Education and Examination Regulations for the Master of Science programme in Health Food Innovation Management 2026-2027, Faculty of Health, Medicine and Life Sciences, Maastricht University, in accordance with Article 7.13 of the Dutch Higher Education and Research Act: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, WHW.*

These Rules have been determined by the Dean of the Faculty of Health, Medicine and Life Sciences after acquired advice of the Educational Programme Committee and after acquired consent from or hearing by the Faculty Council, Faculty of Health, Medicine and Life Sciences, on May 19, 2026.

CONTENTS

SECTION 1 GENERAL PROVISION

Article 1.1 Applicability of the Regulations

1. These regulations are applicable to the education and exams and the examinations of the Master of Science programme in Health Food Innovation Management of the Faculty of Health, Medicine and Life Sciences, Maastricht University.
2. These regulations apply to all participants who are registered for the programme in the academic year 2026-2027 and replaces in principle all previous rules.
3. The replacement of the former regulations may not disadvantage student(s) involved. In cases where the new regulations disadvantage students, the Board of Examiners will find a solution.
4. Contrary to the content of article 1.1. sub 2 and 3 the regulations for the Master programme and associated exams however still apply as specified in the regulations corresponding to the academic year in which students entered the MSc Health Food Innovation Management.
5. These regulations are determined annually by the Board of the Faculty of Health, Medicine and Life Sciences upon recommendation of the Education Programme Committee and upon the consent of or in consultation with the Faculty Council.

Article 1.2 Definition of Terms

In these regulations, the following definitions apply:

a. academic year: the period from 1 September of a calendar year up to and including 31 August of the following calendar year;
b. the Act: the Higher Education and Scientific Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW)];
c. administration: the administrative recording of the passing results of a course;
d. Board of Admission: the board responsible for judging the admissibility of the candidate to the programme ;
e. Board of Examiners: the programme committee referred to in the Act;
f. course: a study unit of the programme within the meaning of the Act;
g. course assessment plan: Assessment plans describe the connection between intended learning outcomes, teaching and learning activities, and assessment tasks. Assessment plans furthermore clarify standard setting procedures and grading criteria, requirements to pass the (course) exam; criteria and procedures for resits; and general rules and regulations that apply to exams;
h. course and/or module coordinator: an examiner who is responsible for the content of the education for a particular course and/or particular module;
i. course guide: the (digital) programme guide which include further details about programme-specific provisions and information.
j. course year: year 1 or year 2 of the programme;
k. credit: a unit expressed in ECTS credits, with one credit equalling 28 hours of study;
l. course exam: a component of the final examination as referred to in Section 7.10 of the Act. An exam may consist of several components;
m. Disability Support (DS): the central point at UM where students with a disability and/or chronic illness can apply for facilities or support ;
n. Education Programme Committee: the representation and advisory body that carries out the duties described in Article 9.18 and 9.38c of the Act;
o. examination: the final examination for the master's programme;
p. examiner: the person designated by the Board of Examiners to administer exams and to determine the results of such exams;
q. faculty board: the faculty board referred to in the Act;
r. final examination : the collection of results of all exams and its components, as referred to Section 7.3 of the Act
s. ILO: intended learning outcome;
t. internship: workplace learning experience in which a research and/or development is performed that will result in a thesis;participant/student: a person who is registered at the university for education and/or to take exams and the examination of the programme;

u. practical training: participating in an activity intended to develop certain skills as referred to in the Act, including
   - writing a thesis;
   - writing a paper, creating a technological design or performing another written assignment;
   - performing a research assignment;
   - participating in field work or a field trip;
   - completing an internship;
   - active participation in group meetings
v. programme: the master's programme referred to in Article 1.1 of these regulations, consisting of a coherent whole of study units;
w. Rules and Regulations: additional rules and regulations associated with the Education and Examination Regulations;
   x. student: an individual who is registered at Maastricht University for education and/or to take exams and the final examination of the programme;
y. Student Portal: the electronic learning environment for the programme, which includes and refers to further details about programme-specific provisions and information, such as CanVas, student intranet, FHML web;
z. UM: Maastricht University;

The other terms have the meaning given to them by the Act.

SECTION 2 ADMISSION

Article 2.1 Admission

Persons who meet the requirements referred to in article 2.3 are eligible for admission to the programme.

Article 2.2 Board of Admission

1. The Dean of the Faculty has given the responsibilities of the admission to the Board of Admission to oversee the applications for the master programme.
2. The Board of Admission decides whether the candidate is qualified for admission or additional requirements apply.

Article 2.3 Admission requirements

1. The following persons are eligible for admission to the programme:
   a those who have obtained a relevant* bachelor's degree from a Dutch university;
   b those who have a relevant* bachelor's degree from an EEA university (note: in case of doubt, you may be asked to pass a GRE-test);
   c those who have a relevant* bachelor's degree from a non-EEA university;
   d those who have obtained a bachelor's degree from one of the European Union (EU) member states Higher Educational Programmes (HBO, Fachhochschule, University of Applied Sciences) in one of the following disciplines:
      - Dietetics
      - Nutrition
      - Applied Science
      - Biology
      - Pharmacy
      - Chemistry
      - Biological and Medical Laboratory Research *(Biologie en Medisch Laboratoriumonderzoek)*
      - People and Technique *(Mens en Techniek)*
      - Sustainable and Healthy Nutrition (*Duurzame en Gezonde Voeding*)

      (at least 50% of courses will have to be related to human health and/or physiology).
   e those who have successfully completed the pre-master programme as described in Article 2.5.

