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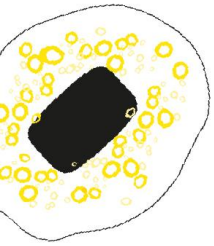
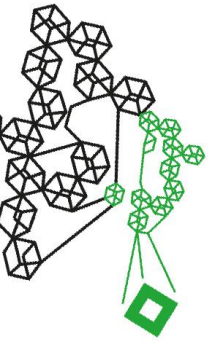


Programme-specific part to the Education and Examination Regulations (EER) 2025-2026

For the Master of Science programme

Environmental and Energy Management (MEEM)



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1. General provisions

1.1. Admission to the programme

Admission requests for the programme are assessed by an admission committee that consists of two programme coordinators and two examiners. The standard admission criteria are as follows:

- ✓ **have at least a Bachelor's degree in a related discipline in the following programmes of natural, technical, environmental or social sciences at a research university or university of applied sciences:**

  A. Natural, Technical and Environmental Sciences

  Bachelors in the field of Engineering Sciences, Technical Sciences, Natural Sciences (chemistry, physics, geology, biology, ecology, etc.), Environmental Studies / Sciences, agricultural / forestry Sciences, Earth Sciences, natural resources management, Environmental Health Sciences

  B. Social Sciences

  Bachelors in the field of Business / Business Administration / Commerce, Policy Studies / Political Science, Economics, Law, Management / accounting sciences, Public Management, Environmental / Natural Resource / agriculture / forestry Management, Public Health, (physical, regional, economic) Planning sciences.

  NB1 - When the bachelor degree in a programme of the above lists has been obtained at the level of a **university of applied science**, then admission may be possible only upon having a GPA score of 7.0 and after completing (parts of) the MEEM pre-Master programme (with a minimum of 5 and a maximum of 30 EC). The admission committee provides assessments on whether this is necessary and if so, to what extent; the MEEM programme director takes the final decision.

  NB2 - Applicants with a Bachelor that is not in the Natural, Technical, Environmental or Social Sciences, as listed in the above, can only be admitted when possessing at least 3 years of directly relevant work experience, or upon completion of (parts of) the MEEM premaster programme. The admission committee advises on admissibility to this programme; the MEEM programme director takes the final decision.

- ✓ **Proper proficiency in the English language, at least a minimum score of 6.5 on the Academic IELTS test, or a score of at least 90 on the Internet based TOEFL-iBT test. See: https://www.utwente.nl/en/education/master/admission-requirements/language-requirement/#english-language-requirements .**
- ✓ **For a positive assessment the relevant diplomas and transcripts as proof of the above have to be certified.**

To prevent enrolment of students who are not fit for MEEM, all students have to enclose with their admission form a motivation letter and a CV in which they demonstrate that they have sufficient affinity with (reflection on) sustainability sciences.

The management of the programme may, in divergence from what is stated in the above, grant to prospective students that do not yet fulfil the requirements for admission, the opportunity to follow certain parts of the master.

1.2. Language of the programme

The MSc Environmental and Energy Management is taught in English. This means that the courses are instructed in English, and all course materials (textbooks, readers, etc.) are in English, as well as all tests, examinations and practical exercises (specifically the master thesis).

1.3. Rights, duties and composition of the programme committee

In line with article 9.18 WHW, each programme has a programme committee, which has the duty to advise programme management on improving and safeguarding the quality of the programme. The programme committee has a right of consent regarding a number of topics in the Education and Examination Regulations (EER), e.g., the intended learning outcomes of the programme in terms of knowledge, insight and skills that a student should have acquired at the end of the programme; where necessary the layout of practical exercises; the study load of the programme and its study units. In addition, the programme committee evaluates on a yearly basis the manner in which the EER has been implemented and has the right to advise programme management and the dean – invited or uninvited – on all matters relating to the teaching in the programme.

The composition of the current programme committee can be found here: MEEM programme committee.

2. Contents and structure of the programme

2.1. Contents and structure of the programme

The MEEM programme aims at preparing students to become sustainability professionals able to organize, manage and lead socio-technical change. The core of this one-year, English-taught programme consists of three interconnected domains of sustainable development: environment, energy and water. The programme teaches the interrelated management and governance of these crucial natural domains, which also constitute the three specialisations. Graduating in one of the specialisations prepares students for working with multidisciplinary teams in governmental organisations, civil society organisations, private companies, consultancies or research institutes anywhere in the world.

