

Education and Examination Regulations 2026-2027 for the Master of Science programme *Governance and Leadership in European Public Health* of the Faculty of Health, Medicine and Life Sciences, Maastricht University, in accordance with Article 7.13 of the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW*)

These regulations have been adopted by the Dean of the Faculty of Health, Medicine and Life Sciences after advice of or consent from the Educational Programme Committee (*Opleidingscommissie*) and after consent from or in consultation with the Faculty Council (*Faculteitsraad*) on 09 June 2026.

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SECTION 1 GENERAL PROVISIONS

Article 1.1 Applicability of the regulations

1. These regulations apply to the education, exams and the examinations of the Master of Science programme in Governance and Leadership in European Public Health, hereafter referred to as ‘the programme’.
The programme is provided by the Faculty of Health, Medicine and Life Sciences of Maastricht University, hereafter referred to as ‘the faculty’.
2. These regulations apply to all students who participate in the programme in the academic year 2026-2027 and replace, in principle, all other regulations.
3. The replacement of the former regulations by these new ones may not disadvantage students that started the programme when former regulations were applicable. In cases where the new regulations disadvantage students, the old regulations are applicable.
4. Contrary to the content of article 1.1 sub 2 and 3, the educational programme which was valid at the moment that the student started with the educational programme, including the exams, is still applied for the student.
5. 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 EER apply.
6. For components of the programme that students follow at another degree programme, faculty or institution of higher education, the EER for the other programme, faculty or institution apply to the component in question.

Article 1.2 Definitions

In these regulations, the following terms and definitions apply:

- a. the Act: the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- b. student: a person who is registered at the university for education and/or to take exams and the examination of the programme;
- c. course: a study unit of the programme within the meaning of the Act; and consisting of one or more educational components, such as group meetings, practical training or written papers with the exclusion of the thesis;
- d. academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
- e. programme: the master’s programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of courses;
- f. exam: a component of the examination as referred to in Article 7.10 and Article 7.4 of the Act;
- g. teaching and learning activities; activities, embedded in the courses, intended to help a student to reach the Intended Learning Outcomes (ILOs) at programme level
- h. Intended Learning Outcomes: ILOs frame the course content, structure and sequence of the programme and lead to the reaching the programme completion;
- i. portfolio: programmatic assessment tool, serving as the basis for monitoring, guiding, and assessing a student’s coaching activities and corresponding ILOs attainment;
- j. portfolio assessment: medium- or end-term assessment of a student’s portfolio and corresponding ILOs level;
- k. portfolio product: a product produced by one or more students, on which a coach, expert, educator, or peer provides feedback, or on which students reflect themselves, using a feedback rubric in the student’s portfolio,
- l. remediation plan: a personalized plan of remedial activities with the aim to enable the student to pass the portfolio assessment;
- m. examiner: the person designated by the board of examiners to administer examinations, such as a course coordinator, member of the planning team, a coach, a thesis supervisor, or a thesis assessor;
- n. coach: a UM staff member assigned to the student who is responsible for monitoring and guiding the student in their ILO development and study progress providing information about the curriculum and portfolio system
- o. coach meeting: a meeting between the student and their coach, in which the student’s progress, ILO attainment and development, and curriculum path are discussed;

- p. coaching trajectory: series of coach meetings in which the student's progress, ILO attainment and development, and curriculum path are discussed
- q. educator: an GLEPH staff member who provides guidance to students who perform a professional task. This can include lecturing, providing workshops, providing other teaching and learning activities, or providing feedback;
- r. research project: scientific research project executed by the student during the placement that results in a thesis;
- s. placement: a period in which a student performs their research under supervision, at Maastricht University or another institution;
- t. thesis: a written report, reflecting the work accomplished during a placement period;
- u. registration: the administrative recording of the passing results of an exam;
- v. credit: a unit expressed in ECTS credits, with one credit equalling 28 hours of study;
- w. board of examiners: the board of examiners referred to in Article 7.12 of the Act;
- x. board of admission: the board responsible for judging the admissibility of the candidate to one of the master's programmes;
- y. course coordinator: an examiner who is responsible for the content of the education for a particular course;
- z. faculty board: the faculty board referred to in Article 9.12 of the Act;
- aa. Rules and Regulations: additional rules associated with the Education and Examination Rules;
- ab. UM: Maastricht University;
- ac. course catalogue: the programme guide which includes further details about programme-specific provisions and information, which is provided via the digital learning environment.
- ad. Disability Support (DS): the central point at UM where students with a disability and/or chronic illness can apply for facilities or support.

