Maastricht University

Education and Examination Regulations

Bachelor of Science Programme

Sustainable Bioscience 2026-2027

Venlo, March 2026

Faculty of Science and Engineering

BSc Sustainable Bioscience

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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 bachelor's programme Sustainable Bioscience (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 consent and advice from the faculty council of the Faculty of Science and Engineering. The regulations will take effect on 1 September 2026 for the 2026-2027 academic year.

These regulations also apply to students from other programmes, faculties, or institutions of higher education, insofar as they follow modules 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 of the other programme, faculty or institution apply to the module 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 advise on an individual basis to a specific group of students assigned to that staff member;
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.	advanced level:	modules at the advanced year 3 level that are in depth in content and usually require substantial prior knowledge from year 1 and 2 of the programme;
e.	assessment:	a component of a course examination;
f.	assignment:	part of the course examination, e.g. written exam, multiple choice exam, oral exam, portfolio;
g.	bachelor thesis coordinator:	examiner of the bachelor thesis research and responsible for the operational management of the bachelor thesis research module;
h.	bachelor thesis research:	an individually and independently executed piece of research, related to a specific domain, that concludes the programme;
i.	binding study advice:	the advice in accordance with article 7.8b of the Act entailing that the student can or cannot continue in the programme, in case of the latter also referred to as the 'negative binding study advice';
j.	board of examiners:	the programme committee referred to in article 7.12 of the Act;
k.	concentration:	a group of courses chosen by the student in year 2 leading to a specialisation as detailed in Appendix I;
l.	course:	a programme component or study unit of the programme of 5 ECTS credits within the meaning of article 7.3 of the Act;
m.	course catalogue:	the programme guide which includes further details about modules, programme-specific provisions and information, available via the student portal;

n.	course coordinator:	by the programme appointed staff member who is responsible for the design and practical execution of a module;
o.	course examination:	examination of the student's knowledge, understanding, skills and attitudes, including the assessments thereof as defined in article 1.2(l) (in Dutch *tentamen*). The aggregate result of all assessments in a module. Must be passed to complete the module. Constitutes one component of a degree programme;
p.	credit:	a unit expressed in ECTS credits, with one credit equalling 28 hours of study;
q.	disability support	the central point at UM where students with a disability and/or chronic illness can apply for facilities or support;
r.	educational programme committee:	the representation and advisory body that carries out the duties described in article 9.18 and 9.38c of the Act;
s.	elective course:	a course within the programme freely chosen from the list of elective courses of the programme;
t.	elective skills course:	a skills course within the programme freely chosen from the list of elective skills courses of the programme;
u.	examiner:	the person designated by the board of examiners to construct and administer exams and to determine the results of such exams as referred to in article 7.12c of the Act;
v.	exemption	a specific waiver from compulsory education or educational requirements;
w.	extracurricular education:	modules and/or other educational activities for which credits may be obtained that are not part of the programme;
x.	faculty board:	the faculty board of the Faculty of Science and Engineering referred to in article 9.12 of the Act;
y.	faculty council:	the faculty council referred to in article 9.37 of the Act;
z.	final examination:	the aggregate result of all module examinations that must be passed to complete the final examination (in Dutch *examen*) of the degree programme as referred to in article 7.10 of the Act;
aa.	intermediate level:	modules at the intermediate year 2 level that require prior knowledge from year 1 of the programme;
bb.	introductory level:	modules at the year 1 level that have an introductory character and require no prior knowledge other than that stated in the admissions criteria of the programme;
cc.	internship:	an experience-based opportunity, whereby a student has obtains supervised work experience;
dd.	matching (studiekeuzecheck):	part of the admissions process for the programme without assessment of admissibility to establish whether the programme meets the motivation and needs of the prospective student;
ee.	module:	an educational component (in Dutch, *onderwijseenheid)* of the programme within the meaning of the Act, such as a course, skills course or a project;
ff.	office of student affairs:	a team of administrative staff providing services related to module registration, grades publication and education;
gg.	programme director:	the person responsible for the operational management of the programme;
hh.	programme:	the bachelor's programme referred to in article 1.1 of these regulations, consisting of a coherent whole of study units;
ii.	project:	a module of 5 ECTS credits designated as such in the course catalogue and syllabus which consists of real-world problems that require analytical, problem solving and research skills from students where they have to generate novel data and

		apply acquired knowledge. A key element of any project is team work;
jj.	propaedeutic phase:	the initial period for the programme (the *core*) with a study load of 60 credits, coinciding with course year 1;
kk.	semester:	one of two parts of the academic year as defined in the academic calendar;
ll.	skills course:	a course assigned a value of 2.5 credits used to provide student learning opportunities focussed mainly on skills acquisition;
mm.	skills training:	practical exercise as part of a module intended to develop certain skills as referred to in article 7.13(2)(d) of the Act, carried out in, but not limited to, one of the following forms: - carrying out a (group) project, including participating in project meetings or skills classes; - writing a thesis; - participating in a laboratory training exercise; - participating in a programming exercise; - participating in field work or a field trip; - performing a research assignment;
nn.	student portal:	the portal to the digital environment of Maastricht University which can be used by the student for administrative purposes e.g. course registration and by the programme for communication to the student, for which a username and password are provided to the student upon enrolment at Maastricht University. This also includes the digital learning environment Canvas and/or the intranet;
oo.	student:	a person who is registered at the university for education and/or to take exams and the examination of the programme;
pp.	study abroad:	an arrangement through which students study abroad for one semester at one of the approved host universities;
qq.	study year:	year 1, year 2 or year 3 of the programme;
rr.	syllabus:	a paper or electronic document outlining the goals and content of a particular course, describing methods of education and examination of that particular course and prescribing particular regulations and guidelines applicable to that particular course;
ss.	UM:	Maastricht University;

The other terms have the meaning given to them by the Act.

