



Rules and Regulations Bachelor Psychology 2024-2025

Rules and Regulations for the Bachelor Psychology 2024-2025, as referred to in Article 7.12b of the Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW)

These Rules and Regulations have been determined by the Board of Examiners of the Faculty of Psychology and Neuroscience, Maastricht University, on 22 August 2024.

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RULES AND REGULATIONS BACHELOR PSYCHOLOGY 2024-2025

Article 1 Scope of the Rules and Regulations

1. These Rules and Regulations (R&R) apply to the education, assessment and examination for the Bachelor Psychology study programme of the Faculty of Psychology and Neuroscience (FPN).
2. The R&R apply to all students who are registered as of the 2024–2025 academic year for the Bachelor Psychology study programme.
3. For cases regarding exams not covered by these R&R “The Rules of Procedure for (Course) Examinations” at Maastricht University (<https://www.askpsy.nl/exams-procedure>) apply.
4. The R&R are each year adjusted and enacted by the Board of Examiners.

Article 2 Definitions

The definitions contained in the Dutch Higher Education and Research Act (WHW or the Act) and in Article 1.2 of the Education and Examination Regulations (EER) of the programme apply. Note that in these R&R the term ‘exam’, as defined in the Act, refers to end-of-the-year Bachelor Competency Exam (BCE). It consists of a substantiated analysis of competency development grounded in a variety of components: the Performance Information Points (PIPs) which provide feedback on five general programme goals and associated competencies. ECTS are awarded upon receiving a ‘pass’ for the BCE. ECTS are also awarded upon successful completion of electives.

Article 3 Board of Examiners

The Board of Examiners (BoE) sees to the execution of the R&R for the Bachelor’s examination and its components, taking into account the Act, the EER and the Programme of Assessment concerning the organisation and scope of the examination of the Bachelor Psychology study programme. The Board of Examiners will designate examiners to conduct and supervise individual exam components (PIPs) and the BCE. In particular cases, the Board of Examiners can annul decisions taken by the examiners, when, e.g., their decisions are contrary to the established R&R.

Article 3.1 Appointment and composition of the Board of Examiners

1. The dean of FPN installs the Board of Examiners and appoints its members based on their expertise in the field of the study programme.
2. The Board of Examiners is led by the chair(s).
3. The composition of the Board of Examiners is such that it reflects the programme as well as possible.
4. At least one member is an external member, who is not involved in education in the FPN programme.
5. The Board of Examiners is supported by secretaries.

Article 3.2 Working method of the Board of Examiners

1. The Board of Examiners meets every month.
2. The chair(s) and secretaries are in charge of the daily management. They meet

weekly to discuss non-standard requests, appeals, the topics and the agenda of the plenary meeting, and any other relevant business that comes up.

3. The meetings of the Board of Examiners are not public due to the confidential nature of the matters discussed.
4. In the event that a request or complaint submitted to the Board of Examiners involves an examiner who is a member of the Board of Examiners, the respective examiner will abstain from deciding on the request or complaint as stated in Article 7.12b (4) WHW.
5. The Board of Examiners may delegate clearly defined duties (e.g. to committees or subcommittees).
6. The secretaries to the Board of Examiners take standard decisions based on the EER, the R&R, the Programme of Assessment and/or the jurisprudence of the Board of Examiners. Non-standard requests are discussed during the weekly meetings with the chair(s).
7. Only complete and correctly submitted requests and complaints will be processed.
8. The Board of Examiners decides upon a request or complaint within 20 working days after the request or complaint was submitted. In special circumstances, this term can be extended by another 20 working days.