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

SECTION 2 ADMISSION

Article 2.1 Responsibilities

The Dean of the Faculty of Health, Medicine and Life Sciences has given the responsibilities of the admission to the board of admission to oversee the applications for the master's programme. The board of admission will make the final decision of those applicants who will gain admittance into a master's programme, based upon the admission requirements.

Article 2.2 Admission requirements

1. The admission requirements for the master's programme depend on the prior education. Applicants awarded a relevant bachelor's or master's degree from a university are qualified for admission to the master's programme. The Board of Admission decides whether the candidate is qualified for admission or additional requirements apply. Full information about relevant programmes and additional requirements is published on the website of the master's programme.
2. The admission requirements for the master's programme depend on the prior education. Applicants awarded a relevant bachelor's degree from a university of applied sciences (HBO in Dutch) and who have sufficient academic skills are qualified for admission to the master's programme. The Board of Admission decides whether the candidate is qualified for admission or additional requirements apply. Full information about relevant programmes and additional requirements is published on the website of the master's programme.
3. In addition to the above (paragraphs 1 and 2) applicants who have demonstrated proficiency in the English language, either automatically or by showing language tests certificates (see the UM website) are qualified for admission to the master's programme.
4. For this master's programme the UM application deadlines apply. These deadlines are published on the UM website.

Article 2.3 Language requirements with non-Dutch diplomas

1. Holders of a non-Dutch diploma can only register if they have met the minimum English language requirement corresponding to IELTS (international English Language Testing System) with a score of at least 6,5.
2. The requirement referred to under (a) is met if the person concerned has obtained one of the following diplomas or certificates:
 - a completed bachelor's or master's study programme where the language of instruction is English;
 - an International or European Baccalaureate, a US high school diploma or UK GCE A-levels, or
 - Can demonstrate sufficient proficiency in English, for example through English taught courses, internships or work experience in an English environment, or
 - can submit one of the following language test certificates, with a minimum score of at least:
 - IELTS: 6.5
 - TOEFL iBT: 90
 - TOEFL iBT Special Home Edition Test: 90
 - TOEIC listening and reading: 720; speaking and writing: 310
 - Cambridge Advanced C1: Grade C (scale 180-184); First: Grade A (scale 180-184); First B2: Grade B (scale 176-179)
 - TOEFL Paper-delivered Test: Reading: 20-30; Listening: 20-30; Writing: 20-30

SECTION 3 CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 Aim of the programme

1. The programme is intended to:
 - provide academic education as set out in the educational concept and profile of Maastricht University;
 - provide a broad-based learning experience within the scientific field of the programme;
 - prepare the student for a professional career in the field of Governance and Leadership in European Public Health (see also Appendix 1).
2. The programme contains teaching and learning activities, as well as support and guidance for the academic and intellectual development of students, above all:
 - independent scientific thinking and performance;
 - scientific communication;
 - handling professional knowledge and skills in a social setting.
3. The programme's educational activities are based on core values and norms laid down in the Maastricht University Rules of Conduct and the principles of research integrity and the ensuing guidelines for good research practices as laid down in the Netherlands Code of Conduct for Research Integrity (see UM website).

Article 3.2 Form of the programme

1. The programme is offered on a full-time basis.
2. The programme commences once a year in September.
3. Teaching and Learning tasks and their associated exam products can take multiple shapes, including written reports or documents, oral (video) presentations, debate sessions, posters, etc.