   *Relevant domains are: Biomedical Sciences, Health Sciences (track Biology & Health), Human Nutrition, Medicine, Molecular and Biophysical Life Sciences, Psychobiology, Human Movement

Sciences, Biology, Pharmacy, Chemistry, Health and Living, Life Sciences and/or Molecular Life Sciences and/or University College and/or related BSc (at least 50% of courses will have to be related to human health and/or physiology).

2. Beside the requirements as mentioned in article 1, additional requirements are applicable. These requirements are published on the website of Maastricht University (https://www.maastrichtuniversity.nl/education/master/master-health-food-innovation-management/requirements).

Article 2.4 Language requirement with non-Dutch diplomas

a. Holders of a non-Dutch diploma can only register if they have met the minimum English language requirement corresponding to IELTS (international English Language Testing System) with a score of at least 6.5.
b. The requirement referred to under (a) is met if the person concerned has obtained one of the following diplomas or certificates:
    - A secondary education diploma issued in an EU/EEA country where the person concerned has followed English up to and including the final year;
    - A diploma issued in an non-EU/EEA country that is at least equivalent to a VWO diploma and where English is the official language of instruction in education;
    - A completed bachelor's or master's study programme where the language of instruction is English;
    - an International or European Baccalaureate, a US high school diploma or UK GCE A-levels, or
    - Can demonstrate sufficient proficiency in English, for example through English taught courses, internships or work experience in an English environment, or
    - can submit one of the following language test certificates.
        - IELTS (≥ 6,5)
        - TOEFL Paper-based test (≥ 575)
        - TOEFL Internet test (≥ 90)
        - TOEIC listening and reading (≥ 720) and speaking and writing(≥ 310)
        - Cambridge [Advanced (CAE) Grade C (scale 180-184), First Certificate in English (FCE) Grade A (scale 180-184), First Certificate in English (FCE) Grade B (scale 176-179)]
        - similar accredited certification

Article 2.5 Pre-master programme

1. Applicants are eligible for the pre-master programme if:
    a. they have successfully completed a relevant** bachelor's degree at a university of applied sciences. Applicants with BA or BSc from another discipline than those mentioned in section 2.3.1.d may be encouraged to apply for or may request admission to its pre-master's programme of max. 60 credits (ECTS).
    b. they have successfully completed a relevant*** bachelor's degree at an academic university. Applicants with BA or BSc in a discipline outside the field of studies may be encouraged to apply for or may request admission to its pre-master's programme of max. 30 credits (ECTS).
    c. the applicant's language proficiency and the motivation of the applicant meet the regular requirements.
    d. the Board of Admissions is convinced that the pre-master programme will sufficiently elevate the student's knowledge to the required level; see article 2.2.
    e. the Board of Admissions is convinced that the student will be able to successfully complete the University College Venlo courses selected for the pre-master programme.
2. The pre-master programme:

a. is composed of key courses taken from the bachelor's programme University College Venlo (UCV) and allows its students to gain essential foundations in the field to prepare them for the master's programme.
b. the Board of Admissions determines the load and the exact composition (courses, skills, and projects) of the individual pre-master programme. The Board of Admissions needs to approve any changes that occurs due to unforeseen circumstances (scheduling conflicts etc.).
c. during the pre-master programme, the student is subject to the UCV EER.
d. the students who successfully complete the pre-master's programme within a year, i.e. pass it's respective courses or received an exemption by the Board of Admissions, will be granted admission to the Health Food Innovation Management master's programme.

**Relevant bachelor's degree programmes from a university of applied sciences are: Food Technology, Food Engineering, Food Innovation, Food and Business or another programme containing at least (the equivalent of) 30 ECTS in human nutrition and/or health related courses.
***Relevant bachelor's degree programmes from an academic university are: Food Technology, Food Engineering, Food Innovation, Psychology, European Public Health, Global Health or another programme containing at least (the equivalent of) 45 ECTS in human health and academic skills related courses.

SECTION 3 CONTENT AND STRUCTURE OF THE PROGRAMME

Article 3.1 Aim of the programme

1. The Master of Science programme aims to provide students with knowledge of and insight in selected key-aspects of the following areas of science:

Biomedical Research on Nutrition and Health.
Basic research on the effects of nutritional compounds on mechanisms involved in the etiology of disease may lead to new insights and innovative ideas for new product development (NPD) in the food arena.
The implementation of basic research findings in nutrition intervention trials, will lead to insights on the efficacy of dietary measures to impact on health and disease.
Epidemiological research may provide ideas about the link between certain food/nutrient exposures and incidence of disease. Such studies justify the design of controlled intervention trials to determine the effects of dietary recommendations or supplementations, in order to substantiate intervention effects.
Understanding possibilities and pitfalls of a number of sophisticated scientific intervention models and techniques and the use of specific biomarkers that are commonly used to study the effects of dietary components on human health status is a prerequisite for determining the targets, timelines and expected outcomes of studies.

