

**Education and Examination Regulations**

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

**2018-2019**

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## **SECTION 1    GENERAL PROVISIONS**

### **Article 1.1    Applicability of the regulations**

These regulations apply to the education and exams 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.

The programme is provided by Maastricht University's Faculty of Science and Engineering, hereinafter to be referred to as: 'the faculty'.

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 2018 for the 2018-2019 academic year.

These regulations also apply to students from other programmes, faculties or institutions of higher education, insofar as they follow components of the programme to which these Education and Examination Regulations apply.

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

### **Article 1.2    Definitions**

In these regulations, the following definitions apply:

- a. **academic advisor:** staff member that acts as mentor, providing insights or direction on an individual basis to a group of students;
- 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:** the concluding module of the LAS/MSP-programme;
- e. **binding study advice:** the advice in accordance with Article 7.8b of the Act entailing that the student cannot continue in the programme, also referred to as the 'negative binding study advice';
- f. **board of admissions:** the board responsible for judging the admissibility of the candidate to the programme;
- g. **board of examiners:** the programme committee referred to in Article 7.12 of the Act. The board of examiners of the programme has three chambers: chamber UCM, chamber LAS/MSP, and chamber UCV;
- h. **capstone:** the concluding module of the UCM-programme and UCV-programme;
- i. **colloquium doctum committee:** an ad hoc committee composed of members that can judge the admissibility of a candidate based on their profile, expertise;
- j. **concentration:** part of the programme in which the student gains in-depth knowledge within an academic field;
- k. **core:** modules of the programme that are compulsory for all students;
- l. **course:** a study unit of the programme within the meaning of the Act;
- m. **course catalogue:** the programme guide which include further details about programme-specific modules;
- n. **course examination:** a component of the final examination as referred to in Article 7.10 of the Act;
- o. **course manual:** the guide which includes further 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:** faculty board of the Faculty of Science and Engineering referred to in Article 9.12 of the Act;
- r. **double-degree programme:** approved, combined programme leading to two certificates from two universities;
- s. **electives:** part of the programme that is the result of individual choice;
- t. **exam:** see *course examination*;
- u. **examiner:** the person designated by the board of examiners to administer exams and to determine the results of such exams;

- v. **final examination:** the examination for the bachelor's programme;
  - w. **general education:** part of the programme in which the student acquires the required breadth in the programme;
  - x. **LAS/MSP programme:** the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of study units as offered by the Maastricht Science Programme;
  - y. **Maastricht School of Liberal Arts and Sciences:** the organisational unit of the Faculty of Science and Engineering, responsible for the programme Liberal Arts and Sciences, hereinafter called MSoLAS;
  - z. **module:** an educational component of the programme, such as a course, practical training or a written paper;
  - aa. **Office of Student Affairs:** a team of administrative staff providing services relating to course registration, education and general assistance;
  - bb. **practical:** practical exercise as referred to in Article 7.13(2)(d) of the Act;
  - cc. **programme directors:** the persons responsible for the organisation and coordination of the UCM-, LAS/MSP- or UCV-Programme. The programme directors can use the title Dean UCM, Dean LAS/MSP or Dean UCV respectively on internal and external communications.
  - dd. **educational programme committee:** the representation and advisory body that carries out the duties described in Article 9.18 and 9.38c of the Act;
  - ee. **project:** module in which education takes place by means of projects;
  - ff. **semester:** portion of the academic year, starting 1 September and ending 31 January or starting the latter date and ending the following 31 August;
  - gg. **skills training:** module in which practical work, skills training, and/or workshops take place;
  - hh. **student:** a person who is registered at the university for education and/or to take exams and the final examination of the programme;
  - ii. **student handbook:** the guide that contains administrative and practical information for students, including these Education and Examination Regulations;
  - jj. **student portal:** the portal to the digital environment of UM, which can be used by the student for administrative purposes;
  - kk. **UCF:** University College Freiburg, the Liberal Arts and Sciences programme of the Albert-Ludwigs University of Freiburg, Germany.
  - ll. **UCM programme:** the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of study units as offered by University College Maastricht;
  - mm. **UCV programme:** the bachelor's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of study units as offered by University College Venlo;
  - nn. **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 VWO diploma or an equivalent thereof.

### **Article 2.2    Language requirement**

1. Prospective students may only register:
  - a. if they have met the requirement concerning a sufficient command of English by passing 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 or TOEFL (Test of English as a Foreign Language) with a score of at least 575 (TOEFL paper), 232 (TOEFL computer) or 90 (TOEFL Internet) or Cambridge Proficiency English with a grade A, B or C, or the Cambridge Advanced Certificate with a grade A or B.
  - b. if they have been exempted from the language proficiency test. Native speakers are exempted. Students with an International Baccalaureate (IB) or European Baccalaureate (EB) diploma are exempted. Dutch students who in 5 VWO have a grade of 7 or higher, and students in the final two years of the German Zeugnis der Allgemeine Hochschulreife who have a grade of 8 (befriedigend) or higher are also exempted.