Article 3.3 Language of instruction

1. Throughout the programme and in all exams the English language will be the standard.

Article 3.4 Communications and announcement of decisions

1. The faculty board, the board of examiners and the examiners may use the digital learning environment and e-mail through the UM account for communications relating to the programme and examinations.

2. The faculty board, the board of examiners and the examiners may use the digital learning environment, e-mail through the UM account and the (faculty) website to announce decisions.
3. The student must regularly check their university e-mail address, the Faculty website and the digital learning environment. Information disseminated via e-mail, the digital learning environment or the website will be assumed to be known.

Article 3.5 Study Load

The programme has a study load of 60 ECTS.

Article 3.6 Content, structure and ECTS of the programme

The content, structure and ECTS of the programme are described in Appendix 2.

Article 3.7 Flexible programme and flexible masters

1. A student registered for one of the faculty's programmes may, under certain conditions, formulate an educational programme of their own which is different from the educational programme stated in Appendix. The composition of such a programme must be approved beforehand by the board of examiners.
2. The flexible programme must have a study load of 60 credits.
3. The board of examiners will decide whether to grant permission for the student's proposal within four weeks after it receives the 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 3.8 Examination

1. The courses of the master's programme are listed in Appendix 2.
A registration for completion for each component of the programme must be obtained for:
 - the exams, including active participation in the mandatory activities;
 - completing a placement and master's thesis according to the requirements as described in the respective placement and thesis assessment plan.
 - completing the coaching sessions and obtaining a proficient on the mandatory portfolio as referred to in article 5.7, according to the requirements as described in the respective coaching trajectory assessment plan.
2. The board of examiners, with due regard to the Education and Examination Regulations, lays down guidelines pertaining to the norms for and assessment of examinations for each of the courses referred to in Paragraph 1. These guidelines are incorporated in the Rules and Regulations.

SECTION 4 EDUCATION

Article 4.1 Courses, Composition and actual design

1. For the programme components, courses are given with the study load stated in Appendix 2.
2. The teaching and learning activities consist of study groups, practical trainings, workshops, coaching sessions, lectures, individual supervision or otherwise.
3. The educational programme includes 40 weeks per year.

Article 4.2 Attendance and best-efforts obligation

1. Each student is expected to actively participate in the course they are attending.
2. In addition to the general requirement that the student actively participates in the course, the student must participate in at least 75% of the educational activities (with the exclusion of the lectures) unless there are different requirements defined in the course assessment plan.

3. If the student has participated in less than 75% of the activities the course coordinator may give additional assignments to the student.

SECTION 5 ASSESSMENT

Article 5.1 General

1. During a course and the coaching trajectory, the student will be tested for academic and intellectual development and the extent to which the student has sufficiently achieved the stated intended learning outcomes at programme level linked to a course or teaching activity.
2. The course or coaching trajectory assessment plan describes the form of the assessments; the achievements the students must make to pass the course and the criteria on which the student is assessed. The assessment plan is made available to students through the digital learning environment.
3. The Rules of Procedure at Exams describe the assessment procedure. These rules are published on the FHML student intranet.

Article 5.2 Grades

1. Grades are awarded on a scale of 1 to 10.
2. The final grade for a course or assessment (excluding the thesis) will be rounded to one decimal place and is sufficient if the final grade is '5.5' or higher.
3. The final grade for the thesis will be rounded to one decimal place and is sufficient if the grade is a 6.0 or higher.
4. Within a portfolio, a programmatic assessment tool, performance is categorized into three qualification levels: insufficient, proficient, and excellent.
5. When a component of the examination is graded with a qualification, the student has to obtain at least a 'Pass' or "Proficient" for this component.
6. The way grades are rounded off is determined in the Rules and Regulations.

Article 5.3 Order of exams

1. A student will be permitted to start with a placement if they have achieved at least 10 ECTS for the preceding master's courses and has submitted a concept research proposal that is deemed 'gradable' by the examiner.
2. Permission to start writing the thesis is only obtained under the condition that the student has received a passing grade for the research proposal.

