

Rules and Regulations for the bachelor's degree programme in Regenerative Medicine and Technology 2024-2025, within the meaning of Section 7.12b of the Dutch Higher Education and Research Act.

These rules were adopted by the Board of Examiners of the Regenerative Medicine and Technology programme of Maastricht University on 2 April 2024.

Contents

Section 1	General provisions	3
Article 1.1	Applicability of the rules and regulations	3
Article 1.2	Board of Examiners	3
Article 1.3	Examiners.....	3
Article 1.4	Rules of Procedure for Exams (course exams) and exam components	4
Section 2	Assessment	4
Article 2.1	The portfolio as an instrument.....	4
Article 2.2	Guidance and assessment of the exam components of the longitudinal lines	4
Article 2.3	Course exams	5
Article 2.4	Time allowed for exams.....	5
Article 2.5	Scheduling of course exams	6
Article 2.6	Comment and Inspection Procedures	6
Article 2.7	Written assignments and bachelor thesis.....	6
Article 2.8	Internship	6
Article 2.9	Resits.....	7
Article 2.10	Extra assessment opportunity for final examination.....	7
Article 2.11	Invalidation of exams.....	7
Article 2.12	Determination and assessment of the competence development	8
Section 3	Administration	8
Article 3.1	Marks and qualifications	8
Article 3.2	Determination and administration of course exam results	8
Article 3.3	Attendance and active participation	9
Article 3.4	Minor.....	9
Article 3.5	Administration of internship	9
Article 3.6	Administration of bachelor thesis	9
Article 3.7	Exemption.....	10
Section 4	Final examination	10
Article 4.1	Iudicium	10
Article 4.2	Flexible programme.....	10
Section 5	Fraud and irregularities within the scope of exams and examination, also understood to include plagiarism and passing off work or assignments (partially) generated by artificial intelligence software, such as ChatGPT, as their own work	11
Article 5.1	General	11
Section 6	Final clauses	11
Article 6.1	Correspondence from the Board of Examiners	11
Article 6.2	Unforeseen cases.....	11
Article 6.3	Hardship clause.....	11
Article 6.4	Coming into force	11

Section 1 General provisions

Article 1.1 Applicability of the rules and regulations

1. These rules and regulations apply to the education, assessments and final examination for the bachelor's degree programme in Regenerative Medicine and Technology (RMT).
2. The regulations relate to students who are enrolled in the programme in the 2024-2025 academic year. The replacement of regulations that previously applied to a student may not affect, to the students' detriment, a decision regarding the student that has been taken by the Board of Examiners pursuant to these regulations. Where such a decision would be to the student's detriment, the Board of Examiners will seek a solution.
3. Contrary to the provisions of paragraphs 1 and 2 of this article, the curriculum and the associated exam components as set out in the Education and Examination Regulations that applied when the student commenced the programme will continue to apply to the student.
4. The rules and regulations are established by the Board of Examiners on an annual basis.

Article 1.2 Board of Examiners

1. According to the Higher Education and Scientific Research Act /Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (from here on referred to as the WHW) the Board of Examiners is an independent and qualified committee within the higher educational institution.
2. The Board of Examiners is responsible for safeguarding the quality of the examination (including all intermediate tests/exams and the final examination) as well as for warranting the RMT diploma (Article 7.12b of the WHW). Together with the programme management and the Faculty Board, the Board of Examiners co-defines and monitors the examinations quality assurance system that guarantees attainment of the programmes' final qualifications.
3. The Board of Examiners has mandated the graduation procedure to the Exam Administration.