The distribution of the courses and ECs across quartiles is shown in Table 1.

Table 1: MEEM course list for 2024-2025

Q	Code study unit	Name study unit	EC	Examination
COURSES 28 EC				
1	201700114	Environmental Management	4	CE + GA
1	201700116	Energy Management	4	CE
1	202300113	Water Management	4	OQ + IA
1	201900112	Sustainability and Law	3	CE
2	202300122	Policy and Sustainability	3	IA
2	202300112	Rurban Commons	6	IA + GA + GP
2	202300121	Academic Research Skills	4	IA + GA + GP
SPECIALIZATION 28 EC (Energy, Environment or Water)				
3	201900129/30/31	Case Project	10	GA + GP
3	202001451	Research Proposal	3	IA + IP
4	202001452/53/54	Master Thesis	15	IA + IP
PERSONAL DEVELOPMENT 4 EC *(to be chosen from the following courses)*				
2	202100152	Sustainability and Justice	2	IA
2	202100153	Digitalisation and Sustainability	2	IA
3	202101456	Stakeholder and Social Network Analysis	2	GA + GP
	202200311	Critical Sustainable Futures	2	IP + GA

The structure in Table 1 is foreseen for students who begin the programme in September 2025. The following abbreviations are used under the 'Examination' column:

EXAMINATION	
MC	Multiple Choice Exam
OQ	Open Question Exam
CE	Combined Exam (MC & OQ)
OE	Oral Exam
IA	Individual Assignment
IP	Individual Presentation
GA	Group Assignment
GP	Group Presentation

2.2. Study load

The MEEM has a total study load of 60 EC.

2.3. Programme-specific characteristics

The MEEM is divided into three components:

1. Mandatory component: Course work (quartiles 1 and 2)
2. Specialisation:

   2.1 Case Project (quartile 3)

   2.2 Master Thesis (quartiles 3 and 4)

   2.3 Research Proposal
3. Personal Development (quartiles 2 and 3)

The **mandatory component** focuses on socio-technical change for sustainable development from management, governance and policy perspectives. The three domain courses in quartile 1 provide knowledge in environmental, water, and energy management. Themes covered in these courses include, among others, social entrepreneurship, circular economy, renewable energy transition, energy innovations, water governance and climate adaptation – all from the perspectives of both the Global South and the Global North. This component also includes the interdisciplinary courses on Sustainability and Law, Policy and Sustainability and Rurban Commons, and the integrative Academic Research Skills course. The **specialisation component** consists of the Case Project, the Research Proposal, and the Master Thesis courses, where students focus on one of three tracks: Environmental Management, Energy Management, or Water Management. Finally, the **elective component** offers four Personal Development Elective courses that are tailored to individual interests, such as digitalisation and justice, and foster integration across subjects.

While the course-work period is common for all students, in the next two phases of the Case Project and the Master Thesis, students choose a specialization:

1) *Environmental Management:* Through this specialization, students understand the problems and challenges involved in the greening of industry strategies regarding the environmental and social sustainability; analyse the management strategies at different scales (firm, supply chain, sector and region) towards a more socially inclusive (stakeholders engagement) and greener industry; design environmental and socially inclusive management systems that cope with the industrial challenges of delivering sustainable products/services; and manage the greening of industry by engaging the relevant stakeholders and by implementing the adequate sustainable management strategy.
2) *Energy Management :* In this specialization students learn to understand the socio-economic, political, and global embedding of energy in society from different conceptual perspectives. They discover the problems and challenges involved in the required transitions to sustainable energy systems at different scales (e.g. market, region, community, organization, household). Students learn to design adequate sustainable solutions for energy systems and what it takes to govern the transition to sustainable energy supply.
3) *Water Management:* This specialization teaches students to understand the problems and challenges involved in reaching out for sustainable water resources, a safe and affordable water supply and climate resilient water-land systems; to analyse the governance of water and climate adaptation, to assess the potential for improvement in urban and rural contexts, applying multidisciplinary, multi sectoral and comparative perspectives, with foci upon strategies, plans, measures and instruments reaching from UN-Water / SDG6 to regional and local global south contexts.