Article 5.4 Scheduling and frequency of the exams

1. Students can take assessments twice a year on dates determined by the faculty board: once during or at the end of the course period (first sit) and once during the academic year (resit option).
2. In exceptional cases, the board of examiners can decide that an assessment may be taken at another time than determined in accordance with paragraph 1 of this Article but in any case during the same academic year.

Article 5.5 Form of the exams

1. Assessments can take multiple shapes, including written reports or documents, a portfolio product, oral (video) presentations, quizzes, debate sessions, graphical products, posters, etc.
2. 'Written exams' also include computer-based exams. The examiner may decide that, because the number of students is small or because of the nature and content of a course, an exam will be oral or will include one or more written essays, which may or may not have to be explained orally. The examiner will announce any such decision no later than two weeks before the scheduled exam date.
3. Practical tests may include skills, participation, attitude and professional behaviour. The format and judgement criteria of practical tests will be announced in the (electronic) course book and/or during the introduction to the course.

4. The board of examiners reserves the right to allow other forms of examination, including testing of group work and portfolio. The structure and judgement criteria of the exams will be announced in the digital learning environment.
5. Upon request, students with a disability and/or chronic illness are offered the opportunity to take exams and assessments or teaching and learning activities in a manner adapted as optimal as possible to their disability and/or chronic illness. These adjustments shall be reasonably tailored to the student's disability and/or chronic illness but may not alter the quality or difficulty of an educational component or assessment programme. All intended learning outcomes must be covered by the adapted (assessment) provision.

Based on the advice of Disability Support (DS) and, if applicable, any additional information, the Board of Examiners decides on adaptations in assessment. Based on the advice of DS and the subsequent binding advice of the programme director/ the head of the Education Office, the Board of Examiners decides on adjustments in education.

If the Board of Examiners deviates from the advice of DS, this deviation is motivated.

Article 5.6 Coach meetings

Five times during the programme (distributed strategically between period 1 and 5), a meeting takes place between the student and their coach, in which the student's plans and progress, ILO achievement and development, and curriculum path are discussed.

Article 5.7 Portfolio

1. Throughout the coaching programme, students will receive feedback on their associated work for each portfolio product. This means they will receive a performance evaluation and narrative feedback for each learning outcome connected to that product, which will be recorded in their portfolio.
2. The feedback and evaluation are based on rubrics that outline criteria and standards at different performance levels. Specifically, each rubric categorizes performance into three levels: insufficient, proficient, and excellent.
3. Each portfolio product, as well as the evaluation of performance and narrative feedback regarding the ILOs associated with said product, is recorded in the student's portfolio.
4. It is the responsibility of the student that the portfolio contains all received assessments of performance and narrative feedback pertaining to portfolio products, peer-assessments, reflections, recommendations, and all other information regarding the student's achievement of respective ILOs linked to coaching.

Article 5.8 Assessment procedure of the portfolio

1. Each portfolio product will receive feedback by the coach of the student (i.e., first sit).
2. In case of a negative feedback on a portfolio product, the student is invited to remediate that product by the next coaching session (i.e., resit option).
3. After coaching meeting 3 a medium-term review of the portfolio is conducted by the coach and the coaching trajectory coordinator to review the student's achievement of respective ILOs in the coaching activities so far, on the basis of outcomes and the associated narrative feedback, as described in article 5.7.1 and 5.7.2.
4. In case the assessment of the medium-term review by the coach and coaching trajectory coordinator diverts, another coach will review the student's portfolio. A majority vote determines the outcome.
5. In case there is a negative outcome in the medium-term review, students formulate a remediation plan in which they specify how they will demonstrate proficiency in programme ILOs by the end of the academic year using already planned and, if necessary, additional portfolio products.
6. Students are eligible for the end-term assessment of the portfolio if they have submitted all portfolio products and attended all coaching meetings.
7. Upon positive end-term assessment by the coach and coaching trajectory coordinator, students obtain a registration for completion of the coaching trajectory.
8. In case the end-term assessment by the coach and coaching trajectory coordinator diverts, another coach will review the student's portfolio. A majority vote determines the outcome.

