Teaching and Examination Regulations

Master International Supply Chain Management

Academic Year 2026-2027 (1 September 2026 – 31 August 2027)

CREATING MEANINGFUL EXPERIENCES

Academy for Built Environment & Logistics
1 september 2026

Breda University OF APPLIED SCIENCES

TER Master International Supply Chain Management 2026-2027	
Academy	Academy for Built Environment & Logistics
Study programme(s)	Master International Supply Chain Management (full-time and part-time)
Date of consent/advice from degree programme committee	18-06-2026
Date of approval by academy director	18-06-2026
Date of adoption by CvB	23-06-2026
Based on the general TER Framework for HBO master's programmes 2026-2027	
Date of proposed decision to adopt general framework by CvB	28 October 2025
Date of consent to general framework from MR	02 December 2025
Date of adoption of general framework by CvB	09 December 2025

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Chapter 1 General

Article 1.1 Definitions

In these regulations, the following is understood to mean:

(Academic) results	A collection of results as registered by the examiner or examiners. This collection is recorded in student progress monitoring system Osiris.
Academic year	The period that starts on 1 September and ends on 31 August of the subsequent year, as referred to in WHW article 1.1 under k. An academic year comprises 60 ECTS credits (1,680 hours).
Academy	Organisational unit as referred to in WHW article 10.3a WHW, within which one or more study programmes are offered.
Academy director	Leading officer of an academy. The academy director is ultimately responsible for the day-to-day running of an academy by virtue of the duties and powers mandated by the Executive Board.
Assessment	A specific examination in which the student receives a realistic professional assignment and/or performs professional activities, enabling the assessor to determine the extent to which the student has mastered the competencies and/or sub-competencies.
Board of examiners	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which determines objectively and expertly whether a student meets the conditions set out in the TER with regard to the knowledge, understanding and skills required to obtain a degree. Every study programme or group of study programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.
Competency	Knowledge, skills and attitude according to the exit qualifications of a study programme.
Competency-based education	A type of education in which the exit qualifications are expressed in terms of competencies.
Course	A component of a programme that is concluded with an examination. The study load of a course is expressed in whole ECTS credits.
Curriculum	A group of related courses, including assessment/marking standards.
Declaration of invalidity	Qualification of an examination that is not assessed or that cannot be assessed.
Degree certificate	A certificate issued by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, stating that the final exam of a programme has been successfully completed.

Degree programme committee	A participation body established for each programme or group of programmes as referred to in WHW article 10.3c, which has the right of consent and the right to prior consultation with regard to parts of the TER. For more information, see the BUas Participation Council Regulations.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing insight into the nature and content of the completed study programme, partly in connection with the international recognisability of the study programme(s). The supplement is drawn up in the English language and complies with the standard European format.
ECTS credit	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
Examination	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.
Examinations Appeals Board (Dutch abbreviation: CBE)	A judicial body established under WHW article 7.60 to which the student may appeal against decisions as listed in WHW article 7.61.
Examiner	A member of staff, as well as experts from outside the institute, appointed by the board of examiners to administer examinations and determine their results, as referred to in article 7.12c paragraph 1 of the WHW.
Executive Board	The governing body of *Stichting* Breda University of Applied Sciences, as referred to in article 10.2 of the WHW in conjunction with articles 3 to 5 inclusive and article 7 of the articles of association of *Stichting* Breda University of Applied Sciences.
***Extraneus* student**	A person, as referred to in WHW article 7.36 who is enrolled at BUas with only the right to take examinations and final exams. An *extraneus* student does not have the right to attend education.
Final exam	The collection of successfully completed examinations in the courses belonging to the programme, possibly supplemented by an assessment of the student's knowledge, understanding and skills, conducted by one or more examiners appointed by the board of examiners.
Full-time programme	A programme that is organised without taking into account the performance of activities other than educational activities. Activities in the form of placements are part of the study programme and can earn ECTS credits.
Further previous education requirements	Further requirements, as referred to in WHW article 7.25, in addition to the previous education requirements that the applicant must meet for admission to a study programme in higher education.

HBO master's programme	An HBO study programme as referred to in article 7.3a paragraph 2b and/or article 7.3b paragraph b of the WHW. Also see: study programme.
Institute	Breda University of Applied Sciences.
Intended learning outcomes (ILOs)	Intended Learning Outcome (ILO): Statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience. ILOs can be formulated at different aggregation levels: Graduate ILOs, Programme ILOs, and Unit ILOs.
LMS	Learning Management System (Brightspace, formerly CL Learning)
Management team	Staff members of an academy who are responsible for academy policy and have been appointed by the Executive Board for this purpose. For more information, see BUas Participation Council Regulations.
Osiris	The Student Information System.
Participation council	An independent body, as referred to in WHW article 10.17. Half of this body consists of elected staff members and the other half of elected students. For more information, see BUas Participation Council Regulations.
Part-time education	A study programme, as referred to in WHW articles 7.7 and 7.27, which is structured in such a way that the student can carry out certain professional activities in addition to the educational activities.
Programme code	Code by which the programme is officially registered in the Dutch Institutions and Programmes Register (Dutch abbreviation: RIO).
Retention schedule	The schedule that specifies how long the institute is required to retain archival documents.
RIO	*Registratie Instellingen en Opleidingen*: Dutch Institutions and Programmes Register.
Semester	A continuous period of 30 ECTS credits.
Student	A person enrolled at BUas, as referred to in WHW article 7.32.
Student counsellor	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
(Study) coach/mentor	A staff member within the programme who has the task of providing coaching and guidance to students.
Study load	The study load expressed in ECTS credits, ad referred to in WHW article 7.4 paragraph 1.
Study programme	A cohesive set of courses, as referred to in WHW article 7.3.

Supplement	Supplement to the degree certificate as referred to in WHW article 7.11 paragraph 4. The supplement will include, among other things, the list of marks.
WHW	The Dutch Higher Education and Research Act, including amendments.
WO master's programme	A WO master's programme as referred to in WHW article 7.3a paragraph 1b. Also see: study programme.

Article 1.2 General Provisions

1 Breda University of Applied Sciences (hereinafter BUas) has a Students' Charter, in accordance with article 7.59 of the WHW, which has been adopted by the institute's Executive Board with the approval of the participation council. The Students' Charter consists of an institute-specific part and a programme-specific part. The institute-specific part is included in a separate document. The Teaching and Examination Regulations (TER) are part of the study programme-specific part of the Students' Charter.

2 The Teaching and Examination Regulations will comply with the rules and regulations of the 'TER Framework for Master's Programmes'. The date of adoption of the TER Framework by the Executive Board and the date of consent by the participation council are listed in the status table on the cover page of the TER.

3 The Teaching and Examination Regulations will be approved by the academy director in accordance with article 8.1 of these regulations.

4 The academy director will ensure an annual evaluation of the Teaching and Examination Regulations and, for the purpose of monitoring and, if necessary, adjusting the study load, will consider the resulting time commitment for the student (article 7.14 of the WHW).

5 The manner of implementation of the Teaching and Examination Regulations will be evaluated by the degree programme committee. The degree programme committee will present the results of its evaluation to the academy director.

6 The original Dutch version of the Teaching and Examination Regulations will prevail over the English translation.

7 The provisions of these regulations will be legally valid only if and insofar as they do not conflict with the provisions of or under the WHW.

Article 1.3 Applicability

1 These Teaching and Examination Regulations apply to the academic year of 2026-2027, which runs from 1 September 2026 up to and including 31 August 2027.

2 The TER, as referred to in section 1 of this article, will apply to all students who are enrolled on a study programme as mentioned in section 5.