Both in the Case Project and Master Thesis, there may be opportunities to substantively make links between different specializations.

Content of practical exercises: A characteristic of the instructional approach in the MEEM programme is strong links between theory and practice. Such an approach calls for active and collaborative learning, and teaching methods that enable such links. Thus, in most courses practice-oriented application of concepts is used so that students learn how to use them in practice and to reflect on the context in which tools and concepts are or can be used. This gives rise to classroom discussions, through which students also learn from each other and from the situation and solution strategies used in various countries. Active and collaborative learning by students is promoted by including e.g. assignments, workshops, interactive classes, the Case Project and the Master Thesis. Elements of challenge-based learning are applied in the programme, mainly within the Case Project course and some elements are also used in the Rurban Commons course.

Since MEEM takes a view that connects global with local challenges and that invites students from across the world, many programme elements specifically connect to local challenges across the world, such as of the students' home situations. The programme also addresses challenges close by, in Fryslân, but only in as much as exemplary to challenges elsewhere.

The programme has a Master of Science (MSc) accreditation in the domain of “social science oriented environmental science”.

2.4. Elective options

The programme comes with three types of elective options:

a. the choice of specialization (one of the following three: environmental management, energy management, water management – starting with a Case Project in quartile 3).

b. the choice of two elective courses from a list of four courses within the frame of the (4 EC) Personal Development courses.

c. the choice of the individual master thesis topic, within the chosen specialization, and within the (broad) competence of the existing MEEM staff.

The choice of above options a. and b. will be presented to the students in the course of the study year, together with a procedure on how and ultimately when to make their choice known. Once the deadline has passed, the choice that was made cannot be undone. Further, a choice made includes the obligation to participate in the compulsory activities, assignments and/or examinations related units of study (i.e., under a, of the relevant Case Project; under b. of the relevant personal development course). Non-participation will be listed on the diploma as a ‘fail’ mark.

The choice of the above option b. can only be made in such a way that the total 4 EC is divided equally over quartile 2 (2 EC) and quartile 3 (2 EC).

The choice under the above option c. will be presented in accordance with the procedure outlined in the ‘Guidelines for the Master Thesis'. Once the deadline for choosing a topic has passed, it cannot be undone within the same year of study.

For a personal development course to be opened, it should be chosen by a minimum of 7 students. If this number is not met, programme management decides whether the course can be opened in consultation with the course coordinator.

2.5. Pre-master and transfer minor programme

The UT pre-master ‘Towards Managing Sustainability in a Technological Context’ is dedicated to prepare students for the MEEM. The programme is relevant to prospective MEEM students with a skills and/or knowledge gap between their current competences and the admission requirements of the MEEM programme. The pre-master can also be completed as a “transfer minor” by BSc students in academic or applied science universities.

The pre-master programme consists in total of 30 EC, with two modules of 15 EC, each with three courses of 5 EC, as displayed in Table 2.

TABLE 2 – MEEM Pre-master Courses

Module 1: Academic Skills (15EC)	**Module 2: Sustainable Development (15EC)**
Academic Reading Skills (5EC)	Introduction into Sustainable Development (5EC)
Academic Writing Skills (5EC)	Introduction Physical Aspects of Energy and Sustainable Development (5EC)
Academic Research Skills (5EC)	Introduction into Discourses in Sustainability Politics and Policies (5EC)

Depending on student background, a decision is taken about whether a student needs to first complete all the courses, a few or just one course before being admissible to MEEM.

All pre-master courses must be completed within one study year, which is the maximum registration period in the pre-master programme. Pre-master students can use a maximum of two scheduled exam opportunities to pass a course. When a student does not pass a course within two attempts, they will be excluded from the programme.

As mentioned in Article 1.1.1 of the general part of the Education and Examination Regulations, pre-master and students fall under the jurisdiction of the BMS Master EER.

2.6. Minors

The below mentioned HTHT minor is not part of the Master of Environmental and Energy Management. The minor is open only to BSc students.

HTHT minor Innovations in Sustainable Chain Management

This HTHT package consists of two modules:

1. Innovations in Sustainable Chain Management; Analysis (202001438, 15 EC, quartile 1)
2. Innovations in Sustainable Chain Management; Design (202001418, 15 EC, quartile 2)

The modules can either be chosen separately or as a package.

