Teaching and Examination Regulations

Research Masters

2023-2024

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SECTION 1 – GENERAL PROVISIONS

Article 1.1 – Applicability of the regulations

These regulations apply to the academic year of 2023 – 2024, to the teaching, the tests, and the final examination of the two year 120 EC Research Master programmes of Clinical Research, Health Sciences, Infection and Immunity, Molecular Medicine, Neuroscience, and Genomics in Society (henceforth referred to as: the programmes), and to all students enrolled any of in the programmes. The programmes are the responsibility of the Erasmus MC (henceforth referred to as: the faculty).

The Examination Board of the Erasmus MC has drawn up rules and regulations within the framework of the Teaching and Examination Regulations, as referred to in article 7.12b paragraph 1 of The Law. These rules and regulations have been published as Rules and Regulations of the Examination Board for the Research Master programmes.

In the event of inconsistencies between the Dutch and English language versions of the regulations, the Dutch version applies as the legally valid document.

Article 1.2 – Definitions

To these regulations the following definitions apply:

a. Academic year: the period of the year during which students attend university, usually reckoned from the beginning of September to the end of August.
b. Canvas: collection of web pages and information channels of faculties.
c. Certificate: proof that the examination has been passed, in accordance with Article 7.11 paragraph 2 of The Law.
d. Course description: course descriptions provide information about the contents, quantity, preconditions, end terms, and way of testing per course. Specific course descriptions for each programme are part of these TER and a reference to their location can be found on the website: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).
e. Curriculum: an overview published in or attached to the TER of all units of study with the corresponding EC per programme.
f. Data point: data points are verification moments about the learning process. Each data point delivers content for feedback and is not decisive for Pass or Fail. Thus, there is a maximum focus on the learning value of each data point. Examples are assignments made, presentations held, feedback received from fellow students, contractors or supervisors, but also results of knowledge tests or learning tasks.
g. Diploma supplement: the appendix to the Master Certificate containing an explanation of the nature and contents of the programme.
h. Duration of study: the duration of study from the student's first enrolment in the programme until the completion of the final examination component thereof.
i. EC: European Credit. Credit point expressed in the EC unit, where one EC is equivalent to 28 hours of study load.
j. ECRM: Education Committee Research Masters.
k. Elective Course: a unit of study of the students own choice within a student's own programme, or with the approval of the Examination Board outside of their own programme.
l. Examination: the number of successfully passed tests belonging to a programme

m. Examination Programme: the examination programme reflects the content of the curriculum and is included in Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).
n. Examiner: the person who, pursuant to Article 7.12c of The Law, is authorized to administer tests and determine the results in the unit of study in question.
o. Force majeure: According to the law, force majeure occurs when a party cannot do anything at all to prevent him from fulfilling his obligation. It is not his fault and cannot be attributed to him. Compliance with the agreement can then no longer be reasonably required. Consider, for example, the consequences of a natural disaster, war, pandemic, public transport strikes, quarantines or other impediments.
p. Joint Assembly: joint meeting of the Students' Council and the Committee for Teaching and Research of the Employees' Council of the Erasmus MC. This joint meeting has the status of a Faculty Council within the university as referred to in Article 9.37 paragraph 1 of The Law.
q. OSIRIS: the educational registration system.
r. Partial test: a partial test of the knowledge, understanding and skills in the area of a component of a unit of study, the assessment of which counts in determining the final result for the unit of study.
s. Programme: a coherent set of courses (i.e. programme units) aimed at achieving well-defined learning outcomes in the areas of knowledge, understanding, and skills necessary for the graduated professional; the Research Master programmes as described under Article 1.1 of these regulations.
t. Programmatic testing: programmatic test is an testing concept that considers the entire development of the student.
u. Special Circumstance: the following shall be considered special circumstances: disability or chronic illness, illness, pregnancy and childbirth, special family circumstances, insufficiently studyable programme, students with top athletic status (issued by the top athletic coordinator), membership in a participation body.
v. Student: a person registered at the Erasmus University Rotterdam in order to follow the educational programme and/or take tests and examinations related to the programme as referred to in Article 7.34 of The Law.
w. Test: an investigation into the knowledge, the understanding, and the skills of the one who is examined, as well as the assessment of the results of that investigation, be it in oral, or written, or any other form. Wherever these regulations refer to tests, these also include partial or complete digital and/or online tests, unless indicated otherwise.
x. The Law: The Law on Higher Education and Scientific Research (WHW).
y. Workday: Monday to Friday with the exception of national holidays and collective holidays as determined by the organisation.