Consumer and Market Research
Selection of appropriate development targets should be made based on specific criteria such as size of population affected, level of consumer knowledge/understanding-/trends/behaviour, food-fit, sensory factors and preferences and competitive landscape co-affecting consumer choices. Consumer and market research falls into place here.

Food Technology Developments
Novel food and nutrient isolation/extraction and processing techniques have led to the development of new ingredients and new types of foods. Ingredient modification techniques have allowed the design of food ingredients that did not exist as such previously.
Food crops, raw materials, extracts, and ingredients can be processed to produce food and beverage products that are suitable for human consumption. Food processing and food technology facilities are key deteminants of the functional, physical, structural properties, and healthiness and sensory characteristics of the end products and as such, students will need to understand and be able to select the most appropriate food processing and food technologies, in order to drive the complex food innovation process.

International Food Regulations
With the development of the world-wide web and the growing interregional trade, products find their way all over the world. Insight in differences in food law and local regulations on health claims is essential to avoid project failures in specific countries or regions.

Entrepreneurship, Value Proposition and Intellectual Property
To make any innovation successful, an understanding of entrepreneurial aspects is highly relevant. Innovation is being done to create added value to consumers and value to the company. Understanding of the business essentials is of great importance for the multidisciplinary discussions in the process of new business- or new product development.

2. The programme contains sufficient elements for the academic and intellectual development of students, above all:
   - independent scientific thinking and performance;
   - scientific communication;
   - handling professional knowledge and skills in a social setting.

The programme's educational activities are based on core values and norms laid down in the Maastricht University Rules of Conduct and the principles of research integrity and the ensuing guidelines for good research practices as laid down in the Netherlands Code of Conduct for Research integrity (see UM website).

Article 3.2 Intended learning outcomes at programme level

The programme's profile is detailed in 33 Intended Learning Outcomes (ILOs) and intertwines four key research areas:

1. Biomedical research on food, nutrition and health
2. Consumer and market research
3. Entrepreneurship and innovation in food business
4. European food law in a global context

The ILOs are focused on extending the knowledge and skills in nutrition and health, building on the basic (biomedical) knowledge that enrolled students have already obtained during their bachelor degree programmes, as wel as on obtaining knowledge and skills on the other three key domains of the programme. Special attention is given to the understanding of the interplay between the different disciplines, which is a critical success factor when working in complex business and research environments. The different ILOs either relate to one of the four key areas or, as is the case for most ILOs, relate to at least two areas.

After graduation, students meet the following ILOs, in line with the Dublin Descriptors.

The student:

Knowledge and understanding	
1)	Analyses and evaluates business models and value chains in the healthy eating sector;
2)	critically analyses human physiology including mechanisms of food perception, and pathogenesis of non-communicable diseases (e.g. obesity, diabetes, irritable bowel syndrome, inflammatory bowel disease, cardiovascular disease and osteoporosis);
3)	analyses and evaluates food digestion, bioavailability, bioactivity and metabolism of selected food components in relation to health management and disease risk reduction across domains such as Heart Health, Gut Health, and Personalized Nutrition;
4)	analyses and evaluates the functional roles of food ingredient classes (e.g. carbohydrates, fibres, lipids, proteins, antioxidants and bioactives) in relation to health outcomes and product development;
5)	analyses and evaluates consumer health concerns, public and commercial targets for health management, and evolving market segments;
6)	analyses and evaluates the drivers of food innovation and the challenges of translating scientific knowledge into marketable products;

Application of knowledge and understanding
7) analyses the possibilities and limitations of food categories (e.g. dairy, bakery, beverage, confectionary, fruit and vegetables and meat) as carrier systems for health ingredients;
8) evaluates and optimises technical strategies to improve taste, texture and composition of food;
9) analyses and critically evaluates epidemiology in assessing 'diet-health' relationships;
10) analyses and critically evaluates emerging technologies that impact on the food production process and the opportunities for innovation in the area of food composition, taste, texture and mouth-feel;
11) analyses and evaluates the drivers and processes of biosciences based food innovation, business development and entrepreneurship, and applies these in complex innovation contexts;
12) applies and critically evaluates research methods used to understand the market and its dynamics, such as consumer demands, consumers' health concerns, consumer perceptions and behaviour;
13) critically evaluates and applies relevant biomedical analytics and technologies (e.g. body composition analysis, human intervention study methodologies, in vitro models, nutrigenomics, metabolomics and sensory testing);
14) analyses and evaluates scientific experimental study designs and their implications for the strength of the health benefit evidence;
15) analyses and critically evaluates the value of new health benefits claims in the light of scientific evidence;
16) applies, analyses and evaluates project management methods in the development of novel technology, foods or services;
17) predicts and manages practical problems (and their solutions) that relate to food innovation;
Judgment
18) critically evaluates the regulatory environment of food in the EU and globally (e.g. functional foods, novel foods, GM food and feed, health and nutrition claims) and applies this knowledge in decision making contexts;
19) analyses and evaluates environmental and socio-economical influences on food innovation developments;
20) analyses and translates scientific data to industrially relevant input and concepts;
21) critically evaluates scientific literature;
22) critically evaluates scientific literature with respect to the hierarchy of evidence based, on study design and methodology;
23) is able to assess the chance of success of health or nutrition claims in the light of the regulatory environment in the area of planned product launch;
24) evaluates the potential commercial success of innovative ideas in relation to technical, business and regulatory feasibility;
Communication
25) translates and communicates scientific data into accurate and accessible information for non-technical stakeholders (e.g. managers, commercial professionals and legal experts);
26) communicates scientific information effectively to non-scientific audiences, including the general population and specific sub-groups;
27) discusses scientific and regulatory aspects of new concepts with industry stakeholders and representatives of regulatory and scientific governmental bodies;
28) reports scientific study results clearly and effectively in written and oral formats;
29) analyses and discusses opportunities and strategies for food-related business development with multidisciplinary stakeholders (e.g. scientists, IP experts, marketeers, food engineers and investors);
Learning skills
30) integrates new insights from life sciences or agro/food technology with economics and management, to drive science-based food innovation;
31) develops and presents a business case, and a coherent business plan;
32) critically reflects on own and team performance to improve professional practice;
33) critically reflects on experiences, including challenges and setbacks, and integrates lessons learned into future practice.