This minor is offered by the faculty of BMS and falls under the under the purview of the MEEM programme director. The minor is open to all BSc students.

Minor regulations

The aforementioned minor modules are considered to be one integrated study unit each. The examination of each module consists of four tests. Students must pass all tests to receive a final grade in Osiris.

The final grade for the *completed examination* remains valid indefinitely. The period of validity of a completed examination may only be limited if the tested knowledge or understanding is demonstrably outdated or the tested skills are demonstrably outdated.

Results of tests of a study unit are only valid for the academic year within which they were registered. If a student fails to complete the examination within one academic year, the study unit must be repeated in its entirety in the next academic year.

Each year, two opportunities are offered for taking an exam associated with a specific study unit.

If a first test opportunity leads to an insufficient grade, students receive access to one resit for each study unit in the same academic year. Once a sufficient grade is obtained for the first test opportunity, the student is automatically de-registered from the resit opportunity.

The assessment formats of each of the study units in the minors is presented in the Canvas pages of the minors. The weight attributed to each of the exam components is stipulated in the course's Canvas pages and made public before the start of the course. Written tests are individual, unless specified otherwise.

In addition to Article 3.6 of the BMS EER, for the minors the following applies:

If a study unit has been completed successfully (final grade 6 or more) then this grade is final. If a student (due to exceptional circumstances) would like to improve the grade, the student has to submit a motivated request to the examination board.

The result of a test is to be disclosed to the student within ten working days after the test date.

3. Programme objectives and final qualifications

3.1. Programme objectives

MEEM's unique profile follows from the **vision** that socio-technological change is necessary to achieve sustainable development, and that its **mission** is to educate sustainability professionals, who can organize and manage socio-technological change in the environment, energy and water domains. This mission is set out in a programme that:

1. focuses on ecological, social and economic sustainability by studying environmental, energy and water management, first broadly and next by specializing on one domain, to address grand societal challenges, especially ~~n~~ climate change, but also resource depletion, and urbanization;
2. adopting a multidisciplinary approach that features social sciences, with an emphasis on governance, policy, law and management, against a natural science background;
3. from a global-local ('glocal') and a rural-urban ('rurban') perspective on sustainability, in an international classroom;
4. combining academic and professional competences, to not only research but also design, organize, manage and lead socio-technological change;
5. and doing all of this in an intensive one-year programme.

Following its vision and mission, the aim of the MEEM is to educate students towards becoming sustainability science professionals with the following profile:

A graduate of the MEEM qualifies as a sustainability science professional who focuses on researching, managing and governing socio-technical changes in the environmental, energy and water domains towards sustainable development of rural and urban regions. By analysing, designing, implementing and assessing processes in socio-technical systems, the graduate can address societal challenges, such as climate change, environmental pollution, resource depletion and social inequalities on various levels. The graduate applies a multidisciplinary perspective to contribute with a critical-analytical attitude towards a responsible development and use of technologies.

3.2. Final qualifications

Upon successful completion of the MEEM, the graduates will reach the following final qualifications[1]: 1. Expertise within and across MEEM domains

Graduates have interdisciplinary knowledge about the topics and trends in sustainability science, particularly in the domains of environmental, energy and water management and governance, and can further develop this knowledge.	
1.1	Graduates have knowledge of theories, methods, techniques and topical questions regarding the political, managerial, legal and regulatory aspects of resource use and governance in the MEEM domains.
1.2	Graduates are able to integrate knowledge from disciplines that relate to the MEEM domains; understand interrelationships in social-ecological and socio-technological systems, including, if relevant, spatial and digital dimensions.
1.3	Graduates are able to apply combinations of concepts, theories and tools from relevant disciplines to reason, evaluate, and design in real-life cases and specific contexts; to identify the barriers and enablers of change; and to assess the usefulness and feasibility of these concepts, theories and tools in real-life cases and various contexts.
1.4	Graduates are able to spot gaps in their own knowledge independently, and to revise and extend their knowledge through study.