Article 1.3 Examiners

1. The Board of Examiners appoints examiners. Examiners are members of the academic staff at Maastricht University. The Board of Examiners is authorised to allow for exceptions to this rule. Examiners must have obtained a University Teaching Qualification (UTQ) certificate or must officially participate in the trajectory towards this qualification.
2. Course coordinators and designated longitudinal track coordinators will be appointed as examiner. The examiner can without losing full responsibility, have other members of the teaching staff perform tasks belonging to an exam component.
3. The Board of Examiners appoints staff members as examiners of the bachelor thesis. They should hold a PhD title. Newly appointed thesis examiners (i.e. first appointment as a thesis examiner for the current academic year) should hold the certificate of the Role specific training for thesis examiners. The Board of Examiners is authorised to allow for exceptions to this rule.
4. As part of quality assurance, the thesis coordinator will execute a feedback opportunity for all thesis examiners appointed in the current academic year. This feedback is used by the thesis examiners to improve execution of their tasks.
5. The role of examiner is diverse and will entail either single tasks or a combination of these tasks, in concordance with the Act:
 - designing and implementing the assessment plan of the specific course/longitudinal line, and determining the course/longitudinal line specific assessment methods;
 - executing assessment and exams according to the Plan-Do-Check-Act cycle;
 - executing (elements of) the assessment organization (planning, coordination, monitoring) construction of assessment/exams;
 - marking/ grading assessment;
 - setting the cut-off score (taking article 3.2 of the Rules and Regulations into account);

- determining measures for quality assurance and improvement of assessments;
 - forwarding suspicion of plagiarism/ fraud to the Board of Examiners; and
 - executing the comment procedure and exam inspection.
6. When performing the tasks as stipulated in section 5, the examiners and members of the teaching staff must observe the Act, the regulations contained within or arising from the Education and Examination Regulations and the present rules and regulations.
 7. Having heard the examiner, the Board of Examiners may suspend or revoke an examiner's appointment if the examiner fails to comply with the rules and regulations of the Board of Examiners, or if the examiner's competence in the examination field has repeatedly proved to be of insufficient quality.

Article 1.4 Rules of Procedure for Exams (course exams) and exam components

1. Students must follow all procedural instructions before and during written exams, including computer-based exams and exam components as set out in Rules of Procedure for Exams. The Rules of Procedure for Exams will be published on the Student Portal.
2. The Rules of Procedure for (Course) Exams at Maastricht University apply to all types of exams (including written exams, collective or oral exams) and to all students, including students with special arrangements. Additional information on the conduct of exams (including digital exams) should also be consulted via the UM Library Resources.
3. If the student does not comply with the provisions under or pursuant to the first or second paragraph, the student's exam can be declared null and void by the Board of Examiners.

Section 2 Assessment

The basis for assessment within the RMT bachelor's programme is the curriculum map and the learning outcomes and competences described therein. The curriculum map describes the following three competences:

- Scientist & Engineer (S&E-competence)
- Researcher & Designer (R&D-competence)
- Professional and Communicator (P&C-competence)

These three competences are assessed in the courses and in the three longitudinal lines (Academic development, Lab skills, and Orientation design project).

Within the programme of assessment a variety of assessment and feedback instruments are used.

Each exam (component) provides specific information on aspects or sub-aspects of the competences. The student must collect assessment and feedback information in the portfolio.

Instructions concerning the content, format and assessment criteria of each exam component will be published in the assessment plan for that component. This assessment plan will be available in the Student Portal at the start of the exam component.

Article 2.1 The portfolio as an instrument

In the bachelor's programme, the portfolio is an instrument for:

- a. storage of relevant information and feedback on the student's competence development in the 3 competencies (S&E, R&D and P&C);
- b. assessment of exam components for the three longitudinal lines:
 - Academic Development Line consisting of the following academic skills: Self-regulated learning skills; Professional behaviour; Scientific Storytelling and Personal development.
 - Lab Skills Line
 - Orientation Design Project

Article 2.2 Guidance and assessment of the exam components of the longitudinal lines

1. Several actors are involved in supervising and assessing the student's exam components of the longitudinal lines, and all have their own duties, responsibilities and authorisations: the