Matrix relating ILOs to courses

1. Knowledge and understanding

	Courses								
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3/2.4
1	√√	√√√		√√				√√√	√√
2	√√√		√		√√				√√
3	√√√		√	√	√√				√√
4	√√√			√√√	√				√√
5	√	√√	√√√	√	√			√	√√
6	√	√√√	√	√√√	√	√		√√	√√

2. Application of knowledge and understanding

	Courses								
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3/2.4
7	√			√√	√√√				√√
8	√			√√√	√√√				√
9	√√		√		√√√				√
10				√√√	√√				√
11		√√√				√		√√√	√
12	√		√√√	√	√			√	√
13	√√		√	√	√√√				√
14	√√				√√√				√
15	√		√	√√			√√√		√
16		√				√√√		√√	√
17	√	√	√	√√	√	√√√	√	√	√

3. Judgment

	Courses								
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3/2.4
18	√		√	√			√√√		√
19	√	√	√	√√√				√	√
20	√	√√	√√	√√√				√√√	√√√
21	√√√	√√√	√√√	√√√	√√√		√√√		√√√
22	√√√		√√	√	√√√				√√
23	√	√		√			√√√		√
24		√√		√√				√√	√

4. Communication

	Courses								
	1.1	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3/2.4**
25		√√	√	√√				√√√	√
26	√	√	√√	√√			√	√√	√
27		√√		√√			√√	√√	√
28	√	√√	√√√	√√√	√√√		√√√		√√
29	√√	√√	√√	√√√	√√√	√	√	√√√	√√√

5. Learning skills

	Courses								
	1.1	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3/2.4**
30	√	√√	√	√√√	√	√√	√	√√√	√√
31		√√√		√√				√√√	√
32	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√√
33	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√√

The numbers of the intended learning outcomes as indicated in the first column correspond to the numbers of the final qualifications listed above and are also provided in the respective module descriptions.
The symbol √ indicates that a module contributes to an intended learning outcome. More √s indicates stronger contribution to the intended learning outcome.

Article 3.3 **Form of the programme**

This is a full-time programme which takes at least 2 years to complete.
The programme commences once a year in September.

Article 3.4 **Language of instruction**

1. The programme is taught in English; see section 10, appendix B.
2. Exams and examinations will take place in English.
3. The use of dictionaries is not permitted during the exams.

Article 3.5 **Communications and announcement of decisions**

1. The Faculty Board, the Board of Examiners and the examiners use Student Portal and/or e-mail through the UM account for communications relating to the programme and examinations.
2. The Faculty Board, the Board of Examiners and the examiners use Student Portal and e-mail through the UM account to announce decisions.
3. The student must regularly check his/her university e-mail address, the Faculty website and the digital learning environment. Information disseminated via e-mail, the digital learning environment or the website will be assumed to be known

Article 3.6 **Study load**

The programme has a study load of 120 credits (ECTS), with one credit equalling 28 hours of study. Each course year has a study load of 60 credits.

Article 3.7 **Content of the programme**

The Health Food Innovation Management Master's programme includes the following components and related study loads:

Year 1:

Food and Nutrition in Health and Disease (HFV1001)	(12 credits)
Entrepreneurship and Innovation in Food Business (HFV1002)	(13 credits)
Consumer Understanding and Behaviour (HFV1003)	(10 credits)
Food Innovation and New Product Development (HFV1004)	(10 credits)
Scientific Methods and Analytics (HFV1005	(10 credits)
Skills training Project Management (HFV1006)	(5 credits)

Year 2:

European Food Law in a Global Context (HFV2001)	(10 credits)
Skills training Health Food Venture Creation (HFV2002)	(10 credits)
Internship and Thesis (HFV2003 and HFV2004)	(40 credits)

Article 3.8 **Flexible programme and flexible master**

1. A student registered for one of the faculty's programmes may, under certain conditions, formulate an educational programme of its own which is different from the educational programme stated in Article 3.7. The composition of such a programme must be approved beforehand by the appropriate Board of Examiners.
2. The flexible programme must have a study load of 120 credits.
3. The Board of Examiners will decide whether to grant permission for the student's proposal within four weeks after it receives the proposal.
4. .

