



## Policy Plan 2026-2027

**PSB Faction XVII**

# 1 Colofon

Title:

Policy Plan PSB 2026-2027

Name:

Partij Studenten Belangen - PSB

Faculty:

Faculty of Behavioural and Social Sciences

Date:

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E-mail:

[psb.gmw@rug.nl](mailto:psb.gmw@rug.nl)

Homepage:

[www.psb-bss.nl](http://www.psb-bss.nl)

Instagram:

[psb.bss](https://www.instagram.com/psb.bss)

Written by Faction XVII 2026-2027:

Emma Kip	+31613111030
Luuk Holterman	+31618973553
Benjamin Stevens	+31622838375
Lavinia Gaitanaru	+40726718199
Mies Visser	+31613296585
Nika Mikuž	+38640878590
Eline Kobes	+31624123274
Maria Inês Pedro Vieira Rio Charruadas	+351932539453
Loïc Poarch	+4917657983054

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# 3 Introduction

In front of you lies PSB’s policy plan for the 2026–2027 academic year. As the largest student party in the Faculty Council of Behavioural and Social Sciences (BSS) at the University of Groningen (RUG), PSB is uniquely positioned to represent the interests of students within its faculty. Through our role in the Faculty Council, where staff and students jointly participate in faculty decision-making, we aim to ensure that student voices are heard and reflected in the decisions that shape our education.

Our policy is shaped by the experiences of today’s BSS students while also taking into account the work of previous PSB factions. We believe that a strong faculty is one where everyone feels informed, supported, and secure in their future. Currently, students face challenges such as unclear communication, inconsistencies between programmes, and limited access to support and facilities. Our goal is to address these challenges and contribute to a more structured, inclusive, and supportive learning environment. To achieve this, we are prioritizing four key pillars that shape student life:

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1. Presence in the BSS Faculty
  2. Employability
  3. Diversity & Inclusion
  4. Transparency

In the following pages, we outline the key areas where we see room for improvement and our concrete plans on how we intend to work towards these within the Faculty Council in the coming academic year.

Kind regards,

PSB Faction XVII 2026-2027

# 4 Policy points

## 4.1. Presence in the BSS Faculty

*We are actively involved within the faculty by setting up and participating in various working groups and maintaining contact with different student bodies.*

We consider it very important to be involved in as many places as possible. We do this through five main channels:

- First of all, PSB has established the *BEHAVE working group*, through which we connect once per block with the programme committees, the student assessor, the boards of the study associations, the other party in the faculty council, and the university council. These meetings provide an opportunity to discuss developments in education as well as other relevant topics.
- Second, PSB has set up the *Mental Health working group*, where we collaborate with students from various previously mentioned bodies to think about how we can support students' mental health, mainly by organizing accessible social activities.
- Third, PSB attends the *Diversity and Inclusion at BSS working group*, which, as the name suggests, focuses on organizing activities that promote inclusivity and diversity.
- Fourth, PSB attends the *Educational Platforms* of all the programs within our faculty. This is a meeting that brings together multiple organs of the faculty to discuss the quality of education.
- Last, PSB has also appointed *contact persons* who maintain communication with the study associations, the university council parties, career services, and the Green Office.

In addition to our faculty presence, PSB is unique by being a party with candidates across every BSS program. This allows us to holistically advocate and act as well-informed representatives for all students of our faculty.

## 4.2. Employability

*PSB believes employability is an important component of academic development that deserves strong attention within the BSS programs.*

While our faculty does well in the research departments, we score low in employability in non-academic scenarios according to students answering the National Student Survey. This indicates that many feel insufficiently prepared to enter the labor market after graduation, which can affect mental health and academic performance through the stress created by an unsure future. As PSB, we believe it is essential to safeguard and further strengthen employability. For instance, we want to ensure that every student can continue using Career Services for free. We are committed to improving employability by maintaining and supporting close collaborations with study associations and program committees in career-related events. Moreover, we want to identify where improvements and developments can be made within the programmes. This way we aim to make students ready for their future in the workforce.