Section 2 Admission

ARTICLE 2.1 MATCHING

Participation in matching is a part of the admission procedure. The matching consists of filling out an online questionnaire. This may be accompanied with an interview with a (scientific) staff member. The results of the survey together with the feedback of the staff member provide a recommendation if the programme fits the student's profile.

ARTICLE 2.2 PRE-UNIVERSITY EDUCATION REQUIREMENTS

A person will be granted admission to the programme if they have a pre-university education diploma referred to in article 7.24 of the Act with the following pre-university education profile showing sufficient knowledge of Biology, Chemistry and Calculus:

- proof of having obtained a Dutch VWO degree with NT & biology or NG & calculus (*wiskunde B*) profile; or
- proof of having obtained a non-Dutch 'Dutch VWO with NT & biology or NG & calculus (*wiskunde B*) profile equivalent' degree.

ARTICLE 2.3 LANGUAGE REQUIREMENT WITH NON-DUTCH DIPLOMAS

Holders of a non-Dutch diploma may only register:

a. if they have met the requirement concerning a sufficient command of English of a minimum level corresponding to academic IELTS 6.0.

b. if they have been exempted from the language proficiency test. Exempt are students:
- who completed their secondary education in an EU/EEA country where they followed English up to and including the final year;
- who completed their secondary education in a country where English is the national language and language of instruction in education;
- who completed a bachelor's or master's programme where the language of instruction is English;
- who obtained an International or European Baccalaureate, a US high school diploma or UK GCE A-levels;
- who can demonstrate sufficient proficiency in English by modules, internships or work experience in an English environment.

ARTICLE 2.4 ENTRANCE EXAMINATION (COLLOQUIUM DOCTUM)

1. A person who does not meet the prerequisites referred to in article 2.2 can take part in an entrance examination (colloquium doctum), in accordance with article 7.29 of the Act.
2. A person who wishes to 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 his/her 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.

Section 3 Bodies in the programme

ARTICLE 3.1 RESPONSIBILITIES

1. The programme is responsible for the design, content, coherence and organisation of education and assessments in accordance with these Education and Examination Regulations.
2. The Board of Examiners is an independent body as referred to in article 7.12 of the Act and is responsible for safeguarding the quality and integrity of assessment and examinations within the study programme and takes decisions in individual student cases within the framework of the WHW and these Regulations.
3. The Educational Programme Committee is a representative body as referred to in article 9.18 of the Act and is responsible for advising on improvements for the quality of the programme.
4. The programme and the Board of Examiners consult on a regular basis and have bi-annual meetings to discuss the quality of assessment and examinations, reflect on the board of examiners' annual report and discuss relevant development. This consultation is aimed at exchanging feedback and improving the quality of the programme and its assessment.
5. The programme and the Educational Programme Committee consult on a regular basis and have bi-annual meetings to discuss the quality of education, reflect on the Educational Programme Committee's annual report and discuss relevant developments.
6. The Board of Examiners establishes its own Rules & Regulations concerning its working methods with regard to the tasks mentioned in paragraph 2 and decision-making procedures.
7. The programme provides the Board of Examiners with necessary information, services, support and facilitates professionalisation of members.

Section 4 Content and structure of the programme

ARTICLE 4.1 AIM OF THE PROGRAMME

The programme has five overall aims of the degree programme. Within each broad aim, the more specific intended learning outcomes describe how students realise the intended learning outcomes in the context of the aims of the programme.