2. Competence in doing research

Graduates can acquire new scientific knowledge through research. For this purpose, research means the development of new knowledge and insights in a purposeful and methodical way, aimed at socio-technical changes towards improved environmental, energy and water management and governance.	
2.1	Graduates are able to formulate research problems, taking the system boundaries into account, and to defend the formulation against involved parties.
2.2	Graduates are able to compose and execute a research plan by performing a literature review, collecting and analysing data, and making recommendations and designs towards fundamental understanding and/or case-related problem solving.
2.3	Graduates are able to independently assess research within the disciplines relevant to the MEEM domains on scientific value, and draw conclusions upon research as performed, and argue about their assessment and conclusions.
2.4	Graduates are able to deal with the changeability of the research process through (unforeseen) external circumstances or advancing insight, and are able to steer the process on the basis of this.

3. Competence in designing solutions

[1] Based on: Meijers A.W.M. et al, *Criteria for academic bachelor's and master's curricula* (4TU: 2005).

Graduates can design solutions, such as by challenge- and case-based recommendations or guidelines for the use of instruments or tools. Designing for this purpose means a synthetic activity aimed to solve problems or improve processes in socio-technical systems.	
3.1	Graduates are able to describe wicked problems that a solution is desired for, while taking account of the system boundaries, and to defend this description against the parties involved.
3.2	Graduates are divergent and flexible thinkers and have synthetic skills with respect to original and innovative design solutions to (case-related) problems, also in a challenge-based manner, involving a (SMART) design of action upon having engaged with and researched the challenge.
3.3	Graduates are able to formulate a design for action, programme, policy, project or recommendations for environmental, energy or water management and/or governance issues in their context, based on integrated knowledge.

4. Demonstration of a scientific approach

Graduates can apply a systematic approach, characterised by the development and use of scientific theories, models and coherent interpretations, demonstrate a critical attitude, and have insight into the social science and its relationship with technology and natural resources.	
4.1	Graduates are able to give a balanced answer that points out strengths and weaknesses also by comparison of existing theories existing theories, models or interpretations in the area of their graduation subject.
4.2	Graduates are skilled in understanding and modelling complex adaptive social-ecological and socio-technical systems, to critically choose between relevant analytical techniques, and to adapt such techniques for their own use.
4.3	Graduates have insight into the relationships between natural resources and socio-technical processes and have knowledge about current debates on these relationships.
4.4	Graduates have insight into (the current debates about) the scientific practice (research system, relation with clients, publication systems, the importance of integrity, providing proper credits and references, etc.) and are able to apply this in their own work.

5. Demonstration of basic intellectual skills

Graduates are competent in reasoning, reflecting, and forming a judgment. These are skills which are learned or sharpened in the context of disciplines relevant to the MEEM domains, and which are generically applicable from then on.	
5.1	Graduates are able to critically reflect based on experience and academic content to give meaning to their own thinking, decision making and acting and are able to adjust these on the basis of this reflection.
5.2	Graduates are able to recognise modes of reasoning (induction, deduction, analogy etc.) within the field and are able to apply these modes of reasoning.
5.3	Graduates are able to form a well-considered and reasoned opinion in the case of incomplete or irrelevant data, taking account of the way in which that data is collected or created.

6. Competence in cooperation and communication

Graduates can work with and for others as a change-agent in the endeavour of fostering sustainable development. This requires not only interaction, responsibility, and leadership, but also communication with academic and societal stakeholders.	
6.1	Graduates are able to communicate about their research and solutions to problems with academic and societal stakeholders. If and when relevant, they can do so by taking the role of change agent, actively contributing to communicating and cooperating towards fostering sustainable development in the MEEM domains.
6.2	Graduates demonstrate transversal skills such as self-discipline, enthusiasm, perseverance, self-motivation, as well as drive, reliability, commitment, accuracy, and independence.
6.3	Graduates are able to cooperate constructively as a member of a multi-disciplinary and international team to analyse and solve challenging, complex and wicked problems (be it local or global) in the MEEM domains.

7. Awareness of the temporal and social context

Graduates are aware of the social and temporal context of science and technology, and can demonstrate this awareness in their work, such as by considering their role as a change agent fostering sustainable development.	
7.1	Graduates are able to analyse and to discuss the social consequences of the new developments in MEEM domains with academic and societal stakeholders, and integrate these consequences in their scientific work.
7.2	Graduates can critically analyse and discuss the ethical and normative aspects in MEEM domains, as well as the consequences and assumptions of scientific thinking, and integrate these aspects in a well-considered and responsible way in their scientific work.
7.3	Graduates pay attention to and reflect on the different roles of professionals in society, such as being a change-agent for sustainable development, with a view on global citizenship and with an attitude of tolerance, openness, respect for diversity, and with intercultural understanding.