3 The term 'study programme', as mentioned in section 2, refers to all forms of this programme as registered in RIO.

4 If, on 1 September of the academic year, the decision-making process regarding the Teaching and Examination Regulations of that academic year has not yet been finalised, the Teaching and Examination Regulations of the previous academic year will remain in force until the decision-making process has been finalised.

5 These Teaching and Examination Regulations lay down the rights and obligations of students of the programme(s)

Master International Supply Chain Management

Programme code: 49307
Degree (in full): Master of Science
Degree (abbreviation): MSc

as well as the resulting obligations of the Executive Board, the academy director, the board of examiners, the degree programme committee, and the staff of the programme(s).

6 Where these Teaching and Examination Regulations refer to students, it also applies to extraneus students, unless otherwise specified.

7 Where these Teaching and Examination Regulations refer to the student counsellor, this means one of the student counsellors within the relevant academy.

8 Where these Teaching and Examination Regulations refer to course, this should be read as, among other things, course, project, training session, module, workshop, or learning arrangement.

9 Where these Teaching and Examination Regulations refer to examination, this should be read as examination, partial examination, assignment, assessment, or competency examination.

10 Where these Teaching and Examination Regulations refer to board of examiners, this means the board of examiners of the student's own master's degree programme.

11 Where these Teaching and Examination Regulations mention 'communicated to students' or 'students will be informed', this means communicated by e-mail (to the institute's e-mail address), internet, portal, LMS, Osiris, in writing or orally.

12 These Teaching and Examination Regulations contain several references to other regulations. These other regulations can be consulted via the portal/internet, unless otherwise stated.

13 Where these Teaching and Examination Regulations refer to International Supply Chain Management, this should be read as Supply Chain Management and vice versa.

Article 1.4 Rules of Conduct

WHW article 7.57h

1 To maintain proper conduct within BUas, the Executive Board has established codes of conduct and disciplinary measures for students. These rules are included in the Students' Charter.

2 Without the written permission of the lecturer, it is forbidden to digitally record, copy and/or distribute (parts of) lectures.

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

At an institute-wide level, the following surveys/evaluations are conducted regularly to monitor quality and satisfaction.

Research group	Survey/evaluation name	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with programme, lecturers, facilities, environment, etc.	Benchmark NL, 1x per 2 years, specific BUas questions
Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with programme, alignment between education and work, etc.	Benchmark NL, possibility to add our own questions
Drop-outs	Exit survey	Every year	Autumn	Reasons to quit, study choice, expectations, future plans, etc.	

1.5.2 Academy-specific

Within an academy, the academy director is responsible for the quality of education. Academies have the freedom to organise their own quality assurance systems, within the institute-wide frameworks, and tailor these to the specific features of education within the academy concerned. Every year, the academies draw up an annual report on educational quality. All degree programmes are covered in the annual report. The annual report provides insight into the quality, quality policy, and improvement actions within the academy and its study programmes.

Chapter 2 Admission Requirements

Article 2.1 Admission Requirements Related to Previous Education

2.1.1 General admission requirements

WHW article 7.30

1 For enrolment on a master's programme in academic education or a master's programme in higher professional education, the following admission requirement applies:
- a Possession of a bachelor's degree in academic education or a bachelor's degree in higher professional education; or
- b Possession of knowledge, understanding and skills at the level of a bachelor's degree in academic education or a bachelor's degree in higher professional education.[1]

2 In addition to the requirements referred to in the first section, the Executive Board may establish qualitative admission requirements. These requirements are set out in article 2.1.2.

3 The Executive Board will admit those who meet the requirements to a master's programme. To this end, the prospective student will go through an admissions procedure, see Admission procedures master programmes.

4 If the Executive Board has set a maximum number of persons who may enrol for the programme, an additional admission requirement is that this number may not be exceeded by admissions. Article 2.1.2 states whether or not a maximum number has been set for the master's programme.

2.1.2 Qualitative admission requirements

1 In addition to the general requirements mentioned in article 2.1.1, the prospective student must also meet the requirements mentioned in Chapter 6 of Admission Procedures for Master's Programmes (see article 2.1.1, section 3).

2 A maximum number of 40 students has been set for the master's programme[2].

2.1.3 Exemption from admission requirements (related to previous education) based on other diplomas

1 The Executive Board will grant exemption from the admission requirements specified in article 2.1.1 to anyone holding a diploma, whether or not issued in the Netherlands, that is at least equivalent to the admission requirements specified in article 2.1.1.
FC&S Student Office will make this decision as authorised by the Executive Board.

2 Students who are admitted on the basis of the provisions of section 1 of this article will also be subject to the requirements as included in article 2.2.

[1] Admission without a bachelor's degree is only possible if there is a procedure that has been established by the Executive Board, see article 2.1.4.
[2] As soon as the maximum has been set, this information will be published at www.buas.nl.

2.1.4 Admission in cases where the prospective student does not hold a bachelor's degree (article 2.1.1 section 1b)

Not applicable.

Article 2.2 Language Test for Students with Previous Education Completed in a Non-Dutch Educational System (who will be attending English-taught education)

1 The prospective student does not have to take an English language test to be allowed to attend an English-taught programme at BUas if one of the following conditions is met:

- the prospective student, regardless of nationality, has completed a programme in one of the following countries where the language of instruction was English: Australia, Canada (excluding Quebec), Ireland, New Zealand, United Kingdom, and the United States.
- the prospective student, regardless of nationality, has obtained a diploma included in the Nuffic List of Diplomas. This also includes having taken an exam in the subject of English.
- the prospective student meets the previous education requirements based on a regionally accredited US High School diploma, an International Baccalaureate (IB) diploma, GCE A(S) level certificates issued by AQA, Pearson, OCR or Cambridge, or the European Baccalaureate certificate (English language 1 or 2).

2 The prospective student who does not meet one of the conditions mentioned in section 1 must, in order to be allowed to attend an English-taught master's programme at BUas, have obtained the corresponding minimum score on one of the following tests:[3]

- **IELTS academic test**
  The minimum score to be obtained is:
  - total score 6.0
  - speaking score 6.0

- **TOEFL iBT test**
  The minimum score to be obtained is:
  - internet-based (iBT) 4.5
  - speaking skills 4.0

- **Cambridge English Qualification results** (B2 First, C1 Advanced, or C2 Proficiency)
  The minimum score to be obtained is:
  - total score 169
  - speaking score 169

- **Pearson PTE academic test**
  The minimum score to be obtained is:
  - total score 61
  - speaking score 61

- **LanguageCert academic test**
  The minimum score to be obtained is:
  - total score 65
  - speaking score 65

[3] Only tests administered at a test location.

3 In deviation from the provisions of section 2, the following minimum scores apply to students choosing the Master of Science Leisure and Tourism Studies:

- **IELTS academic test**
  The minimum score to be obtained is:
  - total score 6.5
  - speaking skills 6.0
  - reading skills 6.0
  - writing skills 6.0
  - listening skills 6.0

- **TOEFL iBT test**
  The minimum score to be obtained is:
  - internet-based (iBT) 90
  - speaking skills 20
  - reading skills 20
  - writing skills 20
  - listening skills 20

- **Cambridge English Qualification resultaten** (B2 First, C1 Advanced, or C2 Proficiency)
  The minimum score to be obtained is:
  - Total score 180
  - Speaking skills 169

- **Pearson PTE academic test**
  The minimum score to be obtained is:
  - total score 61
  - speaking score 61

- **LanguageCert academic test**
  The minimum score to be obtained is:
  - total score 65
  - speaking score 65

Chapter 3 Content and Structure of the Programme

Article 3.1 Objective of the Study Programme and Competencies

The objective of the master's programme of International Supply Chain Management is to ensure that graduates meet the professional competencies pertaining to the study programme (see appendix 2).

