

Education and Examination Regulations

Maastricht School of Liberal Arts and Sciences
University College Maastricht
Maastricht Science Programme
University College Venlo

2026-2027

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SECTION 1 GENERAL PROVISIONS

Article 1.1 Applicability of the regulations

1. These regulations apply to the Education and Examinations of the Liberal Arts and Sciences bachelor's degree programme (hereinafter to be referred to as: 'the programme') and to all students who are registered for the programme.
2. The programme is provided by Maastricht University's Faculty of Science and Engineering, hereinafter to be referred to as: 'the faculty'.
3. The regulations were adopted by the Faculty Board after advice and consent from the Educational Programme Committee and after advice and consent from the faculty council. The regulations will take effect on 1 September 2026 for the 2026-2027 academic year.
4. These regulations also apply to students from other programmes, faculties or institutions of higher education, insofar as they follow components of the programme
5. For components of the programme that students follow at another degree programme, faculty or institution of higher education, the Education and Examination Regulations from the other programme, faculty or institution apply to the component in question.

Article 1.2 Definitions

In these regulations, the following definitions apply:

- a. **academic advisor:** academic staff member who is formally assigned to provide insights, support, and encourage reflection on an individual basis to a specific student;
- b. **academic year:** the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- c. **(the) Act:** the Higher Education and Scientific Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*];
- d. **Bachelor Thesis Research (BTR):** the concluding module of the MSP programme which generally occurs near the end of the programme;
- e. **Binding Study Advice (BSA):** the binding advice given at the end of the first year in accordance with Article 7.8b of the Act about the student being able to continue in the programme or not;
- f. **Board of Admissions (BoA):** the board responsible for judging the admissibility of the candidate to the programme. The board has three chambers, one for UCM, MSP and UCV;
- g. **Board of Examiners (BoE):** the board as referred to in Articles 7.12, 7.12a and 7.12b of the Act;
- h. **capstone:** the concluding module of the UCM-programme and UCV-programme which generally occurs near the end of the programme;

- i. **Colloquium Doctum Committee:** an ad hoc committee that can judge the admissibility of a candidate based on the candidate's profile and expertise;
- j. **concentration:** a group of modules that allow students to specialise in a certain area in their own domain of scientific inquiry and that has a certain weight;
- k. **core:** modules of the programme that are compulsory for all students;
- l. **course:** a module of the programme that focusses on the acquisition of knowledge;
- m. **course catalogue:** the programme guide, which includes details about programme-specific modules;
- n. **course examination:** the examination of a module (in Dutch: tentamen; see Article 7.3 sub 4 and Article 7.10 sub 1 of the Act);
- o. **course manual:** also called syllabus; the guide that includes details about education and assessment in a module;
- p. **credit:** a unit expressed in ECTS credits, with one credit equalling 28 hours of study;
- q. **dean:** head of the Faculty Board of the Faculty of Science and Engineering referred to in Article 9.12 of the Act;
- r. **Disability Support (DS):** the central point at UM where students with a disability and/or chronic illness can apply for facilities or support;
- s. **dual-degree programme:**, combined programme leading to two certificates from two universities (see Article 7.3c of the Act);
- t. **Educational Programme Committee (EPC):** the representation and advisory body that carries out the duties described in Article 9.18 and 9.38c of the Act;
- u. **elective:** part of the programme that is the result of individual choice;
- v. **examiner:** a person designated by the Board of Examiners to administer examinations and to determine the results of such examinations as described in Article 7.12c of the Act;
- w. **final examination:** the examination for the bachelor's programme (in Dutch: Examen; see Article 7.3 sub 4 and Article 7.10 sub 2 of the Act);
- x. **fraud:** actions or omissions by a student that make it impossible, in whole or in part, to properly evaluate their knowledge, understanding and skills or that make it impossible in whole or in part to properly evaluate the knowledge, understanding, and skills of their fellow students. It includes plagiarism as well as an attempt to commit fraud. It is further specified in the MSLAS Rules & Regulations;
- y. **general education:** the part of the programme in which a student acquires the required breadth in the programme;
- z. **Intended Learning Outcome (ILO):** a clear statement that describes what a student is expected to know, understand, or be able to do after successfully completing a course, module, or programme;
- aa. **learning management system (LMS):** the university's designated digital platform used for the organisation and delivery of education, including the publication of course materials, course manuals, announcements, assignments, and assessment-related information;
- bb. **MSP programme:** the part of the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of modules as offered by the Maastricht Science Programme;

- cc. **Maastricht School of Liberal Arts and Sciences:** the organisational unit of the Faculty of Science and Engineering, that is responsible for the bachelor's programme Liberal Arts and Sciences, hereinafter called MSLAS;
 - dd. **module:** an educational component [onderwijseenheid] of the programme within the meaning of the Act, such as a course, skills training or a project;
 - ee. **Office of Student Affairs (OSA):** a team of administrative staff providing services relating to course registration, education and general assistance, also known as Education Support Department (ESD) at MSP;
 - ff. **plagiarism:** the presentation of ideas or words derived from existing sources, whether authored by oneself or other persons without proper acknowledgment of the sources;
 - gg. **programme directors:** the persons responsible for the organisation and coordination of the UCM-, MSP- or UCV-Programme;
 - hh. **project:** module that focuses on the application and integration of knowledge and skills gained;
 - ii. **rules and regulations:** The rules and regulations [richtlijnen en aanwijzingen] as mentioned in Article 7.12b sub b of the Law, issued by the Board of Examiners to assess the outcomes of exams in accordance with these Examination and Education Regulations;
 - jj. **semester:** portion of the academic year, starting around 1 September and ending around 31 January or starting around 1 February and ending around the following 31 August;
 - kk. **skills training:** module that focusses on the acquisition or improvement of skills;
 - ll. **student:** a person who is registered at the university for education and/or to take exams and the final examination of the programme;
 - mm. **student portal:** the access point to the digital environment of UM, which can be used by the student for administrative purposes;
 - nn. **UCF:** University College Freiburg, the Liberal Arts and Sciences programme of the Albert-Ludwigs University of Freiburg, Germany;
 - oo. **UCM programme:** the part of the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of modules as offered by University College Maastricht;
 - pp. **UCV programme:** the part of the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of modules as offered by University College Venlo;
 - qq. **UM:** Maastricht University;
- The other terms have the meaning given to them by the Act.

SECTION 2 ADMISSION

Article 2.1 Pre-university education requirements

In order to be eligible for admission a prospective student needs a Dutch VWO secondary education diploma or an equivalent thereof.