- mentor, the shadow mentor, the mentor coordinator and longitudinal line coordinators.
2. The mentor assists the student in compiling the portfolio. To this end, the mentor will have a start-of-year meeting and regular progress meetings with the student. During these meetings, the mentor will discuss the student's development regarding the exam components of the longitudinal lines in relation to the standard applicable at that time, on the basis of the information in the portfolio. Further information on the mentor's role can be found in the Student Portal.
 3. In the event of any incompatibility of characters (“incompatibilité des humeurs”) between the mentor and the student, either one can request an alternative pairing. Such a motivated request should be submitted to the mentor coordinator, who will issue a decision.
 4. Each mentor will be partnered with a shadow mentor, with whom the portfolio and specific cases of each student will be discussed (four-eye principle). Mentor and shadow mentor meet twice a year to discuss the portfolio/student progress. Feedback of the shadow mentor of the intermediate meeting is added to the portfolio.
 5. At the end of each course year of the bachelor's programme, the own mentor, in agreement with the shadow mentor, will perform a final assessment for exam components of the longitudinal lines of each student. This assessment will be based on the mentor meetings and the performance of the student in the 3 longitudinal lines as mentioned in the assessment plans.
 6. The student will have the opportunity to add their view on this assessment.
 7. The mentor coordinator is an independent examiner who will follow-up, take care of calibration and mentor training and give advice to the mentor to ensure a good alignment of the different portfolios.
 8. If there is a disagreement between the two mentors, or if the student disagrees with the assessment of the mentor, the mentor coordinator will formally assess the exam components of the longitudinal lines (third assessor).
 9. The longitudinal line coordinators are responsible for the assessors that are assessing and providing feedback on the exam components of the longitudinal lines as mentioned in the assessment plans. The longitudinal line coordinator is the examiner that will determine the decision as indicated in the longitudinal line assessment plan.

Article 2.3 Course exams

1. The form of course exams can vary and will be announced in the respective assessment plans, which will be available by the start of the courses in the Student Portal.
2. If the exam consists of multiple-choice questions, there will be at least three answers to choose from.
3. At least 30% of the exam should consist of new questions.
4. Where a course is assessed based on a variety of assessment formats, individual and/or group work, the student must obtain a passing mark for all the components; exam components cannot be compensated with each other; in case of a non-passing mark, the final grade for the course will be a No Grade; in case of all passing marks, the weighted average of the assessments will determine the final grade for the course.
5. Where a course is assessed based on assessment of a group project or an assessment of a group project, including peer assessment, combined with an individual course exam assessment at least 50% of the course mark is determined based on the individual course exam.
6. When a course is assessed based on group work, procedures must be in place to avoid students free-riding. Students must sign for equal participation of all group members to be awarded the group grade.
7. For courses lasting four weeks or fewer, the final mark can be made up of group work assessment/project assessment alone.
8. Where a course assessment is partially based on peer assessment, the peer assessment will count for a maximum of 20% of the final mark.

Article 2.4 Time allowed for exams

A maximum of two hours is allowed for the completion of a written course exam. This time may be extended by 25% to a maximum of 30 minutes on the grounds of an impairment. In special cases,

the Board of Examiners is authorised to allow amendments to the time for a course exam.

Article 2.5 Scheduling of course exams

The times at which course exams and course exam resits will be held are announced at the start of the academic year in the Student Portal. If a resit is oral, the originally planned date of the resit will be considered as much as possible. Students who have to do an oral resit will be notified accordingly at least two weeks before the planned date.

Article 2.6 Comment and Inspection Procedures

1. There are two points at which students may inspect an exam:
 - within the context of the comment procedure;
 - inspection of their own exam.
2. The comment procedure for exams is organized before the calculation and publication of results. The outcome of the comment procedure is used for the result calculation of all students.
3. The exam inspection procedure is a statutory right students have to inspect their own exam after the grades have been published. They can at the inspection appeal to their grade. They do so on an individual basis; this means that if their appeal is successful, it applies only to the relevant student.
4. The comment and inspection procedures for closed question format exams differ from the procedure for open-question exams. Information on both procedures can be found in the document comment and inspection procedure, published in the Student Portal.

Article 2.7 Written assignments and bachelor thesis

1. The requirements with regard to papers that are part of a course or the longitudinal lines will be announced in the respective assessment plan in the Student Portal.
2. All written assignments must be checked for plagiarism using the UM plagiarism tool or another plagiarism-screening program approved by the Board of Examiners.
3. At least 30% of the (written) assignments in the longitudinal lines must be full (student) identity proof.
4. In case the course or longitudinal line assessment is based mainly on (a) (written) assignment(s), a representative sample of students will have an additional oral inquiry to assess insight and understanding and to ascertain that the assignment is student's own work. This oral inquiry takes place before publication of results and needs to be passed.
5. Students are required to upload the final version of their bachelor thesis via fhmlweb.nl.
6. The bachelor thesis must be written on an individual basis and will be graded according to the assessment criteria set by the Board of Examiners.