Article 3.2 Mode of Delivery

WHW article 7.7

The master's programme is delivered in a full-time mode and in a part-time (executive) mode.

Article 3.3 Language

WHW article 7.2

1 Teaching and examinations are in English; the use of the English language is subject to a code of conduct (appendix 1).

2 Due to the nature of global trade and the associated flow of goods, supply chains do not stop at national borders and are, by definition, international in nature. The field requires professionals who can operate within organisations where English is the working language, or where communication frequently takes place in English. Although the majority of students will go on to work for large international companies, this applies equally to small and medium-sized enterprises involved in import and export, and/or in the procurement and distribution of goods across national borders. Furthermore, the academic literature in the field of supply chain management is dominated by English-language publications.

The national and international labour market shows a consistently high demand for graduates with a master's degree in supply chain management. For this reason, the programme is open to international students with a relevant bachelor's degree.

This master's programme cannot be delivered without international lecturers, who make up approximately 50% of the teaching staff within this programme and who meet the specified requirements regarding English language proficiency. The qualitative and quantitative dependence on international lecturers is partly due to a shortage in the Dutch labour market.

The programme has complied with the CeQuInt certification framework.

The above forms the basis for the choice of English as the language of instruction for this master's programme, in accordance with the BUas Language Policy. Both lecturers and students must meet minimum requirements regarding their respective language levels: C1 for lecturers and B2 for students. The policy aims to support lecturers in achieving the C2 level should they not yet have attained it.

Students' smooth transition into the programme is facilitated through social activities and collaborative team assignments, which offer students the opportunity to further develop their oral and written English skills. This contributes generally to the improvement of academic outcomes. BUas also offers Dutch language courses in which international students can participate.

4 In order to maintain and strengthen students' language skills and international competencies, the following facilities are available:

- Basic Dutch language courses and training in Dutch culture and society for international students, to support their integration and inclusion;
- Dutch language courses for Dutch-speaking students to improve their language skills;
- English language courses, to ensure that all students have a minimum level of English language proficiency, so that they can communicate and participate in our community;
- Courses to improve students' English, to ensure professional competence in international settings;
- Additional language support for other relevant languages, particularly those related to the sectors in which BUas operates.

Article 3.4 Scope and Duration of the Master's Programme

WHW article 7.4

1 The master's programme corresponds to 60 ECTS credits and is concluded by means of a final exam. One ECTS credit represents 28 hours of study.

2 The standard duration of the master's programme is one year for the full-time programme (study load Of 1,680 hours).

3 The standard duration of the master's programme is two years for the part-time programme (study load of 1,680 hours, equally distributed across two years).

Article 3.5 Structure of the Programme

3.5.1 General

The curriculum of the master's programme is included in appendix 3.

3.5.2 Graduation

1 The master's programme offers one graduation opportunity.

2 The graduation opportunity for the September 2026 intake of the full-time programme is July 2027; any resit will take place in August 2027 and will be communicated to students via the LMS (Brightspace) prior to the graduation opportunity.

3 The graduation opportunity for the September 2026 intake of the part-time programme is July 2028; any resits will take place in August 2028.

4 If the graduation project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.

Article 3.6 Transitional Arrangement Related to Curriculum Changes

If any changes occur in the curriculum, the board of examiners will determine a transitional arrangement for this. If necessary, it will also determine how to deal with any changes in the assessment standards of the curriculum. The provisions of article 5.3 section 5 will also be taken into account. See appendix 5.

Article 3.7 Extra Master's Fee upon Delayed Degree Completion

1 A master's programme has two graduation moments/opportunities, see article 3.5.2.

2 If a student fails to graduate at the specified times (or does not make use of these opportunities), the student may request an extension of their enrolment period from the programme's management team.

3 The programme's management team will determine the duration of the extension. The extension includes at least one graduation opportunity. There are costs associated with the extension, see the Tuition Fee Regulations.

Hoofdstuk 4 Student Guidance and Academic Progress

WHW article 7.13 paragraph 2u and article 7.34 paragraph 1e

Article 4.1 Student Guidance

This article does not apply to *extraneus* students.

1 The programme has a system of individual student guidance in place. Student guidance is aimed at preventing and identifying study-related problems, and at offering support to solve them.

2 If desired or necessary, notes of talks between a student and a supervisor, as part of student guidance, can be recorded in Osiris.

3 The registration of data related to student guidance will be in compliance with the provisions of Privacy Regulations for Students (https://www.buas.nl/regulations/privacy-regulations-students.pdf); these regulations are part of the Students' Charter.

Article 4.2 Student Guidance within the Academy / Programme

At the beginning of the academic year, a study coach will be assigned to each student. This study coach will supervise the search for a suitable graduation assignment, with the student remaining responsible for the search process. In most cases, this study coach will at a later stage also act as graduation supervisor on the part of BUas. Both study coach and student can take the initiative to discuss the student's academic progress with each other.

Article 4.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances[4] are understood to mean :

- board activities
- illness or pregnancy
- disability or chronic illness
- exceptional family circumstances
- other circumstances affecting a student and that are deemed exceptional by the Executive Board (including top-level sports)

[4] See Student Support Fund Regulations for more detailed information.

Article 4.4 Personal Circumstances and the Student Counsellor's Role

1 If the student believes that personal circumstances, as mentioned in article 5.3, have (had) an influence on their study results, they should report and discuss these circumstances with the student counsellor as soon as possible after they have arisen. A supporting explanation may be requested, such as a medical or psychological statement**.** If such a circumstance is likely to influence a decision of the board of examiners, this circumstance should in any case be known before the board of examiners makes its decision.

2 The student counsellor of a degree programme or group of programmes may provide solicited and unsolicited advice to the board of examiners.

Article 4.5 Studying with a Functional Limitation[5]

1 In this article, functional limitation refers to a disability or chronic illness that may cause a student to fall behind schedule in their studies.

2 A student with a functional limitation may be given the opportunity by the board of examiners or the student counsellor to attend courses and take examinations in a modified manner. The facilities available for this purpose consist of a modified type or duration of courses and/or examinations, or the provision of and/or permission to use practical aids, all tailored to the student's specific individual situation. Also see LMS for more information.

3 The student should discuss this with a student counsellor of the programme as soon as possible after enrolment on the programme or after the functional limitation has occurred. Depending on the facilities required, a request may be dealt with immediately by the student counsellor or the request should be forwarded to the board of examiners with a recommendation from the student counsellor:

a. Practical aids: this is decided by the student counsellor;[6]
b. Extra time for an examination: this is decided by the student counsellor, assuming an extension of one-third of the examination time up to a maximum of one hour;
c. Type of examination: this is decided by the board of examiners. To this end, the student will submit a substantiated request, including a recommendation from the student counsellor, to the board of examiners.

4 A reasoned decision will be communicated to the student in writing (or via Osiris). If the decision is made by the board of examiners, the decision will also be communicated to the student counsellor.

5 In principle, the facilities will apply to the entire enrolment within BUas, unless the board of examiners determines otherwise.

6 The student who falls behind schedule in their studies due to their functional limitation may submit a request for financial support from the Student Support Fund of BUas.

[5] For more information, see the BUas website (www.buas.nl)
[6] The student counsellor will coordinate with the Exam Centre whether the use of a practical aid is feasible

Article 4.6 Registration of Academic Progress

1 The academy will ensure that the students' academic results are carefully and accurately recorded by means of the student progress monitoring system Osiris.