### **Article 2.3    Admissions procedure**

1. Prospective students are required to submit their application via Studielink and to upload a copy of their diploma and/or latest grade list and a personal statement in which a student motivates his/her choice for the UCM-, LAS/MSP- or UCV-Programme via the student portal.
2. The board of admissions reviews all completed applications and assesses academic performance and motivation.
3. By means of this assessment, the board of admissions decides whether a student will be invited for an interview or not. The evaluation of the interview and the personal statement aim at assessing the match between a student and the UCM-, LAS/MSP- or UCV-Programme.
4. After the interview the board of admissions makes an overall assessment of the file of each student and decides whether or not to invite a student to the UCM-, LAS/MSP- or UCV-Programme.
5. The board of admissions decides to invite a student either for the UCM-, LAS/MSP- or UCV-Programme. In case the student has requested to follow the UCM-Programme the dean will designate the board of examiners LAS (Chamber UCM) as the appropriate board of examiners, in case the student has requested to follow the LAS/MSP-Programme the dean will designate the board of examiners LAS (Chamber LAS/MSP) as the appropriate board of examiners and in case the student has requested to follow the UCV-Programme the dean will designate the board of examiners LAS (Chamber UCV) as the appropriate board of examiners.

### **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 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 in question holds a diploma issued outside the Netherlands that grants admission in the country of origin to a programme at a higher education institution. The age requirement can also be waived if the person in question has refugee status and cannot present his/her diploma for this reason.
3. The entrance examination referred to in Article 7.29 of the Act concerns an assessment of the complete record of relevant activities.
4. The colloquium doctum committee further applies the criteria and procedure stipulated in Article 2.2 and 2.3.

### **Article 2.5 Limited capacity**

1. The Dean UCM, Dean LAS/MSP or Dean UCV may make a proposal to the Executive Board concerning the maximum number of students to be admitted to the programme.
2. The board of admissions ranks the requests 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 the ranking established by it.

### **Article 2.6 Board of admissions**

1. The board of admissions for the programme is responsible for assessing eligibility for admission and issuing the certificate of admission to the programme. The UCM-, LAS/MSP- and UCV-Programme each have their own board of admissions.
2. The boards of admission all consist of:
  - a member, also the chair, appointed from academic staff who are responsible for the programme curriculum;
  - two members appointed from the other staff;
  - the admissions officer, a member of the supporting staff
3. The dean appoints the members of the board after consulting with the programme director.

## **SECTION 3    CONTENT AND STRUCTURE OF THE PROGRAMME**

### **Article 3.1    Aims of the programme**

#### **1. Aims of the UCM programme**

##### **1. A Broad Academic Development**

Graduates have a breadth of academic knowledge.

- 1.1 Graduates have university-level knowledge of laws, theories, central concepts and methods in at least one academic discipline or field within each of the three main domains of scientific inquiry, *i.e.* the humanities, the social sciences and the natural sciences.
- 1.2 Graduates have knowledge, at an elementary academic level, of recent historical developments, of fundamental political values and concepts, of the epistemology of scientific inquiry and of the role of theoretical modelling in understanding the world.

##### **2. In-depth Academic Expertise**

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, 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.
- 2.5 Graduates are adequately prepared for graduate programmes in the field of their expertise.

##### **3. Academic and Professional Skills**

Graduates have highly-developed academic and professional skills. These are:

- 3.1 **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.
- 3.2 **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.
- 3.3 **Communication Skills:** the ability to present information, ideas, problems and solutions in an academic, professional and social context.
- 3.4 **Writing Skills:** the ability to present information, ideas, problems, arguments and solutions effectively.
- 3.5 **Learning Skills:** the ability to determine knowledge gaps, learn new vocabularies, and use them to ask and answer new questions. They have the attitude and skills required for life-long learning, professional growth and professional responsibility.
- 3.6 **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.

##### **4. Personal and Social Skills**

Graduates have highly-developed personal and social skills. These are:

- 4.1 **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.
- 4.2 **Ethical Skills:** ability to analyse ethical issues in academic and social environments in relation to their professional activities.

- 4.3 Decision-making Skills: ability to make informed and considered choices and decisions concerning their academic and personal development.
- 4.4 Collaborative Skills: ability to effectively work in a team in solving problems and accomplishing tasks.
- 4.5 Intercultural Skills: ability to communicate and collaborate effectively and appropriately with people from different socio-cultural and national backgrounds.

## **2. Aims of the LAS/MSP programme**

### **1. A Broad Academic Development**

Graduates have a breadth of academic knowledge.

- 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. In-depth Academic Expertise**

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.
- 2.5. Graduates are adequately prepared for graduate programmes in the field of their expertise.

### **3. Academic and Professional Skills**

Graduates have highly-developed academic and professional skills. These are:

- 3.1. 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.
- 3.2. 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.
- 3.3. Communication Skills: the ability to present scientific concepts as well as the objectives, methods used and results of a natural science project, being able to adapt the presentation of important aspects depending on the composition of a particular audience, such as academia, industry, policy makers, the general public or students.
- 3.4. Writing Skills: the ability to present information, ideas, problems, arguments and solutions effectively.
- 3.5. Learning Skills: to quickly adapt to new emerging theories and techniques in the natural sciences as a result of the competence to increase and develop scientific knowledge through study. They have the attitude and skills required for life-long learning, professional growth and professional responsibility.
- 3.6. Research Skills: The competence to execute, coordinate or supervise research projects in the natural sciences and analyse and interpret the results in relation to the relevant scientific literature.