Article 2.8 Internship

1. The Programme management determines the rules and regulations that apply to the character and scientific contents of the internships. These rules are published in the Student Portal.
2. For the Bachelor's programme an internship coordinator is appointed. The internship coordinator is responsible for approving a proposed internship.
3. The internship coordinator appoints a supervisor for the internship (or the institutional supervisor in case of an external internship), who will also be the first examiner for the bachelor's thesis.
4. The internship will be graded according to the assessment criteria set by the Board of Examiners, as indicated in article 3.5.
5. The process and monitoring of different stages of production of the thesis as being the students' own work is part of the thesis assessment, as indicated in article 3.6.2.
6. Participants of the programme (staff and students) are expected to operate within 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). In case the student does not adhere to these rules the internship can be declared null and void by the Board of Examiners.

Article 2.9 Resits

1. A resit is defined as a subsequent assessment opportunity in which the student repeats failed exam components. A remediation is defined as a subsequent assessment opportunity after an insufficient or fail grade, in which the student can use feedback provided to hand-in adapted version of the assignment or exam component.
2. Each academic year there are two opportunities for the course exam and its exam components, the regular sit and the resit. The examiner decides upon form of the resit in consultation with the Board of Examiners, as indicated in the assessment plans.
3. Each academic year a resit opportunity is offered for failed exam components and assignments. Such an opportunity can be offered in a different way than as stated in the assessment plan, given that the intended learning outcomes are covered.
4. For resitting course exams, exam components and assignments the following regulations hold:
 - passed results cannot be resit.
5. For remediations of written papers or other assignments, it may be determined that the maximum obtainable score is lower than 10, and/or that the maximum obtainable score is a Pass. The examiner must state the maximum obtainable score for the remediation of these assessments in the assessment plan.
6. In case the requirements for obtaining credits for the longitudinal lines of a course year are not met, the student must remediate or resit those components for which a score Fail was obtained. See article 2.3 and the assessment plans for the longitudinal lines in the Student Portal.

Article 2.10 Extra assessment opportunity for final examination

1. In exceptional cases, a student can submit a request for an extra exam possibility to be eligible for the final examination. For granting such a request the following criteria apply:
 - it must be the final study result to be obtained before graduation;
 - the study delay, in case the exceptional assessment is not granted, must be at least one semester;
 - it must be a third-year course exam;
 - in principle the student must have taken part in the last two exam opportunities for the exam for which the student is requesting another assessment.

Request for an exceptional assessment can be submitted to the Board of Examiners as soon as applicable.

Article 2.11 Invalidation of exams

The Board of Examiners is authorised to declare exams/exam results null and void.

It may do so if:

- there was an emergency while the exam was being held;
- there is evidence of widespread fraud in the exam;
- there have been demonstrable mistakes in the calculation of the exam results, or the calculation conflicted with the exam regulations;
- there are other unforeseen circumstances, or irregularities, that make it impossible to determine whether the administration of the exams and/or calculation of marks was carried out correctly.

Article 2.12 Determination and assessment of the competence development

1. The level of competence development is determined at the end of every course year, as laid down in the course assessment plans, and the assessment plans of the longitudinal lines.
2. In their annual transition meeting at the end of the academic year, the Board of Examiners checks the results of all students and may decide on applying the hardship clause and, if so, grant conditional admission to the higher course year. The program management and the student advisors are consulted before or during the meeting on issues of students' competence development and/or special circumstances.
3. At the end of the programme, the student must demonstrate attainment of the learning outcomes or exit level as described in the curriculum map.

Section 3 Administration

Article 3.1 Marks and qualifications

1. Exam components can be administered with a mark (1–10 point scale) or a qualification (Fail, Pass or Good).
2. Marks and final grade will be given up to one decimal figure only. All marks that are used to calculate the final grade will be cut-off. The final grade will be rounded off. An exception to this rule is the thesis, for the thesis all marks including the final grade will be cut-off.
3. The first decimal figure is decisive for the cut-off.
E.g: 5.41 -> 5.4 and 5.49 -> 5.4
5.51 -> 5.5 and 6.59 -> 6.5
4. The criteria for obtaining a final qualification of Pass or Good for the longitudinal lines are indicated in the relevant assessment plan.
5. A label NG ("no grade") can be assigned as a result of fraud/plagiarism or when assessment is incomplete and no result can be assigned. In case of a NG, no credits are awarded.