2 Students themselves will be responsible for regularly checking their academic results in the student progress monitoring system Osiris. Students should report any inaccurate or incomplete information in the system to the lecturer concerned.

3 The registration of data related to academic progress will be in compliance with the provisions of the Privacy Regulations for students (https://www.buas.nl/regulations/privacy-regulations-students.pdf.

Chapter 5 Examinations

Article 5.1 Organisation of Examinations

WHW article 7.10 paragraph 1

1 Each course concludes with an examination. The examination may consist of several partial examinations.

2 For the purpose of conducting the examinations and determining their results, the board of examiners will appoint one or more examiners. The examiner will provide the board of examiners with the requested information, for which purpose they may be invited to the meeting. The board of examiners establishes rules with regard to the proper conduct during examinations, see article 5.6. In a competency examination, the examiner is referred to as assessor.

3 Each examination comprises an assessment of the student's knowledge, understanding and/or skills, as well as the evaluation of the results of that assessment.

4 An examination may take place through an assessment, written or oral questions, a reflection of one's own performance, a study task or assignment, a paper, the performance of practical activities, a thesis, a research report, a placement report, the completion of placement assignments, practicals or fieldwork, or a combination of these.

5 In special cases, the board of examiners is authorised to allow an examination format other than the one determined by the examiner. This authority includes the decision to hold examinations online/digitally.

6 At the beginning of each course, the following will be communicated in writing:
- a the course content (subject matter),
- b the learning goals,
- c the study load (number of ECTS credits) and the accompanying substantiation,
- d the form of the examination or partial examinations,
- e the sequence in which the partial examinations have to be taken (if applicable),
- f any aids permitted during the examination,
- g the assessment criteria of examinations or partial examinations,
- h the manner in which inspection of the assessed work is allowed,
- i the choice made by the lecturer regarding the use of AI (appendix 6).

7 The examination of a course has been passed if:
- a the examination has been assessed with a mark of 5.5 or more, with 'sufficient' or more, or with a 'pass' (also see article 6.8.1),
- b the weighted average of the results obtained for the partial examinations is at least 5.5, with a minimum mark of 4.5 for these partial examinations. In consultation with the board of examiners, the lecturer may decide to set a higher minimum mark (of no more than 5.5) for a particular examination or partial examination,
- c the course requirements, specified in advance, have been fulfilled.

8 Once the examination or partial examination has been taken, the result for it will be registered in the student progress monitoring system Osiris.

Article 5.2 Sequence of Examinations

1 Students may only start the Research Proposal course if they have completed four or more courses of the first semester with at least a 5.5 and if the graduation topic and graduation host company have been approved by the graduation coordinators.

2 For the continuation of the Thesis, a satisfactory assessment of the Research Proposal course (at least a 5.5) is required, unless the graduation coordinators see grounds to deviate from this.

Article 5.3 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraphs 2h and 2j

1 At least two opportunities are offered annually for taking examinations.

1 A student will be allowed to participate in no more than two opportunities per academic year.

2 The opportunities mentioned in section 2 are inclusive of 'GKs' (Dutch abbreviation of 'missed opportunities'). See article 5.5 section 1.

3 A second or subsequent examination during the same academic year is comparable in test format and subject matter to the first examination. The board of examiners is authorised to offer a student (whether or not on the advice of the examiner/student counsellor/study coach) a different form of examination after a number of opportunities determined by the board of examiners have been used, but assessed as insufficient. The subject matter should be the same as that of the previous opportunities.

4 If a course is no longer offered, the student will be offered two more opportunities to take the corresponding examination or partial examination in the subsequent academic year. The provisions of section 4 also apply in this respect. The board of examiners has the authority to extend this period. This is laid down in the transitional arrangement, see article 3.6.

5 A student may resit any examination, regardless of the result obtained and taking into account the provisions of section 2. The highest result obtained will count.

6 Contrary to section 6, it is not possible to retake a test or examination that is part of a composite exam that the student has already passed.

8 Contrary to section 6, this resit option does not apply to the final exam concluding the study programme if a 5.5 or higher has been obtained for it.

Article 5.4 Registration for Examinations and Resit Examinations

5.4.1 Regular registration

1 Timely registration for examinations, in whatever form, is compulsory for all students and a prerequisite for being awarded an assessment in Osiris. Students are automatically registered for the first opportunity of an examination or partial examination at the time when the course is offered in the curriculum. For every subsequent opportunity, regardless of what year of study the student is in, students themselves will be required to register for a resit examination.

2 Registration for a written resit examination will be open until 5 working days before the Monday of the week in which an examination or examination period starts.

3 Registration for all other resit examinations (for example, but not exclusively: assignments, presentations, etc.) will be open throughout the relevant semester.

4 Students will be notified of this via the LMS at the beginning and at the end of a registration period for resit examinations.

5 If a person is not enrolled as a student (any more), but still takes part in an examination or resit examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.

6 If registration for a resit examination has not been possible due to personal circumstances, the student may request the board of examiners to be given the opportunity to register after all.

7 If it turns out that registration for a resit examination was impossible due to technical problems in Osiris, the registration period will be adjusted by the management team of the academy.

5.4.2 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which they have previously registered (or were registered automatically) during the period when registration for this examination is open (see article 5.4.1 section 2).

Article 5.5 Inability to Take an Examination

1 If a student has (been) registered for an examination via Osiris but does not actually take it, a 'GK' (missed opportunity) will be registered as a result for this examination.

2 If the inability to take an examination, as referred to in section 1, according to the student, was caused by force majeure, the student may submit a request to the board of examiners for an additional opportunity.

3 If the board of examiners is of the opinion that force majeure[7] applies, the student must take part in the next opportunity for this examination. If no further oppportunity for this examination is offered in the current academic year, an additional opportunity will be offered by the board of examiners.

Article 5.6 Examination Regulations

1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before the start of the examination. If this check reveals that the name of a student does not occur on the attendance list (which means that the student did not register for the examination via Osiris), this student will not be admitted to the examination.

2 If a student is unable to present an identity document, this student will not be admitted to the examination and a missed opportunity ('GK') will be entered into Osiris.

[7] Public transport delays, traffic jams, etc. are not regarded as force majeure.

3 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.14).

4 Several additional rules apply to written examinations. These are included in the Examination Regulations (https://www.buas.nl/regulations/examination.pdf).

5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.

6 An individual oral examination is taken in the presence of at least two examiners, one of whom will act as the first examiner, who is so designated by the board of examiners (or its chair). The examination may also be held in the presence of one examiner, who in this case will record the oral examination.

Article 5.7 Assessment of Examinations

5.7.1 General

1 Examinations are assessed by the relevant examiner in accordance with the assessment criteria published in advance.

2 An external expert, also referred to as external examiner at BUas, may give an assessment if this person has been appointed as examiner by the board of examiners. To appoint an external expert as examiner, the board of examiners uses a profile drawn up by the institute (see Regulations pertaining to Boards of Examiners).

3 If the board of examiners has decided that external experts (e.g. supervisors of the placement or thesis host company) are to be involved in the assessment, a description will be made of the way in which this is done.

4 One or more of the following assessment criteria applies:
- a the execution of a study task or assignment (in terms of quantity),
- b the extent to which the specific criteria for the study task or study assignment have been met (in terms of quality) – for example, the extent to which the questions have been correctly answered, the degree of participation in carrying out the study task or assignment as part of a group,
- c the degree of participation in practicals or practical exercises; this criterion applies only to the assessment of examinations or partial examinations belonging to courses or parts of courses designated as practicals with mandatory attendance, as announced at the start of the course (see article 5.1).

5 The assessment of each examination is expressed in a numerical mark or a verbal qualification. For more information, see appendix 4.