Article 3.9 **Combining the programme with pregnancy and care tasks**

1. With regard to pregnancy and/or childcare (and/or other care tasks initially limited to family members in the first line), the Board of Examiners may set up a custom programme for master students upon their written request.
2. The request referred to in paragraph 1 of Article 3.9 should be accompanied by a specific proposal for a programme that has been prepared in consultation with the study advisor.
3. The Board of Examiners strives to make a decision as soon as possible but no later than 2 months after submission of the request.

Article 3.10 **The final examination**

1. The final examination includes the following components:

- Course exams
- Internship
- Thesis
- Active participation in group meetings, projects and practicals
- Assignments
- Presentations
- Reports

SECTION 4 EDUCATION

Article 4.1 **Courses; composition; practical training**

1. For the programme components, courses are given with the study load stated in Article 3.7
2. The education is given in the form of classes, study groups, practical training, lectures, individual supervision or otherwise.
3. The education programme includes 40 weeks per year.

4. The courses indicated in **Appendix A** include practical training in accordance with the given specifications regarding the nature and scope of the student's activities.

Article 4.2 **Prior knowledge; course (year) entrance requirements**

The participant may only participate in the following components after the participant has passed the listed courses:
- Internship: after attainment of the full credits of the assessment activities for at least 5 courses in the first master year and;
- After passing and attaining full credits of the assessment activities for course HFV1005 Scientific Methods and Analytics.

Article 4.3 **Attendance and active participation**

1. Each participant is expected to 100% attend and actively participate in the course for which the participant has registered.
2. In addition to the general requirement to attend 100% of the tutorial meetings and actively participate, participants must participate in mandatory educational activities as indicicated in the course assessment plans.
3. Students who have been granted top-class athlete status may qualify for an adjusted attendance and participation requirement.
4. Students who have a medical impairment may qualify for an adjusted attendance and participation requirement pursuant to the recommendation of the SSC-Disability Support and/or study advisor.
5. Students who meet the requirements of exceptional circumstances as mentioned in article 4.3.3 and 4.3.4 and who have an attendance between 50-75% automatically qualify for an additional assignment as indicated in the course assessment plans.

SECTION 5 ASSESSMENT

Article 5.1 **General**

1. During a course, the participant will be assessed for academic training and the extent to which the participant has sufficiently achieved the stated learning objectives.
2. The assessment plan describes the requirements the participant must meet to pass the course and the criteria on which the participant is assessed. Once checked by the Board of Examiners, the assessment plans are published on the Student Portal.

Article 5.2 **Marks**

1. Marks are awarded on a scale of 1 to 10 up to one decimal place accurately.
2. The student must receive a mark of 5.5 or higher for all assessment elements, unless specifically stated otherwise in the course assessment plan, and a final mark of 5.5 or higher to pass the course. If only whole marks are given, the participant passes the course if the final mark is 6 or higher.
3. Additional requirements to pass the course, i.e. grades for other assessment elements, will be specified in the course assessment plans.
4. Notwithstanding the rules in 5.2.2. the participant must at least receive a final mark of 6.0 for the internship and thesis to pass those exam components.
5. Ratings are expressed as Good, Pass, or Fail.
6. If ratings are used, the final assessment for the relevant examination component is a pass if the student receives at least a Pass rating.

Article 5.3 **Order of exams**

Students are not admitted to a course exam unless they have fulfilled the obligation to attend mandatory educational activities for the relevant course. In appropriate cases, a student may be conditionally admitted to an exam at its request, pending a final decision on admissibility from the Board of Examiners.

Article 5.4 **Scheduling and frequency of the exams**

1. Students can take exams twice a year on dates determined by the Office of Education: once during or directly after the course period (first sit for the exam) and once during the academic year (resit option).
2. In exceptional cases, the Board of Examiners can decide that an exam may be taken at another time than determined in accordance with the first paragraph.
3. The Board of Examiners maintains the right to organise additional re-examination dates.
4. When the result of the course exam is insufficient after a period in which 4 consecutive exams including re-examinations have been organized, the student has to participate satisfactory in group meetings, practical skills and satisfactory complete group assignments or papers that are part of the course, to obtain admission to the course exam or resit.

Article 5.5 **Form of the exams**

1. The exam format depends on the knowledge and skills to be assessed, and will be announced via the assessment plans or no later than at the start of the course. In principle, the exams are written. 'Written exams' also include taking these exams by computer.
2. In consultation with the Board of Examiners, the examiner may decide that due to the small number of students, an originally written course exam format can have a different form for the resit.
3. Pursuant to the recommendation of the SSC-Disability Support and/or study advisor, the Board of Examiners will give students with a disability the opportunity to take exams in a manner that accommodates their specific disability as much as possible. The Board of Examiners will seek expert advice where necessary before reaching a decision.