### **4. Personal and Social Skills**

Graduates have highly-developed personal and social skills. These are:

- 4.1. 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.

- 4.2. Ethical Skills: ability to analyse ethical issues in academic and social environments in relation to their professional activities.
- 4.3. Decision-making Skills: ability to make informed and considered choices and decisions concerning their academic and personal development.
- 4.4. Collaborative Skills: ability to effectively work in a team in solving problems and accomplishing tasks.
- 4.5. Intercultural Skills: ability to communicate and collaborate effectively and appropriately with people from different socio-cultural and national backgrounds.

### 3. Aims of the UCV programme

#### 1. A Broad Academic Development

Graduates have a breadth of academic knowledge.

- 1.1 Graduates have university-level knowledge of laws, theories, central concepts and methods in at least one academic discipline or field in both the social sciences and the (life) sciences.
- 1.2 Graduates have knowledge, at an elementary academic level, of the epistemology of scientific inquiry, of the role of theoretical modelling in understanding the world, of human behaviour in relation to culture, and in recent political ideas in relation to globalisation and sustainability.

#### 2. In-depth Academic Expertise

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, prominent theories, central concepts, sub-disciplines, seminal issues and methods in a number of related academic fields or disciplines in the (life) sciences and the social sciences.
- 2.2 Graduates have advanced knowledge of (specialised) topics and developments of several fields or disciplines in the (life) sciences/ and or social sciences. They have profound academic expertise in one or more disciplines of the (life) sciences and/or the social sciences.
- 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 the capability to analyse a practical problem in the (life) sciences and social sciences and assess which expertise, materials, laboratory infrastructure and experiments are required to investigate this problem in an efficient manner through scientific research.
- 2.5 Graduates are adequately prepared for graduate programmes in the field of their expertise.

#### 3. Academic and Professional Skills

Graduates have highly-developed academic and professional skills. These are:

- 3.1 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.
- 3.2 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.
- 3.3 Communication Skills: the ability to present information, ideas, problems and solutions in an academic, professional and social context.
- 3.4 Writing Skills: the ability to present information, ideas, problems, arguments and solutions effectively.
- 3.5 Learning Skills: the ability to determine knowledge gaps, learn new vocabularies, and use them to ask and answer new questions. They have the attitude and skills required for life-long learning, professional growth and professional responsibility.
- 3.6 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.

#### 4. Personal and Social Skills

Graduates have highly-developed personal and social skills. These are:

- 4.1 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.
- 4.2 Ethical Skills: ability to analyse ethical issues in academic and social environments in relation to their professional activities.
- 4.3 Decision-making Skills: ability to make informed and considered choices and decisions concerning their academic and personal development.
- 4.4 Collaborative Skills: ability to effectively work in a team in solving problems and accomplishing tasks.
- 4.5 Intercultural Skills: ability to communicate and collaborate effectively and appropriately with people from different socio-cultural and national backgrounds.

### **Article 3.2 Form of the programme**

This is a full-time programme.

The programme commences twice a year in September and February.

### **Article 3.3 Language of instruction**

The programme is given in English in accordance with Appendix II.

### **Article 3.4 Communications and announcement of decisions**

1. The dean, the programme directors, the board of examiners and the examiners may use the student portal 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 and e-mail via the UM account to announce decisions.

### **Article 3.5 Study load**

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

### **Article 3.6 Content of the programme**

1. The programme includes the following components with the stated study load:

Table 3.6.1: Structure of the UCM-programme

	<b>Courses</b> (5 credits each)	<b>Skills trainings</b> (2,5 credits each)	<b>Projects</b> (5 credits each)	<b>Total (credits)</b>
<b>Core</b>	4 compulsory courses	max 4 introductory	max 2 introductory	<b>40</b>
<b>General education</b>	2 x 2 courses outside chosen concentration			<b>20</b>
<b>Concentration</b>	16 courses; max 4 introductory min 4 advanced	6 skills trainings; intermediate or advanced	3 projects; max 2 intermediate min 1 advanced	<b>110</b>
<b>Capstone</b>	1 advanced level last semester	Bachelor thesis of 10 credits		<b>10</b>
<b>Total credits</b>	24 courses	10 skills trainings + Capstone	5 projects + Capstone	<b>180</b>

Table 3.6.2: Structure of the LAS/MSP-programme

	<b>Courses</b> (5 credits each)	<b>Skills trainings</b> (2,5 credits each)	<b>Projects</b> (5 credits each)	<b>Total (credits)</b>
<b>Core</b>	4 compulsory courses	2 compulsory	1 compulsory	<b>30</b>
<b>Elective curriculum</b>	16 courses; max 4 introductory min 4 advanced	8 skills trainings; max 2 introductory min 2 advanced	4 projects; max 1 introductory min 1 advanced	<b>120</b>
<b>Bachelor thesis research</b>	1 bachelor thesis research			<b>30</b>
<b>Total credits</b>	20 courses	10 skills trainings	5 projects + bachelor thesis research	<b>180</b>