9. In case there is a negative end-term assessment of the portfolio, the student formulates a remediation plan in which they specify which additional portfolio products they will submit to demonstrate proficiency in the programme ILOs assessed as insufficient. The coach and/or the coaching trajectory coordinator need to approve the remediation plan. Students can reapply for the assessment upon completion of the activities in their remediation plan. The coach will re-assess the student's portfolio within the deadline described in the Rules and Regulations.
10. The further detailing of the review and assessment procedure is provided in the coaching trajectory assessment plan.

Article 5.9 Placement and Thesis

1. The board of examiners lays down the requirements with regards to the nature and content of the placement in separate rules. These rules are published on the FHML student intranet and are considered to be part of the Rules and Regulations.
2. A placement coordinator is assigned to the master. The placement coordinator is responsible for granting proposed research topics admissible.
3. The board of examiners appoints an examiner as faculty supervisor/1st examiner for the placement and thesis and a 2nd examiner for the thesis. The faculty supervisor/1st examiner has expertise on the thesis topic or on the envisaged methods.
4. The placement coordinator supports the appointment of the faculty supervisor/1st examiner for the placement and thesis and the 2nd examiner of the thesis.
5. The student may undertake a placement supervised by the faculty only once during the master's programme.
6. The thesis must be written individually.

Article 5.10 Determination and announcement assessment results

1. The board of examiners determines the standards for each assessment. The standards are included in the Rules and Regulations.
2. The examiner determines the result of an exam and provides the Education Office with the necessary information to apprise the student of the result within 15 working days of the last date of the respective course period in which it was taken.
3. When the result of an exam is announced, it will be indicated how the student can inspect the exam and file an appeal as referred to in Article 6.4.
4. The coach provides feedback within 15 working days of the date on which the portfolio product was handed in.
5. The coach and coaching trajectory coordinator provide the end-term assessment on the completed portfolio within 15 working days of the submission deadline of the portfolio.

Article 5.11 Right of inspection

1. Within 10 working days of the date on which the result of exams are announced, students may, upon request, inspect their evaluated work.
2. Together with or before the announcement of the result of an exam, it is stated how students can inspect their reviewed test.
3. Contrary to what is described in paragraph 1 the term of 10 working days can be extended in particular circumstances (vacation or public holidays). In this case, the teacher must announce in time when students can expect their results and when students can inspect their work.

Article 5.12 Registration of courses

A registration for completion of a course, and therefore the course-related credits, is obtained once all requirements with regard to the components of the course have been met.

These requirements include amongst others:

- *where applicable*: active participation in the group meetings;
- *where applicable*: participation in the practical exercises, including oral and/or written reports;
- *where applicable*: satisfactory completion of exams.

- a final course grade of 5.5 or higher.

Article 5.13 Period of validity

1. In principle, exams, portfolio products and portfolio assessment results are valid for an unlimited period. Contrary to the above, the board of examiners may require the student to take additional exam, training and learning activities and related portfolio products which were passed more than six years ago if the student's knowledge or insight that was assessed is demonstrably outdated or the ILOs that were assessed 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.

Article 5.14 Invalidation of exams and portfolio products

If an exam or portfolio product involves irregularities that make it impossible to accurately assess the student's knowledge, insight and skills, the board of examiners may declare the product invalid for both the student and a group of students.

Article 5.15 Retention period for tests

1. The exams, portfolio and portfolio products will be retained in digital form for two years after the examination result is determined.
2. The final theses and the evaluation of theses will be kept for seven years after the evaluation.
3. The procedure concerning to the archiving of exams is published in Canvas.