AIMS OF THE DEGREE	INTENDED LEARNING OUTCOME
AIM 1: Students show a breadth of academic and sustainable bioscience knowledge	**1.1 ACADEMIC KNOWLEDGE** Students are able to describe and use their basic knowledge of the scientific method and the nature of academic knowledge and the process of theory development. They are able to apply relevant models, theories, and methods in sustainable bioscience.
	1.2 CORE KNOWLEDGE Students are able to demonstrate basic knowledge of the underlying fields for sustainable bioscience, including biology, mathematics and sustainability science.
	1.3 SUSTAINABLE BIOSCIENCE KNOWLEDGE Students are able to explore the opportunities and challenges for science in a dynamic world that increasingly focusses on sustainability and circularity. They are able to integrate the concepts underlying planetary, agricultural and food systems into a single discipline: sustainable bioscience.
AIM 2. Students show in-depth academic expertise in the field of sustainable bioscience	**2.1 IN-DEPTH ACADEMIC KNOWLEDGE** Students are able to demonstrate in-depth knowledge in sustainable bioscience, relevant for their concentration in planetary systems, agricultural systems or food systems. Students are able to evaluate this in-depth knowledge in a broader context.
	2.2 CONDUCT RESEARCH Students have the ability to formulate and analyse sustainable bioscience related problems and conduct research to solve this problem at a general level.
	2.3 INTEGRATE DEVELOPMENTS Students are able to examine the effects of current developments on academic processes and biological systems. They are able to integrate knowledge and skills in planetary, agricultural and food systems, with knowledge in diverse areas such as sustainability, technology, behaviour, nutrition and health to benefit problem solving.
	2.4 PREPAREDNESS Students demonstrate being able to contribute to the field of sustainable bioscience. This indicates that they are adequately prepared for relevant (post)graduate programmes.
AIM 3. Students show a scientific and intellectual attitude	**3.1 SCIENTIFIC ATTITUDE** Students are able to reflect on the nature of the acquired knowledge. They are able to contribute to the generation of new knowledge and viewpoints.
	3.2 CRITICAL THINKING Students are able to demonstrate logical reasoning and an adequate questioning strategy to analyse and/or solve problems.
	3.3 REFLECTION Students are able to critically reflect on their own learning activities and steer their learning process.
	3.4 SYSTEMS THINKING Students are able to analyse systems in the context of sustainable bioscience.

AIMS OF THE DEGREE	INTENDED LEARNING OUTCOME
AIM 4. Students show in-depth insights in the environmental and societal contexts in which they operate	**4.1 CONTEXTUAL AWARENESS** Students are able to recognize and evaluate the environmental, social, economic and cultural contexts of the problem studied.
	4.2 TECHNOLOGICAL AWARENESS Students are aware of recent and important technological developments. They are able to use technology for the acquisition, analysis, development and/or dissemination of knowledge.
	4.3 SOCIETAL RESPONSIBILITY Students are able to assess the global and local environmental and societal implications of new developments in sustainable bioscience.
	4.4 ETHICS Students are able to analyse ethical issues in academic and social environments in relation to their professional activities. They demonstrate their ability to oversee the implications of their decisions and work as scientist, in line with principles such as open science.
AIM 5. Students show highly-developed (inter)personal skills	**5.1 LIFE-LONG DEVELOPMENT** Students are able to analyse and develop scientific knowledge through study. As a result, they are able to adapt to new emerging theories and techniques in the field of sustainable bioscience. Students have the ability to act as a junior professional by demonstrating interdisciplinary interest, accuracy and independence.
	5.2 COMMUNICATION Students are able to communicate the results of their learning, thinking and decision-making at a local and (inter)national level to professionals and a non-specialised public.
	5.3 TEAMWORK Students are able to demonstrate professional and academic skills to provide a substantial contribution to a team. They are able to communicate and collaborate effectively and appropriately with people from different academic and socio-cultural backgrounds on solving problems and accomplishing tasks.
	5.4 PROJECT MANAGEMENT Students are able to manage a project in a systematic manner.

ARTICLE 4.2 FORM OF THE PROGRAMME

This is a full-time programme. The programme commences once a year in September.

ARTICLE 4.3 LANGUAGE OF INSTRUCTION

The programme is taught in English in accordance with Appendix II. Components of the programme may be in Dutch or in another common language of the EU.

ARTICLE 4.4 COMMUNICATIONS AND ANNOUNCEMENT OF DECISIONS

1. The faculty board, the programme director, the board of examiners and the examiners use the student portal, digital learning environment and e-mail via the UM account for communications relating to the education and examinations.
2. The faculty board, the programme director, the board of examiners and the examiners use the student portal and e-mail via the UM account to announce decisions.

3. The student must regularly check their university e-mail address, intranet, the student portal and the digital learning environment. Information disseminated via e-mail, intranet, the student portal, the digital learning environment, or the website will be assumed to be known.

ARTICLE 4.5 STUDY LOAD

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

ARTICLE 4.6 CONTENT OF THE PROGRAMME

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

   Study year 1:
   - Eight mandatory courses (5 credits each);
   - Four mandatory skills courses (2.5 credits each);
   - Two mandatory projects (5 credits);

   Study year 2:
   - Seven elective courses (5 credits each)
   - One of the three mandatory, second-year concentration courses;
   - Four elective skills courses (2.5 credits each);
   - Two mandatory projects (5 credits each);

   Study year 3:
   - Four mandatory concentration courses (5 credits each);
   - Two mandatory concentration skills courses (2.5 credits each);
   - One mandatory project (5 credits);
   - The Bachelor Thesis Research (30 credits).

2. Second year electives are interchangeable, except for the mandatory one which determines the concentration.
3. Notwithstanding article 4.6.2, a student choosing electives must, in the first instance, choose from the offered elective framework two 5-credit courses and one 2.5-credit skills courses in each elective period.
4. After approval from the Bachelor Thesis Coordinator, students can do their thesis project abroad.
5. To attain the certificate for the final examination for the bachelor's programme, the student must have obtained at least 150 credits of the educational programme through modules of the programme.

ARTICLE 4.7 CORE CURRICULUM

1. As part of the programme, the core in year 1 consists of eight courses with a total study load of 40 credits, four skills courses at with a total study load of 10 credits, and two projects with a total study load of 10 credits, as listed in Appendix I.
2. Year two contains two mandatory projects for a total study load of 10 credits.
3. All core courses and skills courses and projects are of an introductory or intermediate level.