Article 4 Examiners

1. The Board of Examiners appoints examiners who are qualified to assess final examinations and other educational components. Examiner qualifications vary depending on the type of examination/educational component, resulting in distinct categories. All categories require a master's degree, with some requiring a PhD. Most categories also require a University Teaching Qualification (UTQ) or completion of specific UTQ workshops. Alternatively, examiners can be appointed temporarily while pursuing the UTQ qualification. Detailed information on examiner categories and their specific requirements is available on Askpsy.nl.
2. Examiners are responsible for the quality and procedures of PIPs. Additionally, assessment of PIPs by tutors, fellow students and/or external parties will be under the supervision of an appointed examiner.
3. For mentorship, it is a prerequisite to be appointed as an examiner by the Board of Examiners.
4. To conduct the BCE, some examiners will be designated as members of the Bachelor Competency Assessment Committee (BCAC): the formal assessment committee of the yearly BCE. BCAC examiners are UTQ-qualified and have regular sessions for calibration and teacher professionalisation for this role.
5. While in principle examiners belong to the academic staff of FPN, the Board of Examiners can also appoint other experts, i.e. non-academic staff, at FPN or experts from outside FPN as examiner.
6. In the event that experts from outside FPN are appointed in the context of clinical components as examiner, they are required to be general psychologists (master's level) and have, in principle, at least three years of work experience in the clinical field.
7. The Board of Examiners may decide to withdraw an appointment as examiner if the examiner does not adhere to laws and/or to the R&R of the Board of

Examiners or if the assessment skills of the examiner have proven to be of insufficient quality.

Article 5 Assessing competencies

All PIPs are designed to be low-stake and informative, focusing on learning and development and intended to generate formative evaluation and feedback. In principle, there are no single summative exams with a pass/fail decision. For the purpose of the BCE, performance information methods address multiple competencies at the same time. Detailed information on the Performance information and BCE criteria can be found in the Programme of Assessment.

Article 6 Bachelor Competency Exam result

1. The BCAC decides whether the student's substantiated self-analysis, based on the Bachelor Portfolio, is considered assessable in order to assess the student's academic development and progress by the end of the academic year and to take a BCE decision. The BCAC considers the advice of the student's mentor and shadow mentor and the student's substantiated self-analysis before taking a decision on assessability. Further details are specified in the Programme of Assessment.
2. The student's Bachelor Portfolio consists of PIPs, feedback received and other evidence collected, on the basis of which the student has compiled the substantiated self-analysis. The substantiated self-analysis should allow the BCAC to gain sufficient insight into the student's academic development and progress in the academic year under review. The BCAC can request full access to the Bachelor Portfolio if deemed necessary. The Bachelor Portfolio holds evidence of the student's academic development and progress. The student is responsible for the quality of their Bachelor Portfolio. Further details are specified in the Programme of Assessment.
3. Three competency levels will be used to assess the five general programme goals and competencies: 'Not on track', 'On track' and 'Fast on track'. The BCAC will assess the student's competency exam as insufficient if more than two competencies do not meet the requirements as set by the BCAC and result in being 'Not on track' or if one or more competencies are 'Not on track' that cannot be remediated in year 2. The consequences of an insufficient BCE are specified in the EER and the Programme of Assessment.
4. A 'No grade' will be assigned if one or more competencies are not assessable and/or there is not enough information to assess the BCE.
5. The BCAC and anyone with a teaching role can issue a notification of concern regarding the student's academic performance, development and progress during the academic year. The notification of concern will be added to the student's Bachelor Portfolio. Further details are specified in the Programme of Assessment.

Article 7 Grade point average and cum laude

No grade point average (GPA) will be calculated across any part of the BCE results. No cum laude will be awarded at the end of the Bachelor study programme.

Article 8 Compensation

No compensation is possible for competencies of the BCE.

Article 9 Extra electives

It is possible to take extra electives, please refer to Article 3.7.5 of the EER for specific requirements. In addition, the following requirements need to be fulfilled:

- the content should not overlap, or only overlap minimally, with mandatory courses of the Bachelor programme;
- the content should be related to the objectives of the Bachelor programme.

Article 10 Capstone project

Students will undertake a final capstone project in their third academic year. More details will be specified in the Programme of Assessment.