6 If an examination consists of several partial examinations, the relevant ECTS credits will only be awarded once all partial examinations have been completed successfully, taking into account any compensation arrangements. All results for the partial examinations will be recorded in Osiris.

5.7.2 Assessment of placements and practical assignments

1 The Master International SCM has compulsory individual practical assignments within the framework of the Research Proposal course and the Thesis. The practical assignment for the Research Proposal course will take place at the graduation host company.

2 For the Contextual Company Analysis component of the Integrated Supply Chain Cases course, there is the possibility of completing an individual practical assignment.

3 Students will pass the practical assignment if they have obtained at least a 5.5 for the course of which the practical assignment is part.

4 If, due to circumstances, another graduation host company and another graduation assignment must be chosen for the Thesis, the result obtained for the Integrated Supply Chain Cases course and Research Proposal course will continue to be valid.

5.7.3 Assessment of graduation internships/projects/theses

1 Students will write a thesis and a leadership report to conclude the degree programma.

2 After handing in the thesis, a first assessment will be conducted by the graduation supervisor and the chair of the assessment committee for written, editorial and master's quality. The outcome will be communicated to the student in writing.

3 After a satisfactory outcome of the first assessment, the student will present and defend the thesis before an assessment committee consisting of the chair, the graduation supervisor and the external examiner.

4 The assessment of the presentation and defence will be determined by the assessment committee. If the committee is unable to reach an assessment, the chair will determine the assessment.

5 An assessment result of 5.5 or higher will be awarded with 18 ECTS credits, provided that all the required components have also been successfully completed.

6 An assessment result of 4.5 or 5.0 will result in a second opportunity, in which the student is given a chance to rewrite their thesis.

7 If the assessment result is lower than 4.5, the student will have to do an entirely new assignment for a new graduation host company.

8 All relevant information about processes, deadlines and assessment forms can be found in the Graduation Manual (see LMS).

Article 5.8 Announcement of Examination Results

WHW article 7.13 paragraph 2o

1 The examiner will determine the result of an examination and will enter this (provisional) result in Osiris within ten working days after the examination date. This provisional result can then be consulted in Osiris. If necessary, the provisional result can be adjusted upwards or downwards.

2 The academy director may, if there is reason to do so, deviate from the period mentioned in section 1. Any such deviation must be communicated to the student in a timely manner.

3 The programme staff will ensure that the result of an examination is finalised (confirmed) in Osiris within 5 working days after the inspection of an examination (see article 5.10). This means that the results are confirmed no later than 25 working days after the examination date. Finalised/confirmed examination results can only be adjusted upwards or downwards through the board of examiners.

4 The provisional result of an examination must be announced three full working days before the second opportunity. If this deadline is not met, the second opportunity will be postponed to a date to be determined by the academy director. In this process, article 5.10 section 1 must be taken into account. Any such deviation must also be communicated to the student in a timely manner.

5 If any second assignment is a continuation of a previous assignment, the results of the first assignment must be announced before the deadline for handing in the second assignment.

Article 5.9 Period of Validity

Examination results do not lose their validity. This does not affect any possible changes to the curriculum or the transitional arrangements applicable thereto.

Article 5.10 Inspection

1 Students will have the right to inspect their written examinations, assessments and the standards on which assessment was based within 10 working days of the announcement of the provisional examination results. The right to inspect must be granted no later than 3 working days before the second examination opportunity is scheduled. The inspection moment is determined by the lecturer or scheduled by the programme staff.

2 If a student can demonstrate that they were in a situation of force majeure which rendered them unable to attend the regular inspection opportunity within the set period of time, this student may be offered an alternative opportunity within the scope of the provisions of section 1 of this article.

3 If there is any reason to do so, the board of examiners may decide to deviate from the provisions in section 1. Any arrangements to the contrary must be communicated to the students in a timely manner.

4 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.14).

Article 5.11 Appeal Options

WHW article 7.61

1 If a student disagrees with a decision of an examiner and/or the board of examiners as referred to in WHW article 7.61, this student may appeal against that decision to the Examinations Appeals Board (CBE) of BUas, as referred to in article 9.2.

Article 5.12 Individual Exemptions

5.12.1 Exemptions from examinations

WHW article 7.13.2r

Not applicable.

5.12.2 Assessment frameworks applied by the board of examiners in granting exemptions

Not applicable.

Article 5.13 Emergency Procedure

In the event of an emergency, all those present must follow the instructions of BUas staff. If an examination takes place at that time, it will be declared invalid. Examinations already submitted will not be assessed. A new examination will be offered as soon as possible and students will be informed of the place, date and time of the new examination.

Article 5.14 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

5.14.1 Definitions

1 Academic dishonesty is defined as a (suspected) act or omission thereof by a student that makes it impossible, either completely or partially, to form an accurate assessment of this student's knowledge, understanding and skills. Plagiarism is a form of academic dishonesty.

2 Academic dishonesty is understood to mean at least, but not exclusively, the following:

a. the student uses or has used aids in the room where the examination takes place, which have not been explicitly authorised by the examiner for consultation during the examination;
b. the student uses information from someone other than the examiner in any way during the examination, which information was obtained in or outside the examination room;
c. before or during the examination, the student gives or has given information in any way to another student about (the contents, details and/or answers/ solutions) the examination;
d. the student has impersonated someone else during the examination or has allowed themselves to be represented by someone else during the examination;
e. the student has taken unauthorised notice of the examination questions, assignments and/or model answers prior to or during the examination;
f. the student makes changes to examination papers already handed in, either after the end of the examination time or during the inspection opportunity afterwards.

3 Other forms of academic dishonesty include, but are not limited to:

a. any action or omission by a student that aims to make it completely or partially impossible to form a correct and reliable judgement about the knowledge, understanding, and skills acquired by the student, or about the knowledge, understanding, and skills of fellow students;
b. falsifying research data.

4 Plagiarism is understood to mean at least, but not exclusively, the following:
   a. the student copies passages from someone else's work verbatim[8] without proper citation;
   b. the student paraphrases passages from someone else's work[8] without proper citation;
   c. the student presents ideas or findings of others[8] as their own ideas or findings.
   d. the student submits an initial version of a text that has previously been submitted (or a comparable text) by the student or another student for assignments of one or more curriculum components;
   e. the student sells, offers for sale, or holds in stock falsified works as described in points a to d.

5 Academic dishonesty also includes an attempt to commit academic dishonesty, complicity, participating in academic dishonesty, and preparing and preventing (or attempting to prevent) the discovery of academic dishonesty.

6 By taking part in an examination, the student agrees that the examination submitted by the student for assessment, if applicable, will be checked for academic dishonesty using anti-plagiarism software, and that the examination will be stored in the anti-plagiarism software database. Students are not allowed to implement any software-based measures aimed at circumventing or cheating anti-plagiarism software used for electronic examinations or any other electronic texts that are part of their study programme.

7 An irregularity is defined as an occurrence or circumstance that prevents the examiner from being able to reach an objective assessment of a student's knowledge and skills. An irregularity as referred to in this article does not automatically constitute academic dishonesty. In the event of an irregularity as referred to in this article, the board of examiners may decide that the examination in question be declared invalid. The examination will not be assessed and the code 'OV' will be entered into Osiris.

5.14.2 Procedure

1 Upon suspicion of academic dishonesty, the examiner will promptly address this with the student concerned and the board of examiners. The examiner will submit to the board of examiners all relevant evidence with regard to the academic dishonesty or suspicion of academic dishonesty.

