

26.0913/lo
7 July 2026
Approved version

Minutes of the public part of the 214th meeting of the FHML Council
dated Tuesday 9 June
2026 Present: see attendance list

1. Opening, announcements and adoption of the agenda

The Chair opened the meeting.

2. a Adoption of the text of the public part of the report of the 213^e meeting dated 19 May 2026

-26.0785o – dated 02-01-26 – report

See the approved version with reference 26.0785/lo.

2.b Comments on the public part of the report

There are no comments.

3. Announcements by the Vice-Dean

There are no announcements.

4. Update on the Maastricht UMC⁺Strategy

- 26.0123/VI - dated 18 May 2026 – position paper

In the presence of Mr Heuts, Deputy Director of FHML, and Mr Segers, Policy Adviser at FHML. Mr Heuts gave a presentation. The Council was briefed on the current status of the new strategic process at Maastricht UMC⁺. The discussion focused on the process, the main points of the content and the next steps. The slides have been appended to the public report, reference number 26.0837.

The Maastricht UMC⁺Strategy was prepared by an internal core team (azM/FHML) and further developed through, amongst other things, a strategy conference attended by various stakeholders, including representatives of the FHML Council. This led to the identification of ten strategic themes for the coming years.

When asked, M. Heuts stated that the new strategy builds on the previous 'Healthy Living' strategy. Familiar themes are retained and will be developed further.

This FHML position paper forms part of the strategy-formulation process and will be forwarded to the next meeting of the FHML Council.

5. Teaching and Examination Regulations and Rules & Guidelines for the BioMedical Sciences and Bachelor's in Regenerative Medicine and Technology programmes for the 2026–2027 academic year

- 26.0708 – dated 08-05-26 – letter from the Dean with appendices

The Teaching and Examination Regulations (OERs) and the Rules & Guidelines (R&G) for the Biomedical Sciences and Bachelor's in Regenerative Medicine and Technology programmes were discussed. In response to questions and comments, the programme director, J. Theys, provided further explanation and clarification on various points.

A summary of the discussion follows below.

Bachelor's in Biomedical Sciences

Article 4.4 Attendance and active participation

- The Council asks why the provision allowing the Examinations Board to deviate from the attendance and participation requirements in exceptional cases has been removed. The Programme Director explained that this provision was removed at the request of the Examination Board, as there are no clear guidelines on this matter. Furthermore, the term 'sufficient participation' is preferred to 'equal participation', as it better aligns with the intended assessment of student participation.

Article 5.3 Access to education and examinations

- The Council notes that this article is difficult to read and requests further clarification. The programme director explains that this provision is intended to regulate the sequence of modules within the curriculum in a workable manner. Under the Education Act, students are permitted to take modules from a subsequent academic year, even if they have not yet completed all modules from a previous academic year. However, additional conditions apply to participation in assessments. The current wording is a temporary solution. In consultation with other programmes, consideration will be given to whether this provision can be formulated more clearly in a future version of the Study Regulations.

Master of Science programme in Biomedical Sciences

Article 3.1 Aim of the programme

- The Council notes that the Study Regulations mention six thematic specialisations, whereas there had previously been discussion of reducing this to five specialisations. The Programme Director explains that, from the 2026–2027 intake onwards, the 'Biomedical Imaging' specialisation will indeed no longer be offered to new students. However, this specialisation remains available to students who have already joined the programme, which is why it is still included in the Study Regulations.

Appendix 1 – Curriculum

- The Council notes that the longitudinal learning pathways 'Ethics in Biomedical Sciences I' and 'Advancing Biomedical Innovations I' are no longer included as separate modules in the curriculum. The programme director states that this change stems from student evaluations. The content of both learning pathways is still considered relevant, but is being integrated into other curriculum modules for logistical and organisational reasons. As a result, the relevant themes remain within the programme.

On the basis of the documents before it and the discussion held in the Council, the Council approves the Teaching and Examination Regulations for the BioMedical Sciences and Bachelor's in Regenerative Medicine and Technology programmes for the academic year 2026–2027.

6. Teaching and Examination Regulations and Rules & Guidelines for Health Sciences programmes and the Master of Science programme in Health Professions Education (MHPE) for the academic year 2026–2027

- 26.0782 – dated 28 May 26 – letter from the Dean with appendices

The Teaching and Examination Regulations (OER) and the Rules & Guidelines (R&G) for the Health Sciences degree programmes and the Master of Science programme in Health Professions Education (MHPE) were discussed. In response to questions and comments, the programme director, G. Plasqui, provided further explanation and clarification on various points.

A summary of the discussion follows below.

General

When asked, the Programme Director explained that the revision of the Bachelor's programme in Health Sciences was prompted by the need for substantive renewal. The social context has changed. The programme will be structured in a more integrated manner, moving away from separate specialisations or 'silos'. Themes such as prevention and policy will remain integral to the programme's content.

In addition, the programme director points out that the previous structure, with five specialisations in the second year, led to an unbalanced distribution of students and an inefficient and costly curriculum. Administrative processes, including attendance recording and assessment, were also labour-intensive. The new structure utilises a more modern and simpler system without physical 'tick-box administration'.