ARTICLE 4.8 ELECTIVE CURRICULUM

1. As part of the programme, the electives in year 2 consist of eight courses with a total study load of 40 credits, and four skills courses with a total study load of 10 credits. Currently offered electives are listed in Appendix I. Second-year students must choose two courses and one skills course per period.
2. One elective skills course must be the mandatory entry–requirement course for a third-year concentration as detailed in the course overview in Appendix 1. or a course with equivalent learning outcomes.

3. The elective choice is subject to availability within each course year.
4. In year 2 and 3 a student may, with the permission of the board of examiners, register for additional electives above the normal credit load from the programme course catalogue. Guidelines are provided in the Rules & Regulations.

ARTICLE 4.9 CONCENTRATIONS AND BACHELOR THESIS RESEARCH

1. The third-year concentration comprises four courses with a total study load of 20 credits and two skills courses with a total study load of 5 credits as listed in Appendix I.
2. A student may, with the prior permission of the board of examiners, opt for a free concentration which comprises of four courses with a total study load of 20 credits and two skills courses with a total study load of 5 credits, selected from the 3000-level modules listed in Appendix I or elsewhere within the faculty.
3. All first-year mandatory courses, skills courses and projects must be completed successfully before students can start modules in their concentration in Year 3.
4. The student must choose and register for the concentration before the 1st of June in the academic year preceding the year in which the concentration will start.
5. All concentration courses and skills courses are advanced level.
4. Year 3 contains one mandatory, advanced-level project for a total study load of 5 credits.
6. The Bachelor Thesis Research is the concluding advanced-level educational unit of the programme with a total credit value of 30 credits.
7. Additional workload (as explained in the Rules & Regulations) next to the Bachelor Thesis Research is allowed for a maximum of 5 credits.

ARTICLE 4.10 MODULES ELSEWHERE (ELECTIVES OUTSIDE THE PROGRAMME)

1. The student may - subject to prior approval by the board of examiners and the other programme - as part of the programme, choose to take modules elsewhere with a maximum of 30 credits.
2. Students may choose to study the components referred to in 4.10.1 as part of their 2000-level study-load only but can take 3000-level modules if students meet the entry requirements for those modules.
3. Approved modules elsewhere will be added to the transcript for the original number of credits as specified by the other programme, unless the board of examiners decides otherwise.
4. Approval will not be granted if the student has not met the standard for the Binding Study Advice.
5. The guidelines for modules elsewhere are part of the Rules and Regulations.

ARTICLE 4.11 FINAL EXAMINATION

The final examination consists of all programme components listed in article 4.6, totalling 180 credits.

Section 5 Education

ARTICLE 5.1 MODULES; COMPOSITION & DESIGN

1. The programme is comprised of modules.
2. The composition and format of each module may differ, as specified for each module in its syllabus. The constituent educational components within each module may be of various formats, including but not limited to tutorial groups, (prerecorded) lectures, and practical tasks.
3. Modules of the programme are offered with the study load stated in article 4.6.
4. The education is given in the form of problem-based learning (PBL) and research-based learning (RBL), such as but not limited to tutorials, study groups, practical training, lectures, individual supervision, projects, or research activities.
5. The programme and its modules are designed to provide inclusive education by accommodating the diverse needs, abilities, and circumstances of all students, ensuring accessibility and equitable opportunities for participation and achievement.

ARTICLE 5.2 PRIOR KNOWLEDGE; ENTRANCE REQUIREMENTS

1. The programme produces an annually updated catalogue of all modules offered (course catalogue), specifying the modules and the specific prerequisite(s) for entry in those modules.
2. The student may only participate in the elective and concentration modules after they have passed the required prior modules as stated in the course catalogue.
3. Within the order of exams set out in article 6.3, the board of examiners may waive the prerequisites from paragraph 1 after consultation with the examiner of a module or another content expert if the student has shown that they have acquired this knowledge otherwise.
4. The student may only participate in the concentration modules after they have passed all core courses, core skills courses and year 1 projects. The course marked as mandatory for the chosen concentration should have been followed once before the start of the concentration. Attendance requirements for this mandatory course should have been met.

ARTICLE 5.3 MODULE AND COURSE EXAMINATION REGISTRATION

1. The student may participate in a module after they have registered for it in a timely manner.
2. First year students are automatically registered for all modules of year 1.
3. The student can register for electives and a concentration through completing and submitting a registration form.
4. Before the start of the bachelor thesis research, the student needs to submit a thesis plan, to confirm the suitability, level and scientific character of the proposed topic and the thesis process, for approval to the bachelor thesis coordinator.
5. In the case where a student fails to comply with the registration deadline, registration is not guaranteed.
6. The student is automatically registered for the assessments in the modules for which they register, both for the first sit and, when eligible, for the resit.
7. Deadlines for module registration will be communicated to the student in a timely manner.
8. It is the responsibility of the student to check in good time whether they have a valid registration for the module and the (resit) examination.
9. In the case where a student has no valid registration for the module and/or the (resit) examination, the student will be not allowed to take the (resit) module examination.