Article 2.2 Language requirement

Prospective students may only register if they have met the requirement concerning a sufficient command of English. They meet this requirement if they:

- a. are native speakers
- b. have passed one of the following language proficiency tests before the programme begins:
 - IELTS (international English Language Testing System) with a score of at least 6.5;
 - TOEFL (Test of English as a Foreign Language) with a score of at least 575 (TOEFL paper), 232 (TOEFL computer) or 90 (TOEFL Internet);
 - Cambridge Proficiency English with a grade A, B or C, or the Cambridge Advanced Certificate with a grade A or B.
- c. are exempted from the language proficiency test based on one of the following:
 - An International Baccalaureate (IB) or European Baccalaureate (EB) diploma;
 - A grade of 7 or higher for English in 5 VWO in a Dutch high school;
 - A grade of 8 (befriedigend) or higher for English in the final two years of the German Zeugnis der Allgemeine Hochschulreife;
 - Another satisfactory high school grade for English as determined by the Board of Admissions.

Article 2.3 Admissions procedure

1. Prospective students are required to submit their application via the National Dutch registration site Studielink and to upload a copy of their diploma and/or latest grade list and a personal statement in which a student motivates their choice for the UCM-, MSP- or UCV-Programme via the student portal.
2. The Board of Admissions reviews all completed applications that have been submitted by the stated deadline and assesses academic performance and motivation.
3. The Board of Admissions decides whether a student will be invited for an interview to provide further information about the match between a student and the UCM-, MSP- or UCV-Programme to which the student has applied.
4. Using all information available, the Board of Admissions makes an overall assessment of the file of each student and evaluates whether a student matches the UCM-, MSP- or UCV-programme to which the student has applied. Based on this, the board decides whether the student is admitted to the UCM-, MSP- or UCV-programme to which the student has applied.

Article 2.4 Entrance examination (colloquium doctum)

1. A person who does not meet the prerequisites referred to in Article 2.1 can take part in an entrance examination (colloquium doctum), in accordance with Article 7.29 of the Act.
2. A person who wishes to sit for the colloquium doctum must be aged twenty-one or over on the date the entrance examination is due to take place. This requirement may be waived if the person 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 has refugee status and cannot present their diploma for this reason.
3. The entrance examination consists of an assessment of the complete record of relevant activities, whereby the Colloquium Doctum Committee shall also consider the stipulations made in Article 2.2 and 2.3 above.

Article 2.5 Limited capacity

1. The Faculty Board may limit the maximum number of students to be admitted to any of the degree programmes.
2. The Board of Admissions evaluates the applications submitted by the candidates eligible for admission as referred to in Article 2.1.
3. The Board of Admissions grants the requests for admission in accordance with this evaluation.

Article 2.6 Board of Admissions

1. The Board of Admissions is responsible for assessing eligibility for admission and issuing the certificate of admission to the programme.
2. The UCM-, MSP- and UCV-programme each have their own chamber in the Board of Admissions.
3. These chambers shall consist of, at a minimum,
 - the admissions officer,
 - three other members, of which at least two shall be appointed from the academic staff.
4. The dean appoints the members of the board after consulting with the programme director.
5. The members select the chair.

SECTION 3 CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 Intended Learning Outcomes (ILOs) of the programme

1. The UCM-, MSP- and UCV-programmes have a shared set of ILOs which, however, are operationalised differently in the respective programmes, reflecting their respective academic profiles and thematic emphases, as specified below.
2. Graduates have highly developed academic and professional skills. These are:
 - 2.1. Problem-Solving Skills: the ability to apply knowledge and understanding to problems within their field of expertise, to formulate solutions and sustain arguments for those solutions in a professional fashion, both independently and in a team.
 - 2.2. Critical Thinking Skills: the ability to reach and support a conclusion in a logically structured fashion based on evidence, in an intellectually honest and reflective fashion.
 - 2.3. Communication Skills: The ability to present scholarly information, and more specifically concepts, methods, research results and scientific theories, in a manner that is tailored to one's audience, such as fellow students, academics, industry representatives, policy makers, or the general public. This includes writing and presentation skills, i.e. the ability to present information, ideas, problems, arguments and solutions effectively in writing and orally.
 - 2.4. Learning Skills: The ability to gain new knowledge and skills throughout one's professional life as new theories and techniques emerge.
 - 2.5. Research Skills: The ability to formulate research questions, select appropriate methodologies, design and conduct research to gather data, interpret data, and report and reflect on findings.
3. Graduates obtain highly developed personal and social skills. These are:
 - 3.1. Reflective Skills: ability to reflect on their academic interests, ambitions, strengths and weaknesses, but also on their own actions and the implications of those actions on society.
 - 3.2. Ethical Skills: ability to analyse ethical issues in academic and social environments in relation to their professional activities.
 - 3.3. Decision-making Skills: ability to make informed and considered choices and decisions concerning their academic and personal development.
 - 3.4. Collaborative Skills: ability to effectively work in a team in solving problems and accomplishing tasks.
 - 3.5. Intercultural Skills: ability to communicate and collaborate effectively and appropriately with people from different socio-cultural and national backgrounds.
4. Graduates are adequately prepared for graduate programmes in the field of their expertise.

Article 3.2 Specific ILOs of the UCM programme

1. Graduates have broad academic knowledge. More specifically:
 - 1.1 Graduates have knowledge of theories, central concepts, and methods in at least one academic discipline or field within the three main domains of scientific inquiry, i.e., the humanities, the social sciences, and the sciences.
 - 1.2 Graduates have knowledge, at an elementary academic level, of recent historical developments, of fundamental political values and concepts, of the central features of liberal arts and science education, and of the epistemology of scientific inquiry.
2. Graduates have in-depth expertise in a number of related academic fields or disciplines.
 - 2.1 Graduates have knowledge at an elementary academic level of laws, prominent theories, central concepts, sub-disciplines, seminal issues and methods in a number of related academic fields or disciplines.
 - 2.2 Graduates have advanced knowledge of (specialised) topics and developments in a number of related academic fields or disciplines which requires, as a pre-requisite, knowledge and understanding at an elementary academic level. This can entail a mix of subfields linked to advanced research techniques, a multidisciplinary approach to a particular topic, or current developments in a discipline.
 - 2.3 Graduates can place specialised knowledge of a particular field or discipline within a wider academic or societal context. They possess inter- and multidisciplinary skills, i.e., are able to identify the disciplines involved in understanding complex problems, select research methods for studying different aspects of such problems and develop an integrated viewpoint incorporating the relevant disciplines.
 - 2.4 Graduates have proficient academic expertise in a particular topic, issue or question and in appropriate research methods involved in studying it, pertaining to one or a number of related academic fields or disciplines.