All other terms used in these regulations are used in the interpretation given by The Law, e.g. Examination Board (Article 7.12) or examiner (Article 7.12c).

SECTION 2 – PRIOR EDUCATION AND ADMISSION

Article 2.1 – Admission

Each programme has its own admission criteria. The Dean appoints an admission committee for each Research Master programme. This committee consists of experts affiliated to the programme.

The admission committee is mandated by the dean to determine whether a student is admitted to the programme. For this the committee examines the motivation, knowledge, insight, and skills of the candidate. This includes knowledge of the language in which the programme is provided. The candidate receives either a proof of admission or a motivated rejection. Within six weeks the candidate can appeal against this decision with the Examinations Appeals Board.

The specific admission criteria and admission procedures per programme are part of these TER and are described at: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).

Article 2.2 – language requirement on sufficient command of English language

A prospective student may be admitted to the programme if he/she:

a. Has met the admission requirements; and
b. has a pre-university education [VWO] diploma and English was one of the courses included in the assessment obtaining that diploma; or
c. has obtained a diploma from an English language secondary school at pre-university level; or
d. has obtained a Bachelor's degree from a University of Applied Science; or
e. has done one of the following language tests:
    - computer-based Test of English as a Foreign Language (TOEFL) with a score of 232 or higher with partial scores of minimally 23;
    - internet-based TOEFL with a score of 90 or higher with partial scores of minimally 22;
    - Paper-based TOEFL with a score of 575 or higher with partial scores of minimally 57;
    - International English Language Testing System (IELTS) with a score of 6.5 or higher with partial scores of minimally 6.0;
    - Cambridge proficiency test with level C1 or higher.

SECTION 3 – CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 – Objective of the programme

The objective of the programme is to transfer such knowledge, insight, and skills to the student to enable them to find a position at master's level in the labour market and to be eligible for a PhD-trajectory. These goals have been specified in the intended learning outcomes.

Article 3.1.1 – Learning Outcomes Clinical Research

The newly graduated Master of Science in Clinical Research will have met the following intended learning outcomes. The student:

- is able to translate a clinically relevant problem into a scientific research question;
- is able to translate a scientific research question into a research protocol and/or proposal which can be studied in clinical practice, choosing appropriate methodology for the specific setting and patient population;
- is able to conduct a systematic literature review of a clinical issue;
- has knowledge about quantitative methods and the ability to apply this knowledge in preparing, performing, analysing and interpreting research;
- understands core concepts of etiologic (causality), prognostic, diagnostic, prevention, and intervention research;
- has knowledge of laws, regulations and ethical rules applicable to the fields of clinical research, and is able to apply this knowledge, e.g. in writing a protocol for a medical ethics approval or designing a study according to GCP regulations;
- is able to collaborate together with fellow members of a research group in order to set up and conduct a research project, to collect data, and to analyse these data to draw conclusions;
- is able to write a draft manuscript or Master of Science thesis, based on a clinical topic;
- is able to present the research findings in an engaging way with a specific focus on clinical readership;
- is able to respond to criticism in a constructive and productive manner;
- is able to critically review and assess the relevance of scientific results;
- engages in personal and professional development.

Article 3.1.2 – Learning Outcomes Health Sciences

The newly graduated Master of Science in Health Sciences will have met the following intended learning outcomes. The student:

- is able to translate a (clinical) epidemiologic, public health, or health care problem into a scientific research question;
- is able to translate a scientific research question in the area of (clinical) epidemiology, public health, or health care into a research protocol and/or proposal;
- is able to conduct a systematic literature review of a clinical or public health issue;
- has knowledge about quantitative methods and the ability to apply this knowledge in preparing, performing, analysing and interpreting research;
- understands core concepts of etiologic (causality), prognostic, diagnostic, prevention, and intervention research;
- has knowledge of laws, regulations and ethical rules applicable to the fields of clinical and public health research, and is able to apply this knowledge;