Article 11 Alternative remediation plan

If a student receives a conditional pass to year 2 or 3 for the BCE (see for more details the Programme of Assessment), they will draw up a remediation plan for each insufficient competency. The remediation plan is an individualised resit to address identified gaps in competency development. The student will formulate details of the remediation plan in consultation with their mentor and the BCAC. In special cases, if remediation is unsuccessful or impossible, the Board of Examiners, after consultation with the student's mentor and the BCAC, may decide that the student is allowed to draw up an alternative remediation plan. This decision will only be taken if it is based on exceptional demonstrable personal circumstances of a student. Special personal circumstances of the student in question that can be considered are:

- a. handicap or (chronic) illness;
- b. pregnancy or given birth, also for the student's partner;
- c. special family circumstances (that necessitate for example informal care);
- d. top sport status;
- e. membership of the board of a student organisation of some size with full jurisdiction, a study programme committee, education board, the faculty board, the faculty council or the university council;
- f. administrative or social activities that in the opinion of the institutional management are also in the interest of the institution or of the education that the student follows;
- g. insufficient studyable education.

Article 12 Appeal procedure

It is possible to appeal a decision as stated in Article 7.61 of the Act (WHW), including but not limited to decisions of the Board of Examiners, the shadow mentor's half-year advice and the BCE. Appeals must be submitted to the

[Complaints Service Point \(CSP\)](#) within 6 weeks after publication of such a decision. Subsequently, the appeal will be forwarded to the Board of Appeal for Examinations (CBE) who will ultimately take the decision. The appeal must be signed, dated and include the name and address of the petitioner. It should also include the grounds on which the appeal is based and, if possible, a copy of the decision being appealed. Please note that it is not possible to file an appeal against the results of individual PIPs.

Article 13 Fraud

In this article – which is related to article 5.9 of the EER – it is, in accordance with article 7.12b (3) of the Act, explained in more detail, how the Board of Examiners acts under article 7.12b (2) of the Act (WHW).

1. The Board of Examiners may impose one or several disciplinary measures set down in article 15 if it establishes that a student, in any exam or exam component or otherwise, has committed fraud, including, but not limited to:
 - a. has had any unauthorised aids/devices, resources, text, software or notes at the student's disposal, or has used aids, devices and/or communication devices that were not explicitly allowed, or that were explicitly forbidden in the exam instructions and/or Rules of Procedures for Exams;
 - b. has communicated or tried to communicate with another student, without permission from an invigilator, examiner, or Board of Examiners member;
 - c. has copied or attempted to copy from another student, or has provided the opportunity to copy;
 - d. has collaborated on a graded assignment, paper or practical, whereas this was not explicitly allowed;
 - e. has posed as someone else or let someone else pose as the student;
 - f. has misled, or at least attempted to mislead or provided the opportunity to mislead an invigilator, an examiner, a corrector or the Board of Examiners relating to the examination, any exams or exam components, registration or grading;
 - g. has used an obfuscation method in submitted work that is likely to have the effect that plagiarism checking tools do not work optimally;
 - h. has used artificial intelligence software (e.g. ChatGPT) when not explicitly allowed to do so in the exam instructions, course manual and/or Rules of Procedures for Examinations.
 - i. has disregarded the instructions of the invigilator or the instructions for the exam or exam component such that an unfair advantage might have been obtained;
 - j. has performed actions or omissions, which make it impossible in whole or in part to properly evaluate the student's knowledge, understanding and skills.
 - k. has falsified the information on mandatory attendance, participation or effort obligation; or had someone else falsify that information; or has signed off on attendance, participation or effort obligations when it was not or not fully met;
 - l. has falsified exam results;
 - m. has falsely obtained, or attempted to, access to an exam;
 - n. has facilitated another student to engage in fraud;
 - o. has fabricated and/or falsified survey or interview answers or research data;

- p. has breached or attempted to breach the security measures around exams.
2. During the exam inspection students are not allowed to have communication devices and/or other electronic devices at their disposal, neither to take the exam and answer key outside the room where the inspection takes place nor to copy these documents in any form. In addition, students are not allowed to make any modifications to the exam. When the exam inspection is held virtually, it is not allowed to make screenshots or record the inspection. The Board of Examiners may impose one or several disciplinary measures set down in article 15 if it establishes that a student did not adhere to these rules.