Article 3.3 Specific ILOs of the MSP programme

1. Graduates have broad academic knowledge. More specifically:
 - 1.1. Graduates have a broad perspective and a high level of academic and intellectual development in the sciences. They understand the nature of academic knowledge and the process of scientific development.
 - 1.2. Graduates have knowledge, at an elementary academic level, of biology, chemistry, physics and the most relevant tools in mathematics.
2. Graduates have in-depth academic expertise in a number of related academic fields or disciplines.
 - 2.1. Graduates have knowledge at an elementary academic level of laws, theories, central concepts, seminal issues and methods in a number of related fields or disciplines in the sciences.
 - 2.2. Graduates have advanced knowledge of (specialised) topics and developments of several fields or disciplines in the sciences. They have profound academic expertise in one or more disciplines of the natural sciences.

- 2.3. Graduates can place specialised knowledge of a particular field or discipline from the sciences in a broader academic or societal context. They are able to apply scientific knowledge, concepts and skills related to mathematics, physics, chemistry and/or biology to solve mono- and multidisciplinary scientific problems in the natural sciences. They can translate concepts from one discipline of the natural sciences into other disciplines of the natural sciences.
- 2.4. Graduates have the capability to analyse a practical problem in the natural sciences and assess which expertise, materials, laboratory infrastructure and experiments are required to investigate this problem in an efficient manner through scientific research.

Article 3.4 Specific ILOs of the UCV programme

1. Graduates have a broad academic knowledge in the study of sustainable food systems.
 - 1.1 Graduates have knowledge of theories, central concepts, and methods relevant to the study of human behaviour, health, and responsible innovation. They are able to apply this knowledge to the analysis of sustainability and food-system related challenges, drawing on insights from multiple fields of scientific inquiry, i.e., the humanities, the social sciences, and the sciences.
 - 1.2 Graduates have knowledge, at an elementary academic level, of the epistemology of scientific inquiry, of the role of theoretical modelling and systems thinking in understanding the world, and different aspects of information literacy. They understand how scientific knowledge is generated and used in the analysis of behavioural, health-related, and innovation-driven challenges in societal and sustainability contexts.
2. Graduates have in-depth academic expertise relevant to sustainability and food systems.
 - 2.1 Graduates have knowledge at an elementary academic level, of prominent theories, central concepts, seminal issues and methods relevant to the analysis of sustainability and food systems. This includes knowledge applicable to the study of human behaviour, health, and processes of innovation.
 - 2.2 Graduates have advanced knowledge of specialised topics and recent developments related to sustainability and food systems. They develop in-depth academic expertise within one or more thematic areas, such as behaviour, health, or responsible innovation, drawing on appropriate scientific theories and methods.
 - 2.3 Graduates can place specialised knowledge within a wider academic and societal context. They possess inter- and multidisciplinary skills that enable them to identify relevant perspectives, select appropriate research methods, and develop integrated viewpoints when addressing complex sustainability and food-system-related challenges.
 - 2.4 Graduates have the capability to analyse practical problems related to sustainability and food systems and to assess which expertise, methods, data, and where relevant, laboratory or empirical approaches are required to investigate these problems in a scientifically sound and efficient manner.

Article 3.5 Communications and announcement of decisions

1. The dean, the programme directors, the Board of Examiners and the examiners may use the student portal, Learning Management System and e-mail via the UM account for communications relating to the education and examinations.
2. The dean, the programme directors, the Board of Examiners and the examiners may use the student portal, Learning Management System and e-mail via the UM account to announce decisions.

Article 3.6 Study load

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

Article 3.7 Content of the programme

1. The programme includes the following components: core and general education (Article 3.8), concentration (Article 3.9) or elective curriculum (Art 3.10), capstone (Article 3.9) or bachelor thesis research (Article 3.10).
2. To be eligible for graduation:
 1. A minimum of 90 credits is required to be modules from the course catalogue without its appendix from the specific unit the student is enrolled in (UCM, MSP, UCV).
 2. A minimum of 120 credits needs to be from within that course catalogue *and* its appendix. For the MSP programme, the BTR does not count towards this minimum of 120 credits.
3. If MSP students follow the Educational Minor of 35 ECTS, the minimum requirement as specified in 2 is reduced to 115 credits.

Article 3.8 Core and general education

1. The programme has mandatory core education, as listed in Appendix I, which consists of 4 courses with a total study load of 20 credits, and a set of skills trainings and projects, with a combined study load of 10 (MSP) to 20 (UCM/UCV) credits.
2. The programme has a mandatory general education component:
 - 2.1 At UCM, this consists of 2 to 4 courses or 10 to 20 credits divided over both domains of scientific inquiry outside the concentration chosen by the student. If the student chooses the interdisciplinary concentration comprising two domains of scientific inquiry, the general education requirement consists of 1-2 courses or 5-10 credits combined in the third domain. The student chooses the general education courses from the course catalogue.

2.2 At MSP, the 2 courses of the general education consist of a total study load of 10 credits, one of which is in the topic of mathematics and one in the domains of the humanities/social sciences. The student chooses these courses from set choices listed in Appendix I and the course catalogue.

2.3 At UCV, this consists of 2-4 courses with a total study load of 10-20 credits outside the concentration chosen by the student with a minimum of 1 humanities course (5 credits) and a minimum of 1 course (5 credits) in the alternate concentration (either being social or life sciences). If a student chooses to compose an interdisciplinary curriculum, the general education consists of 2 humanities courses (10 credits).

Article 3.9 Concentration and Capstone (UCM- and UCV-Programme)

1. Part of the UCM-Programme, the concentration, comprises 14-16 courses with a total study load of 70-80 credits to ensure academic coherence and depth. These fall within one of the three domains of scientific inquiry, i.e., humanities, social sciences or sciences.
2. Part of the UCV-Programme, the concentration, comprises 14-16 courses with 70-80 credits that serves to structure the advanced curriculum and ensure academic coherence and depth. These courses address sustainable food-system-related challenges through one or more of the following perspectives: human behaviour, health, and responsible innovation, and are grounded in appropriate scientific theories, models and empirical methods.
3. As part of the concentration, a maximum of 20 credits may be at the introductory level and a minimum of 20 credits distributed over no fewer than three courses must be at the advanced level. Courses can be labelled to belong in more than one domain of scientific inquiry.
4. At UCM, the concentration comprises six skills trainings at intermediate or advanced level, with a total study load of 15 credits.
5. At UCV, the concentration comprises five skills trainings at intermediate or advanced level, with a total study load of 12.5 credits.
6. The concentration comprises three projects with a maximum of two projects at intermediate level and a minimum of one project at advanced level, with a total study load of 15 credits.
7. If a student takes a project module of 7.5 credits or undergraduate research module of 10 credits, 2.5 credits and 5 credits respectively may be counted as skills trainings.
8. A student can replace two skills trainings at intermediate level with language courses offered by the UM language centre as listed on the language registration form up to a maximum of 5 credits. Courses in students' native language(s) are not allowed.
9. Language training approved by the Board of Examiners and taken during a semester abroad is included in the maximum of 5 credits language training.
10. Capstone is the concluding educational module of the UCM- and UCV-Programme at advanced level, with a total of 20 credits. A student needs at least 140 credits before they are allowed to start Capstone, which means that the Capstone will typically take place during the student's final semester.
11. Subject to approval of the board of examiners, a student may compose a programme from the courses, skills trainings and projects of more than one domain of scientific inquiry, the interdisciplinary concentration.