Article 3.2 Determination and administration of course exam results

1. Exam components will be administered and the associated credits granted if the requirements for the relevant components as stated in the applicable assessment plan have been fulfilled.
2. The following applies to the administration of year 1-2-3 courses:
 - the student must have a final grade of at least 5.5 for the course exam or a final grade of ≥ 4.5 and ≤ 5.4 that can be compensated (see Article 3.7); a paper or other assignment that is not part of the course assessment or final grade need not receive a passing mark in order to receive the associated credits for the course.
3. Marks of course exams with closed questions will be calculated using the Cohen-Schotanus method for determining the cut-off point:
 - The maximum obtainable score is equal to a mark of 10.
 - The threshold value for a (pass) mark of 5.5 is calculated as follows:
 - a. if there are 100 or more students, it will be determined based on 70% of the 95th percentile of the scores obtained;
 - b. if there are 50 or more but fewer than 100 students, it will be determined based on 70% of the average of the 10% best scores;
 - c. if there are fewer than 50 students, it will be determined based on 60% of the maximum obtainable score.
4. For an end of course exam with a mix of open and closed questions, in principle the Cohen-Schotanus method will be used. The decision for the use of the Cohen-Schotanus method in the case of a mix of open and closed questions will be made by the Board of Examiners guided by the blue-print of the course-exam, in consultation with the course coordinator.
5. Mark of course exams that consist solely of open questions, an absolute standard setting method will be used, with the cut-off value as indicated in paragraph 3.2.2
6. In resits, the cut-off point for a mark of 5.5 is equal to that for regular exams.
7. If the percentage of failing scores exceeds 40%, the course coordinator will consult with the

Board of Examiners to determine whether there are grounds for adjusting the standards. The rationale for this may include results in preceding years and the perceived degree of difficulty of the course exam.

8. If the percentage of passing scores exceeds 90%, and/or the median value of the marks obtained is an 8 or higher, the course coordinator will consult with the Board of Examiners to determine whether there are grounds for adjusting the standards. The rationale for this may include results in preceding years and the perceived degree of difficulty of the course exam.
9. The associated credits for the components of the longitudinal lines will be granted if the qualification is at least Pass for all components, as stated in the assessment plans for the longitudinal lines. If applicable, failed components of the longitudinal lines can be remediated in a higher course year.

Article 3.3 Attendance and active participation

1. For compulsory tutorial meetings there is an attendance and active participation requirement.
2. Students who have been granted top-class athlete status may qualify for adjusted attendance and participation requirements.
3. Students who have a medical impairment may be eligible for an adjusted attendance and participation requirement pursuant to the recommendation of the SSC-Disability Support and/or study advisor.
4. Fulfilment of the attendance and active participation requirement in tutorial meetings Year 1-2 is assessed by the tutor, fellow students and the student itself as indicated in the assessment plans.
5. Fulfilment of the attendance and active participation requirement in tutorial meetings Year 3 is assessed by the tutor, as indicated in the assessment plans.

Article 3.4 Minor

1. For a deferral from the content of the minor as indicated in Education and Examination Regulations Article 3.6, a permission of the Board of Examiners is needed. The Board of Examiners may withhold the approval if, in its opinion, the proposed elective is in terms of content too similar to components taken previously or to be taken by the student and would result in duplication. The rules and requirements for minors are listed on the student intranet in the student portal.
2. Students, who need to repeat a course exam in the third or fourth semester are advised to follow a minor within UM programmes. When choosing a minor outside UM/abroad it is student's own responsibility to participate in the regular resit opportunities for the failed course. No alternative date for the resit will be offered.
3. Students, who miss credits of the longitudinal lines can follow a minor outside FHML. It is student's own responsibility to remediate failed exam component(s) in the designated form and time as stated in the assessment plans.

Article 3.5 Administration of internship

1. The requirements regarding the internship will be announced on the Student Portal at the beginning of each academic year.
2. The requirements regarding the internship must be laid down in an internship agreement. The format for the agreement is available on the Student Portal.
3. The supervisor, as appointed examiner, gives feedback and a mark on the performance on the work floor (see assessment plan Internship and thesis Year 3).
4. An endorsement for the internship will be obtained if the responsible supervisor assesses the internship with at least a 6.0.