- is able to collaborate with fellow members of a research group in order to set up and conduct a research project, to collect data, and to analyse these data to draw conclusions;
- is able to write a draft manuscript or Master of Science thesis, based on a (clinical) epidemiologic, public health, or health care subject;
- is able to present the research findings in an engaging way;
- is able to respond to criticism in a constructive and productive manner;
- is able to critically review and assess the relevance of scientific results;
- engages in personal and professional development;

Article 3.1.3 – Learning Outcomes Infection and Immunity

The newly graduated Master of Science in Infection and Immunity will have met the following intended learning outcomes. The student:

- has a solid knowledge base in the field of infections and immunity, both in the areas of fundamental and applied research, and in relation to (infectious) diseases that occur in humans. In addition, the student is able to make accurate use of scientific assays, techniques and equipment;
- has followed relevant elective education enriching the programme and matching their personal scientific interests and future direction;
- is motivated and able to translate knowledge and insight associated with the domain of infections and immunity, and relevant research methods and instruments, into research questions and hypothesis-driven experiments to answer these questions;
- is able, under supervision, to prepare, plan and complete hypothesis-driven experiments and shows in the accompanying products their contribution to science and, if applicable, its impact on society;
- is able to critically analyse relevant literature, and gather arguments to provide, under supervision, direction for a research project;
- is able to adequately analyse research results and draw critical conclusions, and has a sharp eye for and makes correct use of relevant checking mechanisms;
- is able and willing to communicate accurately and professionally with their supervisor and the other supervisors and technicians in the lab about the progress of their own experiments, and shows an engaged, problem-solving attitude towards the experiments of others;
- behaves in accordance with the quality and safety norms in the lab for both their own experiments and the wider environment, and has adopted the generally applied scientific and ethical values, principles and regulations;
- is able to accurately use state-of-the-art scientific assays, techniques and equipment;
- has a proactive attitude and shows perseverance and scientific creativity to solve a research problem;
- is able to give a scientifically sound, well-structured, and clear presentation about an article, a literature study, or experimental research;
- is able to write a complete and scientifically sound report of their research, where results and conclusion are compared to research results from recent literature; and is able to adequately answer the comments of the assessors in a rebuttal.

Article 3.1.4 – Learning Outcomes Molecular Medicine

Upon completion of the Research Master programme MSc Molecular Medicine, students have acquired the following skills and knowledge:

Research knowledge and skills

- The student can rephrase and apply basic concepts that are necessary to provide context for the research activities in the domain of Molecular Medicine, including molecular-, cell- and developmental biology and genetics.
- The student can readily and appropriately select and apply relevant research methods and instruments that are used in the field of Molecular Medicine to unravel fundamental biological processes and mechanisms of disease.
- The student is able to find and critically evaluate scientific literature on methods and research in the domain of Molecular Medicine (including, but not necessarily limited to, the fields of molecular-, cell- and developmental biology and genetics), and summarize it to describe the state of the art.
- The student is - under guidance - capable of developing adequate scientific research questions aimed at understanding a molecular mechanism and causal relationships in the field of Molecular Medicine, and can propose appropriate hypothesis-driven experiments that could answer these questions.
- The student has the skills to adequately perform wet-lab biomedical research experiments; to collect, analyze and interpret the data; to correctly use a lab journal; to draw appropriate conclusions and design logical follow-up experiments.

Written and oral communication skills

- The student is capable of writing a scientific research project proposal in the field of Molecular Medicine - in line with the format of an international research proposal, and can identify relevant stakeholders from science, academia, industry and society.
- The student is capable of writing a scientific manuscript based on the results obtained during a research project in the field of Molecular Medicine in line with the format of an international peer-reviewed journal; and can respond with an appropriate rebuttal to feedback from reviewers.
- The student has the skills to effectively communicate scientific research in the field of Molecular Medicine in a well-structured and clear oral scientific presentation, geared towards expert scientific and lay public, and to adequately answer questions from the audience.