Article 3.10 Elective curriculum and bachelor thesis research (MSP-Programme)

1. Part of the MSP-Programme, the elective curriculum comprises 14 courses with a total study load of 70 credits.
2. The courses of the elective curriculum have to be at an advanced level to a value of at least 20 credits (four courses) and at introductory level to a value of at most 15 credits (three courses).
3. The requirement concerning the minimum number of 3000-level courses (4 courses) in cases where students follow courses that are more than 5 credits is as follows: students need a minimum of 20 credits and a minimum of three courses.
4. Part of the elective curriculum comprises 8 skills trainings with a total study load of 20 credits.
5. The skills trainings of the elective curriculum have to be at an advanced level to a credit value of at least 5 credits (two skills trainings) and at introductory level to a credit value of at most 5 credits (two skills trainings).
6. Part of the elective curriculum comprises 4 projects with a total study load of 20 credits.
7. The projects of the elective curriculum have to be at an advanced level to a credit value of at least 5 credits (one project) and at introductory level to a credit value of at most 5 credits (one project).
8. The bachelor thesis research shall be completed in the student's final semester, with a total of 30 credits. At MSP a student needs at least 145 credits, of which maximally 12.5 and a project may be under grading, before being allowed to start the bachelor thesis research. No more than a single module may be taken during the bachelor thesis research.

Article 3.11 Components elsewhere (electives outside the programme)

1. Students may - subject solely to prior approval by the Board of Examiners and the Board of Examiners of the other programme - as part of the programme, follow modules given by another UM degree programme, another Dutch university or a foreign university. Such modules are preferred to be of advanced level.
2. The Board of Examiners may withhold the approval referred to in paragraph 1 if, in its judgment, the proposed elective is in terms of content similar to components taken previously by the student and would result in duplication.
3. The Board of Examiners may withhold the approval referred to in paragraph 1 if, in its judgment, the proposed elective overlaps with modules also offered internally.
4. An approved semester abroad programme can replace one semester of 30 credits of courses, two skills trainings and a project. In case fewer than 30 credits are obtained, how the credits are distributed over skills, projects and courses are subject to approval of the Board of Examiners.

Article 3.12 Flexible programme and flexible bachelor's

1. A student registered for one of the faculty's programmes may, under certain conditions,

formulate an educational programme of their own which is different from the educational programme stated in Article 3.7. The composition of such a programme must be approved beforehand by the Board of Examiners.

2. The flexible programme must have a study load of 180 credits.
3. The Board of Examiners will decide whether to grant permission for the student's proposal.
4. In granting the permission, the Board of Examiners will indicate which programme offered by the faculty will include the programme formulated by the student for purposes of the Education and Examination Regulations.

Article 3.13 Dual degree programme

1. UCM, in cooperation with the University College of the Albert-Ludwigs University of Freiburg (UCF), offers a dual degree programme. The dual degree programme is only accessible to students already enrolled at UCM or UCF, and who have been admitted to this programme by the UCM programme director or by a designated official of UCF.
2. Students with a Grade Point Average of 7.7 (as calculated in accordance with article 6.4) or higher and a Progress Rate of 0.9 (as calculated in accordance with article 7.2) or higher are eligible for participation in the dual degree programme.
3. Students who are eligible for participation in this programme will be informed about this prior to the course registration deadline of the relevant semesters, and additional information about the application procedure will be provided to students that have expressed interest in the programme.
4. Students must meet the graduation requirements of both programmes through mutual recognition of credits.
5. Students are subject to all the Education and Examination Regulations of the programme at which they are studying at that time, except where the notes of guidance pertaining to the dual degree provide otherwise.
6. Students registered at UCM will have to meet its graduation requirements during their time at UCM (their first, second, and fourth year) and complete 60 credits of additional modules during their year at UCF (their third year or semesters 5 and 6), to meet the graduation requirements of UCF.
7. Notes of guidance will be issued to students participating in the dual degree programme, specifying the precise requirements concerning course selection and other matters relating to the dual degree.
8. Students must present a plan of studies before they leave for their year at UCF, indicating how these additional modules will enable them to meet the graduation requirements of UCF. This plan is considered by the Board of Examiners of UCF.
9. Obtaining a UCF degree is contingent upon receiving a UCM degree.

Article 3.14 The final examination

The final examination consists of the components as listed in art. 3.7, totalling 180 ECTS credits.

SECTION 4 EDUCATION

Article 4.1 Modules; composition; actual design

1. The programme is comprised of modules. The number and type of modules that must be completed in order to graduate are specified in Article 3.7.
2. The composition and format of each module may differ, as specified in its syllabus prior to the start of the module. The constituent educational components within each module may be of various formats, including tutorial groups, (prerecorded) lectures, practical tasks, and assessment.

Article 4.2 Levels

There are three levels at which a module can be offered:

1. **Introductory (1000-level):** Modules at the introductory level provide foundational knowledge and skills and offer a broad orientation to key concepts, theories, and methods relevant to the subject area. These modules are intended to introduce students to academic thinking and practices and do not have formal entry requirements.
2. **Intermediate (2000-level):** Modules at the intermediate level build on prior knowledge and skills acquired at the introductory level. They focus on the application and integration of concepts, theories, and methods, and require students to engage more analytically with academic material. Intermediate-level modules may have entry requirements.
3. **Advanced (3000-level):** Modules at the advanced level focus on advanced analysis, synthesis, and critical engagement with academic literature, research methods, and complex problems. Students are expected to contribute actively to discussions and, where appropriate, to conduct independent or small-scale research. Advanced-level modules must have entry requirements.

Article 4.3 Prior knowledge; entrance requirements

1. The programme produces an annually updated catalogue of all modules offered, specifying the modules that have prerequisite(s) and the specific prerequisite(s) for entry in those modules.
2. A student can only start with a module if they meet the prerequisite(s).
3. Prerequisites can be waived with written consent from the coordinator of the module that requires the prerequisite.
4. Advanced 3000-level modules have (a) prerequisite(s).
5. The catalogue states for the modules that have co-requisites, the specific co-requisites for entry in those modules. Co-requisites require the student to take two or more modules in the same period.
6. A student can only start a module if they comply with the co-requisites.
7. A co-requisite can be waived with written consent from the module coordinator that requires the co-requisite.