4. Assessment/examination

4.1. Final examination

The programme leads to one academic diploma, the Master of Science degree in Environmental and Energy Management. The Master of Science degree is obtained only upon successfully completing all the examinations of the study units, including the Master Thesis. The Master Thesis must be completed within a maximum period of three years. Failure to do so will require the student to start a new thesis topic

4.2. Assessment format examinations/tests

The examination format of each of the study units (courses) in the MEEM programme is shown in Table 1.

Examinations or tests can be held online. When a test or examination is held online by means of online surveillance or online proctoring, the examination board may lay down further rules and conditions for online (proctored) testing. See Article 3.2 of the (common elements of this) EER.

Because the MEEM belongs to the Faculty of Behavioural, Management and Social Sciences, it operates within the general rules on education and examinations as set by the University and the Faculty, the BMS Master EER. Specific regulations, procedures and requirements with respect to MEEM examinations are laid down in the 'exam regulations' in the study guide.

Article 3.3. of the BMS Master EER states that examination results are expressed in half grades from 1.0 up to and including 5.0 and from 6.0 up to and including 10.0 whereby: 1) Grades will only be rounded in the last phase of the assessment of the study unit/course; 2) The rounding is done in accordance with the following scheme:

Grade ≥ 5,00 and < 5,50	5,0
Grade ≥ 5,50 and <6,00	6,0
In case n≠5 Grade≥ n,00 and <n,25	n,0
Grade ≥n,25 and <n,75	n,5
Grade ≥n,75 and <(n+1),00	(n+1),0

Test results (within a study unit) are expressed in a grade from 1 to 10, with one decimal place, or as 'pass / fail'.

The duration of the programme is one year. With regard to the study units in the category of course work (so, excluding the Case Project and the Master Thesis), there is a maximum of two

opportunities to pass an examination or test: the regular examination or test and the re-examination or re-test.

An in-time, second opportunity to do an examination or test is available only in case of:

a. non-participation, with prior notification to the relevant lecturer, to the first examination or test, and
b. in case of obtaining a fail mark on the first examination or test opportunity.

When a student does not attend an (re-)examination or (re-)test without informing the lecturer beforehand, then this will nonetheless be classified as a valid examination or test opportunity.

An opportunity for a second re-examination or re-test in one specific course within the same year as the previous examinations or tests, is possible only when the involved student has, in that same year:

a. obtained a pass for all other study units,

b. in that same course failed both earlier examinations or tests, and when

c. it is evident that the student has made serious efforts at earlier examinations or tests.

A request for a second re-examination or re-test must be made with the examination board, within one month after the last examination or test result that satisfies the requirement of having passed all other study units is published in OSIRIS.

As regards a no-pass on a deliverable upon a summative assignment, a division is made between having to create a fully new deliverable (upon a new assignment), applicable to small/short assignments, and improving a failed deliverable upon one and the same assignment. In the course descriptions for each course further information is provided on which of the two options applies; if no specification is given, the option for small assignments applies. In all cases feedback is given on the failed deliverable.

If a study unit has been completed (i.e., passed with at least a 6.0 or with a ‘pass’) this assessment is final.

For each study unit, the relevant Osiris form will state if the final result is expressed in a grade or in a pass/fail judgment. By default, it is expressed in a grade. Exams of study units on the list of Personal Development courses are only concluded by a ‘pass/fail’ result.

In case of special (personal) circumstances, students may be allowed an extra opportunity than following from the above text to take an examination or test. To apply for this, the student must make a request, in writing, to the examination board of the programme. In the Case Project period and the Master Thesis, there is no second opportunity to repeat compulsory elements of these courses. Again, in case of special (personal) circumstance (beyond personal control, such as serious illness or accidents) the examination board and programme management will try to find a solution upon a student’s request.

The procedures for the part of the examination called “Master Thesis” are outlined in the specific manual ‘Guidelines for the Master Thesis’. The procedures described in this manual are assumed to be part of the Students’ Charter. To be able to start with the Master Thesis, all the

compulsory courses in quartiles 1 and 2, as well as the Research Proposal course should be successfully completed.