Table 3.6.3: Structure of the UCV-programme

	Courses (5 credits each)	Skills trainings (2,5 credits each)	Projects (5 credits each)	total (credits)
<b>Core</b>	4 compulsory courses	max 4 introductory	max 2 introductory	<b>40</b>
<b>General education</b>	2 courses outside chosen concentration			<b>10</b>
<b>Concentration</b>	16 courses; max 4 introductory min 4 advanced	6 skills trainings; intermediate or advanced	3 projects; max 2 intermediate min 1 advanced	<b>110</b>
<b>Capstone</b>	1 Capstone			<b>20</b>
<b>Total credits</b>	22 courses	10 skills trainings	5 projects + Capstone	<b>180</b>

2. To be eligible for graduation, a minimum of 120 credits of the UCM-Programme have to be courses, skills and projects out of the UCM Course Catalogue.
3. To be eligible for graduation, a minimum of 120 credits of the LAS/MSP-Programme have to be courses, skills and projects out of the LAS/MSP Course Catalogue.
4. To be eligible for graduation, a minimum of 120 credits of the UCV-Programme have to be courses, skills and projects out of the UCV Course Catalogue.

### Article 3.7 Core and general education

1. As part of the UCM-Programme, the core consists of 4 courses listed in Appendix I with a total study load of 20 credits, 4 skills trainings at introductory level with a total study load of 10 credits and 2 projects at introductory level with a total study load of 10 credits.
2. As part of the LAS/MSP-Programme, the core consists of 4 courses listed in Appendix I with a total study load of 20 credits, 2 skills trainings listed in Appendix I with a total study load of 5 credits and 1 project listed in Appendix I with a total study load of 5 credits.
3. As part of the UCV-Programme, the core consists of 4 courses listed in Appendix I with a total study load of 20 credits, 4 skills trainings listed in Appendix I with a total study load of 10 credits and 2 projects listed in Appendix I with a total study load of 10 credits.
4. As part of the UCM-Programme, the 4 courses of the general education consist of a total study load of 20 credits, equally divided over both concentrations outside the concentration chosen by the student. The student chooses these courses from the course catalogue.
5. As part of the UCV-Programme, the 2 courses of the general education consist of a total study load of 10 credits outside the concentration chosen by the student. The student chooses these courses from the course catalogue.

### Article 3.8 Concentration and Capstone (UCM- and UCV-Programme)

1. Part of the UCM-Programme, the concentration, comprises 16 courses with a total study load of 80 credits. These courses relate to Humanities, Social Sciences or Sciences. Part of the UCV-Programme, the concentration, comprises 16 courses with a total study load of 80 credits. These courses relate to Social Sciences or Sciences.
2. The student has to declare the concentration before the last day of his/her second semester of registration in the UCM- or UCV-Programme.

3. The student chooses the 16 courses of the concentration from the courses listed in the course catalogue.
4. The courses of the concentration have to be at an advanced level to a credit value of at least 20 ECTS (four courses) and at introductory level to a credit value of at most 20 ECTS (four courses).
5. The requirement concerning the minimum amount of advanced level courses (4 courses) in cases where students follow courses that are more than 5 ECTS is as follows: students need a minimum of 20 ECTS and a minimum of three courses.
6. Courses can be part of more than one concentration.
7. The concentration comprises six skills trainings at intermediate or advanced level, with a total study load of 15 ECTS.
8. The concentration comprises two projects at intermediate level and one project at advanced level, with a total study load of 15 ECTS.
9. 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 credit value of 5 ECTS. Courses in students' native language(s) are not allowed.
10. Language training during a semester abroad is included in the maximum of 5 ECTS language training.
11. Capstone is the concluding educational unit of the UCM- and UCV-Programme at advanced level to be followed in the student's last semester, with a total credit value of 10 credits for the UCM-Programme and 20 credits for the UCV-Programme. A student needs at least 140 ECTS before s/he is allowed to start Capstone.
12. 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 concentration; the interdisciplinary concentration.

### **Article 3.9 Elective curriculum and bachelor thesis research (LAS/MSP-Programme)**

1. Part of the LAS/MSP-Programme, the elective curriculum comprises 16 courses with a total study load of 80 credits.
2. The courses of the elective curriculum have to be at an advanced level to a credit value of at least 20 ECTS (four courses) and at introductory level to a credit value of at most 20 ECTS (four courses).
3. The requirement concerning the minimum amount of 3000-level courses (4 courses) in cases where students follow courses that are more than 5 ECTS is as follows: students need a minimum of 20 ECTS and a minimum of three courses.
4. Part of the elective curriculum comprises 8 skills trainings with a total study load of 20 ECTS.
5. The skills trainings of the elective curriculum have to be at an advanced level to a credit value of at least 5 ECTS (two skills trainings) and at introductory level to a credit value of at most 5 ECTS (two skills trainings).
6. Part of the elective curriculum comprises 4 projects with a total study load of 20 ECTS.
7. The projects of the elective curriculum have to be at an advanced level to a credit value of at least 5 ECTS (one project) and at introductory level to a credit value of at most 5 ECTS (one project).
8. The bachelor thesis research is the concluding educational unit of the LAS/MSP-Programme at advanced level to be followed in the student's last semester, with a total credit value of 30 ECTS. A student needs at least 140 ECTS before being allowed to start the bachelor thesis research.