Article 5.16 Exemption

1. The board of examiners may, at a student's request, grant the student an exemption from taking a course including one or more components of examination or teaching and learning tasks if they demonstrate in writing to the board of examiners' satisfaction that they previously:
 - either passed an exam for a university programme which was similar in terms of content and level or
 - gained sufficient knowledge and skills relevant to the ILOs taught in the course concerned, either through work or professional experience.
2. An exemption may only pertain to an entire course and not a component thereof.
3. At most 20% of the credits for the programme may be earned based on the exemptions granted.
4. The master's thesis is excluded from this exemption option.
5. In order to qualify for an exemption, a student has to submit a written request to the board of examiners within a minimum of 6 weeks prior to the start of the relevant course.
6. 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.

Article 5.17 Fraud

1. 'Fraud', including 'plagiarism', means actions or omissions by a 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 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 General FHML/UM-Regulations for Fraud and Irregularities and the FHML student guidelines for the use of generative AI specify what constitutes fraud and which sanctions the board of examiners can apply.

Article 5.18 Unsuitability (*Iudicium Abeundi*)(article 742a of the Act)

1. In exceptional circumstances and after carefully weighing the interests at stake, the board of examiners may, stating reasons, ask the dean to request that the Executive Board terminate or deny a student's registration for a programme if, through their conduct or statements, the student shows that they are unsuitable to practice one or more professions for which the programme is training the student or is unsuitable for the practical preparation for the profession.
2. If the faculty dean is asked by the Executive Board for a recommendation on a proposed termination or denial of registration based on the reasons stated in paragraph 1, the dean will in turn ask for a recommendation from the board of examiners. The recommendation to the dean will be supported by reasons.

SECTION 6 EXAMINATION

Article 6.1 Examination

1. The board of examiners determines the result and date of the examination and issues the certificate as referred to in Article 6.3 as soon as the student has satisfied the requirements for the examination programme.
2. Prior to determining the result of the examination, the board of examiners may conduct their own investigation of the student's knowledge regarding one or more components or aspects of the programme if and insofar as the results of the relevant tests give reason to do this.
3. To pass the examination, the student must pass all components.
4. To pass the examination and receive the certificate, the student must also have been registered for the programme during the period that the exams and portfolio products 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 examination date (graduation date).
7. Students who have passed the 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 exam 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 placement or an extracurricular exchange, or
 - if the student has held/will hold a board position for which a financial support from the 'studentenondersteuningsfonds' will be granted for at least nine months, or a Student Introduction Committee ('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 they were planning their study.

Article 6.2 Degree

Students who have passed the examination will be awarded the degree 'Master of Science'.

Article 6.3 Certificate and statements

1. As proof that the 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 specialisations or tracks.
2. The certificate that the examination has been passed also indicates:
 - a. the name of the institution;

- b. the name of the programme;
 - c. the 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 sub 7).
4. The certificate is signed by the chair of the board of examiners or an appointed substitute and the faculty dean or an appointed substitute.
5. The certificate is awarded in public, unless the board of examiners decides otherwise in exceptional cases.
6. The certificate includes a list of the examination components.
7. 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.
8. The board of examiners may award the '*cum laude*' designation in accordance with the provisions in the Rules and Regulations.
9. Students who have passed at least one course and who cannot be issued a certificate will upon request, receive a statement issued by the board of examiners which indicates the course(s) which they passed.

Article 6.4 Right of appeal

Within six weeks after a decision by the examiner and the board of examiners is announced, the student may appeal this decision to UM's 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 7 STUDY GUIDANCE

Article 7.1 Study progress administration

The faculty records the students' individual study results and makes them available for the student through the digital learning environment.

Article 7.2 Study guidance

The faculty will provide for the introduction and study guidance for students registered for the programme.

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 a recommendation from the programme committee and after consent from or consultation with 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

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 in the FHML student intranet.

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, 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 the 1st of September 2026 and will apply to the academic year 2026/2027.