Article 14 Plagiarism

The Board of Examiners may impose one or several disciplinary measures set down in article 15 if it establishes that a student has committed plagiarism in any exam, part or component, including, but not limited to:

- a. using or copying the student's personal or other people's texts (including code), data, ideas, other materials or thoughts without adequate reference to the source;
- b. presenting the structure or central body of thought from others without adequate reference to the source and thus passing it off as the student's own;
- c. not clearly indicating in the text (including code), for example via quotation marks or a certain layout, that verbatim or nearly verbatim quotes have been used;
- d. paraphrasing the content of the student's own or other people's texts without adequate reference to the source;
- e. copying video, audio or exam material, software and program codes from others without adequate reference to the source and thus passing them off as the student's own;
- f. copying work from other students and thus passing it off as the student's own;
- g. submitting a text that has been previously been submitted for a different component/module, or is similar to a text that has been previously been submitted by oneself or by others, unless explicitly allowed;
- h. submitting work or assignments acquired from or written by a third party (whether or not for payment) and thus passing them off as the student's own;
- i. In all of these provisions "others" and "third party" does not only refer to people but also to generative artificial intelligence (e.g. ChatGPT). If the use of artificial intelligence is allowed and/or does not have to be disclosed for a specific use, this is explicitly mentioned in the exam instructions, course manual and/or Rules of Procedures for Examination.

Article 15 Measures in case of fraud and/or plagiarism

1. In the cases referred to in Articles 13 and 14 the Board of Examiners can declare the results of the relevant exam or part in question invalid, as well as impose the following disciplinary measures:
- a. a reprimand;
 - b. cancellation of the attendance of the course;
 - c. exclusion from the resit in the academic year in which fraud or plagiarism was committed;
 - d. exclusion from participation or further participation in one or more exams in

- the programme for a period of at most one year;
- e. in serious cases of fraud, the Board of Examiners can propose to the UM's Executive Board that the student(s) concerned be permanently deregistered from the programme.
2. Repeat offences of fraud and/or plagiarism are considered an aggravating circumstance and may result in more severe sanctions. This also includes fraud and/or plagiarism in components/modules that were taken at other faculties or institutions of higher education. For this reason, UM Boards of Examiners can inform each other if fraud and/or plagiarism has been established in an exam or exam component at another Faculty.
 3. Before the Board of Examiners imposes an appropriate disciplinary measure, or makes a proposal to the Executive Board, the student in question is given the opportunity to be heard.
 4. If fraud and/or plagiarism is established, this will be included in the student's dossier.
 5. If, after investigation, it is determined that the student concerned did not commit fraud or plagiarism, no disciplinary measures will be imposed, their name will be removed from the correspondence about the alleged fraud or plagiarism and the correspondence will not be included in the student's dossier.
 6. The Board of Examiners does not grant exemptions on the grounds of study results obtained elsewhere while the student was excluded from participating in the programme's exams because fraud and/or plagiarism was committed.
 7. A student who was excluded from participation in exams, or whose exam was declared invalid for a component/module due to fraud and/or plagiarism, is not eligible for an alternative remediation plan including those components/modules.
 8. In case of fraud and/or plagiarism in group assignments, all students in the group are in principle responsible for fraud and/or plagiarism. If it is unambiguously clear that only specific students have committed fraud and/or plagiarism, only these students will receive punitive sanctions, but all can be subject to corrective sanctions.
 9. In the event that the Board of Examiners suspects that a student has committed fraud and/or plagiarism in any way in any exam or exam component, the Board of Examiners shall be entitled to start the following procedure. The chair or acting chair of the Board of Examiners opens an inquiry into the established facts, and may call in an expert to do so. After this inquiry has been closed, but within 15 working days after fraud and/or plagiarism has been reported to the Board of Examiners by the examiners(s), the chair will give the student and the examiner(s) the opportunity to each state their case. The student may have an adviser accompany the student. If the Board of Examiners established that a student has committed fraud and/or plagiarism, the Board will declare the relevant exam/assessment and/or attendance registration null and void (label 0) and can impose a measure set down in the present article. The Board of Examiners will inform the student involved, the examiner(s) and the Education Office regarding this measure and the reason on which the measure is based. This procedure shall take place in accordance with Article 7.12b of the Act (WHW).