Article 3.6 Administration of bachelor thesis

1. The requirements regarding the bachelor thesis will be announced on the Student Portal at

- the beginning of each academic year.
2. As part of attaining that the thesis is students' own work, a presentation and oral inquiry is performed. The outcome is administered and part of the thesis assessment.
 3. The bachelor thesis is assessed by two examiners as specified in the assessment plan internship and thesis Year 3.
 4. The assessment criteria for the bachelor thesis are included in the document 'Guidelines RMT bachelor thesis' in the Student Portal.
 5. For the bachelor thesis, an endorsement is obtained when each of the two independent examiners assesses the thesis with at least 6.0, and when each of the two examiners assesses the presentation with at least a 6.0 and oral inquiry with at least a 6.0.
 6. In case of an assessment below 6.0, the thesis and/or presentation/oral inquiry needs to be remediated.
 7. In the event of a difference between the two examiners for the thesis assessment (> 2 points), given that both examiners assess the thesis with at least 6.0, a student who feels that this is a significant disadvantage, may submit a request to the Board of Examiners for the appointment of, and assessment by a third examiner. If the Board of Examiners takes a positive decision on this matter, the final assessment of the three examiners will be averaged. This average mark is then the final mark for the thesis.

Article 3.7 Exemption

1. The option for exemption is indicated in Article 5.15 of the Education and Examination Regulations.
2. Where a student is granted an exemption for a course, this course is immediately administered with an 'exemption' and no grades are administered.
3. If one or more exam components have been administered with an exemption, the student cannot graduate with a *cum laude* designation.
4. Exemptions are granted on a course level only.
5. 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.
6. The Board of Examiners will not grant exemption based on (an) exam (component(s)) passed by a student that is part of the BA-RMT study programme itself and has been administered with ECTS.

Section 4 Final examination

Article 4.1 Iudicium

1. The examination of the bachelor will be granted the iudicium (degree classification) *cum laude* if the following requirements have been met:
 - a weighted (= credits (ECTS) x final course marks) average (before cut-off) score of at least a 8.0 on all course exams of year 1, 2 and 3 (except minor courses);
 - a total of at least 4 times a qualification Good on the longitudinal lines of year 1 and 2 ;
 - internship: at least score 8.00 before cut-off;
 - bachelor's thesis and presentation/oral inquiry: at least score 8.00 before cut-off.
2. If one or more courses are endorsed with an 'exemption', the student cannot be granted the iudicium *cum laude*.
3. If a penalty has been imposed for fraud/plagiarism, the student cannot be granted the iudicium *cum laude*.

Article 4.2 Flexible programme

1. The student may formulate a flexible educational programme that deviates from the programme stated in Article 3.8 of the Education and Examination Regulations.

2. The Board of Examiners will determine whether the programme will lead to the required level of knowledge and skills to receive the degree in Regenerative Medicine and Technology.
3. The content of the flexible programme should be coherent.
4. The flexible programme must have a study load of 180 ECTS.
5. The flexible programme should contain 60 ECTS of the first year of the original programme.
6. The flexible programme should contain at least 40 ECTS on year 2 level and at least 30 ECTS on year 3 level (thesis and internship not included).
7. The flexible programme should include an approved internship and thesis (30 ECTS).

Section 5 Fraud and irregularities within the scope of exams and examination, also understood to include plagiarism and passing off work or assignments (partially) generated by artificial intelligence software, such as ChatGPT, as their own work

Article 5.1 General

The General FHML Regulation for Fraud, including plagiarism, and Irregularities, drawn up by the Boards of Examiners, set out in greater detail what constitutes fraud and what measures the Board of Examiners may impose. These regulations are available in the Student Portal.

Section 6 Final clauses

Article 6.1 Correspondence from the Board of Examiners

The Board of Examiners will only communicate with students via their official UM account.

Article 6.2 Unforeseen cases

The Board of Examiners will decide in all cases that are not provided for in these regulations.

Article 6.3 Hardship clause

The Board of Examiners is authorised to derogate from these regulations in individual cases if it feels that in view of the exceptional circumstances their application in full would result in extreme unfairness towards an individual student.

Article 6.4 Coming into force

The Rules and Regulations will come into force on 1 September 2024 and apply to the 2024-2025 academic year.