8. A co-requisite can be waived if the student has been granted a passing grade for these co-requisites in a previous period.

Article 4.4 Registration

1. The student may participate in a module after registering for it by the stated deadline by completing and submitting a registration form to the Office of Student Affairs.
2. In case a student fails to comply with the registration deadline, registration for modules cannot be guaranteed. In case of exceptional circumstances that prevented the student from complying with the registration deadline, some form of registration may still be possible. Registration for the modules of first choice may no longer be possible.
3. If capacity for a particular module is limited, additional conditions may be placed on student registration in that module.

Article 4.5 Attendance

1. Modules of the programme have a minimum attendance requirement of 85% of the educational activities. Some modules (skills trainings, projects) may have a 100% attendance requirement. The minimum attendance requirement for every module is specified in the syllabus.
2. Students who have not met the attendance requirement and who have missed not more than 30% of the educational activities with a valid reason may request an additional compensation assignment to make up for education missed during the tutorials not attended.
3. In exceptional cases, the Board of Examiners may, at the student's request, exempt the student from the attendance obligation specified for any given module if the examination and evaluation of the envisaged skills may, in its judgment, also be performed if the participation percentage is lower, with or without additional requirements being imposed.
4. Attendance and participation may be part of the course examination in a module. This information is contained in the course manual/syllabus.

Article 4.6 Participation and priority rules

Students may participate in limited-access modules based on module-specific selection criteria and scheduling possibilities. Students for which the module is mandatory will get priority.

SECTION 5 COURSE EXAMINATION

Article 5.1 General

1. During a module, the student will be assessed to determine the extent to which they have achieved the stated intended learning outcomes.
2. The course examination in each module consists of at least two moments of graded assessment.
3. The course manual (or syllabus) states the ILOs the students must attain to pass the module, and specifies the criteria on which the student is assessed.
4. The Board of Examiners prescribes the standards for assessment in each type of module. The standards are included in the Rules and Regulations.
5. The Rules of Procedure for (Course) Examinations at Maastricht University describe the rules of procedures for course examinations.

Article 5.2 Course examination grades

1. The grade of a course examination is awarded on a scale of 1 to 10 in accordance with table 5.2 and are awarded up to one decimal place.
 1. At UCM, in the module SKI1008, course examination is assessed on a pass/fail basis. No course examination grades on a scale of 1-10 are provided for this module.
 2. At UCV, in the module VSK3000 Portfolio, course examination is assessed on a pass/fail basis. No course examination grades on a scale of 1-10 are provided for this module.
2. The student must receive a final grade of 5.5 without rounding to pass the module. If only whole grades are given, the student passes the module if their final grade is 6.0 without rounding or higher.
3. In case a student fails to participate in the course examination, the student cannot be appraised and consequently a no grade (NG) will be assigned, and the student fails the module. In exceptional cases, the Board of Examiners may decide otherwise.
4. In case of a resit course examination the highest grade is the final grade for the module.

Table 5.2: interpretation of the Dutch grading system

10	Outstanding	5	Almost satisfactory
9	Very good	4	Unsatisfactory
8	Good	3	Very unsatisfactory
7	More than satisfactory	2	Poor
6	Satisfactory	1	Very poor

Article 5.3 Scheduling and frequency of the course examination

1. Students can take course examinations twice per academic year on dates to be determined by the faculty board: once during or directly after the course period (first sit for the course

examination) and once during the remainder of the academic year (resit option). The time periods in which the course examinations can be taken are stated in the academic calendar of the programme.

2. In exceptional cases, the Board of Examiners can decide that a course examination may be taken at another date and/or time than determined in accordance with the first paragraph.

Article 5.4 Registration for course examinations

1. Students are registered for the course examinations in the modules for which they are registered by the Office of Student Affairs, both for the first sit and the resit.
2. The student may take a course examination after they have a registration for the course examination and complies with the attendance requirements as stated in article 4.5.
3. In exceptional cases, the Board of Examiners may, at the student's request, exempt the student from the attendance requirement in accordance with article 4.5 sub 3.

Article 5.5 Form of the course examinations

1. Course examinations take place in the manner and form stated in the course manual. 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 Board of Examiners decides on adjustments in education. If the Board of Examiners deviates from the advice of DS, this deviation is motivated.

Article 5.6 Oral exams

1. Oral exams are taken only by one person at a time, unless the Board of Examiners decides otherwise.
2. An oral exam is conducted by the examiner in the presence of another staff member, unless the Board of Examiners has decided otherwise.
3. Oral exams take place in public, unless the Board of Examiners or the relevant examiner decides otherwise in a special case or if the student objects to this, based on reasons deemed valid by the Board of Examiners.

Article 5.7 Written assignments

1. The Board of Examiners may draw up guidelines for formulating written assignments if special circumstances so necessitate.

2. The capstone and bachelor thesis research will be assessed based on the input of at least two assessors; at least one of whom is affiliated with the programme for which the student is registered. If the capstone is written by multiple students, each student will be evaluated individually based on the contribution explicitly made by him/her.

Article 5.8 Determination and announcement of course examination result

1. The examiner determines the result of a course examination within 10 working days and provides the Office of Student Affairs with the necessary information to apprise the student of the result.
2. When the result of a course examination is announced, it will be indicated how the student can inspect the course examination and file an appeal as referred to in Article 8.6.

Article 5.9 Right of inspection

1. Within 10 working days of the date on which the result of a course examination is announced, students may inspect their evaluated work.
2. Within the period referred to in paragraph 1, any interested party may, upon request, inspect the questions and assignments for the course examination and the criteria based on which it was assessed.

Article 5.10 Period of validity

1. Successfully completed modules are valid for an unlimited period.
2. Contrary to the above, the Board of Examiners may require the student to take an additional or replacement course examination or component thereof for a course examination which was passed more than six years ago if the student's knowledge or insight that was examined is demonstrably outdated or the skills that were examined are demonstrably outdated.
3. If exceptional circumstances apply as referred to in Article 7.51 paragraph two of the Act, the period of six years in paragraph one will be extended by the duration of the financial support the student receives from the profiling fund.
4. Components of course examinations and assignments which were passed within a module which itself was not passed will lose their validity after the first resit opportunity of the module, unless the Board of Examiners states otherwise.
5. Attendance which was met within a module which was not passed will lose its validity after the first resit opportunity of the module.