ARTICLE 5.4 ATTENDANCE

1. All courses in the programme have a minimum attendance requirement of 75% of the total number of tutorial meetings. Some modules (skills courses, projects) may have a 100% attendance requirement (as described in the syllabus).
2. Students who have not met the attendance requirement will fail the module.

3. Attendance is and participation may be part of the exam of a module. This information is contained in the syllabus and assessment plan.
4. Failure to meet attendance requirements is considered by the programme and the board of examiners when making decisions (e.g. the BSA advice, exceptions).
5. 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 learning outcomes may, in its judgment, also be performed if the participation percentage is lower, with or without additional requirements being imposed.

Section 6 Assessment

ARTICLE 6.1 GENERAL

1. During a module, the student will be assessed on the extent to which they have achieved the in the syllabus stated intended learning objectives.
2. Any module has at least two moments of graded (summative) assessment.
3. Any module has at least one moment of ungraded (formative) assessment.
4. The assessments together make up the course examination, which is expressed by a single grade (see article 6.2).
5. The syllabus and assessment plan describe the achievements required to pass the module and the criteria on which the student is assessed.
6. The form and weighting of the assessments are announced in the syllabus prior to the start of the module. The form and weighting of the assessments cannot be changed after announcement.
7. Attendance of and sufficient participation in the assessments of a module are mandatory to be eligible for a resit.
8. The board of examiners determines the guidelines for assessment in each type of module.
9. The Rules of Procedure for (Course) Examinations at Maastricht University describe the rules of procedures for on-site examinations.

ARTICLE 6.2 GRADES

1. Grades for assessments are awarded on a scale of 1 to 10 in accordance with table 1. Grades are rounded to 1 decimal. Course examination grades (final grades) between 5.41 – 5.49 are rounded to 5.4. Grades can be awarded as pass/fail or No Grade (NG).
2. The student must receive a course examination grade of 5.50 or higher to pass a module.
3. A label NG (No Grade) is assigned because of plagiarism or academic dishonesty; or when an assessment is incomplete, and no grade can be assigned. An NG automatically constitutes a failure, and no credits are awarded.
4. A grade for an elective course or skills course of 5.0-5.49 can be compensated by another module of the same type (course, skills course, project) as well as the same or higher level (intermediate, advanced). The module used to compensate must be graded 8.0 or higher. A request for compensation must be submitted to the board of examiners. Compensation is possible under the following conditions:
    a. Compensation is not possible for modules in year 1 and the Bachelor Thesis Research.
    b. Only a maximum of 5 credits for courses, a maximum of 2.5 credits for skills and a maximum of 5 credits for projects can be compensated.
    c. Only one advanced module can be compensated.
    d. Attendance criteria for the module to be compensated must be met.
    e. The overall GPA for all modules should be 6.5 after compensation.

10.0	Outstanding
9.0	Very good
8.0	Good
7.0	More than satisfactory
6.0	Satisfactory
5.5	Sufficient
5.0	Almost sufficient

4.0	Insufficient
3.0	Very Insufficient
2.0	Poor
1.0	Very poor
Pass	≥ 5.50; performance meets the minimum criteria
Fail	< 5.50; performance below the minimum criteria
'No grade' (NG)	Result cannot be determined

Table 1 *Interpretation of the Dutch grading system*

ARTICLE 6.3 ORDER OF EXAMS

1. If the student has obtained at least 45 credits in study year 1, they may sit and register for the exams in study year 2.
2. If the student has obtained at least 60 credits in study year 1 and at least 40 credits in study year 2, they may sit and register for the exams in study year 3.
3. If the student has obtained at least 60 credits in study year 1, at least 40 credits in study year 2, and at least 140 credits overall, they may apply for the bachelor thesis research in study year 3.
4. The student may not take a course examination for a module until the entrance requirements as stated in article 5.2 have been fulfilled.
5. In compliance with article 7.30 paragraph 3 of the Act, the board of examiners may upon prior request grant a student permission to sit other course examinations than referred to in paragraphs 1 through 4.
6. If a student deviates from the sequence as described in paragraphs 1 through 4, without permission from the board of examiners, the result of the module in question is declared invalid.

ARTICLE 6.4 RESIT EXAMINATIONS

1. The student can take written assessments 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 academic year (resit). Resit examinations need to be taken in the same academic year as the module was taken in.
2. Students can take other assessment forms, including those of skills courses, in principle once a year.
3. If a student fails a skills course or a project, a repair can be offered subject to conditions. Further specifications are given in the syllabus and assessment plan of the module.
4. In cases where a resit is offered in an alternative form to the original assessment then the details of the alternative assessment will be provided in the syllabus.
5. No resit will be offered for modules that are passed with a 5.50 or higher.
6. If a student fails the resit, and consequently fails the module, assessments passed within the module will lose their validity, unless the Board of Examiners decides otherwise.
7. In exceptional cases, the board of examiners can decide that an assessment may be taken at another time than determined in accordance with the first paragraph.

ARTICLE 6.5 FORM OF THE ASSESSMENTS

1. Course examinations take place in the manner and form stated in the syllabus.
2. Modules can contain a mix of individual and/or group assessments as explained in the syllabus and the assessment plan.