Article 5.6 **Oral exams**

1. Oral exams are conducted on an individual basis, unless the Board of Examiners has stipulated otherwise.
2. Oral exams are administered by two examiners, unless the Board of Examiners has stipulated otherwise.
3. Oral examinations are public unless the student has objections against the public nature or the Board of Examiners or the relevant examiner has stipulated otherwise in exceptional cases.

Article 5.7 **Assessments in exceptional cases**

1. A student can submit a request to the Board of Examiners for an individual assessment. This request may be granted if not granting an individual assessment would result in an unacceptable study delay.
2. A student can submit a request to the Board of Examiners for an individual assessment. This request may be granted if:
   - the student has not passed the exam in question due to exceptional circumstances
   - a student only needs to pass no more than one mandatory component (taken earlier the regular and resit exam in first and second course year, but not passed the course),
   - If not granting an individual assessment would result in an 'exceptional case of extreme unfairness'
3. Requests for exceptional assessments must be submitted to the Board of Examiners with supporting documents as soon as possible.

Article 5.8 **Written assignments and master's thesis**

1. The Health Food Innovation Management programme management provides guidelines for written assignments as well as for the written master's thesis and the oral defence thereof. The guidelines will be published in the Student Portal.
2. The master's thesis will be evaluated by at least two examiners. In addition to the assessment of the written thesis, the two examiners will assess an oral master thesis defence. This oral defence will include a short presentation by the student, followed by questions from the examiners.
3. The master's thesis must be written and defended individually by the student.

4. The student will write and defend one thesis supervised and assessed by the Faculty over the course of the programme.

Article 5.9 **Internship**

1. The internship coordinator decides on behalf of the programme management whether a proposed internship meets the requirements.
2. The internship coordinator assigns on behalf of the Board of Examiners, the examiners as supervisors for the internship as well as the second thesis examiners.
3. The programme management lays down the requirements that internships must meet in terms of nature and content in the form of internship regulations. These regulations are published on the Student Portal.
4. The student will undertake one internship supervised and assessed by the Faculty over the course of the programme.

Article 5.10 **Determination and announcement of exam results**

1. The Board of Examiners determines the standards for assessing each examination component. The standards are included in the Rules and Regulations.
2. The examiner determines the result of a written exam and provides the Education Office with this result within 13 working days of the date on which the exam was taken. The Education Office apprises the participant of the result within 15 working days of the date on which the exam was taken.
3. The period stipulated in paragraph 5.10.2 may be extended if the Board of Examiners considers it necessary to investigate the exam result further.
4. The examiner determines the result of an oral exam at the latest the next day after it is taken and issue the relevant certificate to the Education Office. If more than one participant takes the same exam after each other on different days, this period may be extended by up to five working days.
5. For all other forms of exams, the Board of Examiners specifies in advance how the result will be determined and what the applicable time period is.

Article 5.11 **Right of inspection**

1. Within 10 working days after notification of the result of a written exam, including a computer-based exam, is announced, students can, upon request, inspect their assessed work.
2. Within the period referred to in paragraph 5.11.1, the student in question may inspect the questions and assignments for the written exam and the standards on which the assessment was based.
3. Students will be informed of how to exercise their right of inspection when they are notified of the result of a written exam, with due observance of paragraph 5.11.1.
4. When a paper or Master's thesis has been corrected and provided with feedback by the examiner, it will be returned to the student.

Article 5.12 **Administration of courses**

1. An administration for completion of a course, and therefore the course-related credits, is obtained once all requirements with regard to the components of the course have been met. The requirements always include a pass in the course exams.
2. Any additional requirements for administration of the courses are stated in the corresponding assessment plans.

Article 5.13 **Invalidation of exams**

If an exam involves irregularities that make it impossible to accurately assess the candidate's knowledge, insight, and skills, the Board of Examiners may declare the exam invalid for both the examinee and/or a group of examinees.

Article 5.14 **Period of validity**

1. In principle, exams which have been passed are valid for an unlimited period.
2. Notwithstanding this, the Board of Examiners may require an additional or replacement exam or examination component for an exam which was passed more than six years ago if the student's knowledge or insight that was examined is demonstrably outdated or the skills that were examined are demonstrably outdated.
3. If exceptional circumstances apply as referred to in Article 7.51 paragraph two of the Act, the period of six years will be extended by the duration of the financial support the student receives from the profiling fund.

Article 5.15 **Retention period for exams**

1. The exercises, including answer keys/response models, the elaborations/answers and the assessed work for assignments/exams will be retained in paper or digital format for two years after the exam/final examination result is determined.
2. Theses that have been awarded a pass mark and the corresponding assessment will be retained for at least seven years.
3. The diploma and accompanying list of marks will be retained for 30 years.

Article 5.16 **Exemption**

1. The Board of Examiners may, at a student's request, grant the student an exemption from taking an exam if the student demonstrates in writing to the Board of Examiners' satisfaction that the student previously:
   a. Either passed an exam for a university or higher professional education programme which was similar in terms of content and level or
   b. Demonstrated sufficient knowledge and skills relevant to the exam concerned, either through work or professional experience
2. At most one third of the credits for the programme may be granted based on the exemptions granted.
3. The master's thesis and internship are excluded from this exemption option
4. In order to qualify for an exemption, a student has to submit a written request to the Board of Examiners within a minimum of 6 weeks prior to the start of the relevant course.
5. The Board of Examiners will not grant any exemption based on exams passed by a student outside the programme during the period in which the student was barred by the board of examiners from taking exams for the programme because of fraud.
6. The same period of validity that applies to exam results, also applies to exemptions.