Article 5.11 Retention period for course examinations

1. The exercises, answers and the evaluated work of the written course examinations will be retained in paper or digital form for two years after the course examination result is determined.
2. The capstone and bachelor thesis research and the evaluation of these will be kept for seven years after the evaluation.

Article 5.12 Credit transfer

1. A student can submit a request for credit transfer from an academic programme outside of the MSLAS programme in which the student is enrolled to the Board of Examiners.
2. The Board of Examiners decides on the credit value of the transferred education and its relation to the modules in the programme.
3. The maximum number of credits transferred is subject to the provisions of Article 3.7.2.

Article 5.13 Exemption

1. The Board of Examiners may, at a student's request and having heard the relevant examiner, grant the student an exemption from taking a course examination if they demonstrate that previously:
 - either passed a course examination at a university or higher professional education programme which was similar in terms of content and level or;
 - gained sufficient knowledge and skills relevant to the course examination concerned, either through work or professional experience.
2. An exemption may only pertain to an entire module and not a component thereof.
3. The bachelor thesis research/capstone is excluded from exemption.
4. The Board of Examiners will not grant any exemption based on course examination passed by a student outside the programme during the period in which the student was barred by the Board of Examiners from taking course examinations for the programme because of fraud.
5. The same period of validity applies to exemptions as to course examination results.

Article 5.14 Fraud

1. If the Board of Examiners determines that a student has engaged in fraud with respect to a course examination or a component thereof, the Board of Examiners will take appropriate measures.
2. In serious cases of fraud, the Board of Examiners can propose to UM's Executive Board that the student(s) concerned be permanently deregistered from the programme.
3. The Rules and Regulations include further provisions about what constitutes fraud and which disciplinary measures the Board of Examiners can impose.

Article 5.15 Invalid exam

If a course examination involves irregularities that make it impossible to accurately assess the candidate's knowledge, understanding and skills, the Board of Examiners may declare the course examination invalid for the examinee or a group of examinees.

Article 5.16 Unsuitability (*Iudicium Abeundi*)

In exceptional cases and after careful consideration of the interests involved, the Board of Examiners or the dean may ask UM's Executive Board to terminate or, as the case may be, refuse the enrolment of a student in a programme, if that student, through the behaviour or opinions ventured, has demonstrated unsuitability for the practice of one or more professions for which they are trained by the programme followed, or, as the case may be, for the practical preparation for the practice of the profession. The relevant clauses of Maastricht University's Enrolment Provisions apply.

SECTION 6 FINAL EXAMINATION

Article 6.1 Final examination

1. The Board of Examiners determines the result and date of the final examination and issues the certificate as referred to in Article 6.3 as soon as the student has satisfied the graduation requirements for the programme.
2. Prior to determining the result of the examination, the Board of Examiners may conduct its own investigation of the student's knowledge, understanding and skills regarding one or more components or aspects of the programme.
3. To pass the final examination, the student must pass or obtain an exemption for all components listed in Article 3.7.
4. To pass the final examination and receive the certificate, the student must also have been registered for the programme during the period that the examinations were taken.
5. A certificate may only be issued after it has been shown that the student has satisfied all the obligations, including paying the tuition fees.
6. The last day of the month in which the student satisfied all the final examination obligations will be considered the final examination date (graduation date).
7. Students who have passed the final examination and who are entitled to the issuance of a certificate, will automatically graduate on their graduation date and cannot extend their registration in the programme beyond this date.
8. Notwithstanding the automatic graduation process outlined above, students may, stating reasons, ask the Board of Examiners to postpone the issuance of their certificate. This request must be submitted at least one month before the final examination is turned in or the final course examination is taken.

The Board of Examiners grants the request if any of the following conditions applies:

- the student is selected by the faculty for a dual degree, an extracurricular internship or an extracurricular exchange;
- the student holds or will hold a board position for which at least nine months of financial support is awarded from the profiling fund or holds or will hold an 'INKOM' board position.
- refusal would result in an exceptional case of extreme unfairness because of the fact that the student concerned could not have taken the automatic graduation into account when the student were planning their study;
- the student provides persuasive reasons in writing that exceptional conditions beyond their control justify postponement of the automatic graduation.

Article 6.2 Degree

1. Students who have passed the final examination of the UCM-Programme will be awarded the degree 'Bachelor of Arts' or 'Bachelor of Science' depending on their chosen thematic focus. Students with a concentration in the humanities receive a 'Bachelor of Arts'. Students with a concentration in the social sciences and sciences receive a 'Bachelor of Science'. Students who have passed the final examination of the UCM-Programme with an interdisciplinary concentration will be awarded the degree 'Bachelor of Arts' or 'Bachelor of Science' depending on the profile of the interdisciplinary concentration.
2. Students who have passed the final examination of the MSP-Programme will be awarded the degree 'Bachelor of Science'.
3. Students who have passed the final examination of the UCV-Programme will be awarded the degree 'Bachelor of Science'.
4. A student who wishes to deviate from the provisions stated in Article 6.2.1-3, may submit a motivated request to the Board of Examiners.

Article 6.3 Certificate and statements

1. As proof that the final examination was passed, the Board of Examiners issues a certificate, after it has been stated by or on behalf of UM's Executive Board that the procedural requirements for receiving the certificate have been met. The certificate is based on the model adopted by the UM Executive Board. One certificate will be issued per programme. The certificate that the final examination has been passed indicates:
 - a. the name of the institution;
 - b. the name of the programme;
 - c. the final examination components;
 - d. the degree awarded;
 - e. the date on which the programme was most recently accredited or was subjected to the new programme test.
2. The certificate is signed by the chair of the Board of Examiners and the dean.
3. The certificate is awarded in public, unless the Board of Examiners decides otherwise in exceptional cases.
4. The Board of Examiners includes a diploma supplement as referred to in Article 7.11(4) of the Act with the certificate. This diploma supplement is based on the model adopted by UM's Executive Board, which is in compliance with the agreed European standard format.
5. The Board of Examiners may award the '*honours*', '*cum laude*' or '*summa cum laude*' designation in accordance with the provisions in the Rules and Regulations.
6. Students who are not entitled to a certificate but who have passed one or more course examinations, will upon request, receive a statement issued by the Board of Examiners that indicates the exams which they have passed.

Article 6.4 Grade point average (GPA)

1. The diploma supplement referred to in Article 6.3(6) indicates the final grade point average (GPA), to provide a reflection of the student's academic performance.
2. The GPA equals the weighted average of all numerical grades. Weighting is based on the credits of the educational components.
3. The grade list attached to the certificate only contains the credits that count towards graduation.
4. Modules for which a student has received a failing grade but that are compensated by other modules for which the student has received very high grades, as specified in the Rules and Regulations, are included in the GPA.
5. Credits obtained on the basis of credit transfer are excluded from the GPA.