3. Modules should contain at least one individual assessment or the syllabus and the assessment plan should describe the way in which is assessed how individual students meet the intended learning objectives of the module in group assessments.
4. The bachelor thesis research will be assessed with the input of at least two assessors; the research supervisor and the internal advisor, at least one of whom is teaching in the programme.

ARTICLE 6.6 ORAL ASSESSMENT

1. Oral assessments are taken only by one student at a time, are given by the examiner in the presence of a second assessor and take place in public.
2. Deviation from the in abovementioned requirements is permitted solely at the discretion of the Board of Examiners.

ARTICLE 6.7 SPECIAL ARRANGEMENTS

1. Upon request, a student with a disability may take assessments in a manner which accommodates his/her specific disability as much as possible. If necessary, the board of examiners will obtain expert advice where necessary from the faculty's student advisor and/or the student dean at the Student Services Centre (SSC) before taking a decision in such matters.
2. Upon request, students with a disability and/or chronic illness are offered the opportunity to take the course examinations or study in a manner adapted as far 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 a module or the examination programme. The board of examiners decides on the exact nature of the reasonable adjustments required on the advice of Disability Support (DS).

ARTICLE 6.8 EXTRA COURSE EXAMINATION OPPORTUNITY

1. A student can submit a request to the board of examiners for an extra (third) module examination opportunity for the final module examination that the student needs to pass in their curriculum, if the student has not passed the course examination in question due to exceptional circumstances and not granting an additional assessment would result in an unacceptable study delay.

ARTICLE 6.9 DETERMINATION AND ANNOUNCEMENT OF COURSE EXAMINATION RESULT

1. The board of examiners determines the guidelines for assessment.
2. The examiner determines the result of an assessment within 10 working days of the date on which it was taken and publishes the grades in the grade book of the digital learning-environment Canvas page of the module.
3. The examiner determines the course examination result within 10 working days of the date on which the final assessment of the module was taken and provides the office of student affairs with the necessary information to inform the student of the result.
4. The examiner determines the result of an oral assessment immediately after it is taken and issues the relevant proof to the student. If more than one student takes the same assessment after each other, this period may be extended by up to five working days.
5. When the result of a course examination is announced, it will be indicated how the student can file an appeal as referred to in article 7.5.

ARTICLE 6.10 RIGHT OF INSPECTION

1. The student may inspect all their evaluated work within 10 working days of the date on which the result of a course examination is announced.
2. Within the period referred to in paragraph 1, a student may inspect the evaluated work itself and the standards on which it was assessed.

ARTICLE 6.11 PERIOD OF VALIDITY

1. Course examinations that have been passed are valid for an unlimited period. In some cases, the board of examiners may require the student to take an additional or replacement course examination or assessment for a course examination which was passed more than six years ago if the student's examined knowledge or insight are demonstrably outdated or the knowledge and/or skills that were examined are demonstrably outdated.
2. If exceptional circumstances apply as referred to in article 7.51 paragraph 2 of the Act, the period of six years in paragraph 1 will be extended by the duration of the financial support the student receives from the profiling fund.
3. Assignments and their passing grades within a course examination that was not passed will lose their validity after the academic year in which they were passed unless the board of examiners decides otherwise.
4. Attendance which was met within a module which was not passed will lose its validity after the academic year in which it was passed.

ARTICLE 6.12 RETENTION PERIOD FOR ASSESSMENTS

1. All evaluated work for assessments will be retained in paper or digital form for two years after the course examination result is determined.
2. The bachelor thesis research reports and the evaluation of these will be kept for seven years after the evaluation.

ARTICLE 6.13 EXEMPTIONS

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 module examination.
2. At most 30 credits of the programme may be exempted.
3. The bachelor thesis research is excluded from exemption.
4. The same period of validity applies to exemptions as to examination results.

ARTICLE 6.14 EXTERNAL EDUCATION

1. Students are allowed to use credits obtained from modules elsewhere (i.e. external education, credit transfer) as mentioned in article 4.10 to meet their curriculum requirements.
2. All courses, skills courses and/or projects taken at another programme or faculty of UM or another university during their studies at the programme but not part of the programme are external education.
3. Credits obtained at another programme before commencement of the study at the programme that did not count towards a degree can be submitted for credit transfer.
4. The Rules & Regulations describe the rules and procedures surrounding modules elsewhere.
5. Internships are not part of the programme and are extracurricular. No credits are awarded for internships and internships will not be part of the transcript or grade list of a student.
6. Credits taken from the programme course catalogue outside of the programme structure detailed in Appendix I are extracurricular.

ARTICLE 6.15 INVALID EXAM

If a course examination or one of its component assessments involves irregularities that make it impossible to accurately assess the candidate's knowledge, insight and skills, the board of

examiners may declare the course examination or assessment invalid for an examinee, a group of examinees, or all examinees.

ARTICLE 6.16 FRAUD

1. 'Fraud', including 'plagiarism', means actions or omissions by the student which make it impossible in whole or in part to properly evaluate their knowledge, understanding and skills.
2. 'Plagiarism' means the presentation of ideas or words from one's own or someone else's sources without proper acknowledgment of the sources.
3. If the board of examiners determines that the student has engaged in fraud with respect to a course examination or assessment, 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 & Regulations include further provisions about what constitutes fraud and which disciplinary measures the board of examiners can impose.