When asked, the director of studies explains that remedial support is an explicit part of the assessment framework and is set out in more detail in the assessment plan. Within learning pathways in particular, the focus is on collecting data points on students' progress. Not all modules need to be successfully completed in one go; students can catch up on modules after receiving a warning.

Period 6 is not scheduled for teaching, but can be used for remedial work.

Students formally earn 60 ECTS credits per year, but may in practice complete the programme earlier if all modules have been passed. At the same time, there remains scope for remedial work within the established annual structure.

All new and revised curricula are developed with the aim of creating a more efficient academic year.

Bachelor's Programme in Health Sciences Article

1.1 Applicability of the regulations

- This article states that the regulations apply to the teaching, assessments and examination of the Bachelor's programme in Health Sciences (curriculum 2026), which is being introduced in phases and replaces the existing programme. The Council asks whether the portfolio is explicitly part of the programme, as this is not explicitly mentioned in the text whilst it forms an important part of the curriculum. The programme director explains that the portfolio forms part of the assessment and the examination. The bachelor's examination, to be held in three years' time, will include the portfolio as an integral part.

Article 5.1 General

- Paragraph 1 refers to the extent to which the student has achieved the specified 'learning objectives' and 'learning outcomes'. As these terms are not included in the list of definitions, the Council recommends that they be added to it.
- The wording 'In principle, there are written examinations' is not clear enough. The Council recommends clarifying this passage.

Article 5.7 Final-year project (Year 3)

- This article refers to guidelines for the final-year project on the FHML student intranet. This reference appears to still relate to the current guidelines. The programme director states that the current graduation process remains the guiding principle. As new guidelines are not yet available, the existing guidelines are being used. The Council recommends explicitly clarifying which guidelines apply within the programme, so that no ambiguity can arise in this regard, including from a legal perspective.

Master of Science in Healthcare Policy, Innovation and Management

- When asked, the programme director states that experiences with programme-based assessment have been predominantly positive. Students appreciate the content of the programme. However, the workload for lecturers is higher than expected, and the IT systems are still lagging behind educational innovations. There are also areas requiring attention at an organisational level.

Master of Science programme in Health Professions Education (MHPE) Article 5.8 Assessment Procedure for the Portfolio

- Paragraph 3 states that students are only eligible for the final assessment of the portfolio once all portfolio items have been submitted and all coaching sessions have been attended. The Council asks what happens if a student misses one or more coaching sessions. The programme director explains that, in practice, coaching sessions can be rescheduled and do not usually cause any problems. Every student is assigned an individual coach, thereby ensuring continuity in the guidance provided.

Rules and Regulations MHPE

Introduction

- The preamble states:
'These rules and regulations have been determined ... on XXX'.
The Board notes that the date of adoption is missing here.

Article 3.2 Research Project and Thesis

- Paragraph 4 refers to the *MPHE* competence rubric. This should be the *MHPE* competence rubric.
- In paragraph 5, the sentence ends with:
'... include data collection and data analysis...'

There appears to be an unintended full stop after the word 'analysis' here.

On the basis of the documents before it, the discussion held in the Council and taking into account the above comments, the Council approves the Teaching and Examination Regulations for the Bachelor's and Master's programmes in Health Sciences for the academic year 2026–2027.

7. Student evaluations

C. Sehlbach of the FHML Programme Evaluation Task Force gave a presentation on quality assurance, processes and responsibilities relating to module evaluations. The slides have been added to the public section of the report under reference number 26.1514.

Following the presentation, the Council notes that an insufficient response rate to evaluations makes it difficult to arrive at a representative assessment of a module and asks who oversees the module coordinators. C. Sehlbach states that this responsibility lies with the Bachelor's and Master's coordinators.

The Council also emphasises that providing feedback on evaluations to students is important. If certain comments or requests cannot be addressed within a specific module, or if feedback relates to cross-curricular issues that need to be discussed at a higher level, it is important to engage in dialogue with students on these matters.

The Council believes that providing transparency on what happens to the feedback received can increase student engagement and also help to recruit and retain year representatives.

The Vice-Dean for Education states that year representatives can raise concerns and ask questions with the Bachelor's or Master's programme coordinator, and that this channel should be easily accessible. Furthermore, the Council suggests making evaluations compulsory in order to increase the response rate. C. Sehlbach points out that compulsory participation is not permitted by law and that, moreover, it remains to be seen whether this would actually lead to better evaluations. Regarding tutor sessions, C. Sehlbach states, when asked, that these are evaluated as standard. The response rate depends in part on the extent to which tutors allow time during sessions for students to complete evaluations.

The Council thanked C. Sehlbach for the explanation.

8. Additional agenda items

There were no additional agenda items.

9. Any other business

The Council notes that the payment of expense claims is, in some cases, experiencing delays. The Director of FHML states that he has received no indications of backlogs in the Finance department and will look into this further.

Furthermore, the Council enquires about the Wellbeing Survey, which was recently conducted within the FHML and yielded a high response rate. The Council asks specifically whether the methodology used is still pending approval by the Local Consultative Committee (LO). The Director of the FHML states that, to his knowledge, this is not the case. He will also look into this matter.

K. Luijten