Personal and professional skills

- The student acts from sound scientific and ethical values and principles, and follows institutional regulations regarding quality and safety in laboratory practice.
- The student is capable of short- and long- term research project planning, while taking care to preserve mental health, can work largely independently, is flexible and perseveres when results are unexpected or disappointing, and is aware of the need of life-long learning.
- The student can effectively communicate and collaborate with other scientists in the field of Molecular Medicine; is open to constructive feedback and can provide constructive feedback to others; and has a curious, critical, creative, and problem-solving scientific attitude.

Article 3.1.5 – Learning Outcomes Neuroscience

Knowledge and understanding

Research Master's graduates are able to explain:

- the biophysics of neurons and how they integrate and relay information;
- the anatomy of the central nervous system, and its development and aging;
- sensorimotor systems and complex brain functions;
- new theories, processes, instruments and current challenges in the field of Neuroscience;

- how computational neuroscience tools can obtain new insights on neuroscientific principles and mechanisms, and understand how they can aid the progress in neuroscientific research.

Research
Research Master's graduates have demonstrated the ability to:
- acquire, structure and integrate information in the field of the Neurosciences to generate novel hypotheses;
- translate a scientific question from the field of Neuroscience into a scientific experimental protocol and/or into a neuroscientific research proposal;
- reflect on ethical aspects of neuroscience research, and include these in decision-making processes;
- perform, critically analyze and interpret their own neuroscientific research;
- compose a Master of Science thesis in the field of Neuroscience, which can be further developed into a neuroscientific manuscript suitable for publication in an international peer-reviewed journal.

Professional identity
Research Master's graduates have demonstrated the ability to:
- work in a team and to collaborate with researchers from other disciplines and/or countries in order to set up and carry out a research project;
- present the research findings from research projects in a scientific meeting;
- evaluate and discuss neuroscience related criticism from internal and external evaluators on the Master of Science thesis, both orally and in writing;
- critically review and assess relevance of scientific results of professionals in the field of Neuroscience.

Article 3.1.6 – Learning Outcomes Genomics in Society
The newly graduated Master of Science in Genomics in Society will have met intended learning outcomes in the following four areas. The student:

Genomics:
- is equipped with the biomedical scientific and social-scientific research methods that are part of the interdisciplinary research field Genomics in Society;
- can apply knowledge of Genomics as an interdisciplinary discipline focusing on structure, function, evolution, and of practical application with current and latest genetic techniques, tests and methods such as mapping and editing of genomes;
- is able to analyze (big) genomic data and translate them to personal -, family and population level, to investigate and to reflect on their impact;
- is able to use ethical reference frameworks for the design, implementation, and assessment of research into genomics in society.

Research:
- is equipped to identify societal issues related to genomics and translate them into innovative research proposals with the potential to achieve positive societal impact;
- can align with stakeholders throughout the research cycle in order to investigate issues of genomics in society in a process of divergence and convergence;
- can design, conduct, and report interdisciplinary research in the field of Genomics in Society;

- is able to analyze, discuss, and reflect on moral ethical issues related to research and the application of genomics in society.

Society:

- is equipped to employ appealing and appropriate forms of written and oral communication within the academic- and within the societal context;
- has developed the competencies to collaborate with stakeholders from science, government, business, and society and participate in dialogue about the impact of implementation of genomics in society.

Professional identity:

- can represent themselves in a professional manner as an interdisciplinary researcher in different contexts using a standard of professional behavior (bridge-building, open-minded and ethical orientation) which will allow them to effectively navigate the domain of Genomics in Society and its various stakeholders;
- has developed an open, curious and entrepreneurial attitude to transforming societal issues into genomic research;
- has developed the attitude and skills to keep up their own expertise in a complex and rapidly developing field of research.

Article 3.2 – Form of the programmes

1. The programmes are fulltime programmes.
2. The programmes start once a year in September.

Article 3.3 – Language in which courses are provided

1. With due observance of the Code of Conduct adopted by the Executive Board of Erasmus University Rotterdam, teaching in the programme and tests shall be conducted in English
2. A sufficient command of the English language as described in Article 2.2 is required for participation in the education and tests of the programmes.