2 Upon suspicion of academic dishonesty arising during an examination, the invigilator will promptly address this with the student. The invigilator will make a note of the incident in the official report of the examination, confiscate any evidence regarding the incident and submit this evidence to the board of examiners. The student concerned will be given the opportunity to finish and hand in the examination.

3 No later than within 2 weeks after the board of examiners has been notified of the suspicion of academic dishonesty, the student will be given the opportunity for a hearing before the board of examiners. The board of examiners may – acting either ex officio or at the student's request – obtain information from witnesses and/or experts. Furthermore, the board of examiners must have the possibility to carry out any investigations that it deems necessary.

4 The board of examiners will lay down all findings in a written report.

5 The board of examiners will check whether the student's behaviour that was observed fulfills the academic dishonesty criteria as specified in these regulations and will inform the student in writing, no later than 2 weeks after the student has been heard, of its decision and – if applicable – of any disciplinary measures to be imposed. This will include information on the option to appeal to the Examinations Appeals Board.

[8] Waaronder het met behulp van technische hulpmiddelen zoals bijvoorbeeld AI tools gecreëerde werken.

6 Within 6 weeks from the announcement of the board of examiner's decision, the student may appeal the decision to the Examinations Appeals Board, as referred to in article 9.2.

5.14.3 Disciplinary measures

1 In the event of academic dishonesty, the board of examiners may impose one of the following disciplinary measures upon the student concerned:
   a. withdraw the student's right to sit one or more examinations, to be designated by the board of examiners, during a term of one year at the most, to be determined by the board of examiners, or,
   b. declare the fraudulent examination invalid. In the student progress monitoring system Osiris, this examination will be marked with the code 'FR', or,
   c. a combination of a and b.

   Any previous incidents of academic dishonesty will be considered when determining the severity of the disciplinary measure.

2 On the proposal of the board of examiners, the Executive Board may decide to permanently terminate the student's enrolment on the study programme in the case of serious academic dishonesty.

3 In the case of confirmed academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or judicial authorities.

4 Cases of academic dishonesty established after degree completion will be reported to police or judicial authorities by Breda University of Applied Sciences. Moreover, the degree certificate will subsequently be declared invalid and/or the degree title will be revoked. The student will promptly return their degree certificate to the institute upon first request. The institute will ensure that the degree awarded will be removed from all formal registers and that the degree certificate will be destroyed.

Article 5.15 Examination Certificates

WHW article 7.11 paragraph 1

1 As proof that an examination has been passed, the examiner will issue a certificate relating to it. The registration of the confirmed result in Osiris will be regarded as proof.

2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.4 section 2 cannot yet be awarded, will receive – upon their own request - a written certified statement from the board of examiners listing the examinations completed successfully. Students are required to submit a written request for this statement themselves to the chair of the board of examiners.

Chapter 6 Final Exams

Article 6.1 Master's Exam

WHW articles 7.8 and 7.10

The student will pass the master's exam, if this student has met the requirements of all examinations related to the courses of the master's programme. Passing this exam will earn the student 60 ECTS credits.

Article 6.2 Compensation Possibilities

Not applicable.

Article 6.3 Conditions for Passing the Final Exam

Prior to the final exam of the master's programme, the board of examiners will determine whether this student has successfully completed all the courses of the master's programme.

Article 6.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

1 The board of examiners will determine the results of the master's exams in its exam meeting. The names of the students who meet the requirements of the final master's exam will be registered in an official report ('*proces verbaal*') drawn up following the exam meeting. The term 'official report' also includes a meeting list or a document provided digitally.

2 As proof of the final master's exam having been passed, the board of examiners will issue a degree certificate with accompanying list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students will receive a 'diploma supplement'. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.

3 If the student has completed one or more courses that are not part of the curriculum, the results will be added to the supplement to the degree certificate under 'other'.

4 The marks on the list of marks issued with the master's degree certificate are presented with one decimal place (ranging from n.0 to n.9).

5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance in relation to international standards.

6 The GPA is derived from the weighted average of the results obtained within the master's curriculum. The GPA is expressed on a scale of 1 to 4 to two decimal places. For the calculation of the weighted average, see appendix 4. An explanation of the GPA value is included in the diploma supplement. In addition, the complete conversion table (from weighted average to GPA) is available via the portal and internet.

Article 6.5 Degree Awarded

WHW article 7.10a

The Executive Board will award the master's degree to students who have passed the final exam of the master's programme (see article 1.3, section 5).

Article 6.6 'Cum laude' Distinction

1 If a student meets all the criteria set out in section 2, this student may receive the 'cum laude' distinction for the final exam of the master's programme.

2 The criteria referred to in section 1 are:

a The weighted average of the results of the master's exam is at least an 8.0 (unrounded).
b The final graduation mark is at least an 8.0 (unrounded).
c The student graduated on the first attempt.
d A maximum of 15 ECTS credits have been granted as exemptions within the master's programme.
e The student has never been involved in an incident of fraud/academic dishonesty.
f The master's degree has been completed within the standard duration of studies.

3 If the student has passed more than the required number of courses, only those examination results which are part of the curriculum as specified in the Teaching and Examination Regulations of the study programme in question will be considered.

4 If the student has attended courses of another master's degree programme, and/or completed a graduation internship, the board of examiners will establish the value and weighting of these courses.

5 The 'cum laude' distinction will be mentioned on the degree certificate.

Chapter 7 Committees

Article 7.1 Board of Examiners

WWH article 7.12 and article 7.12b

For each degree programme or group of degree programmes, the Executive Board has established a board of examiners. The guiding principle at Breda University of Applied Sciences is to have a board of examiners for each academy, except for the academic WO degree programmes and master's programmes. These study programmes will have separate boards of examiners. The task of a board of examiners is to establish, in an objective and competent manner, whether a student meets the conditions as outlined in the TER with regard to the knowledge, understanding and skills required to obtain a degree (also see Regulations pertaining to Boards of Examiners).

Article 7.2 Participation Council

1 BUas has a participation council whose task is to exercise student and staff participation within the institute as laid down in the Participation Council Regulations of BUas. These regulations specify, among other things, the matters on which the participation council has the right of consent and/or the right to prior consultation.

2 Depending on the subject, the participation council has the right of consent and/or the right to prior consultation over the generic part of the Teaching and Examination Regulations (TER Framework).

Article 7.3 Degree Programme Committee

1 For each degree programme or group of degree programmes, a degree programme committee has been established. The task of this committee is to provide advice on ensuring and improving the quality of the degree programme.

2 Depending on the subject, the degree programme committee has the right of consent and/or the right to prior consultation over the programme-specific part of the Teaching and Examination Regulations.

Article 7.4 Other Committees

Not applicable.

Chapter 8 Adoption and Amendment of the Teaching and Examination Regulations

Article 8.1 Adoption and Entry into Force

1 The academy director, together with the degree programme committee, will evaluate the current TER at least once a year.

2 Partially based on the advice of the degree programme committee, the academy director will draw up the draft version of the TER for the new academic year.

3 The academy director will submit the TER text, the academy-specific part in particular, to the degree programme committee for consent.

4 Once the degree programme committee has given its consent, the TER will be returned to the academy director for approval.

5 After this, the TER will be submitted for adoption to the Executive Board.

6 The academy director will ensure that students and staff are informed of the TER in a timely manner, though no later than 1 September of the academic year to which the TER relate. In any case, the TER must be published no later than 1 September of the academic year to which the TER relate.

Article 8.2 Amendments

1 Any amendments that apply to the academic year to which the TER relate may only be made if they cannot reasonably be expected to adversely affect students' interests. An exception to this are amendments that are the direct result of a change to the law.

2 Amendments may not affect:
- successfully completed examinations,
- exemptions granted,
- any other decision already made with regard to a student by the board of examiners pursuant to these regulations.