ARTICLE 6.17 UNSUITABILITY (*IUDICIUM ABEUNDI*)

1. In exceptional cases and after careful consideration of the interests involved, the board of examiners via the faculty board may ask the executive board to terminate or refuse the enrolment of a student in a programme, if that student, through his/her behaviour or opinions ventured, has demonstrated his/her unsuitability for the practice of one or more professions for which they are trained by the programme they follow, or, as the case may be, for the practical preparation for the practice of the profession.
2. The relevant clauses of the UM Enrolment Provisions apply.

Section 7 Final examination

ARTICLE 7.1 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 7.3 as soon as the student has satisfied the requirements for the programme.
2. Prior to determining the result of the final examination, the board of examiners may conduct their own investigation of the student's knowledge regarding one or more modules or aspects of the programme.
3. To pass the final examination, the student must fulfil all requirements of the programme.
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 exams were taken.
5. A certificate may only be issued after it has been shown that the student has satisfied all the obligations, including paying the tuition fees.
6. The last day of the month in which the student satisfied all the examination obligations will be considered the graduation date.
7. Students who have passed the final examination and who are entitled to a certificate may, stating reasons, ask the board of examiners not to issue this yet. This request must be submitted at least one month before the final assignment is turned in or the final exam is taken. The board of examiners grants the request:
   - if the student is selected by the faculty for 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.
   - if refusal would result in an exceptional case of extreme unfairness because the student concerned could not have taken the automatic graduation into account when they were planning their study.
   - the student provides persuasive reasons in writing that exceptional conditions beyond his/her control justify postponement of the automatic graduation.

ARTICLE 7.2 DEGREE

Students who have passed the final examination will be awarded the degree 'Bachelor of Science' in Sustainable Bioscience.

ARTICLE 7.3 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 for the programme, even if the student also completed other programmes.
2. The certificate that the final examination has been passed also 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. The certificate is signed by the chair of the board of examiners and the Dean of the Faculty of Science and Engineering of Maastricht University.
4. The certificate is awarded in public unless the board of examiners decides otherwise in exceptional cases.

5. 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 follows the agreed European standard format.
6. The board of examiners may award the 'cum laude' or 'summa cum laude' designation in accordance with the provisions in the Rules and Regulations.
7. Students who have passed more than one course examination and who cannot be issued a certificate will upon request, receive a statement issued by the board of examiners, which at least indicates the course examinations that they passed.

ARTICLE 7.4 GRADE POINT AVERAGE (GPA)

1. The diploma supplement referred to in article 7.3(5) 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 final numerical grades on the student's transcript, whereby weighting is based on the credits of the modules on the transcript, considering that:
    a. Credits from credit transfer modules are not included in the GPA;
    b. Exempted modules are not part of the GPA calculation;
    c. An exam for which a failing grade is obtained is also included in the GPA, although no credits are listed on the Student Portal;
    d. If more than one grade is listed for a course examination, the highest grade is considered for the calculation.
3. The weighted average score (GPA) after rounding to one decimal determines the distinction.

ARTICLE 7.5 RIGHT OF APPEAL

Within six weeks after the day 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, in line with the provisions and advice provided on the website of the UM Complaint Service Point.

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

Section 8 Study guidance

ARTICLE 8.1 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.

ARTICLE 8.2 STUDY GUIDANCE

3. The programme will provide study guidance for students registered for the programme, including but not limited to introduction days and academic advising.
4. Academic advising includes advising students regarding possible study paths within and beyond the programme.

ARTICLE 8.3 STUDY ADVICE FOR THE PROPADEUTIC PHASE

1. In accordance with article 7.8b of the Act the Programme has a propaedeutic phase in which the student can obtain 60 credits.
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 credits 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 from 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 in 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 8.4 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.

ARTICLE 8.5 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*].
   f. participation in top-level sport as defined by UM;
   g. circumstances other than those referred to in subparagraphs a. to f. which, if they were not to be honoured by the faculty board, would result in excessive unfairness
3. The personal circumstances must 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 study advisor and/or academic advisor of the personal circumstances as soon as possible.

ARTICLE 8.6 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 8.4, this advice may be postponed to a later moment. 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 for 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. The postponed advice will be based on the student's study behaviour, agreements and/or study plan made with the student adviser and board of examiners, the time at which the personal circumstances were reported and the study results achieved at the end of the period of the adapted standard.

ARTICLE 8.7 LEAVE OF ABSENCE

1. A leave of absence is a limited period during which a student's study is suspended, without deregistration from the programme.
2. Students who wish to take a leave of absence should consult with the Office of Academic Advising and need to inform the Offices of Academic Advising and Student Affairs, and the board of examiners prior to taking leave about the start- and end-date of the leave.
3. If the planned start- or end-date of the leave of absence changes, the Offices of Academic Advising and Student Affairs, and the board of examiners should be notified.
4. A student who continues their studies after a leave of absence shall be reinstated to their pre-leave status.
5. Students who have not yet obtained their study advice as outlined in article 8.3, will be informed by the board of examiners how and when their study advice will be issued.