### **Article 3.10 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.
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. If components overlap in whole or in part, the board of examiners can decide to limit the contribution of these components towards the final examination by subtracting credits in proportion to the overlap.
3. For the UCM-Programme, an approved semester abroad programme can replace up to one semester of 30 ECTS of courses, two skills trainings and a project.
4. For the LAS/MSP-Programme, an approved semester abroad programme can replace up to one semester of 30 ECTS of courses, two skills trainings and a project.

5. For the UCV-Programme, an approved semester abroad programme can replace up to one semester of 30 ECTS of courses, two skills trainings and a project.

### **Article 3.11 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 his/her own which is different from the educational programme stated in Article 3.6. The composition of such a programme must be approved beforehand by the appropriate 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 3.12 Double degree programme**

1. UCM, in cooperation with the University College of the Albert-Ludwigs University of Freiburg (UCF), offers a double degree programme.
2. The double 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.
3. Students with a GPA of 7.7 or higher and a PR of 0.9 or higher are eligible for participation in the double degree programme.
4. 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.
5. Students must meet the graduation requirements of both programmes through mutual recognition of credits.
6. 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 double degree provide otherwise.
7. 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 ECTS of additional modules during their year at UCF (their third year or semesters 5 and 6), to meet the graduation requirements of UCF.
8. Notes of guidance will be issued to students participating in the double degree programme, specifying the precise requirements concerning course selection and other matters relating to the Double Degree.
9. 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.
10. Obtaining a UCF degree is contingent upon receiving a UCM degree.

### **Article 3.13 The final examination**

The final examination consists of the components as listed in art. 3.6, totalling 180 ECTS credits.

## **SECTION 4    EDUCATION**

### **Article 4.1    Courses; composition; actual design**

1. For the programme components, modules are given with the study load stated in Article 3.6.
2. The education is given in the form of classes, study groups, practical training, projects, lectures, individual supervision or otherwise as specified in the course manual.

### **Article 4.2    Levels**

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

1. Introductory (1000-level)
2. Intermediate (2000-level)
3. Advanced (3000-level)

### **Article 4.3    Prior knowledge; entrance requirements**

1. The course catalogue states for the modules that have prerequisite(s), the specific prerequisite(s) for entry in those modules.
2. A student can only start with a module if s/he complies with the prerequisite(s).
3. A student can be exempted from the prerequisite(s) after written consent from the course coordinator.
4. All advanced 3000-level modules have (a) prerequisite(s).
5. The course 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 with a module if s/he complies with the co-requisites.
7. A student can be exempted from the co-requisites after written consent from the course coordinator.
8. A student can be exempted from the co-requisites if the student has been granted a pass for these co-requisites in a previous period.

### **Article 4.4    Course registration**

1. The student may participate in a course after s/he has timely registered for it through completing and submitting a course registration form, signed by the student and the academic advisor, at the Office of Student Affairs.
2. In case a student fails to comply with the course registration deadline, registration for modules cannot be guaranteed.
3. In case of exceptional circumstances that prevented the student from complying with the course registration deadline, some form of registration may still be possible. Registration for the modules of first choice may no longer be possible.

### **Article 4.5    Attendance**

1. Most courses of the programme have a minimum attendance requirement of 85% of the educational activities. Some modules (skills trainings, projects) may have a minimum attendance requirement of 100% of the educational activities. The minimum attendance requirement for every module is specified in the course manual.
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 assignment to meet the attendance requirement in accordance with the Rules and Regulations.
3. In exceptional cases, the board of examiners may, at the student's request, exempt the student from this obligation 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 exam in a module. This information is contained in the course manual.

**Article 4.6 Participation and priority rules**

Students may participate in modules open to a limited number of students based on the order of registration for the module on the understanding that the students registered for the programme will in any event be placed in the courses which are part of the required part of their programme, subject to the scheduling designated for this by the Office of Student Affairs.

**Article 4.7 Practicals**

Modules of the programme may include one or more practical(s) in accordance with the given specifications regarding the nature and scope of the student's activities. Information about practicals is provided in the course manual.

## **SECTION 5 ASSESSMENT**

### **Article 5.1 General**

1. During a module, the student will be tested for academic training and to determine the extent to which the student has sufficiently achieved the stated learning objectives.
2. The assessment in a module consists of at least two moments of assessment.
3. The course manual describes the achievements the students must make to pass the course and the criteria on which the student is assessed.
4. The Rules of Procedure at Exams describe the assessment procedure.

### **Article 5.2 Grades**

1. Grades are awarded on a scale of 1 to 10 in accordance with table 1. Grades are awarded up to one decimal place.
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 course if his/her final grade is 6.0 without rounding or higher.
3. In case a student fails to participate in the assessment, 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 exam the highest grade determines the final grade for the course.