Article 3.4 – Study load and study design

1. The programme has a study load of 120 ECs.
2. The components of the curriculum that are part of the master's examination are determined by the dean of the faculty. The educational programmes are part of this TER and are described at: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).
3. In situations of force majeure where it is not reasonably possible to provide the education as described on the website (at: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl)), a temporary switch may be made to another form of education. This is subject to the condition that the established learning objectives are also achieved after the switch.
4. If electives are part of the curriculum, the programme may set a limit on the maximum amount of ECs that may be obtained outside the programme.
5. Each student is entitled to 6 weeks of vacation per year, if desired, at least four of which must be consecutive. These weeks can be scheduled by the student in consultation with the supervisor/programme leader, taking into account the scheduled mandatory education and ongoing (laboratory) research.

SECTION 4 – EDUCATION

Article 4.1 – Admission criteria for study units; prior knowledge

Any admission criteria are described per study unit in the course description. The admission criteria are part of these TER and a reference to their location can be found on: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).

Article 4.2 – Evaluation of education

1. The Dean mandates the evaluation of the education per programme to the programme director of the programme concerned. The programme director is responsible for the evaluation of the education programme.
2. The manner and frequency of the educational evaluation is laid down in an annual evaluation plan. The programme director submits this evaluation plan to the Joint Assembly and the ECRM.
3. The programme director informs the ECRM of the evaluation results, the ensuing intended adaptations, and the effect of the actual adaptations. An explanation of the main points is included in the annual report presented to the Joint Assembly and the ECRM by the programme director.

Article 4.3 – Enrolment for study units

A student can only participate in a study unit after they have enrolled for it in time via OSIRIS, unless the student has been enrolled by the programme organisation.

SECTION 5 – TESTING

Article 5.1 – General

1. The Rules and Regulations of the Examination Board of the research masters describes the procedures regarding testing.
2. The course guide describes what criteria students need to fulfil to successfully close off the study unit.
3. In case of an obligation of attendance, a student can be absent for maximally 20% of the study unit. This 20% norm applies to all Research Master programmes except Genomics in Society. Given the small scale and recent start, for Genomics in Society the rules apply as mentioned in *Basic Principles Professional Behavior and Resits for Genomics in Society* in which a specific code of conduct is described.
4. Preparation for the final tests: the day before the regular written tests offered to the student during the programme, the student is scheduled free from other programme-related obligations. In specific events this may be different. A decision about a digression from this rule is made by the programme director.

Article 5.2 – The number of test opportunities, method of registration and times of tests

1. For all units of study of the programmes, students are offered the opportunity to sit the tests at least twice per academic year.
2. A test can only be retaken if an insufficient grade has been obtained.
3. A test may consist of two or more modular tests. The results of these partial exams together determine the test result.
4. Students are registered for regular tests. They must register for resits (this does not apply to Neuroscience).
5. At least on the starting day of the study unit or before, the moment for written tests of the study unit concerned has to be determined by or on behalf of the Dean of the Erasmus MC.
6. The times and locations of the tests will be announced at least 10 days prior to the tests via the channels of the programme concerned.
7. In line with the Order Rules for Examinations EUR and in cases of force majeure, the established times may be changed.
8. Oral tests are held at a moment decided on by the examiner(s) concerned, if possible, in consultation with the student.
9. The procedure for the retake of the research is described in the course guide of the study unit.
10. If, in the opinion of the Examination Board, in connection with an exceptional situation, an undesirable delay in study has occurred or is likely to occur for one or more students, the Examination Board - having heard the examiner in question - may exceptionally set an extra test opportunity for those students for the part in question.
11. Absence during a test is only allowed on valid grounds. The student reports their absence as soon as possible to the programme administration. The student reports the valid grounds for this absence before the test takes place or as soon as possible to the programme administration or the study adviser. In that case the student provides evidence for their absence to the academic advisor. Valid grounds are specific circumstances as referred to in Article 7.51 paragraph 2 of The Law. Article 7.3 – studying with functional disabilities— applies to the special circumstances of a disability or chronic illness as described under Article 7.51 paragraph 2 sub d of The Law.

12. In case of unexcused absence, the test counts as a regular opportunity or retake. Failure to hand in an assignment on time will also count as a regular opportunity or retake.