Article 5.17 **Fraud**

1. The term fraud, which is also understood to include plagiarism, is used to refer to an act or omission on the part of a student that makes it entirely or partly impossible to properly assess the student's knowledge, insight and skills.
2. The term plagiarism is used to refer to the presentation of ideas or words from one's own or someone else's sources without correctly acknowledging the source.
3. The term fraud also refers to attempted fraud.
4. If the Board of Examiners establishes that a student has committed fraud during an exam or exam component, the Board may take appropriate measures.
5. In serious cases of fraud, the Board of Examiners may propose to the Executive Board of Maastricht University to permanently terminate the relevant student or students' registration in the programme.
6. The General FHML-Regulation for Fraud and Irregularities, drawn up by the Board of Examiners, set out in greater detail what constitutes fraud and what measures the Board of Examiners may impose. These regulations are available on the Student Portal at the start of the academic year.

Article 5.18 **Unsuitability (*Iudicium Abeundi*)**

1. In exceptional cases and after careful consideration of the interests involved, the Board of Examiners or the dean/the Faculty Board may ask the executive board to terminate or, as the case may be, refuse the enrolment of a student in a programme, if that student, through its behaviour or opinions ventured, has demonstrated its unsuitability for the practice of one or more professions for which the student is trained by the programme the student follows, or, as the case may be, for the practical preparation for the practice of the profession.
2. The dean/the Faculty Board, the Board of Examiners and the Executive Board will reach a decision in accordance with the Iudicium Abeundi Protocol adopted by the Dutch Federation of University.
3. The relevant clauses of Maastricht University's Enrolment Provisions apply.

SECTION 6 FINAL EXAMINATION

Article 6.1 **Final examination**

1. The Board of Examiners determines the result and date of the examination and issues the certificate as referred to in Article 6.3 as soon as the participant has satisfied the exam requirements of the programme.
2. Prior to determining the result of the examination, the Board of Examiners may conduct their own investigation of the participant's knowledge regarding one or more components or aspects of the programme if and insofar as the results of the relevant exams give reason to do this.
3. To pass the examination, the participant must pass all components as mentioned in article 3.7
4. To pass the examination and receive the certificate, the participant must also have been registered for the programme during the period that the exams were taken.
5. A certificate may only be issued after it has been shown that the participant has satisfied all the obligations, including paying the fees.
6. The last day of the month in which the student satisfied all the examination obligations will be considered the examination date (graduation date).
7. Students who have passed the examination and who are entitled to the issuance of a certificate may, stating reasons, ask the Board of Examiners not to do this yet. This request must be submitted at least one month before the final assignment is turned in or the final exam is taken. The Board of Examiners in any event grants the request:
    - if the student is selected by the faculty for a double degree, an extracurricular internship or an extracurricular exchange, or
    - if the student has held/will hold a board position of at least nine months or a Student Introduction Committee ('INKOM') board position.

   The Board of Examiners may also grant the request if refusal would result in an exceptional case of extreme unfairness because the student concerned could not have taken the automatic graduation into account when the student was planning its study.

Article 6.2 **Degree**

Participants who have passed the examination will be awarded the degree 'Master of Science' .

Article 6.3 **Certificate and statements**

1. As proof that the examination was passed, the Board of Examiners issues a certificate, after it has been stated by or on behalf of UM's Executive Board that the procedural requirements for receiving the certificate have been met. The certificate is based on the model that UM's Executive Board has adopted. One certificate will be issued per programme, even if the participant completes several programmes.
2. The certificate that the examination has been passed also indicates:
    a. the name of the institution;
    b. the name of the programme;
    c. the examination components;

d. the degree awarded;
e. the date on which the programme was most recently accredited or was subjected to the new programme test;

3. Participants who are entitled to the issuance of a certificate may, stating reasons, ask the Board of Examiners not to do this yet (pursuant to Article 6.1(7).
4. The certificate is signed by the chair of the Board of Examiners and the faculty dean.
5. The certificate is awarded in public, unless the Board of Examiners decides otherwise in exceptional cases.
6. The certificate includes a list of the examination components.
7. The Board of Examiners includes a diploma supplement as referred to in Article 7.11(4) of the Act with the certificate. This diploma supplement is based on the model adopted by UM's Executive Board, which is in compliance with the agreed European standard format.
8. The Board of Examiners may award the '*cum laude*' designation in accordance with the provisions in the Rules and Regulations.
9. Participants who have passed more than one exam and who cannot be issued a certificate will upon request, receive a statement issued by the Board of Examiners which at least indicates the exams which they passed.

Article 6.4 **Right of appeal**

1. Students may lodge an appeal against a decision by the examiner and/or the Board of Examiners with UM Complaint Service Point within six weeks of being notified of the decision.
2. The appeal can be submitted to Maastricht University, Student Service Centre, attn. Complaints Service Point, PO Box 616, 6200 MD Maastricht. The appeal must be signed, dated and include the name and address of the petitioner. It should also include the grounds on which the appeal is based and, if possible, a copy of the decision being appealed.