4.3. Period of validity of test results

In conformity with paragraph 3.9 of the common elements of the BMS Master EER, in MEEM, the validity of a result of a study unit has no time-limitation. The period of validity of an examination or test that was passed may only be limited if the tested knowledge or understanding is demonstrably outdated or the tested skills are demonstrably outdated.

4.4. Prerequisites / required sequence of interim examinations

To be able to start with the Master Thesis, all the compulsory courses in quartiles 1 and 2, as well as the Research Proposal course should be successfully completed.

4.5. Examination board

The examination board is the body that determines in an objective and expert manner whether a student meets the conditions set under the BMS Master EER concerning the knowledge, insight and skills required to obtain a degree. Members of the examination board are appointed by the dean of the faculty.

More information, including the most up-to-date composition of the examination board can be found at its website (Examination board). All information for students, examiners and educational support staff about the examination boards of BMS is published there, including their Rules and Guidelines, and the procedures and conditions for submitting a request.

4.6. Evaluation of education

The education in the programme is evaluated via the internal quality assurance system based on the Plan-Do-Check-Act cycle. This includes:

- Quarterly panel meetings involving all students, organized mid-quartile by the programme management
- End-of-course surveys filled in by students and evaluated by teachers
- Quarterly evaluation meetings by the programme management and all teachers to discuss the surveys and course-level improvements
- Annual evaluation meeting by the programme management and all teachers to discuss course- and programme-level improvements
- Programme Committee: For a detailed explanation see: Faculty Regulations | Home (utwente.nl)

5. Transitional arrangements

All students starting as of September 2025 need to follow the degree programme as described in section 1. The transitional arrangements apply to those students who started their degree programme in previous academic years. For all questions regarding study planning, the students should contact the study advisor.

5.1. Arrangements regarding changes in the 2019-2020 curriculum

In the 2020-2021 curriculum, the Master Thesis stage consists of 18 EC (15+3). Before September 2019 this was 20 EC. Students from older cohorts (i.e., 2018-2019 and earlier curricula) who are yet to finalise the master thesis should still put an extra 2 EC (56 hours) into their master thesis in order to graduate successfully.

Alternatively, to the above arrangements, students from older cohorts may also choose subunits of study from the list belonging to the Personal Development Electives course (of 4 EC) to count up to a total of 60 EC.

6. Other topics

6.1. Graduation with distinction

If upon sitting the final master's examination, the student has shown evidence of exceptional capability, 'cum laude' will be recorded on the degree certificate.

A student is considered to have exceptional capability if each of the following conditions is met:

- **a.** all requirements for completion of the Master programme have been fulfilled;
- **b.** the non-weighted average grade for the coursework (not including the Master Thesis and study units that are assessed using 'Pass' or 'Fail') is 8.0 or higher;
- **c.** in the determination of this average, the study units that were not evaluated with a numerical grade or for which an exemption was granted are not considered;
- **d.** for the units of study that are assessed using grades, the minimum grade is a 7.0, and on no more than 2 units was the final grade a 7.0 or 7.5.
- **e.** no graded work was re-done in an official re-sit.
- **f.** the grade for the Master Thesis is 9.0 or higher;
- **g.** the programme is completed within a period of 15 months;
- **h.** the student has not committed fraud during the entire duration of the programme, as evidenced by the Fraud Registry of the examination boards of BMS.

In exceptional cases, the examination board may grant the designation of 'cum laude' if the criteria mentioned above have not been fully met. Refer to the rules and regulations of the examination board for further information Rules and Guidelines Examination boards BMS | Examination boards BMS (utwente.nl). Requests should first be discussed with the study advisor.

6.2 Overview of Changes

PSP Section	Change
2.1. Content and Structure	"Examination" column is revised to match the examination methods with those included in the Assessment Plan
2.3. Programme-specific characteristics	Curriculum components (course work, specialisation and personal development) and their descriptions are revised to improve clarity.

2.5. Joint/double degrees	The double degree programme with UNPAD (Indonesia) is dormant for several years, with very little chance for revival. therefore this section is removed.
4.3. Period of validity of results	As part of the faculty-level revision, the sentence that states that “tests within a study unit are valid only within the academic year in which they were obtained” is removed.
4.6. Evaluation of education	“the quarterly evaluation meetings” are added, which involve the teachers and programme management. We also added an explanation to each evaluation activity to provide more clarity about the role of different stakeholders.