign airports, check the website of your destination airport to find out what the rules are. Check with the airline you are traveling with whether you are required to wear a facemask during the flight.

Always bring enough facemasks with you when you travel. Also remember to bring facemasks for the return trip.

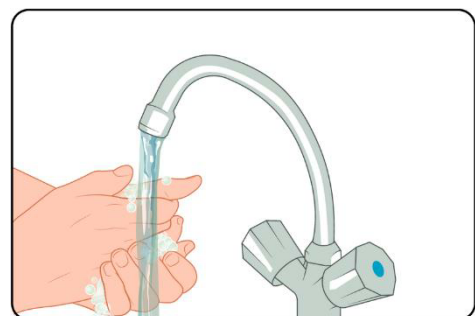
In addition, people with fragile health are advised to wear facemasks to protect themselves.



Bring plenty of facemasks. For example, in a bag or container. Keep clean and used facemasks separately. Then use different bags.

### Touch only with clean hands

Do you want to put on or take off the facemask? Make sure your hands are clean. Wash your hands. Or disinfect them.



### Touching only at elastic or string



Touch the facemask only by the rubber bands or strings.  
Please do not touch the inside.

Please do not touch the inside.

Does the facemask have two elastic bands? Then put on the bottom elastic first. Then the top one.

Does the facemask have a wire at the nose? Push it against your nose.

### Facemask covers nose, mouth and chin

Make sure the facemask fits your face properly.

The facemask covers:

- your nose
- your mouth
- your chin

### Please do not touch

Keep the facemask on as much as possible.

Do not touch the facemask.

Do not take the facemask on and off all the time.

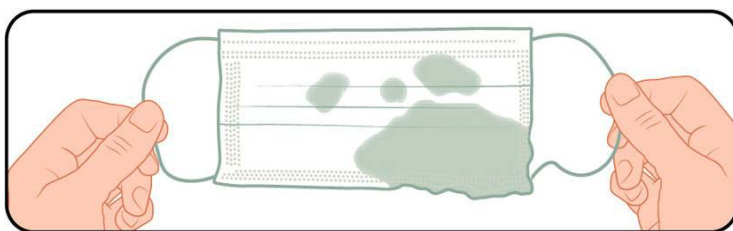
Do not put the facemask down.

Not even to eat, drink or talk.

Keep the facemask on. Even when there are not many other people around.



### Please do not use a wet or dirty facemask



Is the facemask wet or dirty?  
If so, take a clean facemask.  
Grab a clean facemask every 3 hours.

### Take off with clean hands

Do you want to take off the facemask? Make sure your hands are clean. Touch only the rubber bands or strings. Do not touch the inside. After taking off, wash your hands with soap and water. For example, when you get home. Or at work or school. And wash your hands before touching a clean facemask.

### Facemasks in the trash

Disposable facemasks should go in the trash. They belong in the residual waste. Is there no trashcan? Keep the facemask in a sealed bag or container. And throw it away later.