SECTION 7 STUDY GUIDANCE

Article 7.1 **Study progress administration**

The faculty records the students' individual study results and makes them available through StudentPortal.

Article 7.2 **Study guidance**

The faculty will provide for the introduction and study guidance for students registered for the programme. The study guidance includes:

a. an introduction during the first week of the first semester of the first academic year;
b. group and individual advice on possible study paths in and outside the programme, partly with a view to the professional options after the master's programme and opportunities for immediately entering the labour market after obtaining the master's diploma;
c. group and individual advice on study skills, study planning and choices of continuing study paths;
d. offering referrals and help if the student experiences problems during the study.

Article 7.3 **Studying with a disability and/or chronic disease**

Upon request, students with a disability and/or chronic illness are offered the opportunity to take exams and assessments or teaching and learning activities in a manner adapted as optimal as possible to their disability and/or chronic illness. These adjustments shall be reasonably tailored to the student's disability and/or chronic illness but may not alter the quality or difficulty of an educational component or assessment programme. All ILOs must be covered by the adapted (assessment) provision.
Based on the advice of Disability Support (DS) and, if applicable, any additional information, the Board of Examiners decides on adaptations in assessment. Based on the advicde of DS and the subsequent binding advice of the head of the Education Office, the Board of Examiners decides on adjustments in education.
If the Board of Examiners deviates from the advice of DS, this deviation is motivated.

SECTION 8 TRANSITIONAL AND FINAL PROVISIONS

Article 8.1 **Amendments**

1. Amendments to these regulations may be adopted in a separate decision by the Faculty Board, after a recommendation from the programme committee and after consent from or consultation with the Faculty Council.
2. Any amendments to these regulations will be applied in the current academic year unless the student will reasonably be harmed as a result.
3. In addition, amendments may not affect, to the students' detriment, a decision regarding a student which has been taken by the Board of Examiners pursuant to these regulations.

Article 8.2 **Notice**

The Faculty Board ensures that proper notice is given of these regulations, the rules and regulations adopted by the Board of Examiners, and any changes to these documents, by, for example, placing such notice on the StudentPortal.

Article 8.3 **Evaluation**

The Faculty Board will ensure that the education of the programme is regularly evaluated, assessing at least – for the purpose of monitoring and if adapting the student workload – the amount of time students need to complete their duties as set out therein.

Article 8.4 **Unforeseen cases/safety net scheme**

1. In cases not covered or not clearly covered by these regulations, decisions are taken by or on behalf of the Faculty Board, after it has consulted with the Board of Examiners.
2. In individual cases in which application of the Education and Examination Regulations, would lead to manifestly unreasonable results, the Board of Examiners can deviate from the stated regulations in the student's favour.

Article 8.5 **Effective date**

This Regulation will come into force on September 1, 2026 and will apply to the academic year 2026-2027.

SECTION 9 APPENDIX A: PRACTICAL TRAINING

The following courses consist in whole or in part of practical training:

Course	Course Year	Credits	Nature of activities
HFV1004 Food Innovation and New Product Development	Year 1	10 ECTS	laboratory practical(s) to learn how to apply theoretical food innovation concepts into actual food products
HFV1005 Scientific Methods and Analytics	Year 1	10 ECTS	laboratory practical(s) to learn how to conduct scientific experiments by linking a research question to a feasible methodology and analysing the robustness of the results
HFV1006 Skill training Project Management	year 1	5 ECTS	learn how to apply project management techniques to technology or product development project
HFV2002 Skill training Health Food Venture Creation	year 2	10 ECTS	develop both theoretical and practical insight of and an initial competence in into the start-up processes of new ventures and of the role of business planning
HFV2003/4 Internship & Thesis	year 2	40 ECTS	conducting scientific research

SECTION 10 APPENDIX B: LANGUAGE OF INSTRUCTION

The choice for the language of instruction of the programme is in line with the Executive Board Code of conduct 'voertaal' adopted on 06/03/2018 in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2.
Because of the specific educational nature and profile of the master programme in Health Food Innovation Management, teaching and examinations are conducted in English. This guarantees the quality of education, because:

- The content of the programme has an international orientation and focus. Literature and study books are in English, there is no relevant literature only in Dutch. Moreover, international exchange of students during the master thesis work will be facilitated by English proficiency.
- The academic community is internationally oriented and the staff is international. A considerable part of the teaching staff is non-Dutch.
- The labour market demand is internationally oriented (English speaking) alumni. After finishing a master, a large part of the graduates gets either a PhD-position or a position in an internationally oriented food and/or beverage company. English is the lingua franca of science and many of the research groups host international researchers making English the language of daily communication as well. That part of graduates that is not employed as a PhD, finds jobs at food and/or beverage companies. These companies often host foreign employees, resulting in English as a common language. Working in an international context not only requires language proficiency, but also necessitates a feeling of cultural differences. An English taught programme allows the intake of a culturally diverse student population, and creates a natural setting to develop intercultural awareness and to train the kind of skills needed to cope with diversity.