## 4.3. Diversity & Inclusion

### 4.3.1 Mental Health

*Mental health of BSS students is always a crucial topic to PSB.*

Besides coordinating the Mental Health Working Group, we aim to keep mental health support accessible for all students. We strive to help students by ensuring that they know where to turn for information, for example, by promoting the mental health flowchart and the faculty-wide confidential advisors. To improve the current situation, we want to implement a plan for student mentors:

- There should be adequate help with ‘being a student’ in the first year of every program.

In psychology, there are student mentor programs where a peer (older student) acts as a mentor to a group of first-year students. This can benefit the mental well-being of students, and students can have low-threshold contact when they face problems. Student mentors should be knowledgeable in pointing students in the direction of help when needed. Following the example set by psychology, it would be beneficial to implement student mentors in the other studies as well.

### **4.3.2. Internationalization**

*We empower international voices through transparency and representation.*

We are committed to acting as a reliable, bilingual bridge between the Faculty Board and students. International students currently face significant uncertainty due to shifting national policies and potential changes to the university's language of instruction. To maintain transparency, we aim to consistently keep students informed through our newsletters and social media channels by ensuring important updates on budget cuts, faculty mergers, and curriculum changes are communicated transparently in both English and Dutch. We strive to keep our international environment a priority so that every student feels secure and welcome in our faculty's future.

### **4.3.3. Accessibility**

*Our faculty should be accessible to all students, including students with physical disabilities.*

Accessibility should be more practical and visible within BSS. As of now, this is not self-evident within the faculty. We want to draw attention to buildings and facilities that are not easily accessible and make mobility-friendly routes more visible, for example, on RUGMaps. Whenever it is not possible to get to a lecture room, it needs to be clear what options students have. As a result, studying becomes more feasible and less burdensome for these students, allowing all students to fully participate. Providing appropriate facilities and removing barriers contributes to a more inclusive learning environment, in which thresholds (both literal and figurative) are lowered.

### **4.3.4. Supporting Neurodivergent Students**

*We want to ensure that neurodivergent students also feel supported in the faculty.*

We recognize that students learn and experience education in different ways, so we aim to reduce barriers to attending lectures, build in flexibility in learning, and ensure that neurodivergent students are supported throughout their studies. We want to do this by advocating for consistent use of clear lecture slide guidelines, greater awareness of different ways of learning and educational challenges, and increased transparency through structured syllabi and clear course organisation. Additionally, we want to increase awareness regarding what resources are available by updating the Mental Health Flowchart. Together, this helps create a more predictable and supportive learning environment where all students can engage and succeed.

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## 4.4. Transparency

*PSB wants to focus on improving transparency within the BSS Faculty.*

Right now, a lot of students feel unaware about faculty decisions such as potential mergers or changing policies. Our goal is to reduce this uncertainty by actively picking up on student concerns and making faculty information clearer and easier to understand. As PSB, we provide easily accessible information by sharing big updates through social media and newsletters both in English and Dutch. On top of this, we will push the faculty to take the issue of transparency more seriously. We want students to feel more informed and involved, instead of left guessing.

### 4.4.1. AI guidelines

*We believe there should be clear, faculty-wide guidelines on AI use.*

A big part of the issue of transparency involves the use of AI. At the moment, there's no clear or consistent approach to how AI can be used, how it should be referenced, or what happens in cases of misuse. This creates confusion for students and makes it harder for staff to apply rules fairly. Having clear AI guidelines would make expectations the same across courses and reduce unnecessary stress or mistakes.

### 4.4.2. Availability of study places

*PSB wants students to have enough available study spots in our faculty.*

Every BSS student can relate to the shortage of study spots at our faculty, especially during exam periods. We believe it is important for students to feel at home at our faculty and be able to study in a familiar environment. As PSB, we aim to offer more and promote existing study spaces so that every student has a chance to comfortably study at the faculty.