Appendix 1: Aim of the programme

Intended Learning Outcomes (ILOs) at programme level

1.	Knows how to retrieve, analyse and appraise different types of evidence (incl. vital statistics, health indicators, qualitative research, scientific and grey literature) relevant to public health decision-making
2.	Analyses the level and factors contributing to population health based on different types of evidence (including burden of disease, indicators, characterization of risks and demand for and access to health care, including biological, social, economic, cultural, political and physical determinants of health and wider determinants of health)
3.	Understands and applies the relevant international, European and national laws or regulations to maximize opportunities to protect and promote health and well-being
4.	Compares and contrasts health in diverse political, organizational and legal contexts, and applies these insights to improve health systems
5.	Understands and analyses legislation, codes of ethical practice and standards that affect public health practice, research and policy-making in the interaction with individuals, communities and societies
6.	Demonstrates awareness of how one's own beliefs, values and behaviours affect one's own decision-making and the reactions of others
7.	Understands and critically reflects on leadership in interdisciplinary teams to work in a coordinated manner in various areas of public health
8.	Applies methods, tools and models for catalysing societal change for health and wellbeing
9.	Understands and applies systems thinking theory and principles to analyse and improve public health at different strategic levels
10.	Engages relevant stakeholders from different disciplines and sectors to co-create policies for public health
11.	Discusses evidence with various actors in the health system and populations of concern
12.	Translates evidence into public health practice and public policy
13.	Understands and applies cultural awareness and sensitivity as well as demonstrating an open mind in working with diverse populations
14.	Applies governance theories and evaluates governance approaches to design public health and healthcare policy in various settings
15.	Analyses the dynamic and multi-level nature of governance, law and policy frameworks to support initiatives for improvement of health and wellbeing in the European context.
16.	Demonstrates professional behaviour, including meeting deadlines, effective communication, active listening, functioning as a team member, resolving conflicts in teams, and providing constructive feedback
17.	Self-assesses and addresses own development needs, values and ethics, including career goals and required competencies

Appendix 2: The structure (courses) of the programme, including the ECTS

Governance and Leadership in European Public Health

Course	Course title	ECTS
Course 1	Health Impact Assessment: bridging evidence and policy (GLE4001)	6
Course 2	Environmental Health Risk Assessment: adaptation and mitigation strategies (GLE4101)	6
Course 3	Health System Resilience: developing strategic actions in Europe (GLE4002)	6
Course 4	Law and ethics for better public health (GLE4102)	6
Course 5	Research Plan: theory, methods and ethics (GLE4003)	6
Course 6	Regulatory affairs and market access of health products in Europe (GLE4004)	6
Course 7	Leadership and strategic transformation (GLE4104)	6
Course 8	Research project and Master Thesis (GLE4008)	16
Coaching	(GLE4020)	2

Appendix 3. Language of instruction

For an **English only** programme:

Master Programme Governance and Leadership in European Public Health (GLEPH)

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 Governance and Leadership in European Public Health (GLEPH) Master 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.
This includes international cross-country comparative health systems analyses, collaboration with international organisations such as WHO Europe, the European Commission and the European Centre for Disease Control and national examples from other European countries. Many collaborating international as well as national European institutions provide practical placements for the students and send professors and professionals as guest lectures. The materials including handbooks, articles, module books, cases and instructions are in the English language and academic communication and exchange is solely in English. The students who choose for this programme are predominantly international and expect the education to be in English.
- The academic community is internationally oriented and the staff is international.
The staff who teach on the programme are international and are involved in different international collaborations and projects that are often presented to the students. The programme is a partner in Joint Diploma Erasmus Mundus Programme which offers international student and staff exchanges.
- The labour market demand is nationally and internationally oriented requiring in both situations alumni to be able to communicate with colleagues internationally in English.
The GLEPH Programme prepares the students for the national and international employment market in the area of public health which can include work in the organisations dealing with: health policy (e.g. WHO, the European Commission, ministries of health and public governmental institutions), research (e.g. universities, public health research institutes (Robert Koch Institute, RIVM or others), education (different European universities), public health practice (health care and public health organisations, municipalities, municipal health services), health care industry (e.g. consultancies, pharmaceutical, biotech and medical devices companies) and finally international NGOs dealing with health issues and private organisations.