SECTION 7 STUDY GUIDANCE

Article 7.1 Study progress administration

1. The faculty records the students' individual study results and makes them available to the students through the student portal.
2. Students will be provided with a list of results after the first and second semester of their first year.
3. All modules that a student has been registered for remain on the list of results, except for modules from which the student has withdrawn within one week after the start of the module.

Article 7.2 Progress rate (PR)

1. The list of results indicates the progress rate (PR).
2. The PR equals the number of credits obtained divided by the total number of credits that could have been obtained up to the moment the calculation was made.
3. Modules for which a student has received a failing grade but that are compensated by modules with high grades, in accordance with the Rules and Regulations, are included in the PR.
4. Credits obtained on the basis of credit transfer are excluded from the PR.

Article 7.3 Study guidance

The programme will offer introductions and study guidance, including but not limited to academic advising, for enrolled students. It will also orient them on potential study paths both within and beyond the programme.

Article 7.4 Study advice for the propaedeutic phase

1. In accordance with article 7.8b WHW the Programme has a propaedeutic phase in which the student can obtain 60 ECTS.
2. This propaedeutic phase consists of the first two full uninterrupted consecutive semesters, unless the student registers for a leave of absence or deregisters in accordance with paragraph 8.
3. At the end of the propaedeutic phase a binding study advice is issued to each student by the Board of Examiners, on behalf of the dean.
4. The advice consists of one of the following:
 - a. A positive binding study advice, in which case the student may continue their studies at the Programme;
 - b. A negative binding study advice (nBSA), in which case the student cannot continue their studies at the Programme.

5. The standard for a positive binding study advice is to obtain at least 45 ECTS in the propaedeutic phase. Students enrolled in the MSP-Programme must also have completed three of the four core courses in the propaedeutic phase.
6. When determining the number of credits obtained as referred to in paragraph 5, all credits obtained in the propaedeutic phase are included, except those with exemptions.
7. If the advice referred to in paragraph 4 is negative, the student cannot register for the Programme for the next six academic years.
8. Notwithstanding paragraph 2, no study advice is issued to students that deregister before 1 February of their first year of registration. If the student re-registers in a subsequent academic year, the procedure set out in this article will be continued, in accordance with the regulations applicable to that year.

Article 7.5 Procedure

1. Students will receive a warning after the first semester of registration for the programme if their study results suggest that the student may receive a nBSA at completion of the first year of study.
2. Before the nBSA is issued, the student will be given the opportunity to be heard.
3. After the student has been heard, the Board of Examiners, on behalf of the dean, will determine whether to issue the nBSA to the student.
4. The student receives written notice of the nBSA decision prior to the start of their third semester of studies.
5. An appeal against the nBSA decision may be lodged with UM's Complaint Service Point in accordance with Article 8.6.

Article 7.6 Personal circumstances

1. In issuing the study advice, the Board of Examiners on behalf of the dean takes the personal circumstances referred to in paragraph 2 of this article into account.
2. Personal circumstances which may be considered include:
 - a. illness on the part of the student concerned;
 - b. physical, sensory or other impairments affecting the student concerned;
 - c. pregnancy on the part of the student concerned;
 - d. special family circumstances;
 - e. administrative activities as referred to in Article 2.1(1) under (e), (f) and (g) of the Implementation Decree for the Act 2008 [*Uitvoeringsbesluit WHW 2008*].
3. The personal circumstances have to be reported to the Board of Examiners. Supporting documentation, including but not limited to medical certificates, may be requested.
4. To ensure that the student receives the best possible support, they must notify the student counsellor and/or academic advisor of the personal circumstances as soon as possible.

Article 7.7 Issuance of study advice postponed

1. If it is impossible to issue advice on the student's suitability for the programme due to personal circumstances that occurred in the first year, contrary to Article 7.5 this advice may be postponed to a later moment during the propaedeutic phase. An adapted standard may be used for the student in question.
2. If the advice is postponed, the advice will be issued no later than at the end of the second year of registration in the programme. The postponed advice will be positive if the (adapted) BSA standard is met. The student will receive a negative advice if they have not achieved the agreed standard.
3. At the student's request, the Board of Examiners on behalf of the Dean will take personal circumstances into account when deciding to issue an nBSA. This decision will also be based on the student's study behaviour, agreements and/or study plan made with the student counsellor or academic advisor, the time at which the personal circumstances were reported and the study results achieved at the end of the first year of study.

Article 7.8 Leave of absence

1. Students who wish to take a leave of absence need to consult with the Office of Academic Advising/Student Counselling and need to inform the Office of Student Affairs prior to taking leave.
2. If the planned start- or end-date of the leave of absence changes, the Office of Student Affairs should be notified.
3. A student who continues their studies after a leave of absence shall be reinstated to their pre-leave status.
4. Based on the information processed by OSA, first year students who have not yet obtained their BSA, will be informed by the BoE how and when the BSA will be issued.

SECTION 8 TRANSITIONAL AND FINAL PROVISIONS

Article 8.1 Amendments

1. Amendments to these regulations may be adopted in a separate decision by the Faculty Board, after advice and consent from the Educational Programme Committee and after advice and consent from the faculty council.
2. An amendment in these regulations can pertain to the current academic year, provided the interests of the students are not unreasonably harmed as a result.
3. In addition, amendments may not affect, to the students' detriment, a decision regarding a student which has been taken by the Board of Examiners pursuant to these regulations.

Article 8.2 Notice

1. The Faculty Board ensures that proper notice is given of these regulations, the rules and regulations adopted by the Board of Examiners, and any changes to these documents, by, for example, placing such notice on the student portal.
2. Any interested party may obtain a copy of the documents referred to in the first paragraph from the Office of Student Affairs.

Article 8.3 Evaluation

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

Article 8.4 Unforeseen cases

1. In cases not covered or not clearly covered by these regulations, the Faculty Board can make decisions after it has consulted with the Board of Examiners.
2. If the application of the regulations leads to manifestly unreasonable results, the Board of Examiners can deviate from these regulations in the student's favour in individual cases.

Article 8.5 Hardship clause

In exceptional cases in which application of these regulations would lead to unreasonable treatment or serious unfairness, the Board of Examiners, can deviate from the stated regulations.

Article 8.6 Right of appeal

A student may appeal decisions of the Board of Examiners and/or examiners to the Board of Appeal for Examinations ("College van Beroep voor de Examens", CBE) via UM's Complaints Service Point within six weeks of the date of the decision. Article 24 of the rules & regulations specifies the procedure.

Article 8.7 Effective date

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

Adopted by the Faculty Board on 29 April 2026.