Section 9 Transitional and final provisions

ARTICLE 9.1 AMENDMENTS

1. Amendments to these regulations may be adopted in a separate decision by the faculty board, after consent from and in consultation with the educational programme committee and after consent from and in consultation with the faculty council.
2. An amendment to these regulations will not pertain to the current academic year unless the interests of the students will be harmed unreasonably 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 9.2 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 faculty website and/or the student portal.
2. Any interested party may obtain a copy of the documents referred to in the first paragraph from the faculty office.

ARTICLE 9.2A 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 9.3 UNFORESEEN CASES/SAFETY NET SCHEME

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

ARTICLE 9.4 HARDSHIP CLAUSE

In exceptional cases in which application of the rules specified in this document would lead to unreasonable treatment or serious unfairness, the board of examiners on behalf of the faculty board can deviate from the stated regulations in the student's favour.

ARTICLE 9.5 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 of the Faculty of Science and Engineering on 1 September 2026.

APPENDIX I

MODULE OVERVIEW

Year 1: Core curriculum

			Courses (5 credits)	Skills courses (2.5 credits)
S1	P1	**Core** 2 Courses 1 Skills	- Biological systems - Earth Systems	- Biology Laboratory Skills
	P2	**Core** 2 Courses 1 Skills	- Food and Nutrition - Plant Biology	- Biochemistry Laboratory Skills for Food and Nutrition
	P3	**Core** 1 Project	- Research project I (5 credits)	
S2	P4	**Core** 2 Courses 1 Skills	- Consumer Behaviour - Statistical Methods and Data Analysis	- Statistics in R
	P5	**Core** 2 Courses 1 Skills	- Sustainable Development - Mathematics for Bioscience	- Skills for Landscape Ecology
	P6	**Core** 1 Project	- Research project II (5 credits)	

Year 2: elective courses and skills courses, and two core curriculum projects

			Courses (5 credits)	Skills courses (2.5 credits)
S3	P1	**Electives** 2 Courses 1 Skills	- Ecology - Global Dynamics - Plant Biology and Circular Farming - Nutrition and Metabolism - Pharmacology and Toxicology - Cell Biology	- Ecological Footprint - Plant Physiology & Genetics - Qualitative Research Skills
	P2	**Electives** 2 Courses 1 Skills	- Climate Change and Resilience in Food Systems - Plant Functional Genomics - Organic Chemistry - Sensory Biology and Science - Microbiology - Evolution	- Plant Microbiology Skills - Consumer and Sensory Analysis Skills - Engaging with Controversies in the Food System
	P3	**Core** 1 Project	- Research project III (5 credits)	
S4	P4	**Electives** 2 Courses 1 Skills	- Applied Remote Sensing - Pest-Plant Interactions - Improving Food Production - Sustainable Plant-Based Diets - Advanced Statistical Methods - Epidemiology of Food	- Risk Assessment, Management and Communication - Advanced Statistical Analysis using R - Sustainable New Business
	P5	**Electives** 2 Courses 1 Skills	- Planetary Boundaries (**mandatory for Planetary**) - Plant Biochemistry (mandatory for Agricultural) - Food Chemistry (**mandatory for Food**) - Beyond the Sustainable Development Goals - Food Technology and Processing - Artificial Intelligence for Plant Phenotyping	- Regenerative and Permaculture Design - Big Data Analysis and Visualisation - Food Chemistry Laboratory Skills

	P6	**Core** 1 Project	- Research project IV (5 credits)

Year 3: Concentrations, core curriculum project, and Bachelor Thesis Research

		Concentrations (2 courses of 5 credits, 1 skills course of 2.5 credits)		
		Planetary Systems	**Agricultural Systems**	**Food Systems**
S5	P1	- Biodiversity Through Time - Global Biogeochemical Cycles - Biodiversity and Conservation	- Soil Science - Crop Physiology - Plant Physiology and Technology	- Food Functionality and Innovation - Food Safety - Food Lab Skills
	P2	- Ecosystems Services - Planetary Health - Modelling Earth Systems	- Detecting Variation - Production Systems - Plant Breeding Skills	- Nutrigenetics and Nutrigenomics - Clinical Nutrition - Clinical Lab Skills
	P3	**Core** 1 Project	- Grand Challenge: Sustainable System Design (5 credits)	
S6	P4-P6	**Core** Thesis	- Bachelor Thesis Research (30 credits)	

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.

To prepare students for working in academic and professional communities in which the teams are interdisciplinary and international, the programme is offered in an international classroom setting. Moreover, students are offered many opportunities for learning, research at the Brightlands Campuses, which offer an international ecosystem to address societal challenges by creating high-tech, environmentally sound, business-wise, innovative solutions.

Because of the specific educational nature and profile of the programme, all 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 can research the worldwide challenges in the transition to a sustainable and healthy planet.
- To participate in the globalizing research community, home to diverse natural sciences domains and different cultures, it is crucial that students master the English language.
- The programme is characterised by working together across and strengthening the links between disciplines. The programme is also characterised by a connection to stakeholders in industry and society. Offering the programme in English allows students to develop the ability to cooperate and communicate in the required international context.
- Being internationally competent enhances students' chances on both the national and international labour markets. This is endorsed by multiple regional and (inter)national companies.
- The student intake is expected to be internationally diverse, whereby English is the common language.