Article 5.2.1 – Genomics in Society

The study unit of Genomics and the City uses programmatic assessment and has two fixed moments for this. During a mid-term evaluation an intermediate decision is made by an independent examiner after consultation with the mentor about the progress resulting in a 'go' or 'no go'. In case of a 'no go', remedial teaching is required that will lead to a positive assessment necessary to round off this study unit. The final decision to allocate credit points is made by an independent examiner and an examiner from the team of key lecturers in the final portfolio assessment. If the learning results are assessed as insufficient, the products gathered by the student retain their value, but the student should gather additional data points for those aspects that have been insufficiently developed. These additional data points form the basis for a re-sit. When a certain learning result has not been positively passed, the programme offers the students the opportunity to register for a re-sit where the insufficiently assessed aspects can be improved.

Article 5.3 – Type of test

1. Testing occurs in a manner as mentioned in the course description; it is part of this TER and a reference to their location can be found on Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl). If attendance or active participation is part of the review, this is also stated.
2. In situations of force majeure and when it is reasonably impossible to do the test in the way described in the course description, the Examination Board may decide that the way of doing the test is to be changed, on the condition that the predetermined learning goals will also be tested after the change of test type.

Article 5.4 – Admission criteria for participation in tests

The admission criteria for participation in tests are described in the course description, are part of these TER and a reference to their location can be found on Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl). These criteria explain which study unit needs to rounded off before the student can participate in the test of the study unit mentioned in the course description.

Article 5.5 – Oral tests

1. Oral tests always take place individually when aimed at an individual assessment.
2. The oral test is a public event, unless it is a re-sit of an originally written test.
3. During oral tests there are at least 2 reviewers, of which one examiner, present. Preferably, one of the two reviewers is independent.
4. An oral presentation during a unit of study, other than an oral test, is exempt from paragraphs 1., 2., and 3. above.

Article 5.6 – Time frame of assessments

1. Immediately after an oral test, whenever it is possible, the examiner decides on the result of the assessment and hands the student a written statement of the result.
2. Within 20 work days of a written test or a final project, the examiner has determined the results, with the exception of oral tests as mentioned in paragraph 1, and provided the necessary data to the faculty so that a written (electronic) proof of the result can be given to

the student. In the months of July and August this period may be extended for maximally 11 work days.
3. The written explanation of the result of a test tells the student that they have a right to review, as referred to in Article 5.8 and a right to appeal with the Board of Appeal for Examinations.
4. If the deadlines mentioned in paragraph 2 of this Article are exceeded, the programme administration informs both the Examination Board and the students concerned.

Article 5.7 – Term of validity for results

1. The validity of the tests and practical training courses passed – including parts that have been taught elsewhere and have been approved as part of the examination programme and exemptions – is unlimited.
2. The Dean can only limit the period of validity for these examination parts, if the knowledge, insights, or skill examined have been proven to be outdated. The changing demands of professional practice may be an argument for considering certain examination parts as outdated.
3. Based on paragraph 2, above, the Examination Board may, in special circumstances and for individual cases, extend the validity of any limited periods of outdated parts of an examination.
4. The Examination Board may demand a substitute test for a part of the examination of which the validity has expired, or they can demand an additional or replacement test, before the student is admitted to taking the examination.
5. Special circumstances shall be reasonably taken into account when limiting the period of validity in accordance with paragraph 2., above. However, such special circumstances must be reported to the student advisor in a timely manner, I.e., reported four weeks after commencement of the special circumstances. When the validity is extended by the Examination Board, reasonable account shall be taken of whether the circumstances could be reported in time and of the extent to which the special circumstances influenced the exceeding of the limited period of validity and shall be in line with the duration of the financial support granted on the basis of the Regulations Profileringsfonds.

Article 5.8 – Right of inspection

1. During 20 working days after the announcement of the results of a written test, the student shall, at his/her request, be allowed to inspect his/her graded work once.
2. During the term mentioned in paragraph 1, above, every student who has taken part in the test, will be given access to the questions and assignments and the correct answers of the test in question, as well as the standards used for the assessment, if possible.
3. In spite of care taken, it is possible that test results contain mistakes or incorrect items. Incorrect information in OSIRIS that turns out to be disadvantageous to the student may always be changed. Inaccurate or erroneous information in the study progress report in OSIRIS made for the benefit of the student may be corrected after publication date after careful consideration of interests. To do so a written consent has to be obtained from the Examination Board.