Appendix I – Modules programme

Modules UCM-Programme

a. Courses

Core Courses (COR) at 1000-level (introductory):

-	<i>COR1002</i>	<i>Philosophy of Science</i>	<i>study load</i>	<i>5 credits</i>
-	<i>COR1003</i>	<i>Contemporary World History</i>	<i>study load</i>	<i>5 credits</i>
-	<i>COR1004</i>	<i>Political Philosophy</i>	<i>study load</i>	<i>5 credits</i>
-	<i>COR1007</i>	<i>Liberal Arts and Science Education in the 21st Century</i>	<i>study load</i>	<i>5 credits</i>

Courses Humanities (HUM)

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

Courses Social Sciences (SSC)

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

Courses Sciences (SCI)

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

b. Skills trainings (SKI)

- Core skills training at 1000-level (introductory):
 - SKI1008: Introduction to Academic Skills I
 - SKI1004: Research Methods I
 - SKI1005: Research Methods II
- intermediate: see Course Catalogue
- advanced: see Course Catalogue
- language courses: see language course manual

c. Projects (PRO)

- Core projects at 1000 level (introductory):
 - *PRO1014* *Introduction to Academic Skills II* *study load* *7.5*
: *credits*
 - *PRO1012* *Research Project* *study load* *5 credits*
:

- intermediate: see Course Catalogue
- advanced: see Course Catalogue

d. Capstone (CAP)

- advanced: topic decided in interaction with Capstone advisor

Modules MSP-Programme

a. Courses

Core Courses at 1000-level (introductory):

- *BIO1101 Introduction to Biology* study load 5 credits
- *CHE1101 Introduction to Chemistry* study load 5 credits
- *PHY1101 Introduction to Physics* study load 5 credits
- *INT1101 Introduction to Liberal Arts and Sciences* study load 5 credits

Courses General Education

- Mathematics: see Course Catalogue; all courses with a MAT prefix and SCI3003 are eligible
- Humanities and Social Sciences topics; various courses are eligible:
 - *INT2007 Science in Action* study load 5 credits
 - *INT3001 Philosophy of Technology* study load 5 credits
 - *HUM2051 Philosophical Ethics* study load 5 credits
 - *INT2013 Fundamentals of Science Education* study load 5 credits
 - *INT3012 Science Education: Model-Based Inquiry* study load 5 credits

Other courses may be requested through the Board of Examiners.

Courses elective curriculum

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

b. Skills trainings (PRA)

Core skills training at 1000-level (introductory):

- *PRA1101 Introduction to Scientific Research I* study load 2.5 credits
- *PRA1102 Introduction to Scientific Research II* study load 2.5 credits

Skills elective curriculum

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

c. Projects (PRO)

Core project at 1000-level (introductory):

- *PRO1101 Introduction to Project Period* study load 5 credits

Projects elective curriculum

- introductory: see Project Manual
- intermediate: see Project Manual
- advanced: see Project Manual

d. Bachelor thesis research (BTR)

- advanced: topic decided in interaction with research advisor

Modules UCV-Programme

a. Courses

Core compulsory courses (VCO) at 1000-level (introductory):

VCO1006	<i>Biological Foundations of Nutrition and Health</i>	<i>study load</i>	<i>5 credits</i>
VCO1007	<i>Behaviour and Decision-Making</i>	<i>study load</i>	<i>5 credits</i>
VCO1008	<i>Global Sustainability Challenges</i>	<i>study load</i>	<i>5 credits</i>
VCO1002	<i>Knowledge, Evidence and Decision-Making under Uncertainty</i>	<i>study load</i>	<i>5 credits</i>

Courses related to behaviour (VSS/VSC/VHU)

Courses at the introductory, intermediate, and advanced level that contribute to understanding and analysing human behaviour in sustainability and food system contexts. These courses may address behavioural, cultural, social, or decision-making processes and are selected from the course catalogue.

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

Courses related to health (VSC/VSS)

Courses at the introductory, intermediate, and advanced level that contribute to understanding health and wellbeing in relation to sustainability and food systems. These courses may address prevention, systems-level health, risk, or interactions between food, environment, and wellbeing, and are selected from the course catalogue.

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

Courses related to responsible innovation (VSC/VSS/VHU)

Courses at the introductory, intermediate, and advanced level that contribute to analysing and shaping processes of responsible innovation, including entrepreneurship and governance, in sustainability and food-system contexts. These courses are selected from the course catalogue.

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

b. Skills trainings (SKI)

- Core skills training at 1000-level (introductory):

VSK1001	<i>Academic Inquiry and Information Literacy</i>	<i>study load</i>	<i>2.5 credits</i>
VSK1002	<i>Designing Research: Quantitative and Qualitative Approaches</i>	<i>study load</i>	<i>2.5 credits</i>
VSK1000	<i>The Applied Researcher I</i>	<i>study load</i>	<i>2.5 credits</i>
VSK1004	<i>The Applied Researcher II</i>	<i>study load</i>	<i>2.5 credits</i>

- Core skills training at 3000-level (advanced):

<i>VSK3000</i>	<i>Portfolio</i>	<i>study load</i>	<i>2.5 credits</i>
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intermediate: see Course Catalogue

advanced: see Course Catalogue

language courses: see language course manual

c. Projects (PRO)

- Core projects at 1000 level (introductory):

<i>VPR1006</i>	<i>Food in transition: an interdisciplinary systems perspective</i>	<i>study load</i>	<i>5 credits</i>
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<i>VPR1002</i>	<i>The Applied Researcher III</i>	<i>study load</i>	<i>5 credits</i>
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- intermediate: see Course Catalogue

- advanced: see Course Catalogue

d. Capstone (CAP)

- advanced: topic decided in interaction with Capstone advisor

Appendix II – Language of instruction

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

Because of the specific educational nature and profile of the Liberal Arts and Sciences bachelor's degree programme, teaching and examinations are conducted in English. This guarantees the quality of education, because:

- The content of the programme has an international orientation and focus as it is designed for students who are able to bridge the gap between (related) academic fields or disciplines. The programme trains students to be able to contextualise the meaning of specialised knowledge in a particular field or discipline within a wider academic and societal context. To this end, all education, course content and materials are provided in English.
- The academic community is internationally oriented, and the staff is international. The programme delivers graduates that are able to communicate and collaborate effectively and appropriately with people from different socio-cultural and national backgrounds. To prepare students for working in interdisciplinary, international teams, the programme is offered in an international classroom setting and English is the common language.
- The labour market demand is internationally oriented. The programme prepares students for a variety of specialised master's programmes that have a wide geographical distribution. To participate in the research community upon graduation, home to diverse scientific fields and different nationalities, it is crucial that students master the English language.
- The student intake and current student population is internationally diverse, and English is the common language.