3 If an amendment relates to the academy-specific part of the TER, sections 4, 5 and 7 will apply. If an amendment relates to the general TER framework, sections 6 and 7 will apply.

4 An academy-specific amendment must not conflict with the TER framework. The decision will require approval from the academy director. Additionally, consent from the degree programme committee will be required.

5 The proposed amendment will be submitted for adoption to the Executive Board. If the Executive Board rejects the amendment, the original TER will remain in force.

6 Any amendments to the TER framework will be submitted to the Executive Board for adoption. The Participation Council will have the right of consent.

7 As soon as any amendments to the TER have been adopted, they will be published through the usual channels at the academy in the form of a cumulative amendment overview.

Article 8.3 Unforeseen Circumstances

1 Situations or circumstances that should be covered by the TER but are not, will be decided by the chair of the board of examiners in consultation with the academy director. The written justification to the student or students concerned will explain the situations and/or circumstances, considerations, and decisions, and will also refer to the option to appeal, in accordance with in article 9.2.

2 Should any differences of opinion arise within the board of examiners with regard to the interpretation of the provisions in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

Chapter 9 Additional Provisions

Article 9.1 Hardship Clause

1 The board of examiners is authorised to deviate from these regulations in favour of a student if their application were to have a seriously unfair effect on the student, and to make decisions on matters not provided for in these regulations.

2 If a student is of the opinion that a seriously unfair situation exists, this student should submit a well-founded written request to that effect to the board of examiners. To determine whether there is a seriously unfair situation, the examination board will weigh the interests of the student against those of the programme/academy. The board of examiners will decide on the request and inform the student concerned of its decision in writing, stating the reasons for the decision and the option to appeal as referred to in article 9.2.

3 If an immediate decision is necessary, the chair of the board of examiners or their deputy will decide. In the latter case (deputy), they will notify the members of the board of examiners as soon as possible.

Article 9.2 Appeal Clause

WHW article 7.61

1 If a student disagrees with a decision as referred to in WHW article 7.61, this student may appeal the decision to the Examinations Appeals Board (CBE) of BUas. This appeal must be submitted in writing within six weeks of the date on which the decision was taken.

2 This appeal can be submitted through the BUas Legal Protection Service. This service is available via the student portal or the BUas website. The appeal will be dealt with in accordance with the provisions of the Rules of Procedure of the Examinations Appeals Board (https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf) of BUas.

Appendix 1 Code of Conduct for English-Taught Study Programmes

WHW article 7.2

1 General

1 Article 3.3 specifies whether the programme is taught fully or partly in English.

2 The academy director must attach conditions to the use of English that guarantee the quality of the course(s) in question, explicitly including the language proficiency of the lecturers involved. Teaching staff who provide English-language education must demonstrate a minimum language level of C1 English, as laid down in the BUas Language Policy.

2 Additional Provisions

1 If the study programme is taught in English entirely, the use of the English language by academy staff and students is mandatory in the following situations:

a In official education-related documents (e.g. the Teaching and Examination Regulations and study guides)
b In the course materials made available by the academy (e.g. lecture notes and readers)
c During all teaching / study activities
d During all contacts with staff members of the academy organisation.

2 To promote inclusivity and support the development of language skills for all students, BUas encourages the use of English as a common language in both academic and social settings. However, taking into account the needs of Dutch-speaking students, Dutch-speaking students are not required to use English in:

a Contact with the student counsellor
b Contact with staff outside the programme/academy
c Contact with the Executive Board

Appendix 2 Competencies / Exit Qualifications

The competency set

In displaying strategic, analytical, design, implementation and leadership capabilities, by using justified chosen research methods and techniques, and by taking into account organisational conditions, data complexity, social and ethical responsibilities, cross-cultural differences and (technological) developments in a changing international environment, graduates are able to:

> A: analyse and evaluate supply chains from a strategic perspective.
> B: develop a supply chain improvement plan that supports a sustainable business model.
> C: create an approach for implementation of the supply chain improvement plan.
> D: demonstrate leadership skills by influencing the improvement process.

Mastering competencies A through D requires the following intercultural and international learning competency (IC): Graduates interact effectively and appropriately with stakeholders across cultural boundaries in international supply chain contexts, demonstrating intercultural knowledge, skills, and critical awareness of diverse worldviews including their own.

As an extension of acquiring these competencies, graduates will also develop, during the master's period, a basis for autonomous personal growth and lifelong learning.

Explanation of the terminology used is as follows:

> Supply chains: this refers to different functionalities for improvement within the supply chain: transportation, warehousing, inventory, operations and procurement. These functionalities are analysed and evaluated in a supply chain context (in relation to suppliers and customers). Supply chains apply to a cross-cultural and international context. If, for example, local sourcing is discussed, which may be domestic, it is embedded in a broader regional or global supply chain context.

> Supply chain improvement plan: a renewed and innovated design of a supply chain including a proposal and roadmap for improvement.

> Sustainable business model: the supply chain improvement plan adds value from a social, financial-economic, and environmental perspective (triple bottom line) on a cross-company level.

> Approach for implementation: demonstration of change management skills by delivering an implementation plan, by developing support among stakeholders and by creating insight into possible transition effects. Stakeholder engagement is applied at an intercultural level at both inter- and intra-organisational levels within a company or institution.

> Leadership skills: the ability to inspire, motivate and persuade others, and to reflect on their personal development as a future leader.

> Intercultural learning is the ongoing process through which supply chain professionals develop the knowledge, skills, attitudes, and critical awareness necessary to collaborate effectively across cultural boundaries in global supply chain environments. This encompasses understanding diverse business practices, communication styles, and decision-making approaches, while building the capacity to work respectfully and adaptively with international partners, suppliers, customers and stakeholders throughout complex supply networks.

Appendix 3 Curriculum Overview

BSCM.26 Master - Master Supply Chain Management _ FULL TIME VARIANT											
	Course codes*	Course Names	Teaching methods	Contact hours	Self-study hours	ECTS	Test methods	Weigth%	Minimum	Exam in week	Resit in week
SEMESTER 1	BSCM.SR-01	Supply chain & research fundamentals	Masterclassess A & B & Simulation game	40	100	5	Group assignment management game	25	5,5	4	12
							Written exam	75	5,5	4	12
	BSCM.SC-01	Supply Chain Strategy	Masterclassess A & B	40	100	5	Individual assignment (paper)	100	5,5	18	29
	BSCM.LS-01	Leadership in an international context	Masterclassess A & B & Training programme	40	100	5	Individual assignment (paper)	60	5,5	18	29
							Written exam	40	5,5	19	30
							Assignment Lumina training	0	PASS	12	17
	BSCM.RM-03	Research Methods in Supply Chain Management	Masterclassess A & B	40	100	5	Individual assignment quantitative methods (paper)	50	5,5	12	18
							Individual assignment qualitative methods (paper)	50	5,5	18	29
	BSCM.BI-01	Business Intelligence in Supply Chain Management	Masterclassess A & B	40	100	5	Written exam	75	5,5	19	30
							Assignment training R-portfolio	25	5,5	12	17
	BSCM.CI-01	Change & Innovation in Supply Chain Management	Masterclassess A & B	40	100	5	Oral exam	60	5,5	19	30
							Group assignment supply chain case	40	5,5	16	23
SEMESTER 2	BSCM.IC-01	Integrated Supply Chain Cases	Masterclassess A & B & individual supervision	36	132	6	Individual assignment modeling (paper)	50	5,5	23	30
							Individual assignment integrated cases (paper)	50	5,5	23	27
	BSCM.RP-01	Research Proposal	Masterclassess A & B, Individual supervision, Learning community & Placement	32	136	6	Individual assignment (paper)	100	5,5	27	33
	BSCM.TH-03	Thesis	Individual research, Individual supervision, Learning Community & Placement	24	480	18	Individual thesis & leadership report, presentation and defense	100	5,5	38 + 39	45 + 46
							Individual assessment on Learning Community contribution / portfolio	0	PASS	14 + 23	36 + 38