Article 16 Irregularity

If, according to the Board of Examiners, one or more exam components or an exam have not been performed in the prescribed manner or if an exam component has not been conducted properly, the Board of Examiners can declare the exam or the relevant exam component(s) invalid, even in cases when the student is not accountable, in order to secure its legal duty as stated in article 7.12b (1)(a) of the Act.

Article 17 Amendments

1. Amendments to these R&R shall be determined by the Board of Examiners if necessary by means of a separate decision.
2. If amendments will be made to these R&R this will only be done if it may reasonably be assumed that the interests of the students will not be harmed as a result.

Article 18 Hardship clause

The Board of Examiners is authorised to deviate from these regulations in individual cases if strict adherence to these regulations would result in inequitable circumstances for the student.

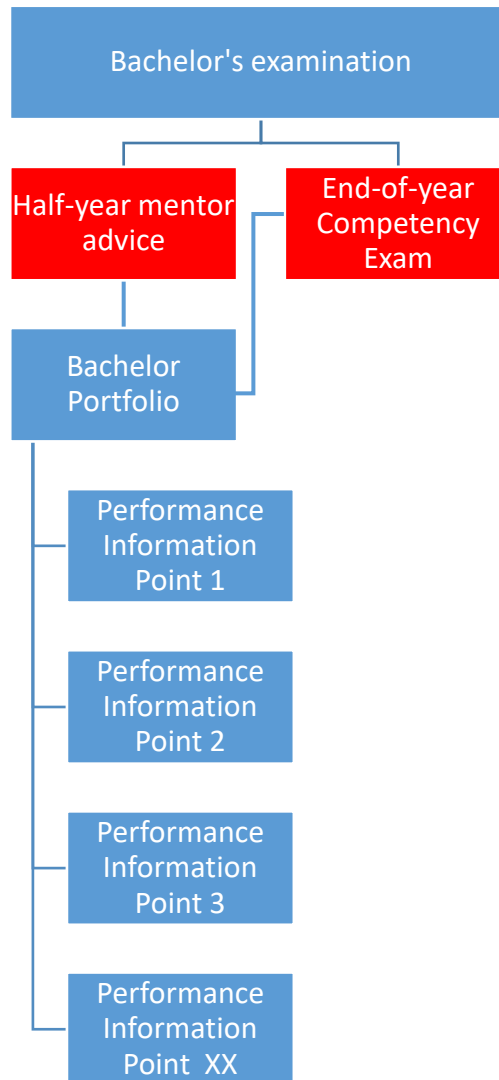
Article 19 Implementation and date of taking effect

1. The Board of Examiners will decide in all cases that have not been foreseen by these R&R.
2. These R&R take effect in the academic year 2024-2025.

Thus enacted by the Psychology Board of Examiners at its meeting of 22 August 2024.

APPENDIX TO THE RULES AND REGULATIONS OF THE BACHELOR PSYCHOLOGY

The organogram below visualises the structure of the Bachelor study programme's assessment. The shadow mentor's advice halfway through the academic year and the Bachelor Competency Exam at the end of the academic year (both marked in red) are formal decisions, against which students can file an appeal in accordance with Article 12 R&R. Please note that it is not possible to file an appeal against the results of individual PIPs.



Adopted by the Psychology Board of Examiners on 22 August 2024.