Article 5.9 – Follow-up discussion

1. After assessment of a written or digital test, there may be a follow-up discussion with one or more students at the request of the student or examiner, at a place and time set by the examiner.
2. A follow-up discussion can take place either individually or collectively.
3. If possible, immediately after an oral test has been conducted, it is followed by a follow-up discussion with examiner(s) and the student. For some research masters the follow-up discussion takes place after all regularly planned oral tests of the students in this study unit have been conducted. There are maximally 20 work days in between the first oral test of the group of participants and the follow-up discussion.

Article 5.10 – Exemption

1. At a student's request and having consulted with the relevant examiner, the Examination Board can grant the student exemption from a component of the programme, if the student has either:
    a. completed a corresponding, in terms of content and level, component of a university or higher professional education programme prior to the start of the master programme. The size of the completed component may also be weighed in this consideration; or
    b. demonstrated through his/her work or professional experience that he/she has sufficient knowledge, insight and skills in respect of the relevant component.
2. A request for an exemption has to be provided at least six weeks before the start of the study unit.
3. Students can receive a maximum of 24 EC as exemptions in the programme. For students for whom the now abolished "Exemption with Retained Grade" regulation still applies, the total EC of exemptions may exceed 24 EC (guideline 20%). Exemptions granted may affect Cum Laude eligibility.
4. Exemptions granted are subject to the same period of validity as test results and Article 5.7 applies accordingly.

Article 5.11 – Invalidation of test results

The Examination Board is authorized to declare the results of a (partial) test invalid if a correct assessment of the knowledge, insight and skills of students with regard to that (partial) test was not reasonably possible as determined by the Examination Board. The Examination Board may lay down further rules to this end in the Rules and Regulations of the Examination Board.

SECTION 6 – EXAMINATION

Article 6.1 – Award of Certificates and Degrees

1. The Examination Board establishes the results of the student's examination record and awards the certificate as referred to in article 6.3.1. as soon as the student has satisfied the requirements of the examination programme.
2. In general, the examination date is the day on which the Examination Board determines that the student has passed the examination.
3. Another requirement to pass the examination and to be granted the degree is that the student is enrolled for the programme during the period of the tests.
4. Any student who has successfully met all examination requirements may request the Examination Board to delay granting the degree. This request for delay should be submitted within 2 weeks after the student has been informed of the results of the examination. At the time of submitting the request, the student should indicate when they want to be granted the degree.

Article 6.2 – Degree

1. A student who has successfully passed all tests and therefore satisfied all the requirements of the programme will be awarded the degree of "Master of Science".
2. The degree conferred will be detailed on the certificate.

Article 6.3 – Certificate

1. As proof that the student has successfully passed the examination, a diploma certificate and a grade list and diploma supplement are awarded by the Examination Board. A single certificate is awarded for each programme, even if a student completes multiple tracks within one programme.
2. A student who has passed one or more tests, yet upon leaving the university cannot be granted a degree and corresponding certificate (as referred to in 6.3.1.), shall upon request receive a written statement issued by the Examination Board. This written statement will include the student's personal details, the units of study obtained and their corresponding codes, the number of EC, the result and the date on which the result was obtained.
3. Further rules regarding the granting of the degree, the awarding of the certificate and the statement are included in the Rules & Regulations of the Examination Board.

Article 6.4 – Rejection or termination of registration (iudicium abeundi)

1. Based on article 7.42 sub a of The Law and in case of special events, the Dean or the Examination Board can request the Executive Board to terminate or reject the registration of a student, if the student by their behaviour or utterances has proven to be incompetent for one or more professional practices to which the programme followed by the student provides access, as well as for the practical preparation (e.g. by internships) for such a professional practice.
2. The procedure that may lead to the iudicium abeundi is part of this TER and a reference to the location is listed on: Research Masters & Post Master | Erasmus MC | Erasmus University Rotterdam (eur.nl).