BSCM.26 Master - Master Supply Chain Management _ PART TIME VARIANT											
	Course codes*	Course Names	Teaching methods	Contact hours	Self-study hours	ECTS	Test methods	Weigth%	Minimum	Exam in week	Resit in week
SEMESTER 1 _ YEAR 1	BSCM.SR-01	Supply chain & research fundamentals	Masterclassess A & B & Simulation game	40	100	5	Group assignment management game	25	5,5	6	12
							Written exam	75	5,5	7	12
	BSCM.RM-03	Research Methods in Supply Chain Management	Masterclassess A & B	40	100	5	Individual assignment quantitative methods (paper)	50	5,5	13	18
							Individual assignment qualitative methods (paper)	50	5,5	18	29
	BSCM.LS-01	Leadership in an international context	Masterclassess A & B & Training programme	40	100	5	Individual assignment (paper)	60	5,5	18	29
							Written exam	40	5,5	19	30
							Assignment Lumina training	0	PASS	14	18
SEMESTER 2 _ YEAR 1	BSCM.SC-01	Supply Chain Strategy	Masterclassess A & B	40	100	5	Individual assignment (paper)	100	5,5	34	38
	BSCM.BI-01	Business Intelligence in Supply Chain Management	Masterclassess A & B	40	100	5	Written exam	75	5,5	35	39
							Assignment training R-portfolio	25	5,5	31	37
	BSCM.CI-01	Change & Innovation in Supply Chain Management	Masterclassess A & B	40	100	5	Oral exam	60	5,5	36	39
							Group assignment supply chain case	40	5,5	34	38
	Course codes*	Course Names	Teaching methods	Contact hours	Self-study hours	ECTS	Test methods	Weigth%	Minimum	Exam in week	Resit in week
YEAR 2	BSCM.IC-01	Integrated Supply Chain Cases	Masterclassess A & B & individual supervision	36	132	6	Individual assignment modeling (paper)	50	5,5	to be planned	to be planned
							Individual assignment integrated cases (paper)	50	5,5	to be planned	to be planned
	BSCM.RP-01	Research Proposal	Masterclassess A & B, Individual supervision, Learning community & Placement	32	136	6	Individual assignment (paper)	100	5,5	to be planned	to be planned
	BSCM.TH-03	Thesis	Individual research, Individual supervision, Placement	24	480	18	Individual thesis & leadership report, presentation and defense	100	5,5	37 + 38	45 + 46

Appendix 4 Assessment and Rounding off

1 The assessment of each examination is expressed in one of the following ways:

a a figure from 0 to 10, to one decimal place,

b in words, with an equivalent mark as shown in the following table.

Assessment in words	Abbreviation	Equivalent mark	Issuing of ECTS credits
Zero	N	0	No
Very poor	ZS	1	No
Poor	S	2	No
Very unsatisfactory	ZO	3	No
Unsatisfactory	O	4	No
Weak	Z	5	No
Satisfactory	V	6	Yes
More than satisfactory	RV	7	Yes
Good	G	8	Yes
Very good	ZG	9	Yes
Outstanding	U	10	Yes

c passed, not passed; no equivalent mark exists for these assessments.

Assessment in words	Abbreviation	Issuing of ECTS credits
Passed	VD	Yes
Not passed	NVD	No

d other assessments, without equivalent marks, as shown in the following table:

Assessment in words	Abbreviation	Issuing of ECTS credits
Fraud	FR	No
Missed opportunity	GK	No
Declaration of invalidity	OV	No
Exemption	VRIJ	Yes

2 The rounding off and calculation of averages of examinations is subject to the following:

a Marks are entered into Osiris with a maximum precision of one decimal place. This choice is made at academy level.

b If whole marks are entered into Osiris:

- a 6 or higher is sufficient for the issuing of ECTS credits
- and if marks have to be rounded up or down to whole numbers before they can be entered, this is done as follows: up to n.49, rounded down (the mark is then 'n'), from n.50, rounded up (the mark is then 'n+1').

For example:

Mark	Rounding up or down to a whole number
5.40	5
5.49	5

5.50	6
5.51	6

c If marks are entered into Osiris to one decimal place:
- a 5.5 or higher is sufficient for the issuing of ECTS credits.
- marks of up to two or more decimal places are rounded down to one decimal place before they can be entered. The rounding down is done after the first decimal. For example:
  - 5.49 becomes 5.4
  - 6.73 becomes 6.7

d Assessment in words, without an equivalent mark, do not count for the purpose of calculating averages (including GPA) or compensation arrangements.

e All assessments with an equivalent mark count towards the calculation of the student's average result.

f Averages are always weighted averages. The weighted average is calculated on the basis of the number of ECTS credits of the subordinate parts.

Appendix 5 Transitional Arrangement

A transitional arrangement will be put in place if this is due to a change to the curriculum, for example because the programme no longer offers certain courses. If only the assessment method for one or more modules has been changed, the new assessment method will also apply to students from previous cohorts.

No transitional arrangement applies for the 2026–2027 academic year.

Appendix 6 Student AI Guidelines

	LEVEL OF AI USE	FULL DESCRIPTION	DISCLOSURE REQUIREMENTS
1	No AI use	**Students are required to:** -Complete the work by themselves without using AI -Make sure everything they do is based on what they know and can do themselves, this ensures that they rely solely on their own knowledge and skills **AI must not be used at any point during the assessment.**	**The students:** -Do not use AI in their work -Confirm that they did not use AI
2	AI-Assisted Idea Generation and Structuring	**Students:** - Make sure that the final submission does not contain any content created by AI - Use AI to brainstorm, plan their work, improve their work, but ONLY before they finish the final submission **No AI is allowed in the final product submitted.**	**Students are required to:** -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process
3	AI-Assisted Editing	**Students:** -Use AI to clarify and improve their own work, so as to create the best possible final submission (i.e. only editing of the final work) -Make sure **no** new ideas and content are included at this stage **AI can be used, but the original work with no AI content must be provided in an appendix.**	**Students are required to:** -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process - Provide, in an appendix, the original product (written in English or Dutch) alongside the AI-edited version for comparison
4	AI for Specified Task Completion	**Students:** -Use AI to assist with parts of the project/assignment that the lecturer has given permission for -Make sure that they check everything AI has produced is correct AI is used to complete certain elements of the task/ assignment, with students engaging in discussions or providing commentary on the AI-generated content. This level requires critical	**Students are required to:** - Use APA7 for all AI- created content -Include the AI chat log to show how it supported their process

		engagement with AI-generated content and evaluating its output (critical thinking) **AI is used to complete specified tasks in your assessment. Any AI- created content must be cited.** Referencing of Generative AI - Generative AI Tools and Resources - LibGuides at Breda University of Applied Sciences	
5	Full Use with Human Oversight	**Students:** -Use AI while working on the project/assignment to assist with the work in ways they think are needed, right and fair-use AI as an assistant to make their creative ideas even better -Make sure they check the output generated and carefully consider everything that the AI assists them with in completing the assignment - Use AI as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity **AI may be used throughout their assignment to support their own work, provided that they specify precisely which content is AI generated.**	**Students are required to:** -Include the AI chat log to show how it supported their process



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



Facility

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