Table 1, 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 exams**

1. Students can take exams 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 exam) and once during the remainder of the academic year (resit option). The time periods in which the exams can be taken are stated in the student handbook and in the student portal.
2. In exceptional cases, the board of examiners can decide that an exam may be taken at another date and/or time than determined in accordance with the first paragraph.

### **Article 5.4 Registration for exams**

1. Students are registered for the assessments 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 an exam for a module after s/he has a registration for the exam and has attended at least 70% of the educational activities.
3. In exceptional cases, the board of examiners may, at the student's request, exempt the student from this obligation 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 alternative or additional requirements being imposed

### **Article 5.5 Form of the exams**

1. Exams take place in the manner and form stated in the course manual.
2. Upon request, students with a disability may take exams in a manner which accommodates their specific disability as much as possible. If necessary, the board of examiners will obtain expert advice where necessary from the faculty's study advisor and/or the student dean at the Student Services Centre (SSC) before taking a decision in such matters.

#### **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.

#### **Article 5.7 Written assignments**

1. The board of examiners may draw up guidelines for formulating written assignments. The guidelines (including more detailed rules on the format, content, time schedule and assessment of, amongst other assignments, the thesis) will be included in the Rules and Regulations.
2. The bachelors thesis/capstone will be assessed by at least two assessors; the relevant adviser and a second evaluator, at least one of whom is affiliated with the programme for which the student is registered.
3. If the bachelors thesis/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 exam result**

1. The board of examiners determines the standards for assessing each course examination. The standards are included in the Rules and Regulations.
2. The examiner determines the result of a written exam within 10 working days of the date on which it was taken and provides the Office of Student Affairs with the necessary information to apprise the student of the result.
3. The examiner determines the result of an oral exam immediately after it is taken and issues the relevant certificate to the student. If more than one student takes the same exam after each other, this period may be extended by up to five working days.
4. When the result of an (written) exam is announced, it will be indicated how the student can inspect the exam and file an appeal as referred to in Article 6.5.

#### **Article 5.9 Right of inspection**

1. Within 10 working days of the date on which the result of a written exam, including a computer-based exam, 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 written exam and, if possible, the criteria based on which it was assessed.

#### **Article 5.10 Period of validity**

1. Exams which have been passed are valid for an unlimited period. Contrary to the above, the board of examiners may require the student to take an additional or replacement exam or exam component for an exam 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.
2. 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.
3. Sub-tests and assignments which were passed within a module which was not passed will lose their validity after the academic year in which they were passed unless the board of examiners states otherwise.

#### **Article 5.11 Retention period for tests**

1. The exercises, answers and the evaluated work of the written tests will be retained in paper or digital form for two years after the exam result is determined.

2. The bachelors thesis/capstone and the evaluation of these will be kept for at least seven years after the evaluation.

#### **Article 5.12 Credit transfer**

1. A student can submit a request for credit transfer 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 UCM- and UCV-Programme allow a maximum of 60 ECTS for credit transfer.
4. The LAS/MSP-Programme allows a maximum of 30 ECTS for credit transfer.

#### **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 an exam if s/he demonstrates that s/he previously:
  - either passed an exam 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 exam concerned, either through work or professional experience.
2. An exemption may only pertain to an entire course and not a component thereof.
3. The bachelor's thesis/capstone is excluded from exemption.
4. The board of examiners will not grant any exemption based on exams passed by a student outside the programme during the period in which the student was barred by the board of examiners from taking exams for the programme because of fraud.
5. The same period of validity applies to exemptions as to exam results.

#### **Article 5.14 Fraud**

1. 'Fraud', including 'plagiarism', means actions or omissions by a student which make it impossible in whole or in part to properly evaluate his/her knowledge, understanding and skills or that makes it impossible in whole or in part to properly evaluate the knowledge, understanding, and skills of his/her fellow students.
2. 'Plagiarism' means the presentation of ideas or words from one's own or someone else's sources without proper acknowledgment of the sources.
3. If the board of examiners determines that a student has engaged in fraud with respect to an exam or exam component, the board of examiners can take appropriate measures.
4. In serious cases of fraud, the board of examiners can propose to UM's Executive Board that the student(s) concerned be permanently deregistered from the programme.
5. The 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 an exam involves irregularities that make it impossible to accurately assess the candidate's knowledge, understanding and skills, the board of examiners may declare the exam invalid for both the examinee and a group of examinees.

#### **Article 5.16 Unsuitability (*Iudicium Abeundi*)**

1. 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 s/he is trained by the programme s/he follows, 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 their 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 in Article 3.6.
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 tests 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 examination date (graduation date).
7. Students who have passed the final examination and who are entitled to the issuance of a certificate may, stating reasons, ask the board of examiners not to do this yet. This request must be submitted at least one month before the final assignment is turned in or the final test is taken.  
The board of examiners in any event grants the request:
  - if the student is selected by the faculty for a double degree, an extracurricular internship or an extracurricular exchange, or
  - if 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.The board of examiners may also grant the request if refusal would result in an exceptional case of extreme unfairness because of the fact that the student concerned could not have taken the automatic graduation into account when s/he was planning his/her study.