SECTION 7 – STUDENT COACHING

Article 7.1 – Administration of student progress

1. The faculty registers the students' individual study results and makes these accessible to the students via Osiris-student.
2. A student can download a study progress overview via Osiris student. If a certified copy of the study progress is required, this can be requested from the Education Service Centre.

Article 7.2 – Student coaching

1. The Erasmus University Rotterdam and the Erasmus MC are responsible for the introduction and coaching of students who have enrolled in any of the programmes. This is a service to help students find their way among the various possible study routes within and outside of the different programmes offered.
2. Student coaching comprises:
   - an introduction in the first week of the first year of study;
   - collective and individual advice about possible study routes within and outside of the programmes, also focusing on career opportunities and entering the labour market immediately after finishing their Master programme;
   - collective and individual advice about study skills, planning, and the options for the subsequent trajectory;
   - helping and referring students when they experience difficulties during their studies.
3. Students that are confronted with undesirable behaviour in whatever form can make contact with one of the confidential counsellors of the Erasmus MC. The relevant contact information is described here: Study Support - Confidential counsellors | Erasmus MC | Erasmus University Rotterdam (eur.nl).

Article 7.3 – Studying with a functional impairment

1. In as far as is reasonably possible, students with a chronic or temporary disability are offered the opportunity to adapt their studies, to the individual restrictions determined by their disability. These adaptations will be aligned as much as possible to the student's individual functional impairment, but are not to affect the course or the examination programme's quality or degree of difficulty.
2. Students must submit a request to this effect, if possible accompanied by a statement from an authorized body, via OSIRIS Case. On behalf of the dean, the Examination Board is authorized to make a decision in this regard. In case of dyslexia, the EUR Dyslexia protocol applies. See: Functional impairment and provisions | Erasmus University Rotterdam (eur.nl).

SECTION 8 - TRANSITIONAL AND FINAL PROVISIONS

Article 8.1 – Appeals

Appeals can be directed to the University Board of Appeal for Examinations (CBE) against the following decisions:

- relating to the Examination Board or an examiner;
- relating to admission to the Master programme;
- relating to any of the other situations as described in Article 7.61 of The Law.

An appeal document has to be submitted to the CBE within six weeks after the publication of the decision by sending an email to: cbe@eur.nl. The appeal document must contain as a minimum, the student's name and address, the date, the student's signature, a copy of the decision against which the student is appealing, as well as the grounds for the appeal.

Article 8.2 – Objections to appeal decisions

Objections to decisions under Article 7.63a paragraph 2 of The Law may be lodged with the Disputes Advisory Committee (GAS) up until 6 weeks after the decision has been announced to the person concerned by sending an email to: gas@eur.nl. The objection should include at least the name and address of the student, date, signature of the student, a copy of the decision to which the student objects as well as the grounds for the objection.

Article 8.3 – Hardship clause

In any situations not provided for in these regulations, or not provided for unambiguously or which manifestly have an unreasonable outcome, a decision will be taken by or on behalf of the dean, after he/she has consulted the Examination Board.

Article 8.4 – Amendments

1. Amendments to these regulations will be adopted in a separate decision by the dean, after consulting the Examination Board's and programme committee's recommendations and after obtaining the consent of the faculty or education board.
2. Amendments to these regulations have no effect in the ongoing academic year, unless the interests of students are not unreasonably prejudiced by such.
3. No amendment may disadvantage a student by influencing a decision about the student taken by the Examination Board in accordance with these regulations.

Article 8.5 – Publication

The Dean of the Erasmus MC is responsible for the timely publication on the Internet of these regulations, as well as of any amendments.

Article 8.6 – Entry into force

These regulations were adopted by the Dean of the Erasmus MC in June 2023 with the approval of the Joint Assembly and the Education Committee Research Masters following the advice of the Examination Board, Education Committee Research Masters (ECRM), and Joint Assembly. These regulations come into effect on 1 September 2023 and apply to the academic year or until they are replaced or amended.

Article 8.7 – Management and Citation

1. These regulations shall be administered by the research master coordinator of the Erasmus MC Graduate School.
2. These regulations may be cited as 'The Teaching and Examination Regulations of the Erasmus MC Research Master programmes (TER)'.