### **Article 6.2 Degree**

1. Students who have passed the final examination of the UCM-Programme with a concentration in humanities or social sciences will be awarded the degree 'Bachelor of Arts'.
2. Students who have passed the final examination of the UCM-Programme with a concentration in sciences will be awarded the degree 'Bachelor of Science'.
3. 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.
4. Students who have passed the final examination of the LAS/MSP-Programme will be awarded the degree 'Bachelor of Science'.
5. Students who have passed the final examination of the UCV-Programme with a concentration in social sciences will be awarded the degree 'Bachelor of Arts'.
6. Students who have passed the final examination of the UCV-Programme with a concentration in sciences will be awarded the degree 'Bachelor of Science'.
7. Students who have passed the final examination of the UCV-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.

### **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 that UM's Executive Board has adopted. One certificate will be issued per programme, even if the student completes several programmes.
2. 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.
3. Students who are entitled to the issuance of a certificate may, stating reasons, ask the board of examiners not to do this yet (pursuant to Article 6.1(7)).
4. The certificate is signed by the chair of the board of examiners and the dean.
5. The certificate is awarded in public, unless the board of examiners decides otherwise in exceptional cases.
6. The board of examiners includes a diploma supplement as referred to in Article 7.11(4) of the Act with the certificate. This diploma supplement is based on the model adopted by UM's Executive Board, which is in compliance with the agreed European standard format.
7. The board of examiners may award the '*honors*', '*cum laude*' or '*summa cum laude*' designation in accordance with the provisions in the Rules and Regulations.
8. Students who have passed more than one exam and who cannot be issued a certificate will upon request, receive a statement issued by the board of examiners which at least indicates the exams which they 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 for graduation.
4. Modules that are compensated, in accordance with the Rules and Regulations, are included in the GPA.
5. Credits obtained on the basis of credit transfer are excluded from the GPA.

#### **Article 6.5 Right of appeal**

Within six weeks after the decision by the examiner and/or the board of examiners is announced, the student may appeal this decision to UM's Complaints Service Point.

The appeal must be signed, must include a date and the name and address of the party lodging the appeal, must indicate the grounds for the appeal and, if possible, must include a copy of the decision being appealed.

## **SECTION 7    STUDY GUIDANCE**

### **Article 7.1    Study progress administration**

1. The faculty records the students' individual study results and makes them available through the student portal.
2. Each first year, students receive a list of results after the first and second semester.
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 that are compensated, in accordance with the Rules and Regulations, are included in the PR.
4. Credits obtained on the basis of credit transfer are included in the PR.

### **Article 7.3    Study guidance**

The programme will provide for the introduction and study guidance, including but not limited to academic advising, for students registered for the programme, which also includes orientating them regarding possible study paths in and outside the study programme.

### **Article 7.4    Study advice for the propaedeutic phase**

At the end of the first year or two semesters of registration for the propaedeutic phase of the programme, a study advice is issued by the board of examiners on behalf of the faculty board to each student regarding continuation or not of the programme.

### **Article 7.5    (negative) Binding Study Advice (n)(BSA)**

1. If the advice referred to in Article 7.4 is negative, the advice also entails a rejection for the bachelor's programme.
2. The rejection referred to in paragraph 1 is binding and means that the student cannot register for the programme for the next six academic years.
3. The nBSA is issued to a student who was registered for the programme at any time during the first year or first two semesters and who failed to meet the BSA standards.
4. Students who apply to deregister before 1 February of the first year of registration will not be issued with a study advice as referred to in Article 7.4. If a student re-registers in a subsequent academic year, the advice referred to in Article 7.4 will be issued in the next academic year based on the credits obtained in that academic year and in accordance with the regulations applicable to that year.

### **Article 7.6    Standards**

1. At the end of the first year or two semesters of registration for the programme, the student must have earned at least 45 credits. Students enrolled in the LAS/MSP-Programme must also have completed the four core courses in the first year.
2. When determining the number of credits obtained as referred to in paragraph 1 all credits obtained in the first year are included, except those for exemptions.

### **Article 7.7    Procedure**

1. Students will receive a warning after the first semester of registration for the programme if their student results make this necessary.
2. Before the nBSA is issued, the student will be given the opportunity to be heard.

3. After the student has been heard, the faculty board will determine whether to issue the nBSA to the student.
4. The student receives written notice of the nBSA decision by 31 August.
5. An appeal against the nBSA decision may be lodged with UM's Complaint Service Point in accordance with Article 6.5.

#### **Article 7.8 Personal circumstances**

1. In issuing the study advice, the board of examiners on behalf of the faculty board 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 which the student concerned has;
  - 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, s/he must notify the study advisor and/or academic advisor of the personal circumstances as soon as possible.

#### **Article 7.8A**

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 s/he has not achieved the agreed standard.
3. At the student's request, the board of examiners on behalf of the faculty board will take personal circumstances into account when deciding to issue a nBSA. This decision will also be based on the student's study behaviour, agreements and/or study plan made with the student adviser, the time at which the personal circumstances were reported and the study results achieved at the end of the first year of study.

#### **Article 7.9 Hardship clause**

In exceptional cases in which application of the study advice rules would lead to unreasonable treatment or serious unfairness, the faculty board can deviate from the stated regulations in the student's favour.

## **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 will not pertain to the current academic year, unless the interests of the students will not reasonably be harmed as a result.
3. In addition, amendments may not affect, to the students' detriment, a decision regarding a student which has been taken by the board of examiners pursuant to these regulations.

### **Article 8.2 Notice**

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/safety net scheme**

1. In cases not covered or not clearly covered by these regulations, decisions are taken by or on behalf of the faculty board, after it has consulted with the board of examiners.
2. In individual cases in which application of the Education and Examination Regulations, except for the study advice rules, would lead to manifestly unreasonable results, the board of examiners can deviate from the stated regulations in the student's favour.

### **Article 8.5 Effective date**

This Regulation will come into force on 1 September 2018 and will apply to the academic year 2018-2019.

Adopted by the faculty board on 22 May 2018.

## Appendix I – Modules programme

### Modules UCM-Programme

#### a. Courses

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

- COR1002	<i>Philosophy of Science</i>	<i>study load</i>	<i>5 ECTS</i>
- COR1003	<i>Contemporary World History</i>	<i>study load</i>	<i>5 ECTS</i>
- COR1004	<i>Political Philosophy</i>	<i>study load</i>	<i>5 ECTS</i>
- COR1005	<i>Theory Construction and Modelling Techniques</i>	<i>study load</i>	<i>5 ECTS</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
  - SKI1009: Introduction to Academic Skills II
  - 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):
- PRO1010: *Introduction Academic Communication: A Writing Project* *study load* *5 ECTS*
- PRO1012 *Research Proposal Writing* *study load* *5 ECTS*
- intermediate: see Course Catalogue
- advanced: see Course Catalogue

#### d. Capstone (CAP)

- advanced: topic decided in interaction with Capstone reviewer

## Modules LAS/MSP-Programme

### a. Courses

Core Courses at 1000-level (introductory):

- |           |                                                                          |            |        |
|-----------|--------------------------------------------------------------------------|------------|--------|
| - CHE1001 | Introduction to Natural Sciences: Chemistry                              | study load | 5 ECTS |
| - BIO1001 | Introduction to Natural Sciences: Biology                                | study load | 5 ECTS |
| - PHY1002 | Introduction to Natural Sciences:<br>Mathematical Foundations of Physics | study load | 5 ECTS |
| - INT1001 | Introduction to Liberal Arts and Sciences                                | study load | 5 ECTS |

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):

- |           |                                                             |            |          |
|-----------|-------------------------------------------------------------|------------|----------|
| - PRA1001 | Research Methods                                            | study load | 2.5 ECTS |
| - PRA1002 | Research, Data Analysis and Presentation<br>Academic Skills | study load | 2.5 ECTS |

Skills elective curriculum

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

### c. Projects (PRO)

Core project at 1000-level (introductory):

- |           |                       |            |        |
|-----------|-----------------------|------------|--------|
| - PRO1001 | Philosophy of Science | study load | 5 ECTS |
|-----------|-----------------------|------------|--------|

Projects elective curriculum

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

### d. Bachelor thesis research (BTR)

- advanced: topic decided in interaction with research advisor

## Modules UCV-Programme

### a. Courses

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

- VCO1001	<i>Modelling Nature</i>	<i>study load</i>	<i>5 ECTS</i>
- VCO1002	<i>Philosophy of Science</i>	<i>study load</i>	<i>5 ECTS</i>
- VCO1003	<i>World Orientation: an introduction to cultural studies</i>	<i>study load</i>	<i>5 ECTS</i>
- VCO1004	<i>Globalisation: World politics and economics</i>	<i>study load</i>	<i>5 ECTS</i>

Courses elective curriculum Social Sciences (VSS)

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

Courses elective curriculum Sciences (VSC)

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

### b. Skills trainings (VSK)

Core skills training at 1000-level (introductory):

- VSK1001	<i>Introduction to Academic Skills</i>	<i>study load</i>	<i>2.5 ECTS</i>
- VSK1002	<i>Research Methods I</i>	<i>study load</i>	<i>2.5 ECTS</i>
- VSK1000	<i>The Applied Researcher I</i>	<i>study load</i>	<i>2.5 ECTS</i>
- VSK1004	<i>The Applied Researcher II</i>	<i>study load</i>	<i>2.5 ECTS</i>

Skills elective curriculum

- introductory: see Course Catalogue
- intermediate: see Course Catalogue
- advanced: see Course Catalogue
- language courses: see language course manual

### c. Projects (VPR)

Core project at 1000-level (introductory):

- VPR1003	<i>Research Methods II or VPR1004 Research Methods II: Lab Skills</i>	<i>study load</i>	<i>5 credits</i>
- VPR1002	<i>The Applied Researcher III</i>	<i>study load</i>	<i>5 credits</i>

Projects elective curriculum

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

### d. Capstone (VCA)

- advanced: topic decided in interaction with Capstone reviewer

## **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 student to be able to contextualize 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 divers and English is the common language.